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FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS AT HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. *This article considers the ways of professional competence formation of future teachers as modern schools require qualified teachers who would constantly look for the most effective ways and means of training, education and formation of citizens able to contribute to the spiritual revival of Ukraine.*

It has been proved that the acquisition of professional competence by the future teachers means that professional knowledge is formed simultaneously at all levels: methodological, theoretical, methodological and technological.

Keywords: *competence, formation of professional competence, future teachers, innovative teaching activity.*

The relevance of research. The problem of professional competence of teachers, their professionalism and skills in today's society has become a very big deal, especially considering the current social transformation, changing the educational paradigm due to the new law "On Education", which has to initiate the reform of the Ukrainian education and thus to make influence on all the

participants in the educational process. The relevant provisions of the bill are to prepare people of high education and morality, qualified and capable of creative work, development and implementation of information technology, mobility and competitiveness in the labor market.

The rising of the demands for the individual who would be able to operate actively, creatively and independently in rapidly changing political, social, economic, professional and cultural life caused the problem of improving the quality of education, professional training of future specialists and especially future teachers, because they are charged to form, develop and educate the human personality in all its diversity.

The permanent complications of the educational content, high educational standards, complexity of the problems of education, new advanced technology, a single information environment requires a rethinking of the content of professional competence of future teachers in the process of modernization of education according to the latest achievements of science, culture and social practices thus making the problem under consideration obvious and urgent. Therefore, the problem of professional competence of experts is now one of the most relevant at this stage of modern education.

In psychological and educational literature the notion of “professional competence” has recently become widespread and is regarded by the researchers as:

- a set of knowledge and skills that determine the performance of work, amount of performance skills;
- a combination of personal qualities, properties, complex knowledge and relevant professional qualities;
- the vector of professionalization;
- the unity of theoretical and practical preparedness for work;
- the ability to perform complex culture relevant types of actions etc. [1].

The problem of professional competence in national psycho-pedagogical literature is considered in various aspects by L. S. Vygotsky, O. M. Leontyev, A. M. Matyushkin, S. L. Rubinshteyn. The problem of professional competence has been also reviewed in the works of Yu. K. Babanskyy, I. A. Zyazyun, L. V. Kondrashova, V. A. Kan-Kalyk. The problem of teacher training is studied in the works of D. Didro, Y. A. Komenskiy, K. D. Ushynsky. Special attention to the teacher’s activity has been paid by O. S. Makarenko, V. O. Suhomlynskiy.

Among the latest researches on the issue of professional competence formation should be noted the works of V. A. Adolf, V. A. Bolotov, V. N. Vvedenskiy, I. O. Zymnya, M. I. Luk'yanova, O. V. Morozov, S. Ye. Shyshov, D. B. Elkonin.

The analysis of psychological, pedagogical and methodological literature suggests a large number of approaches to understanding the nature of professional competence of future teachers, the lack of unity in the definition of the concept and its content which indicates the complexity of the phenomenon under study.

The purpose of this article is to consider the concepts and aspects of the key components of would-be teachers' professional competence in higher education.

All this suggests that the professional competence of future teachers is a complex integrated personal formation, based on the interrelation of theoretical and practical training, as well as professional and significant personal qualities leading to teacher's readiness for active implementation of educational activities.

Thus we can distinguish the structure of professional competence components:

- Vocational and meaningful, which includes a set of theoretical knowledge of psychology, methodic;
- Operational and technological including practical skills and knowledge;
- Professional and personal, combining a wide range of professionally significant personal qualities;
- Vocational and motivational that is professional sustainability, positive motivation and valuable relation to the professional activity [2].

The content of the professional competence of future teachers is determined by education-qualification characteristic, which represents generalized requirements for theoretical and practical knowledge, skills and abilities of a teacher. The legal documents put forward the following basic requirements:

- ensure the effectiveness and quality of their work;
- harmonization of substantive scientific and philosophical, methodological, pedagogical and psychological knowledge;
- mastery of modern tools of study of the child;
- ability to organize educational process as teacher's interaction aimed at personality development, its preparation for the challenges of life creation;
- mastery of culture and human values;
- attraction to advanced models of teaching experience and the acquisition of one's own in a variety of practice;
- capacity for creativity, self-development;
- assimilation and introduction of new information technologies;
- competitiveness on the labor market;
- high moral character [3].

According to the analysis of legal documents, one of the main requirements for professional competence of future teachers is ability for creativity and self-development. In our opinion, these personality qualities are the leading ones in professional and personal block structure of professional competence of future

teachers. Professional and creative component should include such integral characteristics of a personality as follows: teaching self-awareness, personal style and creativity that allow you to design and predict the results of the educational process, choose the best among many means and ways of its organization, to promote socialization, forming a common cultural identity. At practical classes in training and educational work with students, we used such learning techniques as communicative attack, proof and persuasion, suggestion.

Communicative attack is a rapid method of inclusion, mobilization, audience interest in learning, the effect of which is based on the activation of emotional sphere of students that is inducing his surprise, delight, by using the effect of novelty and surprise. Methods of communication of attack:

- spectacular quote;
- extraordinary performance;
- telling jokes, parables;
- interesting question;
- paradox;
- private interest (something related to the interests of students, questions to the audience);
- example, a description of a teacher's own situation;
- theatricality.

Suggestion is the method meaning indirect shaping of the idea of learning through subconscious appeal to students. Suggestion is achieved through the following methods:

- periodic repetition of the same opinion;
- nomination of the requirements for the desired emotional response from students (think you will agree with me that ...);
- intonation emphasizing important points in the speech;
- the switch to a specific job, dynamic presentation, when time to think their necessity is not given;

The implementation of competence approach in the educational process of a university requires from a teacher organization of the educational process as interpersonal interactions. The use of different forms of interpersonal interaction in particular pair, group and collective allows each student to participate actively in educational and cognitive activity, to design deliberately their own erudition. A thoughtful teacher does not only teach his students, but learns from them, analyzing learning situations and uses the most appropriate teaching methods in the circumstances. The role of a teacher, which is determined from the ratio of correlation of pedagogical activity and management, autonomy of students has changed. The interactive learning model provides opportunities for democratic, equal partnership between the teacher and students. One can distinguish three important roles for the teacher by the degree of interfering into the students' learning process [3]:

- “science educator” means organizing a meaningful process of mastering scientific concepts, theories as a system of different relationships that determine their content;
- “mentor” is focused at gradual process of gaining experience, independence growth, creativity of students;
- “facilitator” is organization of the learning process, the creation of space for independent students, determination of own educational needs, students’ support during their acquisition of knowledge, skills and experience.

In teaching and educational process it is necessary to use the principle of personal orientations that can be applied to students with different learning styles and individual characteristics of development:

- for those who see and learn material better comparing it, finding something unusual or different;
- for those seeking answers through the dialogue, relations with the environment, finds them moving in the knowledge and training;
- for those who want to know immediately the end of the story, result, conclusion, have to set out for a journey for knowledge;
- for those who accept the best information at the hearing;
- for those who need visual support.

The ways of formation and improvement of professional competence of future teachers in particular a replenishment of one’s own arsenal of innovative forms of lessons are as follows: a training lesson; a study lesson; a panorama lesson; a journey lesson; a searching lesson; a practical lesson; a tale lesson; a composition lesson; a dialogue lesson; a lesson by reference synopsis; a content certification lesson; an exam lesson; an activated lecture; a Socratic seminar and others.

While mastering teaching disciplines a teacher should orient students to different forms of activities that include:

1. Pedagogical training means working out the skills of using the elements of different technologies while working with students.
2. “Brainstorming” is used for making decisions on several specific issues, stimulates students to develop their imagination and creativity and enables free expression of their own thoughts. The purpose of “brainstorming” is to collect as many ideas about the specific problem from all students within a limited time.
3. Working in small groups is organized for solution of challenges that require collective discussion. It is used to form the skills of dialogic communication, collaboration, co-creation.

4. Creation of teaching materials such as portfolio (individually and collectively), foresees designing by future teachers the content of its corresponding part, discussions with colleagues the elaborated teaching materials and self-assessment and evaluation of learning activities of students regarding their individual created components and the whole portfolio.

During training a future teacher creates his own portfolio with the aim of graduation at the end. During portfolio presentation its components are evaluated both by teachers and students. In this case the grade is assigned considering the opinion of all the participants in the educational process.

The productive way of improving of future teachers' general didactic training and in particular the formation of pedagogical skills is attracting students to educational games. Constructive, organizational, communicative teacher's activity is inseparable from the ability to make decisions quickly and accurately, adequate to certain teaching situations to achieve a specific purpose. This usually implies the existence of alternative ways and methods, requires the ability to predict possible outcomes and their use thus choosing on this basis the most optimal ones. The use of educational games allowing you to teach students to use their knowledge at practice, to develop the strategy and tactics of various forms and methods of teaching influence, to justify and implement a particular decision, contributes to the solution of this problem.

The educational game is a method of research, development and testing of certain models of educational actions in the imitated situation, the best choice of options. For an educational game it's quite typical coming back to the previous stage, which enables you to see the potential results and to change the decision. It brings the learning process to real conditions, provides a transition from cognitive motivation for professional learning, self-organization and self-regulation actions and activities by the students.

During the students' training to solve educational problems in the game the main stages are determined, the analytical and constructive processes are indicated: 1) design the subject matter content and forms of activity that could lead to a solution of the set task; thus there is a focus in the situation and diagnosis of students' readiness for activity; 2) implementation of the best project in close interaction with students (students who perform this role); getting timely information about the progress of actions of students and the organization of activity aimed at task solution, its operational regulation; 3) the final evaluation of achieved results and their analysis and identification of areas for further work.

Formation of professional competence is a self-educational activity of future teachers, planning professional competence, research activities, professional cooperative interaction with colleagues, collection and compilation of creative portfolio, organization of workshops.

Improving the quality of education and training depends directly on the level of training of future teachers. Undoubtedly, this level should continuously grow, and in this case the effectiveness of various training courses, seminars, conferences is insignificant without the process of self-teaching. Self-educating is necessary for any creative and responsible person of any profession, especially the profession with high moral and social responsibility, which is the teaching profession.

It is advisable to define a number of conditions that promote the professional development of future teachers and improve their professional competence:

- positive spiritual and moral image of the institution, favorable conditions for innovation and creative work; focus on innovative, creative and search component of methodical activity; personality-oriented methodological support of teachers;
- trust in the team, the opportunity to experiment, be creative, initiative;
- organized system of methodological support to teachers;
- love for the teaching profession, children;
- the need for self-cultivation including self-realization and self-assertion; the opportunity to gain recognition in the team;
- systematic self-educational activities of teachers;
- learning at training courses;
- participation in projects, competitions, festivals, conferences, seminars, educational workshops, methodical work of associations, work groups etc.;
- positive example and influence of teachers' environment;
- objective assessment of work, objective control, certification;
- moral and material incentives.

The analysis of the conditions that promote the professional growth of teachers enables a more holistic study of the process of professional and pedagogical skills of teachers, consideration of the educational situation in different aspects and perspectives, identifying the goals and objectives according to which the process of preparation of the teacher should be based upon, and the very same student should determine his own level of professional competence, create individual professional growth trajectory, predict the program of self-development and self-realization as the professional competence of the teacher is the result of creative professional activity, an integrated indicator of personal and active teacher's nature.

Conclusions. Professional competence of future teachers is a complex integrated personal formation, the structure of which is represented by cognitive, operational, technical, motivational, professional and personal components that provide the efficiency of educational activities, striving for creative work, the ability to realize personal potential need for professional growth and self-development. The implementation of these objectives is

possible if a teacher has a professional competence that is an integrated personality quality.

The high level of personal and professional business skills, creativity, motivational sphere and values determine the professional competence of a high school teacher. A teacher should be for the students to some extent an ideal of a highly educated person, a scientist, an intellectual. A teacher being a media of knowledge and cultural and educational experience must constantly work hard to update his knowledge and skills not to remain at the same place, and certainly not to stay in the past because it affects the future activities of young people and thus determines the development of the society as a whole.

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