

Features of formation of the future teacher in the system of pedagogical interaction of the higher educational institution

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Abstract. The article deals with a theoretical analysis of formation peculiarities of the future teacher in a system of pedagogical interaction of a higher educational institution and the importance of modeling this process is grounded in it. The model is presented as a benchmark of significant professional qualities of a future specialist. The importance of understanding by future teachers during the study in high schools of the possibility to have a successful pedagogical interaction is determined. The influence of personal qualities of the teacher in a process of educational interaction on the formation of the future professional is revealed.

Key words: future teacher, pedagogical activity, pedagogical interaction

Formulation of scientific problem and its significance. In a context of studying the problem of pedagogical interaction in the system of higher education, the important aspects of study are as follows: the level of formation of ideas about their own style of pedagogical interactions of future teachers; Features of interpersonal perception and status in a group; Features of needs-motivational sphere; The role of a small group in optimizing interpersonal relationships and communication, etc.

The purpose of the article is to reveal the factors that influence the formation of the future teacher in the system of pedagogical interaction of a higher educational institution.

Presentation of the main material and substantiation of the latest research results. In the process of becoming a future teacher, it is important to find determinants of pedagogical interaction that mediate the development of

professionally meaningful personality traits. According to I. B. Kotova and E. I. Rogov, the student's age is the most susceptible to the development of self-consciousness [8]. During this period an ability of self-reflection, an interest in inner world, and the “Me” problem are increasing. The emergence and development of professional self-consciousness – one of the most significant neoplasms of the student's age, the level of which is a peculiar outcome of the university professionalization of personality. At the same time, the indicated scientists, according to the results of the conducted research, prove that the level of concepts and notions of students about the peculiarities of pedagogical activity, its motives and structure almost do not change during the studies in higher educational institutions and have a large range of individual manifestations. This also applies to the perceptions of their ability to pursue a pedagogical profession and suitability to it. Thus, the phenomenon of a “vicious cycle” is manifested when, after not receiving during the school and high school preparation of clear ideas about the mechanisms of influence on the emotional and regulatory sphere of the individual, graduates are not able to exercise influence in their professional activities. Therefore, the need for awareness of future teachers when studying at universities is a possibility of successful pedagogical interaction.

According to the concept of systematization of professional activity of V. D. Shadrikov, which contains component-functional and personality-motivational analysis of pedagogical activity, the pedagogical structure of activity is represented as an integral unity of the psychological components of their versatile ties that prompt, program, regulate and implement activities [9]. Within the framework of this system, pedagogical interaction, carried out in the course of university training, is interpreted as a complex set of determinants that determine both the status of participants in the interaction and its specifics. Therefore, the professional training of the future teacher and a complex of personal qualities of teachers of higher educational institutions is important. It is particularly important to define how and

what qualities of a teacher in the process of educational interaction act as a factor in becoming a professional .

The activities of students are peculiar to their goals and objectives, content, external and internal conditions, means, difficulties, peculiarities of the course of mental processes, manifestations of motivation, states of personality and collective on the implementation of effective management and leadership. Thus, M. I. Dyachenko and L. A. Kandybovich distinguish the following peculiarities of student activity: 1) the peculiarity of goals and outcomes (preparation for independent work, mastering of knowledge, skills, abilities, development of personal qualities); 2) the special nature of the study (scientific knowledge, information about the future work, etc.); 3) the course of students' activity under the planned conditions (programs, terms of training); 4) availability of special means of activity (books, laboratory equipment, etc.); 5) the intensity of the functioning of the psyche, extremely high intellectual tension (examinations, etc.) [1]. Appropriate understanding of students' activities is integral and encompasses educational, cognitive, professional and other activities.

Investigation of the degree of influence of the structural elements of the student's motivational sphere on the success of studying at higher educational institutions shows that the connection of professional motives with the success of the study is often not revealed, as success, first, is not only a function of motivation, but also of intelligence, and secondly, success can be determined by narrowly personal motives. According to V. Yakunin and E. M. Linov, up to the fifth year students of pedagogical institutions also decrease the level of professional self-consciousness [11].

Disclosing the peculiarities of the vocational and pedagogical orientation of the individual, I. V. Fastovets distinguishes, on the basis of his professional motives and types of teacher's reflections, the following types: a business orientation, dominated by the motives of disclosing the content of the subject and possible reflection on the

motivation of the process or the result of his work; Humanistic orientation, dominated by the motives of communication, the reflection of the process or the result of labor; An individualistic orientation, dominated by the motives of perfection with the reflection of the process or the result of activity [4].

The development of these types of personality orientation of the future teacher is an important prerequisite for the formation of his readiness for professional activity.

Characterizing the structural organization of the joint activities of students (joint-individual, cooperative-interacting and cognitive), L. I. Umanskyi considers it as a joint-interacting [10]. This understanding of the joint activities of future educators indicates that communication that serves these activities should be aimed at organization and cooperation, on joint training. The interaction involves the actions of communicators, aimed at provoking a response in response. The interactive side of communication acts as the organization of the joint activity of the participants of communication. Although interaction, becoming the basis of communication, its systematising factor, structures the rest of the aspects of communication.

A. N. Dohoyan, investigating the interrelations between the structural components of communication and motivation of future teachers, in the process of joint educational activity, analyzed the interactive component of communication [2]. It was concluded that the influence of the interactive component on the development of the student's motivational sphere is due to the fact that in the process of interaction and mutual influence in them develop processes of thinking, will, ability to control and subordinate, the ability to understand people and other necessary for future quality activities. Consequently, the interactive component of communication is an essential element of the process of joint educational activity, which contributes to its functioning and influences the development of the motivational sphere of the future teacher.

The role of the dialogue in shaping the professional qualities of the future teacher – the effective course of communicative activity – is evident. The monologic nature of

contacts is more closely connected with “willing” relationships and functional and role-based positions. The smallest manifestation of the communicative potential of the teacher is inherent for this kind of communication. Personality-activity approach implies that the focus is on two individuals, whose interaction is realized through activities and activities.

A distinctive feature of the dialogic approach in interpersonal cognition is the desire of the teacher to penetrate into the so-called unfinished core of the personality that develops, his ability to see the subjective and personal qualities of the pupils. At the same time T. A. Florenska considers dialogical pedagogical interaction in connection with the lack of a teacher's sense of superiority over students, sharpens the attention to the real superiority of knowledge, experience of the personality of the teacher [5].

During the study, the personal (subject-subjective) relations of the teacher and students lead to the mutual disclosure, interpenetration, personal enrichment of the participants of communication. The central component of the dialogue is a personality, not a functional-role relationship that corresponds to the norms of morality.

Based on the experiment conducted by V.V. Dolgun, whose purpose was to study the ideas of students about the ideal group as a communication partner, it was found that the most desirable qualities of the group considered the assertiveness, perseverance and confidence; Propensity to cooperate and cooperate, communicative, friendly; Responsibility, kindness, selflessness and responsiveness. The presentation of students differs in a high degree of similarity with respect to the desirability of characteristics of an ideal academic group. The integral image of an ideal group for the majority of young people is posting as dominant and friendly [3].

O. Ya. Kolominska, investigating the influence of the features of interpersonal perception on the situation of the individual in the group, indicates that communication and interpersonal interaction in educational groups is not always successful [6]. In this

connection, the problem of interpersonal relations in general and the perception of the attitude of other members of the group, the members of the group to each other, an understanding of the assessment given to the person by other members of the group, is arising in particular. Future teacher should be aware of his position in the interpersonal structure of the group. This can be a prerequisite for changing their behavior and purposeful work to optimize the ability to engage in professional interaction.

The most rational way of constructing the professional activity of a teacher as an element of a new educational system in the context of educational modernization is to select the process of modeling this system. The universality of the modeling method is based on the possibility of applying it at different stages of the study. The analysis of scientific works on modeling allowed us to establish that types of professional activity have a common structure, functional features and other categories. Study of professional activity for some time was carried out through the components of its structure, because of its functions, pedagogical abilities and to this day is one of the priority directions of modern pedagogy.

The degree of complexity of the links between the components of professional activity has allowed us to distinguish different models of the content of the professional activity of the teacher: systemic (A. K. Markov), structural (V. A. Slastonin, S. V. Alekseev), component (I. S. Stolyarova , G. A. Monakhov, N. A. Bogacheva), functional (V. V. Gusev), didactic (O. V. Skovina).

Studying the professional model of the teacher, we identified the factors that determine the situation in the preparation and content of further professional activities of the teacher as new: profile education, Bologna process, external and internal diversification of secondary and higher education, the requirements of professional competence of teachers and others. These factors determined the urgent need to build interconnected models of the content of training and the content of the teacher's professional activity in the new, modern conditions of the functioning of the educational services market.

The model of activity in pedagogy is understood as a system description of the subject of activity and related objects and environments in which it is carried out. The model of activity, being a standard of significant professional qualities of a specialist, allows us to transform the general goals and content of education into didactic sciences and content that are implemented in educational programs created on the basis of educational standards.

Thus, we consider in the model the connection between the theoretical and instrumental requirements of standards with the general model of future teacher training and the subsequent model of the content of the teacher's professional activity, in which one of the most important is the interactive component.

The analysis of the essence and meaning of the concepts of “model” and “modeling”, the generalization of different approaches and various points of view on the problem of scientific modeling made it possible to draw the following conclusion: the concept of “model” in the methodology of science is interpreted as an analogue of a certain fragment of natural or social reality, the production of human culture, Conceptual-theoretical education – the original model; Various variants of rationalization of methods of construction and management of models are offered; Considering the nature of models, the form of their existence offered different classifications, any model can be considered, based on the criterion; The profile of science, the aspect of research, the analysis of existing problems and contradictions determines the application of this or that type of classification of models.

This conclusion is taken as the basis for developing a conceptual structural and functional model for the formation of the future teacher as a subject of pedagogical interaction [7].

Summary. The article deals with the specifics of scientific approaches to the peculiarities of the future teacher formation in the system of pedagogical interaction of a higher educational establishment and the importance of modeling this process is grounded in it.

The importance of understanding by future teachers during the study of high schools of the possibility of successful pedagogical interaction is determined. Through the dialoguization of this process, the optimization of the subject-subject relations and their status in the interpersonal structure of the group.

The influence of personal qualities of the teacher in the process of educational interaction on the formation of the future professional is revealed.

Studying the professional model of the teacher, it was possible to distinguish factors that determine the situation in the preparation and content of further professional activity of the teacher and present it as a benchmark of significant professional qualities of the future specialist.

We see the prospects for further exploration in an empirical research and the development of formation programs for the future teacher as a subject of pedagogical interaction on its basis.

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Коць М. О. Особливості становлення майбутнього вчителя в системі педагогічної взаємодії вищого навчального закладу.

Анотація. У статті здійснено теоретичний аналіз особливостей становлення майбутнього вчителя в системі педагогічної взаємодії вищого навчального закладу та обґрунтовано важливість моделювання цього процесу. Модель представлена як еталон значущих професійних якостей майбутнього фахівця. Визначено важливість усвідомлення майбутніми вчителями під час навчання у ВНЗ можливості успішної педагогічної взаємодії. Розкрито вплив особистісних якостей викладача у процесі навчальної взаємодії на становлення майбутнього професіонала.

Ключові слова: майбутній учитель, педагогічна діяльність, педагогічна взаємодія.