

**THEORETICAL ASPECTS OF TEACHERS' TRAINING AND ANALYSIS  
OF DEVELOPMENT PROGRAMS QUALITY IN INSTITUTIONS  
OF HIGHER PEDAGOGICAL EDUCATION**

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*У статті розглянуто та охарактеризовано основні наукові підходи до системи підготовки вчителів, показані їх особливості та вплив на формування професійної складової особистості студента, проаналізовані критерії оцінювання якості програм інноваційного розвитку закладу вищої педагогічної освіти як складову системи управління інноваційним розвитком закладу вищої педагогічної освіти.*

*Ключові слова: компетентнісний підхід, особистісно-орієнтований підхід, аксіологічний підхід, підготовка вчителів, інноваційний розвиток, критерії оцінювання, програма, заклад вищої педагогічної освіти.*

*Abstract. The article discusses and describes the main scientific approaches to the training of teachers, shows their features and influence in shaping the professional component of the student's personality, analyzes the evaluation criteria as innovative development programs as part of institute management system development of innovative institute of higher pedagogical education.*

*Key words: competence approach, personality-based approach, axiological approach, teachers' training, innovative development, evaluation criteria, program, institute of higher pedagogical education.*

**Problem statement in general and its connection with important scientific or practical tasks.** Changes in educational theory and educational practice are largely reflected in the higher school system, which should provide high-quality training of future teachers. In the activity of a modern teacher there are new directions stipulated by the provisions of the new educational paradigm. So today the demands are put in the forefront that are related to the fact that he not only equips students with sound knowledge, but he also shapes their personality, which determines the need to improve a teacher's training in institutions of higher pedagogical education.

Establishment of prognostic directions in managing the innovative development of institute of higher pedagogical education, namely: changing the conceptual basis of the educational activity; bringing the elements of educational system up to date; providing permanent implementation of innovations into educational system; intensifying the work on theoretical scientific elaborations and their integration into educational process; bringing theoretical and methodological bases of managing institute of higher pedagogical education up to the present requirements in education [10, p.219], stipulated the vital demand in developing the program of innovation elaboration as the constituent part of managing the innovative development in institute of higher pedagogical education.

Evaluation of institute of higher pedagogical education is an integral part of the monitoring of the educational process. It satisfies the demand of the consumers at the market of educational services and labour market as for the reputation of

institute of higher pedagogical education, stimulates competition, promotes participation activity of the target group in forming the modern requirements for specialist's skill level. After all not only new ideas and bases for spiritual and economic development of the country are given birth at universities but they train the new generation of competent professionals who are able to implement them in practice under the conditions of creating the social oriented economy [1].

**The analysis of recent researches and publications, which initiated the solution of the problem and which is based on the author, the allocation of previously unsolved parts of the general problem, which is dedicated to this article.** The problems of improving the system of teacher education require miscellaneous approaches from researchers. The questions of theory and practice in pedagogy of higher education are presented in detail in the works of A. Aleksyuk, S. Archangelsky, E. Astakhov, Y. Bolyubasha, B. Galuzinsky, E. Grishin, N. Evtukh and others.

Theoretical and methodological foundations of professional competence are defined in the works of V. Bepalko, A. Dubasenyuk, J. Zimnyaya, J. Zyazyuna, V. Kalinin, L. Karpova, N. Kuzmina N. Lobanov V. Lozovoi M. Lukyanova, A. Markova, A. Savchenko, A. Khutorskoy and other scientists.

The problems of managing the innovative development of the school were considered by M. Genson, G. Yelnikova, V. Kachalov, V. Levshina, E. Pavlyuttenkov, Y. Pokholkov, S. Salyga, E. Sakharchuk, T. Sorochan, E. Khricov, O. Yakubovsky and others. But theoretical issues of managing the innovative development of institute of higher pedagogical education are only beginning to be explored by scholars V. Oliynyk, L. Tsunitsar, T. Sorochan, O. Spirin, Y. Turov, G. Tsekhmystrova. In this context, the development of a typical program of innovative development of institute of higher pedagogical education and criteria for assessing its quality becomes of special significance.

**Formulating the goals of the article (statement of the task).** The purpose of the article is to analyze the basic scientific approaches to the teacher training system in institute of higher pedagogical education and the evaluation criteria

as innovative development programs as part of institute management system development of innovative institute of higher pedagogical education.

**Presentation of the main research material with a full substantiation of the scientific results obtained.** The characteristics of humanization depend on the profile of institute of higher pedagogical education, directions and specialties where students study. In Ukrainian pedagogy there are fairly many of different approaches forming the foundation of modern education and allowing to strengthen its humanitarian component. Among them there are traditional approaches such as knowledge-centered, systemic, integrated, personality-centered, personality-activity ones, as well as: situational, contextual, poly-paradigmatic, information, ergonomic, competence, axiological ones. In the article we examine three of the approaches such as personality-centered, competence and axiological ones.

As a rule a teachers' training institute of higher pedagogical education entrants show primarily the knowledge necessary to continue their education. Experts rightly point out that "the identities of the entrant, qualities of character, individual psychological characteristics corresponding to their chosen profession, are not taken into account, as a rule" [2]. In particular, V. Slastenin indicates that fruitful pedagogical activity agrees with a certain model of personality possessing specific interests, inclinations and internal capabilities. [6] Hence, in our deep conviction, institute of higher pedagogical education should be familiar with the desires, intentions and capabilities of students to become teachers.

It is necessary to modernize the system of future teachers' professional training in accordance with the paradigm of personality-centered pedagogy in order that every student should develop his capabilities, showing all the facets of his personality, and that everything should be aimed at the development of his professional qualities. And today socio-centric approach that regards education as a process of socialization and professionalization of the individual, gave place to anthropocentric approach declared the intrinsic value of a person, and education as "domestication" of a person for his own sake. Hence, professional training of a teacher in institutes of higher pedagogical education should be put into effect on a personal level. [5].

As our in our experience shows, in order that every student should develop his potential for forming and making his professional qualities, it is necessary to create a special kind of educational situation where the student has to prove be both a personality and a professional teacher. It is denoted as a personality-evolving situation, which is created in creative groups.

Technology, that creates the situation developing personality, is possible if certain conditions are met: a) a teacher knows students' life problems and creates an educational situation in the context of these problems; b) educational and developmental process in the creative group has the character of reflective dialogue with the search for meaning; c) the conditions for creative self-manifestation of a student are created [3].

This multi-faceted work should be based on the following fundamental positions that will help in the further to develop an individual training program development of an individual program of professional training.

First, a thorough study of the student's personality and his or her individually-typological features, the level of general and professional culture, professional thinking. Secondly, the identification, creation and development of students' professional interests, ensuring their specialization in professional development, in fact, teaching as a profession is diverse, and not all its areas are successfully implemented by the same person. Third, ensuring various forms of independent learning and extracurricular activities of students with new content on the basis of modern approaches to professional development, self-education and self-discipline. Fourth, the increased use of democratic forms of educational influence and communication with students, the transition to educational and scientific cooperation of students and teachers. Thus, the mechanisms of personal professional training of a teacher are presented below.

Firstly, for determining a rational system of future teachers' training in fulfilling ongoing psychological and pedagogical examination of students' personal and professional qualities using different methods of diagnostics.

Secondly, the implementation of various types of professional activities for

students' self-knowledge of their own personality, their abilities in the context of the profession that contributes to the attainment of individual style in professional work.

Thirdly, enrichment in the content and forms of students' extracurricular activity in accordance with their interests, individualization of students' free pedagogical activity on the basis of their professional needs, professional communication with teachers.

Fourthly, the creation of a complete professionally orientated educational environment in classroom and extracurricular activities forming professional and personal qualities, ideals as well needs of pedagogical activity and the development of professional skills for thinking, vision and intuition.

Among the priorities of the reform and modernization of higher pedagogical education one should pay attention to the need to create pedagogical educational environment that ensures the implementation of competence approach and the harmonization of intellectual, emotional, spiritual and moral foundations in the atmosphere of university life.

The notion of "teacher's professional competence" expresses the unity of theoretical and practical training in the implementation of educational activities and it also characterizes his or her professionalism. Practical training takes on special significance. Its aim is to help students to understand modern methods, forms of work organization in their future profession; the formation of professional skills for making independent decisions in the real world on the base of knowledge obtained at the institute of higher pedagogical education; training of needs to systematically update one's own knowledge and creatively apply them in practice [2].

Forming practical skills in organization of teaching and educational process among students is the modern state social order on the essential content of future teachers' training. Students can be convinced of their own capabilities and they can identify perspectives as well as they can implement personal qualities and they can verify the presence of their own professional culture only in practical teaching activities or in the course of interaction with pupils.

The structure of teachers' professional competence may be disclosed through

the pedagogical skills. V. Slastenin [6] grouped pedagogical skills into four groups:

1) the ability to convert the content of the objective process of education to the specific educational objectives: the study of personality and group for determining their level of readiness to master actively new knowledge and to design the development of the group and some students on this basis; allocating the complex of educational and developmental problems, their specification and identification of the dominant problem;

2) the ability to construct and set in motion a logically complete educational system: integrated planning of educational tasks; reasonable selection of the content in educational process; the optimal choice of forms, methods and means of its organization;

3) the ability to single out and identify the relationship between the components and factors of education bringing them into action: the creation of the necessary conditions (material, moral, psychological, organizational, hygienic and others); activation of schoolboys, the development of their activity, transforming them from the object to the subject of education; organization and development of joint activity; ensuring the liaison of school with the surrounding, non-programmable control of external influences;

4) ability to consider and evaluate the results of educational work: self-analysis, analysis of the educational process and the results of teachers' activity; detecting a new set of dominant and subordinate pedagogical problems.

Next, according to the logic of our study, analyze the axiological approach. Axiological approach is a phenomenon that characterizes the process of formation and development of valuable component in teacher education from the perspective of the formation and further development of the students' system of professional values, subjective perception, interpretation and appropriation of which it is significant for the future teachers' personality. On the basis of these values professional activity will be built and the principles, forms and methods of training, its feasibility and effectiveness will be determined in the future. In this context values are regarded as the higher moral meaning of human existence. In the system of

methodological training axiological approach is revealed as a system of ideals, norms, values and rules needed to person's relationship with nature and society [1].

Theoretical and applied level of axiological approach is to identify the means, methods, principles and forms of organization of the process in future teachers' training.

The process of learning the values, the formation of the students' valuable relation to the profession is very complicated. We should widely use the methods of moral education i.e. various ways of influencing on the personality to develop moral convictions, feelings and norms of behavior. This means that moral education can be realized by a variety of forms in the organization of learning process: classroom (lectures, seminars, workshops), and extracurricular (independent work, field and pedagogical practice). Axiological approach makes it possible to design such a system of methodological training where value sphere of future teacher's personality becomes a priority target.

In order to achieve the strategic goal of any kind of institute of higher pedagogical education, namely the implementation of high-quality professional training of a specialist and the formation of a competent teacher, an innovative program for the development of the institution is required.

Scientifically grounded goal-setting of institute of higher pedagogical education work is hard and important task, that is why the first criterion belongs to the formation of the goals of the innovation elaboration program.

The goals should: conform to legislative documents and acts of the state; reflect the contemporary tendencies in the development of higher education [9, p.42]; take into consideration the spheres of institute of higher pedagogical education work; take into account the present state of capabilities of the material and technical basis; take into account the demands of the consumers of the educational services; make the final result of the innovative development more precise; to be precisely defined by terminology; to conform to the main aim of education; to be clear both for managers and performers; to be correlated with the regularities and principles of the contemporary development process of the management theory.



The second criterion belongs to defining the tasks of planning the innovation elaboration program. Taking into consideration the fact that education can be considered as oriented on personality's interests, if it gives an opportunity to solve such tasks [8, p.17]: to harmonise the relations between a human and nature through mastering contemporary scientific picture of the world; stimulate intellectual development and enrich thinking, creativity through mastering contemporary methods and means of scientific cognition; considering a person lives in a society, to achieve its successful socialization through diving into the existing culture, in particular technogenic, into computerised environment; considering that a modern person lives in an active, intensified information environment, to teach it how to live within its torrent, to create conditions for safe education; taking into account integrative tendencies in science and technology development and the demand in the new level of scientific literacy, to create conditions for obtaining wide-range basic education which will give an opportunity to relatively fast switch to adjacent spheres of professional activity.

The third criterion was defined as the one of substantiating of the program's development where the combination of the aims of development of higher educational establishment with the common aims of pedagogical education are shown; that defines the necessary changes in the managing the innovative development system of the higher educational establishment for creating the conditions of reaching desirable results of higher educational establishment's activity; because one should provide the development of the innovation elaboration program by means of its realisation and to set certain terms. Thus the criterion is characterised by the presence of: combination of aims which declare the necessity of changes in the managing the innovative development system; means of program's realisation; setting the terms of program's realisation.

The fourth criterion – the substantiation of the decision to change the conceptual bases of the educational system in institute of higher pedagogical education (if necessary). This criterion is stipulated by the fact that the modern development process of higher education in general and pedagogical in particular

demands the correspondence of institute of higher pedagogical education development to the changes in modern requirements as for the model of the teacher; changes in the human resource potential of the higher educational establishment, material and technical basis, information and educational environment to create the conditions for achieving desirable results of the institute of higher pedagogical education work i.e. to create cadre, material and technical and information potentials.

Thus the criterion reflects the correspondence of conceptual bases of innovative development of institute of higher pedagogical education to progressive tendencies of the educational development in general and in the higher educational establishment in particular.

The essence of management lies in defining the strategies of functioning and development of institute of higher pedagogical education for solving short- and long-term problems as an integrated system of actions [6, p.73] which in the process of elaborating the strategy of development of institute of higher pedagogical education base itself on defined prognostic directions of managing the innovative development in higher educational establishment, considers the final state of the educational system, forecast the image of the desirable future which is directed at achievement of conceptual aims i.e. defining the higher educational establishment's development prospects and is based on the means of forming and realisation of the selected strategy of higher educational establishment's development. Thus the fifth criterion is defined as the availability of the strategy program of innovative development of the institute of higher pedagogical education, i.e. the availability of clear connection between regularities, principles, functions, new methods, technologies of educational processes realisation and their correspondence to the aims and tasks of managing the innovative development in the higher educational establishment; availability of motivational environment.

The sixth criterion – the availability of the unified program structure where: the elements of the educational system of institute of higher pedagogical education are in interconnection with the components of internal environment of the institute of higher pedagogical education; the stages of the innovation elaboration program development

of institute of higher pedagogical education are defined, at the same time considered are: the possibility of foreseeing the changes, the use of the advantages of collaboration with the society, the possibility of identification of institute of higher pedagogical education with external environment, the possibility to use alternative managing the innovative development changes in institute of higher pedagogical education. The given criterion shows which actions and in which order should be realised on the stages of innovation elaboration program implementation in order the necessary changes took place in the educational system of the institute of higher pedagogical education.

The seventh criterion – availability of innovation projects. Within the framework of this research we think that elaboration and implementation of innovation projects which aim should be directed at solving pressing task of the present, is the basis for innovative development of institute of higher pedagogical education, because one can take decisions as for realisation of the IE program in the higher educational establishment based on the received innovation project results. Herewith the implemented innovation projects, considering external and internal environment of institute of higher pedagogical education, can be realised without following certain order of stages, moreover there is a series of common stages of educational projects' realisation. The totality of these stages starting with the emergence of necessity of changes and finishing with realisation of innovation projects forms the structure of the innovation project.

The eighth criterion – availability of the plan of actions as for implementation of innovation projects into management of elements of the educational system which reflects the structure of the development and realisation of innovation projects based on the technology of development and implementation of innovation processes.

The ninth criterion stipulates the examination of innovation projects which includes: the establishment of correspondence of the aims of innovation project to the set earlier common conceptual bases; finding whether innovation projects are coordinated between each other in contents, functions, methods etc., or not; finding out whether the projects are properly financed; finding whether the terms of projects'

realisation correspond to the set ones; foreseeing the possibility of negative results of innovation projects realisation.

The tenth criterion – availability of assessment of the anticipated results of the educational system change; improvement of the monitoring system and efficiency of evaluation: system of higher educational establishment's management, quality of the educational process, quality of the scientific work etc.; creation of the effective monitoring system that controls the activity of functional structures of institute of higher pedagogical education.

Having defined the criteria for the evaluation of the innovation elaboration programs quality in the institute of higher pedagogical education of the III-IV grade of accreditation, we analysed existing development programs of 15 institutions of higher pedagogical education in Ukraine and abroad.

Considering the conducted analysis of innovation development programs of institute of higher pedagogical education according to the grounded above criteria of innovation elaboration program quality we can state that:

- according to the first criterion – all the analysed programs have the criterion. It gives ground to state that the management and the staff of professors and teachers of the analysed institutions of higher pedagogical education understand the necessity of further improvement of the system of higher education according to the conditions of the socially oriented economy and integration into European educational community;

- according to the second criterion – the programs of three i institutions of higher pedagogical education don't have sufficiently formed tasks in difference to precisely formed tasks in other programs. The analysis of development tasks proves that they are oriented on: providing the formation of professional competences of the future specialists able to perform their professional activity based on democratic and humanistic bases; realisation of educational policy of the state; enchancing the level of competitiveness at the labour market;

- according to the third criterion – just one program isn't sufficiently grounded, i.e. doesn't reflect the relevance of its implementation. It gives grounds to make the

conclusion that all the developers of the programs pay special attention to this criterion, considering its importance for the motivation of the staff that develops and implements this program;

- according to the fourth criterion – we can state the following: the developers of more than half of the programs agree with the necessity of changing the conceptual bases of the educational system, that is why this criterion is present in the above stated programs. Though it is important to state that the criterion isn't always the index of innovative development of institute of higher pedagogical education because the innovation elaboration program of institute of higher pedagogical education is developed for much more shorter term that the conceptual bases that are subject for reformation under serious changes in the tendencies of institute of higher pedagogical education;

- the fifth and the sixth criteria – are obligatory in the process of developing the innovation elaboration program of institute of higher pedagogical education that is why they are present in all analysed programs;

- the seventh criterion – the availability of innovation projects – let's stop on a detailed analysis of the indexes in this criterion because according to the topic of this research we consider it to be the most important in realisation of managing the innovative development in institute of higher pedagogical education in general and the innovation elaboration program in particular. Hence innovation project within the framework of any development program should be directed at solving pressing tasks of the present and the realisation of prognostic directions of development of the educational potential of every higher educational establishment, thus, as it was stated above, implemented innovation projects should consider the features of internal and external state of environment of institute of higher pedagogical education. Thus having analysed innovation elaboration programs with the seventh criterion we can state that only four higher educational establishments' programs have innovation projects, in the process of analysis of other programs we didn't find references to the development and implementation of innovation projects;

- the analysis according to the eighth and the ninth criteria showed that its

absence in all the analysed programs is regular if we take into consideration the conclusions made in the analysis of the seventh criterion;

- according to the tenth criterion – the programs of seven institutions of higher pedagogical education have this criterion and the programs of two institutions of higher pedagogical education don't cover it properly. It is more precisely stated only in one program where set are: responsible people, terms, evaluation criteria and the anticipated results but even in it the criterion doesn't consider the interconnection of elements and components of the educational system in the managing the innovative development directions of higher educational establishment which were grounded above.

Having analysed the development programs of institutions of higher pedagogical education according to the elaborated by us criteria for the evaluation of the program quality we found out that the given criteria system is relevant for the analysis of innovation development programs of institute's of higher of the III-IV grade of accreditation.

It is proved that to model the managing the innovative development system of institute of higher pedagogical education of the III-IV grade of accreditation it is necessary to define the criteria for evaluation of the innovation elaboration program quality in the institute of higher pedagogical education of the III-IV grades of accreditation. They were: formation of the innovation elaboration program's tasks; establishing the planing tasks of the innovation elaboration program; the grounding of the program's elaboration; the grounding of the decision to change the conceptual bases of the educational system of institute of higher pedagogical education; the availability of the strategy program of innovation development in institute of higher pedagogical education; the availability of the unified structure of the program; the availability of innovation projects; the availability of the plan of actions as for the implementation of the innovation projects; the availability of the examination of the innovation projects; the availability of the evaluation of the anticipated results of educational system changes.

**Conclusions from the research and prospects for further developments in**

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Thus, for the formation and development of professional competence and valuable orientations of future teachers, building a learning process in terms of personal-orientation, competence and axiological approaches is the most appropriate and effective. Having analyzed the development programs institutions of higher pedagogical education of Ukraine and abroad, we can note that for qualitative modeling of the management system of institutions of higher pedagogical education of the III-IV grades of accreditation in development programs it is necessary to consider the development and implementation of innovative projects as bricks for the formation of innovative external and internal facilities of institute of higher pedagogical education.

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