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## **SPECIFICITY OF TRAINING OF THE TEACHER OF INFORMATION AND LIBRARY SCIENCES**

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Specificity of Training of the Teacher of Information and Library Sciences

The authors, based on their many years of research and many years of teaching experience in different specialties reveal theoretical and methodological foundations of vocational and educational multi-level teacher training, specific features and skills of teachers of information and library sciences, as the most “advanced” experts in the scientific information space training system universities of Culture and Arts. Reveal the specifics of modern higher education, including the training, both the librarians and teaching staff for library schools. Offers basic theoretical foundation for resolving the underlying problem – increasing professionalism of teacher training special teachers (Library Information) profile.

The basic skills of the future teacher. He should be able to: design, construct, organize and analyze their teaching activities; planning training sessions in accordance with the curriculum and on the basis of its strategy, to ensure consistency of presentation and interdisciplinary links with other disciplines subject, develop and conduct various training exercises in form most effective in the study of relevant topics and sections of the program, adapting them to different levels of training to students clearly, logically express the content of the new material, etc.

*Key words:* teacher, Information and Library, training

Global informatization of society, the transformation of library work in one of the branches of industry information, a comprehensive introduction to the library computers, the increased use of advanced information technologies, “ingrown” type libraries in the network Internet, Intranet and due to all these qualitative complication of bibliographic information and labor demand radically improving the training of library personnel able to work effectively in a new, previously unknown technical and intellectual environment.

Improving the quality of library of highly qualified personnel to meet the requirements of the XXI century. Depends on many factors. However, of key

importance and will have pedagogical personnel of higher schools, primarily teachers core disciplines of professional specialization. Challenge of improving the education of librarians – is, first of all, the problem of quality of teaching cadres bibliographic disciplines, although other terms are important and modernization of the educational process.

The main difficulty of its decision on information and library departments – forming system of teaching staff. It is formed of the number of graduates, postgraduates and practitioners. At the same time there are cases when one does not have experience in libraries, the other – the proper psychological and pedagogical training, and others – sufficient theoretical knowledge. Difficult for them to establish an effective pedagogical work, as if they personally to this nor sought.

The overall situation with teaching staff library faculties like a “vicious circle”. There is a clear conflict between the objective requirements of the level of training librarians higher qualification and actual quality of the teaching staff. In recent years, due to the reform of the school has been revival of the study of the problem. Richly represented personalities professors and teachers of the higher school library (K. I. Abramov, Z. N. Ambartsumian, B. V. Bank, I. E. Barenbaum, B. S. Bodnarskii, A. N. Benaiah, A. N. Verevkina, L. I. Vladimirov, M. P. Gastfer, V. Grigoriev, G. K. Derman, N. V. Zdobnov, Yu. S. Zubov, F. I. Karatygin, O. P. Korshunov, M. N. Kufaev, L. A. Levin, I. G. Morgenstern, A. Pokrovsky, V. N. Pozuhina, V. F. Sakharov, K. R. Simon, N. Stolyarov, O. I. Talalakina, V. I. Tereshin, L. N. Tropovsky, I. M. Frumin, V. I. Chernichenko, O. S. Chubarian, E. I. Shamurin, A. D. Eyhengolts and other prominent scientists and teachers), allowing them to get an idea of creative teaching laboratory [1; 2; 3; 5]. However, only works on librarianship affected, usually quite fluently, only some aspects of the problem of professional pedagogical training of teachers bibliographic disciplines.

One of the main objectives of the study of the current situation is that the librarian with higher education and high school teacher of information and library represent different disciplines, and at the same time closely related phenomena. The difference lies in the content, nature, patterns, and other features of their activities. If labor of

librarian refers to documentation and information field, the work of the teacher – to pedagogical one. Hence the fundamental differences. Organic, inseparable relationship between them is expressed in the fact that the specific content of pedagogical work built on the basis of information and library sciences and their boundaries. Hence it can not be a teacher of these disciplines, no higher or postgraduate bibliographic education. But can not be a teacher bibliographic disciplines, has not received a full and thorough preparation in pedagogy and psychology primarily pedagogy and psychology of higher education.

Moment of the fundamental difference and organic, symbiotic relationship is extremely important for the entire practice of higher education library. Library Faculty lecturer must be a synthesis of the professional qualities of the highest class in the area and library science, and pedagogy of higher school library. This position is crucial. Complexity and increasing demands for quality training librarians increasingly actualizes the problem of Teaching Excellence and psycho-pedagogical training of university teachers, provide them with the knowledge of those areas, which is not possible without an effective learning process. It is no accident, but objectively determined tendency connected with the nature of teaching, the global information society, the increasing role of knowledge-intensive production, depletion of reserves of simple types of work, updating tasks significantly increase the effectiveness of the whole system of higher education and other factors in the development of mankind. Preparation of psycho-pedagogical and others associated with the life of the university knowledge, to increase methodological skills is an integral part of library workers in higher school. Until now, there is a perception that the main teacher of high school for a good knowledge of their subject and the ability to present it to the students. And it depends solely on the alleged pedagogical talent and long experience in teaching. Of course, one can not deny the importance of experience, without which it is impossible to achieve pedagogical skills, needs and pedagogical talent. But this is not enough. Experience, especially in order to be faithful to others, requires its own understanding and describing not only the language of library but also in language pedagogy, didactics, educational, psychology and by means of this language. And to teach

librarians as future teachers to improve their teaching skills – not only means giving them the latest knowledge of library science, bibliography, but first and foremost, to improve their teaching methods have to develop their quality as teachers. In order to meet the high demands of pedagogical skills, to ensure high quality training, high school teacher must consciously draw on psychological and pedagogical training and other laws – the educational process, characteristic of high school, know and consider them in their daily work. The teacher should be able to relate the two measurements – the position of a specialist in the subject position and a specialist teacher. Each of them must be substantively and methodologically provided to meet the requirements to the content of training (“deeply know your subject”) and its deployment in joint activities with students (“setting forth its clear, pedagogically appropriate”) in accordance with the requirements of didactics.

Neglect of this simple, obvious and fundamental truth simultaneously reduces the effectiveness of the educational process. So, in the late 70's – early 80-ies in higher education library become very popular educational business games. However, their full educational potential was not realized. The reason is that their developers were usually librarians of a profile experts on a particular academic subject. Therefore, the most rigorous and consistent reflection of them received theory simulation content of this school subject or group of subjects. At the same time its own methodological, pedagogical side “prescribed” a very superficial, and the game itself reflects only the external forms of phenomena and processes that in the form in which they appear to library professionals. As a result, many of the established simulation models actually “played”. The explanation for this phenomenon is that in game model was introduced mainly technological position specialist library and to a much lesser extent pedagogical position requiring special teaching tools for describing , deployment and demonstration of game situations in the pedagogical process.

The problem of teacher training content bibliographic disciplines, at the present stage of development of the higher school library is particularly acute due to the rapid increase in the amount of training pedagogical information rapidly for its renewal, development and complexity of teaching methodology, the emergence of new technical

means of education, the creation of new information technology and other factors. In pedagogical thought of modern Kazakhstan, approved more relatively new, methodologically important provisions, both for higher education library, so (and especially) for the training of education personnel from the librarians. Education, including higher education, understood as a function of culture, providing its self-preservation and development by accelerating in the personal world of human spiritual and practical experience of generations. Mechanisms for implementing this function socialized, mediated by the state, society, who are interested in reproducing existing forms of socio-economic, socio-political life, ideology, mind control people through educational structures. As a socio-cultural phenomenon, education appears as a process of formation and development of the individual, as a sphere of social practice, as an institutional system (educational institutions, governments) and, finally, as a matter of complex scientific knowledge.

Specificity of modern higher education, including training, both the librarians and teaching staff for library schools, characterized by the following factors: it is, first, the contradiction between the abstract subject of learning and cognitive activity (texts, sign systems, programs of action) and the real object digestible professional activities, where knowledge is not given in pure form, and set in the general context of educational processes and situations. Thus, if the information in the educational activity is its subject, the professional activities it should become a means of regulation of the latter, i.e. transformed into knowledge, skills.

Secondly, the contradiction between the integrity of the content of professional practice and mastery of her students through many subject areas, science, academic subjects. This contradiction between the way of functioning of professional activity as a dynamic process and its representation of static systems and algorithms ready knowledge of actions to be memorization.

Third, the contradiction between the social form of professional activity, the collective nature of labor involving interpersonal interaction and communication workers, and individual form of appropriation of its students in the form of knowledge.

Fourthly, the contradiction between the process of involvement in professional work of the entire personality specialist at creative thinking and social activity and support in training, primarily on the processes of attention, perception, memory and, as psychologists say, on cognitive function.

Fifthly, the contradiction between the response (passive) position of the student in the learning process and initiative (creative) nature of the activities of a specialist.

Sixth, the contradiction between the content of educational activity appeals to the social experience of the past and the future orientation of the student content of professional activity, as yet unknown situations and working conditions. These contradictions are difficult to eliminate entirely. However, much of it can be smoothed if the educational process will fully meet such an important condition as rational professional teacher training persons who have previously higher library education. The basis of this kind of training is its content. That is why the problem is so important content pedagogical preparation of teachers of library sciences.

Central paragraph problems vocational teacher education alumni library faculties – librarians, decided to devote himself to the preparation of highly qualified library, playing its contents – a systematic, rational pedagogically organized array of educational information, which makes mastering the graduate faculty of professional library and teacher.

Integrity of psychological and pedagogical training is implemented according to the principles of unity, complementarity, coherence and integration of educational content at all stages of preparation for professional teaching.

Structurally, the reference model of knowledge a teacher must be submitted at least in the form of several interconnected blocks. It includes the following main components.

1. Philosophical and methodological.
2. Cultural studies.
3. Psychology and Education.
4. Library and bibliographic.
5. Organizational and legal.

## 6. Biomedical.

So, in theory the problem of content preparation of future university teachers bibliographic disciplines comes to designing its content, providing a dynamic equilibrium of six major cycles: the philosophical and methodological, cultural, psychological and pedagogical, Library-bibliographic, legal, medical and biological [4, p. 36].

Studying existing curricula library faculties, taken in recent years, shows that the philosophical-methodological, cultural studies, sociology, library and bibliographic and to a certain extent medicobiological components faculty knowledge mastered by future teachers still in the process of getting a degree first. Therefore the problem of the content of teacher training narrows considerably: it boils down to psychological and pedagogical, organizational and legal units.

The most common and at the same time binding guidelines formulated to address the issue in a number of government documents of the Republic of Kazakhstan and some CIS countries.

Base in the development of the content of psychological and pedagogical training of future teachers or young bibliographic disciplines were not only general theoretical requirements of science pedagogy, not only a practical analysis of the situation taking place in many universities of culture but also of the state requirements for minimum training future teacher, especially documents such as State requirements for minimum content and level of training for graduate additional qualification “Teacher” (the third level of higher education) State standard of Higher education.

They are so important that they should be regarded as a fundamental principle of any activity aimed at obtaining by librarians of the second complementary education – teaching.

Standards define the main directions of the teacher. These include at least six main directions:

- Implementation of educational programs and curricula, and at a level corresponding to the accepted standards of education;

- Design, development and implementation of model activities related to the teaching (lectures, seminars, workshops and other classes);
- Study of the problems associated with teaching, to develop recommendations for their resolution;
- Analysis of private and common problems of teaching, management of educational institutions;
- The use of modern educational technologies for optimal teaching strategies depending on their level of preparation and training purposes;
- Education and intellectual development of the individual.

Thus, the activity of the teacher understood the state extensively. It is not limited to training activities, also including research, management and other aspects that is fundamentally correct character.

State imposes stringent requirements for the competence of the teacher. Library Faculty graduate who has completed training in training programs with additional qualification “teacher” has to have a set of characteristics, evidence of his professional pedagogical competence. It must:

- 1) Understand the role of education in society, the basic problems of disciplines that define a specific area of operation;
- 2) Know the basic legal documents relating to the system of public education, higher education, rights and duties of the subjects of the educational process (teachers, administrators, students and their parents);
- 3) Understand the conceptual basis of the subjects taught, their place in the general system of knowledge and values, as well as a faculty in the curriculum;
- 4) Take into account individual differences in educational activities of students, including age, social, psychological and cultural;
- 5) Have knowledge (subjects taught), sufficient for analytical evaluation, selection and implementation of education programs, appropriate level of preparedness of students, their needs and demands of society enshrined in the relevant government documents and standards.



To be specified at a standard level of professional competence, the future teacher should know:

- 1) The essence of learning and education, their psychological basis;
- 2) Educational and training systems of the past and the present, general questions of the organization of educational research and opportunities to generalize the results of the research and design of the search;
- 3) Ways of improving the skill of high school teacher and methods of cultivation;
- 4) Didactics (subjects taught);
- 5) The content and structure of the relevant curricula, syllabi and textbooks;
- 6) Minimum requirements for the content and level of training of students (for subjects taught), set by state educational standards;
- 7) Questions of particular methods of university courses;
- 8) Different approaches to the study of the main themes of high school course, learning new technologies;
- 9) Methods of formation of skills of independent work and the development of creative and logical thinking abilities of students;
- 10) Scientific fundamentals taught subject, history and methodology of science relevant;
- 11) The structure of the computer, the main operating system, computer tools, computer information processing techniques which may be used in the training process [4, p. 38].

This knowledge should be supported by appropriate skills. Future teacher primarily must be able to:

- Design, construct, organize and analyze their teaching activities;
- Schedule training sessions in accordance with the curriculum and on the basis of its strategy;
- Ensure consistency of presentation and interdisciplinary links with other disciplines of the subject;

- Develop and conduct various training exercises in form, the most effective in the study of relevant topics and sections of the program, adapting them to different levels of training of students;
- Clear, logical content to present new material drawing on the knowledge and experience of the students;
- Select and use appropriate teaching tools for building technology training;
- Analyze the educational and methodical literature and use it to build your own presentation of program material;
- Organize training activities of students , manage and evaluate the results;
- Apply basic methods of objective diagnosis of students' knowledge on the subject, make adjustments in the learning process based on the diagnostic data;
- Use software tools, software packages and tools for PC preparation of teaching materials , own methods of teaching with the use of a computer;
- Create and maintain a positive learning environment conducive to the achievement of learning objectives;

Develop students' interest in learning and motivation, build and maintain feedback.

Similar requirements for teacher nominated by the development of market relations in society and professionalism in their chosen field, industry activity. To resolve this problem, improving teacher and teacher training, creativity, skills, timely, productive, competent solving pedagogical problems. Therefore, the basic theoretical foundation to resolve the main problem – increase the professionalism of teacher training special teachers (Library Information ) Profile to be found in general pedagogy, general, age and professional psychology and practice of higher education.

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Горбачева В. О., Горбачева Д. О., Горбачев О. О.

Специфіка підготовки викладача інформаційно-бібліотечних дисциплін

Автори, спираючись на свої багаторічні дослідження і багаторічний досвід викладання на різних спеціальностях, розкривають основи теоретичної та методичної професійно-педагогічної багаторівневої підготовки викладачів, специфічні особливості умінь і навичок педагогів інформаційно - бібліотечних дисциплін, як найбільш «просунутих» фахівців у науково-інформаційному просторі системи професійної підготовки ВНЗ культури та мистецтв.

Виявляють специфіку сучасної вищої освіти, включаючи підготовку, як самих бібліотекарів, так і викладацьких кадрів для бібліотечних факультетів. Пропонуються вихідні теоретичні підстави для вирішення основної проблеми – підвищення професіоналізму педагогічної підготовки викладачів спеціального (бібліотечно-інформаційного) профілю.

Виявлено основні вміння майбутнього викладача. Він повинен уміти наступне: проектувати, конструювати, організовувати і аналізувати педагогічну діяльність; планувати навчальні заняття згідно з навчальним планом і на основі його стратегії; забезпечувати послідовність викладу матеріалу та міждисциплінарні зв'язки предмету з іншими дисциплінами; розробляти та проводити різноманітні за формою навчання заняття, найбільш ефективні при вивченні відповідних тем і розділів програми, адаптуючи їх до різних рівнів підготовки студентів; ясно, логічно викладати зміст нового матеріалу тощо.

*Ключові слова:* викладач, інформаційно-бібліотечний, професійна підготовка

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Специфика подготовки преподавателя информационно-библиотечных дисциплин

Авторы, опираясь на свои многолетние исследования и многолетний опыт преподавания на разных специальностях раскрывают основы теоретической и методической профессионально-педагогической многоуровневой подготовки преподавателей, специфические особенности умений и навыков педагогов информационно-библиотечных дисциплин, как наиболее «продвинутых» специалистов в научно-информационном пространстве системы профессиональной подготовки вузов культуры и искусств.

Выявляют специфику современного высшего образования, включая подготовку, как самих библиотекарей, так и преподавательских кадров для библиотечных факультетов. Предлагаются исходные теоретические основания для разрешения основной проблемы – повышение профессионализма педагогической подготовки преподавателей специального (библиотечно-информационного) профиля.

Выявлены основные умения будущего преподавателя. Он должен уметь следующее: проектировать, конструировать, организовывать и анализировать свою педагогическую деятельность; планировать учебные занятия в соответствии с учебным планом и на основе его стратегии; обеспечивать последовательность изложения материала и междисциплинарные связи предмета с другими дисциплинами; разрабатывать и проводить различные по форме обучения занятия, наиболее эффективные при изучении соответствующих тем и разделов программы, адаптируя их к разным уровням подготовки студентов; ясно, логично излагать содержание нового материала и т.д.

*Ключевые слова:* преподаватель, информационно-библиотечный, профессиональная подготовка

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