



# FACTORS IN DEVELOPING PEDAGOGICAL EXCELLENCE IN FUTURE TEACHERS

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## Abstract.

*Relevance.* The quality of the educational process mainly lies in teachers' pedagogical excellence. The development of pedagogical excellence in future teachers in higher education institutions (HEIs) depends on several factors, which will enhance the effectiveness of this process.

*Objective:* the article aims to specify the concept of pedagogical excellence and its structural components, determine the factors influencing the development of pedagogical excellence in future teachers in HEIs.

*Methods:* theoretical methods: analysis of relevant psycho-pedagogical and scientific works on the issues of developing pedagogical excellence – to clarify the concept of pedagogical excellence and its structural components; generalization and systematization – to determine the factors enhancing the development of pedagogical excellence in future teachers in HEIs.

*Results:* the article analyzes the main approaches to interpreting the concept of pedagogical excellence and determines its structural components. It describes pedagogical excellence as an integrative personal quality. The latter combines general and professional competences, teaching abilities, use of pedagogical techniques (internal and external), relevant professional and personal qualities, creativity and pedagogical interaction with the actors in the educational process based on reflection and lifelong learning. The article isolates three groups of factors influencing the development of pedagogical excellence in future teachers (socio-economic, personal and technological). Finally, the article indicates that socio-economic factors influence the needs of students to enrol in teacher training programmes, as well as the main personal and technological factors in higher education study.

*Conclusions:* teacher training in HEIs and development of pedagogical excellence should take into account the socio-economic, personal and technological factors.

**Keywords:** *pedagogical excellence, future teachers, structural components of pedagogical excellence, factors in developing pedagogical excellence, higher education institutions.*

**Introduction.** Given the pandemic-related challenges for education, the active use of information and communication technologies in distance learning requires updating of approaches to defining pedagogical excellence of future teachers and the factors of its development. Soft skills are of particular importance since they enable graduates to become successful professionals, create an educational space, strengthen the educational process with the use of various platforms and online services and in-

teract in a distance learning environment. This requires future teachers to be able to work in a team, make decisions and take responsibility under critical conditions, resolve conflicts and think critically. Therefore, it is essential to update the requirements for pedagogical excellence of teachers and reconsider approaches to its development. In this context, it is vital to clarify the concept of pedagogical excellence and the factors influencing the effectiveness of this process in HEIs.

**Sources.** An analysis of relevant psychopedagogical sources shows that pedagogical theory and practice focus on teacher training and especially the process of developing their pedagogical excellence. Many researchers cover the issue of pedagogical excellence (H. Filipchuk, Ye. Kaharov, N. Kuzmina, L. Kulinenko, O. Malnatska, K. Pasko, N. Pykhtina, S. Rudyshyn, H. Sahach, S. Sysoieva, M. Yevtukh), as well as relevant theoretical and methodical principles (L. Kramushchenko, N. Kuzmina, O. Lavrinenko, A. Markova, M. Soldatenko I. Ziaziun).

**Objective:** the article aims to specify the concept of pedagogical excellence and its structural components, determine the factors influencing the development of pedagogical excellence in future teachers in HEIs.

**Methods:** theoretical methods: analysis of relevant psycho-pedagogical and scientific works on the issues of developing pedagogical excellence □ to clarify the concept of pedagogical excellence and its structural components; generalization and systematization □ to determine the factors enhancing the development of pedagogical excellence in future teachers in HEIs.

**Results and discussion.** It is important to note that the issue of developing pedagogical excellence had been considered in different aspects and at different times. However, there is still no single approach to its interpretation. Prominent educators Comenius, Makarenko, Ushynsky, Sukhomlynsky emphasized the importance of developing pedagogical excellence. Indeed, Makarenko considered pedagogical excellence as real knowledge of the educational process based on abilities and qualifications which could be achieved, although not easily (Makarenko, 1984). At the same time, the works of Comenius, Makarenko, Ushynsky and Sukhomlynsky highlighted the leading role of developing teacher's professional and personal qualities and ability to interact based on the subject-subject approach in the development of pedagogical excellence.

It was the Ukrainian scholar Ivan Ziaziun who significantly contributed to the study of theoretical and methodical principles underlying the development of pedagogical excellence. He founded this area of research and the course on pedagogical excellence in HEIs providing teacher training. This outstanding scholar interpreted the concept of pedagogical excellence as "a set of personality traits needed to organize professional activities on a reflective basis" (Ziaziun, 1997). It is pedagogical excellence that describes the highest level of pedagogical

activity based on self-actualization and self-organization (Ziaziun, 2000). Besides, the scholar considered humanities-oriented focus as an important characteristic and structural component of pedagogical excellence (Ziaziun, 1997). It is important to note that the main ideas on the essence and structure of pedagogical excellence, stages and levels of its development covered in his works have become the basis for further research.

Also, one should pay special attention to the interpretation of pedagogical excellence in the context of Pasko's approach. According to the latter, pedagogical excellence implies "subjective philosophical understanding of teacher's professionalism, which is the result of axiological, empirical, theoretical and practical aspects of their professional development" (Pasko, 2008). The researcher presents the author's model of pedagogical excellence based on personal-centred and pragmatist approaches. It consists of the twenty-eight components which are interconnected with each other, on the one hand, and with human consciousness and existing social factors of teacher development, on the other hand (Pasko, 2008). Lavrinenko also justifies the trends in the development of pedagogical excellence. The researcher defines teacher's "self-creativity" and "self-inclusion" as the important indicators of pedagogical excellence. The authors of the article do not agree with this position since it considers pedagogical excellence as a subject-subject interaction between teachers and students (Lavrinenko, 2009). They believe that pedagogical interaction defines the level of pedagogical excellence.

Modern pedagogy regards pedagogical excellence as a manifestation of the teacher's creative realization in professional activities (Pasko, 2008; Kulinenko, 2013). Indeed, Kulinenko views pedagogical excellence as the basis of teacher's realization, as well as the result of their professionalism and creativity. Those teachers who are at high levels of pedagogical excellence think in professional concepts and demonstrate professional uniqueness (Kulinenko, 2013). In general, all scholars agree that pedagogical excellence is a means of expressing the teacher's professionalism, characterizes their ability to organize professional-pedagogical activities and determines the effectiveness of the educational process.

The analysis of relevant scientific sources shows that structural components specify the concept of pedagogical excellence. However, researchers express different views on the structure of peda-

gogical excellence. The main approaches to determining its structural components are presented in Table 1.

Table 1

| <i>Researcher</i>                            | <i>The main approaches to the structure of pedagogical excellence</i>  |
|--|--|
| <i>V. Sukhomlynsky (1977)</i>                | Ability to influence consciousness and feelings of pupils using the most effective teaching methods and techniques   |
| <i>N. Pykhtina (2013)</i>                    | Professional knowledge as the basis of excellence; professional-pedagogical techniques; professional-pedagogical skills; professional-pedagogical abilities; the humanistic focus of pedagogical activity  |
| <i>I. Ziaziun (1997)</i>                     | Humanistic focus, professional competence, pedagogical abilities, pedagogical techniques   |
| <i>S. Rudyshyn (2011)</i>                    | Cognitive, regulatory, communicative, individual, reflexive  |
| <i>O. Malnatska (2014)</i>                   | Teacher's culture, knowledge, worldview, theoretical training  |
| <i>Ye. Kaharov (based on Zaitseva, 1991)</i> | Physical health, sobriety, will, initiative, organizational skills, good knowledge of the subject, propensity for self-education, trust of pupils, attention to pupils, interest in public life and participation in it, discipline, punctuality, honesty, sense of duty |

Thus, this article considers pedagogical excellence of future teachers as an integrative personal quality. The latter combines general and professional competences, teaching abilities, use of pedagogical techniques (internal and external), relevant professional and personal qualities, creativity and pedagogical interaction with the actors in the educational process based on reflection and lifelong learning.

It is important to note that the development of pedagogical excellence and its structural components begins in HEIs. In this context, Ziaziun's approach is of special value. According to it, future teachers are to reach the second (basic) level of pedagogical excellence upon completion of teacher training in HEIs. In turn, HEIs should help students to master the fundamentals of pedagogical excellence for a conscious and productive beginning of professional activities. It involves shaping humanistic focus, consolidating knowledge, developing pedagogical skills, teaching to use interaction techniques and preparing for professional analysis of various pedagogical situations (Ziaziun, 1997). It is essential to identify the factors influencing the effectiveness of this process to solve this particular issue.

The analysis of relevant scientific sources and surveys of students has made it possible to isolate three groups of factors in teacher training and developing pedagogical excellence in future teachers (socio-economic, personal and technological).

Socio-economic factors determine the social significance of the teaching profession, the possibility of increasing teaching salary depending on career growth and professional conditions. These factors serve as motivational conditions defining the hierarchy

of needs in the development of pedagogical excellence. At the same time, a low salary is a factor which negatively affects the development of pedagogical excellence and professional activities of novice teachers (Androshchuk, 2017). According to the survey, there is a stable stereotype about the feasibility of continuing professional development and self-education, given that teaching salary does not ensure an adequate standard of living. Therefore, graduates are faced with a choice: to teach and have a low income or to find a more well-paid job in some other area. Still, students are aware of the requirements for the teaching profession and its workload. Teacher graduates mostly choose to work outside the profession owing to the discrepancy between the teacher's responsibilities and teaching salary. The authors of the article consider this factor as the one which has caused the reluctance of young people to enrol in teacher training programmes.

Personal factors include teaching abilities, professional and personal qualities important for the achievement of objectives of the educational process based on the subject-subject interaction. At the same time, the effectiveness of developing pedagogical excellence mainly depends on these factors since they determine both the propensity and orientation of students towards pedagogical activity. Personal factors are decisive for higher education study, given that they determine the effectiveness of implementing technologies and methods of teaching.

Technological factors reflect the content, technologies, forms and methods of teacher training in HEIs. Importantly, students stress the value of the image of university teachers. It is the level of their pedagogical excellence that serves as an example, which students take as a basis during teaching placements or

at the first stage of professional activities. The analysis of technological factors in developing pedagogical excellence shows that the effectiveness of this process lies in university teachers' ability to use innovative technologies and methods of teaching, various forms and methods of training based on personality-centred and pragmatist approaches and develop the subject-subject interaction.

**Conclusions.** Thus, pedagogical excellence is an important condition for the effectiveness of the pedagogical activity. Pedagogical excellence of future

teachers is interpreted as an integrative personal quality. The latter combines general and professional competences, teaching abilities, use of pedagogical techniques (internal and external), relevant professional and personal qualities, creativity and pedagogical interaction with the actors in the educational process based on reflection and lifelong learning. The groups of factors influencing the effectiveness of developing pedagogical excellence include socio-economic, personal and technological. Further research should aim to justify the methodology for developing pedagogical excellence in future teachers in HEIs.

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УДК 378:37-051]:[37.015:005.336.4]

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## Чинники формування педагогічної майстерності майбутніх педагогів

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### Реферат.

*Актуальність*: якість освітнього процесу значною мірою визначається рівнем сформованості педагогічної майстерності педагогів; формування педагогічної майстерності майбутніх педагогів у закладах вищої освіти залежить від групи чинників, врахування яких сприятиме підвищенню результативності цього процесу.

*Мета*: з'ясування сутності поняття «педагогічна майстерність» та її структурних компонентів, визначення чинників, що впливають на результативність формування педагогічної майстерності майбутніх педагогів у закладах вищої освіти.

*Методи*: теоретичні: аналіз психолого-педагогічних джерел, наукових праць присвячених проблемам формування педагогічної майстерності – для з'ясування сутності поняття «педагогічна майстерність» та її структурних компонентів; узагальнення та систематизація – для визначення чинників, що впливають на результативність формування педагогічної майстерності майбутніх педагогів у закладах вищої освіти.

*Результати*: проаналізовано основні підходи до трактування поняття «педагогічна майстерність» та визначення її структурних компонентів. Схарактеризовано педагогічну майстерність як інтегративне особистісне утво-

рення, яке поєднує у собі загальні й професійні компетентності, здібності до педагогічної діяльності, володіння педагогічною технікою (внутрішньою та зовнішньою), сформованість відповідних професійно особистісних якостей, здатність до творчості та педагогічної взаємодії з учасниками освітнього процесу на рефлексивній основі й неперервної освіти впродовж життя. Виокремлено та коротко схарактеризовано три групи чинників, що впливають на формування педагогічної майстерності майбутніх педагогів: соціально-економічні, особистісні та технологічні. Зазначено, що соціально-економічні чинники впливають на потреби учнівської молоді вступати на навчання за освітніми програмами, що здійснюють підготовку вчителів; особистісні й технологічні чинники є визначальними під час навчання у закладах вищої освіти.

*Висновки:* підготовка майбутніх педагогів у закладах вищої освіти й формування педагогічної майстерності зокрема має здійснюватися з врахуванням таких груп чинників: соціально-економічних, особистісних та технологічних.

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**Ключові слова:** педагогічна майстерність, майбутні педагоги, структурні компоненти педагогічної майстерності, чинники формування педагогічної майстерності, заклади вищої освіти.

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Received: 14 July 2020  
Accept: 14 September 2020