

The article considers the basic scientific approaches to the system of teachers' training. Analyzing scientific and normative legal sources in the field of pedagogical education further investigation and revealing the essence and the characteristics of each type of teachers' pedagogical competence is required.

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**THE DIAGNOSIS OF PROGNOSTIC COMPETENCE FORMATION
OF FUTURE SPECIALISTS OF PRIMARY EDUCATION**

Odessa, Ukraine

Abstract. *Modern conditions of a rapidly changing society are placing new demands on the personality of the teacher and his role in the pedagogical process. Future teachers must be able to predict the result of changes in education to carry out the forecast of efficiency of pedagogical process and of development a specific pedagogical situation. The most important condition of readiness for professional and educational activities of the future experts of primary education, we consider the prognostic competence.*

Most of the teachers are faced with difficulties in the practical teaching. These difficulties are most commonly associated with underdeveloped ability to anticipate the

result of pedagogical action, and the lack of skills and abilities to effectively respond to unexpected changes in the terms of the pedagogical process. Especially often with similar problems are encountered young professionals-teachers. Teacher training college graduates, who even have gained pedagogical experience and possess the necessary knowledge to predict, do not always are able use them effectively in their work. Therefore it is necessary study the process of of formation of the prognostic competence of future masters and bachelors of primary education.

In this article presents the results of diagnosing formedness the prognostic competence of the future professionals of primary education, described by criteria (cognitive, operation and activity, personal motivation), indicators and levels (zero, low, intermediate, high) formedness the prognostic competence of future bachelors and masters in elementary education. Is revealed a zero level of development the prognostic competence of future experts of primary education, the directions of the effective formation of the prognostic competence of future specialists elementary school by developing course "Formation the prognostic of competence in the education system" by means of information technology".

Keywords: future specialists in primary education, diagnosis, prognostic competence, criteria and indicators.

Introduction. Social changes, which take place in the Ukrainian society, determine significant opportunities for the Ukrainian people, overestimation and innovation of all areas of its operations including the terms of educational policy. One of the main directions of such innovation is to find new ways of training of highly qualified specialists including the future specialists of primary education who are ready to predict the effectiveness of the educational process.

Overview of publications on the topic. Research works of the following scientists are dedicated to the formation of prognostic competence in scientific and pedagogical literature: I. A. Karmanchikov, M. I. Lukyanova, O. V. Makarova, G. M. Zelenko, T. N. Shevchenko, A. F. Prisiazhnaya, and many others. Research works dedicated to the problems of future specialists training of primary education are of V. I. Bondar, Z. N. Kurlyand, L. V. Koval, O. Y. Savchenko, L. O. Khomych and others. Levels of evaluation and criteria of forecasting competence formation in pedagogical students are highlighted in the dissertations of N. V. Buldakova, L. A. Rehush, M. S. Sevastyuk, T. V. Shekhovtsova and others.

Purpose of this article is to report results of diagnosing the input level of prognostic competence of future masters of primary education.

Prognostic competence of future professionals of primary education is significant part of professional competence, as reflected in the ability to set goals adequately, to plan, to program, to project activities, to perform knowledge and skills of prognostic process.

To determine the source of levels of prognostic competence of primary education of future specialists a diagnosis has been conducted which was attended by BA and MA of primary education of South Ukrainian State Pedagogical University named after K. D. Ushynsky, Odessa Pedagogical

College of South Ukrainian State Pedagogical University named after K. D. Ushynsky, Nikolaev National University named after V. O. Sukhomlinskiy, total amount is 105 people. The survey was carried out during March-April 2014.

Understanding of the categories by the students has been turned out through the developed questionnaire, these categories are the following "forecasting competence", "education plan", students' knowledge about the educational process and preparation for the lesson; ability to obtain preliminary and proactive information, to implement structural and logical analysis of cause – and – effect relationships.

The task to add unfinished sentence was aimed at checking the students' knowledge of the terms "hypothesis", "learning principals", "plan". At the same time it became clear awareness of students through the stages of forecasting reproduction process of pedagogical prognostic.

The results of analysis of the views of scientists and teaching staff [1; 2] on the study criteria and indicators make it possible to define criteria and indicators of prognostic competence formation of elementary education specialists.

Criteria and indicators, according to which the level of formation of prognostic competence of elementary education professionals has been determined, generally presented in Table 1.

Table 1.

Criteria and indicators of prognostic competence formation of future specialists of primary education

<i>Criterion</i>	<i>Characteristic criteria</i>	<i>of Indexes</i>
<i>Cognitive</i>	Knowledge in the sphere of prognostic that is essential to carry out this activity in practice.	1). Quality (completeness, consistency)
		2). Stability of mastering of theoretical and prognostic knowledge of pedagogical forecasting
		3). Formation of pedagogical, psychological and methodological knowledge
<i>Operation and activity</i>	Ability to perform analytical and prognostic activity	1). Quality (completeness, consistency) of prognostic competence formation
		2). Stability of mastering of prognostic competence

		3). Formation of pedagogical, psychological and methodological knowledge
Personal motivation	Understanding of own experience and capabilities in the field of prognostic; recognition of importance of this activity	1). Appropriate self-esteem of professional opportunities
		2). Strong focus on fulfillment of pedagogical prognostic
		3) Valuable attitude to prognostic activities

Levels of the development of prognostic competence of future masters of elementary education were determined on the basis of criteria for evaluation of prognostic formation competence and set out in Table 1. We'll describe them briefly.

Zero level (grade is "0" points) is characterized by the lack of sufficient knowledge and skills to carry out pedagogical forecasting. Prognostic activities are carried out within temporarily situation without giving any valuation to professional activities in the future.

Low level (grade is "1" point) is characterized by a partial knowledge of their own experience of prognostic, demand of knowledge on pedagogical prognostic. Knowledge distinguishes by narrowness, fragmentariness. Ways of performing of specific forecasting actions in the performance of professional and pedagogical activities have been learnt, but some difficulties arise while performing forecasting tasks.

Intermediate level (grade is "2" points) is mostly characterized by correct understanding of pedagogical prognostic; true in general, although knowledge on pedagogical prognostic is not systematic, sufficient valuable orientations in the field of prognostic are evident.

High level (grade is "3" points) characterized by full, deep and structured psychological, methodological and pedagogical knowledge. Students use freely prognostic actions, are able to perform prognostic algorithm. Students with a high level of forecasting competence formation inherent steady focus on the performing of pedagogical forecasting and essential attitude to forecasting activity.

Levels of forming of prognostic competence of future specialists of primary education was calculated by the formula; where N - number of points received by students for each question; A - total number of points.

Summary results of determining of the level of prognostic competence formation of bachelors and masters in elementary education are presented in Fig. 1, 2.

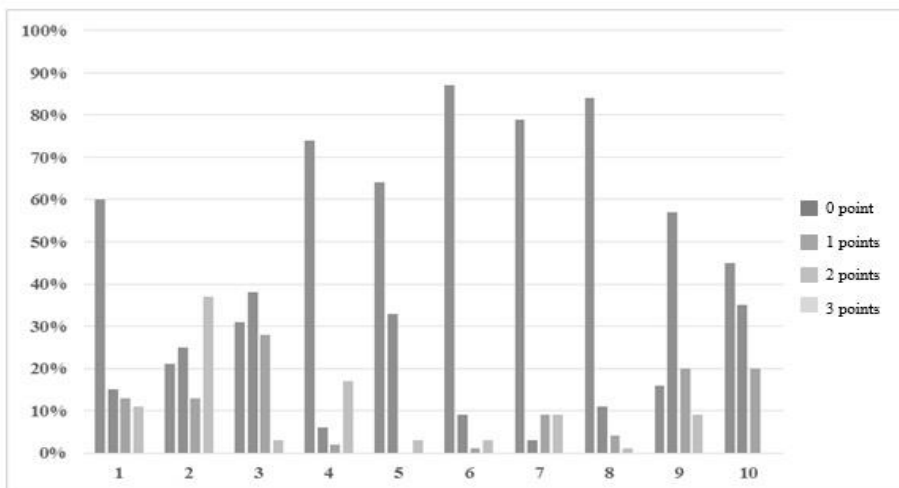


Figure 1. Levels of forming of prognostic competence of future bachelors of South Pedagogical University named after K. D. Ushynsky and Odessa Pedagogical College named after K. D. Ushynsky.

The results of ascertaining stage of our experimental work showed that 46% of future bachelors of primary education show a zero level of development of forecasting competence, and only 8% - high. Many students experience problems with understanding of "prognostic competence," "hypothesis," "learning patterns", "plan". Future bachelors of elementary education are not able to carry out operations to obtain preliminary and proactive information, to maintain structural and logical analysis and to establish cause – and – effect relationships.

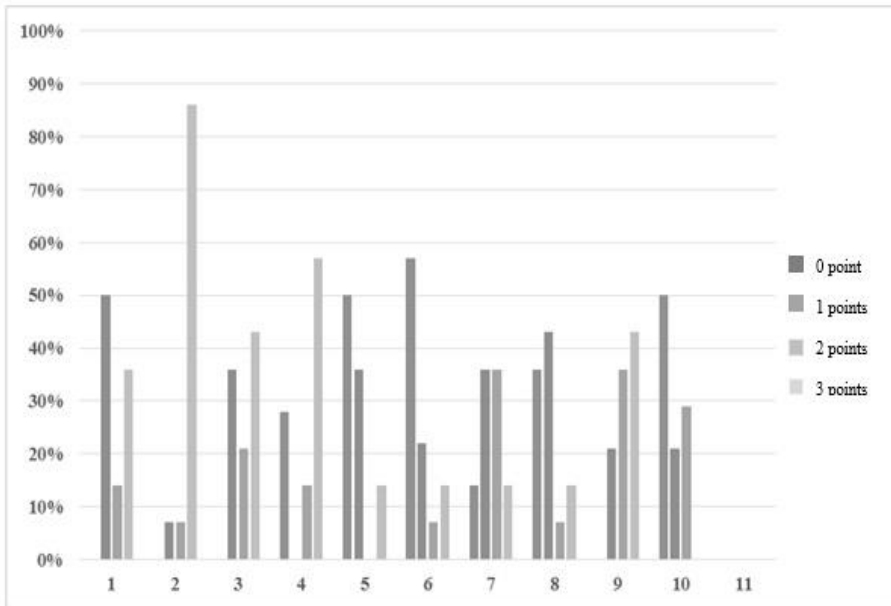


Figure2. Levels of forming of prognostic competence of future masters of elementary education of South Ukrainian State Pedagogical University named after K.D. Ushynsky and Nikolaev National University named after V. O. Sukhomlinskiy

Results of ascertaining experiment show that the majority of students show (39%) of zero level and the (30%) of the lowest level of the development of forecasting competence. Most respondents show interest and understanding of the pedagogical forecasting use in future professional and educational activities, but do not have prognostic abilities and skills.

Conclusions. Summary analysis of the survey results indicates insufficient level of development of prognostic competence of elementary education specialists. This is reflected in the fragility of professional motivation; lack of understanding of the nature of forecasting in educational activities and partial reproduction of the contents and structure of its forecasting skills. This necessitates the purposeful formation of prognostic competence in the system of training of future specialists in primary education, which will strengthen the methodological and technological knowledge and formation prognostic skills of future specialists.

Further work is aimed at developing a special course for elementary education masters "Formation the prognostic of competence in the education system" by means of information technology" by means of information technology.

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INNOVATIVE TEACHING METHODS OF VIOLIN PLAYING IN UKRAINE

Odessa, Ukraine

Abstract. *The article deals with innovative methods of the violin playing in Ukraine. The special attention is given to the current state of the preschool and school education periods of violin playing by children, as to the methods and technologies developed in Ukraine at the end of the last century. The specific characters of the mentioned methods are described as well as their special aspects allowing to optimize the education process; to achieve the satisfactory results by teaching of young musicians for artistic and technical performance, meaningful violin playing, for skill acquisition in reading music, for development of own capacities for individual exercise and creative interpretation as unified whole.*

There are covered the main phases by the training by learners of performance skills and experience to image the art contents of musical works reasoning from their recognizing of art tasks. There are also introduced the principal stages by achievement of high-level self-dependence and creative activity. The conclusions about the level of efficiency of methods are confirming with findings by the diagnostic study.

Keywords: *violin school, development of Ukrainian violin school, level of efficiency of methods.*

In response of revival of pedagogical paradigm, humanization of education/bringing-up process, closer attention to spirituality and cultural level from wider public the problem of engaging to the world of art of every individual beginning with the childhood is exercising minds of scientists and practice experts.

In Ukraine the engaging of schoolchildren to music in particular to violin playing is quite popular: violin playing is taught in the most children's music schools, art schools; regularly the competitions for young violinists are arranged at the municipal, regional and national level; in cultural centers there are chamber and violin ensembles organized etc. [3]. On the other hand the