



POTENTIALS OF DISTANCE COURSES FOR THE DEVELOPMENT OF PEDAGOGICAL MASTERY IN TEACHERS OF GENERAL EDUCATION DISCIPLINES

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Abstract

Relevance. The development of professional pedagogical skills in teachers of general education disciplines throughout their lifetime is a key condition for preparing competitive specialists in all fields of activity. For a competent educator, continual self-improvement, self-development, and the development of their abilities through self-education and distance professional development courses are vital. This article highlights the potentials of distance courses for the development of pedagogical mastery in teachers of general education disciplines.

Purpose. The article aims to illuminate the potentials of distance courses for enhancing the pedagogical skills of teachers of general education disciplines.

Methods. In the scientific search, methods of analysis and synthesis were used to determine the potentials of distance courses for the development of pedagogical mastery; methods of generalization and systematization were applied for developing a distance course to enhance pedagogical skills.

Results. Professional development is a process of paramount importance, through which the growth of an educator as a professional is achieved. In today's fast-paced life, with constant time constraints, the development of pedagogical skills in teachers of general education disciplines at vocational education institutions is effectively accomplished through distance education. The peculiarities of learning using distance educational technologies are highlighted, and their advantages and disadvantages are analyzed. A specialized distance course for enhancing the professional mastery of educators, "Development of Pedagogical Skills in Teachers of General Education Disciplines at Vocational Education Institutions," has been characterized. This course includes five educational modules designed to improve all aspects of the pedagogical skills of teachers in these institutions.

Conclusions. The organization of the distance course "Development of Pedagogical Skills in Teachers of General Education Disciplines at Vocational Education Institutions" is aimed at providing informational and methodological support to educators in their continuous professional education and is highly relevant today.

Keywords: *pedagogical mastery; professional education; general education training; distance special course; teacher.*

Introduction. In the current stage of development of Ukrainian society, overcoming the consequences of the pandemic and the state of war, the country needs professionals who can quickly adapt to the surrounding environment, acquire necessary knowledge, and apply it in practice. Thus, the development of pedagogical skills of educators, as a leading factor determining the quality of training such specialists of any profile, is the most important pedagogical problem. The internal subjective aspect of pedagogical skill includes

knowledge, skills, abilities, value orientations and priorities, general and professional culture, professionally important personality qualities, attitudes towards pedagogical activity, pedagogical abilities, character traits adequate to the demands of the profession, manifestations of temperament, and peculiarities of mental processes. All these require constant improvement, which is why the study of ways and means of developing pedagogical skills of educators remains a relevant issue today.

The problem of a teacher's pedagogical skills, its formation, and improvement is widely developed in pedagogy and psychology, with research results reflected in the works of scholars such as E. Barbina, A. Hrytsenko, I. Ziazun, V. Kovalchuk, O. Krasnytska, P. Luzan, N. Ostroverkhova, O. Otych, V. Palamarchuk, M. Paltysh, V. Semychenko, S. Sysoieva, N. Telichko, and others.

The theme of distance education, the introduction of distance courses for the development of professional competence of educators, and the improvement of pedagogical skills are discussed by scientists such as O. Bazeliuk, N. Bendere, V. Bykov, A. Hurzhii, L. Kartashova, V. Gravit, N. Klokart, V. Kukharensko, V. Lapinsky, N. Morze, Y. Novikov, A. Nurzhinska, V. Oliynyk, V. Osadchy, L. Petrenko, S. Sysoieva, O. Spirin, P. Stefanenko, and others.

The aim of the article is to highlight the opportunities of distance courses for the development of pedagogical skills of teachers in general education disciplines.

Methods. The process of scientific search involved methods of analysis and synthesis to clarify the opportunities of distance courses for the development of pedagogical skills; methods of generalization and systematization for the development of a distance course to improve pedagogical skills.

Results and discussion. Despite the relevance of discussing the problem of pedagogical skills, the study of psycho-pedagogical literature allows identifying a complexity in its research, such as defining the very concept of "pedagogical skill." The results of the analysis of modern studies (I. Ziazun (2000), V. Kovalchuk (2011), P. Luzan (2010), O. Otych (2014), N. Telichko (2014), L. Filatova (2021), and others), dedicated to aspects of developing teachers' pedagogical skills, enabled the "formulation of own views on the interpretation of the essence of the concept in such an edition: "Pedagogical skill of a teacher in general educational disciplines of a vocational education institution" – is an integrative complex quality of a personality, based on perfect professional-pedagogical competence, ensures a high level of self-organization of pedagogical activity through the synthesis of knowledge, experience, values, and qualities of a teacher and manifests itself in the creative solution of professionally oriented tasks of mastering the system of knowledge in general educational training for the development of key

competencies of future qualified workers" (Kabysh, 2021).

The proficiency of a vocational education teacher is characterized by professional appropriateness, individual-creative nature, and optimality in choosing tools. Thus, pedagogical mastery is a high level of professional activity of a teacher. Its external indicators include: a high level of performance, the quality of the teacher's work; purposeful, adequate actions to pedagogical situations; achievement of results in education, upbringing, and development of a student's personality.

In any profession, competent, educated specialists have always been valued. Professionalism often depends not only on the level of education and work experience but also on an individual's desire to fill gaps in knowledge and skills, often a necessary factor for career advancement. For a competent teacher, continual self-improvement, self-education, and development of abilities are essential. Professional development is a process of priority importance, through which a teacher's growth as a professional is achieved. The greatest impact on a teacher's development comes from continuous education, which operates unceasingly and is aimed not only at acquiring knowledge and skills but also at nurturing character, behavioral culture, aspirations, and achievements. Professional development courses are the best solution for modern scholars and educators. In the process of professional development of pedagogical workers (retraining and increasing professional level), it is essential to integrate new knowledge into the structure of the listeners' professional experience and to influence not only at the informative but also at the personal level. Currently, "the system of professional development is less inert and capable of responding to rapid socio-economic and technical-technological conditions. It mostly has a direct two-way connection with practice, allowing for a quicker educational result, and the learning contingent is capable of critically evaluating proposed innovations, directly participating in their testing, development, and implementation" (Oliynyk, 2003). In today's fast-paced life and constant lack of time, the development of pedagogical mastery of a vocational education institution's general education discipline teachers is effectively achieved through distance education methods.

Distance courses open new opportunities for teacher qualification improvement, as with proper organization, they successfully implement the principles of continuity and connection with

professional-pedagogical practice. Distance learning makes it much easier to provide qualified teaching staff, and the course participants themselves learn without interruption from professional activities, having the opportunity to simultaneously apply the acquired knowledge practically. A significant factor of continuity in distance professional development is the ability to choose the time by the participants themselves. Modern distance learning technologies not only convey professionally necessary information to the course participants but also organize the practical part of the educational work, conduct objective control of material assimilation and its creative interpretation results through online testing, and exchange experiences and defend pedagogical projects in webinar formats.

An urgent task in the context of integrating the activities of professional development courses and pedagogical self-education of teachers is the development and implementation of distance learning to develop pedagogical mastery of general education discipline teachers in vocational education institutions. Distance learning is very convenient and effective, opening up broad prospects for teacher qualification improvement. Studying in a modern distance course implies the possibility of feedback, constant contact with the teacher in communication. Distance courses are an excellent opportunity for qualification improvement for teachers who also want to master distance learning technologies to then apply them in their work. By studying remotely, a teacher better understands the peculiarities of this form of learning compared to traditional ones.

One of the primary objectives of distance courses is to encourage the purposeful enhancement of the qualification levels of pedagogical staff, their personal and professional-career growth, and to increase the effectiveness of pedagogical work. Foremost, this refers to the author's distance special course "Development of Pedagogical Skills in Teachers of General Education Disciplines in Vocational Education Institutions", the aim of which is to support pedagogical staff of vocational education institutions, particularly during the inter-course qualification enhancement period, in deepening and systematizing knowledge about the essence and peculiarities of professional mastery in teachers of general education disciplines; professional and personal self-improvement, enhancing the effectiveness of pedagogical activity, developing pedagogical skills, and a creative approach to the task.

Mastering the aforementioned distance course aids in the improvement of studying and implementing modern, innovative approaches to the organization of the development of pedagogical skills in teachers of general education disciplines. The use of distance educational technologies is increasingly playing a significant role in modernizing the entire domestic education system. Analysis of domestic theory and practice of e-learning using distance educational technologies (Vovk et al., 2019; Bazelyuk et al., 2018) allowed for the identification of its features. Some of them can be considered advantages:

- Technological nature – modern software and technical means enable enhancing the efficiency of education through visualization of information, active interaction of the learner with the educational system, voluminous electronic libraries, etc.;
- Openness and accessibility of learning – obtaining education is independent of material conditions and place of residence, which facilitates continuous education, using an individual study schedule;
- Documentation of the entire learning process – the learner can save the course of study, electronic correspondence with the teacher, which can be referred to later as needed; and the teacher can provide timely professional support;
- Individualization of the learning process – e-learning allows the learner to determine the pace of learning, offers the possibility to return several times to certain topics, receive consultation from the teacher, discuss issues on the forum, access Internet resources, etc., which promotes the development of self-education skills, increasing interest in learning;
- Massiveness – the possibility of creating a unified educational environment that will enable teaching a larger number of people.

Disadvantages of e-learning include:

- Lack of direct contact between the teacher and the learner, complicating administration requirements, motivating listeners;
- High labor intensity for the teacher in developing courses;
- Lack of methodological materials concerning the preparation and conducting of e-learning.

The development of the remote course for enhancing the professional skills of educators was based on the implementation of principles of individualization and a student-centered approach, taking into account the requests, interests, and needs of educators. The program, founded on these

principles, ensures individual focus and the integrity of the entire educational process.

The program's structure includes five educational modules aimed at improving all components of pedagogical proficiency for teachers of general education subjects in vocational education institutions. The modular organization of the remote course is necessitated by the fact that a module represents a certain volume of educational information required for any professional activity and contains several modular units. These can supplement and expand the module's content depending on the requirements of a specific activity (Kovalenko, 2004).

Researchers (Yeremyeyeva, 2011; Kovalenko, 2004; Sysoieva et al., 2001; Sydorenko, 2013) highlight the following advantages of modular organization in the learning process: segmentation of information into complete parts or modules with independent significance; elimination of superfluous material for this type of work; maximum individualization of learning progress. The selected modules for enhancing professional mastery are complementary and interdependent: the goals and tasks of the process (own route) for improving professional skills, as understood and accepted by educators, can be achieved through the use of forms and means proposed by the program, which in turn ensure continuity and reflection of the educational process itself.

The developed remote special course "Development of Pedagogical Mastery for Teachers of General Educational Disciplines in Vocational Education Institutions" meets the following conceptual, methodological, and didactic requirements:

- Conceptual requirements: "alignment with the goals and objectives of the educational program; relevance and scientific substantiation of content; orientation towards a competence-based approach" (Bazelyuk et al., 2018);
- Methodological and didactic requirements: completeness of content disclosure; optimal content volume of all structural elements; clarity, conciseness, accessibility, and unambiguity in explaining educational material; diversity in presenting educational materials, encompassing all necessary components of the educational process (information acquisition, practical sessions,

assessment of learning achievements); presence of interactivity, expanding the scope of independent educational work through active learning forms; optimal, efficient, and varied forms and methods of self-assessment and assessment of learners' achievements; conformity to modern forms and methods of organizing the learning process with the application of electronic learning and distance education technologies; logical and sequential organization of students' educational activities; availability of methodical materials and information for independent work of course participants; alignment with age and psychological characteristics of learners; creation of positive motivation for learning; use of modern, relevant sources to form content, absence of factual errors, and unethical components.

The distance course represents a system for interactive interaction among participants of the educational process. It is an educational resource (website) containing a series of pages/sections, essential components of the distance learning system within a particular course, closely interconnected.

In the process of developing the distance special course "Development of Pedagogical Mastery for Teachers of General Educational Disciplines in Vocational Education Institutions," recommendations from scholars (Vovk et al., 2019; Bazelyuk et al., 2018) were taken into account regarding its structure (Fig. 1).

The main educational content (divided into modules) includes:

- Core theoretical materials of the course (printed texts, audio and video materials, presentations) with self-assessment materials (tests and interactive tasks);
- Materials for practical and laboratory work (assignments, electronic simulators);
- A list of additional electronic informational resources (files with supplementary materials, glossaries, links to articles, electronic versions of books and educational manuals in electronic library systems, accessible from the IP addresses of the educational institution and on the Internet).
- Materials for seminar sessions, ongoing monitoring, and interim assessment (educational tasks, assessment resource pool).
- Materials for reflection (initial and final surveys, participant questionnaires).

I. Організаційний блок	• вступ (відео, текст), • місце знайомства членів навчальної групи (форум, соціальна мережа), • інструкція з використання програмного забезпечення, що використовується в курсі, • посібник з вивчення курсу, програма курсу, • мережевий етикет (правила поведінки в Інтернеті), • анкети вхідні (вихідні) тощо.
II. Теорія.	• навчальна інформація може представлятися у різному вигляді: текст із графікою, відеолекції у записі, вебінари, відкриті ресурси інтернету на тему курсу.
III. Практикуми	• семінари, завдання, реферати, есе, кейси
IV. Контроль:	• тести, підсумкове оцінювання, портфоліо, самоконтроль та взаємоконтроль.
V. Педагогічне спілкування:	• наявність спеціального місця, наприклад, форуму для консультацій слухачів з викладачем та спілкування між слухачами.

Fig. 1. Structure of the Distance Learning Course "Development of Pedagogical Mastery in Teachers of General Education Disciplines in Professional Education Institutions" (Figure in Ukrainian)

The course modules can encompass a diverse array of materials depending on the objectives being addressed. The main characteristics of the developed online course "Development of Pedagogical Skills for Teachers of General Education Disciplines in Vocational Education Institutions" include: at the beginning of each lesson, the goals, tasks, expected outcomes, and a brief annotation of the text are defined; the course structure is modular, allowing participants to clearly comprehend their progression from module to module, and to choose any module at their discretion or at the discretion of the lead educator, depending on their level of education; the selection and structuring of the material is in line with the concept of education; for the elaboration and explanation of main concepts, hypertext links are used; for explaining terms and foreign words, pop-up lines are utilized; the clarity, conciseness, and logic of the material presentation.

The distance learning special course employs technologies of collaborative creative activity, project method, training, problem role-playing games, case method, solving pedagogical situations and tasks, various forms of control both automated and open types, etc. Diverse activities, creative tasks, carefully selected links to reliable Internet resources, and interactive forms of communication

with each other and with the teacher contribute to enhancing the effectiveness of the learning process.

The principles of organizing the distance special course for improving professional skills of educators align with training, as such education is aimed at solving practical tasks in a current professional context and is directly related to future application situations. For the development of training sessions of the special course, materials from training manuals (Kalashnikova, 2008; Sysoieva & Bondareva, 2007) were used and adapted for the development of pedagogical skills of teachers of general education disciplines, and training programs, auxiliary training exercises, etc., were developed.

The most effective for the training method of the distance special course in the development of pedagogical skills is the use of a combination of gaming techniques. According to many researchers, the use of game methods in training is extremely productive. In the first stage of group work, games are useful as a means of overcoming stiffness and tension among participants, as a condition for painless removal of "psychological defense". Often, games become a tool for diagnostics and self-diagnosis, allowing non-intrusively and easily to identify communication difficulties and serious

psychological problems. Through games, the learning process is intensified, new behavioral skills are reinforced, verbal and non-verbal communicative abilities are trained, creative initiatives and human potentials are revealed. For reproducing the results of the development of pedagogical skills of teachers of general education disciplines in vocational education institutions, participants of the distance special course developed projects of their own professional self-development.

After completing the distance special course "Development of Pedagogical Skills for Teachers of General Education Disciplines in Vocational Education Institutions," the main recommendation was to guide participants towards creating their own "Portfolio", which scholars consider as "a tool for realizing one's own educational goals" (Sysoieva et al., 2001). The portfolio allows for the consideration of results achieved by the learner in various activities (educational, social, communicative, etc.) and is an important element of a practice-oriented, activity-based approach to education, enabling the assessment of the level of development of pedagogical skills of teachers of general education disciplines.

The proposed portfolio of the participant of the special course for the improvement of professional skills of educators includes a cumulative folder with: the most successful training exercises that are appropriate for use in working with students of vocational education institutions; materials that will contribute to the development of pedagogical skills in professional activities; the program of professional growth of a teacher of general education disciplines. It is advisable to include in the portfolio a project of one's own professional self-development.

The orientation of the distance learning course is practical in nature. A notable feature is that the lessons allow for more intensive feedback between group members compared to everyday communication. Additionally, each group member can actively experiment with different communication styles, learn and practice entirely new communicative skills and abilities, previously unfamiliar to them, while feeling psychologically comfortable and protected.

Practical lessons of the distance course are developed considering recommendations for organizing such sessions (Kalashnikova, 2008; Sysoieva & Bondareva, 2007). The assessment of practical skills is carried out using practical tasks in the distance course, aimed at consolidating learned material and developing certain professional skills

and abilities. Under the guidance and control of the instructor, participants perform specific tasks, exercises, simulate professional activity situations, and solve complex educational-professional problems.

The tasks of the practical part are focused on applying theoretical knowledge in solving various situational tasks, using algorithms in problem-solving, applying specialized knowledge in unconventional situations, conducting research, and presenting obtained results. At the end of each practical lesson, there are recommendations for organizing reflection on the content of the lesson. Reflection should not be episodic; reflective operations are carried out throughout all practical lessons.

Feedback is a key element in the gradual process of developing pedagogical skills among teachers during a distance learning specialty course. Providing continuous feedback is an important means of enhancing learning effectiveness. It includes providing information about aspects of understanding and productivity and can be given by practicing specialists, colleagues, or listeners. Effective feedback helps distance course participants reflect on their learning and learning strategies to make adjustments and achieve more progress in learning. Scholar V. Kukharensko identifies the main function of feedback as "receiving information about the educational activities of students in order to design and develop a detailed system of educational actions that would ensure effective achievement of educational goals" (Kukharensko, 2001).

Various forms of feedback, such as comments, questions, and discussions often provided during learning, motivate for success. Feedback can be provided to listeners in a distance course at all stages of the course, immediately after its completion, and even several months after it ends. Feedback in the form of reviews allows for continuous improvement of the educational course, making constructive changes to the educational process based on the wishes of the listeners, and making the online course more interesting, useful, and motivating for learners.

As a result of studying the course, listeners must:

- Know: the features of pedagogical activity, the essence of pedagogical skill, its components, their manifestation in solving professional tasks considering modern requirements; methods of studying the main components of pedagogical skill; the essence, types, and methods of reflection, its

possibilities in developing pedagogical skill; requirements for a modern teacher, the essence, stages, methods, and peculiarities of the teacher's creative self-development;

- Be able to: identify promising directions, tasks, and methods of developing components of pedagogical skill, develop a self-education program; solve pedagogical tasks, determining methods that reflect modern requirements for components of pedagogical skill; analyze and evaluate components of pedagogical skill, their manifestation in situations of interaction between subjects of the educational environment; analyze and reflect on their actions when solving professional tasks;

- Possess methods: self-education, self-upbringing; analysis, evaluation, and forecasting of pedagogical phenomena, situations; diagnostics of components of pedagogical skill, methods of

analysis and reflection of their actions during solving professional tasks.

The analysis of studies on the development of pedagogical skills of educational workers (N. Benderec (2013), V. Yermeyeva (2011), I. Ziaziun (2000), N. Klokar (2010), V. Kovalchuk (2011), P. Luzan (2010), O. Otych (2014), V. Sydorenko (2013), N. Telychko (2014), V. Tesliuk (2010), H. Fedyuk (2020), L. Filatova (2021), L. Shovkun (2010) and others) formed the basis for developing the structure of methodological support for implementing the distance course program for improving the professional skills of teachers "Development of Pedagogical Skills of Teachers of General Education Disciplines in Vocational Education Institutions," the educational-thematic plan of which is presented in Table 1.

Table 1

Навчально-тематичний план дистанційного спецкурсу «Розвиток педагогічної майстерності викладачів загальноосвітніх дисциплін закладів професійної освіти»

Serial No.	Topic	Total Hours	Lectures	Practicals
1	2	3	4	5
1.	Introduction. Key Concepts of the Course	2	2	
	Content Module 1. Theoretical Foundations of Pedagogical Expertise of General Education Subject Teachers in Vocational Education Institutions	12	6	6
2.	Topic 1. Pedagogical Activity and its Specific Features. The Concept of Pedagogical Expertise.	4	2	2
3.	Topic 2. Pedagogical Expertise of General Education Subject Teachers in Vocational Education Institutions in the Context of Continuous Education.	4	2	2
4.	Topic 3. Professional Development and Pedagogical Expertise of General Education Subject Teachers in Vocational Education Institutions.	4	2	2
	Content Module 2. Mastery of Pedagogical Interaction of General Education Subject Teachers in Vocational Education Institutions	16	6	10
5.	Topic 4. Fundamentals of Pedagogical Expertise and Technique of General Education Subject Teachers in Vocational Education Institutions.	6	2	4
6.	Topic 5. Improving the Pedagogical Technique of General Education Subject Teachers in Vocational Education Institutions.	6	2	4
7.	Topic 6. Pedagogical Conflict and its Resolution Tactics.	4	2	2
	Content Module 3. Pedagogical Creativity as the Basis of Pedagogical Expertise of General Education Subject Teachers in Vocational Education Institutions.	12	6	6
8.	Topic 7. The Role of Pedagogical Skills in the Activities of General Education Subject Teachers in Vocational Education Institutions.	4	2	2
9.	Topic 8. Pedagogical Expertise and Culture of General Education Subject Teachers in Vocational Education Institutions.	4	2	2

10.	Topic 9. Pedagogical Creativity as a Factor in the Formation and Development of the Personality of General Education Subject Teachers in Vocational Education Institutions.	4	2	2
	Content Module 4. Technologies, Forms, and Methods for Developing Pedagogical Expertise of General Education Subject Teachers in Vocational Education Institutions	14	6	8
11.	Topic 10. Development of Pedagogical Expertise of General Education Subject Teachers.	4	2	2
12.	Topic 11. Technologies for Developing Pedagogical Expertise of General Education Subject Teachers.	4	2	2
13.	Topic 12. Pedagogical Coaching – A Technology for Developing Pedagogical Expertise of General Education Subject Teachers.	6	2	4
	Content Module 5. Creative Self-Development of General Education Subject Teachers in Vocational Education Institutions	12	6	6
14.	Topic 13. Self-Education and Self-Cultivation as Factors in the Self-Development of Pedagogical Expertise of General Education Subject Teachers in Vocational Education Institutions.	4	2	2
15.	Topic 14. Developing a Program for Professional Self-Improvement and Development of Pedagogical Expertise of Teachers.	4	2	2
16.	Topic 15. Reflection as a Universal Internal Mechanism for Developing Pedagogical Expertise of Teachers.	4	2	2
17	Final Session: Defense of Projects on Personal Professional Self-Development of the Teacher.	4	-	4
	Total	72	32	40

The educational and methodological support of the program includes a list of study guides and other teaching materials that are available to the participants and ensure sufficient quality of preparation according to the program content. The methodological support for the development of pedagogical skills in teachers of general education subjects also includes multimedia presentations, methodological recommendations, instructions, and digital educational resources.

The educational and methodological support for the independent work of the participants in the distance course "Development of Pedagogical Skills in Teachers of General Education Subjects in Vocational Education Institutions" during the implementation of each section includes various types of practice-oriented activities:

- Business and role-playing games (on the content of different pedagogical situations);
- Trainings (related to the development, presentation, and implementation of pedagogical decisions made in the context of implementing educational standards);
- Development of programs, projects (working programs, lesson models, diagnostic tools, etc.);
- Working with literature;

- Working with internet resources (searching for information on a given topic, working with regulatory and legal information, etc.);
- Working with a glossary on the studied topic;
- Systematization of methodological materials;
- Studying and mastering educational technologies;
- Writing reflective works (self-analysis, questionnaires, etc.).

The conditions for positive effectiveness of independent work include active, emotionally colored participation of the participants in practical classes (such forms as discussion, round table, presentation of presentations, meetings of problem groups, etc. are envisaged).

The distance course program "Development of Pedagogical Skills in Teachers of General Education Subjects in Vocational Education Institutions" provides for various forms of control. Ongoing control: responses to problem questions in the process of lectures, practical classes; performance of practice-oriented tasks on the topic of the course; case studies; analysis of normative legal documents of different levels; analysis of typical pedagogical situations; defense of individual

and complex project developments; defense of educational products developed in practical classes and independently (multimedia presentations, programs, plans, models, etc.); presentation of reflective works (self-analysis, essays, etc.). Final control according to the results of the distance course program: presentation of the results of practical tasks, portfolio; defense of the developed project. The mentioned forms of control in the process of implementing this program provide for the provision of participants with methodological recommendations (instructions) for the preparation of reporting materials and their presentation.

Distance mastering of the special course "Development of Pedagogical Skills in Teachers of General Education Subjects in Vocational Education Institutions" takes place via the Internet by:

- Developing a personal website on the CMS platform. The website is filled with educational content of a professional nature that contributes to the development of pedagogical skills in teachers of general education subjects in vocational education institutions;
- Placing information in the environment of the methodological association of teachers of general education subjects;
- Undergoing a course on the website of the Scientific and Methodological Center for Higher and Professional Pre-Higher Education in the professional development section;

- Disseminating best practices of comprehensive methodological support of the educational process by a professional methodological association of employees of professional pre-higher education institutions.

Conclusion. The organization of the distance special course "Development of Pedagogical Skills in Teachers of General Education Subjects in Vocational Education Institutions" is aimed at informational and methodological support of educators in the process of their continuous professional education. The combination of professionally-oriented and motivationally substantiated preparation with the development of professionally significant qualities provided by the program optimizes the possibilities of interpersonal interaction. The process of developing the pedagogical skills of educators moves to a completely new qualitative level, ensuring the self-realization of the creative (professional) potential of the teacher on the path to the peaks of professionalism and productivity of professional activity. The implementation of the special course meets the didactic requirements for the educational process in the conditions of an activity-based approach and resonates with the experience of the learner.

Further scientific research is associated with the development of a methodology for purposeful development of pedagogical skills in teachers of general education subjects.

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МОЖЛИВОСТІ ДИСТАНЦІЙНИХ КУРСІВ ДЛЯ РОЗВИТКУ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ ВИКЛАДАЧІВ ЗАГАЛЬНООСВІТНІХ ДИСЦИПЛІН

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Реферат:

Актуальність. Розвиток професійної педагогічної майстерності викладачів загальноосвітніх дисциплін протягом усього життя є головною умовою підготовки конкурентоспроможних фахівців для всіх сфер діяльності. Компетентному педагогові важливе постійне самовдосконалення, саморозвиток, розвиток своїх здібностей засобами самоосвіти, дистанційних курсів підвищення кваліфікації тощо. У статті висвітлено можливості дистанційних курсів для розвитку педагогічної майстерності викладачів загальноосвітніх дисциплін.

Мета статті полягає у висвітленні можливостей дистанційних курсів для розвитку педагогічної майстерності викладачів загальноосвітніх дисциплін.

Методи. У процесі наукового пошуку використано методи аналізу, синтезу для з'ясування можливостей дистанційних курсів для розвитку педагогічної майстерності; методи узагальнення та систематизації для розробки дистанційного курсу удосконалення педагогічної майстерності.

Результати. Професійний розвиток є процесом пріоритетного значення, завдяки якому досягається зростання педагога як професіонала. У нинішніх умовах високого темпу життя, постійної нестачі часу розвиток педагогічної майстерності викладача загальноосвітніх дисциплін закладу професійної освіти ефективно здійснюється засобами дистанційної освіти. Виділено особливості навчання з використанням дистанційних освітніх технологій, проаналізовано його переваги і недоліки. Охарактеризовано розроблений дистанційний спецкурс удосконалення професійної майстерності педагогів «Розвиток педагогічної майстерності викладачів загальноосвітніх дисциплін закладів професійної освіти», який включає п'ять навчальних модулів, що розраховані на підвищення рівня всіх складових педагогічної майстерності викладачів загальноосвітніх дисциплін закладів професійної освіти.

Висновки. Організація дистанційного спецкурсу «Розвиток педагогічної майстерності викладачів загальноосвітніх дисциплін закладів професійної освіти» спрямована на інформаційно-методичну підтримку педагогів в процесі їх безперервної професійної освіти і є актуальною на сьогоднішній день.

Ключові слова: педагогічна майстерність; професійна освіта; загальноосвітня підготовка; дистанційний спецкурс; викладач.

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