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ANALYSIS OF PEDADOGICAL SITUATION IN PROFESSIONAL TRAINING OF FUTURE TEACHER

Kaplinskiy V. V.,

Cand. ped. Sciences, Professor of pedagogy and vocational education

Vinnitsa State Pedagogical University named after M. Kotsyubynsky

Teaching process includes not only the interaction of the teacher with the students, and students with each other, but also with situational factors, as it consists of an infinite number of pedagogical situations. To ensure its effectiveness – is to ensure prompt and efficient solutions to these situations.

Consequently, the professionalism of teachers is determined by their special knowledge and methods of teaching, as well as their flexibility to act under the changing circumstances of pedagogical reality, and ability to take pedagogically competent decisions. In most pedagogical situations decisions must be taken immediately, as the lost time can lead to negative consequences.

However, at the methodological associations of school teachers, at the theoretical and methodological seminars at universities the issues of content improvement, methodological aspects of training and education are mostly discussed, while the analysis and solution of the problematic pedagogical situations are often disregarded.

Analysis of the psychological and educational literature, observation of university teachers at work, and survey of student's opinions have shown that although situational method is widely used in teaching of pedagogical disciplines, it does not always provide the expected results. The results of a mass survey of

teachers have shown that the reasons for such a situation are linked with a weak content-cognitive and educational potential of pedagogical situations, on the one hand, and inability of teachers to create, analyze and solve them due to their insufficient communicative competence, on the other.

Discussion of teaching situations and the search for their optimal solutions form important communicative skills of both school teachers and university professors; they also ensure the development of pedagogical thinking, help to accumulate "hints material", which is gradually developing into a principle of solving such situations in school, university practice and in life, generally. The effectiveness of this work depends on the one hand, on the selection and modeling of such situations, and on the other hand – on the method of analysis, discussion and solutions of problematic situations.

When modeling pedagogical situations for teachers and students of pedagogical universities we have focused not only on the content but also on the form, as well as educational potential of the situations. Among the selected situation we single out the so called “atypical situations” (unique, having a different development and plot, impossible to solve on analogy). However, being atypical in terms of content, they represent just a typical picture of educational reality, constantly preparing teachers for “unexpected surprises”.

In order to ensure the interest of school and university teachers in discussion of the situation we have selected the problems due to the developed criteria, one of which was their *problematic* nature that provokes intellectual activity. However, the content of problematic situations was supposed to give not only food for thought, but also to arouse positive emotions, that is, *emotional* activity. Therefore, one of the criteria for the selection of situations was their emotional intensity that V.A. Sukhomlinsky called "spiritual charge of creativity." In this case the greatest interest was caused by the situations have taken from the literature, and presented in poetic, dramatic form, and also video situations taken from the feature films about school.

In order to make the content of the analyzed pedagogical situation close to the teacher, it is not enough to saturate it with problems and emotions – it is necessary, to focus on the range of the issues that can make it *relevant* to the educational situation and his personality. Therefore, the teacher must discover also himself, his needs, interests and his professional experience in the pedagogical situation.

In the process of study of the issue of practical application of pedagogical subjects at the Institute of Physical Education and Sport the majority of students noted that one of the main reasons for the weak interest of students in teaching situations is their academic character, dry style and frequent recurrence. Their source, as a rule are the same textbooks on pedagogy. Often the situations are read out of textbooks which makes them too academic and isolated from the live educational process. It calls for selection of *unconventional and innovative* teaching situations, which, according to G.N.Shchukin, play the role of the starting mechanism of emotional sphere and is an important factor in maintaining cognitive interest [1, 130]. Their source is fiction, modern scientific and popular publications, films and TV programs on the theme of teaching, personal work experience and live educational process. This can result in a variety of situations, which are authentic both in content and form. Such situations would include unfinished pedagogical situations, situations that require transformation of negative behavior of the teacher into pedagogically appropriate; situation with a ready-made solution, involving the assessment, analysis and selection of the most appropriate solutions; situations which involve funny stories and anecdotes of pedagogical character; video situations, audio situations; surprise situations for dramatization, prepared in advance and “suddenly” acted out in the classroom; situations requiring finding and correcting errors, leading to a conflict, in the behavior of teachers; contrasting pedagogical situations in which a negative pattern of behavior is deliberately demonstrated with the positive ones.

Talking about the methodology of analysis and solution of pedagogical situations, it is important to provide communicative character of the teaching process. Problem teaching situation (the situation "within the situation") has to

presuppose a communicative situation (the situation "around the situation"), on the basis of which the interaction occurs. The transition from the potential problem situation to the real situation includes the following steps: *First*. The organization of a clear and adequate vision of the problem implementation and introduction of the teacher to the problem. At this stage it is important to formulate the problem clearly and precisely to help students to "grab" its essence, to captivate their attention and arouse a desire to solve it. *Second*. The organization of search of the solutions of the problem (unwinding of the problem situation and sharpening interest in it). At this point, a special role is given to the logical sequence of a series of clearly defined problematic issues, the number and nature of which depend on the main issue, generating a logical chain of others. *Third*. The solution of the problem situation (finding the optimal variant of behavior of the teacher), which can be done in two ways: a) through leading questions, analogies, students' guesses; b) through the demonstration of the optimal variant of the teacher behavior in the form of leading ideas, serving as a constructive principle of action.

It should be noted that even if some of the students suggest a very good solution to the problem, the teacher still demonstrates the ideal variant of the solution (pre-designed in terms of its content and form). It often stimulates students' understanding of their own abilities and the desire to improve themselves to achieve the level of the model. The result is not a simple copy of it, but a creation of a certain positive individual behavioral pattern.

Further analyzes of the situation can be provided in the following algorithm:

- 1) understanding of the situation, awareness of the essence of the problem;
- 2) defining the moment when the development of the conflict could be prevented, looking for the conflict prevention options;
- 3) application of the relevant psychopedagogical knowledge, guiding teachers in the circumstances;
- 4) variability in methods of solving the situation, their analysis, the choice of the optimal variant;
- 5) the reasons for the option chosen, to comply with the terms of the flow of the situation and pedagogical effectiveness.

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