

4. Рогова Г. В. Методика обучения английскому языку на начальном этапе в средней школе. Пособие для учителя/ Галина Рогова. – М.: Просвещение, 1988. – 180 с.
5. Telychko N. V. Theoretical and methodical principles of forming the foundations of pedagogical mastery of future teachers of elementary school, Doctor's thesis, Vinnytsya. – 2014.

References

1. Maslova K.S. (2005), Ihrova orhanizatsiia tematychnoho kontroliu rivnia sformovanosti komunikatyvnoi kompetentsii uchniv pochatkovoї shkoly [The game organization of thematic control of the level of formation of the communicative competence of elementary school students]. *International forum «Language Education: The Way to European Integration: abstracts of reports*, edited by S. Yu. Nikolaev, K. I. Onishchenko, K.: Lenvit, 151 p.
2. Panova L.S., Andriyko I. F., Tezikova S.V. (2009), Metodyka navchannia inozemnykh mov u zahalnoosvitnikh navchalnykh zakladakh: pidruchnyk [Methodology of teaching foreign languages in general educational institutions: a textbook] *Scientific notes. – Series: Philological Sciences. Collection of scientific works*, №81, pp.141 – 146.
3. Petrashchuk O.P. Teoretychni osnovy testovoho kontroliu inshomovnoi komunikatyvnoi kompetentsii uchniv serednoi zahalnoosvitnoi shkolu [Theoretical bases of test control of foreign communication competence of secondary school students]. Dissertation diss. Doctor of Pedagogical Sciences, K., State Linguistic University.
4. Rogova G.V. (1988), Metodyka obucheniya anhlyiskomu yazyku na nachalnom etape v srednei shkole. Posobyе dlia uchytelia [Method of teaching English at the initial stage in middle school. Teacher's Manual], M.: Enlightenment, 180 p.
5. Telychko N. V. (2014), Theoretical and methodical principles of forming the foundations of pedagogical mastery of future teachers of elementary school, *Doctor's thesis*, Vinnytsya

УДК 378:373.3.011.3-051=111

MOTIVATION OF FUTURE TEACHERS OF THE ELEMENTARY SCHOOL TO THE FORMATION OF PEDAGOGICAL MASTERY

Telychko Natalia, Mykhailochko Victoria

МОТИВАЦІЯ МАЙБУТНІХ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ ДО ФОРМУВАННЯ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ

Теличко Н. В., Михайлочко В.

The direction of students of pedagogical higher educational establishments to achieve the level of pedagogical mastery is based on their motives, needs, intentions, beliefs, ideals and professional values of the future teacher. In this regard, the combination of the target (the achievement of mastery in the future profession) and activity aspects (the detection of activity in mastering the basics of pedagogical mastery) of the student's educational activities is taken as the basis for the formation of pedagogical mastery of future elementary school teacher. The mentioned activity is aimed at actualization, comprehension, definition and recognition of professional values as the basis for the formation of pedagogical mastery.

Keywords: *motivation, students, future teachers of elementary school, experiment, pedagogical mastery, axio-acmeologic and motivational component of pedagogical mastery.*

Спрямування студентів педагогічних вищих навчальних закладів на досягнення рівня педагогічної майстерності базується на сформованих у них мотивах, потребах, намірах, переконаннях, ідеалах, професійних цінностях майбутнього педагога. У зв'язку з цим за

основу формування педагогічної майстерності майбутніми вчителями початкових класів взято поєднання цільового (досягнення майстерності в майбутній професії) та діяльнісного аспектів (виявлення активності в опануванні основами педагогічної майстерності) навчальної діяльності студента. Означена діяльність спрямовується на актуалізацію, осмислення, визначення і визнання професійних цінностей як основи для формування педагогічної майстерності.

Основною метою написання статті є узагальнення результатів експериментального дослідження з формування аксіо-акмеологічно-мотиваційного компонента педагогічної майстерності майбутніх учителів початкових класів.

На основі теоретико-методологічного аналізу наукової літератури визначено та обґрунтовано сутність аксіо-акмеологічної професійної мотивації, що спрямовується на формування аксіо-акмеологічно-мотиваційного компоненту педагогічної майстерності майбутніх учителів початкових класів. Критеріями ефективності формування аксіо-акмеологічно-мотиваційного компоненту визначено професійні мотиви і ціннісні орієнтації до професійного становлення вчителя-майстра як вершини у майбутній фаховій діяльності.

З метою аксіо-акмеологічної професійної мотивації в процесі професійної підготовки майбутніх учителів початкових класів створювалося мотиваційно-аксіологічне середовище для усвідомлення студентами важливості та потреби професійного зростання. Доведено вірогідність отриманих результатів і достовірність експериментального дослідження з використанням статистичних методів обробки даних педагогічного експерименту.

Отже, мотивація студентів до формування педагогічної майстерності визначає спрямованість майбутніх учителів до усвідомлення цінності і цілей у професійному зростанні.

Ключові слова: *мотивація, студенти, майбутні вчителі початкових класів, експеримент, педагогічна майстерність, аксіо-акмеологічно-мотиваційний компонент педагогічної майстерності.*

The professional activity of the future teacher of elementary school envisages his mastering the basics of pedagogical mastery even during the period of studying at a high school. Thus, foreign scholars have been paying attention to the problems of improving teachers training that is aimed at the formation of their pedagogical mastery. The results of the European studies on the acceptance of educational technologies in national and professional cultures have been analyzed; the requirements for the modernization of the program of the basic professional education of teachers in accordance with the professional standard of the teacher have been specified; the need for the development of pedagogical culture has been argued; the expediency of using video and dialogue for the creation of pedagogical knowledge has been discussed; the state of studies on the appreciation of teachers' subject knowledge in different countries has been reviewed; the offer to use testing to assess the overall pedagogical / psychological knowledge of future teachers has been disputed [4].

The direction of the students of pedagogical higher educational establishments to achieve the level of pedagogical mastery is based on their motives, needs, intentions, beliefs, ideals, and professional values of the future teacher formed in them. The motives of masterful pedagogical activity should have a personally evaluative character for students, which suggest the formation of the internal motivation rather than the influence of external motivations. Therefore, it is obvious that self-motivation suggests the formation of internal motivation of future teachers for professional growth, and only in some cases the formation of external motivation of students to learn the basics of pedagogical mastery [2].

However, the researchers have not conducted the targeted research to specify the essence and the formation of a separate component of the pedagogical mastery of the future teachers of elementary school, which combines the goals and aspirations of students to professional growth. Part of the general problem has to be distinguished as something that has not been resolved before and to which the article has been devoted.

The results of the theoretical analysis of the psychological aspects of motivation has suggested that the researchers understand the professional motivation of pedagogical activity as a qualitative characteristic of the teacher's personality, which originates from the motivation of choosing a profession as a necessary component of a professional orientation formation, in particular, at future teachers of elementary school. Professional motivation has been considered by the researchers in the sense of clarification of theoretical backgrounds of the formation and development of his professional and pedagogical mastery and creativity, which predetermines the development of his skills for self-actualization and formation of professional-humanistic motives of contemporary pedagogical activity. Scientists have analyzed the process of acquiring teacher's pedagogical mastery as a result of realization of his desire for professional development, using means of professional self-education of a teacher. The researchers have proved the necessity of the formation of valuable orientations, professional and pedagogical values, in particular, for the future elementary school teachers, that make up the value-consciousness sphere of the future teacher's personality [5].

In this regard, the combination of the target (achievement of mastery in the future profession) and activity aspects (identification of activity in learning the basics of pedagogical mastery) of student training have been taken as the basis for the formation of pedagogical mastery of the future teachers of elementary school. This activity is aimed at actualization, comprehension, definition and recognition of professional values as the basis for the formation of pedagogical mastery [4].

Goal setting is to analyze the results of an axio-acmeologic and motivational component of pedagogical mastery of future teachers of elementary school.

The main task of writing the article has been the synthesis of the results of experimental research on the formation of the axio-acmeologic and motivational component of pedagogical mastery of the future elementary school teachers.

An experimental study on the formation of the axiom-acmeologic and motivational component of pedagogical skills of future primary school teachers have been conducted at the Mukachevo State University for two years at the following stages and using a set of methods such as:

- the theoretical analysis of scientific and pedagogical literature in order to clarify the essence of motivation;
- the distribution of students of the third year, who began to study the discipline "Fundamentals of pedagogical skill", control (126 students) and experimental (125 students) groups;
- the determination of the input level of the formation of axio-akmeologic and motivational component of pedagogical skill of future teachers of elementary school;
- the formation of the axio-acmeologic and motivational component of the pedagogical skill of the future teachers of elementary school students by means of creating a motivational-axiological environment;
- the definition of the final level of the formation of the axio-acmeologic and motivational component of pedagogical skill of future teachers of elementary school;
- the comparative analysis of the input and final levels of the formation of the axio-akmeologic and motivational component of pedagogical skills of future teachers of elementary school who were trained in control and experimental groups;
- to prove the reliability of the obtained results with the help of methods of mathematical statistics (determination of F-criterion - Fisher's criterion).

The effectiveness of the implementation of these methods at these stages of experimental research is as following:

On the basis of theoretical analysis of the scientific and pedagogical literature aimed to clarify the essence of motivation, it has been established that the student's desire and orientation to learn the basics of pedagogical mastery even during studying at higher educational establishments

has been determined by his need in self-affirmation as a competent specialist in the future. Through self-reflection, the student develops a desire for self-perfection and self-correction. This has happened due to objective and subjective factors. Objective factors are the modern requirements for the competitiveness of teachers. Therefore, the realization of personal value (that is the subject of axiology) in achieving of personal superlatives (acme) by the future teacher in professional activities at the level of pedagogical mastery has been actualized.

The interests, needs and settings of the student on professional achievement, which are defined as personal value in professional development, have been determined by subjective factors. Thus, in the motivational sphere of learning the basics of pedagogical mastery, we have combined axiological (value) and acmeological (peak of achievements) aspects. Such a motivation has been defined as an axio-acmeological professional motivation of the future teacher.

Axio-acmeological professional motivation of the future teacher for learning the basics of pedagogical mastery predetermines activation of student's self-education, self-regulation and self-control on the way to higher achievements in the form of pedagogical mastery in the future professional activities. The formation of axio-acmeological professional motivation has been based on the student's desire to learn the standards of professionalism in the professional activity of the teacher of elementary school.

The criteria of the effective formation of the axio-acmeologic and motivational component of the pedagogical mastery of future teachers of the elementary school have been determined by the professional motives and valuable orientations for the professional formation of the teacher-master as the top future professional activity.

The methods of carrying out this stage of the research are as following: in the first practical lesson using the use of special diagnostic tools (questionnaires, surveys, testing, participation of students in training exercises, observation of students in the process of their pedagogical tasks and the solution of vocational and pedagogical situations), the input level of formation of axio-acmeologic and motivational component of pedagogical skill in future teachers of elementary school has been determined.

Through the survey method and method of questioning the motives and personal attitudes of future teachers to learning the basics of pedagogical mastery have been established.

In order to establish the formation of practical skills and abilities of performing pedagogical actions at the level of pedagogical mastery, we have used the tasks for students to solve the simulated professional and pedagogical situations. At the stage of formation of axio-acmeologic professional motivation of future teachers of elementary school, a motivational-axiological environment was created for students to be aware of the importance and needs of professional growth and the formation of the axio-acmeologic and motivational component of pedagogical skill. For this purpose, the following methods were used in the EG:

Students' acquaintance with the samples of masterful pedagogical activity has contributed to the formation of their valuable attitude and persistent motives for learning the basics of pedagogical mastery.

With the help of these methods, the formation of the axio-acmeologic and motivational component of pedagogical mastery has been accomplished, the basis for which has been determined as an axio-acmeological professional motivation of students.

In order to the purposeful formation of students' motives, skills and abilities of pedagogical activity, a special course "Training of forming the pedagogical mastery foundations" has been developed as a compulsory component of the discipline "Fundamentals of pedagogical mastery" [4].

The most effective has been the use of a set of game techniques, which have been united into a holistic training on the formation of the basics of pedagogical mastery. This approach has been based on the substantiation of the possibilities of gaming interaction in the training, where the games, as active methods, have been closely linked with studying and training. Therefore, the creation of a training program out of a complex of interrelated gaming rights has been based on the

study of the game's psychology, on analysis of the game technology possibilities and elucidation of the role of didactic games in scientific and pedagogical literature [1].

The use of game methods in the formation of the pedagogical mastery of future elementary school teachers has been based on the fact that the important feature of games in the learning process is their ability to motivate students to learn, to promote their socialization and professional development, that is accompanied by the process of "knowledge appropriation".

The methods of creation of axio-acmeologic motivational environment, game techniques have been used to motivate the student's interest in the process of pedagogical mastery formation. Each lesson (lecture or practical) has begun with the use of such exercises to create motivational environment and to identify the main motives for learning the basics of pedagogical mastery. It has been taken into account that an important role in motivating certain actions has been played by feelings, interests and inclinations, and, most importantly, - by world outlook, beliefs and convictions, ideals and values that a person submits to his behavior.

References

1. Bazhenova L.V. (2002), Motivacyya professional'nogo samovospitaniya uchitelya. Programma lichnostnogo oriyetirovannogo treninga [Motivation of professional teacher self-education. The program of personal oriented training]. *Praktychna psixologiya ta social`na robota - Practical psychology and social work*, 1, pp. 36-38.
2. Denysenko V. V. (2005), Formuvannya cinnisnyx oriyentacij majbutnix uchyteliv pochatkovyx klasiv [Formation of value orientations of future teachers at elementary school], *Candidate's thesis* : Kherson.
3. Yermakova S. S. (2003), Formuvannya profesijno-pedagogichnyx cinnostej u majbutnix uchyteliv pochatkovyx klasiv [Formation of professional and pedagogical values of future teachers at elementary school], *Candidate's thesis* : O.
4. Telychko N. V. (2014), Teoretychni i metodychni zasady formuvannya osnov pedagogichnoyi majsternosti majbutnix uchyteliv pochatkovyx klasiv [Theoretical and methodical principles of forming the foundations of pedagogical mastery of future teachers of elementary school], *Doctor's thesis*, Vinnycya.
5. Shagro O. F. (2007), Motyvaciya vyboru profesiyi yak neobxidna skladova formuvannya profesijnoyi spryamovanosti majbutnix uchyteliv pochatkovyx klasiv [Motivation of the choice of profession as a necessary component of the formation of the professional orientation of future teachers at elementary school]. *Pedagogichni nauky. Pedagogical sciences*, 47, pp. 38–42.

УДК 378:373.3.011.3-051:373.3.016:81`243

ПРОФЕСІЙНА КОМПЕТЕНЦІЯ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ

Теличко Н. В., Качур Ю.

PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER OF FOREIGN LANGUAGE

Telychko Natalia, Kachur Julia

Для того щоб процес навчання іноземних мов у середніх навчальних закладах був ефективним і відповідав сучасному етапу навчання, вчитель має оволодіти теоретичними та практичними знаннями методики. Ці знання стануть запорукою професійності вчителя. Сьогодні досить часто якість професійно-педагогічної підготовки майбутнього