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2.11. THEORETICAL JUSTIFICATION OF PEDAGOGICAL CONDITIONS OF PROFESSIONAL ADVANCEMENT OF FUTURE ELEMENTARY SCHOOL TEACHERS

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Abstract. *The article deals with theoretical justification of pedagogical conditions of professional advancement of future elementary school teachers. On the basis of the analysis of scientists' researches on this problem, the essence of the concept "pedagogical conditions" is determined. Based on scientists' scientific developments, the most appropriate pedagogical conditions of professional advancement of future elementary school teachers are determined and theoretically substantiated.*

Keywords: *professional advancement, future teachers, elementary school, pedagogical conditions, educational situations, scientific and methodological assistance, professional potential.*

Ukraine's entry into the new educational space provides for the creation of appropriate conditions for the formation of highly skilled, competitive and well-rounded teachers, whose level of competence has to meet the needs of the society. In view of all this, the pedagogical conditions for the professional advancement of future elementary school teachers are becoming more and more important.

The conditions that in some way contribute to the professional advancement of future specialists have been identified in the psychological and pedagogical literature. Thus, the scientific researches of Yu. Babanskyi, N. Volkova, V. Hrynova, S. Yelkanov, V. Lozova, O. Nazarova, V. Slastonin are devoted to the conditions of the development of the social activity of future teachers' personality, their professionalism and professional culture. The researches of I. Askarina, Z. Kokareva, O. Popova, M. Ruzhnikov are focused on the conditions of the development of a future teacher's professional values. The conditions for the solution of educational situations are disclosed in the researches of such scholars as S. Anufrienko, O. Bereziuk, I. Bohdanov, O. Bondarevska, A. Kikhtenko, L. Kondrashov, S. Lazariev, N. Kuzmina, O. Piekhota, V. Savchenko, V. Semychenko, O. Yavonenko. The conditions for the realization of a future teacher's professional potential with the assistance of the scientific and methodological support are described in the scientific achievements of such researchers as: O. Antonova, A. Derkach, O. Dubaseniuk, V. Zazykin, A. Ivanchenko, S. Krutiienko, V. Markov, H. Meshko, A. Sbruieva, N. Stepova. The analysis of scientific sources shows that the pedagogical conditions for the professional advancement of future elementary school teachers are insufficiently investigated and therefore require detailed justification.

The purpose of the article is to determine and theoretically justify the pedagogical conditions for the professional advancement of future elementary school teachers on the basis of native scholars' developments.

The research methods. Analysis, synthesis, generalization.

Based on scholars' scientific developments on the problem, we can say that

the process of the professional advancement of future elementary school teachers is provided by the special pedagogical conditions which arise during the teaching practice. After analyzing the definitions given by I. Aksarina, Yu. Babanskyi and O. Nazarova we can say that pedagogical conditions are purposefully created circumstances for increasing the efficiency of the educational process with the help of special methods and techniques. Based on scholars' studies of the pedagogical conditions, we have determined the following pedagogical conditions which will contribute to the professional growth of future elementary school teachers.

The first condition is following: the creation of the pedagogical educational situations which will promote the process of the professional growth of future elementary school teachers during the teaching practice.

It should be noted that the process of the professional growth can be successful only when future elementary school teachers are under the conditions which are close to their future professional activity during the teaching practice. Active teaching methods prepare them for the cooperation with students. One of the leading methods is an educational situation.

Researchers O. Bereziuk and N. Kuzmina have defined educational situation as a special unit of the educational process which helps future teachers to realize they do not have enough knowledge to do theoretical or practical tasks, which generates a subjective need for new knowledge, stimulates a future specialist's cognitive activity [1, p. 78; 7, p. 122].

Other scholars consider educational situation as a complex of circumstances of the educational interaction and relationship of those who teach and those who study, which require decision-making and appropriate actions of the participants of the pedagogical process [2, p. 204].

A scholar L. Kondrashova notes that pedagogical educational situations should be aimed at teaching future pedagogues to create the educational environment, a system of the social assistance in the development and self-development of the individual, the conditions of the greatest comfort and psychological safety in life situations [6, p.16].

We agree with the opinion of O. Piekhota and A. Kiktienko who believe that educational situations are used with the aim of:

- 1) more detailed explanation of theoretical positions at the lessons;
- 2) the effective organization of applying knowledge in practice and the demonstration of the practical value of theoretical positions;
- 3) revision, reproduction and consolidation of knowledge;
- 4) control and self-control of knowledge and skills;
- 5) the formation of skills of the creative use of knowledge in new conditions;
- 6) the organization of the purposeful preparation of future teachers for conducting lectures, practical classes, practical activities [10, p. 72].

The main elements of the educational situation are: 1) educational goals; 2) objects of educational influence; 3) subjects of educational influence, who transfer a pedagogical situation into a pedagogical task and solve it.

As noted by I. Bohdanov, S. Lazariev and S. Anufrienko, educational

situations are diverse. The only thing that is common is that they arise as a result of the interaction between those who teach and those who study.

Educational situation can be as a unit of the analysis of the educational process and include the assessment of educational activities and solving problems from beginning to end in the specific conditions.

In the activity of one and the same subject, the task can be changed externally, if someone puts a new task, or internally, if the subject changes it. As the task changes, the new situation begins to develop.

The form of the interaction in the educational situation is:

1) cooperation, that is interaction in an educational situation, in which one person is able to feel the condition of another and overcoming a negative feeling to it accept and develop his/her actions in order to successfully resolve the situation. The basis of the cooperation is the assistance to the partner, the care of his/her well-being regardless of mood;

2) confrontation, open (hidden) rejection of the positions of other people for reasons of the objective and subjective nature, which enhances the positive solution of the situation [2, p. 204].

According to sychologists I. Bohdanov, S. Lazariev and S. Anufriienko, educational situations include: situations of stimulation; conflict situations; problematic educational situations; situations of criticism and self-criticism; situations of self -assessment; situations of of subordination; situations of persuasion; situation of responsible decisions; situations of the development of new ways of the activity; training situations [2, p. 205].cAfter analyzing the above-mentioned situations, we can argue that solving them by future elementary school teachers during the teaching practice will promote the professional growth and form a value-oriented attitude to the chosen profession.

A scientist N. Kuzmina believes that a pedagogical educational situation promotes the search for the ways to overcome difficulties during the pedagogical activity, in particular the best way to achieve a certain result. Therefore, solving such situations is the search for the ways to overcome difficulties and the process of achieving a certain educational goal at the same time [7, p. 126].

We agree with the opinion of O. Yavonenko and V. Savchenko, who believe that in order to successfully teach future pedagogues to solve educational situations the following points are important: firstly, future teachers have to realize the inevitability of meeting difficult situations in the pedagogical work, to understand the real causes of the emergence of such situations, to see the difficulties of the solution and the need to master the means of the prevention of different situations; and secondly, an educational situation is an effective means of activating future teachers' cognitive activity [13, p. 167-163].

According to O. Bondarevska and V. Semychenko, to solve educational situations better, it is advisable to offer future elementary school teachers certain tasks to be solved during the period of teaching practice:

– tasks which help future teachers to understand the essential features of pedagogical concepts, processes, and phenomena. They contain the statement of

a fact, events requiring sequential thoughts, the realization of essential features;

- tasks which reveal the flexibility of thinking and future teachers' awareness of pedagogical knowledge; they assume the choice from a set of theoretical positions necessary for the correct solution;
- tasks which develop the ability to predict the result of a certain pedagogical action. They reinforce the skill to relate pedagogical tools and methods with the peculiarities of the object of the pedagogical action;
- tasks which require knowledge of different teaching methods. The solution of such tasks is related to analysis and synthesis, comparison and generalization; they develop the ability to classify pedagogical phenomena, transfer knowledge and create new ways of performing the pedagogical activity;
- tasks related to the assessment and improvement of the pedagogical action. These tasks form future teachers' skills to feel confident in a difficult situation, to quickly use pedagogical knowledge and apply them in non-standard conditions [3, p. 25; 11, p. 137].

Thus, on the basis of the above, we can say that the first condition is appropriate, since solving pedagogical educational situations by future elementary school teachers will promote their self-development and self-improvement and the process of the professional growth in general as well.

The second condition is following:

- providing future elementary school teachers with the scientific and methodological assistance in the realization of their professional potential during the teaching practice by methodologists of the higher educational institution, administration of the institution of secondary education and school methodological associations.

A researcher V. Markov considers professional potential as part of the personal and professional potential, which encompasses intellectual, motivational, operational, communicative, creative, innovative potentials, etc. [8].

Scholars A. Derkach and V. Zazykin state that future teachers' professional potential can be realized in the practical pedagogical activity through self-realization [4, p. 136].

A scholar H. Meshko defines professional potential as a system of natural and acquired qualities which fulfil teachers' ability to perform their duties and encompass a base of professional knowledge and skills in conjunction with the ability to actively create, act, implement their intentions and achieve planned results. The researcher identifies the following components of the professional potential:

- philosophical and methodological culture;
- professional and moral principles and ideals;
- psychological and pedagogical culture, awareness of methodology and technology of the educational process;
- high responsibility for work;
- attitude for the professional growth;
- creative approach [9, p. 36].

In view of the above, we can say that a future elementary school teacher's professional potential is a system of qualities of a future specialist, which fulfil in the practical activity through self-realization and is aimed at achieving a certain goal.

It should be noted that the development of the professional potential of a future elementary school teacher occurs during the teaching practice with the provision of the appropriate scientific and methodological assistance from the administration of the institution of secondary education and school methodological associations.

In the scientific works of N. Stepova, the provision of the scientific and methodical assistance to future teachers by the administration of the institution of secondary education and the methodologists of the school methodical association during the teaching practice is shown.

The researcher highlights:

- familiarization of future teachers with the internal work regulations, with the basic rights and duties of the teacher, with the normative documents: the Law of Ukraine "On General Secondary Education";
- assisting a future specialist in planning his/her educational work for the period of practice;
- familiarization of future teachers with the school traditions and the teachers' pedagogical experience at the meetings of methodological associations;
- organization and implementation of the in-process monitoring of a future specialist's practical activities;
- visiting trial lessons with the provision of the necessary recommendations;
- consulting on any questions of the educational process and normative documents;
- providing methodological recommendations for the work planning, documentation management, didactic, psychological and sanitary requirements for the lesson [12].

Scholars A. Ivanchenko, O. Dubaseniuk and A. Sbruieva distinguish the following types of the scientific and methodological assistance provided by the methodologists of the higher educational institution during the teaching practice:

- consulting future teachers on the planning of lessons, preparation of visual material and technical means, the organization of extra-curricular activities;
- visiting and analyzing future teachers' lessons;
- consulting on analyzing lessons by future specialists [10, p. 41].

According to S. Krutiienko, during the teaching practice, providing the scientific and methodological assistance, future elementary school teachers acquire:

- practical skills necessary for pedagogical work;
- the ability to implement theoretical knowledge gained in the higher educational institution, in the process of a concrete practical activity;
- improvement of pedagogical skills of educational work with children;
- knowledge of the advanced pedagogical experience, mastering various

teaching methods, the use of modern teaching techniques, the implementation of non-traditional teaching forms, methods and technics, new pedagogical technologies [12].

Consequently, on the basis of the above, we can say that the second condition is appropriate, since the provision of the scientific and methodological assistance to future elementary school teachers during the teaching practice involves expanding the professional knowledge, skills and abilities of future specialists, and therefore realizes their professional potential and contributes to the process of the professional advancement.

Findings and prospects for further researches. The pedagogical conditions of the professional advancement of future elementary school teachers are a combination of interdependent factors of the educational environment, which are defined and understood by future specialists, are implemented during the teaching practice and encourage to activate their own activities, which contributes to the process of the professional advancement. We consider important the experimental verification of the conditions we have defined during the teaching practice of future elementary school teachers.

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2.12. REFLECTION AS A COMPONENT OF THE TECHNOLOGY OF PROFESSIONAL SELF-REALIZATION OF TEACHERS OF FOREIGN LANGUAGES IN CONDITIONS OF A FOREIGN LANGUAGE EDUCATIONAL ENVIRONMENT

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Abstract. *The article analyzes different approaches of scientists to understanding the essence of teacher's reflection. The concept "foreign language educational environment" is specified as comfortable conditions for communication, exchange of educational and professional information, mastering and use of foreign language-*