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INTEGRATIVE APPROACH TO THE FORMATION OF FUTURE TEACHERS' WORLD-VIEW

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Abstract. *The article deals with the essence of the concept of ideology in psychological and pedagogical literature. It reveals the structure, types and elements of world-view. The structure of the worldview allowed to conclude that human activity is aimed ultimately at transforming the world in accordance with its needs and interests, it is impossible without the creation of general and complete picture of the world where the protagonist is himself. In this context, the main task the high school faces is the formation and development of perfectly developed personality while studying at educational establishments and create necessary conditions for the formation of future teachers' professional outlook. The analysis of theoretical references yielded the phenomenon of future teachers' professional world-view of future as a system of their own views on the personal "I", professional and pedagogical activities and student-life role in the society. The result of formation of future teachers' professional world-view is the development of pedagogical culture and pedagogical thinking in particular.*

Author's position on the semantic content of the three dimensional models of future teachers' professional world-view is given. Determined fields are not repeated, do not overlap, and engage in complex dialectical relation has its own coordinate system, its central systemic formative basis, and during preparation of future teachers is a prerequisite, means and results of development.

In terms of our study, we found that the implementation of integrative approach in any space ensures the integrity and consistency of communication, which manifests itself in the need: to create conditions for future teachers' preparation for their awareness of pedagogical activities; purposeful development of improving means training to further enhance its productivity and quality and so on.

However, based on the foregoing, we concluded that the use of an integrative approach in creation of future teachers' professional world-view and aimed them to achieve excellence in practical teaching, with the right skills and their organization - to develop a system of measures, optimal conditions, tools, applications targeted efforts to achieve maximum results.

Keywords: *world-view, future teacher's professional world-view, positive self-concept and life style behaviors, teaching professionalism.*

Relevance of the study causes the transition to new forms and methods in the development of education degree, due to European integration, update training future teachers to the profession formation of their world while studying in higher pedagogical educational institutions. Despite the fact that the complexity of understanding the phenomenon of "worldview" is considered by philosophers, psychologists, educators, while the question about its semantic content according to the modern requirements remains unanswered, so the problem of future teachers' professional world-view doesn't give rise to doubt primarily on scientific and practical aspects.

The need to transition to new forms and methods in the development of higher pedagogical education, updated training of teachers to educational activities, causes formation of their professional world-view while studying. Psychological and pedagogical aspects of training and professional work of the teacher were searched by such scholars: O. Abdullina, A. Alekseyuk, S. Archangel, J. Bech, I. Bogdanov, A. Bogush, M. Evtukh, I. Zyazyun, E. Karpov, H. Kichuk, N. Kuzmin, S. Kurlyand, A. Lynenko, A. Piskunov, V. Slastonin, R. Hmelyuk, A. Chebykin, A. Shcherbakov et al. World-view formation of an individual is studied: R. Artsyshevsky, A. Balsys, Berdyaev, V. Vandyshev, L. Goncharenko, E. Ilyenkov, Malovanny Yu, S. Sovgira, V. Tabachkovskyy, Chanyshv A. etc.). Problems of integration in education are investigated in works of such scholars as: R. Gurevich, Kozlovsky, V. Maximova, M. Makhmutova, A. Semenoh et al. Despite of given above research portfolio, the problem of future teachers' professional world-view currently studied enough (at the level of holistic educational process, and the level of interaction between teacher and student-teacher), which also confirms the relevance of research problems.

The aim is to determine the nature and theoretical justification of integrative approach to formation of future teachers' professional world-view.

Analysis and definition of the phenomenon "world-view" Ukrainian philosophers pay close attention, starting with the 80s of the last century (V. Ivanov, M. Popovic, V. Shynkaruk et al.). The fundamental error in the interpretation of this phenomenon, which sometimes happens in psychological, pedagogical and philosophical literature is related to the identification of world-view with a personal knowledge. However, the relationship of the world-view with the knowledge - a translucent view, which is based on the notion that there are universal laws of being, and knowledge of these laws and include the world-view, that is a set of

coherent ideas about the world and man's place in the world with the appropriate subject-subject relations. However, one should note that the world-view is not just a body of knowledge about the world, rather, it is a kind of synthesis of knowledge and awareness of the various meanings of the world by a person, projection of their personal problems, in other words, it is not higher assimilation process of existing knowledge, internal work self-enrichment[6].

In a large explanatory dictionary concept of "worldview" is defined as a system of views on life, nature and society [1]. World-view, in the broadest sense - the set of all world views: natural, social-significant, ethical, aesthetic, religious, mythological, philosophical, etc. In the narrow meaning - it is actually a philosophical vision. L. Huberskiy defines world-view as a result of understanding of the spiritual person, the world of humanity by a person. According to the author, the object of the world-view is the world as a whole, and the world are the subject of the relation of "man - the world." That world is the focus of the relationship between active, purposeful, rational part of the world (people) with the world - as objectively existing integrity (opposite of a person). Addressing the nature of man, the author stresses that world-view is a system of generalizations feelings, intuitive representations and theoretical views on the surrounding world and man's place in it, man's attitude to the world, to himself and to the others. However, world-view is a system of general life guidance of a person, of a particular social group and society [2].

Based on research of Artsyshevsky R. (2002), P. Bondaruk (1997) Bortnikov V. (1997), Provincial L. (2001), A. Kochanowski (2001) Trailer V. (2001), A. Chernykh (2001) and others. According to the nature of world-view, we have specified a certain structure that contains the types, elements and levels.

The most common types of ideology in such a way are determined as: the nature and methods of human activities (natural, religious, legal, political, philosophical, etc.); in terms of world-view (everyday and theoretical); the level of awareness (conscious, partly conscious, unconscious); by historical eras (archaic, ancient, medieval, and modern times, etc.); by carrier (individual, collective, group, national, regional, etc.); by the recognition of the existence of higher values (religious, skeptical, agnostic, atheistic); on moral and value orientation (egoistic, altruistic, humane, inhumane, cynical, etc.); by the historical type of worldview (mythological, religious, scientific, philosophical); by the relationship of man to the world and its existence in it (almost-active,

contemplative); the degree of adequacy perception of reality (realistic, fantastic, distorted, adequate reality); the structure (holistic, fragmented, internally coherent, controversial). The scientists include that common structural elements are: attitudes, perceptions, knowledge, knowledge assessment, belief, faith and ideals.

Analysis of world-view structure is incomplete, if not to emphasize the following levels: world view (humanism, monism, dualism, pluralism, dogmatism, etc.); attitude (individual, group, family, ethnic, social, human); world-view (based on knowledge); world-observation (need-interest-goal, means-results-effects); world-view (happiness, love, truth, beauty, goodness, freedom, justice, etc.) [2].

Thus, the considered worldview structure leads to the conclusion that human activity aimed ultimately at transforming the world in accordance with its needs and interests, it is impossible without the creation of general and complete picture of the world where the protagonist is a person itself [3]. In this regard, the main task facing the high school is a perfect formation and development of fully-developed personality perfectly while studying at educational establishment and creation of the necessary conditions for the formation of future teachers' professional world-view.

In modern psychological and pedagogical science is determined that the development of world-view happens with the help of changing the form of the cognition of the world by a man and its theoretical self-consciousness. World-view is the highest form of human self-awareness, logically ordered system attitude, exception of the world and world-understanding. The basis of this system is certain categories of evidence and logical construction and studies, spiritual and practical development of the world [3], [4]. Thus, the presence of the world-view is a manifestation of systemic spirituality of a person, society and simultaneously measures the maturity of not only the individual but also social groups of various political forces.

Therefore, the analysis of theoretical references yielded the concept of professional world-view as follows: professional outlook of future teachers, we understand the system as their own personal views on the "I", professional and educational activities and student-life role in the society. Note that special place in the study of problems of future teacher's professional world-view takes this fundamental methodological strategy of philosophy, psychology and pedagogy, as an integrative approach.

Analysis of psychological and educational literature made it possible to establish that in teaching, integrative approach enables research-level

system of intra-subject relationship, analyze and synthesize some procedural and functional components of training; offers the prospect of using scientific methods of theoretical research in pedagogy. An integrative approach is defined as a desire to unite, maximum and consistent use of effort and numerous opportunities to "parties", "participants", "subjects". An integrative approach to the study is carried out by didactic study and transformation actually existing relations between concepts, phenomena, science and etc. An integrative approach is implemented in the study of integrated courses or separate items from the educational sector, where knowledge integrity formed by integrating them on the basis of common concepts for all items; application of methods and forms of training, monitoring and correction of students' educational achievements, guiding the learning process of joining knowledge. The result of the integrative approach may be different levels of knowledge integrity - integrity of knowledge about reality; of nature; with varying educational sector; subject, course, chapter topics. The basic ideas of the integrative approach in professional teacher education must be consistent with the basic principles of didactics and education [5].

It should be emphasized that the integration of theoretical and practical elements of the training is received in a variety of disciplines and activities, allows to use the integrative approach creating a future teachers' professional world-view, which consists of three interconnected spaces: a positive "self-concept" vision of the future professional career and lifestyle awareness in the society. Designated spaces are not repeated, do not overlap, and engage in complex dialectical relation with each space has its own coordinate system, its central systemic formative basis, and in the preparation of future teachers is a prerequisite, means and results of development.

The essence of positive "self-concept" is to build individual "I", which is associated not only with the process of isolating themselves from others. The main mechanism of this process is comparison of oneself with others, treatment of others as similar to themselves. Based on research of Z. Kurlyand, we found that teachers with a positive self-concept describe the dignity and worth, self-confidence as a teacher, the ability to induce a sense of respect and authority to use, the availability of flexible, creative thinking, to constant self-improvement. Also, the author distinguishes the following professional psychological quality modern teacher as:

- "real I" - self-assessment of their own personal qualities;
- "perfect I" - the qualities necessary for the ideal teacher;

- "imperfect I" - the quality unwanted teacher;
- "professional I" - rating their professional qualities, motives, values, etc. [6].

Thus, the educational process in educational institutions providing its pedagogical orientation promotes the development of value motives of students becoming a motivational sphere, and all these qualities indicate a close dialectical relationship with the concept of a future professional career and lifestyle awareness in the society.

The next space professional outlook of future teachers an idea of future professional activity. The period of study in higher pedagogical educational institution plays a crucial role in representing students future careers. Thus, the study of such subjects as pedagogy, psychology, philosophy, teaching methods make it possible to create perceptions of teacher quality; training aimed at mastering future profession, promote the development of pedagogical orientation and teaching abilities (in terms of commitment of these processes); teaching practice in its various forms allows to evaluate their professional qualities, form values, motives, etc. [6]. It is noted that in the context of the modern paradigm of teacher education, expectantly result of future teacher is formed readiness for professional activity.

In the scientific and theoretical and experimental studies on the problems of teaching work readiness for vocational and educational activities, in general, treated as a deliberate expression of personality, including his views, attitudes, motives, feelings, intellectual qualities, knowledge, skills and abilities (M. Dyachenko , L. Kandybovych, 1998 N. Levitov, 1964 A. Lynenko, 1996; V. Myasishchev, 1962 A. Puni, 1972 D. Uznadze, 1997 et al.). Moreover, this quality is achieved in the individual professional, psychological, moral and physical preparation is the result of comprehensive development of future teachers by requiring that due to the peculiarities of educational activities and is a prerequisite for teaching competence, skill and professionalism.

A special place in the outlook of future teachers taking up space professionalism that defines the lifestyle awareness in the society. Changes in the social environment of the future teachers need not only perfect professional basis, but also changes in relation to society, which consists of various categories of people to himself as socially meaningful unit of society and as an individual [3], [7], [8]. Therefore, the formation and development of future teachers due to several factors: the social environment, the process of socialization, social interaction and so on.

Fundamental impact on the future outlook of professional teacher is socialization.

Feature of the content of the socialization process is that the process of socialization involves relatively spontaneous development, which is not always accompanied by a deliberate action. Therefore there is a need for awareness of prospective teachers in society lifestyle.

Analysis of the lifestyle can: link macro and micro social life; take into account the structural and procedural aspects; provide an opportunity to provide a "structuralism" and "economism" as the transition from social-structural position or socio-economic status of the individual indirectly to its particular specific behavior creates conditions for tracking changes in the system of social differentiation, as well as in the construction of family life individual. At the same time, life style considered in its diversity vertically and horizontally, and the status of the subculture and more. Complex and dynamic lifestyle concept is also used in relation to habits and alternative life styles, it demonstrates the mechanisms of choice that provides individual, based on socio-structural position and mentality [5]. In this regard, life style can be seen in the following general dimensions as "expressive behavior" - is in the form of leisure and samples needs; "Interactive behavior" - has direct manifestation in the form of communication and behavior in marriage, family, etc., and indirectly - in the way attitudes to the media; "Values behavior" - associated with different value orientations and guidelines (religious and political response); "Cognitive behavior" – self-identity and understanding in a society (by G. Muller). Expressive, interactive, value and cognitive behaviors that are the main dimensions of lifestyle, provide a sociological typology development life styles. Since the above behaviors are manifested both in lifestyle, can trace their integrative impact, taking into account which determines the overall behavior in society resulting from the prevailing professional outlook of future teachers.

Thus, the implementation of integrative approach in any space ensures the integrity and consistency of communication, which manifests itself in the need: to create conditions for the preparation of future teachers for their awareness in educational activities; purposeful development means improving training to further enhance its productivity; regular enrichment of future teachers' knowledge and skills to plan, simulate, time management, etc..

It can be concluded that the use of integrative approach in creation of future teachers' professional world-view is to direct their achievements in

teaching of practical perfection, with the right skills and their organization - to develop a system of measures, optimal conditions, tools, applications targeted efforts for maximum results. On the other hand, the result of formation of future teachers' professional world-view is to develop educational and pedagogical culture and thinking in particular.

Prospects for further research we see in the consideration of factors that affect the of future teachers' professional world-view during training.

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