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**THE DEVELOPMENT OF THE FUTURE TEACHER'S SELF-
EDUCATION, COMPETENCE AS A COMPONENT
OF PROFESSIONAL COMPETENCE**

Репко І.Р.

*Communal establishment «Kharkiv humanitarian and pedagogical
academy» of the Kharkiv Oblast Council*

**РОЗВИТОК САМООСВІТНЬОЇ КОМПЕТЕНТНОСТІ
МАЙБУТНЬОГО ПЕДАГОГА ЯК СКЛАДОВОЇ
ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ**

Репко І.Р.

У статті розглянуто визначення понять «професійна компетентність», «самоосвітня компетентність». Проаналізовано групи факторів розвитку самоосвітньої компетентності майбутніх педагогів. Визначено основні умови роботи педагогічних ВНЗ щодо розвитку самоосвітньої компетентності як складової професійної компетентності майбутніх педагогів.

Ключові слова: професійна компетентність, самоосвітня компетентність майбутнього педагога, розвиток професійної компетентності майбутніх педагогів, складові професійної компетентності майбутніх педагогів, фактори здійснення самоосвіти студентів.

РАЗВИТИЕ САМООБРАЗОВАТЕЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ПЕДАГОГОВ КАК СОСТАВЛЯЮЩЕЙ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ

Ренко И.П.

В статье дано определение «профессиональная компетентность», «самостоятельная компетентность». Проанализировано факторы развития самостоятельной компетентности будущих учителей. Определены основные условия работы педагогических высших учебных заведений по развитию самостоятельной компетентности как компонента профессиональной компетентности будущих учителей.

Ключевые слова: профессиональная компетентность, самостоятельная компетентность будущего учителя, развития профессиональной компетентности будущих учителей, компоненты профессиональной компетентности будущих педагогов, факторы осуществления самообразования студентов.

Stating of the problem. Inevitably in the nearest future humanity will enter the period of transition from society of knowledge to a new formation which conditionally we can name ‘cognitive society’ in which ‘a cognitive person’, that is a person who cognizes and becomes a leading productive force of economy [2, P. 296].

A new type of economy brings forward new demands for graduating students among which the most important are the demands for systemic organized intellectual, communicative, reflective, self-organized, moral foundations enabling to establish successfully work in a wide social and economic, cultural context [1, 170].

The construction of national system of education in Ukraine requires a new approach to professional training of educators as well as their professional competence development.

The present time is characterized by the rapid process of moral and actual devaluation and growing obsolete of specialist’s knowledge and skills. Now we witness an enormous acceleration of devaluation of earlier gained knowledge. That very case stipulated the necessity of development of self-

education competence as a component of professional competence for specialists in the system of training of pedagogical universities.

Review of scientific research. The works of G.Balla, B.Gershunsky, I.Zazyun, V.Lutay are dedicated to solving modern educational problems, determination of value foundations of education, adequate aims, effective strategies.

The following scientists: V.Bezdukhov, V.Bolotov, V.Voloshina, O.Dakhin, B.Elkonin, I.Zimnya, S.Mishina, V.Serikiv, P.Tretyakov, T.Shamatov, B.Yagupov examined different aspects of professional competence. V.Anishchenko, V.Bezdukhov, V.Voloshina, T.Dobut'ko, O.Ovcharuk dedicated their works to the problem of development of different kinds of professional competence among future specialists as well as to improving the system of professional education by applying competence approach.

The issues of professional competence development among educators were researched by O.Bigich, O.Demchenko, O.Zubkov, A.Mormulet al.

A.Gromtseva, N.Kulmina, V.Buryak, I.Naumchenko's works revealed the process of self-education.

The aim of the paper is the analysis of factors and conditions developing self-education competence of a future educator as a component of professional competence.

Exposition of main material. Reviewing researches concerning the problem of development of competences allows us to conclude that in modern pedagogy there is no clear approach to definition of such notions as 'competence', 'professional competence' and their component 'self-education competence'.

Having examined these notions in the works of different researchers we complied with O.Chaban's statement that the notion of competence is wider than the notion of 'qualification'[4, 10]. It defines not only professional knowledge, skills and experience in a certain profession but as well as attitudes to occupation, certain (positive) dispositions, interests and aspirations, together with ability to use effectively knowledge and skills, personal qualities ensuring a necessary result in a certain working environment whereas qualification is only a potential ability to discharge a task relevant to the occupation.

V.Yagupov [7] distinguishes the following characteristics of competence of a graduating student of any professional educational institution therefore a pedagogical one:

1) value and motivational readinessviz having developed professional and occupational ideas, values, instructions, motives and a personal attitude to a future profession and occupation, to himself as a specialist.

2) intellectual preparedness (cognitive characteristic) i reacquisition of a certain totality of theoretical and practical knowledge on the basis of which on the one hand praxeological foundations of professional occupation are formed and on the other hand practical thinking of a specialist is also formed;

3) occupational ability (praxeological characteristic) is a totality of professional practical abilities and skills that are necessary for professional occupation;

4) professional and occupational abilities are a totality of professionally important and occupational qualities that are necessary for a specialist;

5) subject characteristic (integral characteristic) combining on the one hand all above-mentioned aspects in a unique entity and on the other hand actualization of others characteristics (intellectual, occupational, professional and professional development and professional occupation of a person as a specialist) depends from its development.

Using T. Shamova's work we can name main kinds of professional competence: special (occupational) one which is connected directly with administrative activity; social one which is the ability to work, to organize joint venture for achieving aims, to take responsibility on oneself for final results; personal one which is the ability of a person for self-development, self-perfection, self-completion, aspiration for constant improvement of one's own education competence.

So self-education competence is defined as an integral quality of a person that is described by availability of knowledge organized and structured in a certain way, of self-education conditions and skills, motives, interest in self-perfection, experience of independent activity, orientation on life-learning, value orientation that gives an opportunity for solving successfully the problem of one's own self-realization, self-education and self-development. Therefore training for future work in higher educational

institutions involves first of all understanding of all participants of the process that there is a necessity in life professional development.

The inner structure of self-education competence is built on:

- understanding personal needs;
- ability to develop and to accomplish programs of self-education taking into account of personal and social needs;
- ordering one's own knowledge, establishment of connections within one's own knowledge;
- producing one's own attitude to any given information and forming one's own approach to obtaining of knowledge;
- ability to use obtained knowledge for solving any problems
- flexibility in using obtained knowledge and skills, finding out non-standard solutions;
- ability to ground and to defend one's own results;
- ability to obtain knowledge independently with the help of different databases, sources of information and communication;
- ability to assess objectively the importance of obtained knowledge in their future pedagogical work;
- ability to cooperate with other people, to be tolerant;
- responsibility concerning organization of one's own self-education;
- ability to constant self-analysis and self-control of self-education[2, 297].

A modern educator has to influence positively on social development, preservation of national culture; he has to be able to formulate one's own educational needs and constantly to improve one's own level of self-education competence as a component of professional competence.

We should accentuate that students of pedagogical universities, future educators, should understand that at present stage of modernization in education being professionally competent one cannot only meet qualification characteristics and be able discharge duties fully but a person has to be competitive at labour market.

Humanization is the main direction in the development of the XXI century education and it is a methodological foundation for developing teachers' professional competence: it is implemented in the idea of humanization in professional environment and giving personal freedom in

determining of aims, content and form in the development of professional competence, actualization of continuous process of self-development of professional competence. And it is possible only when a future teacher and university educators will be engaged in a constant self-analysis of modern achievements in science, social and professional experience [3].

The feature of educational space in a modern pedagogical university is not only learning truisms but it is a dominance of open dialogues between a student and a teacher.

A future educator at a university should understand educational process as a process creating one's own trajectory of professional development that conforms to a concrete goal, task and also involves possibility of broadening content, choosing a form, methods and speed of learning.

So we have still a problem of working out syllabi and curricula that take into consideration not only the formation of an average specialist but that are oriented to individual features of a student, future educator, and that should help not only to be engaged in educational process but also to create independently one's own 'educational environment'.

For implementation of the assigned task modern universities determine the following types of teachers' work:

- educational type (employment of pedagogical technologies, integration of educational technologies, designing of tasks for students);
- extracurricular type (participation in educational events, carrying out academic supervisor's homerooms, student counseling);
- methodological type (working out one's own methodical works, author's courses, preparation of methodical materials);
- research type (participation in professional competitions, forming projects, realization of scientific researches, publication of scientific papers) [3, 389]

Determined by O.Kutikov impact factors of educators' training and self-education in institutions of postgraduate education can allow us to draw a line round a group of impact factors that influence on students' self-education in higher pedagogical educational institutions:

1. Individual peculiarities (natural aptitude for learning; the ability to link your successes and failures with you own qualities and efforts; the presence of physiological restrictions: eyesight problems, chronic diseases etc.).

2. Emotional and psychological factors (belief in one's own ability; keen sense of failure or enjoy the process of learning; negative feelings through imperceptible progress in learning new material).

3. Micro-factors:

positive: recognition of success in students' self-education by the teacher, ensuring the opportunity of receiving the reward, raising the level of authority among classmates and teachers for results in self-education;

negative: presence of personal problems, students' workload with significant amount of duty leading to a lack of free time, the absence of a request for a specialist from society.

4. Information and organizational factors (level of psychological comfort in an educational institution and during learning process; taking into account of one's own information needs and practical orientation of self-education; teachers' understanding the laws of the psychology of information perception by students of all ages; the use of personal approach to teaching young people).

The researches [2; 5; 6] show the following: the formation of self-education competence depends on students' awareness of particular benefit of self-education in their future work, namely the awareness that independently obtained new knowledge and skills will really help in solving situations, problems during the learning process at the university and in the immediate work in educational institutions with children.

It should be emphasized factor that anxiety felt by students (social, political situations, events from your own experience, family problems, emotional stress, etc.) often postpones students' self-education as long as the stress factor will disappear or significantly weaken.

Organizational culture institution of higher educational institutions in which a student does one's practical training is also considered a very important factor. It is expressed in the possibility and the need to use by a student self-obtained knowledge in the educational process at universities and pedagogical practice.

Resume. Self-education competence as a component of professional competence characterized by the ability of the individual to the systematic, self-organized activities to one's own continuing education in general cultural and professional aspects. The development of teachers' self-education

competence depends on students' individual characteristics, emotional, psychological, informational, organizational, micro-group factors. The important factors are students' awareness in self-education, teachers' attention to students' stress or anxiety and forming a positive microclimate in educational institutions.

Revealing teacher's role in the process of development of students' self-education competence requires further scientific research requires.

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ТЕОРЕТИЧНІ ЗАСАДИ ПАТРІОТИЧНОГО ВИХОВАННЯ ОСОБИСТОСТІ

Савченко Л.Л.

*Комунальний заклад «Харківська гуманітарно-педагогічна
академія» Харківської обласної ради*

Стаття присвячена висвітленню теоретичних засад патріотичного виховання особистості. Проаналізовано основні визначення понять «патріотизм», «патріотичне виховання», схарактеризовано принципи патріотичного виховання. Доведено, що найсприятливішим для початку систематичного патріотичного виховання є середній дошкільний вік. Визначено чинники, які впливають на формування почуття патріотизму.

Ключові слова: патріотизм, патріотичне виховання, патріот, виховання.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ ЛИЧНОСТИ

Савченко Л.Л.

Статья посвящена освещению теоретических принципов патриотического воспитания личности. Проанализированы основные определения понятий «патриотизм», «патриотическое воспитание», охарактеризованы принципы патриотического воспитания. Доказано,