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Preparation Of A Class Teacher In The Institutions Of Higher Pedagogical Education.

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ABSTRACT

Were disclosed the content and results of the pilot study of the Department of Pedagogy and Pedagogy of the Higher School of KhNPU named after G. S. Skovoroda regarding the place of educational work of a class teacher in conditions of pedagogical educational institution (PEI). Was determined the value of the specially organized educational teacher's work in the educational process of the school and the students attitude towards educational activities; was analyzed the views of class teachers on their belonging to the process of education of students and the adequacy of the level of knowledge on issues of educational work with them, which they have gained in PEI. We're observing disadvantages in the preparation of class teachers (lack of development of relevant technologies, the unpreparedness of most students to innovations, etc.), were summarized the proposals, which should be taken into account by teachers in their preparation. Were offered the innovative forms of organization of educational work in the class rooms (trainings, quests, interactive exercises, musicals, hepening, flash mobs, etc.), which successfully realized in conditions of specially organized work in the educational process of school, which proves the important place of a class teacher in the educational process of a modern PEI.

Keywords: Educational work, educational process, class hour, class teacher, training, the forms of organization.

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INTRODUCTION

Ukrainian society, like all humanity, is under the influence of powerful globalization processes and rapid changes in living conditions that require the modernization of the educational system and the renewal of its aims. One of the priority tasks of the school is the preparation of a high moral personality, capable of actively interacting in the context of modern integration challenges. That's why, the main criteria of the effectiveness of a comprehensive educational institution is the qualitative educational work aimed at the formation of a successful person, prepared for self-realization in the modern world, rapid adaptation and constant self-improvement.

It is known that the implementation of educational work in educational institutions is carried out by class teachers. According to the normative documents, they organize pedagogical activities with a class of students of the class, a training group of vocational schools, individual students, their parents, conduct extra-curricular and cultural-mass work, contribute to the interaction of participants in the educational process in creating the proper conditions for the tasks of studying and upbringing, self-realization and development of pupils (students), their social protection (Regulations on the class teacher of the educational institution of the system of general secondary education (2000)).

The main functions of class teachers are the planning of class work, the coordination of educational institutions, the organization of the educational environment, conducting pedagogical measurements, the implementation of therapy and the administrative work. Modern approaches put forward high demands on the class teacher, in particular: introduction of innovations, possession of dialogue pedagogy and the art of communicability, readiness for constant updating of knowledge. This requires a qualitatively new level of class teacher training who meets domestic educational requirements and international standards.

To perspective directions of activity of class teachers belongs the formation of a cohesive team through the implementation of educational technologies. I. Yankovich refers to such technologies the collective creative education, organization of successful activity, show-technology, etc. (Yankovich, 2013). In addition, the key to working with class teachers is to increase their professional competence both at the international and interpersonal level, as emphasized by H. McEwan (1995), O. Bashkir (2018), S. Zolotukhina (2018), in the book *Innovating Pedagogy* (2014).

Nowadays, unfortunately, conditions have not been created to ensure the productive professional activity of the class teacher, to realize his or her needs in becoming as a subject of personal development of a student, which, of course, requires educational reforms at the state level, as well as significant changes in the preparation of future class teachers in the higher educational institutions, as well as the growth of their skills in methodological centers, institutes of advanced training, at various meetings of the educational community, which are actively implemented in the practice of the present days.

The theoretical substantiation of the contents of the classroom's activities in the current school environment, the definition of its functions, the formation of personality are devoted to research of D. Savchenko (2010), A. Vakolyuk (2013), S. Pryshepy (2011), I. Olefirenko, E. Olkhovsky (2012), and others. The need for a specially organized introduction of modern models and effective technologies for the training of future educators for class leadership, the relevance of rethinking and finding new approaches to organizing methodological work with class teachers was emphasized in T. Halych (2007), O. Dubaseniuk (1999), B. Kaplinsky (2007), T. Kolupayeva (2016) and others researches. However, the analysis of existing scientific and pedagogical literature shows the outdated work on the preparation of students-future teachers of higher pedagogical educational institutions to organize the work of a class teacher in a modern school environment.

MATERIALS AND METHODS

With the purpose of improving the program of training future class teachers for professional activity and developing a course on the choice of students, "Class teacher: leader and mentor", a collective of the department of general pedagogics and pedagogy of higher education (PHE) of the Kharkiv National Pedagogical University named after G.S. Skovoroda were piloted to identify specifics and difficulties in the work of class teachers in modern conditions and to develop a program for preparing future teachers for class management.

Taking into account the content of the components of the training of class teachers for professional activity, the following stages of the research were substantiated theoretically: informative-motivational, procedural and reflexive.

The study-motivational stage provided for meetings, interviews, questionnaires with class teachers to stimulate the development of positive motivation in them to improve the quality of professional activities aimed at the development and upbringing of discipleship; ensuring awareness of the features of class management, which requires a steady need to achieve a high level of professionalism, creativity, activity, initiative as the basis for professional duties; selection and development of a program for the training of future teachers for the professional duties of a class teacher.

The content-procedural stage of preparation foresees the manifestation and analysis of the work of modern formats for the improvement of the qualifications of the educational community, including class teachers; a questionnaire among the class teachers in order to improve the training of students of institutions of higher pedagogical education for the implementation of the responsibilities of the classroom manager of secondary education institutions; implementation of the developed experiment program.

The reflexive stage was aimed at implementation and correction of the content, forms and methods of the preparation of future class teachers of secondary education institutions in higher educational institutions; studying the effectiveness of the implementation of certain phases of the pilot study.

The purpose of the article is to reveal the content and results of the pilot study of the Department of Pedagogy and the School of PHE of the KNPU named after G.S. Skovoroda for developing a program for the training of future class leaders in the context of a higher educational institution.

EXPERIMENTAL

At the learning and motivational stage, class teachers were introduced to the latest formats for advanced training. A special place among the educational qualification formats is organized by (non) conferences for the professional growth of EdCamp Ukraine international school educators, international internet marathons, webinars from the «Osnova» publishing group, «Global Educational Discovery» Strategic Development Program, various pedagogical workshops at institutions of higher education. One of their most important tasks is the creative transformation of new pedagogical ideas and perspective pedagogical experience into the practice of modernizing education, involving class teachers in perspective models of pedagogical experience and gaining their own experience in a wide and diverse practice.

The main tasks of the content-procedural stage were: to establish a place of specially organized educational work in the educational process of the school and the attitude of students to conducting educational activities; to analyze the opinion of class teachers regarding their belonging to the process of education of students; to find out whether it is enough for class teachers to have knowledge of the implementation of educational work with the student team, which they have received at the pedagogical educational establishments; to identify shortcomings in the preparation of future class teachers; to identify innovative forms of educational work in the classroom.

The study was attended by 150 class teachers from Zhytomyr, Poltava and Kharkiv regions of Ukraine. In developing the pilot study program, its authors took into account the nature of the professional difficulties of class teachers, their profession and work experience, as well as a set of functions, content, organizational forms and methods of organizing their professional activities. Results of the pilot study are shown in Table 1.

Table 1: Results of the pilot study

№	Questionnaire question	Number of respondents	Answers to%		
			Yes	No	Partially
1	Do you agree with the statement that the school should engage solely in education, and education is a matter of parents?	144	11	74	15
2	In your opinion, is it enough to do the upbringing while studying (at lessons), or do you need specially organized educational work?	145	72	17	11
3	How do your students relate to class hours?	140	Positive 74	Negative 6	Nutral 20
4	Did your knowledge of the organization of educational work in the classroom prove to be sufficient that you received at a pedagogical institution?	146	Yes 42	No 45	Partially 13

The analysis of the results of the questionnaire on the first question shows that the vast majority (74%) of class leaders deny the assertion that the school should engage exclusively in education, and bringing up child is a matter for parents. From this we can make a conclusion that most teachers understand their responsibility and personal role in implementing educational work with students, which contributes to the formation of a trained person to self-fulfillment in the modern world. But we cannot neglect the fact that the process of bringing up children is unconditionally the work of parents at all stages of society development. This is stated by (11%) respondents. Moreover, the key to the success of the new Ukrainian school is the close cooperation with parents and their support. 15% of surveyed educators believe that the matter of bringing up a child is a task as for school so as for parents.

Summarizing the responses of class teachers on whether it is enough to provide education (bringing up) during the lessons, whether special educational work (bringing up) is also necessary, we have the following data: 72% of teachers agree that there is a specially organized educational work in the school, the implementation of which is only insufficient in the lessons. 17% deny the need for specially organized educational work, and 16% agree with the statement only partially.

The above answers give grounds to assert that the educational process should be an integral part of the whole educational process, that is, to be implemented through. Specially organized educational work provides an enormous number of opportunities for orienting children to universal, in particular moral and ethical (dignity, honor, justice, care, respect for themselves and others) and socio-political (freedom, democracy, cultural diversity, respect for mother tongue and culture, patriotism, respect for the environment, respect for the law, solidarity, responsibility) of value, that proving its relevance and value.

In the framework of the pilot study, was revealed the attitude of schoolchildren to the educational activities of class teachers. Thus, 74% of respondents confirmed that students like classroom hours and positive attitudes towards children to these lessons. Neutral attitude of students is noted by 20% of class teachers, and negative - only 6%. Based on the results of these responses, there is a need for classroom hours in the context of a specially organized educational work.

The next task of the study of the Department of General Pedagogy and the PHS was to analyze the adequacy of knowledge of class teachers on the organization of educational work with students' collectives,

which they received in pedagogical educational institutions. Consequently, only 42% of the polled convinced of the sufficiency of the necessary knowledge, 45% say that it is not enough, and only 13% of educators were partially prepared to perform the educational functions of the class teacher.

The proposed open-ended question made it possible to find out what teachers from the pedagogical departments should take into consideration when preparing future class teachers. In the process of processing the results of responses, the following proposals were received:

- ✓ To offer students new, interesting and modern forms of organization of educational work;
- ✓ Pay attention to forms that promote sociability, mutual respect, awareness that every child is a person (for example, "Morning Meetings");
- ✓ To expand the lecture course on topics "Age and gender features of a modern schoolchild", "Modern technologies of work of a class teacher", "Innovative forms of educational work", etc.;
- ✓ To increase the hours of pedagogical practice, practical and seminar classes on pedagogical disciplines;
- ✓ To organize meetings with experienced teachers and psychologists with an aim to introduce their experience in their own practice of educational work with student groups, especially with adolescents;
- ✓ Carry out trainings, workshops, presentations, workshops on the formation of pupils' vital competencies;
- ✓ To formulate in future class teachers psychological stability, the ability to analyze psychological and pedagogical situations, make conclusions, giving consultations to students and their parents; competence of conducting vocational guidance work with students; knowledge of forms of group and collective activity, conducting CCS, interactive methods of educational work (theatricalization, intellectual-cognitive, design studies, microphone, interviews, brainstorming, etc.);
- ✓ Pay attention to the preparation of qualitative methodological development of educational activities during the pedagogical practice of students, to use their creative potential;
- ✓ To hold an introductory creative examination in pedagogical educational institutions, in order to bring people to vocational classes, etc.

Another of the tasks that was anticipated during the pilot study was the definition of modern forms of educational work in the classroom. The responses of class teachers proved to be sufficiently detailed and comprehensive, which allowed to highlight the most relevant forms of educational work with a view to developing a methodology for their preparation and conducting to the course on the choice of students "Class teacher: leader and mentor".

Forms of educational work, which, according to class teachers, are in demand today, are presented as follows:

- ✓ entertaining (role-playing game, business game, creative game tasks, dramatization, staging, festival, brain-ring);
- ✓ demonstration (review of presentations, imaginary travel, exhibitions, fairs);
- ✓ communicative (debate, discussion, hour of communication, time of trust, game-conversation, gender class lessons, discussion of situations, meetings with interesting people);
- ✓ cognitive (trainings, technological trainings, round tables, meetings and holidays with parents and senior pupils, family holidays, participation in school holidays, game-journey, oral journal, collective creative affairs (CCA), promotions, projects, charitable events, collages, photo albums, master classes);
- ✓ dynamically-statistic (physical-activity game, competition, excursion, walk, hike, trip, tourist lore competition, sport orienteering, quest, interactive exercise, musical, flash mob);
- ✓ mental (intellectual games, quizzes, simulation of situations);
- ✓ Subjects (subject weeks, geographic football, minutes of art, hours of observation).

The reflexive stage was aimed at evaluating and correcting the content, forms and methods of the program of the preparation of future class teachers of secondary education institutions in higher educational institutions; studying the effectiveness of the implementation of certain stages of the pilot study.

RESULTS AND DISCUSSION

Nowadays, there is a fairly wide range of current and up-to-date forms of educational work that can be of interest to students that they like, are popular, which are not limited to specific "lessons on morality", etc. All this can be realized only in the context of a specially organized educational work in the educational

process of the school, which once again proves the important place of the class leader in the educational process of the modern educational institution and the significance of the developed program of training future teachers for the class management in the languages of institutions of higher pedagogical education.

The results of the pilot study suggest that today the emphasis in scientific and methodological work with class leaders is transferred to the mechanisms of mastering new educational technologies, creation of perspective models of educational systems, involvement in comprehension of effective pedagogical experience and acquisition of own in a wide and diverse practice. These provisions formed the basis of the team of the Department of Pedagogy and Psychology of the Higher School of the Kharkiv National Pedagogical University named after G.S. Skovoroda for a student choice program "Class teacher: leader and mentor".

CONCLUSIONS

Consequently, the study allows us to reach a substantiated conclusion, that the use of innovative forms, active and interactive methods of preparation of class managers, in particular trainings, workshops, storytelling etc. promotes the increase of their professional competence and ensures the efficiency of educational work of a comprehensive educational institution, which is one of the most important requirements of the present days. The introduction of innovative forms and methods of training will help the future class teachers acquire practical skills in organizing educational work. At the same time, their use in the system of preparation of class teachers is still fragmentary, episodic, un-systematic due to the lack of development of relevant programs and technologies. The question of introducing innovative forms of preparation for future class teachers in institutions of higher pedagogical education needs further study and practical implementation.

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