



THE ESSENCE AND STRUCTURE OF PEDAGOGICAL SKILLS OF THE TEACHER OF GENERAL EDUCATION DISCIPLINES OF THE VOCATIONAL EDUCATION INSTITUTION

Marina Kabysh ¹

¹ Candidate of Philological Sciences, postgraduate student, Institute of Vocational Education and Training of NAES of Ukraine, Ukraine, <https://orcid.org/0000-0002-0454-6065>, e-mail: marinkabysh@gmail.com

Abstract.

The relevance of the study is determined by society's demand for advanced pedagogy, which ensures the formation and development of the future teacher as a creative person, competent, responsible, able to carry out professional activities at world standards, ready for continuous professional growth, social and professional mobility.

Purpose: to study the essence and structure of pedagogical skills of the teacher of general education disciplines of the vocational education institution.

Methods: study of scientific sources – to determine the degree of development of the problem; generalization and systematization – to formulate own views on defining the essence of the concept of "pedagogical skills of the teacher of general education disciplines of vocational education"; structural-component analysis – to identify components of pedagogical skills of teachers of general education disciplines of vocational education.

Results: the essence and structure of the pedagogical phenomenon "pedagogical skills of the teacher of general education disciplines of the vocational education institution" are determined.

Conclusions: pedagogical skills of the teacher of general education disciplines of vocational education are justified as an integrative complex personality trait based on perfect professional and pedagogical competence, and which provides a high level of self-organization of pedagogical activities through synthesis of knowledge, experience, values and qualities of the teacher and creative solution of professionally oriented tasks of students mastering the system of knowledge in the disciplines of general education for the development of key competencies of future skilled workers; five interdependent components of pedagogical skills of the teacher of general education disciplines of the vocational education institution (motivational-value, cognitive, activity, personal-reflexive, creative) are singled out; the prospects of further substantiation of pedagogical factors and conditions of effective formation of pedagogical skills of the teacher of general educational disciplines of the institution of vocational education are determined.

Keywords: *professional education, pedagogical skill, professional-pedagogical competence, general educational disciplines.*

Introduction. The problem of formation of pedagogical skills of the teacher in our pedagogy is investigated rather actively. Pedagogical skills are the high level of professional and pedagogical activity, which achieves the unity of polished skills and abilities to

apply psychological and pedagogical theory in practice and the formed personal characteristics of the teacher, which determine the effectiveness of the pedagogical process. Pedagogical skills are manifested primarily in pedagogically appropriate actions and

deeds of the teacher, in the refinement of skills of effective organization of educational and cognitive activities of students and the formation of pedagogical communication with all participants in the educational process, as well as in the skills and abilities of self-improvement of pedagogical abilities and other significant professional and pedagogical properties and qualities. This understanding of the essence of pedagogical skills allows us to understand pedagogical skills as a complex activity and personal phenomenon of the teacher, to reveal, in more detail, its internal structure and correctly determine the ways of its effective formation.

But in modern Ukrainian education, criteria for assessing effectiveness are being formed and new requirements for ways to build pedagogical activities are being developed. Pedagogical activity, like other areas of human activity, is changing. In these changes, modern researchers identify the following trends: teachers strive for self-analysis of activities, processes and results of their activities, increasing the complexity of pedagogical activities and at the same time the formation of creative position of the teacher in professional activities.

Sources. The works of many scientists are devoted to the study of the essence of pedagogical skills of the teacher, his/her structure, ways of formation and development. Scientific research on pedagogical skills was carried out by Ukrainian and foreign scientists E. Barbina, S. Goncharenko, M. Golovan, M. Dyachenko, I. Ziaziun, L. Kandybovych, L. Kramushchenko, I. Krivonos, N. Kuzmina, V. Kutsenko, Z. Levchuk, V. Luhovy, P. Luzan, N. Nosovets, N. Ostroverkhova, O. Otych, O. Pekhota, O. Snisarenko, V. Semychenko, A. Subetto, V. Sukhomlynskyi, T. Sushchenko, N. Tarasevich, M. Yarmachenko and others. The founder of the scientific and practical direction of research of pedagogical skills of teachers in the system of secondary and higher education is I. Zyazyun (1997, p. 30), who defines pedagogical skills as "a set of personality traits that provides self-organization of high professional activity on a reflective basis." An important aspect of the problem is the study of the structure of pedagogical skills, which were considered in the works of I. Ziaziun, I. Krivonos, N. Tarasevich, O. Kirichuk, V. Madzigon, V. Oliynyk, N. Kuzmina, A. Shcherbakov and others. I. Andriadi, I. Ziaziun, I. Krivonos, L. Kramushchenko, P. Luzan, A. Markova, N. Tarasevich, N. Telichko, V. Teslyuk, L. Shovkun and others substantiated the general questions of the content, methods and ways of formation and development of pedagogical skills of teachers. However, in

our opinion, insufficient attention of scientists is focused on the study of pedagogical skills of teachers of vocational education institutions.

The article aims to study the essence and structure of pedagogical skills of the teacher of general education disciplines of the vocational education institution.

Methods: study of scientific sources – to determine the degree of development of the problem; generalization and systematization – to formulate own views on defining the essence of the concept of "pedagogical skills of the teacher of general education disciplines of vocational education"; structural-component analysis – to identify components of pedagogical skills of teachers of general education disciplines of vocational education.

Results and discussion. The works of many scientists are devoted to the study of the essence of pedagogical skills of the teacher, his/her structure, ways of formation and development. Thus, I. Ziaziun considers pedagogical skills as "the highest level of pedagogical activity, which is manifested in the fact that in the allotted time the teacher achieves optimal results" (2000). I. Ziaziun, I. Krivonos and N. Tarasevich (1989) approach the disclosure of the essence of pedagogical skills from the standpoint of personal-activity approach, in which skills are understood as "a set of personality traits that provides a high level of self-organization of pedagogical activities." Among the most important personality traits of a teacher, scientists include the humanistic orientation of the teacher, his/her professional knowledge, pedagogical abilities and pedagogical techniques.

It is possible to allocate properties of the personality of the teacher promoting productivity of pedagogical activity: politeness, attentiveness, endurance and self-control, flexibility of behavior, humanity, discipline, kindness, honesty, benevolence, initiative, sincerity, consciousness, observation, love to children, responsibility, sensitivity, organization, camaraderie, decency, patriotism, pedagogical erudition, foresight, principledness, independence, self-criticism, justice, intelligence, courage, desire for self-improvement, tact, sense of the new, self-esteem, etc. (Tarasevich, 1985). There is an opinion that the content of the concept of "pedagogical skills" should include professional skills, which are the defining elements of pedagogical skills, giving the teacher's actions depth, thoroughness, meaningfulness (Ziaziun, 1997; Ostroverkhova, 2006; Kutsenko, 1985). In the professionogram presented by V. Slastenin there are about 107 such skills (the abil-

ity to put forward problems; the ability to find original solutions; the ability to anticipate; etc.). Well-known Ukrainian scientist, organizer of education, teacher, philosopher I. Ziaziun notes in the "Encyclopedia of Education":

"You can be a professionally competent teacher, i. e. free to navigate in the subject area, systematically perceive and act in pedagogical reality... have modern pedagogical technologies, but not be a master, you can remain a good craftsman. To be a master, you need to have personal professional uniqueness, your style of work, the concept of professional thinking... Therefore, a true master-teacher has his own author system, his school, his followers. (Ziaziun, 2008, p.642)

The outstanding Ukrainian pedagogue V. Sukhomlynskyi in the book "Pavlyska Secondary School" gives a consonant description of the master-teacher to I. Zyazyun:

"What does a good teacher mean? This is, first of all, a person who loves children, finds joy in communicating with them, believes that every child can become a good person ... knows the soul of a child ... A good teacher is, secondly, a person who knows well the science on which the subject he teaches is based, who is in love with this science, knows its horizon – the latest discoveries, research, achievements ... A good teacher is, thirdly, a person who knows psychology and pedagogy, understands and feels that it is impossible to work with children without knowledge of the science of education. A good teacher is, fourthly, a person who has perfect skills in one or another work activity, a master of his craft. (Sukhomlynskyi, 1977, p.49-50)

Thus, the master-teacher reveals the highest forms of activity in professional activities, creative initiative, which is revealed in the appropriate use of methods and means of pedagogical interaction in each specific situation of teaching and education (Telychko, 2014, p. 7). When clarifying the definition of "teacher of general education disciplines", we will be guided by the specified definition of qualities-characteristics of the teacher-master.

Let's move on to the definition of pedagogical skills. The essence of this phenomenon is expressed, as I. Ziaziun (1997, p. 29) convinces, in the personality of the teacher, his position, ability

to show creative initiative on the basis of own system of values. Examining the processes of formation of the future teacher-master N. Telychko (2014) rightly notes that pedagogical skills are manifested in the activity, but not reduced to it, are not limited to a high level of development of special generalized skills. The skills of the teacher can also be seen as a manifestation of the highest form of activity of the teacher (in professional activities, in his positions, the ability to show creative initiative based on the implementation of own value system, in activities based on humanism and revealed in the appropriate use of methods and means of pedagogical interaction in each specific situation of learning and education) (Otych, 2014, p. 7).

After analyzing various definitions of the studied concept, following scientists (Ziaziun, 1997; Otych, 2014; Semychenko, 2004; Telychko, 2014) we come to the conclusion that:

–scholars consider this phenomenon from the standpoint of personal (complex personality traits of the teacher), procedural (manifestation of activity, creative initiative, reflection), effective (comprehensive solution of problems of teaching, education, student development, the highest level of pedagogical activity, the maximum possible – under certain conditions – the result of solving (pedagogical tasks) approaches;

–this category is a complex semantic structure, and therefore can not be defined by a single definition, and receives a comprehensive description in a set of definitions and interpretations;

–in order to consider in detail the semantic characteristics-formations of the studied phenomenon, it is advisable to define the accompanying concepts that scientists use in one way or another in defining the phenomenon, such as "*pedagogical activity*", "*pedagogical culture*", "*pedagogical competence*", "*pedagogical creativity*".

The analysis of existing psychological and pedagogical works on the content, essence of the just mentioned categories for further conceptual separation, content and formulation of the main definition of our study allows to model the relationship between the characterized pedagogical categories as follows (*Fig. 1*).

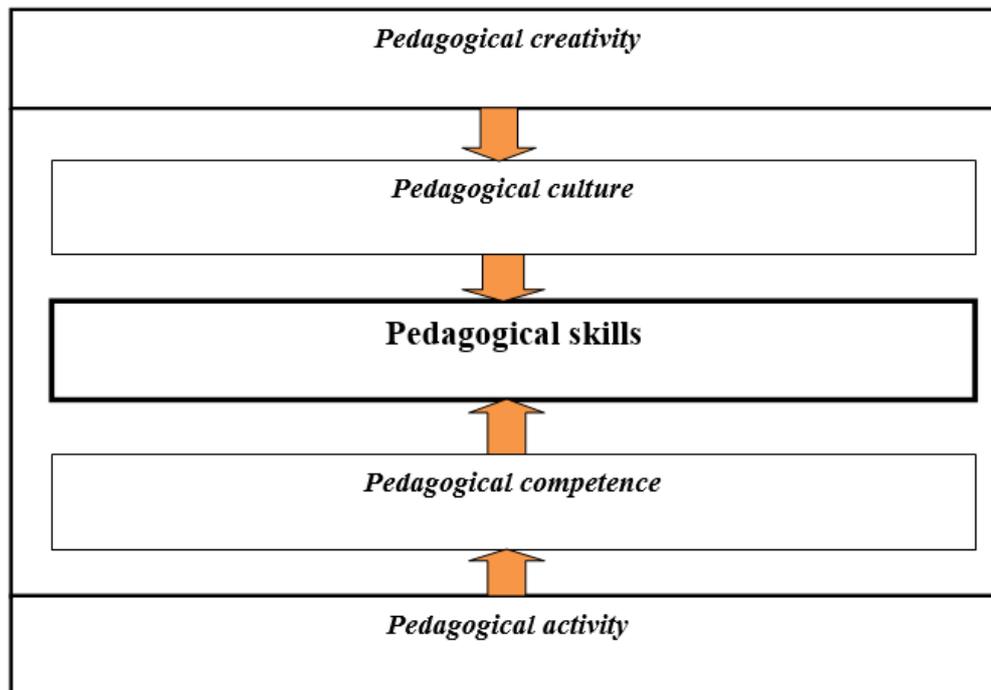


Fig. 1. Schematic representation of the links between concepts related to pedagogical skills

The ideal construct proposed in Fig. 1 reflects our ideas about the interaction of these phenomena and characterizes their conceptual essence with the following provisions:

–pedagogical activity of the teacher of general education subjects is a creative activity, but "pedagogical creativity of the teacher" is a broader (according to S. Sysoeva) concept, as it includes "creative educational and cognitive activity of the student" (Encyclopedia of Education, 2008, p. 650), so these interconnected elements are presented separately in the diagram;

–since pedagogical skills are the highest level of pedagogical activity, based on the professional competence of the teacher, which, in turn, is a systemic ability to perform professional activities, the relationships of this triad show the essence of the studied personality trait from the standpoint of effective approach;

–pedagogical culture of the teacher has creative origins and is a necessary concept of organizing pedagogical influences by the master professional (Ziaziun, 1997), under the conditions of a synthesis of professional (humanistic orientation, desire for self-improvement, ability to organize self-education, etc.), universal (good health, intellectual development, speech), moral (moral purity, sensitivity, humanity, honesty and truthfulness, etc.) qualities with his pedagogical competence.

Therefore, having determined the essence of pedagogical skills in general, we will try to define the

concept of "pedagogical skills of the teacher of general disciplines of vocational education". Focusing on the just analyzed definitions, we first determine the closest generic feature of the studied concept. The results of the above analysis show that scientists define the most common generic features of the concept of "pedagogical skills" *a set of properties, ability, individual potential, activity, resource, synthesis of knowledge, experience and personality, level of teaching, integrative system, etc.*

Focusing on the definition of pedagogical skills by I. Ziaziun, using the logic of imitation of terms, the closest generic feature (*genus proximum*) we choose the *integrative complex property of the individual (integrative – refers to integration, unification); complex – which covers a group of objects, phenomena, actions, properties; which is a complex of something* (Great Explanatory Dictionary of the modern Ukrainian language, 2009).

The next stage of defining the concept is related to finding the species' difference (*differentia specifica*) of the defined concept. Bearing in mind that the definition should include all the most essential features that distinguish it from other generic concepts. To do this, we use the specific features of the pedagogical activities of the teacher of general education disciplines of vocational education. Teachers of general education subjects provide students with a complete secondary education. The teaching of social sciences, humanities, natural sciences and mathematics is held in parallel with

the students' mastery of the disciplines of professional-theoretical and professional-practical training. The point is that all types of training of future skilled workers must be systematically combined. And such a combination is provided through compliance with the requirements of the principle of professional orientation. The structure of professional and pedagogical activity of the teacher combines pedagogical and professional (production and technological) components into a single personal construct, which allows for purposeful education and development of students, and the formation of their professional competence, students' qualifications.

Teachers of general education subjects by means of pedagogical integration, through the use of interdisciplinary links provide professional orientation of teaching general education subjects, form orientations on future professional activity, develop needs and motives of students for mastering the profession, and accordingly, the teacher of general education must at a certain level have the basics of future professional activities of students, use professional information in the formation of students' knowledge system in the discipline. Thus, the first essential feature of the concept is *the creative solution of professionally oriented tasks of mastering the system of knowledge by students in the discipline of general education*.

In the theory of I. Ziaziun (1997) it is determined that the basis of pedagogical skills is professional competence – knowledge of the subject, methods of its teaching, psychology and pedagogy. The professional competence of the teacher of general education disciplines (*professional and pedagogical competence – M. K.*) is formed in the course of mastering the educational program, and this process ends with the assignment of the professional qualification to the graduate. This shows that even in the conditions of university education, future teachers have elements of pedagogical skills, and the level of formation of professional and pedagogical competence of the graduate depends on the *"speed of acquiring pedagogical skills"* (Encyclopedia of Education, 2008, p. 643). The point is that, probably, those graduates who demonstrate high levels of professional and pedagogical competence have the opportunity to become professional masters. Thus, the definition of the studied concept should introduce the sign of *"perfect pedagogical competence"*.

The results of the analysis of existing research (Ziaziun, 1997; Krasnytska, 2020; Otych, 2014; Se-

mychenko, 2004; Telychko, 2014), devoted to aspects of teachers' pedagogical skills, show that scientists unanimously recognize that the master-teacher has *a high level of self-organization of pedagogical activity*. This characteristic must also be recognized as an essential feature of the pedagogical skills of the teacher of general education disciplines.

The characteristic of the teacher's pedagogical skills – self-organization of his activity – is based, in our opinion, on *the synthesis of such components as knowledge, experience, pedagogical qualities*. We mean that, knowledge and qualities of the teacher are synthesized, developed in parallel with such characteristics as pedagogical abilities, pedagogical technique.

As noted above, the pedagogical activity of the teacher of general education subjects is functionally different from the teaching of subjects of general professional or professional-theoretical training. The point is that in addition to forming a system of knowledge in a particular discipline, these teachers must take care of the development of key competencies of future skilled workers, which are manifested through certain abilities (responsible for professional activities; work in a team; make decisions independently; act in unusual situations; plan work activities; adhere to professional ethics; prevent conflict situations). These abilities, in our opinion, should be in the field of view of all pedagogical staff of vocational education institutions, and, above all, teachers of general education disciplines.

Thus, *"pedagogical skills of the teacher of general disciplines of vocational education" is an integrative complex property of the individual, based on perfect professional and pedagogical competence, provides a high level of self-organization of pedagogical activities through synthesis of knowledge, experience, values and qualities of the teacher and is manifested in the creative solution of professionally oriented tasks of students mastering the system of knowledge in the discipline of general education for the development of key competencies of future skilled workers*.

Due to the purposeful formation and diagnostics of levels of development of pedagogical skills it is necessary to be defined with structure of this integrative complex property of the person. In *Table.1* we present the most typical approaches of scientists to the selection of structural components of pedagogical skills.

The structure of pedagogical skills in the research of scientists

№	Author, source	Structural components
1	I.A.Ziaziun (1997)	Humanistic orientation, professional and pedagogical competence, pedagogical abilities, pedagogical technique
2	N.V. Kuzmina, N.V. Kukhareva (1976)	Gnostic (related to the field of knowledge of the teacher); design (outlines the goals of training and education, as well as strategies and means to achieve them); constructive (reflects the teacher's ability to construct own activities and the activities of students); communicative (characterizes the specifics of interpersonal relationships between teachers and students); organizational (related to the ability to organize the activities of students and their own activities) components
3	O.V.Krasnytska (2020)	Professional knowledge; pedagogical skills; professionally important qualities; pedagogical culture; pedagogical technique
4	V.I. Kovalchuk (2011)	High general culture; humanistic orientation; professional knowledge and skills; creativity and pedagogical abilities
5	E.V. Bondarevskaya (1999)	The humanistic position of the teacher in relation to the subjects of the educational process, the ability to be an educator; psychological and pedagogical competence and developed pedagogical thinking; awareness of the subject taught and mastery of pedagogical technologies; experience of creative pedagogical activity; ability to justify one's own pedagogical system (didactic, methodical, educational); ability to develop an author's educational project; culture of professional behavior; ways of self-development; ability to self-regulate own activities; communication
7	N.V. Telychko (2014)	Deontological, axio-acmeological-motivational, personal-developmental, practical-technological, cognitive, communicative components
8	N.N. Tarasevich (1985)	Ability to make learning material available; creativity in work; pedagogical and volitional influence; ability to organize a team; curiosity and love; content and brightness of language (its imagery and persuasiveness); pedagogical tact; ability to combine the subject with life; observation, pedagogical courage. The scientist includes: organization, efficiency, curiosity, self-control, activity, persistence, concentration and distribution of attention into the accompanying individual personality traits of the teacher.

According to the results of the analysis of existing scientific works and own scientific research we distinguish the following content components: professional competence, pedagogical skills, humanistic orientation, pedagogical abilities, pedagogical technique, professional knowledge, psychological and pedagogical knowledge, pedagogical creativity, professionally important qualities, pedagogical culture, creative experience, pedagogical tact, pedagogical communication, ethics, pedagogical morality, external culture, speech culture, pedagogical interaction, professional motivation, creative thinking, pedagogical experiment, interpersonal competence, ability to teach the educational material, ability to develop students' interests, organizational

skills, ability to predict results of their work, pedagogical observation, pedagogical imagination, demanding, simplicity, clarity and persuasiveness of language, the ability to communicate, to teach educational material clearly, to argue, to lead the discussion, abilities (scientific-cognitive, didactic, perceptual, suggestive and expressive), observation, emotional stability, creativity, personal dynamism, communication, high art of teaching and education, activity, pedagogical and volitional influence, love for students, content and brightness of language (its imagery and persuasiveness), ability to combine the subject with life, pedagogical courage, pedagogical optimism, pedagogical improvisation, efficiency, self-control, curiosity, persistence,

concentration and distribution of attention, diversity of interests, desire for professional self-improvement, mastery of innovative pedagogical technologies, self-teaching, pedagogical erudition, pedagogical thinking, creative search, individual style of activity, author's handwriting, ability to teach Z-generation students, digital culture, etc.

Based on the analysis of the above semantic characteristics, it is proposed to consider the pedagogical skills of the teacher of general disciplines of the vocational education institution as a unity of five interdependent components.

Motivational and value component provides high levels of development of moral and ethical values and personal values of the teacher (morality, patriotism, civic and family values, natural consciousness, etc.), positive motives, aspirations to innovative pedagogical activity, sustainable needs of professional self-development, self-realization, purposeful development of creative abilities of students; based on the principles of motivation of achievements, this component is designed to stimulate the development of creative potential of the subjects of pedagogical interaction – both teachers and future skilled workers.

The cognitive component presents a system of knowledge in a particular discipline (or disciplines) of general education (pedagogy, methodology, psychology, basics of future professional activity of students); ability to productively, creatively solve atypical pedagogical situations on the basis of developed pedagogical abilities (didactic, perceptual, expressive, communicative, etc.), which involves the teacher's ability to use own intellectual potential to design effective methods and technologies, to acquire knowledge and organize productive self-education of students independently. In addition, this component includes the teacher's knowledge of the content of key competencies as the goal of complete general secondary education. In the structure of pedagogical skills of the teacher of general education disciplines, this component performs an instrumental function.

The activity component provides creative realization of the teacher's functions (educational, developmental, informative, illustrative, sense-forming, diagnostic, differential, stimulating, prognostic, culturological, psychotherapeutic, recreational) (Semychenko, 2004) thanks to the perfect professional and pedagogical competence, developed methods of mastering the teacher's physical, mental, emotional state; voice, facial expressions, pantomime, as well as techniques and methods of influencing others through nonverbal and

verbal means. In the structure of pedagogical skills of the teacher of general education disciplines, the activity component performs a technological function.

The personality-reflexive component takes into account the general requirements for the personality of the pedagogical worker of the vocational education institution (Otych, 2014; Barbina, 2001) and is an interconnected set of such characteristics: *emotional and volitional qualities* – proper self-control, persistence, ability to reflect in teaching; high self-demand, self-confidence, patience, emotionality, emotional sensitivity, emotional stability, etc.; *communicative qualities* – the ability to engage in dialogic interaction, to establish contact with people, to listen to the interlocutor and take into account his opinion, to create a favorable psychological microclimate, to predict the results of psychological impact on students, observation, etc.; *organizational qualities* – the ability to manage a group of people, to provoke and develop their activity, to exercise individual influence in group communication; ability to plan work, to distribute tasks and check their performance; *moral qualities* – humanism, respect for others, tolerance, tact, delicacy, sensitivity, kindness, tolerance, honesty, decency, obligation, responsibility, justice, sense of humor, etc. (Barbina, 2001; Yershova, 2015); ability to determine the reserves of the further career and personal growth; ability to regulate the activities.

Creative component provides a developed ability of the teacher to creative search, non-standard solution of pedagogical problems, which is expressed by such parameters as originality of conclusions, flexibility of thought, curiosity, skills of transposition, openness, interest in everything new, ability to generate paradoxical, unexpected decisions (search for new methods and technologies of teaching and educating the students), the ability to make decisions in situations of uncertainty, not to be afraid of own conclusions and bring them to an end, risking their professional careers and reputations; search-transforming style of thinking; creative imagination, developed imagination; problematic vision of the situation; the ability to immerse oneself deeply in attractive activities; desire for inventions, creativity; interest in mysteries, paradoxes, improvisation (Barbina, 2001). In the structure of pedagogical skills of the teacher of general education disciplines, the creative component performs a creative function.

Conclusions. The study substantiates the attributive-relational definition of pedagogical skills

of the teacher of general disciplines of vocational education as an integrative complex personality trait based on perfect professional and pedagogical competence, provides a high level of self-organization of pedagogical activities through synthesis of knowledge, experience, values and qualities of the teacher and is manifested in the creative solution of professionally oriented tasks of mastering of the system of knowledge by students in the disciplines of general education for the development of key competencies of future skilled

workers. There are five interdependent components of pedagogical skills of the teacher of general education disciplines of the vocational education institution (motivational-value, cognitive, activity, personal-reflexive, creative-creative). The prospects of further substantiation of pedagogical factors and conditions of effective formation of pedagogical skills of the teacher of general educational disciplines of the institution of professional education are determined.

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УДК 378.147

СУТЬ І СТРУКТУРА ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ ВИКЛАДАЧА ЗАГАЛЬНООСВІТНІХ ДИСЦИПЛІН ЗАКЛАДУ ПРОФЕСІЙНОЇ ОСВІТИ

Марина Кабиш¹

¹ кандидат філологічних наук, аспірантка Інституту професійно-технічної освіти НАПН України, Україна, <https://orcid.org/0000-0002-0454-6065>, e-mail: marinkabysh@gmail.com

Реферат.

Актуальність дослідження визначається запитом суспільства на випереджальну педагогіку, що забезпечує становлення й розвиток майбутнього педагога як творчої особистості, компетентної, відповідальної, здатної здійснювати професійну діяльність на рівні світових стандартів, готової до постійного професійного зростання, соціальної та професійної мобільності.

Мета: дослідження суті і структури педагогічної майстерності викладача загальноосвітніх дисциплін закладу професійної освіти.

Методи: вивчення наукових джерел – для з'ясування ступеня розробленості проблеми; узагальнення й систематизації – для формулювання власних поглядів на визначення сутності поняття «педагогічна майстерність викладача загальноосвітніх дисциплін закладу професійної освіти»; структурно-компонентний аналіз – для виокремлення компонентів педагогічної майстерності викладача загальноосвітніх дисциплін закладу професійної освіти.

Результати: визначено сутність і структуру педагогічного феномена «педагогічна майстерність викладача загальноосвітніх дисциплін закладу професійної освіти».

Висновки: педагогічну майстерність викладача загальноосвітніх дисциплін закладу професійної освіти обґрунтовано як інтегративну комплексну властивість особистості, що ґрунтується на досконалій професійно-педагогічній компетентності, забезпечує високий рівень самоорганізації педагогічної діяльності за рахунок синтезу знань, досвіду, цінностей і якостей педагога та виявляється у творчому розв'язанні професійно спрямованих завдань опанування учнями системою знань з дисциплін загальноосвітньої підготовки задля розвитку ключових компетентностей майбутніх кваліфікованих робітників; виокремлено п'ять взаємозалежних та взаємообумовлених компонентів педагогічної майстерності викладача загальноосвітніх дисциплін закладу професійної освіти (мотиваційно-ціннісний, когнітив-

ний, діяльнісний, особистісно-рефлексивний, креативно-творчий); визначено перспективність подальшого обґрунтування педагогічних факторів та умов ефективного формування педагогічної майстерності викладача загальноосвітніх дисциплін закладу професійної освіти.

Ключові слова: *професійна освіта, педагогічна майстерність, професійно-педагогічна компетентність, загальноосвітні дисципліни.*

Received: 01 December 2021

Accept: 20 December 2021