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## COGNITIVE COMPONENT OF THE PROFESSIONAL FORMATION OF THE FUTURE TEACHER IN THE PROCESS OF GENERAL PEDAGOGICAL TRAINING

*Formulation of the problem.* Recent pedagogical ideas generate new requirements for the professional training of students of pedagogical universities and the professional activity of teachers in terms of integrating Ukrainian education into the European educational world. Almost all over the world, especially in the countries of the European Union, the educational goals and pathos of training are formulated as follows: to know how to be able to do! Unfortunately, one of the disadvantages of the national education system is that for many students the motivation for learning is assessment, the document (diploma). That is why the student is often interested not in knowledge and practical skills but in the academic achievement in the form of assessment.

This is why the traditional system of education, in particular pedagogical, requires significant improvement in terms of reorientation of the educational process to *the personality* of the future teacher, shifting the emphasis from knowledge to the

personal qualities of a specialist, who must simultaneously be the goal and means of his general pedagogical training. However, the main criterion for the performance of students' educational activities is still the level of knowledge, skills and mastery of ways to solve cognitive and practical tasks. Usually they become the subject of state certification at the final direct university training. However, these two important components of the content of higher education must necessarily be combined with a third, equally important component, which A.S. Makarenko emphasized: "The real object of our pedagogical care ... must be the attitude" [14, p.327]. It is the attitude which is the "green light" that promotes the transfer of educational information to the inner plan of the student's personality. And only after its internal adoption on the basis of ensuring a positive attitude to it we can talk about the true result of learning - the aftereffect or internal changes in the instrumental sphere of personality through the involvement of the field of motivational and value, without which the part of useful knowledge is quite low or zero.

Formation of attitude to knowledge, awareness of its vital and practical significance through the provision of their motive force is one of the most important functions of the educational process in high school. The incentive effect of professional knowledge depends to a large extent on the methods of acquiring it, since knowledge, gained in the conditions of independent search, stimulates the cognitive and practical activity of the individual. Development and education, according to the convincing words of the German teacher A. Distervega, no person can be given or communicated knowledge from the outside. Anyone who wants to gain knowledge should achieve this by their own activities, by their own efforts, by their own tension. Externally, a future specialist can only get a push.

On the other hand, while studying at a higher education institution it is impossible to master the exhaustive amount of knowledge and skills since they are constantly growing, updating and changing. The effectiveness of general-pedagogical training will increase significantly, provided that the study of the disciplines of the pedagogical cycle will be constructed in such a way that the professional activity of teachers' and student's educational activity by their content and character are close to the conditions of the future professional activity of the teacher. This will be facilitated

by the fact that students will be aware of the mechanisms for transposing the acquired theoretical knowledge into future practical activities.

The problem of professional development of the personality of the future teacher, in particular in the context of a competent approach, is in **the field of interest of many scholars** (N. Bibik, S. Druzhilov, I. Zimnya, O. Petrov, O. Prozorov, O. Savchenko, E. Solovyov, L. Sokhan, A. Trofimenko, G. Udovichenko, O. Usik, L. Horuzha and others). In the pedagogical theory and practice, the search for optimal ways of forming the main components of the content of education, especially cognitive and pedagogical conditions for their successful assimilation by future teachers, is continued, first of all, through the introduction of various innovative technologies. The latter allows to solve educational and socio-educational tasks in a complex way, to provide favourable conditions for comprehensive development of personality, use available external and internal resources effectively, etc. (V. Bespalko, I. Bim, B. Bloom, A. Verbitskyi, L. Gaychman, O. Padalka, O. Pekhota, O. Pinchuk, E. Polat and others).

**Formulating the goals of the article.** Within the framework of the study, we will analyze the conditions under which knowledge becomes the basis for the professional development of the personality of the future teacher and outline the optimal ways of their successful acquiring in the process of general pedagogical preparation.

**Presenting main material.** The problem cannot be solved successfully without realizing the essence of the person and their structure. The problem of personality is one of the central issues in scientific psychological and pedagogical research. It is complex and multifaceted, and in theory and in practice it belongs to one of the fundamental problems, as evidenced by the fact that today there are more than hundred definitions of the notion of personality. Exploring the system of professional formation of the future teacher in the process of general pedagogical preparation, we emphasize that the person is also a system, and it is impossible to reach the effective level of formation of their separate component (in our case - cognitive), without affecting the system as a whole and without affecting, not moving all its elements in

motion. After all, a separate component of the system develops only under the influence of it in general.

In our opinion, the best structure of the individual, from the point of view of the holistic and systematic perspective of its components in their interconnection and interdependence, is represented by well-known scholars M. Burgin and S. Goncharenko. They developed an extensively-ring model of personality that has a hierarchical structure and consists of six levels. The first level of *the basic (the core of the personality)*, which is latent in nature and includes deep mental structures: character, temperament, ability, intelligence, emotional-volitional sphere. The second level is *Gnostic*, which includes knowledge and experience. The third, *informative*, includes the orientation of the individual, moral qualities and values. The fourth is characterized by a *system of relationships* (to other people, to oneself, to work, to the external environment). The fifth reflects the activity and behavior, in particular the leading activity of the teacher - communication. The sixth is *the perception of personality by other people*. In particular, often teacher's information, recommendations, instructions, appeals, demands, educational impacts are perceived through the prism of the teacher's personality [2]. Each component has its own complex structure. Thus, the cognitive component is understood as a system, the system of knowledge, human consciousness as a result of the formation of a person's character, education, training, observation and reflection about the surrounding world. On the basis of this system, a person sets himself goals and makes decisions about how to act in a given situation, trying to avoid cognitive dissonance. The basis of the cognitive system, the carrier of which is the human brain, is the interaction of perception, consciousness, memory and language [19].

The cognitive system provides the fulfillment of all stages of the cognition process and includes a number of subsystems: perception, attention, memory, thinking, etc. These systems can also consist of corresponding subsystems, and those, in turn, consist of cognitive structures. These structures are usually associated with certain cognitive processes that relate to sets of operations (functions) that allow you to receive, analyze, modify, and process information (for example, functions of comprehension, formation of concepts, forgetting). Cognitive structures and related

cognitive processes are interconnected, each of them is partly a consequence of another. Cognitive processes are somehow controlled by structures, and some cognitive structures are formed in the process of processing cognitive information. Thus, cognitive structures and processes combine into a holistic cognitive system [18].

Between the components of the individual as a system, to a greater or lesser extent, there are close links. Changes in one component cause changes in the others. Deeper levels are to some extent determined by components located above them. For example, abilities and intelligence influence the system of knowledge and skills of a person, determine the success of his activities. Knowledge is involved in the formation of orientation and, conversely, depends on the way the human acquires the knowledge.

The cognitive component as the basis for professional development of the personality of the future teacher is essentially synonymous with the concept of "content of education," which answers the question "Why teach?" And represents a system of knowledge and skills that students master. The effectiveness of professional development of the personality of the future teacher depends primarily on the successful mastery of the main components of the content of education, which, in turn, is possible only if the students know these components and understand their essence and significance.

The process of selection and formation of the content of higher education demands much responsibility. Educators should be aware that the contents itself is the aim of education, which should be learnt for the exam and then forgotten.

The content of the discipline can be considered at different levels: academic; subject matter (the level of the educational material included in the curriculum and the textbook); at the level of its realization, or procedural (transfer and acquiring), as well as at the personal level, when the content passes into the inner plan of the personality of the teacher first, and then the student becomes the regulator of his own activity and behavior.

The process level, i.e. the level of its deployment, dynamization, is the path of the content of education to the inner plan of the student's personality, where he

already acquires a personal character (the sports form in which he was moving in the process of acquiring his persona features, the so-called content of education replaces the individual clothes). It is at this level that a special role is played by teaching methods. It is very important to be attentive to the content at the level of its transfer and assimilation, because here it is possible to reduce its usefulness to zero. Once one student wrote in his essay the following: "After we finished studying Pushkin, I had a weird impression that Pushkin was killed not by Dantes, but by my teacher".

The cognitive component is the basis for the professional development of the personality of the future teacher. It includes the volume of psychological and pedagogical, special, personal knowledge and general outlook. While putting the mentioned component of the content of education, you need to focus not so much on its quantitative, but rather on the qualitative characteristics. It goes about knowledge on their personal level, the one that must become the property of the individual. Of course, one of the most important conditions for the quality of knowledge of students is the quality of knowledge of the teacher himself, who organizes the process of their translation into the student's inner identity. The fundamental importance is what knowledge and under what conditions is transformed into the foundation of skills and become a guide to action in the new environment.

In order to find the best ways to solve this problem, it is important to turn to the theoretical and practical achievements of the classics of pedagogy and adapt them to modern conditions. First of all, let us dwell on the ideas of Ya. A. Komensky.

Often, knowledge for a student is only assimilated information which he forgets after the exam. It can be reflected in the mind as something artificially united, which does not bring any fruit. At the same time, the formation of skills and further development of personality can be based only on the knowledge, which is not only reflected, but also preserved in a certain system, in which "one another supports, reinforce and enrich" [11].

It is also clear that fragmentary knowledge with its quantitative accumulation, without establishing internal logic, does not acquire a new quality, so it does not become either strategic benchmarks in the work or direct guidance to action. One of the most important conditions for establishing internal logic between individual

elements of knowledge is its system vision based on the presentation of these elements, their properties and relationships in a single more or less complete model. The absence of such a model or the use of insufficiently adequate, according to M. Burgin, leads to a one-sided picture of knowledge, and what is worse, gives a very distorted image of both knowledge and the fact that it is reflected.

However, a system of knowledge does not always become a guide to action in a new situation, if knowledge does not "sprout" into a person by acquiring subjective content. "And for the germination of the seeds of knowledge, morality is not necessary in anything but light inducement and intelligent leadership" [11].

Numerous cases of observation of educational activities of students during pedagogical practice show that having enough knowledge of different methods, students cannot ensure its success in a given situation because the basis of these methods is shallow. "Sustainable is what is sufficiently substantiated" [11].

Thus, the problem "What knowledge can be the foundation of skills, guidance for action?" can be successfully solved only when proper attention from the teacher to its content and structure will be shown; when knowledge will be acquired not for the purpose of its reproduction, but for the purpose of possessing it as the basis for the further development of the individual; when the personality is not the consumer, but the creator of knowledge; when, according to I. A. Komensky, "inner light" will be lit, and not "lights of other people's views" [11]. Only such knowledge, opening "sources that are deepened in consciousness", and "feeding on the strength of the root" of personality [11], is formed into internal models of possible actions in constantly changing situations, in pedagogical skills.

The analysis of psychological and pedagogical literature on solving this problem in the context of the professional formation of the future teacher and the many years of personal experience in secondary and higher education allows us to come to the following *conclusions*.

Subject knowledge often does not touch the consciousness and does not appear in it, but passes by and disappears, leaving no trace, or for some time, is reflected in the mind, mechanically joining the existing experience, but without developing a

person without affecting its behavior, it is used with a purely pragmatic aim: to answer in the seminar, to pass an exam, and so on.

The basis of the professional formation of the personality of the future teacher can only be the knowledge, which is not only accepted and reflected, but also preserved. However, it is not preserved in the form of hypothetical, verbal knowledge, which does not determine the behavior and activities of man, but the knowledge of the effective, that is a real guide to action and the regulator of behavior.

Such knowledge can become only *personally meaningful* knowledge. Just as in the process of human physical development, only food with valuable microelements can be assimilated to the organism, and not just that which fills the stomach, and it is to be the basis of skills, that is, to "sprout into a person" and become the foundation of professional and personal growth, only the knowledge, which has a personal, subjective meaning. Knowledge will be successful only when the teacher will look at it not only "through the eyes of the program", but first and foremost, "by the eyes of the students themselves," in other words, the teaching material should meet the interests and needs of the students, be personally meaningful to them. As, according to the teacher-innovator E. Ilyin, "a healthy mind ... in every way opposes abstract knowledge, which neither today nor tomorrow, nor here, nor there it does not manifest itself" [5].

Thus, as appropriate, V. Chudnovsky emphasizes, "in order for knowledge to become valid, it is necessary that it is preceded by the experience of the truths of this knowledge, its necessities, and the need for practical realization" [20, p.40]. Speaking about the subjects of the pedagogical cycle, one should especially emphasize that pedagogy is the sphere to which everybody refers. That is why it is very important to search for a universally important thought. It will connect a teacher with a student, and a student with a discipline (pedagogy).

It is impossible to lay a solid foundation for successful professional activity by means of "direct deliveries" of even valuable and actual knowledge of an individual, since becoming its bearer does not mean to be able, thus, to acquire relevant experience. Man by direct knowledge transfer will never learn to act. Only that knowledge will become a way of successful action, which will not only be



transmitted and assimilated in the form of ready-made conclusions, but acquired through its own efforts, since the conclusions themselves do not have value without the development that has led them to the development to which it will lead further, laying the foundations for professional formation.

According to V. Davydov, even educational activity cannot be carried out on the basis of "some already formed knowledge transmitted in the finished form", although a certain educational work is performed [4, p.81].

Thus, the basis of professional maturity of a teacher can be only the knowledge that is not imposed from the outside in the form of ready-made conclusions, and which "ripens", is formed as a result of creating such conditions in which the person skillfully brought to independent conclusions, making it not passive by its consumer, but an active creator.

Since not knowledge itself is important, but knowledge in action, that is, ability, but because "... skills are not a mechanical combination, but all" a new and new alloy "of knowledge, skills, experience and creative possibilities" [10, p.26], it is important to create conditions for such an alloy in each new situation.

This becomes possible only if the acquisition of knowledge as the basis of skills involves the obligatory operation of it, its free possession. And even better, when it is a simultaneous process, in which the learned knowledge is immediately "embedded into work", it functions. Otherwise, quite often it remains the knowledge of the reflective, photographic plan, and the coefficient of its usefulness is quite low. "Knowledge should not lie in us with a dead weight, but always turn around, boil, interact with each other, be checked by observations" [15, p. 54].

Thus, only such active and flexible knowledge will help to navigate successfully in unpredictable situations, and its assimilation should be ensured by creating conditions for its parallel functioning, "because the system of knowledge without sufficient dynamics leads to pedantry, stagnation and to the pattern" [17, p. 369]. Emphasizing this particular attention, the well-known psychologist Y. Samarin in the book "Psychology of the mind" continues: "However, the dynamics of mental activity, which is not based on a firmly acquired system of knowledge, skills and

skills, creates only an illusion of mental activity and cannot lead to effective the result [17, p.369].

Relying on the structural nominative model of scientific knowledge, one can draw a further conclusion: skills cannot be based only on the knowledge that in the methodology of science is called "logical-linguistic" [1], and its assimilation often occurs at a purely terminological level with the installation on commemoration and reproduction. In addition to them, the system of knowledge "pragmatic-procedural" [1], I.e knowledge *of methods* theoretical and practical actions, should be based on the abilities. It is not just *about* "methods ", because to know about methods and methods is again to remain at the level of "logic-linguistic" system ("declarative" knowledge, which includes the definition of methods, their classification, etc.) and not be able to use them in practice.

Such knowledge does not form the very method. Pragmatic-procedural knowledge provides an operational basis for action and behavior in different situations. It helps to assess the situation and actions, chooses the best ways to achieve the goal. This is knowledge of how to set goals and how to achieve them. Together with the skills of its use, pragmatic and procedural knowledge creates the foreground of all abilities, including communicative skills, necessary for the professional activity of the teacher at a high quality level.

It should be noted that a reliable basis for the formation of skills is a system of knowledge "problem-heuristic" [3]. Unlike dogmatic installations, which often interfere with mental activity and become a brake on independent action, innovative solutions, the problem way of obtaining knowledge gives space for a critical attitude to these installations, to negate the outdated, to create new, original ways of activity, that is, to ensure the ability to successfully orientate in non-standard situations, to solve more and more problems, to find the best ways to solve them.

In other words, problem-based knowledge, focusing on a critical attitude to the content that is published in textbooks or reported, forms the search and creative behavior, which, as already noted above, is a criterion for highly developed skills.

If competence, unlike skills, is associated with a "unique action", since in each new situation it manifests itself in a new way, it means that its basis must be based on

knowledge not of the recipe, but of the principal nature, which are the original theoretical positions, that provide the choice of the optimal action. It is such knowledge (not in the form of individual recipes, rules, and in the form of principles), that will be able to open to the possessor an alternative way to actions.

In this regard, the thesis of M. Burgin on the expediency of allocating such a scientific section as the methodology of pedagogical practice, which would give the teacher or teacher of the university "general strategic guidelines in their work" [3, p.76], directly concerns the problem of skills.

It is clear that the knowledge of knowledge, erudition alone cannot be an indicator of high level of skill, since it is determined not so much by the amount of knowledge as the depth of penetration of the student into their essence, and then knowledge into consciousness. Consequently, it should not only be trapped in memory, but, based on needs and interests, get deeper into a person so that it becomes a structural component of his personality. If knowledge remains superficial, shallow, then it forms the ability of the same level and nature.

The deeper the future teacher deepens into knowledge, the deeper it penetrates into him. On the one hand, it contributes to the formation of new and new associative links and combinations with already known knowledge, which becomes the basis of new skills. On the other hand, such knowledge interacts with the inferior qualities of the individual, which fills their creative content and expands, according to S. Rubinstein, the range of new possibilities of the individual to the mastering of new knowledge, their application and creative development [15, p.138].

This logic of reasoning leads to the answer to the question: "Why does knowledge often become dead, and therefore inability to materialize in the way of activity and becomes a guide to action?".

One of the reasons, in our opinion, is precisely the lack of depth of knowledge, because "energy charge", that is, the ability to function, it receives, engaging in interaction with the inferior qualities of the individual, in particular, with the abilities that V. Shadrikov defined as "properties functional systems that implement certain psychological functions ", which manifest themselves in the success and quality of the peculiarity of the implementation of actions [21, p.40].

Thus, in order to achieve successful mastery of students' basic components of the content of education, which is the basis of their professional and personal formation, it is important for the teacher of higher education that not all knowledge becomes the basis, the basis of skills, but only that which represents a subjective value; has the character of upward theoretical positions, which guides the person, acting in one or another non-standard situation. These theoretical positions cannot be imposed and invested in the finished form into the consciousness of the future teacher in the form of a simple mechanical transfer - they must mature independently as a result of the search behavior under the direction of the teacher.

Along with the subjective value, this knowledge should be problematic, as well as represent a certain system, which includes not only "declarative (descriptive)", but also procedural knowledge. Being problematic by its nature, such knowledge intensifies the in-depth qualities of the individual, that is, the abilities that create internal conditions for the improvement of skills.

Taking into account the interdependence between knowledge and abilities, on the one hand, and also between knowledge, skills and abilities, on the other hand, is, in our opinion, an important condition for the professional development of the personality of the future teacher in the process of university training.

Successful mastery of knowledge as a basic component of the content of higher education in the process of general pedagogical training of the future teacher requires clear criteria for its selection and formation for training sessions. First of all, this meets the content of the needs of society. Particular emphasis should be put on the consideration of perspective needs, that is, the selection of content with a sight for the future of society, since it is a variable category. Changes in the needs of society cause changes in the content of education. Therefore, it should periodically be reviewed.

However, if the content does not meet the needs and interests of the student's personality, this may be an obstacle to its transition to the inner plan of the individual, as already mentioned above. The first reaction of students to the content can be transmitted in two words: "Why?". Thus, the second criterion: the content corresponds to the needs and interests of the individual. In mastering the contents of educational subjects, according to the convincing statement of the famous scientist A.

Leontiev, the crucial place is the place in which human knowledge is taken: is it really a part of its life, or it is only externally imposed. To ensure that knowledge is not formally assimilated, we must not "endure" learning, but "live" it; it is necessary that the training is made into life, that it has a vital meaning for the learner [13, p.12]. As a rule, the emotional effect is that content, which is included in the circle of personally significant problems of the student. Otherwise, as evidenced by the results of questionnaires and observations, students often take the position "out of context", because, without causing subjective, vital interest, it, as a rule, does not cause educational interest. And the process of assimilation at best is the fulfillment of the will of others - the will of the teacher.

Therefore, by ensuring that the training material corresponds to the topic of the class, we must simultaneously "try" it and the students' needs, ensuring that the content corresponds to the range of problems the student encounters in everyday life and in the field of interaction with other people.

This helps to ensure such axiological relations: the student → content, in which he acts, is not something external, but what internally induces his assimilation. That is why, when selecting the content of education, it is necessary to select grains of gold from raw ore, because it is not so important the amount of knowledge as its value. However, by bringing the content of education closer to the needs and interests of the individual, we must not go beyond the generally accepted framework of morality, as, for example, in the task of one of the modern manuals on mathematics, the condition of which begins as follows: *the killer drove five meters to the meeting place with customer....*

One of the criteria for selecting the content of education is *compliance with the capabilities of the individual, his individual and age characteristics*. Remembering that education is a triple process involving education, upbringing and development, the content of education when selecting its teacher for an academic session must necessarily be evaluated as a means of influencing the individual in order to develop it. The orientation of the average student in the formation and assimilation of the content raises problems, one of which is discussed below. And this is not only a school problem but also a higher educational establishment'.

Often in the educational process, according to the famous writer V. Tendryakov, systematic theft is the most capable. After all, when the teacher starts to present the material, from 30 to 40 students sit in front of him, and they are completely different in their abilities. And the teacher keeps the course, focusing on the "average" student, under which they have to adapt to the most talented: they practically have no opportunity to quickly master the material, their development seems to be artificially suspended. "I, - the writer continues his memories, - in mathematics was a tireless thought, and the fives sought only an incredible companionship. But this is the paradox - after the decade, my knowledge of mathematics was about the same as the most gifted student's (later she became a doctor of physics and mathematics). Why, then, after school, she knew as much as myself, a person deprived of interest and ability to mathematical disciplines? Because the teacher and the school program focused on me, and maybe even more "tight" in mathematics, and we, "middle peasants," hampered the development of talented. The school itself does not want to, it is inclined to mediocrity and offends the capable. It does not favor any single subject. It stands firmly on the fact that the student must know equally everything. As a result, more time is given to unpleasant disciplines (it is given heavier) and less - beloved. So in the embryo, the interest is lost and creative dedication as well. Isn't it why many graduates leave school without knowing where to put their strength and knowledge? "

*The presence in the content of education of educational potential and its implementation at the procedural level* is the next selection criterion, guided by which the content of education should be oriented not only on the goals of learning, directing it to the development of the instrumental sphere of the student's personality, but also the goal of education, which constituents are provided with a comprehensive personality development.

*Target on the content as a means of thinking development, its problem.* This is another important criterion for its selection. Without it being taken into account, content becomes an end in itself, instead of serving as a means to achieve the goal. The content that includes students in search is quite valuable. In this aspect, the

theory of selecting the content of education from the standpoint of communicative didactics seems to be effective.

Communicative didactics arose in Germany due to the interest in the problem of communication. Its theorists are G. Schaefer, V. Popp, D. Baake and others. They define learning as a communicative discussion. The purpose of education is to develop a *critical position* in relation to all the surrounding, in particular, to the teacher, to the content, to the methods and to the learning process as a whole. *Criticism* is introduced into the rank of the principle of communicative didactics.

The contents of the educational material are of interest to the representatives of the communicative didactics only from the point of view of developing a critical position in the students, as well as the ability to orientate in social situations. Students often analyze and solve the situations that arise in the classroom and have an indirect relation to the topic of the class. That is, the entire pedagogical effect of the content is not in the content itself, but in its communicative discussion.

The next criterion is *the high scientific and practical significance of the content*. The peculiarities of the educational process in a higher educational institution require from a teacher the unity of pedagogical knowledge and pedagogical action. The purpose of professional training is not the theoretical knowledge itself, but knowledge as an instrument for building an effective pedagogical interaction in a variety of conditions that are constantly changing.

The theory "arming specialist with an extremely powerful and effective tool of cognition, acting in modern terms in fact as the most effective intellectual tool for solving contradictions that constantly arise in practice. Overcoming them, the theory develops and becomes capable of resolving deeper contradictions "[1, p.73]. One of the most important tasks of professional training is to direct the achievements of the theory to a practical direction.

A. Disterweg in the article "On Teacher Education" emphasized that the teacher must, along with the theory, transmit the ways that future educators will teach, and this will contribute to the learning not only of the teaching material, but also to the correct methods of teaching. It demands from all teachers, he stressed, to become more practical in their work.

When studying with students the methods of training and education it is important not only to declare them, but also to demonstrate them. Therefore, they should be in the arsenal of the professional activities of the teacher himself ("I spoke to you, and now I'll show you how it is done"). Only then will they be aware of their significance, the practical necessity, the power of influence.

We will emphasize that general pedagogical training requires the mandatory consideration of the specifics of pedagogical knowledge and skills and understanding of their essence. The question of whether knowledge is a functional structural component of skills or their basis is of fundamental importance.

If knowledge along with skills is considered as two main structural components of skills, then for mastering the latter it is enough to gain the necessary stock of knowledge and form skills. However, numerous facts indicate that quite often, having mastered the software material, that is, having received everything necessary for carrying out one or another activity, and also armed with skills, the future teacher is lost in new, non-standard conditions. Even with a large stock of knowledge, the student is not oriented in situations that require an independent, spontaneous solution.

Thus, in the presence of the fact that together the structure of skills (knowledge and skills), there are no skills themselves that are associated with actions in the new conditions. On the other hand, knowledge often becomes an end in itself, rather than being a means to achieve the goal. Strategic goal (skill building) is declared or "implied", and in practice only tactical goals are solved: to learn knowledge and to form skills.

Thus, there are some skills, but there are no such skills that are associated with actions in the new conditions. On the other hand, knowledge often becomes an end in itself, rather than being a means to achieve the goal. Strategic goal (skill building) is declared or "implied", and in practice only tactical goals are solved: to learn knowledge and to form skills.

It would be incorrect to consider the ability to act as a system of actions, which consists of the above structural components, which in its turn, leads to self-mastery in the formation of skills. In our opinion, knowledge underlines theoretical positions that guide a person in planning, organizing and controlling actions.



This view allows us to conclude that the definition of skills as the application (use) of knowledge in practice does not reflect the essence of the concept: a person can apply knowledge in practice all his life, and not having the skills, that is, not being able to transfer the experience previously acquired in the changed conditions.

**Conclusions.** The more modern conditions increase the level of academic freedom and autonomy of higher educational institutions, the greater their responsibility for the quality of educational services. That is why the orientation towards quality education is a top priority of Universities. The yield on its qualitative level requires setting specific, realistic goals, a clear definition of principles and clear procedures of improving quality, the creation and continuous improvement of its internal evaluation according to the requests of the main consumers of educational programs, methods of remuneration quality.

The main idea of the article is presupposed by the movement of the educational process in the pedagogical university to the professional formation of the personality of the future teacher, the shift of emphasis from knowledge to the personal qualities of a specialist, which is both a goal and a means of its general pedagogical preparation. It responds to the question of how to form a student's attitude toward professional knowledge in a student's pedagogical university, to help realize their vital and practical significance by providing them with motivational-value-oriented character and incentive force, through the mechanisms of transposition of the acquired theoretical knowledge into future practical activities. This becomes a possible subject to proper attention from the teacher to the content and structure, when knowledge is acquired not for the purpose of its reproduction, but for the purpose of possessing it as the foundation for the further development of the individual, when the student is not the consumer of them, but the creator.

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