

PEDAGOGICAL SKILL OF A HIGH SCHOOL TEACHER

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Abstract. *The scientific and pedagogical activity of a high school teacher is multifaceted, it covers purely teaching activities, scientific research, scientific and methodological work, educational and organizational influence on student youth, self-education. In each of the areas of activity, either the nominal attitude of the teacher to it, or his desire to carry out work at a high level, is manifested. These high requirements for one's own activities, critical thinking, creativity distinguish a teacher with a high level of pedagogical Skill. The relevance of this topic is due to the need to improve pedagogical skills as a component of pedagogical activity, a high degree, perfection and criticality in the activities of a higher school teacher, to determine the skill of a higher school teacher in professional activities, the ability to evaluate and accordingly use knowledge and skills in modern pedagogical situations. The purpose of the study is to reveal the influence of higher education on the formation of pedagogical skills of a teacher. Higher education at the present stage of development of society is called upon to give priority to the formation of students' pedagogical skills as a complex of properties of the teacher's personality, which ensures a high level of self-organization of pedagogical activity; to acquaint with the mechanisms of creative self-realization in professional activity; organize professional and pedagogical activities as a developmental and educational interaction; acquaint with modern pedagogical experience by creating a teacher's portfolio. The methodological basis of the study is the theoretical statements and conclusions of the achievements of the world pedagogical thought, modern concepts and laws of the education system in higher education institutions.*

Keywords: *higher education institutions, pedagogical skills, pedagogical technique, professional and pedagogical activity, teacher.*

Introduction

Relevance. The article discusses the issues of formation of pedagogical skills of a higher school teacher as an important factor in the development of educational institutions and ensuring the quality of educational services. The analysis of scientific, scientific-pedagogical literature, research shows that the problem of forming the skills of a higher school teacher is urgent. Pedagogical skills are one of the most important components of the training of a modern high school teacher. It is the professional and pedagogical culture the teacher

determines the degree of development of his ability to solve professional problems and characterizes him as a master of his craft.

Statement of the problem. The pedagogical skills of a higher school teacher are an important factor in the image of a modern higher education institution. The formation of a highly moral, comprehensively developed, harmonious personality of a teacher involves active interaction of teachers of a higher education institution with students. The purpose of higher education today is to train specialists who are able to ensure the transition from an industrial to an information and technological society, through innovations in the educational process and scientific and methodological work. Therefore, the main task of a modern higher education institution in Ukraine should be the formation of an innovative educational environment, which involves not only changes in the organization of education, but also the improvement of teachers' professional skills. In order for higher education in Ukraine to meet the requirements of the time as much as possible, such factors as competence, professionalism, intelligence, creativity should play a leading role in the functioning of this sphere. All these features can be considered necessary features of a modern creative teacher of a higher education institution, who is constantly faced with the problem of improving, increasing his pedagogical skills.

The aim of the article is to define the essence of the concept of «pedagogical skill», to allocate the components of the teacher's skill, ways to increase and improve the pedagogical skill of a higher school teacher.

Tasks:

1. To consider the formation of pedagogical skills of a higher school teacher as a pedagogical problem, to reveal the essence of the key concepts of the phenomenon under study.
2. Formation of skills and abilities of pedagogical technique.
3. Application of best pedagogical practices.
4. Formation of professional competencies and qualities of a future teacher.

Research methods: theoretical – analysis of scientific literature on philosophy, psychology, pedagogy to substantiate the theoretical foundations of research and determine the essence of leading scientific concepts, to identify the essence and specifics of the formation of pedagogical skills of a higher school teacher; empirical – diagnostic, raising the level of pedagogical skills at Pavlo Tychyna Uman State Pedagogical University.

Literature Review

The issue of pedagogical skills has always been the subject of attention of many prominent domestic and foreign teachers and psychologists. Suffice it to mention the names of Fitsula (2006); Kaidalova, Shchokina, Vakhrusheva (2009); Kuzminsky (2005); Ziaziun (2005) and others. The scientific works cover the

issues of professional training of the teacher, consider the conditions for the formation of pedagogical skills, its components. The authors derive their understanding of such a complex phenomenon as pedagogical skill.

V. Denysenko (2022) believed that the secret of pedagogical skill lies in the knowledge of the features of the pedagogical process, the ability to build it and set it in motion. Therefore, mastering pedagogical skills is available to every teacher if he works on himself, since the basis of its formation is, first of all, practical experience. "By educating others, we educate, first of all, ourselves." – wrote Ziaziun (2005).

The issues of formation of professional skills are analyzed in the scientific research of S. Vitvitska (2012); L. Kaidalova et al. (2009); B. Levkivsky (2005) and others. The structure of pedagogical skills was studied in the works of O.A. Lavrinenko (2021) and M. Fitsula (2006). Issues related to the training of scientific and pedagogical workers, improvement of their qualifications and pedagogical skills are disclosed in the scientific work of A. Kuzminsky (2005); V. Slipchuk, H. Yuzkiv, T. Lutaieva, N. Batechko., M. Pisotska (2021) and others. Improving pedagogical skills as a condition contributing to the academic mobility of a teacher has not yet been the subject of research.

Methodology

In the era of modern information and educational technologies, in the period of development of distance learning, the priority source of systematic knowledge transfer, their indispensable repeater is the teacher, who provides high quality education. This determines the teacher's need for constant self-improvement, self-development, and improvement of their professional skills. In the context of this problem, of particular interest is the formation of pedagogical skills of a higher school teacher. At the present stage of education development, a higher education institution needs a teacher who is labile, capable of self-development and self-determination in a constantly changing situation, open to the social order of education, ready for self-improvement, high-quality, skillful implementation of knowledge, skills and abilities in professional activities (Kaidalova, Shchokina & Vakhrusheva, 2009).

One of the prerequisites for solving an important and complex task of training competitive specialists is the development of pedagogical skills of a higher school teacher, in particular, by improving the psychological and pedagogical training of future teachers and forming their readiness for professional self-improvement, self-development, and through it – productive pedagogical activity. The magnitude of the problem under study requires consideration of the development of pedagogical skills of a teacher of a higher education institution as a multifactorial, complex process (Levkivskyi, 2005).

During the research, we paid attention to the study of scientific achievements related to the training of scientific and pedagogical workers, improving their

qualifications and pedagogical skills in the higher education system, highlighted in the works of the following scientists: Vitvitska (2012), Kaidalova et al. (2009), Kuzminsky (2005), Levkivsky (2005).

The results of the literature review showed that, despite a significant number of publications devoted to the problem of pedagogical skills, an unambiguous understanding of the essence of this concept is virtually absent and is often identified with professional competence. Indicators of successful professional activity of a teacher are a complex of such interrelated characteristics as: pedagogical skills, professional competence, professionalism, pedagogical abilities, between which there is a connection.

Research results

The essence of the concept of "pedagogical skills" is quite multifaceted and widely covered by many scientists. Each researcher in this field examines a specific aspect of the teacher's activity that, in his opinion, best reveals the essential characteristics of pedagogical excellence. There are several approaches to defining pedagogical excellence and its structure.

The concept of "pedagogical skill" is quite widely and fully disclosed in the *Khrestomatiya "Pedahohichna maysternist"*: "... This high art of education and training, which is constantly improving, is available to every teacher who works by vocation and loves children. A teacher is a specialist of high culture, who has a deep knowledge of his subject, is well acquainted with the relevant branches of science or art, is practically versed in the issues of general and, especially, child psychology, is fluent in the methods of teaching and upbringing." (Ziazyun, Bazydevych, Dmytrenko et al., 2006).

Pedagogical skill is a high art of teaching and upbringing, which is constantly improving. Improving pedagogical skills is available to every teacher. Pedagogical skills are formed on the basis of pedagogical activity.

In Ziazyun's anthology, "mastery" is defined as a specifically human form of activity, in the process of which a person consciously, in accordance with the set goal, transforms the world around him and himself. At the same time, he imagines the final result that he wants to achieve, develops a program of actions to achieve this result, chooses the means and methods of activity that will allow him to do this, and upon completion of the activity, compares its results with the planned ones and determines how much he managed to achieve the goal (Ziaziun, 2005).

Thus, the scientist considers pedagogical skill "as the highest level of pedagogical activity (if qualitative indicators of the result are characterized), as a manifestation of the creative activity of the teacher's personality (if the psychological mechanism of successful activity is characterized)". As a pedagogical category, he defines it as follows: "pedagogical skill is a complex of personality properties that provides a high level of self-organization of professional activity on a reflective basis." Pedagogical excellence is a dynamic

system. Its components are humanistic orientation, professional competence, pedagogical abilities, pedagogical technique (Ziaziun, Kramushchenko, Kryvonos et al. 1997).

O.A. Lavrinenko believes that pedagogical skill is a high art of teaching and upbringing, which is constantly improving, the basis of which is professional knowledge, skills and abilities. Pedagogical skills are based on pedagogical skills (didactic, organizational, communicative, perceptive, suggestive, scientific and cognitive, prognostic, research), as well as on emotional stability and the ability to pedagogical improvisation (Lavrinenko, 2021).

According to N. Machynska, pedagogical skill is a set of personality qualities that ensure a high level of self-organization of the teacher's professional activity, the components of which are professional knowledge, pedagogical technique, pedagogical abilities, pedagogical morality, professionally significant qualities (benevolence, objectivity, exactingness, decency, optimism, self-control) and external culture. All these components create the prerequisites for the transformation of pedagogical activity on art, which is a lengthy and complex process. The final stage of this process is pedagogical innovation, when the teacher introduces fundamentally new ideas into the educational process, develops new methodological systems, and creates new pedagogical technologies (Machynska, Fedorovych & Yaremchuk 2020).

As a result of the analysis of the works of scientists, we have given a definition of the concept of "pedagogical skill" – it is a complex, multifaceted system that can be modeled for the purpose of its deeper cognition (Levkivskyi, 2005).

Modern scientists note that the multifaceted nature of pedagogical activity cannot be determined by individual abilities, the personality of a teacher with an arsenal of various qualities is a condition for successful work, so pedagogical skill is somewhat dependent on these qualities.

Essential in determining the role and functions of pedagogical skills in the system of higher education is its development as a complex organizational system that involves the process of formation, formation and development of the teacher's personality. Pedagogical activity is carried out in different areas: training, upbringing, management of students' activities, and each of them can manifest the pedagogical skill of the teacher, the basic foundation of which is the following elements: the content of the teacher's education; professional experience; experience of manifestation of personal qualities in professional and pedagogical activities, that is, an internal model of behavior.

The logic of constructing pedagogical skills can be represented in a peculiar way by the formula: "knowledge – experience – personality". Also, pedagogical skill is understood as a complex of personality properties, which ensures a high level of self-organization of the teacher's professional activity.

The purpose of professional and pedagogical activity is the changes that the teacher predicts in the development of the personality and professional

competence of the future teacher. Taking into account the content and purpose of professional and pedagogical activity, its structure is determined.

In the structure of this activity, a key role is played by its participants and the relations between them. It is possible to represent them using three models:

subject-object, where the subject (S) is the teacher, and the student (O) is the object; *subject-subject*, where both the teacher and the student are subjects (S);

subject-object-subject, where the teacher is the subject S, and the student is both the object and the subject (O = S).

Subject-Object Model of Pedagogical Activity

$$S \rightarrow O$$

This model is the basis of authoritarian, knowledge-based pedagogy, in which the teacher is considered the main person in the pedagogical process that teaches, educates and provides the profession of teacher to the student. At the same time, the student is perceived as a passive object of the teacher's pedagogical influence, without taking into account the level of his capabilities, desires, and feedback. The criterion for the quality of such pedagogical activity is evaluation.

Subject-Subject Model of Pedagogical Activity

$$S \leftrightarrow S$$

This model is the basis of humanistic, personality-oriented pedagogy, in which the teacher and the student are considered equal partners in the pedagogical process, who jointly master the profession of a teacher while the student acquires the necessary professional knowledge, skills, and ways of acting. At the same time, the student is perceived as an active subject of his own educational and professional activity, which he carries out taking into account his capabilities, desires, embodying them in the feedback to the actions of the teacher of the higher education institution. The object of activity is the process of guidance by a teacher of the educational activity of a student of a higher education institution, carried out by him/her independently. The criterion for the quality of such pedagogical activity is the student's ability to learn independently (competence of self-improvement). Since the organizer and communicative leader of professional and pedagogical activity is still a teacher who exerts an educational and professionalizing influence on the pupil, which he accepts or resists him, there is a need to clarify the subject-subject model of professional and pedagogical activity by visualizing the communicative and organizational role of the teacher:

Subject-Object-Subject Model of Pedagogical Activity

$$S \rightarrow (O = S)$$

In this model, the teacher of vocational training is the subject who exerts pedagogical influence on the student in order to encourage him to his own activity to master the profession of a teacher, and the student perceives this influence and carries out appropriate educational actions of his own. In accordance with the stages of activity, which, as a rule, are consistent with its tasks and functions, functional elements of professional and pedagogical activity are distinguished: orientation and analytical, gnostic, designing, constructive, organizational, communicative, evaluative and correctional.

The main components of professional and pedagogical activities are listed in Table 1.

Table 1. *Main components of professional and pedagogical activities (made by authors)*

Components	Activity	
	Production	Pedagogical
Subject	Engineer, Technician, Worker	Teacher
Object (subject)	Objects of work: materials, technologies	Formation and development of the student's personality
Tools	Equipment, mechanisms	Methods and means of teaching and upbringing, the personality of the teacher
Result (product)	Material values	Spiritual values: education, good manners, professional development of the individual

The implementation of all components will ensure a high-quality educational process, creative self-development and self-realization of the teacher in the process of pedagogical activity. Methods and methods of scientific and pedagogical activity are individual and subjective in nature and their use depends on the abilities of each teacher.

We have developed a model for improving the level of pedagogical skills, which corresponds to the Resolution of the Cabinet of Ministers of Ukraine No. 800 of August 21, 2019 on the procedure for advanced training of pedagogical and scientific-pedagogical workers, the Regulation on the procedure for exercising the right to academic mobility by participants in the educational process of Pavlo Tychyna Uman State Pedagogical University.

Model (Fig. 1). includes 8 topics for improving the level of pedagogical skills for teachers of higher education institutions. The main purpose of the model implementation is the development and improvement of pedagogical skills, advanced training of teachers of a higher education institution, the formation of readiness for innovative educational activities, academic mobility, acquaintance with modern technologies of organization and self-organization of pedagogical activities in a higher education institution. The task of the model of pedagogical excellence is to promote the mastery of modern methods and techniques of organizing the educational process and one's own pedagogical skills, solving

psychological and pedagogical problems in the education and upbringing of students, implementing a specialist training program in higher education, implementing the ideas of pedagogical skills in the practical activities of scientific and pedagogical workers.

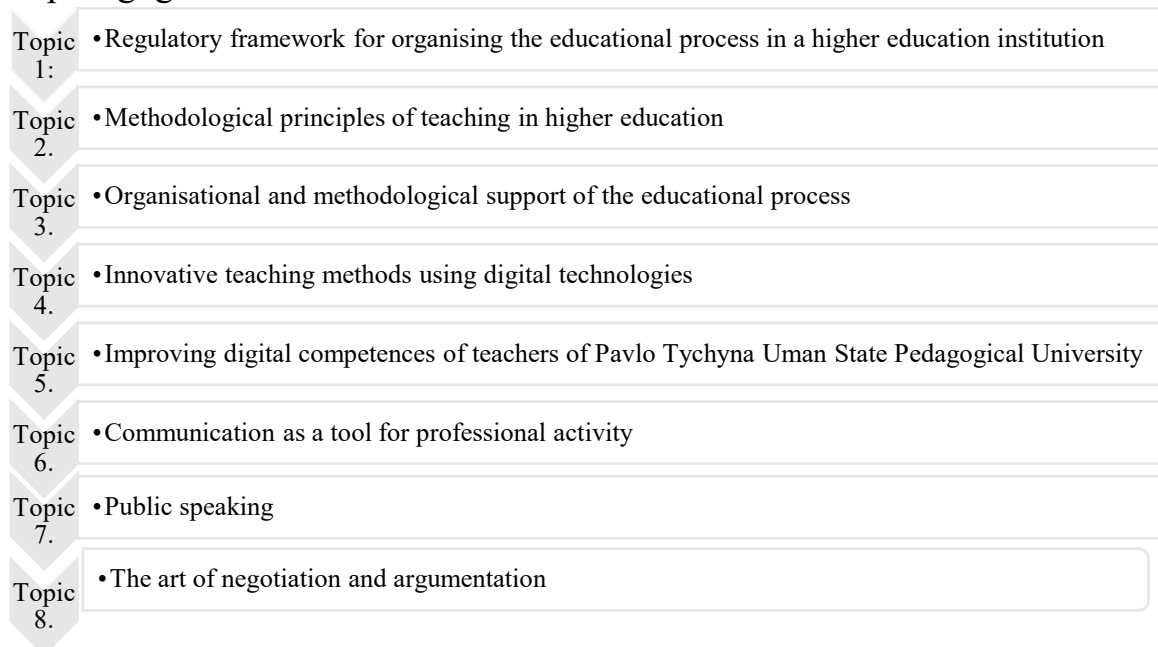


Figure 1 Model for improving the level of pedagogical skills (made by authors)

On the basis of the Faculty of Social and Psychological Education of Pavlo Tychyna Uman State Pedagogical University, a model of pedagogical excellence was implemented – 8 lectures were held for teachers of higher education institutions. As a result of the implementation of the model of pedagogical excellence, teachers have a high-end result of their individual potential in pedagogical skills. It is found that this form of advanced training is the most effective and optimal in terms of the development of pedagogical skills of a higher school teacher.

Conclusions and discussion

So, on the basis of the analysis of scientific works of domestic and foreign scientists who have studied the problems of pedagogical skills, we conclude that pedagogical skill is a complex, multifaceted system that can be modeled in order to understand it more deeply. Thus, the completeness of awareness of the depths of the profession, mechanisms and boundaries of one's own activity, being one of the essential signs of the skill of a teacher of a higher school institution, forms the ability to set and solve (within their competence) professional tasks of any level of complexity – from applied to methodological. This makes it possible to transfer the teacher's pedagogical skills to future specialists in higher education. The forms of transfer of experience are diverse, multifaceted, but in any case, they necessarily contain not only a description, demonstration, but also the transfer of

meaning, principles, values, technologies of pedagogical work that ensure the reproduction of professional actions by others. A special place in the ascent of the teacher to the heights of mastery is given to practical activity, in the course of his direct involvement in the performance of professional functions.

Thus, the task of a higher education institution is to help a future teacher master the basics of mastery for a conscious and productive start of professional activity: to form a humanistic orientation, to give thorough knowledge, to develop pedagogical abilities, to equip with the technique of interaction, to prepare for professional analysis of a wide variety of pedagogical situations.

Therefore, the effective organization of the mechanism for improving professional competence and increasing the level of professionalism of the teacher in the information and educational space of a higher educational institution is a prerequisite for the growth of the professional qualification of the entire teaching staff. At the same time, it should be noted that scientific research on the study of the phenomenon of "pedagogical skills of a teacher of a higher education institution" continues. Selected components of the development of pedagogical skills, professionally sown in the field of creativity of national education by I. A. Ziazyun, germinate in the scientific achievements of different generations of researchers of Ukraine and return to the practice of higher education a hundredfold.

Creative cooperation and cooperation of the teacher (high school teacher) and his pupils (students) will contribute to the creative self-development and self-realization of all participants in the educational process, including the improvement of the teacher's professional skills in the process of professional activity.

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