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THE APPLICATION OF THE PEDAGOGICAL TRAINING IN THE PROCESS OF PERSONAL SELF-DEVELOPMENT OF FUTURE PRESCHOOL EDUCATION TEACHERS

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Summary: The article reveals the possibilities of pedagogical training in the process of personal self-improvement of future preschool teachers. The directions of the pedagogical training usage in the process of personal self-improvement of future preschool teachers are outlined.

The types of pedagogical training are singled out: personal development training, creativity training, professional communication training.

The types of basic interactive learning methods used in the process of pedagogical training are characterized.

The role model method is described as a diagnostic, prognostic and correctional means of personal self-improvement of future preschool teachers.

Key words: personal self-improvement, future preschool teacher, pedagogical training, self-education of a person, self-development of personality.

ЗАСТОСУВАННЯ ПЕДАГОГІЧНОГО ТРЕНІНГУ У ПРОЦЕСІ ОСОБИСТІСНОГО САМОВДОСКОНАЛЕННЯ МАЙБУТНІХ ПЕДАГОГІВ ДОШКІЛЬНОЇ ОСВІТИ

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Анотація: У дослідженні розкриваються можливості педагогічного тренінгу у процесі особистісного самовдосконалення майбутніх педагогів дошкільної освіти. Окреслено напрями застосування педагогічного тренінгу у процесі особистісного самовдосконалення майбутніх педагогів дошкільної освіти.

Виокремлено види педагогічного тренінгу: тренінг особистісного розвитку, тренінг креативності, тренінг професійного спілкування. Охарактеризовано типи базових методів інтерактивного навчання які застосовуються у процесі проведення педагогічного тренінгу.

Описано рольовий метод як діагностичний, прогностичний і корекційний засіб особистісного самовдосконалення майбутніх педагогів дошкільної освіти.

Ключові слова: особистісне самовдосконалення, майбутній педагог дошкільної освіти, педагогічний тренінг, самовиховання особистості, саморозвиток особистості.

Stating the issue. The process of training competitive specialists of the modern format, capable of self-development, adoption of non-standard decisions, active perception of the new, is based on the personal readiness of the future specialist to continuous self-improvement. In the system of higher pedagogical education, the latest educational technologies of developmental training are adopted into the practice of education, successfully solving the assigned tasks of the qualified specialists' professional training.

First, this is achieved due to the openness, flexibility and high efficiency of the educational process at any stage, which allows talking about the implementation of the heredity principle at the level of construction and organization the education and training system.

At the same time, the provision of individual capabilities, abilities and, most importantly, needs of the individual in the system of vocational training is often understood formally and is not traced in the educational standards of the modern generation.

The effective form of individualizing the educational process, ensuring the need for continuous self-improvement, transforming teacher's inner world by him- or herself, which leads to a fundamentally new system and way of life, is a pedagogical training that allows purposefully create professional situations.

Analysis of relevant researches. Analysis of in modern scientific and pedagogical literature shows that proper attention has always been given to the issue of self-improvement at various stages of human life (A. Vladislavlyev, A. Darynsky, N. Nychkalo, S. Sysoeva, G. Tsvetkova, etc.). Theoretical and practical questions of forming the personality are represented in works by S. Arkhipova, G. Balla, L. Rybalko, T. Cherkashina and others.

The modern idea of the teacher's personal improvement has come out of its conceptual and legal reflection in the Law of Ukraine "On Higher Education" and a number of long-term program documents: the National Doctrine of the Development of Ukraine's Education in the XXI Century, the Strategy of the Education Reforming in Ukraine / Recommendations for Educational Policy (2013). ; State program "Patriotic education of citizens of Ukraine" (2006); State National Program "Education" (Ukraine of XXI Century); Concepts of national-patriotic education of youth.

The aforementioned documents refer to the inseparability of education and upbringing, which consists in their organic combination, subordination of the content of education and upbringing to the formation of a holistic and fully developed personality and the need to create conditions for the satisfaction of educational and professional needs and the provision of opportunities for every citizen of Ukraine to improve their education, professional level continuously.

Numerous studies (N. Kuzmina, G. Larionova, S. Pyatibratova, G. Selevcko, etc.) indicate that self-improvement is a complex multi-stage process and, at the same time, the ability of a person to purposefully self-develop, self-learn, self-educate.

Self-improvement of the future preschool education teacher's personality in the educational area of the university is an active creative process of studying the subject of himself, his abilities, possibilities (self-understanding), conscious change of his personal and professional qualities (self-education), strengthening of a stable motivation of personal development, cognitive activity in the mastering of professional competence (self-training) in accordance with the

requirements of the future profession and on the basis of a personal development program.

Pedagogical provision of future preschool education teacher personality's self-improvement involves the creation and practical implementation of a complex of pedagogical factors and conditions aimed at activating the internal determinants of personal and professional growth, and in particular, pedagogical training.

The use of training as a means of adapting a person to professional activity, reprogramming the behavior and human activity is represented in the schools of Leipzig (Manfred Forveg, Tradel Alber), Tallinn (H. Mikkin), Leningrad (L. Petrovska, Yu. Yemelianov, S. Makshanov).

The term "training" (from English train, training) has a number of meanings: education, upbringing, training. There are many definitions of this concept. For example, Y. Yemelyanov considers training as a group of methods aimed at developing the ability to study and mastering any complex activity [4, p.10]. Also, training is defined as a means of reprogramming managing behavior and activity model that already exists in humans [5, p.24]; as intensive training with practical orientation [2, p.291]; as a special method of obtaining knowledge that differs from its analogs by the fact that all its participants learn from their own experience; as a specially created favorable environment, where everyone can see and understand their pros and cons, achievement and defeat easily and with pleasure.

Today, researchers allocate several types of training: socio-psychological training, partner communication training, sensitivity training, creativity training associated with psycho-gymnastic exercises, which aimed at the formation and development of skills and guidance for effective communication [4, p.10-15].

The purpose of the research is to determine the possibilities of pedagogical training in ensuring the process of personal self-improvement of future preschool teachers.

Main material. The feature of true educators at the higher level of "acme" development is the special, deeply realized need for self-improvement, the presence of motives for self-development and self-education, the desire for self-realization and self-development of the individual, the focus of ideological orientations on the spiritual and moral values of being and the awareness of the importance of their own preparation to the education of the future personality. Non-standard solution of professional tasks, expanding the scope of professional activity will enable the future teacher to move to higher levels of personal development (N. Kuzmina, M. Kukharev, A. Linenko, V. Sagada, and others).

As the analysis of educational practice shows, barriers of personal self-improvement of the preschool teacher can be:

- personal anxiety of a student who studies or works in the climate of authoritarian pedagogy;
- rigidity of thinking, which is caused by the lack of opportunities for creative activity in the structure of traditional education and professional activities;
- a tendency to conformism, which is caused by a shortfalls in the type of educational process, lack of conditions for the educational process' individualization;
- failure to make independent decisions and to seek alternative approaches to solving various problems.

It is exactly in the process of organizing pedagogical trainings the overcoming of the above-mentioned barriers and solving the main tasks of personal self-improvement of future preschool teachers are possible, namely: increasing the students' self-esteem; direction of the cognition process of the "I"-concept; forecasting, planning of yourself, your own place in the surrounding world; formation of oneself in order to achieve their own aspirations; formation of skills in managing pedagogical communication in the process of professional and pedagogical situations.

The basic principles of personal self-improvement of students with the

help of pedagogical training are as follows:

- the principle of subjectivity. Since the process of self-improvement is impossible without student's own activity, the teacher trainer maximally promotes student's activity, who has all the individual, subjective experience;
- the principle of integration of integral educational process at institutions of higher education (formal education) and an environment of student associations (informal education), which involves integration of a formal education environment, where development of social experience in accordance with state standards is implemented, and informal, aimed at its objectification, which creates the context of social initiative.
- the principle of value dominance is aimed at awareness of importance of personal self-improvement for their own activities, adoption of modern society values.

In this case, the main pedagogical functions are:

- modeling of the pedagogical situation (creating certain professional task standard);
- focus on forming skills of certain activities;
- optimizing the mechanism of students' personal self-improvement;
- diagnostics and correction (if necessary) of the skills of designing the personal self-improvement process;
- developing the ability of adequate and complete knowledge of oneself and others;
- providing self-cognitive, self-education and self-bringing activities;
- creating a situation of success for each participant in the personal self-improvement.

We define pedagogical training as a means of influence on the personality of the teacher, focused on the use of active methods of group pedagogical activity in order to provide the process of personal self-improvement, the

formation of constructive behavior skills, working out the system of skills (organizational, communicative, gnostic, perceptual, etc.).

The training of personal development is aimed at the developing students' communication skills, discussing the problems of interaction with other people (both adults and peers) to prevent interpersonal conflicts.

In the process of organizing training sessions, the teacher solves the following tasks: to identify and overcome the difficulties that for different reasons are experienced by students of the first year in communicating with teachers, parents, other adults, peers; students' training for communication, which prevents conflict situations; prevention of moral experiences, mental discomfort of students during adaptation in an educational institution; creating an attitude for personal development.

The purpose of *creativity training* is to create a developing environment that encourages students to display creative thinking and behavior.

The main tasks that are solved during the training exercises are the following: formation of students' readiness for self-development and self-improvement; creation of a projection for the achievement of professional and personal "acme"; creation of conditions for revealing of initiative in making decisions about rethinking of own opportunities, solving creative tasks.

Professional training focuses on the students' attention on the process of professional self-improvement, the solution of intrapersonal conflicts, contradictions; provides formation of practical skills of self-development in educational activities and solves the following tasks: the disclosure of peculiarities of pedagogical interaction, actualization of the participants' needs in personal self-development and self-improvement; creation of a reflexive environment, which promotes the activation of all aspects of the participants' personality through co-creation.

Application of pedagogical training in the educational process helps to solve problems in the process of personal self-improvement in the following ways:

- the development of empathy, tolerance, sociability, congruence, activity, autonomy, initiative, creativity and flexibility of thinking;
- the education of the need for self-knowledge, self-development, self-improvement, interests, analysis of the socio-psychological situation in the educational process of future teachers, development of self-confidence and communicative training;
- the formation of skills of random attention, observation, provision of muscular freedom; the development of natural behavior skills in a children's staff, in another public place, emotionally appropriate behavior;
- the support of innovative pedagogical skills, observation of own behavior, actions of other students and teachers;
- solving staged tasks from different situations of teaching a subject;
- working out actions in certain circumstances; training methods: attracting children's attention, increasing the interest to the subject being studied, memorizing educational material, active work in the classroom;
- increasing the culture of teaching: the study of pedagogical concepts – the tact, the discipline of communication, etiquette and ways of including these concepts into own style of interaction with preschoolers.

The purpose of pedagogical training is the formation of students' knowledge, skills and abilities of self-organization, self-education, organization of various types of pedagogical activity; working out of partner skills in situations of educational interaction; the education of a personal relation to the components of self-improvement.

In the process of pedagogical training, each participant has the opportunity to get some information about himself, which involves rethinking of the "I-concept", the concept of "Other", "I-ideal", thus initiating the nomination of tasks for personal self-improvement.

Therefore, pedagogical training as a means of future educators' education creates real conditions for self-understanding, self-development, self-improvement and self-realization in professional activities.

In modern literature, as a rule, there are three types of basic methods of interactive teaching that are used in the process of conducting a pedagogical training:

a) discussion methods – group discussions, examination of incidents from practice, analysis of the situation of moral choice, etc .;

b) game methods – didactic creative games, business (managerial) games, role games, game psychotherapy, psychodrama correction), counter play (a method of awareness of communicative behavior);

c) sensitive training (training of interpersonal sensitivity, perception, self-understanding, empathy).

It should be noted that such a division of pedagogical training methods is rather conditional. These groups of methods complement and mutually satiate each other. For example, when practicing empathy it is appropriate to use the method of group discussion or game modeling.

The main tool of pedagogical training is the exercise. The exercise is effective when participants are actively gaining new experience. After the exercise (block 1) the pedagogue-facilitator organizes the process where participants analyze the situation and make conclusions (block 2), the findings are layered on reality - already gained experience (block 3). After that, the prospects for using the received information (block 4) are discussed. It should be noted that the process of personal self-improvement is ensured not by multiple refinement of one kind of activity, but through comparative analysis, comparison of the goal put forward at the beginning of the training, with the projected progress of implementation and real project, obtaining appropriate reflection reasoning.

Regardless of the goals and type of pedagogical training, the logic of its construction will be as follows: setting goals, rules for group work (for example:

following the principle of activity, partnership communication, etc.); organizing a working unit of training exercises with analyzing participants' activities; general reflection, which includes exercises aimed at receiving and transmitting feedback, providing emotional and rational work outcomes.

In the process of communication-dialogue exploitation, the most effective form will be group discussion. The objects of discussion can be personal, professional, managerial problems and interpersonal interactions of all participants of the educational process. Thanks to the group discussion, the individual position of each participant is shown; alternative approaches and points of view are demonstrated. Discussion methods involve the development of the following skills, meaningful in communication: to analyze real situations, to separate the main thing from the secondary one; to act creatively, spontaneously, overcoming the propensity to old behavior patterns, self-doubt, negative attitude to public speaking; prevention and solution of conflict situations; the development of spontaneity and attentiveness, the ability to adequately perceive another opinion, tolerance to other participants in the educational process.

The effective means of organizing pedagogical training is the method of synectics, which we considered in the context of the small group theory. This method allows to influence the creative activity (creativity) of individuals effectively. At the same time, attention was paid on attempts to surpass themselves, the refusal from standard approaches. The problem is to intensify the thinking of participants through creative competition, where every student desire to take on the greatest part of creative decisions of non-standard pedagogical situations.

The effectiveness of the synectic session is ensured by its gradualization: problematization and purpose-setting; discussion, which aims the "dismissal" from elementary decisions; critical analysis and selection of the most original ideas; summing up the creative work of the leader.

Role games allow you to extend the experience of participants in the pedagogical training by presenting them with a sudden situation in which it is proposed to take the position (role) of any of the participants and then develop a way that will lead to this situation to the logical conclusion (game). Thus, the role-playing game is a method of psychological modeling, which aims to obtain a psycho-correction effect due to intensive interpersonal communication and the implementation of joint activities by a group of people in a gaming simulation of real or imaginary events (V. Nikandrov). Role games create conditions for the establishment of feedback immediately after the end of the game interaction. With role games, new ideas are easier to accept and student settings to change. Role games allow students to "try" a variety of behaviors, try their hand in challenging situations that require quick solutions.

Their advantage is that joining a game tends to be easier and faster than entering a genuine professional activity and the skills that are formed in it make it easier to establish contact with people in real life, achieve pedagogical goals, not get lost in difficult professional situations. In addition, the atmosphere in the audience, the equality of communication between students and teachers with trust and mutual respect allow students to increase their self-esteem, to be sure of their own forces for the formation of an individual style of pedagogical activity.

In addition, during the game participants are developing new modeling skills and learn to react to changing circumstances. Role games promote the development of professional skills: constructive, organizational, communicative, projective. They allow forming the professional thinking and the ability to process information rapidly and objectively in a context of its constant change, as our observations evidenced.

In modern didactic practice, the role-based method is an influential diagnostic, prognostic and corrective tool for personal self-improvement of future preschool teachers. Such game provides the opportunity to identify the individuality of each student, his creative abilities, develops the ability to put

themselves into place of others, to understand their positions and feelings better, and also creates conditions for better understanding of norms and rules of behavior, communication. This, in turn, contributes to the awareness of the significance of socio-psychological and pedagogical factors in management of other people and in interaction with them. In addition, there is a significant professional experience of more objective analysis of both own behavior and behavior of others, the professional competence of a specialist develops.

The experience of organizing pedagogical trainings in the process of personal self-improvement of preschool teachers shows that the activity of participants has certain levels of personality manifestations, in particular: theoretical choice and assimilation of exercises, search for contradictions in a particular situation, with transition to defining and finding strategies and techniques for their solution; simulation of interaction strategies in a particular situation by identifying possible changes in behavior; readiness for free manifestation of attitude, feelings to oneself and others, analysis of emotions, participation in reproduction of different situations, improvisation during training exercises.

The given levels of personality manifestations do not require strict separation of more or less complete parts of pedagogical training, since the feedback can vary depending on complexity of exercises, configuration of the facilitator's coach, the emotional and psychological state of the group, classes duration, etc.

The diagnostic phase of pedagogical training on the basis of which the goal is set, the objectives are formulated, individual work is under construction in the context of the subject, is aimed at providing each participant with opportunities for independent diagnostic tasks with the help of others. In other words, each participant of the training is given an opportunity to independently diagnose their own opportunities and difficulties in specific pedagogical situations. Such self-diagnosis is a necessary prerequisite for any activity aimed at possible self-modification and self-correction. These processes are provided

through introspection, when participants, observing their own interaction and sharing ideas about functioning of the group, analyze what is happening "here and now." That is, specifics of self-analysis deal with moving away from the level of diffuse perception of oneself, a position in the group, leaving the myths of "common sense with respect to groups" behind.

Thus, one of the results of a pedagogical training is formed and differentiated knowledge of the participant about oneself, in particular, which others see, as they "read", interpret behavior, which attributes motives, intentions, feelings, etc., which characterize the level of interpersonal perception.

If in traditional interaction based on the information on external manifestations of the individual, the partners make different conclusions about internal relations of this behavior, then a training, to a certain extent, reveals content and mechanism of this process, thus providing correction in cases where it is necessary. In addition, obtained information helps individuals to understand the extent to which they attribute the qualities, the cause of behavior, correspondence of own assessments to their psychological characteristics (real me), as well as the idea of what this person is in the eyes of others (mirrored me). Participation in a training provides an opportunity to realize oneself and verify (to prove) potential and opportunities, the result of which can be either confirmed, knowledge advanced, or discovering new psychological reality, which can become the object of active research in the group. This is due to the fact that during a training, the issue of assimilation, in essence, becomes a situation in which the participant receives information about how she/he is perceived in various aspects of group interaction, as well as the adoption of this information. In this case, the mechanisms of psychological protection are actively involved in constructing images of oneself and others, are manifested in the tendency to preserve a usual perception of oneself, rejecting or distorting information that is regarded as unfavorable, destroying the initial idea of the process of self-development. In the pedagogical training group, the organization

is focused primarily on establishing trusting cooperation in communication, since respectful attitude, mutual support, and trust create openness, minimize closeness of partners in communication.

A pedagogical training provides interaction of the teacher and the student on the basis of optimal psychological and pedagogical conditions of subjectivization and socialization of the individual. At the same time, a pedagogical training allows the teacher to work with students to achieve the highest level of self-examination and self-reflection; constructing a "launch pad" on the basis of motivation and diagnostics of the individual's self-development level; transition to a higher level of "acme"; intensification and mobilization of opportunities in the process of phased transition to their own "ideal" model of personality; realization of a personal approach with creating a situation of success for each participant of the training.

The practice of introducing a pedagogical training also points to difficulties, namely: passivity of individual participants; switching during the discussion on the person; refusing to make a speech; aspirations of some participants for leadership; manifestation of the elements of hostility, etc.

Conclusions and perspectives of further studies. In our opinion, the novelty of the subject, the unusual nature of the training exercises, lack of conflict between formation of readiness for public speaking and criticism, no shyness, restraint, physical awkwardness, positive motivation, is the basis for introducing a pedagogical training into holistic educational process, since it provides the process of personal self-improvement and allows you to identify the potential of each student; promptly define and "softly" adjust the behavior taking into account its individual peculiarities; to design each student's own model of a teacher personality and an educational trajectory of its achievement; to ensure formation of pedagogical culture of future teachers of preschool education.

Experience shows that the usage of pedagogical training helps the teacher to adapt students to practical activities, to teach them to communicate properly

with their pupils, to prove the necessity of personal development, and show the versatility of the pedagogical process. Training exercises help to develop the students' pedagogical abilities and skills to master such complex activity as the activity of the educator. The introduction of training exercises in classes helps to reproduce the professional skills of the teacher practically, which is impossible during normal practical classes.

Pedagogical training helps students to learn the peculiarities of paired and group forms of work. They practice exercises of the transferring and mastering of information in a pair. Work in groups activates students, increases the efficiency of their activities. Consequently, future teachers can, by operating a specific material of their discipline, apply these exercises to classes first into instructor-led conditions, and then in practice. Prospects for further research we see in the development of training organization issues that will help to address the issues of prevention and correction of teachers' emotional burnout syndrome, the development of the complex of exercises to overcome stress factors of different orientations.

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