

METHODOLOGICAL PRINCIPLES OF PEDAGOGICAL EDUCATION IN THE CONTEXT OF FINDING AND SUBSTANTIATING DIRECTIONS FOR QUALITY RENEWAL OF CONTENT AND PROCESS

PRINCÍPIOS METODOLÓGICOS DA FORMAÇÃO PEDAGÓGICA NO ÂMBITO DE ENCONTRAR E FUNDAMENTAR ORIENTAÇÕES PARA A RENOVAÇÃO DA QUALIDADE DE CONTEÚDOS E PROCESSOS

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Received: 30 Mar 2023

Accepted: 15 April 2023

Published: 11 May 2023

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Abstract: The article reveals the factors that determine the need to study the professional foundations of teacher education. The theoretical and practical prerequisites for the development of the professional foundations of teacher education are determined. The choice of a methodological approach to the study of the professional foundations of teacher education is substantiated. The content of knowledge about the profession "teacher", included in the system of pedagogical education, is substantiated. The principles and conditions for the inclusion of knowledge about the profession "teacher" in the content, organization and evaluation of the results of teacher education are disclosed.

Keywords: Higher education. Education system. Current stage. Pedagogical stimulation.

Resumo: O artigo revela os fatores que determinam a necessidade de estudar os fundamentos profissionais da formação de professores. São determinados os pré-requisitos teóricos e práticos para o desenvolvimento das bases profissionais da formação de professores. A escolha de uma abordagem metodológica para o estudo dos fundamentos profissionais da formação de professores é fundamentada. O conteúdo do conhecimento sobre a profissão

“professor”, inserido no sistema de formação pedagógica, está fundamentado. São divulgados os princípios e condições para a inclusão de conhecimentos sobre a profissão "professor" no conteúdo, organização e avaliação dos resultados da formação de professores.

Palavras-chave: Ensino superior. Sistema de educação. Estágio atual. Estimulação pedagógica.

1. Introduction

The current situation in education is characterized, on the one hand, by a wide choice of individual educational routes for any person, and on the other hand, by the uncertainty of the requirements of society and the emerging labor market for teaching staff, which provide the conditions for such a choice.

The market of pedagogical labor today is unbalanced. The demand for teaching staff, i.e., the need of educational institutions for specialists of various profiles of pedagogical activity and qualifications, is not satisfied enough. In turn, teacher education is carried out either narrowly, for example, the training of subject teachers, or broadly, for example, the training of bachelors and masters of education, for which the field of professional activity and professional qualifications at the state level have not yet been clearly defined.

The weak relationship between teacher education and developing teaching professions exacerbates the problems of building relationships between employers and employees in the field of education on the basis of agreements and contracts. The procedures for evaluating the readiness of a teacher for professional activity, his professional competence are not stable and not coordinated.

Thus, strengthening the relationship between teacher education and the developing labor market on the basis of a holistic view of both parties about the profession of "teacher" as a field of professional activity, which represents a wide range of specialties and specializations and their corresponding qualifications and positions, is beyond doubt. However, today there is a number of contradictions:

- between the development of the pedagogical labor market as a mechanism for generating supply and demand for teaching staff of various qualifications and profiles and the possibilities of meeting this demand in the system of teacher education;
- between the growth dynamics of the requirements of the pedagogical labor market to the level of professional competence of a teacher and the lack of consistency

of requirements for graduates of pedagogical educational institutions;

- between the growing requirements for professionally significant personal qualities of a teacher and traditional forms of professional orientation and professional selection of young people to realize their life aspirations in the system of teacher education;

- between the growing need of educational institutions to expand the official and functional field of professional pedagogical activity of employees and the real possibilities of the staffing of an educational institution in accordance with this need;

- between the need for continuous professional training, retraining and advanced training of specialists in the field of education in the context of the developing profession of "teacher" and the lack of educational, scientific and methodological support that allows creating and implementing variable professional educational programs, individualizing the content and process of teacher education;

- between the development of pedagogical professions and poor knowledge of this phenomenon in pedagogical science, theory and methodology of pedagogical education.

Thus, the problem of the study was to find and justify the directions for a qualitative renewal of the content and process of teacher education, due to the essential changes that have occurred in the teaching professions, and focused on strengthening the relationship of teacher education with the developing sphere of pedagogical work.

The idea of the study was to reveal new scientific knowledge about pedagogical professions and reflect it in teacher education on the basis of relevant principles, in certain ways, subject to certain conditions.

2. Literature review

Research on innovations was started in the middle of the 20th century. and focused on theoretical substantiation, analysis of various aspects of innovative processes in the education and training system, developed practical recommendations for mastering, implementing, ensuring the optimal mode of functioning of innovative projects and programs. The interest in innovations of the world pedagogical community is manifested in the creation of information services (the Center for the Study of Innovations in Education under the auspices of UNESCO, the Asian Center for Pedagogical Innovations for the

Development of Education), the initiation of programs for the implementation of pedagogical innovations, holding international conferences, activities of organizations summarizing pedagogical innovations in different countries of the world. In particular, the International Bureau of Education (France, Paris) publishes periodicals such as "Pedagogical Innovations", "Information and Innovation in Education" (Koris, Mato-Diaz & Hernández-Nanclares, 2021).

The Law of Ukraine "On Higher Education" stipulates that the purpose of higher education is the comprehensive development of a person as an individual and the highest value of society, the development of his talents, mental and physical abilities, the education of high moral qualities, the formation of citizens capable of conscious social choice, enrichment on this basis of the intellectual, creative, cultural potential of the people, raising the educational level of the people, providing the national economy with qualified specialists (Stoicheva, 2022).

The analysis made it possible to conclude that in pedagogical science, the internal factors of the development of pedagogical education, the change in the content of pedagogical education, the technologies of professional training, and the technologies for the interaction of subjects of professional pedagogical education, are widely studied. At the same time, the study of external factors in the development of teacher education, related to the requirements of the labor market for the training of teaching staff, for professional activities, for the qualifications of graduates of pedagogical educational institutions, for the range of specialties and additional qualifications that a graduate can master during the period of professional training, is still only is gaining strength.

An analysis of literary sources and educational practice indicates that pedagogical science does not yet have a holistic view of the diverse and variable types of professional pedagogical activity, of trends and patterns of development in their unity.

An analytical study of the works allowed us to assert that professional knowledge as interdisciplinary knowledge is formed on the basis of various sciences about man, society, production and education (systems theory, philosophy of education, pedagogy, psychology, sociology, cybernetics, economics, etc.), about professional pedagogical activities (labor psychology, profессиography, pedagogical psychology, acmeology, axiology, etc.).

The totality of knowledge about the professions mastered by a person in the

process of education allows him to form a holistic view of his future profession, to more consciously self-determine and navigate in it, to build his professional career. Professional knowledge is the basis for the development of a person's life plan in education and in the profession.

Systematization and generalization of the results of theoretical analysis made it possible to assert that not only is there a need to study the professional foundations of pedagogical education in the emerging market of pedagogical labor, but there are certain prerequisites for their development scientific knowledge (about teacher education, its development, teaching professions, professional pedagogical activity).) and experience in the development of teacher education.

Object of study: pedagogical education in modern conditions.

Subject of research: professional foundations of pedagogical education.

The purpose of the study: to develop, scientifically substantiate and test the professional foundations of teacher education.

Research hypothesis. The development of the professional foundations of teacher education was based on the assumptions that:

- the professional foundations of teacher education include scientific knowledge, among which a special place is occupied by knowledge about the types and essence of pedagogical professions, knowledge about the principles, ways and conditions for their reflection in teacher education;

- in modern conditions there is an objective need and certain theoretical and practical prerequisites for the development of professional foundations of teacher education;

- it is legitimate to introduce the concept of "profession "teacher"" into pedagogical science, which characterizes the integration of existing pedagogical professions;

- modern knowledge about the profession "teacher" can be reflected in the system of teacher education, its content, organization, evaluation of results;

- The inclusion of scientific knowledge about the profession of "teacher" into teacher education will be successful only if certain conditions are met.

3. **Materials and methods**

Theoretical analysis of works on philosophy, psychology, professional pedagogy made it possible to choose a system-activity approach as a methodological basis for the study, which requires considering pedagogical education as a system, process and result, and the profession of "teacher" as a polystructural system, including a subsystem of human goals and values. In this system, various types of professional pedagogical activity are implemented and the abilities of the subject of activity to build a professional career are formed.

4. Results

The genesis of pedagogical professions is a socio-historical process of development of the essence of pedagogical activity and is associated with the concept of "teacher". The change in the way of transferring the accumulated cultural experience from one generation to another, from the "knowing" to the "ignorant", led to the emergence of people of mental labor, whose life purpose was pedagogical activity. A person engaged in this activity has acquired a special status in society (Mancini, Mamei, Biolcati, 2022). A lot depended on him. Education, previously inseparable from domestic, labor and other relations, gradually became an independent type of relationship and activity.

An analysis of the dynamics of the development of theoretical and practical ideas about the teacher and his activities in different historical eras (from slavery to the present) has shown that they have undergone significant changes (Bystrova, 2015). Today, a teacher is not an ancient Greek slave leading the child of his master by the hand to school. The word "teacher" in the modern sense is both the mission of a person, and his vocation, and profession.

Historically, the teacher's activity, which today is the most studied and developed in pedagogical science and practice, was considered as one of the first professional activities at the state level. It is the teacher's profession that is the basis, the basis for the development of scientific and pedagogical ideas about other types of professional pedagogical activity (educators, teachers, educational psychologists, social educators, trainers) (Koris, Mato-Diaz & Hernández-Nanclares, 2021).

In relation to pedagogical activity, educational activity was the first, then teacher's. In later times, teaching, coaching, mentoring, etc., appear, but from a certain time, when the state training of teachers first began, it began to be called pedagogical.

Educational institutions for the training of specialists (teachers and educators) were called pedagogical, and the system for training pedagogical personnel was called “pedagogical education”. All the phrases “pedagogical activity”, “pedagogical institutions”, “pedagogical staff”, “pedagogical education” are associated with the word “teacher” (Liu, Che & Zhu, 2022).

The concept of "teacher" in the modern sense acts simultaneously on several levels:

- on the individual - as a person performing official duties within the framework of a specific type of professional pedagogical activity;
- on a personal level - as a person who realizes the mission of "creating a HUMAN", both at professional and non-professional levels;
- public - as a person belonging to a professional community of people united by a common occupation, common goals and interests aimed at meeting the needs of society;
- at the state level - as a qualified specialist, ready to solve modern professional problems.

Any of these aspects emphasizes the professional specifics of the concept of "teacher", that is, a teacher is a profession of people engaged in socially useful activities, consciously aimed at preparing a person for independent life in accordance with economic, political, moral and aesthetic goals.

"Teacher" as a profession, refers to the type of "man - man". But from a number of other professions of this type, it stands out, first of all, by the way of thinking of its representatives, an increased sense of duty and responsibility. The main difference is that it belongs to both the class of transformative and managerial professions at the same time.

The profession of "teacher" as a subsystem of professions of the "man - man" group has a humanitarian character, since the goals, object, means and results of the teacher's activity are aimed at the person and are associated with the development of the activities of other people (Silva, Arruda, Zwierewicz, Stefenon, Ferreira, Klaar & Yamaguchi, 2020).

1. Factors that determine the need to study the professional foundations of teacher education.

The need to study the professional foundations of teacher education in modern conditions is due to:

- changes in the tasks, content and nature of professional pedagogical activity, which act as factors in the modernization of the content of teacher education;
- non-compliance of the developing market of pedagogical labor, covering education, culture, social sphere, with the needs of society in a new quality of pedagogical education;
- the need of teacher education for new knowledge about teaching professions, their internal and external relations, functions;
- the development of the scientific specialty "Theory and Methods of Vocational Education", which actualizes the study of the problems of pedagogical professions, principles, ways and conditions for the inclusion of professional knowledge in teacher education.

2. Scientific and practical prerequisites for the study of the professional foundations of teacher education.

Scientific prerequisites are a set of reliable scientific knowledge about pedagogical professions and pedagogical activity, about the social nature of pedagogical education, about various approaches implemented in teacher education, which act as diverse, complementary options for its development, about the essence, structure and development of the profession in modern conditions that allow considering pedagogical professions in their unity, about the tasks of professional pedagogical activity in modern conditions, which determine the directions of modernization of pedagogical education based on the identification of new knowledge about the current state of pedagogical professions (Keller, Kesberg, 2017).

Practical background experience in the formation of multi-level teacher education, which is based on the idea of the profession "teacher" as a developing entity.

3. The essence and structure of the profession "teacher" It is legitimate to introduce the concept of "profession" teacher "into the turnover of pedagogical science, which characterizes the integration of existing pedagogical professions that differ in the content and nature of professional pedagogical activity, but united in their purpose - to promote the formation of a " person in person" by pedagogical means (Liu, Liang, Onuma & Rithkerd, 2022).

The profession of "teacher" is simultaneously considered:

- as a sphere of social production (education), within which differentiation and integration of professional pedagogical activity take place, creating prerequisites for the emergence of new positions, professional roles and functions of a teacher (Jiang, Du, Dong, 2017);

- as a kind of labor activity of people united by common goals, but due to the differentiation of pedagogical work divided into profiles and qualifications;

- as an institution of the profession, which, being a social institution, provides the teacher with belonging to a professional pedagogical community that satisfies his material and cultural needs, united by the common interests of developing and increasing the social prestige of the "teacher" profession.

4. The essence of the professional approach to teacher education is manifested in the focus of teacher education on the developing profession of "teacher" and implies reflection in teacher education as a system, process, result of modern scientific knowledge about this profession.

5. The model for the implementation of the professional approach in the system of teacher education includes two open subsystems "a system of knowledge about the profession "teacher"" and "a system of teacher education" (Grant, 2013).

Knowledge about the profession "teacher", important sources of which are pedagogical science, the market of pedagogical labor and pedagogical education, includes knowledge about the historical stages, principles and patterns of development of the profession "teacher" as a sphere of social production, labor activity and social institution, knowledge about the breadth and diversity of the professional roles of the teacher, about the models of building his professional and educational career.

6. The principles of including knowledge about the profession "teacher" in the content, organization and evaluation of the results of teacher education, which include:

- the principle of addition, which involves the inclusion of new professional knowledge in the content of teacher education in the form of new academic disciplines or courses that expand students' understanding of the profession of "teacher" and modern professional tasks, for which he must be ready;

- the principle of transformation - the inclusion of new professional knowledge in the existing curricula of disciplines or courses, which does not require changes in their structure, but creates conditions for more effective development of competencies that a

student must master in order to solve modern professional problems of pedagogical activity;

- the principle of integration, according to which new professional and logical knowledge is included in the process of teacher education, while creating conditions for the transition of traditional strategies of teacher education to innovative strategies (for example, to modular, contextual, biographical training), reflecting the real situations of developing professional pedagogical activities that contribute to the improvement of the relevant competencies of the future teacher;

7. Indicators of the success of the implementation of a professional approach to teacher education are the consistency of the positions of all interested parties (subjects of pedagogical education, employees and employers) in understanding the essence of the profession "teacher", in the formation of modern requirements for professional pedagogical activity, the interest of high school students, their parents, schools in pedagogical education, the focus of pedagogical education on the modern tasks of professional pedagogical activity, on enriching students with experience in solving these problems.

8. Conditions for the success of the implementation of a professional approach to teacher education.

The condition for the successful implementation of a professional approach to teacher education is the reflection of knowledge about the profession of "teacher" as a developing integrity in professional standards and the state educational standard, in the activities of educational institutions and education authorities on the basis of a phased value harmonization of the requirements for professional pedagogical activity of all interested parties.

9. Social effects obtained in the process of implementing a professional approach to teacher education are evaluated in the following areas:

- compliance of the areas of training specialists in the system of higher pedagogical education (bachelor's and master's programs) with the needs of the pedagogical labor market;

- renewal and qualitative improvement of the potential of teaching staff in the system of teacher education (change in the age structure of teachers and professors, reduction of staff turnover in education, improvement of the qualifications of the teaching staff of universities);

- integration into the European educational space, increasing the mobility of teacher education.

5. Discussion

The current situation in the pedagogical labor market is characterized by its orientation towards the development of market relations between employers and employees. Increasingly, there are two types of competition:

- between the heads of educational institutions for attracting competent, mobile teachers to their teams;
- between teachers for profitable employment, providing professional growth and career.

In the conditions of market relations, the problem of social protection of graduates of educational institutions of a pedagogical profile is exacerbated, one of the factors of which is the orientation of pedagogical education to the needs of developing pedagogical professions.

A theoretical analysis of research on the problems of teacher education has shown that it is an education that ensures the readiness of a graduate to interact with other people in the process of transmitting culture, exchanging cultural values, ways of working, and experience of self-realization (Freudenberger, 1975).

Pedagogical education is an integrative, open, developing system that includes a network of educational institutions of a pedagogical profile, a variety of successive educational programs that differ in their focus and level, built on the basis of state educational standards, and governing bodies.

At the same time, pedagogical education is also a non-linear, variable process focused on the training of teachers capable of high-quality implementation and development of professional pedagogical activity not only in the traditional role of a teacher, but also in a much broader professional sphere "man - society - man".

Pedagogical education is also the result of meeting the versatile demands of the emerging market of pedagogical work in teachers of various profiles and qualifications, ready to solve modern professional problems.

The scientific novelty of the results in the article is as follows:

- the profession of "teacher" is considered in pedagogical science and practice as a multidimensional, integral, developing socio-pedagogical phenomenon and a polystructural concept;

- enriched the conceptual apparatus of pedagogical science by defining the concept of "profession "teacher"", its properties and patterns of development in conjunction with teacher education;

- current trends characterizing the relationship between the market of pedagogical labor and teacher education have been identified;

- designed, theoretically substantiated and tested a professional approach to building and evaluating the results of teacher education in the context of the developing profession of "teacher".

The theoretical significance of the results of the study lies in the enrichment of the theory and methodology of vocational education with modern knowledge:

- about the essence and structure of professional knowledge as an element of teacher education;

- on the principles, content and ways of including professional knowledge in the content, organization and evaluation of the results of teacher education;

- about the essence of the professional approach to teacher education, about indicators, conditions, social effects of its implementation.

Practical significance of the research results:

- proposed methods for including modern knowledge about the profession of "teacher" in the system of teacher education at its various stages (pre-university, university and postgraduate), which can be used in the development of the content and process of professional orientation and professional self-determination of applicants, students and students of advanced training institutions;

- scientific and methodological support for the scientific and practical center for vocational guidance for applicants of the Pedagogical University was developed;

- proposed ways to change the professional position of the teacher, which can improve the quality of the content and process of teacher education;

- an educational and methodological complex of the educational program of the bachelor's degree was developed, built on modern knowledge about the profession of

"teacher";

- a methodology was developed for coordinating educational programs of a pedagogical profile in a general education school with a pedagogical university.

6. Conclusions

Thus, the results obtained in the article confirmed the importance of the conditions for the successful implementation of a professional approach to teacher education.

In conclusion, the article summarizes the main results of the study conducted and completed within the framework of the tasks set to develop the professional foundations of teacher education in the context of the developing market of pedagogical labor. The study led to the conclusion that the developing ideas about the profession of "teacher" in pedagogical science and practice have an impact not only on teacher education, but also on non-pedagogical areas of professional education. It opens up new perspectives in constructing the theory and methodology of vocational education and determines the directions for studying the problem of the development of teacher education. In particular, it is advisable:

- study of the problems of training of teaching staff, adequate to the requirements of the labor market in the field of education;
- development of professional standards that reflect the qualification requirements for employees of pedagogical work and work in the field of education;
- study of the features and design of the system of teacher education, taking into account changes in professional pedagogical activity.

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