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## Psychological-Pedagogical Training of Professional Education in Ukraine

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### Abstract

In the article substantiation of theoretical and methodological foundations of professional training of teachers of vocational training in ZVO, the system of their psychological and pedagogical training was developed and experimentally tested.

**Keywords:** vocational training teachers, vocational training, psychological and pedagogical training, information student-centered portable environment, educational process

### Introduction

Changes at the legislative and regulatory levels in higher education require timely and adequate response, thoughtful and balanced strategic approach that would include such conceptual tendencies of development of professional education, namely: democratization, transparency, humanization and humanitarization, fundamentalization, informatization, technologization, continuity and efficiency, first and foremost, professional training of future teachers of vocational training. Updating the state professional education standards is based on the competence approach and in coordination with the international Project of the European Commission “Harmonization of educational structures in Europe”. Modernization of educational programs and the transformation of education degrees require the introduction of information and innovative pedagogical tech-

nologies that would contribute to quality assurance of psycho-pedagogical training of future specialists and meets the current requirements of the state and society, the educational area and in particular to the personality of future teacher, his professional qualities.

### **Main part**

Scientific and theoretical basis for defining the conceptual foundations of research are the philosophical, methodological, pedagogical and psychological state: in the sphere of professional education, in particular basic professional education; historical aspects; design pedagogy; professional-pedagogical training of future specialists; vocational guidance; professional mobility; technology differentiated instruction; informatization of education; business education; cultural education; in the field of psychology.

The aim is to study theoretical and methodological foundations of the study process, the development and experimental testing of the system of psycho-pedagogical training of future teachers of vocational training. Object of professional training of future teachers of vocational training in Foundation of Higher Education (HEF). Subject – the system of psychological-pedagogical training of future teachers of vocational training.

Theoretical propositions which provide grounds to justify the conceptual – categorical apparatus of research, and to analyze the theoretical and methodological foundations, concepts and theories that are the basis for improving the content and structure of psycho-pedagogical training of future teachers of vocational training, organizational and pedagogical conditions of the system model and development opportunities to ensure self-improvement specialists in the sphere of professional education. The nature of psychological and pedagogical training of future teachers of vocational training is based on the unity of pedagogical theory and practices of contextual teaching and education is based on the laws and mechanisms of pedagogical creativity. Its basic principles are: scientific character, cultural, fundamentally, humanizing, consistency, innovation, accessibility, unity, and continuity, continuity and diversity.

Methodological principles of research of psychology-pedagogical preparation of future teachers of vocational training in HEF contribute to the justification and implementation of complex approaches: competence (the formation of psycho-pedagogical competences); activity (professional development in various spheres of functional activity); the personality-oriented (personal needs of future teachers of vocational training taking into account the influence of factors of social transformation); acmeological (self-realization, self-reflection and self-correction of future specialists in the process of psycho-pedagogical training); axiological (diversification of vocational and academic components of the system of academic values); the system (interpretation of psycho-pedagogical train-

ing of future teachers of vocational education as an open social system), synergistic (the transformation of value orientations, active self-knowledge and self-education of future specialists). Methodical provisions shall ensure that system of psychological and pedagogical training of future teachers of vocational training that reflects dynamic processes, where the involved teachers, employers, the public and students and is their interaction, transform pedagogical reality and defines the roles of participants in the educational process. The concept of psycho-pedagogical training of future teachers of vocational training as a targeted component of the system is based on transparency approaches participate and diversification of the educational process.

Organizational and managerial provisions of the study of psychological and pedagogical education substantiate the selectivity of organizational, managerial and pedagogical conditions for the effective implementation of the developed model of the system of training future teachers of vocational training. The practical provisions provide for verification of the model of the system of psychological and pedagogical training of future teachers of vocational training, which is carried out during the analytical-motivational, functional-ascertaining, formative and control stages of pedagogical experiment. Evaluation of the effectiveness of the system of psychological and pedagogical training of future teachers of vocational training is ensured through the use of diagnostic tools.

## **Conclusion**

The article presents a systematic generalization and proposes updated mechanisms for solving the scientific problem of theoretical and methodological foundations of psychological and pedagogical training of future teachers of vocational training. The theoretical retrospective and comparative types of analysis of the conceptual-categorical apparatus of the scientific problem of the research have been carried out. Studying the theory and practice of professional training of future teachers of vocational training gives grounds to distinguish the psychological and pedagogical aspects of the formation and development of research problems, to carry out a semantic analysis of the state of psychological and pedagogical training of future teachers of vocational training in Ukraine and the European Union. Psychological and pedagogical training of future teachers of vocational training is interpreted as a complex multilevel process of multifunctional activity of the future specialist in the field of vocational education, the result of which is the formation of psychological and pedagogical readiness of the future teacher of vocational training, manifesting competence in psychology, psychological and pedagogical culture of personality. It is established that a special psychological and pedagogical professional competence is a special system-forming complex of qualities (professional craftsmanship, pedagogical skill, mentoring, prompting to solve professional problem-situational tasks),

abilities (algorithmization, cyclicity of the professional processes of technological processes). knowledge, abilities and skills of psychological and pedagogical orientation in accordance with the semantic purpose of professional environments in the types of economic activity and the etiology of the professional development of pedagogical psychological and methodological influence of the educational process on the modernization of the system of professional training of future teachers of vocational training with the transformative ability of their optimal transformation.

Formed the content and structure of psycho-pedagogical training of future teachers of vocational training. The developed content of training courses, providing psycho-pedagogical training of future teachers of vocational training, the organization of cognitive activity of students as a consecutive study system object that the result should constitute a system of formation of special psychological and pedagogical professional competence of future teachers of vocational training. The structure of PSIKHOLOGO-pedagogical training of future teachers of vocational training consists of invariant, variable, professional and efficient components that optimally the study presented cycle of psychological and pedagogical disciplines: "Psychology", "Professional pedagogy", "Methodology of professional education", the course work in the methodology of professional training, E-learning, "Methodology of educational work", "Fundamentals of inclusive education" and selective courses. Theoretically grounded and designed a model system of psychological and pedagogical training of future teachers of vocational training that interpreted as an interrelated and interdependent set of subsystems: axiological-target, content-functional, professionally-molding, methodological, procedural and monitoring that are relevant, which are connected external and internal relationships of organizational-pedagogical conditions.

An information-based, student-centered, portable environment for the psychological and pedagogical training of future vocational education teachers on the MOODLE platform has been developed. It is substantiated that informative student-centered portable environment of psychological and pedagogical preparation of future teachers of vocational training creates opportunities, on the one hand, for the teacher to quickly receive information about the educational and cognitive activity of the student during the semester, to provide him with timely assistance, correctness and correctness and to keep in the archive the dynamics of each student's educational achievements during the whole period of his/her studies, to apply transparent, participatory and diversification approaches to the vocational training of education recipients; on the other hand, provides the student with a set of methods for assessing the results of his activity, self-determination of his own level of success (self-assessment), gives him/her the opportunity to get acquainted with the methodological recommendations for the

performance of works (laboratory-practical, seminars, etc.), to get an electronic theoretical material referring to various scientific sources, published on the Internet, etc. Introduced and established that an informational student-centered portable environment of psychological and pedagogical training of future teachers of vocational training educators promotes constant contact between students and the teacher through the means of information and communication technologies; diagnostics of the dynamics of student success at the stages of educational and cognitive activity (mastering information, performing practical or independent work, etc.); adequate ranking of qualifying characteristics of the level of educational achievement of future vocational education teachers; promotion of self-development through the mechanism of self-assessment by students of their own educational achievements; opportunities for the student to compare the formed self-assessment with her interpretation of the teacher; providing feedback to the student-teacher relationship in the process of evaluating the educational achievements of the future professional vocational training teachers, which, in turn, ensures transparency and objectivity in the evaluation activity of the teacher of HEF.

Implemented experimental verification (on the basis of the stages of the pedagogical experiment – analytical-motivational, functional and ascertaining, forming and control) efficiency of the developed model of the system of psychopedagogical training of future teachers of vocational training, the results of which indicate that there is positive dynamics in the development of high and adequate levels of special psychological and pedagogical professional competence of future teachers of vocational training in the experimental groups. Determined that the formation stage of the study, there were positive changes of the level of special psychological and pedagogical professional competence of future teachers of vocational training in the experimental groups, the indices of which in the beginning of the experiment almost did not differ from respondents in the control groups. The average percentage deviation in positive growth by all criteria – has increased at a high (+1,81%) and sufficient (+1,91%) levels, and negative dynamics was reduced on average (-2,38%) and insufficient (-0,33%) levels. During the control phase of the pedagogical experiment it is established that the developed system of psychological and pedagogical training of future teachers of vocational training is verified using the  $\chi^2$  – test of Pearson. It is shown that for  $\alpha = 0,05$  all observed values of the criterion K. Pearson exceeds a critical value, the reliability is  $p = 0,95$  it can be argued that future teachers of vocational training in the experimental group, there were positive dynamics in the level of development of special psychological and pedagogical professional competence in all criteria. In case of increase of level of reliability to  $\alpha = 0.01$  and obtained confirmation of the conclusions about the improvement of the level of special psychological and pedagogical professional competence of students of

the experimental group at the motivational and incentive-based and heuristically diagnostic criteria. The results of the study gave the grounds to justify proposals about the prospects for psycho-pedagogical training of future teachers of vocational training in ZVO.

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