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THE ROLE OF SPECIAL TRAINING OF PEDAGOGICAL COLLEGE IN FORMING OF PROFESSIONAL POSITION OF FUTURE TEACHERS

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Annotation

This article highlights the scientific principles of the definition of the substantial foundations of pedagogical position. There are also revealed the questions of forming of professional position of future teachers in the process of special training in pedagogical college.

Keywords: position, professional position, pedagogical position, professional training.

1. Statement of the problem.

Dynamic changes in social, economic and cultural life of modern society led to the transformation of social representations of objects, functions and results of educational activity. State and society require an active teacher, able to make decisions in situations of choice, the teacher, who has own position and is able to orient the younger generation on the subjective attitude towards own life, the development of personality, the ability to self-determination.

Taking into account these facts, the requirements of professional training of teachers are increased. Its efficiency is significantly connected with modernization of higher education in Ukraine which is realized in its direction of democracy, humanization, realization of the principles the Bologna Process and directing to the creation of prospective models of becoming qualified professionals according to the European standards.

Nowadays the problem of professionals' training of pedagogical specialities is extremely important, because it has to be directed to the formation of personality able to the fruitful professional activity in modern circumstances, the personality who possesses not only the system of special knowledge, professional actions and social relations, but who is distinguished by formation of professionally important qualities, appropriate level of qualification taking into consideration the world and European standards of quality while maintaining the national achievements and priorities.

As follows the important task of professional training of future teachers in the pedagogical college is the formation of their professional position as an integrated system of value-semantic attitudes to all aspects of the teaching profession.

2. Analysis of recent researches.

The separate aspects of professional position are widely studied in the investigations of foreign and Ukrainian scholars. The professional position is considered as an integral characteristic of the individual (K. Albukhanova-Slavska, L. Antsyferova, O. Asmolov, B. Bratus and others), as a way to implement the main values of the personality in his relationships with others (Ye. Isaiev, V. Slobodchykov, A. Grygorieva and others), as a central component of the education of the individual (O. Korshunov, O. Lebediev, V. Montatov and others), as a source of activity of the teacher's personality (I. Isaiev, O. Mishchenko, V. Slastonin, Ye. Shyianov and others), as a result of interpenetrations of social, professional and individual typical traits of personality (O. Hazman, A. Petrovskyi and others), as a system of attitudes to the profession (M. Borytko, S. Vershlovskyi and others).

However, the questions of influence of professional training of pedagogical college on forming of professional position of future teacher are remained insufficiently known.

3. The purpose of the article.

Taking into account the lack of scientific validity of the influence of professionals' training of pedagogical specialities upon the quality of their professional position, the main purpose of the article is the study and synthesis of scientific approaches to determine the nature of notions „position”, „professional attitude of the teacher” and discovery of the major principles of the professional training of teachers in pedagogical college.

4. The main material.

The scholars have begun to use the term „position" in the pedagogy in the nineties of the twentieth century. This is due to researches of B. Ananiev, L. Bozhovych, V. Miasyshchev, S. Rubinshtein and others.

Glossaries often reflect the interpretation of the position contained in the dictionary under the general editorship of A. Petrovskyi and M. Yaroshevskyi in such way: „Position (from lat. positio) is a stable system of human attitudes to certain aspects of reality which is discovered in the appropriate behavior and actions” [1]. Many researchers analyze the concept „position" based on the theory of relations by V. Miasishchev and define it through a set of relations of personality (K. Albukhanova-Slavska, L. Bozhovych and others).

On the other hand, L. Bozhovych determined the positions may be different for different situations and objects, but they have in common – orientation of the individual [2].

Summarizing scientific approaches to this definition, it is possible to confirm that the formulation of „position" contains three characteristics: location (in different spaces), attitude (to smb. or to smth.), action, behavior, due to this attitude.

The term „professional position of educator" or „professional-pedagogical position" is rather often occurred in the scientific literature. The investigated problem is covered in the works of N. Anikeieva, I. Bekh, I. Kolesnikova, L. Kondrashova,

A. Markova, I. Yakymanska and others. There are several approaches to the interpretation of the term „professional position of the teacher."

According to the approach of A. Markova, the concept „professional-pedagogical position" means persistent systems of attitudes of teachers to students, to himself, to his colleagues, determines his behavior, lifestyle and activity [3].

Thus, V. Slastonin considers that the position of teacher is determined, on the one hand, by those requirements, expectations and opportunities which are presented and given by society, on the other hand, there are internal personal sources of activity – experiences, motives and goals of teacher, his value orientation, worldview, ideals [4].

Meanwhile V. Slobodchykov emphasizes that unique of teaching position, specificity of pedagogical work and education in general are determined by „difference of age potentials" in the structure of children-adult community; only meeting of adult with any other generation firstly creates teaching, that is personal and professional standpoint. The researcher stresses that the teacher in his really teaching position nowhere and never meets with the child as the „object" (if he is a teacher indeed, not an employee with „human material"), in the personal position he always meets with another man, in the professional – with the conditions of his formation and development [5].

Based on the analysis of scientific sources on the problems of teacher training, we formulated our own concept of professional position of future teacher and view it as an integrative system of humane value-semantic attitudes of teacher's personality as a subject of activity to all sides of teaching profession, which is expressed in the presence of educational facilities, relevant social and professional reasons, and determines the behavior of individual within a concrete professional role.

But the problems of many teachers in the aspect of forming their own professional position are associated with the fact that, coming to class, they see in front of them not a person, who is building up, but only a pupil who has not learned the lesson, does not listen, interferes to work. Children in this sense act as carriers of knowledge, abilities and skills, but not as young citizens with their interests, desires, abilities.

The teachers can correct these errors at the stage of professional training of future teachers, if properly organize its content and revise its goals.

The process of professional training of students in pedagogical college is a complex system, each component of which has its function in the formation of professional position of future specialists.

Thus, the students receive specialized knowledge and skills in the process of teaching. On the other hand, in the course of educational work, which is an integral part of the learning process, the students get the basic values and patterns of behavior of future professional activity. Therefore, educational work should be directed at understanding the social mission of future profession, the formation of professional ethics and corporatism, professional responsibility for the results and consequences of own actions.

An important direction in training of future teachers to the teaching activity and establishing their professional position is purpose training which provides practical training with the aim to form perceptions of students about the content of the

profession and the principles of the school, helps to gain experience of relationships within labour collective. All this contributes to the successful adaptation and socialization of professionals.

A prominent factor in training of professional position of teachers is also a system of vocational guidance and employment of students, within which there are conducted prognostic projects of needs in specialists of different profile, monitoring of requirements of leaders to graduates, allowing to adjust educational programs on the basis of the changed conditions in the labour market and prepare competitive professionals.

Another necessary component in the development of professional position of future teachers is a system of lifelong learning, which allows professionals after college constantly evolve and improve. This system consists of bachelor, university education, master, postgraduate education, retraining and advanced training. And teaching staff of pedagogical college always orient graduates to continue their education in the future.

All of these components interact actively in the process of professional training of future teachers in the pedagogical college and are focused on the formation of system professional thinking of specialists, based on knowledge, skills, abilities, basic values and patterns of behavior, which constitute the basis of well-defined professional position of teacher.

As a result of this integrated approach the graduate of pedagogical college acts as an integral subject of professional activity who has not only professional knowledge, but also highly professional culture, has formed professional position which allows him successfully adapt to the conditions of work in school and to be competitive in the labour market.

Thus, the range of issues which directly affect the process of formation of future teacher's professional position cover the following questions: theoretical-methodological problems of training and education of college students; spiritual-moral qualities of specialist's individuality as a component of professional competence, professional awareness and behavior as factors professional activity, aspects of specialist's relations in various communications, professional etiquette.

5. Conclusions.

The foregoing suggests that the effective formation of professional position of future teacher in the process of professional training in pedagogical college is systematically implemented by means of transferring to the students generalized psychological-pedagogical knowledge and its use in professional activity and relationships.

Accordingly, the approach to establish professional position of graduate of teaching college can be based on a comprehensive inclusion of it into courses of psychological and pedagogical disciplines, in all forms of educational and practical processes, in issues which reflect the content of vocational education in order to create an integrated system of knowledge, skills and abilities.

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