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Gurin Ruslan

INFLUENCE OF INDIVIDUAL WORK ON THE DEVELOPMENT OF FUTURE TEACHERS' PROFESSIONAL QUALITIES

*Ushynsky University,
Odesa, Ukraine*

Abstract. *The article deals with theoretical, general-didactical, psychological, organizational-activity and methodological aspects of the interpretation of the phenomenon "individual work" in psychological and pedagogical literature, which represents one of the important problems of pedagogical theory and practice. Particular attention is paid to the theoretical analysis of modern scholars' scientific achievements on general concepts of individual work, teacher's reflexion, pedagogical orientation. The author's point of view on the influence of individual work on the development of future teachers' professional qualities studying the training course "Pedagogics of Physical Education and Comparative Pedagogics" is given, which is integrated into the system of pedagogical education at its final stage of studying and is based on the knowledge gained by the students during previous courses. The analysis of the pedagogical research results of the levels of future Physical Training teachers' pedagogical orientation and pedagogical reflexion development during individual work within mentioned training course is carried.*

Keywords: *individual work, pedagogical orientation, pedagogical reflexion.*

The urgency of the study is due to the modernization of the studying process in higher education and requires the transition from a general analysis of planning, organization and control problems to the identification of the peculiarities of students' individual work. It creates a solid foundation for the development of initiative and autonomy, the implementation of learning differentiation and individualization, the formation of students' own views and beliefs, the development of professional qualities, the ability to change the nature of cognitive activity, etc.

The need for the transition to new forms and methods in the development of higher educational education system, which is caused by the credit and modular system, updates the training of future teachers for professional activities, determines the formation of their professional qualities

while still studying at a higher educational institution.

Psychological and pedagogical aspects of the training and professional activity of a teacher were considered by the following scientists: S. Arkhangel'skii, I. Bech, I. Bogdanova, A. Bogush, V. Galuzinsky, M. Yevtukh, I. Zyazyun, E. Karpova, N. Kichuk, Z. Kurlyand, I. Pidlassy, R. Khmlyuk, O. Chebykin and others. Problems of person's professional qualities formation were revealed in works of such scholars as: F. Honobolin, N. Kuzmin, A. Markov, L. Mitin, V. Slastonin, E. Rozov and others. The general and didactic, psychological, organizational and active, methodological and other aspects of planning, organization, intensification and control of students' individual work were considered by such scholars as: V. Andreev, S. Arkhangel'skii, G. Dynits, T. Pashchenko, P. Podkassisty, O. Savchenko, M. Soldatenko and others. Despite the scientific developments highlighted above, the influence of individual work on the development of future teachers' professional qualities has not been adequately investigated (both at the level of a holistic educational process and at the level of pedagogical interaction between a teacher and a student), which also confirms the relevance of the research problem.

The purpose of the article is to substantiate the theoretical basis of the phenomenon "individual work" and determine the effectiveness of using individual work and its impact on the development of future teachers' professional qualities.

In the conditions of credit and modular training when changing the correlation of classroom load and individual work with the shift of emphasis to the latter, with the introduction of individual work as an integral part of the credit or the examination unit, the traditional goals, characteristic features and functions of individual work are supplemented by new ones. Individual work is becoming more profound [2].

The conducted analysis of modern psychological and pedagogical literature and dissertations testifies that the research of various aspects of students' individual educational work is one of the important problems of pedagogical theory and practice. At the same time, the notion "individual work" is used in different meanings. Thus, individual work is a specific kind of educational activity, the main purpose of which is the autonomy formation of the subject of learning (according to V. Kozakov) [3]. O. Savchenko defines individual work as an organizational and methodically planned cognitive activity, which is carried out without the direct teacher's assistance to achieve a concrete result, an integral part of which is individual work, carried out under the teacher's guidance and control by reducing the required classroom lessons [4].

I. Zimnya defines individual work as purposeful, internally motivated, structured by the subject himself and adjusted by him on the process and results

of activity. We agree with the definition of P. Pidkassitiyi [5], who considers individual work as the means of learning, which corresponds to a specific didactic purpose and task in each particular situation, forms student's required amount and level of knowledge, skills and abilities at each stage of his studying for the expansion of a certain class of cognitive tasks and the corresponding advancement from lower to higher levels of mental activity, produces psychological guideline for individual systematic replenishment of their knowledge and skills to focus on the dataflow dealing with new cognitive tasks.

In modern psychological and pedagogical doctrine, a teacher's main personal and professional trait, which provides effective pedagogical activity, includes love for children. Researchers of pedagogical activity (F. Honobolin, N. Kuzmina, A. Markov, M. Savchin, V. Slastonin, A. Stepanov, etc.) note that the teacher must love his profession and show high professional ability, be demanding for students and himself, purposeful, self-critical, modest, initiative, energetic, tactful, kind, patriot of his country, etc. The most significant contribution to the development of the problem of teacher's professionally significant qualities was made by L. Mitina who correlated teacher's professionally significant qualities with N. Kuz'mina's projective and reflexive-perceptual levels of pedagogical abilities. She identified more than fifty teacher's personal traits that significantly affect the quality of his professional activities. However, the constant solving of various pedagogical tasks by a teacher requires a well-developed pedagogical orientation and pedagogical reflection [6].

The notion "pedagogical orientation" was first introduced in the scientific circulation by N. Kuzmin. The author connects pedagogical orientation with the positive emotional attitude to pedagogical work, and its most important features is the interest in the pedagogical profession, the tendency to be engaged in it, awareness of his abilities and character as those that correspond to the profession. The highest level of pedagogical orientation, she considers as pedagogical calling. A. Markov considers pedagogical orientation as a motivation to teacher's profession, its content is not limited to love for children, but is characterized by an orientation towards the development of the student's personality. From V. Slastonin's point of view, the pedagogical orientation forms the framework, around which the basic properties of the teacher's personality are formed, serving as a decisive feature of availability for teaching, a guarantee of indifference, irresponsibility, routine, unprofessional teacher's behaviour. The development of pedagogical orientation in the general structure of the teacher's properties, attitudes and actions as a subject of pedagogical activity, according to the author, is a synthesis of various abilities, qualities of mind, feelings and will.

Thus, described scientists' views are not contradictory; rather they complement each other as essential theoretical value, in our opinion, has

R. Hmelyuk's definition in which the author perceives the pedagogical orientation as desire to know, to understand, to teach children. According to the scholar, the emphasis on the formation of pedagogical orientation should be done already in childhood, which is mainly a problem of professional selection for pedagogical work in the pre-university period [1].

We emphasize that future teachers' professional and personal development is impossible without a formed pedagogical reflexion. Reflexion is self-knowledge, self-examination, awareness of one's activities and relationships with the eyes of other people (according to I. Sergeev). On the other hand, reflexion is the ability of the teacher's consciousness to be focused not on the subject of his or her own activity, but on the activity itself. Reflexion as a process is an understanding of one's own activities, a reversal of the activity, in order to its further purposeful perfection. According to M. Dyachenko and L. Kandybovich, reflexion is self-analysis, comprehension, estimation of preconditions, conditions and the course of one's own activity, internal life. Reflexion includes such phenomena as self-knowledge, reinterpretation, checking one's opinion about oneself, about other people, and the fact that, according to the subject, other people think about him, how they value him and how they treat him. Teacher's reflexion, scientists continue – is a process of self-learning as a professional, his inner world, analysis of his thoughts and feelings in relation to professional and pedagogical activity, thinking of himself as a person, awareness of how it is perceived and evaluated by students, colleagues, and others nearby [1].

However, based on the goal of our article it was right to set the task, the essence of which was to solve efficiency of individual work and its impact on the development of pedagogical orientation and reflexion during the study course "Pedagogics of Physical Education and Comparative Pedagogics" by future Physical Training teachers.

The course "Pedagogics of Physical Education and Comparative Pedagogics" is integrated in pedagogical education at its final stage and is based on the knowledge obtained by future teachers in the study course of "Pedagogics" (Fundamentals of Pedagogics. Didactics. The theory of Education. History of Education). The course "Pedagogics of Physical Education and Comparative Pedagogics" contributes to the formation of future teachers' holistic professional outlook, as well as the development of a wide range of their pedagogical knowledge, skills and abilities. The main purpose of the course is to expand future teachers' overall cultural and scientific world, creating an open pedagogical thinking, learning and development of professional competence, teaching focus, teaching reflexion. Among the most important tasks of the discipline – formation of knowledge and skills including comparative analysis and comparative understanding, characterizing the most advanced achievements of the world science teaching in terms of modern

methods and means of training, new educational technologies, educational humanization of all life spheres, providing lifelong education, etc .

The training course "Pedagogics of Physical Education and Comparative Pedagogics" is designed to study students of the 5th year of education, the faculty of Physical Education, in the second semester, 60 hours, according to the curriculum (12 lectures and 20 practical hours, 28 hours of individual work). After completion of the study course "Pedagogics of Physical Education and Comparative Pedagogics", it is envisaged to conduct a final control (credit) for determining students' practical and theoretical training level.

The main task of individual work is the development and construction of a pedagogical project and its presentation in the aspect of comparative analysis of different countries' education systems with Ukraine (pre-school, primary, secondary, technical, higher). To check the effectiveness of using individual work during the study course "Pedagogics of Physical Education and Comparative Pedagogics", the study was conducted (in the second semester 2016-2017), which was attended by 63 students of the Physical Education Faculty of full-time and part-time study forms. During the research, we tried to find out: "Does individual work affect the development of future teachers' professional qualities during study?". Comparative analysis before experimental work and after was carried out by using A. Karpov's methods (study of pedagogical reflexion) and V. Smekal-M. Kucera (teacher orientation). The results of expert assessments are given in Table 1.

Tables 1.

Results of levels research of development of physical training future teachers' pedagogical orientation and pedagogical reflexion in control and experimental groups

Development levels	Number of respondents %							
	Pedagogical orientation				Pedagogical reflection			
	CG-1		EG-2		CG-1		EG-2	
	Before experiment	After experiment	Before experiment	After experiment	Before experiment	After experiment	Before experiment	After experiment
High	13,3	24,0	11,8	41,4	12,2	15,2	21,5	45,8
Sufficient	18,6	19,6	22,1	30,8	17,0	19,9	23,5	27,0
Medium	33,1	42,1	28,7	24,6	33,0	34,8	37,4	24,2
Low	35,0	14,3	37,4	3,2	37,8	30,1	17,6	3,0

As we see from the table of research results of levels development of future Physical Training teachers' pedagogical orientation and pedagogical reflexion in the control and experimental groups, there are positive changes. Thus, the results of the diagnosis of pedagogical orientation indicate that in the control group at high and sufficient levels there was an increase of students by 11.7%. At the medium, students increased by 9%, and at the low level they decreased by 20.7%. In the experimental group, we have the following data: at the high and sufficient levels, an increase of students was observed at 31.7%. At the medium level, students dropped by 4.1%, and decreased by 34.2% at the low level.

The results of the diagnosis of pedagogical reflexion indicate that in the control group at high and sufficient levels there was an increase of students by 5.9%. At the medium level, students increased by 1.8%, while their level decreased by 7.7%. In the experimental group, we have the following data: at the high and sufficient level, an increase in students was observed at 27.8%. At the medium level, students dropped by 13.2%, and at the low level they dropped by 14.6%. It is explained by the fact that in the control group, the number of students with a dominant focus on assignments, interaction and self-interest until the end of the course's study remained almost unchanged. In contrast to the control group, the experimental number of students with an orientation that dominates itself to the end of the course's study has significantly decreased, but with the focus that dominates the interaction and the task has increased.

Summing up, we come to the conclusion that during the study of the training course "Pedagogics of Physical Education and Comparative Pedagogics" the use of properly organized individual work ensures the effectiveness of learning, causing the students a positive attitude towards its use in self-education and self-development in particular.

Prospects for further exploration, we see in the consideration of factors that affect the formation of future teachers' required volume and level of knowledge, skills and abilities in terms of credit and modular training.

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Ihnatenko Suzanna

WAYS OF IMPROVING THE THEORY AND METHODS OF PHYSICAL EDUCATION TEACHING

*Ushynsky University,
Odesa, Ukraine*

Abstract. *The author determines the basic ways of improving the course of theory and methods of physical education, herewith, recommending the use of the credit and module system of organization, multimedia technologies and abstracts of lecture texts in schematic and text variants.*

Keywords: *module, multimedia, lecture abstracts.*

Introduction. In the modern conditions of Ukraine's integration into the European system of higher education, the necessity of reforming the education system of Ukraine, its improvement, and raising the level of quality comes to the fore. Proceeding from this, the strategic task of reforming higher education in Ukraine is the transformation of quantitative indicators of educational services into qualitative ones, which implies a review of the content of higher education and enriching it with latest material, introduction of modern educational technologies. At the same time, the urgent need is to increase students' interest in the quality of learning, involvement of each student into active cognitive activity, based on strengthening the role of learning and research work.

The analysis of publications suggests that the main task of higher education in today's conditions is development of students' personality, their interest in fundamental knowledge, as well as the need to raise general educational and professional level. This can be achieved by the development of pedagogical technologies that contribute to the enrichment of professional, pedagogical and, in particular, professional and methodological training of