

## PECULIARITIES OF THE PROFESSIONAL FOUNDATION OF THE FUTURE PEDAGOGUE

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**Abstract:** The article aims to reveal the features of professional training of students of pedagogical specialties. The study emphasizes that a complex pedagogical system of vocational training has such properties as the unity and interconnection of various structural elements, a single internal organization based on connections and dependencies between the components of the system, interaction with the environment. Furthermore, the authors of the article pointed out interrelated aspects in the professional training of a future pedagogue, namely: personal, cognitive, praxeological, and technological. These aspects characterize the moral, psychological, theoretical, and practical readiness of the future teacher.

**Keywords:** Contemporary education, Future pedagogue, Modern pedagogy, Professional foundations, Students training, Teacher.

### 1 Introduction

Modern society needs socially mature, proactive young people, focused on positive self-realization in all spheres of society's life, who can adapt to the world around them and creatively transform it [9]. Therefore, severe requirements are imposed on professional education to ensure the quality of training of future pedagogues and strengthen their social role. The professional training of the future pedagogue is currently becoming the subject of many studies due to the increased requirements for the teacher as a specialist in the context of cardinal changes in society [11].

One of the pressing problems today is the modernization of the training system in universities, which does not yet meet the updated requirements and does not provide a sufficient level of formation of teachers' readiness for pedagogical activity [29]. Therefore, an important problem remains the search for effective ways, ensuring the necessary and sufficient conditions for improving the process of forming a pedagogue as a highly qualified specialist, capable of creative organization of all links of the personality-oriented pedagogical process.

Knowledge and technology are the basis for economic changes taking place in modern society. Technologies transform the sphere of professional activity of a modern person and lead to the emergence of "new knowledge". The key characteristics of the professional sphere of a modern person are the redundancy of professional information, the dynamism and adaptability of processes in the professional sphere, the uncertainty of professional situations [27].

In the society of the near future, demand is being formed for a professional who is ready to use his potential in solving problems not previously described in professional practice, creating conditions for the emergence of new professional knowledge and its comprehension. Therefore, activities in the professional field focus on applying technology to prototyping a completely new product and exploring new knowledge that arises in the field of its use.

As a result, a model of specialist training is formed in the system of higher professional education, which is characterized by the following features: the creation of conditions in the learning process for the formation of a new subject experience in the student, professional development through understanding problems and developing projects for their solution, the

formation of student's personal interest, providing implementation of real projects in the context of building an individual trajectory of student learning, developing the educational process within the framework of the logic of professional activity.

### 2 Literature Review

The future pedagogue is the implementer of state policy for the development and formation of the future generation [1]. Consequently, he should receive the greatest attention. His professionalism and the quality of professional activity depend on his training. This is nothing more than the result of the formation and development of the personality of the younger generation. In the current state of development of the national system of pedagogical education, the requirements for teacher training are growing [13]. Thus, general pedagogical training as a component of the entire professional training system acquires great importance in the personal development of the future pedagogue.

The vocational training process can be defined as a step-by-step process. The staggered nature of pedagogical education is determined by its relatively discrete stages, which are a sequence of qualitative restructuring in professional consciousness and activity, in the image of the professional "I", in reflection, functions, and technology of their use, and distinguishes three main degrees of lifelong education of a pedagogue [10].

The first stage is the choice of a profession, when a person is oriented in the world of professions, a preference for pedagogical activity as a professional one (at the stage of pre-vocational education), the assimilation of motivational-psychological and procedural components of the pedagogical activity, identification of the social role of a pedagogue with a certain subject area of science, culture (stage initial vocational training). The result of this degree of lifelong education is the comprehension of pedagogical activity as aimed at the qualitative transformation of the child, at the "formation of the human in the person."

The second stage is self-determination in the profession, mastering the essential mechanisms of the pedagogical activity, readiness for the transformation of sociocultural experience, search (in the process of student research), and approval (in postgraduate education) of one's own pedagogical style, awareness of upbringing as transformative assistance. The result of this degree is the conceptual position of the teacher-educator, the definition of the system of principles of his professional and pedagogical activity.

The third stage is professional self-development, when the author's concept of the pedagogue is implemented in the system of the pedagogical activity, the author's experience, educational programs, projects that coordinate the system of pedagogical factors. Thus, the processes of comprehension and awareness of professional and pedagogical activity occur simultaneously and at the "point of their meeting" the professional and personal position of the teacher-educator as a value-semantic education. It becomes the basis and the source of the teacher's self-development, the assertion of professional freedom and dignity.

In this regard, the authors highlight the following factors of new approaches to pedagogue training:

- Socio-economic, associated with changes in the public consciousness and the emergence of new values in education, that is, the advantages of self-development, self-education, self-education over the transfer of knowledge, skills, and abilities; the interests of the individual are of priority in comparison with curricula and programs [12];
- Practical, arising as a result of socio-economic transformations in our country, the emergence of new types of educational institutions, except for the general education

school; they need a new pedagogue with a holistic view of professional activity; the future pedagogue must act independently, master in the process of psychological and pedagogical training special skills and abilities of interaction and communication [30];

- Theoretical, due to both socio-economic and practical changes in the development of education; pedagogical education develops along the path of forming a holistic view of their professional activities among future pedagogues. Therefore, most pedagogical institutions include integrated courses in psychological and pedagogical disciplines in their curricula and, on this basis, purposefully organizes the formation of professionally important qualities of a future pedagogue, his professional consciousness and behavior, and also promotes the development of individuality [31].

For the formation of the teacher's professional skills, conditions are distinguished that are focused on the ability to solve practical problems related to the teacher's professional activity in the classroom; act as a learner, not a learner [1]; to form professional actions in accordance with the specificity and completeness of the definition of the pedagogical goal and methods of checking the actually obtained result; be aware of professional experience based on the reflection of the mode of action.

An analysis of scientific and pedagogical literature on the problem of training a modern pedagogue shows that it does not have a sufficiently accurate and clear picture [14, 16]. Some authors propose to improve the content of teacher training [1, 18]. For example, organize the educational process to devote most of the training time to independent, group, or network work, for the student to participate in his own education, to "live" in modern teaching technologies from the position of a student. The authors conclude that it is possible to prepare a modern pedagogue only by modeling the process of professional activity in the learning process.

Some authors note that "the existing practice of subject-based teacher training does not cover all components of science [6, 12, 20]. Moreover, the volume and depth of subject training do not fully reflect the level of development of science at the present stage. As a result, it becomes necessary to prepare teachers for the design of specialized (elective) courses that reflect the level of development of technologies and their areas of application in society.

A contradiction has developed between the constant growth of the educational potential of modern means, the increased requirements for the teacher's special-technological competencies, and the insufficient development of the theoretical and methodological foundations of their formation in the university [1]. The pedagogue should be able to use particular technologies to develop support and implement them in the educational process, analyze information technologies, the practical use of various special information technologies, which dictates the need for him to form special technological competencies. The authors believe that high-quality subject training is a necessary requirement for the qualifications of a pedagogue. They pay attention to the importance of the formation of algorithmic thinking of the future pedagogue.

For practical lessons, it is recommended to consider a system of pedagogical tasks that provide for the analysis of pedagogical situations (video recording of lessons) in order to bring the student's activity closer to his future professional activity [3]; organize meetings with authors of current textbooks; organize master classes and round tables with the participation of experts and specialists in the field of teaching methods; take part in the discussion of urgent problems.

It is generally accepted that the main direction of training a future pedagogue is a complex of methodological, pedagogical, methodological problems that are posed and solved by attracting higher school students to practical pedagogical activities aimed at increasing their level of professionalism [4]. The Pedagogical Encyclopedia makes it possible to establish the essential content

of the concept of "vocational training" as "a combination of specialized knowledge, skills and abilities, qualities, work experience and norms of behavior that ensure the possibility of successful work in a particular profession; the process of communicating relevant knowledge and skills to students" [10].

We believe that the complete analysis of the essence of professional training is contained in work, which substantiates the legitimacy of its understanding as a process of professional development of future specialists, the need to include a student in educational activities. A teacher's professional readiness for pedagogical activity is a fundamental condition for the successful fulfillment of the function of organizing an effective educational process for schoolchildren and the result of a teacher's professional and pedagogical training.

### 3 Materials and Methods

Based on the above point of view, we consider the professional training of students as an integral pedagogical system, the functioning of which involves the creation of conditions for the development of the personality of the future pedagogue on the basis of mastering the knowledge, skills, and abilities necessary for pedagogical activity, the development of professionally and personally significant qualities that ensure the efficiency of pedagogical activity.

When defining this concept, we proceeded from the understanding of the system as internally organized on the basis of one or another principle of integrity, in which all the elements are so closely related to each other that they appear in relation to the surrounding conditions and other systems as something single, and the pedagogical system as set interrelated structural components, united by a single educational goal of personality development and functioning in a holistic pedagogical process.

The study used the methods of theoretical analysis, generalization, concretization, and classification of information of a scientific, pedagogical, and methodological nature [2, 4, 8]. Based on the study of scientific literature, it has been established that the active development of visualization technologies, remote access, and collective interaction leads to changes in the field of pedagogical activity of a modern pedagogue. The key ones should be noted: the emergence of a variety of forms and methods of teaching (mobile learning, adaptive learning, personalized learning, foresight learning, etc.) [17]; changing learning models (network learning model, corporate learning model, blended learning model); improving the technical support of the processes of organizing training (distance learning online, offline, platform solutions).

In our opinion, the demands of modern society are focused on training teachers who are ready to carry out activities in conditions of redundancy in the information and educational environment, the dynamism and adaptability of the processes of organizing training, the uncertainty of the situations they face. In modern society, a demand for a pedagogue is formed as an active person who is able to independently determine and implement goals that go beyond the standard requirements.

### 4 Results

Within the theoretical study framework, the teacher's critical competencies are identified, which are necessary for the implementation of pedagogical activities in the new realities of the high-tech information society. Namely: the possibility of organizing the cognitive activity of schoolchildren, focused on the creation of information products and prototypes that did not exist before; the possibility of implementing projects with students using educational solutions that are not described in educational practice; the need to assess social risks from the use and application of the created educational solutions and developed prototypes [8].

Based on the results of the theoretical analysis of scientific works, the main ideas and approaches to the organization of the system of professional training of a modern pedagogue are

combined. As a rule, the authors are limited within the framework of the key idea, reflecting the need to form the readiness of a modern pedagogue for personal and professional self-realization through continuous learning and self-study. At the same time, the authors focus on the use of various approaches to organizing students' activities:

- The use of activity technologies;
- Solving practical problems;
- Analyzing and summarizing the experience of the pedagogical activity, including professional communities in the real work [16].

Professional training is represented by the following forms of training, ensuring its continuity:

- Training of new personnel;
- Training;
- Retraining (retraining);
- Training in the second (related) professions [4].

In professional training, groups of the following methods are usually used:

#### 1. Verbal teaching methods:

- Story, explanation;
- Conversation;
- Work with technical and reference literature;
- Written instructions [19].

#### 2. Visual demonstration teaching methods:

- Showing to the masters of the labor process;
- Demonstration of visual aids;
- Use of technical teaching aids [21].

#### 3. Practical teaching methods:

- Student exercises;
- Performance of educational and production work and the solution of other production and technical problems by students;
- Laboratory and practical work;
- Business training and production games [23].

The structural analysis of the vocational training system determines the disclosure of its content through the selection of types of training that reflect its holistic nature and contribute to the achievement of its goal.

The substantive aspect of the professional training of students includes such components as moral-psychological, methodological, theoretical, methodological, and practical training, which, being interconnected and interdependent, ensure the effectiveness of the system's functioning under consideration [6].

A necessary component of the professional training of students is moral and psychological training, which involves the formation of the professional and pedagogical orientation of the personality of the future pedagogue [24]. This type of training is associated with developing value orientations of future teachers, interest in the teaching profession, professional and personally significant qualities.

The selection of the methodological component in the professional training system of future teachers is because, for the formation of the pedagogical system, it is necessary to integrate the empirical, methodological, and methodological knowledge in pedagogy. The full cycle of the pedagogical activity, bearing in mind the educational aspect, unfolds according to the following generalized scheme: practice (initial level) – theoretical knowledge (theory) – methodological knowledge (methodology) – practice (final level for this cycle).

## 5 Discussion

An essential task of training students is to equip them with modern pedagogical theory at a high level of systematization and generalization, which presupposes knowledge of the patterns of development, training, and education of schoolchildren, the essence and principles of an integral pedagogical process [7].

Theoretical knowledge about the goals and objectives of the integral pedagogical process, about the essence, content, principles, forms, and methods of the educational process at school, integrated into pedagogy, constitutes the basis of the teacher's professional activity. This determines the importance of theoretical training of students in the system of pedagogical training.

When characterizing the methodological aspect of preparing students for teaching, the following should be noted. Let us consider the methodology as a methodology aimed at the formation of programs of activity. The methodological activity is an activity within the framework of special methodological disciplines and is carried out as a special scientific activity, subject to the standards of this science, aimed not at changing them but at obtaining new products – new methods and means of scientific research in ways paradigmatic for a given methodological discipline [5].

Professional training of students involves equipping future teachers with theory and a methodology for implementing the educational process. However, if mastering the methods of the educational process is organically part of pedagogical training, preparation for the implementation of the educational process is associated with mastering the methodology of teaching a specific scientific discipline in the chosen specialty. In this case, it would be wrong to consider private methods as purely practical disciplines that only transfer theoretical positions from other sciences to the level of their practical application or as disciplines that generalize special scientific and psychological-pedagogical knowledge.

According to various researchers, the methodological training of future teachers is determined by the body of knowledge about the forms of organization, methods, and techniques of teaching and upbringing [20, 22]. Considering the structure of the pedagogical process and philosophical provisions on the levels of methodology, it seems to us advisable to include in this type of training knowledge about the means, forms, and methods of implementing a holistic pedagogical process.

Practical training is another structural element of the vocational training system for students. The assimilation of knowledge is inextricably linked with their application in practice, the formation of skills and abilities in the implementation of pedagogical activities, which forms the basis of the practical training of future teachers. The ability to understand global processes in the context of public policy strategy, readiness to manage systems and processes in the educational ecosystem are defined as the key professional competencies of teachers in the near future.

The formation of a teacher's readiness for the implementation of pedagogical activity in the conditions of an open architecture of the educational system is considered by us as the main task in the system of professional pedagogue training. In the conditions of an open architecture of the educational system, a pedagogue should possess the following competencies:

- Readiness to organize the cognitive activity of schoolchildren focused on the creation of educational artifacts that did not exist before;
- Readiness to implement projects with students using educational solutions that did not exist before and were not described in educational practice;
- The ability to assess social risks from the use and application of these educational solutions and artifacts [7].

A theoretical analysis of literary sources made it possible to highlight the key ideas taken as a basis in forming a system of professional training of a modern pedagogue [25, 28]. The key one is the idea of shaping the readiness of a modern pedagogue to implement professional activities in the context of "lifelong learning". This direction assumes a contemporary teacher's personal and professional formation by forming readiness for constant self-development and self-study.

The organization of the process of preparing a future pedagogue is based on the assumption that they determine their learning needs. This contributes to forming the most important skills in demand in the future: independent learning and management of the educational process [8]. This approach is fully implemented in the system of pedagogical support for the activities of a modern corporate university, within which training is built on the basis of the use of innovative methods, technologies, and tools for four key centers of competence – methodology, development, and training, assessment, knowledge management and consulting.

## 6 Conclusion

The process of preparing a future pedagogue at the present stage can be conditionally divided into the following main components: general methodological and developmental training), exceptionally professional (psychological, pedagogical, methodological), and personal training (self-education of the personality of the future pedagogue, his self-determination) [2].

The modern curriculum, which reflects the content of the professional training of a future specialist, provides that an important place in the system of professional training of teachers belongs to the disciplines of the psychological and pedagogical cycle. Let us single out separately general pedagogical training as an element of general, special-professional, and personal training of the future pedagogue. The result of such training is the mastery by students of a certain level of substantive, procedural, and scientific foundations of the pedagogical activity.

The analysis of psychological and pedagogical literature and practical activities made it possible to assert that today, the professional training of a pedagogue is a very urgent, priority, and multidimensional education [10]. Accordingly, pedagogical training in universities should be aimed at achieving the primary goal of education – the formation of an organic, integral system that affirms a person as the highest social value and ensures the general cultural development of the personality of the future pedagogue.

The structure of the system of professional training of students includes the following components: moral and psychological, methodological, theoretical, methodological, and practical training. These components reflect the holistic nature of the phenomenon of readiness for pedagogical activity and the dialectical relationship of its components, which gives reason to consider them as necessary and sufficient for the preservation and development of the system of professional training of students. In the system of professional training of a pedagogue, a constant search is carried out for approaches focused on the formation of the personal and professional development of a pedagogue without considering the peculiarities of organizing professional activities in the information society.

Applying innovative forms and means of teaching, modern means of assessing student learning outcomes, we set ourselves the goal – to teach students to think critically on their own, to be able to see problem situations and look for ways to overcome them with the help of modern technologies; develop and be able to generate new ideas, think creatively; competently work with the information received; to be sociable, tolerant, contact in various socio-cultural groups, to be able to work in a team, preventing conflict situations or competently getting out of them; independently engage in self-development, work on the

development of their own morality, intellect, general cultural (multicultural) level [23].

The formation of multidimensional pedagogical competencies is a vector in the professional training of a pedagogue [19]. Thus, a base is laid for obtaining theoretical and practical knowledge of a future pedagogue in a pedagogical educational institution, which positively affects the professional formation of a modern type of personality, the success of this personality, the formation of individuality, unique in its professional qualities.

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