

*V. V. Proshkin, Borys Grinchenko Kyiv University*

**THE PREPARATION OF FUTURE TEACHERS TO THE  
UPBRINGING OF SOCIALLY HEALTHY YOUTH WITH FUNDS  
OF SCIENTIFIC-RESEARCH WORK**

Proshkin V. V.

The Preparation of Future Teachers to the Education of Socially Healthy Youth with Funds of Research Work

The article is devoted to topical issues of training of future teachers to the education of socially healthy youth when it's integrated into scientific-research and academic work. It's notes on the necessity of improvement of training process of prepare students of pedagogical specialties in the context of the formation in them readiness to the education of socially healthy younger generation in their future professional activity. Based on the analysis of the scientific literature defined and characterized the basic competence of future teachers in the sphere of upbringing social health of young people: information competence, communicative competence, productive competence, autonomy on competence, moral competence, psychological competence, subject competence, personal qualities of the teacher (kindness, sensitivity, balance, grace, tolerance, reflection, humanity). Disclosed specific competences in the area of education of socially healthy younger generation, in particular scientific-research competence. Served requirements to the preparation of future teachers in the area of education of socially healthy students of general educational establishments in view of the most integrated training with research activity of students. It's determined the complex of necessary skills, which needs to master students of pedagogical specialties in the context of upbringing socially healthy younger generation with condition of the close relationship of scientific-research and educational processes. It's notes, that future teachers should master the skills of creating demanding-friendly environment of scientific and educational processes in the context of upbringing socially healthy students of secondary educational institutions.

*Key words:* professional training, future teachers, social health, integration, scientific-research work.

Nowadays the actual problem of upbringing of socially healthy youth is remains. Meanwhile, now is acquires greater importance question of upbringing of socially healthy younger generation. Contemporary conditions of life put forward

new requirements for social health of the younger generation, in particular, the ability to adapt in difficult life circumstances, rapid socio-economic transformation and so on. Accordingly there is an increasing demand to specialists, who bear the greatest the responsibility for the condition of formation of social health of modern youth – modern teachers. In addition, responsible for the quality of training of future teachers enhanced by the orientation of Ukraine to the European and world educational space. According to „The national strategy of education development in Ukraine for the period up to 2021” modern development of society requires the improvement of the education system in accordance with the terms of socially oriented economy and integration of Ukraine in the European and world educational community. Given that fact, that the main goal of teacher education is ensuring highly qualified teaching and scientific-pedagogical staff of educational institutions, the problem of improving the university training of future teachers does not lose its relevance. The society recognizes the value of teacher-creator as the bearer of spiritual, intellectual and cultural potential, able to innovative pedagogical activity.

The foregoing demonstrates the need for significant strengthening science and research work of students in the process of professional training, in particular in the field of formation of readiness of future teachers to the upbringing of socially healthy youth. Implementation of quality process of preparation of students of pedagogical specialities in the specified context, first of all, requires the definition of basic competency of future teachers in the field of upbringing social health of younger generation.

The above led to **the purpose of the article**, that is the description of the main competences of future teachers as objects of pedagogical activity in the sphere of upbringing of social health of the younger generation.

Based on academic achievements [1; 2; 3; 4; 5; 6; 7; 8 and others] believe that in objects of pedagogical activity (future teachers) must have the following basic competence in the sphere of upbringing social health of young people:

- information competence, which provides for ownership of information technology, the ability to process different kinds of information in the context of the

search and selection of the most favourable educational material in the area of upbringing socially healthy students;

- communicative competence, which allow to communicate, to be clear, to establish friendly relationship with students, to forming in them a desire to raise their own level of social health;

- productive competence, that focuses on the ability to worked, to get the result, to make decisions and be responsible for them;

- autonomy on competence, it's mean that is the ability to self-development, creativity, self-determination, self-education, competitiveness, improve their own level of social health;

- moral competence, which we view as a willingness, the ability and the need to live by traditional moral standards;

- psychological competence, as an opportunity to use a psychological learning tools in the organization of interaction in educational and research activities, to form in students positive attitude to improve their own level of social health;

- subject competence, in the content of which is the mastery of defined learning tools in the sphere of educational process of upbringing of socially healthy students;

- social competence, one of the leading in the matter of upbringing of socially healthy youth, according to which assumes the ability to live and work with others;

- personal qualities of the teacher (goodwill, responsiveness, balance, elegance, tolerance, reflection, humanity) play a critically important value in develop student trust to the teacher, that eventually promotes close interaction between teacher and student, establishing a subject-subject relationship and, as a result, is a motivating force in improving level of social health of modern youth.

In addition to traditional requirements for a future teacher (implementation of professional educational programmes and curriculas on level, adopted by educational standards of higher professional education; development and application of modern educational technologies, the choice of an optimal teaching strategy depending on the

level of preparation of students and learning objectives; formation of scientific and pedagogical thinking, upbringing of citizenship, development of a system of values, semantic and motivational spheres of personality, aimed at humanization and democratization of society, etc.), for us special value has requirements for a future teacher in the context of upbringing socially healthy students in conditions of integration of science and education.

To do this, refer to the statements of V. Sukhomlinsky: „If you want that pedagogical work gave to teacher the joy, that daily holding lessons not become a dull monotonous duty, lead each teacher at happy path of research” [9, c. 70]. In connection with the specified, we consider the logical extension of the requirements to future teachers, which should be able to identify the relationship between scientifically-research and educational process in general school in the area of upbringing of socially healthy younger generation, the possibility of using own scientific research, as a tool to improve the educational process, and also explore various problems of pedagogical activity, etc. Implementation of the above requirements possible with terms of the creative research approach in the process of university preparation, aimed at the production of new knowledge to solve complex pedagogical problems, which require to make decisions, which have strategic value for the future professional activity in the context of upbringing socially healthy students.

In this regard, we believe that it is necessary to add to the list of competences of future teachers with competencies of a scientifically-research nature, which reflecting the ability to analyze results of scientific research and to apply them to solve specific educational and research objectives, readiness to use individual creative abilities for creative solution of pedagogical tasks on upbringing socially healthy students, to carry out independently scientific research with the use of modern methods of science in a specified direction, etc.

As a result of the learning process, that integrated with the scientific activities, future teachers should know the fundamental basics, main achievements, modern problems and tendencies of development of the relevant subject and scientific field,

its relationship with other sciences, the basics of personality psychology and the psychology of creativity, the essence and problems of processes of training and education in higher school, features of the influence on the results by research and teaching activity of individual differences of students, main achievements, problems and tendencies of development of domestic and foreign pedagogy of higher school in the area of upbringing of socially healthy youth, modern approaches to the modeling of scientific-pedagogical activity.

Also we think, that future teachers should be able: to use, in presenting the training material, the relationship of scientifically-research and educational processes, to apply the results of their own research to improve the educational process, knowledges of the cultural heritage of the past and modern science achievements as a means of education and upbringing, to create a creative atmosphere in educational process of scientific oriented nature.

And, finally, future teachers should to master: methods of scientific researches, the organization of research work; the basics of scientific-methodical work; ways of creating an exigent-friendly environment of scientific and educational processes; methods of formation of skills of independent research work, professional scientific and pedagogical thinking and development of creative abilities in the context of upbringing socially healthy students of secondary educational institutions.

**Conclusions.** The problem of preparation of future teachers to the education of socially healthy youth is relevant in today's environment and requires a prompt solution when it integrated in research and educational work. It is established that the process of preparation of students of pedagogical specialties to upbringing socially healthy younger generation, should be done with orientation on such basic competence of future teachers as: information competence, communication competence, productive competence, moral competence, psychological competence, subject competence, personal qualities of a teacher (kindness, compassion, balance, elegance, tolerance, reflection, humanity).

The perspectives of the research consist in developing diagnostic tools for determining the status of professional readiness of future teachers to the education of

socially healthy students.

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Прошкін В. В.

Підготовка майбутніх учителів до виховання соціально здорової молоді засобами дослідницької роботи

Стаття присвячена актуальним питанням підготовки майбутніх учителів до виховання соціально здорової молоді за умови інтеграції науково-дослідної та навчальної роботи. Наголошується на потребі удосконалення процесу підготовки студентів педагогічних спеціальностей в контексті формування у них готовності до виховання соціально здорового підростаючого покоління у майбутній професійній діяльності. На основі аналізу наукової літератури визначено та характеризувано основні компетентності майбутнього вчителя в сфері виховання соціального здоров'я молоді: інформаційна компетентність, комунікативна компетентність, продуктивна компетентність, автономізація на компетентність, моральна компетентність, психологічна компетентність, предметна компетентність, особисті якості вчителя (доброзичливість, чуйність, урівноваженість, витонченість, толерантність, рефлексія, людяність). Розкриваються специфічні компетентності в сфері виховання соціально здорового підростаючого покоління, зокрема науково-дослідна компетентність. Подаються вимоги до підготовки майбутніх учителів в сфері виховання соціально здорових учнів загальноосвітніх навчальних закладів в ракурсі максимально інтегрованого навчання з науковою діяльністю студентів. Визначається комплекс необхідних учінь якими мають оволодіти студенти педагогічних спеціальностей в контексті виховання соціально здорового підростаючого покоління за умови тісного взаємозв'язку науково-дослідного та навчального процесів. Зазначається, що майбутні учителі мають оволодіти уміннями створення вимогливо-доброзичливої обстановки наукового та навчального процесів в контексті виховання соціально здорових учнів загальноосвітніх навчальних закладів.

*Ключові слова:* професійна підготовка, майбутні учителі, соціальне здоров'я, інтеграція, науково-дослідна робота.

Прошкин В. В.

Подготовка будущих учителей к воспитанию социально здоровой молодежи средствами исследовательской работы

Статья посвящена актуальным вопросам подготовки будущих учителей воспитанию социально здоровой молодежи при условии интеграции научно-исследовательской и учебной работы. Делается акцент на потребности усовершенствования процесса подготовки студентов педагогических специальностей в контексте формирования у них готовности к воспитанию социально здорового подрастающего поколения в будущей профессиональной деятельности. На основе анализа научно литературы определено и характеризуется основные компетентности будущего учителя в сфере воспитания социального здоровья молодежи: информационная компетентность, коммуникативная компетентность, продуктивная компетентность, автономизация на компетентность, моральная компетентность, психологическая компетентность, предметная компетентность, личные качества учителя (добродушность, чувственность, уравновешенность, утонченность, толерантность, рефлексия, человечность). Разкрываются специфические компетентности в сфере воспитания социально здорового подрастающего поколения, а именно, научно исследовательская компетентность. Подаются требования к подготовке будущих учителей в сфере воспитания социально здоровых учеников общеобразовательных учебных заведений в ракурсе максимально интегрированного обучения с научно деятельностью студентов. Определяется комплекс необходимых умений, которым должны овладеть студенты педагогических специальностей в контексте воспитания социально здорового подрастающего поколения при условии тесной взаимосвязи научно-исследовательского и учебного процессов. Указывается, что будущие учителя должны овладеть умениями создания требовательно-добродушной обстановки научного и учебного процессов в контексте воспитания социально здоровых учеников общеобразовательных учебных заведений.

*Ключевые слова:* профессиональная подготовка, будущие учителя, социальное здоровье, интеграция, научно-исследовательская работа.

Information about the author

*Proshkin Volodimir Vadimovich* – doctor of pedagogical sciences, head of scientific-methodical center of research, scientific projects and programmes of Kyiv University named after Boris Grinchenko. Basic scientific interests are concentrated around problems of preparation of future teachers to the integration of scientifically–



research and educational work in the university training of future teachers, including, the context of formation of social health of students.

The article was received by the Editorial Office on 19.10.2015

The article was put into print on 27.11.2015

Peer review: S. Ya. Kharchenko, Doctor of Pedagogical Sciences, Professor