

8. Spivakovska-Vandenberh, YE.O. (2011). Formuvannya samoosvitnoyi kompetentnosti maybutnikh uchyteliv humanitarnykh spetsialnostey zasobamy informatsiyno-komunikatsiynykh tekhnolohiy [Formation of self-education competence of future teachers of humanities by means of information and communication technologies] Yalta: Respublikan. vyshch. navch. zakl. "Krym. humanitarn. un-t" [in Ukrainian].
9. Fomina, M.V. (2002). Pedagogicheskiye usloviya effektivnosti integrirovannoy podgotovki inzhenerov-rukovoditeley [Pedagogical conditions of engineers' integrative training effectiveness]. *Problemi ta perspektivi formuvannya natsional'noiŭ gumanitarno-tekhnichnoiŭ yeliti – Problems and perspectives of national humanitarian and technical elite formation, 1*, 167-170 [in Russian].
10. Yakovets, T. YA. (1999). Kompleks pedagogicheskikh usloviy formirovaniya gotovnosti studentov vuza k samoobrazovaniiyu [The complex of pedagogical conditions for the formation of university students' willingness to self-education]. *Extended abstract of candidate's thesis*. Kurgan [in Russian].

Kharkovskaya A.A.

SCIENTIFIC APPROACHES TO THE SYSTEM OF TEACHERS' TRAINING

Kharkiv, Ukraine

Abstract. *The article discusses and describes the basic scientific approaches to teacher training system. Shows the definition of the term "professional competence of the teacher." The author defines approaches to the formation and development of vocational values and competencies of future teachers, namely-centered, competence and methodology. Showing their features and influence in shaping the professional component of the individual student. The author concludes that it is necessary to use methods of moral education, that is, different ways to influence the personality to develop moral beliefs, feelings and behavior.*

Keywords: *competence approach, personality-centered approach, axiological approach, students, training, teacher.*

Introduction. The realities, stipulated by entry of Ukraine into the European educational space, make new demands not only to the educational system and learning activity, but also to a teacher. Currently in the field of higher vocational education more attention is paid to its humanization. First of all it is connected with the fact that humanization of education is proclaimed as one of the principles of the reform in Ukrainian education.

Changes in educational theory and educational practice are largely reflected in the higher school system, which should provide high-quality training of

future teachers. In the activity of a modern teacher there are new directions stipulated by the provisions of the new educational paradigm. So today the demands are put in the forefront that are related to the fact that he not only equips students with sound knowledge, but he also shapes their personality, which determines the need to improve a teacher's training in the walls of the university.

Overview of publications on the topic. The problems of improving the system of teacher education require miscellaneous approaches from researchers. The questions of theory and practice in pedagogy of higher education are presented in detail in the works of A. Aleksyuk, S. Archangelsky, E. Astakhov, Y. Bolyubasha, B. Galuzinsky, E. Grishin, N. Evtukh and others.

Theoretical and methodological foundations of professional competence are defined in the works of V. Bepalko, A. Dubasenyuk, J. Zimnyaya, J. Zyazyuna, V. Kalinin, L. Karpova, N. Kuzmina, N. Lobanov, V. Lozovoi, M. Lukyanova, A. Markova, A. Savchenko, A. Khutorskoy and other scientists.

The purpose of the article is to reveal the characteristics of basic scientific approaches to teacher education.

Materials and methods. In our research we relied on the theoretical methods, in particular, on systematic analysis of philosophical, sociological, psychological and educational research literature in the field of teacher education. We also used the materials of professional training used in the work of municipal establishment "Kharkiv Humanitarian Pedagogical Academy" of Kharkiv Regional Council.

Results and their discussion. The characteristics of humanization depend on the profile of the institution, directions and specialties where students study. In Ukrainian pedagogy there are fairly many of different approaches forming the foundation of modern education and allowing to strengthen its humanitarian component. Among them there are traditional approaches such as knowledge-centered, systemic, integrated, personality-centered, personality-activity ones and there are also new approaches: situational, contextual, poly-paradigmatic, information, ergonomic, competence, axiological ones. In the article we examine three of the approaches such as personality-centered, competence and axiological ones.

As a rule a teachers' training institute entrants show primarily the knowledge necessary to continue their education. Experts rightly point out that "the identities of the entrant, qualities of character, individual psychological characteristics corresponding to their chosen profession, are not taken into account, as a rule" [2]. In particular, V. Slastenin indicates that fruitful pedagogical activity agrees with a certain model of personality possessing specific interests, inclinations and internal capabilities. [5] Hence, in our deep conviction, an institute of higher education should be familiar with the desires, intentions and capabilities of students to become teachers.

It is necessary to modernize the system of future teachers' professional

training in accordance with the paradigm of personality-centered pedagogy in order that every student should develop his capabilities, showing all the facets of his personality, and that everything should be aimed at the development of his professional qualities. And today socio-centric approach that regards education as a process of socialization and professionalization of the individual, gave place to anthropocentric approach declared the intrinsic value of a person, and education as "domestication" of a person for his own sake. Hence, professional training of a teacher in institutes of higher education should be put into effect on a personal level. [6]

As our in our experience shows, in order that every student should develop his potential for forming and making his professional qualities, it is necessary to create a special kind of educational situation where the student has to prove be both a personality and a professional teacher. It is denoted as a personality-evolving situation, which is created in creative groups.

Technology, that creates the situation developing personality, is possible if certain conditions are met: a) a teacher knows students' life problems and creates an educational situation in the context of these problems; b) educational and developmental process in the creative group has the character of reflective dialogue with the search for meaning; c) the conditions for creative self-manifestation of a student are created [3].

This multi-faceted work was carried out on the basis of the following fundamental positions, which helped to develop an individual training program.

First, a thorough study of the student's personality and his or her individually-typological features, the level of general and professional culture, professional thinking. Secondly, the identification, creation and development of students' professional interests, ensuring their specialization in professional development, in fact, teaching as a profession is diverse, and not all its areas are successfully implemented by the same person. Third, ensuring various forms of independent learning and extracurricular activities of students with new content on the basis of modern approaches to professional development, self-education and self-discipline. Fourth, the increased use of democratic forms of educational influence and communication with students, the transition to educational and scientific cooperation of students and teachers. Thus, the mechanisms of personal professional training of a teacher are presented below.

Firstly, for determining a rational system of future teachers' training in fulfilling ongoing psychological and pedagogical examination of students' personal and professional qualities using different methods of diagnostics.

Secondly, the implementation of various types of professional activities for students' self-knowledge of their own personality, their abilities in the context of the profession that contributes to the attainment of individual style in professional work.

Thirdly, enrichment in the content and forms of students' extracurricular activity in accordance with their interests, individualization of students' free

pedagogical activity on the basis of their professional needs, professional communication with teachers.

Fourthly, the creation of a complete professionally orientated educational environment in classroom and extracurricular activities forming professional and personal qualities, ideals as well needs of pedagogical activity and the development of professional skills for thinking, vision and intuition.

Among the priorities of the reform and modernization of higher pedagogical education one should pay attention to the need to create pedagogical educational environment that ensures the implementation of competence approach and the harmonization of intellectual, emotional, spiritual and moral foundations in the atmosphere of university life. Future teachers from the first year must be in an environment which allows him to explore the cultural and educational experience, art and traditions of their own country and of the cultural heritage of mankind.

The notion of "teacher's professional competence" expresses the unity of theoretical and practical training in the implementation of educational activities and it also characterizes his or her professionalism. Practical training takes on special significance. Its aim is to help students to understand modern methods, forms of work organization in their future profession; the formation of professional skills for making independent decisions in the real world on the base of knowledge obtained at the university; training of needs to systematically update one's own knowledge and creatively apply them in practice [2].

Forming practical skills in organization of teaching and educational process among students is the modern state social order on the essential content of future teachers' training. Students can be convinced of their own capabilities and they can identify perspectives as well as they can implement personal qualities and they can verify the presence of their own professional culture only in practical teaching activities or in the course of interaction with pupils.

The structure of teachers' professional competence may be disclosed through the pedagogical skills. V. Slastenin [5] grouped pedagogical skills into four groups:

- 1) the ability to convert the content of the objective process of education to the specific educational objectives: the study of personality and group for determining their level of readiness to master actively new knowledge and to design the development of the group and some students on this basis; allocating the complex of educational and developmental problems, their specification and identification of the dominant problem;

- 2) the ability to construct and set in motion a logically complete educational system: integrated planning of educational tasks; reasonable selection of the content in educational process; the optimal choice of forms, methods and means of its organization;

- 3) the ability to single out and identify the relationship between the components and factors of education bringing them into action: the creation of

the necessary conditions (material, moral, psychological, organizational, hygienic and others); activation of schoolboys, the development of their activity, transforming them from the object to the subject of education; organization and development of joint activity; ensuring the liaison of school with the surrounding, non-programmable control of external influences;

4) ability to consider and evaluate the results of educational work: self-analysis, analysis of the educational process and the results of teachers' activity; detecting a new set of dominant and subordinate pedagogical problems.

Axiological approach is a phenomenon that characterizes the process of formation and development of valuable component in teacher education from the perspective of the formation and further development of the students' system of professional values, subjective perception, interpretation and appropriation of which it is significant for the future teachers' personality. On the basis of these values professional activity will be built and the principles, forms and methods of training, its feasibility and effectiveness will be determined in the future. In this context values are regarded as the higher moral meaning of human existence. In the system of methodological training axiological approach is revealed as a system of ideals, norms, values and rules needed to person's relationship with nature and society [1].

The essence of axiological approach is that this phenomenon characterizing the process of formation and development of valuable component in geographical education from the perspective of formation and further development of the students' systems of professional values, subjective perception, interpretation and appropriation of which it is significant for the future teachers' personality.

Theoretical and applied level of axiological approach is to identify the means, methods, principles and forms of organization of the process in future teachers' training.

The process of learning the values, the formation of the students' valuable relation to the profession is very complicated. We should widely use the methods of moral education i.e. various ways of influencing on the personality to develop moral convictions, feelings and norms of behavior. This means that moral education can be realized by a variety of forms in the organization of learning process: classroom (lectures, seminars, workshops), and extracurricular (independent work, field and pedagogical practice). Axiological approach makes it possible to design such a system of methodological training where value sphere of future teacher's personality becomes a priority target.

Findings.

Thus, for the formation and development of professional competence and valuable orientations of future teachers, building a learning process in terms of personal-orientation, competence and axiological approaches is the most appropriate and effective.

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.

References translated and transliterated

1. Artyukhovych, Yu.V.(2003). Obuchenye tsennostyam: aksyolohycheskyy podkhod k problemam obrazovannya [Teaching values: axiological approach to education]. / Yu.V. Artyukhovych, *Collection of scientific works. Series «Humanitarian sciences»* (Vols.10), Stavropol' [in Ukrainian].
2. Luhovyy, V. I. (2010). Formuvannya tsinnisnoyi kompetentnosti naukovo-pedahohichnykh pratsivnykiv – vazhlyva umova yikh uspishnoyi diyal'nosti v suchasniy vyshchiiy shkoli [Formation of value competence of teaching staff - an important condition for their successful work in modern high school] / V. I. Luhovyy, *Problemy osvity : nauk. zb.* (Vols.63) (pp. 3–9), Kyiv: Institut innovatsiynih tehnologiy zmistu osviti i MON Ukrainy [in Ukrainian].
3. Kuz'mina, N. V. (1990). *Professionalizm lichnosti prepodavatelya i master* [The professionalism of the individual teacher and master]. Moscow: [in Russian]
4. Kuz'mina, N. V., & Kukharev, N. V. (1996). *Psihologicheskaya struktura deyatel'nosti uchitelya* [Psychological structure of activity of the teacher]. Gomel' [in Ukrainian].
5. Slastenin, V.A., Isaev, I.F., Mischenko, A.I., Shiyanov, E.N. (1997). *Pedagogika: uchebnoe posobie dlya studentov pedagogicheskikh uchebnykh zavedenij* [Pedagogy: a manual for student teachers] Moscow [in Russian].
6. Morozova, O.P., Slastenyin, V.A., Shyyanov, E.N. (2004). *Teoretiko-metodologicheskie osnovy razvitiya professional'noj deyatel'nosti uchitelya* [Theoretical and methodological basis of the professional work of the teacher]. Barnaul: [in Russian].

Kinesheva A. Y.

**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