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Aktuálne požiadavky na odbornú-pedagogickú kvalifikáciu učiteľov

Tetyana KLYUCHKOVYCH

Abstrakt: Tento článok sa zaoberá problémom tvorby profesionálnych a osobnostných kvalít moderného učiteľa. Autor uvádza normatívne požiadavky na odbornú prípravu budúcich učiteľov európskej úrovni. Tento článok popisuje hlavné ciele pedagogického vzdelávania na začiatku 21. storočia. Zhrnutie teoretických a praktických prístupov umožnilo autorovi usporiadať odborné a osobnostné vlastnosti, ktoré by mal mať moderný učiteľ.

Kľúčové slová: informačná spoločnosť, pedagogické vzdelávanie, príprava učiteľov, učiteľská profesia, učiteľské kompetencie, vysokoškolská pedagogika.

The Modern Demands to the Professional and Pedagogical Qualification of Teachers

Abstract: The problem of formation of the teacher's professional and personal traits is analyzed in the article. The author gives normative demands to the professional training of future teachers according to the European level. The main tasks of pedagogical education at the beginning of the XXI century are outlined in the article. Having generalized theoretical and practical approaches it is possible to systematize professional and personal traits which should have a modern teacher.

Keywords: pedagogical education, professional and personal qualities of the teacher, teacher training, the information society.

At any period of time the demands to the teachers have always been high. Pedagogic has always aimed to meet the requirements and needs of progressive development of man and society. Modern European higher education is focused on the formation of professional pedagogues who could combine deep theoretical knowledge and practical training in their future activities with the constantly increasing demands of the informational society.

At the beginning of the XXI century the problem of formation of the teacher's professional and personal traits gained a new meaning. That is why the slogan of modern society "Learn - relearn - delearn!" is perceived by the teacher as a desire for personal growth and constant improvement of professional skills.

The key role of teachers in the current and future changes in education and society is emphasized in the documents of international organizations (UNESCO, the European Union, Council of Europe, European Commission, European Association for Education etc.).



In particular, new demands to teachers are mentioned in the report of the International Commission of Education for the XXI century: the importance of the teacher's role has to be recognized by society, he must be provided with the necessary facilities and appropriate means for teaching activities; teachers should be able, or even obliged, to update their knowledge and skills, and also enjoy all the achievements within the various spheres of economic, social and cultural life; the faculty exchange as well as partnership among educational establishments in different countries is important. This will provide further improvement of the education quality and help to get deeply acquainted with other cultures, civilizations and experience (Образование, 2007).

Modernization of the Ukrainian education and its joining the European educational space have put forward new demands to the professional training of future teachers. European Forum of Ministers of Education "The School of the XXI century: the Kyiv Initiative" (Kyiv, 2011) attests the position of Ukraine in the issue of educational modernization and teachers training. The result of the Forum of Kiev Communiqué (approved by the Committee of the Council of Europe) is the decision that reflects the opinion of a single European educational space "from kindergarten to university." One of the main directions of Communiqué defines the teacher training "New Education in Europe - a new European teacher". Among the major competencies according to the communiqué is that teacher of the twenty-first century should possess the competence of a scientist and a researcher, as well as informational, language, adaptive and communicative competence and the ability to learn during all the life (Дем'яненко). According to the National Development Strategies of Education in Ukraine for 2012 - 2021 years, the deepening of international cooperation in the sphere of education, training and behavioral education of pedagogical personnel who are able to work on the principles of innovative approaches to the organization of the educational process, their own creative continuous professional growth (Проект, 2011, p. 20-28).

The main task of pedagogical education is to prepare the teacher capable of self-actualization for an effective professional activity in today's schools with high levels of pedagogical culture, education, professional competence and ability to provide comprehensive development of the child as an individual and the highest value of society.

The process of preparation of the future teacher at the modern stage can be divided into the following main components: general education (methodological and developing), special-



professional (psychological, pedagogical, methodical) personal training (self-education of future teachers, his self-determination).

While analyzing the components of professional and personal preparedness of teachers for educational activities, researchers pay attention to the necessity to determine the level of development of both personal qualities and scientific and theoretical formedness, as well as psychological, pedagogical and methodological training of the teachers-to-be. For example, O. A. Abdullina (1990, p.72) emphasizes that it is necessary to represent the following items in the content of pedagogical education: the knowledge of the fundamental ideas and laws of pedagogical phenomena; the knowledge of the leading pedagogical theories, basic categories and concepts; the knowledge of the defining pedagogical facts; applied knowledge of teaching and educating methods.

V. Grinyova (2006, p.61) focuses on the qualities of pedagogical culture that affect the success of a teacher's career. Among these qualities are the following: professionally oriented parameters (love and devotion to the profession), intelligence parameters (flexibility, variability, self-dependence), individual psychological qualities (self-restraint, strictness, observation), social psychological qualities (respect for the individual, sociability, justice).

Having generalized the theoretical material it is possible to systematize the requirements to teachers' professional skills and abilities and present them in the form of a table (Зайченко, 2008; Ткаченко, 2011).

Tab. Requirements to the teacher qualification

Theoretical readiness	Practical readiness
academic and analytical skills (information understanding, generalization of the theory and practice of pedagogical science)	didactical skills the ability to convey educational material to students in a comprehensive way
research skills (the ability to explore and objectively evaluate the pedagogical situations and processes);	organizational skills (the effective inclusion of students into different educational activities);
methodological skills (methodological preparation, development of training and educational programs);	mobilization skills (the development of students' enduring interest in studies, work, active participation);
reflective abilities (teacher's own understanding of his/her work and its results)	information and technological skills (introduction of information technologies into the educational process)



predictive ability (prediction of the result of study)	communication skills (the establishment of appropriate relationship between the teacher and students or colleagues);
	perceptual abilities (the ability of the teacher to penetrate into the inner world of the student)

Teacher's personal abilities which determine the specificity of his professional activity deserve a special attention. Among the most important are creativity, personal orientation, creative individuality, humanity, decency and justice.

Nowadays the creativity of a teacher is particularly important. Creativity is a complex of intellectual and personal characteristics of the teacher, which contribute to self-guided formulation of problems, production a large number of original ideas that help solve these problems in an unconventional way.

One of the main professional qualities of the teacher is his personal orientation. It includes the following: the interest of the teacher in the students themselves as well as in the creative work, in the pedagogical profession and awareness of his/her own abilities and potential.

In the teachers' profession the personal qualities are inseparable from the professional ones. The latter usually presuppose those which have been acquired during the professional training and which are connected to the acquisition of special knowledge, skills and work methods.

Another important requirement today is the readiness of a teacher for a professional self-improvement. Ukrainian researchers believe that today there exists the contradiction between the social demand on the teacher who is able to constantly professionally self-improve and the insufficient level of this readiness among the graduates of pedagogical universities (Шестакова, 2006, p.4). Readiness for professional self-perfection throughout life should be taught to the students already in pedagogical universities. Pursuit to the constant improvement of skills and knowledge ensures not only the survival of the teacher in new socio-economic conditions, but also success of his career and his competitiveness as a specialist.

The modern teacher should not perform the role of a "filter" for transmitting through himself some educational information. He should be an assistant in the work of student overtaking the role of one of the sources of information. The teacher becomes an organizer of



the students' self-training. He is not the main character in a group of students but a director of their interaction with the learning material with each other and with the teacher (Зряблюн, 2000, p.56).

The future teacher must be able to pay attention in his future career to the formation and development of individual skills of students. He should effectively use a student-centered approach to teaching and educating the students. Upbringing in the team was the main in the socialist system of education leaving the problems of personality beyond their professional tasks. In modern conditions the personality of the student becomes a primary one. It presupposes the attitude of the teacher to the student as to the value and as to the subject of his own educational activities.

The modern pedagogue should possess information and communication technologies and use them in their professional activities. Such demands are due to the fact that the development of professional skills of teachers in present conditions is affected by several factors. These are: the process of informatization of the education system and the introduction of new informational technologies in the educational process. Among the urgent problems of the informatization of education in the educational process there are: formation of informational culture of the teacher; the formation of teachers skills in system work with computers in a particular subject area; the development of psychological and educational as well as psychological and physiological principles of informational technologies; improvement of the management of education, etc.

Thus the modern pedagogical science is working to improve the professional training of future teachers and to strengthen the role of the teacher in society. To determine the requirements to the teachers-to-be and their professional training, which should be focused on their multifaceted future professional activity, is one of the main factors of this process. Professional training of future teachers should be aimed not only at the teaching students the present-day knowledge of general professional disciplines, but also at creating a highly educated and harmoniously developed personality as well as popularizing the idea of a lifelong learning, a common European framework of education and tolerance.



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