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## **TECHNOLOGY OF FUTURE TEACHERS’ TRAINING FOR EXECUTION OF CREATIVE PROFESSIONAL ACTIVITY PROJECTING**

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***Abstract.** In the given article we undertook the effort of theoretical base of training of future teachers to do the projecting of creative pedagogical activity’s technology which is realized as a component part of more general technology of professional preparation of pedagogical educational establishments’ students. We identify the projecting of creative pedagogical activity as a combination and consistence of the procedures, operations, methods in the result of which the teacher develops the didactic methodological project of the future educational process of creative character (a lesson; a module; a textbook, etc.). And we also consider that projecting of educational process of creative character is a difficult process that takes place in three stages: planning of*

*macrostructure of educational process, construction of teacher's and students' microactivity and modeling of the entire project.*

*Future teachers' training technology to the projecting of professional creative activity proposes the presence of four conventionally detached and logically connected stages. Each of them includes the definite content of professional pedagogical education which was directed onto the phased development by the students the constructive projecting pedagogical skills.*

**Keywords:** *creative pedagogical activity, the projecting of creative professional activity, the didactic methodological project of a creative lesson.*

Transition to new economic conditions in Ukraine changed the character of requirements on attainment level of educational establishments graduates: development of personality comes to the force, development of creatively active personality, responsive, able to solve problem situations singly, capable to apply gain knowledge to settle new tasks, whereby enriching his life experience. In present-day consciousness the idea of creativeness is geared to the idea of progress and improvement of social and cultural prestige of creative activity. Nowadays rendering of creativeness asserts itself more and more as depth personality progress, which isn't liable to standardization, when a person himself is an object of activity, not only a social realm. In this connection it's necessary to turn to a category of "*creativity*", which includes not only pragmatist aspect but personal aspects of creativeness and is understood as creative capabilities (abilities) of a human being, which exert in the way of thinking, feelings, definite types of activity and characterize a personality or its partial points, activity products and the process of their creation.

Changes in secondary education require from teachers readiness for improving the methods of schooling the subject, skills of transfiguring, supplementing and integration of available studying material that in its turn is impossible without teacher's capability to execute pedagogical projecting generally and projecting of professional creative activity notably.

The analysis of pedagogical practice results of the 5<sup>th</sup> year students showed that generally future teachers aren't ready for pedagogical projecting execution. Thus, 50% of respondents even had no idea of this phenomenon. More than half of questioned students know from intimate impulse about an essence of given skill, but aren't armed with necessary knowledge for its conscious appliance. Among the reasons of such state of the art are the following: importance and magnitude of a skill to execute pedagogical projecting isn't revealed in a high school studying process;

teaching of pedagogical design isn't provided by training programme for future teachers.

Origins of concepts "pedagogical technology" is rooted in 1930th years. Exactly at this time A.S.Makarenko made out case and implemented initial reflection of technological approach in pedagogics. Wide inoculation of pedagogical technologies in American and European schools started in 1960<sup>th</sup>. At this period of time "pedagogical technology" was presented as a new scientific field.

Noticeable contribution to the development of technological field in pedagogics belongs to foreign (A. Anastazy, Dzh. Bruner, D. Karnehy, R. Meydzher, D. H. Holdynh) and domestic (V. P. Bepalko, A. A. Verbytskyy, V. Y. Henetsynskyy, O. V. Dolzhenko, H. Y. Zhelezovskaya, M. V. Klaryn, A. A. Leontev, Y. Ya. Lerner, B. T. Lyhachev, Yu. K. Chernova) scientists.

Analysis of psychological and pedagogical literature showed that nowadays there is no single definition of a term "pedagogical technology"

As T.Z.Nazarova supposes, "It's deduced two tendencies: one authors are bent on further detalization of an essence "pedagogical technology", the others, conversely, on simplification resorting to very generalized formulizations" [1]. Let's see several instances of them:

- pedagogical technology — " is a unit of psychological and pedagogical suggestions, determining a special selection and draft of forms, methods, ways, actions, upbringing measures; it's organizational and methodic tool of pedagogical process" [2];

- pedagogical technology — "is a system, conceptional, normative, objectified, invariative activity of a teacher and pupils oriented to an educational aim achievement" [3];

- pedagogical technology — "is a complex integrative process, which includes people, aims, ideas, measures, ways of activity organization for analysis the problem and planning, providing, assessment and management of solving the problems concerning all aspects of knowledge acquisition" [4].

Significant input into development of technological projecting patterns was provided by A. I. Uman's works on elaboration such didactic category as educational establishment. He established that the hardpan of development the ways of studying process (lesson) projecting is interrelation and engagement with all didactic categories technological characteristics. The technology of solving such tasks was also handled by L.F. Spyryn, M.L. Frumkin, M.A. Stepansky.

For the nonce projecting in pedagogics became to be referred to as procedures of normative and algorithmic character as the actions of teacher's creative activity. Especially active applying of this essence is used by scholars, researching into the topic of pedagogical excellence: V.A Slastenyn, V.I. Zahvyazynskyy, V.A. Can Kalyk, Y.L. Lvova et al. Performance review, which includes studying projecting couldn't be complete without the analysis of Yu.K.Babansky's view who within the context of categorical didactics began to deal all summation of didactical categories from a perspective of studying process projecting. He entitled this in and of itself technological approach "studying optimization".

Yu. K. Babansky's construes projecting (scheduling) of a studying process as a consistent practical interpretation of studying aims, educational syllabus, forms and methods of studying. In his estimation, the optimally drawn up studying schedule will be such that units aims, content, studying forms and methods.

The problem of creativeness developing was reflected in psychological and pedagogical literature. With the purpose of formation this personal quality it's used such methods as brain storm (A.F.Osborn), method of heuristic questions (D.Poya), method of multidimensional matrix (F.Tsvyky), inversion method (A.F.Esaulov), method of creative field (D.B.Bogoyavlenskaya), it's also widely known in psychological literature the especial analogues method, Stroop interference method, problem method, method of organized strategies, methods of active social studying.

Analysis of psychological and pedagogical literature allows us to make a conclusion that in spite of existence of work items, the problem of future teachers' training for execution of creative professional activity projecting is considered insufficiently and requires more detailed research.

*Strategic aim* was definition of an essence, criteria, levels of development of a skill to execute pedagogical projecting in creative professional activity and on its basis theoretical substantiation of technological training of future teachers to execution the mentioned kind of projecting

*Head-note of the research.* To our mind, pedagogical technology is by nature integral, consummated theoretical construct which includes aggregate of innovational procedures (psychological and pedagogical, guidance organized, socioeconomic), maintenance of which will guarantee an achievement of bespoke result.

Creative professional and pedagogical activity, from our point of view, — is an integrative activity, which includes pedagogical, psychological, professional and creative components. Its main goal is creativeness training and creative development of learners' personality.

We identify projecting of creative pedagogical activity as a combination and consistence of procedures, operations, methods in the result of which a teacher develops the didactic methodological project of the future educational process of creative character (a lesson; a module; a textbook, etc.). And we also consider that projecting of educational process of creative character is a difficult process that takes place in three stages: planning of macrostructure of educational process, construction of teacher's and students' microactivity and modelling of an entire project.

In order to identify the levels of graduates' development of skills to create a didactic methodological project of a creative lesson as total education, plans of a lesson developed by themselves were analyzed all-round according to the following groups of criteria: showing of all didactic methodological skills of projecting a lesson (skills of planning of a lesson's macrostructure, skills of constructing of a lesson's microstructure (microactivity of teachers and students), skills of modelling of a total lesson's project on the basis of matrix); ability to use them creatively and independence in projecting of the lessons. The research was being done on the base of South Ukrainian National Pedagogical University after K. D. Ushynsky. In the experiment 50 fifth-year students of the Institute of the world's languages took part. Into the basis of the procedure of research the following methodics were laid: testing, questioning, observation, the analysis of activity's products. The degree of showing of every criterion was defined by five-mark scale. Later by every student and in general by every group we counted the average mark, characterizing the level of development of skills to do pedagogical projecting of the considering type. On its basis, in every group we identified the students with high (4,1 — 5 marks), sufficient (3,1 — 4 marks), medium (2,1 — 3 marks), low (1 — 2 marks) levels of development of the skills to do such pedagogical projecting.

The results of this research are given in the table 1.

*Table 1.*

*The levels of development of skills to do the projecting of creative pedagogical activity of future teachers.*

Groups	The distribution of future teachers by the levels (in %)				The average evaluation in marks
	Low	Medium	Sufficient	High	
KG	92	8	0	0	1,7
EG	95	5	0	0	1,4

The received quantitative data testify that on the establishing stage of the experiment on low level of development of the skills to do projecting of creative pedagogical activity were 92% of the respondents in KG and 95% in EG, medium level was identified by 8% of the students in KG and 5% in EG. No respondents showed sufficient and high levels. The average evaluation of the skills to do pedagogical construction by future teachers in KG equaled 1,7 balls, in EG — 1,4 balls.

On the basis of the received data we developed the technology of future teachers' training to the projecting of creative pedagogical activity. The technology that is being projected envisages the extensive use of forms and methods of active studying that promote intensification of the development of educational cognitive, intellectual and professional practical activity; modelling of professional activity in educational process in specialists' training; personally oriented approach in studying that envisages the diagnostics and taking into account personal inclinations and abilities in the initial period of studying and psychological pedagogical accompanying in the process of education.

The given technology supposes the presence of four conventionally and logically connected stages. Each of them includes the defined content of professional pedagogical education which was directed onto the phased developing by the students constructing projecting pedagogical skills.

*The first stage* is connected with mastering of structure and content of actions, directed to forecasting, modelling, constructing, projecting and reproducing of the main objects of pedagogical reality. As the index of conclusion of the first stage we consider the development of motives, interests and needs of the students in projecting pedagogical activity.

*On the second stage* of the teaching of students the main kinds of projecting their development of the models of the entire pedagogical process which includes lessons, outclass activities, pedagogical situations

during pedagogical practice is done. The result of this stage is the development by the students the elements of systematic vision of pedagogical process, results of education and upbringing.

*The third stage* is the development of pedagogical skills that envisages the projecting of pedagogical skills, fixing of the setting on professional self- development and self-improvement. In the process of collecting information for a bachelor and a diploma paper students should create an innovative project which reflects social order and includes new opportunity of creative decision of the existing pedagogical problem. The index of successive conclusion of the third stage is the achievement of a corresponding level of pedagogical projecting.

*The fourth stage* is the development of self-definition, the registration of conceptual working oriented onto pedagogical sphere, the development of creativity of a future teacher. On this stage graduates install, try and define more precisely a working project of educational process of creative character and lead it to practical use in future professional activity.

According to the purposes and tasks of every stage we consider expedient to use different private technologies of students' training to projecting pedagogical activity. So it's necessary to install the technologies of personally-oriented, personally-creative, contextual teaching, the solving of educational pedagogical tasks, education on the base of information technologies' use.

We consider that the supposed system of pedagogical skills' development will give an opportunity to realize creative resources of a future teacher's personality considerably and will also help him or her to solve the whole range of professional pedagogical tasks.

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**Linenko A. F.**

**FORMING OF PROFESSIONAL IDENTITY OF FUTURE  
TEACHER**

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**Abstract.** *The article is devoted to the role of the professional identity of the would-be teacher in the framework of contemporary education paradigm. Ukraine in the conditions of unfolding reforms and modernization of the country considers the domestic education as a mechanism of this modernization, as a way of updating and development. The essence of the contemporary paradigm of education lies in setting and realizing new goals of the educational process, which are aimed at self-realization of the student through mastering the system of human values, correlated with personal needs of the subjects of educational process; the system of student-centered methods and forms of education, introduction of a democratic style of pedagogical and professional communication, taking into account the individual characteristics of the students. The sense of the pedagogical process becomes the development of a student, turning to his inner world, his personality. The topicality of the problem of forming professional identity consists in the fact that it enables the students adequately to their abilities, capabilities, interests to self-determine in their profession, to understand their strong and weak point, build purposefully and consciously their life and professional career.*

*The article outlines various scientific approaches to the definition of the phenomenon of "professional identity" from philosophical, psychological and pedagogical perspectives. Its importance and functional role in the formation of the future teacher is revealed. Pedagogical university enables the future teachers to realize the social significance of the profession of teacher and their responsibility to the society for the results of their teaching activity, to form a highly professional competence, professional self-realization, a stable reflexive position, expressed in constant need for self-esteem, self-analysis, educational activities and the availability and self-correction of personal and professionally important qualities necessary for full creative pedagogical activity. It has been established that the basis of the professional identity of the future teacher is the process of self-comparison with educational ideal and appears to be the stimulus leading him to the comprehension of the profession, through self-development, self-education, self-improvement. The concepts of "identity" and "identification" are differentiated. It can be concluded that the basis of the process of forming professional identity serves professional self-actualization, which is focused on the reflection and constructive-creative transformation of pedagogical reality by a subject, and suggests a generalized, evaluative and focused reflection and constructive-creative transformation of pedagogical reality in the previously mental constructing actions and the anticipation of*