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N. Kuzmenko, Ph. D., Associate Professor
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

PEDAGOGICAL CONTEXT OF "I. P. LVIV'S MEMORIES ABOUT P. G. TYCHYNA

The degree of studying of the problem in scientific and pedagogical literature has been researched. The importance of research in modern conditions of reforming of the educational system of Ukraine has been identified. The basic stages of Ivan Petrovych Lviv's scientific-pedagogical activity have been defined. The manuscript "I. P. Lviv's memories about P. G. Tychna" has been analyzed to determine the main factors that influenced the formation of the personality of a famous Ukrainian poet and public figure P. G. Tychna. The pedagogical aspect of the manuscript of "Memories..." has been studied. Pedagogical conditions of organization of educational process in the Chernigov theological seminary, in which Pavlo Tychna studied in 1907 – 1913 have been considered. The role of the Ukrainian writer N.Kotsubynskyi, the teacher of language arts in Chernigiv theological Seminary named after V. Drozdov, and other staff of the institution in the development of literary talent of P. Tychna has been researched.

Keywords: personality, personality development, theological seminary, the educational process.

Н. Кузьменко, канд. пед. наук, доц.
Киевский национальный университет имени Тараса Шевченко, Киев, Украина

ПЕДАГОГИЧЕСКИЙ КОНТЕКСТ "ВОСПОМИНАНИЙ И.П. ЛЬВОВА О П.Г. ТЫЧИНЕ"

Изучена степень изученности проблемы в научно-педагогической литературе. Определена актуальность исследования в современных условиях реформирования образовательной системы Украины. Исследованы основные этапы научно-педагогической деятельности Ивана Петровича Львова. Детально изучена и проанализирована рукопись "Воспоминаний И.П.Львова о П.Г. Тычине" с целью определения основных факторов, которые повлияли на формирование личности известного украинского поэта, общественного деятеля П.Г. Тычины. Проанализирован педагогический аспект рукописи "Воспоминаний...". Изучены педагогические и бытовые условия организации учебно-воспитательного процесса в Черниговской духовной семинарии, в которой Павел Тычина учился в 1907 – 1913 годах. Установлена роль украинского писателя Н. Коцюбинского, учителя словесности Черниговской духовной семинарии В. Дроздова и других преподавателей и сотрудников учебного заведения в развитии литературного таланта П. Тычины.

Ключевые слова: личность, формирование личности, духовная семинария, учебный процесс.

Відомості про автора

Кузьменко Надія Михайлівна – Україна, м. Київ, кандидат педагогічних наук, доцент, доцент кафедри педагогіки факультету психології Київського національного університету імені Тараса Шевченка
Контактна інформація: (044) 521-35-13; kuzmenko-nm@yandex.ru

Кузьменко Надежда Михайловна – Украина, г. Киев, кандидат педагогических наук, доцент, доцент кафедры педагогики факультета психологии Киевского национального университета имени Тараса Шевченко

Контактная информация: (044) 521-35-13; kuzmenko-nm@yandex.ru

Kuzmenko Nadiya Myhailivna – Ukraine, Kyiv, Ph. D., Associate Professor, Associate Professor of Pedagogics Chair of Psychology Department of Taras Shevchenko National University of Kyiv

Contact information: (044) 521-35-13; kuzmenko-nm@yandex.ru

UDC 378

A. Lebedeva, PhD, Lecturer (Pedagogics)
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

FORMATION OF THE SYSTEM COMPETENCES
IN THE PROCESS OF PROFESSIONAL PREPARATION OF FUTURE TEACHERS

The article deals with the importance of the problem of forming the system of competencies in the process of professional preparation of future teachers. It has been studied that modern teacher training for professional work is based on competency oriented approach, forming of key competencies.

Keywords: competencies, profesional work, teachers.

Actuality of the problem. The globalization and integration of countries, world associaton and European community contributes to the rapid growth of the role of quality education for the further development of society and in accordance with intensive reform. The problem of improving the quality of process of preraration the future teachers, including future teachers of English for increasing their competitiveness, requires process of effective realization of competence approach. Effective deciding of these tasks is possible under conditions of improvement educational content and procedural-methodical using on innovation basis. The quality of professional preraration of future teachers depends on the content of modern education, that should include full orientation on students' purchase system the competencies and permanent updating by improving the mechanisms and their using in everyday practice.

A number of legal documents about higher education have defined the responsibility for the professional development of teachers, which relies on all participants of this process, such as institutions of higher education and state government agencies monitoring the quality of education and students directly to the realization of competence approach in the process of preparation to the professional activity. The meaning and importance of competence approach in the process of preparing of future teachers is as in ensuring general intellectual development, formation of conditions for the realization of rights of personality, complete and continuous education.

Analysis of last some research and publications about problems of the reseach has showed, that there is significant world theoretical and practical improvements in the field of competence approach in the process of preparation of future teachers. The problem of forming of competence of the

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specialists of different profiles are considered by many scientists of Ukraine. In particular, the problem of formation of professional pedagogical competence of teachers has been explored (N.M. Borytko, S.O. Demchenko, L.D. Zelenska, I.B. Mishchenko, R.K. Serozhnykova); professional competence of officers has been considered (O.S. Vorontsov); pedagogical competence of teachers has been researched (L.O. Golik, N.M. Loseva, A.V. SHyszko); psychological-pedagogical competence of teachers has been studied (N.I. Lisova) and others.

The solving of the problem of formation of some competences is associated with the using of specific technologies of study. According to branch of professional preparation in literature are well represented works about learning interactive technologies of study of future specialists of different directions of preparation. Thus, the peculiarities of using of interactive technologies in educational process (H.D. Voronina, H.D. Koval'chuk), the different pedagogical technologies and their influence on formation of professional competence have been researched (V.P. Bespal'ko, P.M. Volovyk, I.M. Dychkivs'ka, S.O. Sysoeva). Among scientists working on questions of realization the competence approach in education we can call a portfolio of native scientists, highlighting the competency approach closest to understanding this phenomenon (O.I. Lokshyna, O.V. Ovcharuk, O.I. Pavlenko, O.I. Pometun, L.I. Parashchenko, S.A. Rakov, O.Ya. Savchenko). A number of research carried out through collaboration MESU, NAPN of Ukraine and international organizations in creating of a series of publications on educational policy, which also elucidated of the main principles of competency approach [2].

The purpose of this article and tasks of the research lies in consideration of main positions, that are fundamental for the most research, and peculiarities of the formation in future teachers the system of competencies in the process of professional preparation; clarifying the essence of the concept key competencies; revealing the importance and meaning of competence approach in formation of the future teachers according to the system of competencies in the process of professional preparation.

The presentation of main material. During the last decade developed countries of Europe and the world, including Austria, Britain, Canada, New Zealand, Lithuania and others started to practice thorough debate that still continues at the international level around how to give a person proper knowledge, skills and competence for ensuring harmonious interaction with technological society that is developing rapidly. Well-known international organizations that are currently working in education study the problems connected with the appearance of competence oriented education. Among them – UNESCO, UNICEF, UNDP, Council of Europe, Organization for European Cooperation and Development, International Department of standards. [2, 3, 4, 6, 7].

According to modern teachers life's important competencies allow to direct a man in modern society, information area, in conditions of terms of the labor market, further development of education. The competency-oriented approach to formation of the educational content became a modern conceptual guide of foreign schools and cause of discussions as at the international and national levels in different countries. The awareness of the concept of competence and what should be the result of education are very important.

In many countries the changes to educational programs are reviewed and amended, the directions on formation of background for main results of studying were based on achieving of future specialists required competencies. For

example, in Canada, the most scientists say about the need to identify, to select and correctly identify a limited set of competencies, that are most important, integrated, key [5]. Realizing this approach, foreign scientists have concluded on the key (the most important and integrated) competencies that contribute to individual success in personality life.

Exactly the concept of "key competence", its definition and interpretation is a matter of debate in the modern scientific world. The International Commission of the Council of Europe in their documents considers the concept of competence as general or key, basic skills, fundamental ways of teaching, key qualifications, ability or training skills, key ideas, reliances or basic knowledge [7]. Competencies include the individual's ability of a person to perceive and respond to individual and social needs, the complex of attitudes, values, knowledge and skills [2].

Experts of EU countries define the concept of competence as "ability to apply knowledge and skills" (Eurydice, 2002), which providesf active using of educational achievements in new situations. In last publications of UNESCO the notion of competence is treated as a combination of knowledge, skills, values and attitudes, using in everyday life [2]. According to the definition of the International Department standards for teaching, achievement and education (International Board of Standards for Training, Performance and Instruction (IBSTPI), the concept competence is defined as the ability to carry out activities to perform tasks or work efficiently. OECF developments presented today are based on certain provisions which today are fundamental to most other relevant research institutions, organizations and professionals working in this direction.

The main positions are:

- formation of competencies are results of the interaction of many different factors;
- modern life at the same time requires a specific set of rights acquisition, complex of competencies, called keys;
- selection of the most important general competencies, called keys, should be at a fundamental level, given the current outlook ideas on society and the individual and their interaction;
- must be excluded also the influence of cultural and other contexts of a society, the country;
- subjective factors, that are connected with the personality, age, sex, social status, etc influence on the selection and identification of key competencies;
- identification and selection of key competencies requires extensive discussion among the various specialists and representatives of various social groups [2].

These conditions provide the selection, identification and further development of key competencies of population and determine indicators of development. As part of the Swiss Federal Statistical Department and the National Center for Education Statistics US and Canada the program "Definition and selection of competencies: theoretical and conceptual basis" of "DeSeCo" (1997) was started by a group of experts from different fields – education, business, labor health, international, national, educational, governmental and non-governmental organizations [5].

The program ("DeSeCo") has made a significant attempt to compile systematized the experience of many countries. According to experts "DeSeCo", competence manifested in the activities of the individual in different contexts (for example, in the social-economic and political environment). Not only the school is responsible for acquiring the individual required competencies; also family, work, mass media, religious and cultural organizations etc. influ-

ence on their formation. Experts of the Programme "DeSeCo" define the concept of competency as an ability to meet individual and social needs, act and perform tasks successfully. Each competence is based on a connect of cognitive relations and practical skills, values, emotions and behavioral components, knowledge and skills of all that can be mobilized for active action. Monitoring existing levels of competencies will serve as an important indicator of the effectiveness of the educational system [5]. Thus, the concept of key competencies (OECD) is used for determining such competencies that enable the individual to participate effectively in many social areas and which contribute to improving the quality of society and contribute to personal success that can be applied in many areas of life.

Key competencies are the main common concepts that are disaggregated in complex knowledge, skills, values and relationships by training sectors and spheres of life of students. One of the most important theoretical generalizations after discussions around the concept of key competencies by the OECD was the definition of the three categories of key competencies as a conceptual framework. They are: autonomous activity; using interactive tools; ability to function in social heterogeneous groups. This classification defines the criteria underlying the main list of key competencies [5]. On the activation of future teachers as subjects of study activities in the process of professional preparation directed on competence approach, is based on the idea of activity (active) character of educational content. During competency approach of study activity is directed on other result – the formation of a system of learning competencies content of which includes past and personal relationship to objects and processes that are necessary for productive activity [4].

Well-known contemporary philosopher Alvin Toffler, analyzing the phenomenon of transformation of modern societies, which should include the implementation of competence approach, says: "The world is quickly formed from the collision of new values and technologies, new geopolitical relations, new styles of life and means of communication requires completely new ideas and analogies, classifications and concepts" [5]. Individual, able to embody humanistic oriented free choice is responsible for both educational approaches product processes of socialization, training, general training for the full range of vital functions should be the responsible [5]. Its main peculiarity, according to S.Adam, is the transfer of accents with the learning process on its results, which consist of competencies that are not isolated units of curricula, they embody the elements of academic and vocational education, assessment of prior learning experience and trends for further development [6].

According to the results of content-analysis competencies – an integrated personality-activity category that are formed during studying in resultant of combination of primary personal experience, knowledge, ways of life, abilities, skills, personal values and the ability of their use in the productive activities to range items processes and activities. The responsibility for professional preparation of future teachers must rely on all participants in the educational process. One of the tasks of modern high school is interconnection of social institutions, as well as educational institutions, aim at achieving public priority – the development of spiritual culture of youth [2, p. 6].

The successful formation in the future teachers system of competencies in process of professional preparation is provided under conditions, when higher educational establishments and system of professional education in general prefer creativity and innovation, provide relevant educational practice that occur in different important on internationally level of researches, that encourage students to activity in the social life of the country [4, p. 269].

The most difficult is the introduction of elements of research activity in studying of foreign languages. During learning a foreign language questions of self-control and mastering the skills of self-control are very important. It is said that increasing of instrumental- transformational role of experiential knowledge is significant [1, p. 73].

Conclusions. The problem of formation of future teachers in the system competencies in the process of professional preparation is important now. The modern state and trends of teacher preparation to professional activity consists of competency oriented approach, key competencies and aspects which correspond to the definition of competition, reflected in international educational documents.

It was found, that in 1997, under the Swiss Federal Statistical Department and the National Center for Education Statistics US and Canada began of the program "Definition and Selection of Competencies: theoretical and conceptual basis" "DeSeCo" and improved functioning today. In addition, the general trend has revealed higher education and vocational education as a whole, has preferred creativity and innovation, providing relevant training practices involved in various internationally important research that encourage students to be active in social life.

Prospects for further scientific researches in this direction are defined more thorough consideration of practical peculiarities and methods of realization of competence approach and its components in the process of preparation of future teacher, as well as the current control system implementation results of this approach in higher education in Ukraine.

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А. Лебедєва, канд. пед. наук, асист.

Київський національний університет імені Тараса Шевченка, Київ, Україна

ФОРМУВАННЯ СИСТЕМИ КОМПЕТЕНЦІЙ В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ВЧИТЕЛІВ

У статті розглянута важливість проблеми формування системи компетенцій у процесі професійної підготовки майбутніх учителів. Досліджено, що сучасна підготовка вчителя до професійної діяльності базується на компетентнісно орієнтованому підході, формуванні ключових компетентностей.

Ключові слова: компетенції, професійна підготовка, учителі.

А. Лебедева, канд. пед. наук, асист.

Киевский национальный университет имени Тараса Шевченко, Киев, Украина

ФОРМИРОВАНИЕ СИСТЕМЫ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ

В статье рассмотрена важность проблемы формирования системы компетенций в процессе профессиональной подготовки будущих учителей. Исследовано, что современная подготовка учителя к профессиональной деятельности базируется на компетентно-ориентированном подходе, сформированы ключевых компетентностях.

Ключевые слова: компетенции, профессиональная подготовка, учителя.

Відомості про автора

Лебедева Алла Володимирівна – Україна, м.Київ. кандидат педагогічних наук, асистент кафедри педагогіки факультету психології, Київського національного університету імені Тараса Шевченка

Контактна інформація: +38044 521 35 13, e-mail: tanita_ivanovna@mail.ru

Лебедева Алла Владимировна – Украина, г. Киев, кандидат педагогических наук, ассистент кафедры педагогики факультета психологии Киевского национального университета имени Тараса Шевченко

Контактная информация: +38044 521 35 13, e-mail: tanita_ivanovna@mail.ru

Lebedeva Alla Volodymyrivna – Ukraine, Kyiv, Ph. D., Lecturer of Pedagogics Chair of Psychology Department of Kyiv National University named after Taras Shevchenko

Contact information: +38044 521 35 13, e-mail: tanita_ivanovna@mail.ru

УДК 378

Т. Люріна, канд. пед. наук, проф,
Мелітопольський державний педагогічний університет імені Богдана Хмельницького, Мелітополь
Н. Молодиченко, канд. пед. наук, доц.
Мелітопольський державний педагогічний університет імені Богдана Хмельницького, Мелітополь
М. Коваленко, ст. викладач
Комунальний вищий навчальний заклад Київської обласної ради
"Богуславський гуманітарний коледж ім. І. С. Нечуя-Левицького", Богуслав

ФОРМУВАННЯ КОМУНІКАТИВНОЇ КУЛЬТУРИ МАЙБУТНІХ ПЕДАГОГІВ

У статті висвітлено питання формування комунікативної культури студентів педагогічних навчальних закладів як показника професіоналізму сучасного педагога. Комунікативна діяльність, як будь-яка інша, має певні мотиви, цілі і складається з низки комунікативних дій. Володіння комунікативними вміннями визначають рівень сформованості у педагогів комунікативної культури. Ефективність професійної діяльності майбутнього педагога значною мірою зумовлена не тільки здібностями людини, індивідуальними стійкими якостями особистості, рівнем сформованості професійних умінь та навичок, але й "суб'єкт-суб'єктами" відносинами.

Ключові слова: культура, комунікативна культура, майбутні педагоги, професіоналізм, навчання, комунікативна компетенція.

Постановка проблеми. Сучасні вимоги, поставлені суспільством, державою потребують переосмислення професійної компетентності педагога. "Кожна країна зацікавлена в тому, щоб підготувати когорту таких учителів, які б не лише забезпечували кількісну реалізацію завдань обов'язкового навчання, а й підносили на значно вищий рівень освіченість і культуру її громадян. Саме з діяльності представників цього фаху розпочинається складний ланцюг основних взаємопов'язаних процесів, який схематично можна представити як: навчання і виховання дітей і молоді – якісна освіта – науковий і технічний прогрес – розвиток суспільства. І власне означений кінцевий результат значною мірою залежить від потенціалу першопочатку: умінь, зусиль, здібностей та професіоналізму учителя" [6]. Стратегічні напрями перебудови вітчизняної освітньої системи відображено в державних документах: Законах України "Про освіту", "Про загальну середню освіту", "Про позашкільну освіту", "Про професійно-технічну освіту", "Про вищу освіту", Національній доктрині розвитку освіти" Державній програмі "Вчитель", Концепції педагогічної освіти.

Вочевидь актуалізація проблеми підготовки сучасного педагога-професіонала зі сформованою комунікативною компетенцією, оскільки серед умов успішної його професійної діяльності є постійна комунікаційна взаємодія з колегами, учнями та їх батьками, громадськістю, порозуміння між ними.

Аналіз останніх досліджень і публікацій учених свідчить про посилення уваги науковців до проблеми професійної підготовки майбутніх педагогів. Зокрема,

зазначену проблему досліджували А. Москаленко, І. Зязюн, О. Мороз та ін. ізні аспекти проблеми формування комунікативної культури привертають увагу багатьох науковців. Певний інтерес представляють роботи таких авторів як Н. Анікеєва, Ш. Амонашвілі, О. Бодальов, Ю. Гагін, В. Грехньов, В. Кан-Калік, Я. Коломінський, А. Петровський, Л. Петровська, В. Семиченко, М. Тутушкіна та ін., які досліджували культуру взаємостосунків учителя і школярів, характер педагогічної взаємодії в системі "вчитель-учень", засоби гуманізації навчального спілкування.

Цікавими для нас в контексті розв'язання проблеми формування комунікативної культури студентів педагогічних навчальних закладів до спілкування та педагогічної взаємодії є праці О. Вербицького, Г. Ковальова, О. Леонтьєва, В. Сухомлинського та ін.). Окремі аспекти взаємодії, спілкування та підготовки студентів до комунікативної діяльності знайшли своє відображення в таких напрямках: діяльнісний підхід до спілкування (А. Москаленко, Л. Савенкова, В.В. Рижов); формування стилю педагогічного спілкування (О. Андреев); формування особистісних якостей учителя як суб'єкта педагогічного спілкування (О. Бодальов, Я. Коломінський); розробка критеріїв оцінки комунікативної підготовки вчителя до педагогічної діяльності (Ю. Азаров, Н. Кузьміна); використання соціально-психологічного тренінгу під час навчання спілкування (Т. Яценко).

Мета статті полягає у висвітленні питання формування комунікативної культури майбутніх педагогів в умовах педагогічного навчального закладу.