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## ПЕДАГОГІЧНЕ МИСЛЕННЯ ЯК СКЛАДОВА ОСОБИСТІСНОЇ ЗРІЛОСТІ МАЙБУТНІХ УЧИТЕЛІВ

*Статтю присвячено аналізу проблеми формування особистісної зрілості майбутніх учителів та педагогічного мислення як її складової. Мета статті полягала у теоретичному обґрунтуванні педагогічного мислення як складової особистісної зрілості майбутніх учителів та визначенні детермінант його формування. Під час реалізації мети дослідження було використано такі методи, як аналіз сучасних нормативно-правових, методичних, психолого-педагогічних джерел із проблеми підготовки майбутніх учителів та систематизація наукової інформації щодо змісту феноменів «особистісна зрілість» та «педагогічне мислення». Охарактеризовано функції (діагностична, стимулювальна, інформаційна, розвивальна, компенсаторна, оцінна, самовдосконалення) та відповідні до них види (теоретичне і практичне) педагогічного мислення. Аналіз наукового фонду надав можливість встановити, що педагогічне мислення характеризується як здатність усвідомлено використовувати педагогічні ідеї, знання та вміння в конкретних ситуаціях професійної діяльності, здатність бачити в певних явищах діяльності педагогічну сутність, що надалі буде визначати активність і прагнення особистості до досягнень у майбутній професії. Подано авторський погляд на детермінанти формування педагогічного мислення майбутніх учителів, під якими розуміємо специфічний вплив на здобувачів вищої освіти, в основі якого є суб'єктивні та об'єктивні чинники, від яких залежить усвідомлення ними педагогічної дійсності, взаємозв'язків у ній та самореалізація їх у майбутній професійній діяльності. Спираючись на предмет дослідження, схарактеризовано такі детермінанти, як: використання інтерактивних методів навчання під час підготовки майбутніх учителів; залучення майбутніх учителів до ігрового моделювання під час навчання; настанова майбутніх учителів на безперервний саморозвиток. Розглянуто змістовне наповнення понять «саморозвиток» та «інтерактивні методи навчання».*

**Ключові слова:** особистісна зрілість, педагогічне мислення, майбутні вчителі, ігрове моделювання, саморозвиток, інтерактивні методи навчання.

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## PEDAGOGICAL THINKING AS A COMPONENT OF THE FUTURE TEACHERS' PERSONAL MATURITY

*The article is devoted to the analysis of the problem of forming the future teachers' personal maturity and pedagogical thinking as its component. The analysis of the scientific fund made it possible to establish that pedagogical thinking is characterized as the ability to consciously use pedagogical ideas, knowledge and skills in specific situations of professional activity, ability to see in certain phenomena of activity the pedagogical essence that will further determine individual's activity and incentive for achievements in the future profession. The authors' view on the determinants of the formation of the future teachers' pedagogical thinking is given, by which we mean the specific impact on higher education applicants based on subjective and objective factors on which their awareness of pedagogical reality depends, the relationships in it and their self-realization in future professional activities. Based on the subject of the study, such determinants are characterized as: the use of interactive teaching methods in the future teachers training; involvement of the future teachers in game modelling during training; guiding future teachers for continuous self-development. The content of the concepts «self-development» and «interactive teaching methods» is considered.*

**Keywords:** *personal maturity, pedagogical thinking, future teachers, game modelling, self-development, interactive teaching methods.*

Proclamation of the National Doctrine of Education Development and the Concept of Education Development in Ukraine for the 2015-2025, which are aimed at the new type of humanities and innovation education, its competitiveness in the European and world educational space, are associated with training future teachers, who are able to make personal choices, to acquire skills, abilities and competencies for integration into society at different levels, to learn in the course of life, etc. That results in reformational changes that make certain demands on the personality of the modern teacher, his / her professional qualities, which allow him / her to respond quickly in different pedagogical situations. In this regard, firstly, the problem of forming a qualitatively new personality of the teacher is relevant for our state and is becoming one of the most important factors in increasing the future professionals' competitiveness in the field of education; secondly, the increasing attention to the future teachers' individuality requires a high level of personal maturity as one of the most important indicators of their professional development. In this regard, the need for a comprehensive understanding and awareness of the peculiarities of pedagogical thinking as a component of the future teachers' personal maturity and its formation is not in doubt and requires more detailed coverage.

The analysis of the scientific fund proves that the issue of maturity in pedagogy and psychology is investigated in such areas as: socio-professional maturity of the future history teacher (O. Ganzha, 2011); personal maturity of student youth (O. Lukasevich, 2010); future teachers' civic maturity (T. Mironenko, 2001); emotional maturity in adolescence and juvenility (I. Pavlova, 2005); social maturity of higher vocational school students (S. Polishchuk, 2007); personal maturity of high school students (L. Potapchuk, 2001); social maturity of a young teacher (V. Radul, 1998); personal maturity of the future teacher (O. Temruk, 2006); socio-professional maturity of cadets (H. Yavorskaya, 2006), etc. Despite the wide range of investigations on this construct, the question of forming pedagogical thinking as a component of the future teachers' personal maturity during their professional development remains open.

**The purpose of the article** is to theoretically substantiate future teachers' pedagogical thinking as a component of personal maturity and to describe the determinants of its formation.

In psychology, the concepts of maturity and adulthood are often identified, so an adult in the age period between the adolescence and the old age is often called mature. Adulthood and maturity are considered by psychologists mainly as the longest period of ontogenesis, which is characterized by the tendency to achieve the highest development level of spiritual, intellectual and physical abilities of the human personality. Unlike psychology, in acmeology maturity is not identified with adulthood, on the contrary, these categories differ. From the acmeological point of view, individual's maturity is the largest category which includes mainly the development of moral and ethical qualities, individual's humanistic orientation, normative nature of his / her behavior and attitudes. Mature personality is characterized by high responsibility, care for other people, social activity, which has a humanistic orientation, but not only high professional achievements and effective self-realization. On the other hand, not every adult can be called a truly mature person. That is why in the acmeological sense the degree of maturity, and even more, the peak of «maturity» – «acme» (peak, the highest degree) – is considered as a multidimensional characteristic of the adult's state, covering a certain period of its progressive development associated with significant professional, personal and social achievements. Therefore, acmeology as a science intends and allows to comprehensively investigate the features of the most important stage of human development in adulthood (according to V. Radul, 2007). On the other hand, maturity is understood as the stage of mental development and the quality of personality [7].

Considering the scientific category «personal maturity», it was established that the versatility of the research affects the ambiguity of its terminological arrangement. The scientists define personal maturity as: the effect of a person's unnormative self-experienced identity crisis in adulthood. Independence indicates person's ability to get out

of a difficult situation without exterior help, relying only on himself/ herself. The most vivid indicator of the formed personal maturity is self-determination, which is manifested in the mutual activation of freedom and responsibility. According to N. Didyk, the phenomenon of personal maturity is characterized by the following features: self-acceptance; subjectivity, ability to act; responsibility, internal locus of control; self-regulation; sociability; transcendence; creativity; independence; self-actualization; philosophical sense of humor; intellectuality; authenticity; recusance; morality; mental health [3].

Therefore, considering personal maturity as a holistic systematic phenomenon, it was found out that during its formation the significant role is played by pedagogical thinking.

Theoretical analysis of the scientific fund (I. Bekh, P. Halperin, M. Kashapov, M. Mamardashvili, A. Markova, L. Mitina, L. Rubinstein, G. Shchedrovitsky, V. Slastyonin, V. Sorokin, V. Zinchenko, etc.) made it possible to establish the availability of different approaches to defining the essence of pedagogical thinking. Scientists define pedagogical thinking as: the process of significating the implicit properties of pedagogical reality by the teacher in the course of comparison, and classification of situations, clarification of causal connections in them (according to A. Markova, 1996); the ability to use pedagogical ideas in specific situations, the ability to see in a particular phenomenon its general pedagogical essence; it is a component of the teacher's activity at all its stages: in understanding the goals, analyzing the problem situation, solving problems. The scientists define the «hierarchy of goals» and new approaches to the taxonomy of pedagogical goals and objectives, being important for clarifying the essence of pedagogical thinking (according to Yu. Kulyutkin and G. Sukhobska, 1996); the orientation of mental processes on the reflection of the teacher's activity object features on the basis of penetration into the essence of the pedagogical reality phenomena (by S. Kargin, 2003).

Examining these issues, it was found out that the functions of the teachers' professional thinking include: diagnostic: studying the students, pedagogical situation noesis, receiving feedback on the professional activity; stimulating: encouraging students to demonstrate intellectual initiative through their own pedagogical actions; informational: informing students about current problems related to a certain age and ways of solving them; developmental: understanding the means of forming the leading socially useful and educational and cognitive qualities of the student's personality; compensatory as the ability to think in terms of success: positive thinking, the ability to see the positive in failure, which helps the teacher in spite of many negative factors to find new ways and means to solve modern pedagogical problems; evaluation: informing students of the evaluation of the degree of effectiveness of their various actions; self-improvement: teacher's professional thinking creates and provides an opportunity to avoid impulsive or routine pedagogical activities. In addition, self-control provides the teacher with the correct solution of the pedagogical situation and allows to determine the degree of the main contradiction, which is the core of the pedagogical problem situation [12].

Note, that depending on the abovementioned functions, tasks, the following types of pedagogical thinking are determined, such as theoretical and practical. Theoretical thinking operates with abstractions (pedagogical ideas, laws, theories) and allows you to see the phenomena of school life in an ideal form. It provides the right decisions in specific situations. With the help of theoretical thinking the teacher has to solve not only reflective tasks, but also practical questions about specific students and student groups [9].

For the successful resolving of pedagogical situations, the research of I. Bekh is eligible in which the scientist emphasizes on the features of teacher's thinking, namely: selectivity of knowledge accumulation for their practical application; sensitivity to the contradictions of the pedagogical situation, the ability to see the problem; thinking begins with the conception and formulation of the problem situation; the same pedagogical situation creates different pedagogical problem situations for the teacher; identification of different problem levels in the pedagogical situation being solved; forecasting the consequences of the possible implementation of decisions being formed; pedagogical decision is closely related to practice, which eliminates inadequacies, inconsistencies. This means combining of teacher's cognitive and executive activities [1].

The realities of today require that future teachers have to form a style of pedagogical thinking, the main features of which include: objectivity – impartiality in the analysis of educational processes, lack of tendency to consider events through the prism of their own interests and needs; criteriability – certainty, structuring of pedagogical thinking, its «conceptual supportability»; systematicity as orientation on the formation of a systematic view of the pedagogical object, clarifying its structure and connections, lack of eclecticism; complexity, i.e. the ability to overcome interdisciplinary barriers, focus on interdisciplinary knowledge and transformation of pedagogical reality; probability – understanding the relativity of consideration of pedagogical phenomena, the awareness that they are realized not linearly (as the law), but authentically (as a trend); hierarchy as a coverage not only of the general essence, but of the structure of pedagogical phenomena as well, motivated ranking of their elements; dominance – the focus on the separating of the essential in the summation of pedagogical phenomena, in the linkage between them; perspective orientation: taking into account the perspective gives meaning to actions and deeds, provides the logic of the teacher's activity; analyticity – clarifying the essentiality of events, providing the accuracy and clarity of their consideration; logical strictness, consistency, i.e. the absence of distortions, shifts of values and meanings in the

construction of mental-speech models, the inadmissibility of typical logical errors, verbal aggression; critical thinking and self-criticism as the ability to understand oneself objectively and impartially, to avoid pedagogical mistakes [4].

Therefore, based on the above mentioned, it was found out that, firstly, pedagogical thinking is considered as generalized and indirect reflection of various manifestations of pedagogical reality, which is manifested in the ability to successfully solve pedagogical problems and contradictions, arising in the ability to see, understand, analyze, compare, model, predict the phenomena of pedagogical reality. On the other hand, pedagogical thinking can be considered as a kind of professional thinking that allows the teachers to recognize the essence of the pedagogical situation and organize their pedagogical actions for its purposeful transformation [5].

Thus, investigating these issues, it was found out that during the formation of different contexts of the future teachers' thinking, the implementation of pedagogical conditions is generally accepted. However, in the context of our study, we consider that special attention has to be paid to the determinants during the formation of the future teachers' pedagogical thinking.

Based on the research of scientific works of K. Abulkhanov-Slavskaya, V. Agapov, A. Derkach, O. Dubanesyuk, A. Rean, K. Rogers and others, it was established that the determinant in different contexts means a factor, a premise or a condition. In the context of the research, we will understand the determinants of this phenomenon as a specific impact on the higher education applicants, which is based on subjective and objective factors on which their awareness of pedagogical reality depends, the relationships within this reality, and their self-realization in the future professional activities.

Changing the philosophy of education requires the use of innovative technologies in the pedagogical process. Those affect not only the assimilation of educational material by future teachers, but also form the skills and abilities for their practical use in professional activities. Regarding this, the use of game modelling becomes important in the pedagogical process. Despite the sufficient number of psychological and pedagogical studies of game modelling: I. Pidlasy, G. Selevko, P. Shcherban and others (pedagogical principles of using the game in the educational process); B. Ananiev, I. Bekh, G. Kostyuk, K. Rogers, S. Rubinstein, L. Vygotsky and others (psychological aspects of the game), the question of considering its use in the formation of the future teachers' pedagogical thinking remains open.

In the process of investigating this problem it was proved that game modelling helps to create a friendly psychological climate, helps future teachers to experience certain pedagogical phenomena, to form the skills for the future behavior in the team, etc. (according to A. Budanov, O. Mudryk, L. Novikova, S. Polyakov and others).

The analysis of the scientific fund (G. Vashchenko, A. Panfilova, G. Selevko, etc.) on this issue made it possible to establish that games are classified according to different indications. During professional training such types of games arouse the future teachers' sufficient interest as: educational, upbringing, developmental, socializing, training, reproductive, productive, creative (by the character of the learning process organization); didactic, cognitive, intellectual, computer, game travel, training (according to ready rules); role-playing, business game, imitation, game-dramatization (according to game methods). Their use contributes to: the future teachers' perception of knowledge and their encouragement to analyze, compare, systematize and generalize pedagogical concepts, facts, theories, consistent patterns, phenomena, specific situations, etc.; formation of the future teachers' ability to comprehend pedagogical phenomena, to allocate their main characteristic features; development of pedagogical abilities; formation of professional skills, such as: the ability to assess their feelings in a particular situation, students' mental state; the capability to possess oneself, to demonstrate pedagogical tact; choose the right tactics of actions in accordance with pedagogical tasks and pedagogical situations, etc.) [6].

The investigation of psychological and pedagogical literature on the future teachers' training using interactive learning has allowed us to conclude that scientists interpret this concept differently and define it as: joint learning (collaborative learning): dialogue learning, in the process of which the interaction between teacher – student, student – student, student – group, etc. is carried out (by O. Pometun); as a special form of organizing cognitive activity, which implies very specific and predictable goals (according to N. Suvorova). Based on the subject of the study, it is appropriate to look at interactive learning, expressed by S. Bondar, who understands it as a learning process that occurs only under the condition of constant, active interaction of all the participants. According to the author, it is mutual learning (group, collective, collaborative learning), when the teacher and the student are equal subjects of learning; the organization of interactive learning is carried out by means of modelling life situations, use of role games, joint problem solving based on relevant situations; promotes the formation of communication skills, helps creating an atmosphere of cooperation; reveals the leadership traits of the teacher and the students, while no one dominates over the others, the opinions of all the members of the educational process are taken into account [2].

Note that for the effectiveness of any type of training in practice, the corresponding categories of didactics are used. That makes it possible to comment on interactive methods when using interactive learning in the future teachers' preparation for professional activities. As O. Pometun rightly defines, interactive teaching methods enable the involvement of the learners into a set of educational and learning situations that are constantly updated. Thus, students' full personal involvement in activities and communication is carried out, which activates the internal forces and thus promotes internal growth. The tasks of interactive teaching methods are: development of intellectual skills

(ability to form one's own position on socially significant events, ability to assess the situation, make decisions on controversial issues and defend this decision, which depends on the development of logical and critical thinking); development of communicative skills (ability to clearly and distinctly formulate and present their position, interact in a group); assimilation of values (respect for human rights and dignity, peaceful ways of resolving conflicts, cooperation; tolerance; justice; openness; honesty; responsibility; persistence; respect for others and their own efforts); formation of a holistic picture of the world; development of the ability to navigate in the environment [10].

Note that in philosophy the guidelines for self-development are considered as a spiritual and practical transformation in order to complete individual self-improvement. In psychology it is interpreted as a necessary condition for individual self-realization. The investigation of self-development in pedagogy is aimed at finding opportunities, technologies of influence of the education system on the individual's motivation to self-development, providing it with the means of self-development and comprehensive support through pedagogical methods [11].

Considering the scientific category of self-development it was found out that the versatility of the study affects the ambiguity of its terminological arrangement. Scientists define individual self-development as: the person's fundamental ability to become and be the subject of his / her life, to turn his / her own life into a subject of practical transformation (E. Isayev, V. Slobodchikov, 2000); purposeful process of «deployment» of already existing but «rolled up», to a certain point, inclinations, abilities, skills, qualities, or «emergence» and formation of properties and qualities, which did not exist before (A. Derkach, 2006); a necessary condition for individual self-realization, the self-change of the subject in the direction of his Self-ideal, which arises under the influence of external and internal causes (I. Bekh, 2003); the process of active, consistent, progressive and generally irreversible qualitative change in individual's psychological status (G. Zhelezovskaya and O. Yeliseyeva, 1997); purposeful multifaceted person's self-change, which serves the purpose of maximum spiritual and moral, activity-practical self-enrichment and self-development (K. Stetsiuk, 2013); conscious, purposeful and controlled activity of the individual, the purpose of which is self-change in a positive direction, which provides personal growth, self-improvement (S. Kuzikova, 2011).

Regarding this, we would like to emphasize on the research of G. Nazarenko. The author understands individual self-development as an active purposeful activity for the sake of changing himself / herself by his / her own efforts through this activity, resolving internal contradictions of his / her existence in a democratic space. The process of self-development, as the scientist emphasizes, takes two forms – self-education (a specific type of the subject's internal activity, aimed at developing skills, abilities, qualities for its self-realization in a democratic environment) and self-improvement (the highest form of self-development of the individual as a subject of democratic interaction, being implemented in the moral coordinate system and requiring the use of a mechanism of reflection aimed at knowing their behavior, actions and deeds, feelings and abilities, as well as the understanding how it is perceived by interaction partners) [8].

Based on the results of the scientific fund analysis on the phenomenological feature of pedagogical thinking, as well as taking into account the originality of the content of modern training in terms of its formation in future teachers, such determinants were outlined: future teachers' involvement in game modelling during their training; use of interactive teaching methods in the future teachers' training; guiding future teachers for continuous self-development. That, in turn, gives grounds to dwell upon the necessity in the formation of personal maturity (the component of which is pedagogical thinking) of the future physical education teachers during their professional development. Prospects for further research in this direction will be developing the experimental model for implementing pedagogical conditions for the formation of the future teachers' personal maturity during their professional development.

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### СУТНІСТЬ ОСНОВНИХ ПОНЯТЬ КОУЧИНГУ У ВИЩІЙ ОСВІТІ УКРАЇНИ

У статті звернено увагу на професійно-особистісний розвиток майбутнього вчителя, що являє собою цілеспрямований та поетапний процес фахового становлення, що характеризується неперервністю, циклічністю, фазовістю та передбачає врахування навчальних потреб, мотиваційних детермінант майбутнього педагога, рівня його педагогічної майстерності. Зауважено, що ефективною технологією науково-методичного супроводу є педагогічний коучинг як система андрагогічних, акме-синергетичних принципів і прийомів, котрі сприяють розвитку потенціалу особистості та групи студентів, а також забезпечують максимальне розкриття та ефективну реалізацію цього потенціалу. Автор зауважив, що коучинг сприяє формуванню самоосвітньої компетентності особистості, оскільки тренує здатність ефективно діяти й навчатися, усвідомлювати відповідальність, розвиває навички самостійної пізнавальної діяльності, самоуправління й ефективного менеджменту траєкторії власного індивідуального розвитку. У процесі коучингу відбувається розкриття потенціалу людини, розвиток її професійних та особистих якостей завдяки чому розвиваються нові здібності й навички, які підвищують ефективність роботи та