

Интернет-ресурсов, имеющих значительное воспитательное воздействие, выделены электронные библиотеки, виртуальные музеи, интернет-версии образовательных телеканалов, социальные сети, сайты учебных заведений. Автор отмечает, что эффективность применения Интернет-ресурсов в качестве средств духовно-нравственного воспитания студентов возможно при соблюдении ряда педагогических условий.

Ключевые слова: духовно-нравственное воспитание, духовное развитие личности, средства воспитания, педагогический ценз, интернет-ресурсы, воспитательное содержание сайта.

Article under analysis touches upon the problems of finding new means of spiritual and moral education of high school students. It was proved that online resources can be involved in the educational process, not only as an educational software, but also as a means of spiritual and moral education. Educational online resources include electronic libraries, virtual museums, online versions of educational TV channels, social networks, websites of educational institutions. The author proves that the effectiveness of Internet resources as a means of spiritual and moral education of students is possible under several pedagogical conditions.

Key words: spiritual and moral education, spiritual development of the individual, means of education, teaching qualification, internet resources, the educational content of the site.

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THE CONCEPTION OF PEDAGOGIC MASTERY BASIS FORMATION OF FUTURE TEACHERS AT ELEMENTARY SCHOOLY

The conception of formation the basis of pedagogic mastery in our research is based on the phenomenon that is view by the scientists as a high art of education, which constantly improves itself. From the point of view of the scientists any teacher can master this art, which consists of general pedagogic level of culture, pedagogic abilities, pedagogic mechanism. Pedagogic mastery is necessary for the teacher to provide a high level of education, upbringing and development of pupils, a constant movement towards self-perfecting. The criteria of formation of its certain level (reproductive, reparative, creative, simulating) the researches see a high level of educational work, creative, peculiar, independent character of activity and peculiar responsible attitude of teacher to the fulfillment of their responsibilities

Educational and conceptual approaches of researches to understanding of the essence of pedagogic mastery, a proper pedagogic experience of the formation of this phenomenon defined the main points of our investigation concept revealing its essence and promote the realization of leading idea.

Basic concepts of the formation of pedagogic mastery basis for future teachers of elementary school at higher educational establishments are methodological, individual and deontological, theoretical and contextual, practical and technological, that piece out pedagogic concept of professional students' training with commitment to achieving the top in professional activity and reflection of theoretical and methodical basis of training the teachers to work with junior pupils on the level of pedagogic mastery.

Fundamental conceptual conditions embodied in general hypothesis, that lies in development and realization of the system of future teacher's pedagogic mastery formation at elementary classes of higher educational establishments will be effective, in case it is: based on theoretical and methodological substantiation of the essence of pedagogic mastery; takes into account axiological and acmeological motivation of students, principles of pedagogic deontology and pedagogic improvement; chooses definitive methodology and realization of a defined pedagogic conditions of future teacher's training to work with junior pupils on the base of innovation of an educational surrounding with the help of complex and systemic usage of pedagogic technologies of problematic and situational dialogic and interactive character in the educational process of higher educational establishments, that in practice will promote the improvement of the level of formation the pedagogic basis of students' mastery.

Key words: pedagogical mastery, conceptual approaches, pedagogical conditions, educational environment, pedagogical technologies.

Urgency of the problem. The formation of a definitive system of future teachers' proficiency training directing the students on mastering the basis of pedagogic mastery during the process of studying at higher school envisages substantive examination of the specify of a definite problem and determination of the concept of academic research.

The idea of implementation of conceptual

approaches to the formation of pedagogic mastery is urgent at modern stage of pedagogic education development, as well as, perforated in semi theoretical scientific researches.

Retrospective analysis of the problem's research.

Thus, Ukrainian scientist, an active originator of ideas of educator's training into educational system of higher educational establishment V. Radul in his monograph "Social matureness of a young teacher" (1997) emphasizes

that the final character of pupil depends on teacher, on his/her mastery, on the level of his knowledge and on his personality. Any kind of mastery, including pedagogic one, is connected with a high level of self-actualization of ad individual peculiarities, an individual fingerprint, an individual stylistic work behavior. To create pedagogic mastery of a teacher it is necessary to create his individual stylistic work behavior [6, p.89]. Thus, the necessity of an individual work of students in the direction of formation of pedagogic mastery basis proper is one of the concepts of our investigation.

The conceptual ideas of formation of students' skills are worth noticing, they are basic ones for the training of the teacher – the master of his craft, who perfectly possesses the mastery of oratory in the academic process. This direction was worked out in details by A.Kapska, who had pointed out the importance of rhetorical skills and habits of the teacher in academic reference book "Pedagogy of a word of mouth"(1997), where the ways and condition of future teacher's training are disclosed, their work envisages the presence of artistry, skills of the verbal activity supervisor. The author considers, that future teacher needs: "... to possess an oral literary speech – an expressive, logical and clear, emotional and figured, flexible and active voice of a wide range and a good articulation"[1, p.4]. The researcher claims, that the ability to influence emotional sphere of the pupil is one of the most important features of a teacher. It is impossible without the usage of the mastery of word for the organization of pupils. By activating emotional recalls, progressive changes in the consciousness of the pupil, it is possible to direct pedagogically the process of acquisition of any influence [1, p.11].

Goal setting. Modern approaches of the reflection of fundamental conceptual approaches to the formation of the basis of future teacher's pedagogic mastery has found its reflexion in manuals and academic reference books for the course "Basis of pedagogic mastery"[4].

Here are the following conceptual points:

1.The understanding of pedagogic mastery as a complex of abilities of teacher's personality, that provides a high level of self-organization of his professional activity. Here, pedagogic mastery is viewed as higher, creative activity of the teacher, that is displayed in reasonable usage of methods and means of pedagogic interchange in each separate situation of education.

2.Theoretical basis of the course – the condition about pedagogic activity, that is the activity according to the refractory governance of pupil's activity for the development of his personality.

The indicated manual discloses the whole set of new theoretical and methodological conditions, that are necessary for the formation of professional development needs, as well as, the realization of technologies of pedagogic activity self-organization of the students, featuring the narration of a teacher, that takes an important place in educational process in the process of discussion moral values with pupils, the representation of new knowledge, thoughts concerning certain deeds. Narration – is an active and figural form of representation. It is a narrative move – an observations concerning a particular situation, that contains an important problem for a

child [4, p. 22].

The authors of the manuals have emphasized the conceptual approach to the formation of pedagogic mastery, as training of the teacher to the interaction with pupils in the process of narration. The scientists indicate, that while preparing and analyzing the narration, one should be based on the understanding of it, as the one in integral pedagogic problem, which organization is possible upon the condition of refractory governance, organization and acquiring of pedagogic activity by pupils [4, p.157]. Narration – is an active, figural monologue of the teacher. But monologue is peculiar, because it is enunciated with due regard to the necessity of coverage of the whole pupils' audience by the process of an active acquisition. Thus, the specificity of teacher's narration involves organizing of monologue representation of studying material by the teacher and his interchange with the members of educational process and provides it with dialogic character. In a defined context the conceptual one, is the usage of such pedagogic technologies in the process of professional training of future teacher, that are based on the usage of an intensified communicative interpersonal interchange. Just upon the condition of approbation of mastery communicative examples on the level of "teacher-pupil" future teachers will learn the basis of the best and sensible example of pedagogic interchange.

The system of an established ways and means of teacher-pupil communication is clearly and gradually defined by the scientists, where a few main styles of professional and pedagogic communication are pointed: communication based on the admiration of common creativeness; the style of pedagogic communication, based on friendly relationships; distance communication; dalliance communication; scaremongering communication, etc [4].

Defining the conceptual approaches to the formation of professional and pedagogic level of communication, the researches play attention to the necessity of criteria of establishment the whole complex of teacher's pedagogic abilities, pointing the barriers of communication and the ways of their coping. The classification of ineffective models of communication is essential for future teachers and pedagogue-experts, their analysis is focused on helping the teacher to master the means of organization their proper activity, to solve pedagogic tasks in the process of education. The scientists notice: "It is essential, so that future students aware pedagogic activity as refractory governance of pupil's activity, think of themselves as of an object of this activity, master the mechanisms of usage of an individual potential to solve pedagogic tasks of education, acquire the elements of pedagogic mechanism of managing yourself"[4, p.7].

A famous scientist and innovative –teacher M.Patlyshev in his methodological reference book "Pedagogic mastery and the ways of its achieving" gives the characteristic, on the base of his own practical experience, of didactic basis of the elements of pedagogic mastery at classes. He points out such a leading inner components of the mastery of a form teacher: a thorough knowledge of his subject; awareness of the goal and tasks of studying; the ability to posses the mechanism of choice of lesson material; the knowledge, understanding and

mastering the methods of studying; the awareness of the choice of studying forms; means of education; the ability to aware clearly the final result of education; motivation of studying the artistry; directing of the lesson; improvisation; the awareness of real children's potentials and ability to develop their skills; ability to expect a clearly defined results from any pupil [3, p.8-10].

Speaking about such an essential component of an individuality of the teacher-master as artistry M. Paltyshev points out, that artistry of the teacher is not an effect of accomplishment his "role", but the communication with children in unnecessary sincerity. Intelligent communication. Intellectual communication. Artistry of the teacher – it's a deep sense of humanity in all of its manifestations. Not "the role", which is indicated and well played, but the understanding of necessity to achieve a certain goal. An artistry of the teacher craving to teach pupils some educational activities.

Scientist proves and evaluates in practice an external components of pedagogic mastery, also he distinguishes the following ones: the ability to understand pupils' conditions and manage them; mastering of pedagogic intuition and improvisation; artistry (language, demeanor, sense of humour); ability to keep planed time limit at each stage of the lesson; ability to distinguish the notion of "operating noise" at the lesson and "bewilderment"; ability to organize various pupils activities [3, p.12].

One of the conceptual factors in the work of teacher M.Paltyshev points out the pedagogic harmony. Harmony, according to the definition of a scientist, -- an analytic principle of didactics, that allows to define the bounds, balance, correlation of a balanced usage of existing forms, methods, means of education for organizing a balanced educational process. In its turn, pedagogic balance – the law of pedagogics, which leads to correspondence of education organization and ambitions, that promote the coordination of contents, form, methods of education, turning them to emphatic means of pedagogic process, oriented to the formation of pupils' satisfying sense of balance in the process of education and learning the world around us [2, p.107]. "A true master – emphasizes M. Paltyshev, -- always wishes for achieving the balance in education. If it is a lesson, and suddenly the balance is disrupt, master feels that in a very delicate way and selects such forms, methods of interchange with pupils, that will help to make the process of education more balanced" [2, p.108].

Conceptual approaches to determine the essence, the structure of pedagogic mastery of the teacher, the formation of which allows to organize effectively the educational process at school, were envisaged by H.S. Skovoroda Kharkiv State Pedagogic University. Arranged by the scientists reference book "Pedagogic mastery of the teacher"(2000) supports the realization of conceptual seeing and realization of the system of theoretical and practical classes on the course "Basis of pedagogic mastery". Scientists emphasize, that pedagogue has to be the master of his craft, owing to certain professional training, constant self-education to achieve a high level of professional responsibilities fulfillment [5, p.72].

Results of research. The conception of formation

the basis of pedagogic mastery in our research is based on the phenomenon that is view by the scientists as a high art of education, which constantly improves itself. From the point of view of the scientists any teacher can master this art, which consists of general pedagogic level of culture, pedagogic abilities, pedagogic mechanism. Pedagogic mastery is necessary for the teacher to provide a high level of education, upbringing and development of pupils, a constant movement towards self-perfecting. The criteria of formation of its certain level (reproductive, reparative, creative, simulating) the researches see a high level of educational work, creative, peculiar, independent character of activity and peculiar responsible attitude of teacher to the fulfillment of their responsibilities [5, p.76].

Summing up an educational and conceptual approaches of researches to understanding of the essence of pedagogic mastery, a proper pedagogic experience of the formation of this phenomenon, there were defined the main points of our investigation concept, that reveal its essence and promote the realization of leading idea.

1. Basic concepts of the formation of pedagogic mastery basis for future teachers of elementary school at higher educational establishments are methodological, individual and deontological, theoretical and contextual, practical and technological, that piece out pedagogic concept of professional students' training with commitment to achieving the top in professional activity and reflection of theoretical and methodical basis of training the teachers to work with junior pupils on the level of pedagogic mastery.

2. Methodological concept is based on the process of formation the fundamentals of pedagogic mastery of future teachers at elementary classes of higher educational establishments envisages integration of humanitarian fundamental basis about the essence of pedagogic mastery as valuable top of teacher's professional activity. That's why, the organization of future teacher's education envisages axiological and acmeological motivation of students to professional development.

3. There is a certain idea, which is the base for an individual and deontological concept, it states that the basis for the formation of future teacher's pedagogic mastery are professional significant individual and pedagogic features of the student, that are based on the principle of pedagogic deontology and are humanity directed. Individual qualities of the teacher are determined by the presence of certain moral and spiritual qualities (humanity, democracy, intelligence, orientation at positive life ideals, tenderness, honesty, faithfulness, fairness, tolerance, developed sense of obligation and social responsibility); the expression of social and pedagogic features (organizational abilities, creativeness, empathy, attraction, pedagogic empowerment, fidelity to principles, exigency, optimism, reflexivity, watchfulness), that piece out the basis for pedagogic deontology, as a complex of principles of teacher's behavior.

4. Formation of fundamentals of future teacher's pedagogic mastery at elementary classes envisages a necessary level of students professional training, that integrates synthetically the knowledge from psychological and pedagogic disciplines, methodologies of teaching the subjects at elementary school, courses of pedagogic

mastery and an elective course "Pedagogy of improvement", that pieces out theoretical and contextual concept.

5. Practical and technological concept: formation of practical skills and habits of mastery fulfillment of pedagogic functions envisages approbation by the students of concrete defined models of professional actions during the process of studying which keeps up to date the usage of pedagogic technologies of problematic and situational, dialogic and interactive character.

6. The system of formation the basis of future teachers' pedagogic mastery at elementary classes should be viewed as an active complex of interdependent parts of students' professional training at higher school, which is determined by: 1) their axiological and acmeological purposefulness to professional improvement; 2) systemic approach to the integration of personal students' qualities and the level of professional theoretical and practical training; 3) realization of innovative and technological approaches to education; 4) multiversion display of samples of mastery pedagogic activity fulfillment by students in virtual problematic and professional, dialogic and interactive situations during the process of educational interchange.

7. Formation and realization of the formation system of future teachers' pedagogic mastery at elementary classes, that are based on theoretical and methodological supply of students' training process to professional improvement on the base of pedagogic improvement – providing student's inner forces, necessary for acquiring the control over his/her own professional improvement,

professional actions and factors, that have a negative effect on the process of acquiring a certain level of pedagogic level.

8. The system of future teachers' pedagogic mastery formation at elementary school envisages the combination of goals; concepts, methodological and technological supply of the process of students' training in the context of their professional improvement, realization of defined pedagogic conditions and the usage of valid means of diagnostics of a defined phenomenon formation according to certain criteria, factors and levels.

Conclusions and prospects. The leading idea of investigation and fundamental conceptual conditions embodied in general hypothesis, that lies in development and realization of the system of future teacher's pedagogic mastery formation at elementary classes of higher educational establishments will be effective, in case it is: based on theoretical and methodological substantiation of the essence of pedagogic mastery; takes into account axiological and acmeological motivation of students, principles of pedagogic deontology and pedagogic improvement; chooses definitive methodology and realization of a defined pedagogic conditions of future teacher's training to work with junior pupils on the base of innovation of an educational surrounding with the help of complex and systemic usage of pedagogic technologies of problematic and situational dialogic and interactive character in the educational process of higher educational establishments, that in practice will promote the improvement of the level of formation the pedagogic basis of students' mastery.

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Створення оптимальної системи професійної підготовки майбутніх учителів зі спрямуванням студентів на оволодіння основами педагогічної майстерності ще під час навчання у вищій школі передбачає ґрунтовне вивчення специфіки означеної проблеми і визначання концепції наукового дослідження.

Одним із концептів нашого дослідження є необхідність самостійної роботи студентів у напрямі формування основ власної педагогічної майстерності. Концепція формування основ педагогічної майстерності у нашому дослідженні базувалася на тому, що цей феномен розглядався науковцями як високе мистецтво виховання і навчання, яке постійно вдосконалюється. Педагогічна майстерність необхідна вчителю для забезпечення високого рівня освіченості, виховання та розвитку учнів, постійного руху щодо самовдосконалення. Показниками сформованості певного її рівня (репродуктивного, реконструктивного, творчого, моделюючого) дослідники вбачали високі результати навчально-виховної роботи, творчий, оригінальний, самостійний характер діяльності та особливе, відповідальне ставлення вчителя до виконання своїх обов'язків.

Узагальнюючи науково-методологічні та концептуальні підходи дослідників до розуміння сутності педагогічної майстерності, власний педагогічний досвід формування цього феномену у студентів, визначено основні положення концепції нашого дослідження, які розкривають її сутність і сприяють реалізації провідної ідеї.

Провідна ідея дослідження й основні концептуальні положення полягають в тому, що розробка і реалізація

системи формування педагогічної майстерності майбутніх учителів початкової школи у вищих навчальних закладах буде ефективною, якщо: базуватиметься на теоретико-методологічному обґрунтуванні сутності педагогічної майстерності; врахуванні аксіо-акмеологічної мотивації студентів, принципів педагогічної деонтології та педагогічного темпераменту; виборі оптимальної методики та реалізації визначених педагогічних умов професійної підготовки майбутніх учителів для роботи з молодшими школярами на основі інноваційної освітнього середовища шляхом комплексно-системного використання педагогічних технологій проблемно-ситуативного і діалогічно-інтерактивного характеру в навчальному процесі вищого навчального закладу, що на практиці сприятиме підвищенню рівня сформованості основ педагогічної майстерності студентів.

Ключові слова: педагогічна майстерність, концептуальні підходи, педагогічні умови, освітнє середовище, педагогічні технології.

Создание оптимальной системы профессиональной подготовки будущих учителей с направлением студентов на овладение основами педагогического мастерства еще во время обучения в высшей школе предполагает основательное изучение специфики этой проблемы и определения концепции научного исследования.

Одним из концептов нашего исследования является необходимость самостоятельной работы студентов в направлении формирования основ собственного педагогического мастерства. Ведущая идея исследования и основные концептуальные положения заключаются в том, что разработка и реализация системы формирования педагогического мастерства будущих учителей начальной школы в высших учебных заведениях будет эффективной, если: будет базироваться на теоретико-методологическом обосновании сущности педагогического мастерства.

Ключевые слова: педагогическое мастерство, концептуальные подходы, педагогические условия, образовательная среда, педагогические технологии.

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ДІАГНОСТИКА ВНУТРІШНЬОГО СЕРЕДОВИЩА ВНЗ

У статті розглянуто проблеми діагностики внутрішнього середовища ВНЗ. Проаналізовано внутрішнє середовище ВНЗ. Виявлено найбільш актуальні його проблеми. Визначено поняття «управлінське обстеження». Подано відповіді на питання: що не задовольняє в стані внутрішнього середовища? Яка значущість виявлених недоліків? Які сильні сторони ВНЗ використовуються недостатньою мірою? Проаналізовано наявність інноваційних складових у компонентах освітньої системи (внутрішнього середовища). Визначено недоліки внутрішнього середовища вищого навчального закладу.

Ключові слова: діагностика, внутрішнє середовище, ВНЗ, освітня система, інноваційний розвиток.

Постановка проблеми. Реформування освітньої системи України, що відбувається на тлі суспільно-політичних змін, зумовлює нагальну потребу в розбудові державно-громадського управління освітою, провідна роль у якому відводиться механізму діагностики внутрішнього середовища ВНЗ.

Діагностика внутрішнього середовища ВНЗ, що спрямована на здобуття й аналіз об'єктивних фактологічних даних, має бути покладена в основу прийняття управлінських рішень щодо приведення у відповідність результатів освітньої діяльності соціальним запитам та особистісним потребам споживачів освітніх послуг. Дієвим інструментом діагностики внутрішнього середовища ВНЗ може стати надання оперативної інформації про стан цього процесу, його змін, ефективність прийняття управлінських рішень щодо його оптимізації.

Отже, проблема діагностики внутрішнього середовища ВНЗ є актуальною.

Аналіз останніх досліджень і публікацій.

У дисертаційних роботах останніх років розглянуто загальні питання управління вищою освітою (С. Андрейчук, П. Вишневський, В. Мануйленко, В. Олійник, І. Трегубенко та ін.); модернізації навчального процесу у вищих закладах освіти (О. Жигло, А. Зубко, Н. Дворнікова, Є. Хриков та ін.); окремі аспекти організації навчального процесу досліджували І. Драч, О. Євдокимов, О. Островерх. Тенденції управління інноваційними процесами розкрито в працях В. Гінзбурга, О. Козлової, В. Скар та ін.; розв'язанню проблеми підготовки вчителя до інноваційної діяльності присвячено наукові розвідки І. Авдєєва, Г. Єльнікової, Н. Клокар, Є. Макагон, В. Паламарчук, О. Попової та ін. Але теоретичні питання УІР вищого навчального закладу лише починають досліджувати науковці В. Олійник, Л. Сніцар, Т. Сорочан, О. Спірін, Ю. Татур. Аналізуючи розробленість проблеми контролю та діагностики внутрішнього середовища ВНЗ, слід зазначити,