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An extended abstract of a paper on the subject of:

“Pedagogical process, which induces master preparedness of higher education institute teachers”

The process of high school teachers preparedness in master course condition is analyzed; the main branch of this preparedness is emphasized as master pedagogical process, its peculiarities and methodical ways.

The author's definition of master pedagogical process, which meet the urgent high school and society requirements taking into account the culture civilization is grounded the article.

As a desired ideal this phenomenon is determined as the process of purposeful spiritual mutual enrichment of teachers and master's students in the conditions of encouraged psychological climate of interactions, dialogical culture and intellectual co-creation.

Such definition of master pedagogical process is explained by its special purpose, tasks, functions and destination. This process is made to create the conditions for full spiritual forces self-affirmation of its subjects, to give the maximum freedom of creative advancement, to awaken master's students' aspiration to endorse the own notion at their professional self-determination and to definitize it in such notions as high school proclivity for future, increasing of social status of future specialist with higher education, its professionalism, life plans, system of near purposes and methods of its achievement.

The consideration of master pedagogical process as an entire system of teacher personality formation in life specific conditions – in the field of professionalization has the principal meaning. The most indicative peculiarities of this field are unforced, surpassed professional and scientific self-expression, free choice of forms and means of action, use of them on your own, guided by internal motives.

It is proved that master pedagogical process can be equal to educational one, it is consistent to consider it as the process of professional and creative interaction, in which the main part are the phenomena of professionalism, empathy, attraction, reflexive autoregulation etc., taking into account that master constituency is the professional association on the base of common interest to professional and creative activity, which is similar by its form to association of solving the problems important for development of professional potential and theoretical and pedagogical tasks. Such association denies the functional approach to master personality, one-sidedness, fragmentariness, intellectual overload of pedagogical process.

The important principals of master pedagogical process are its innovativeness, individualization, voluntariness, co-creation priority, development and self-development unity, emotion attractiveness of interpersonal relationships.

In article it is proved that methods of master pedagogical process can't be regulatory due to this. It is based on perception and accounting of topmost achievements and master profession directions, motivation and desires, mood and master constituency psychological state, which stipulate teacher to reconstruct his own methodological approaches as appropriate. The absence of general and united approaches, accurate educational plans and methods is the important condition of method creative freedom providing. Methodological recommendations are developed and renovates on the base of modern scientific views on profession according to changes which happen in society life.

In master pedagogical process masters do not simply recreate the knowledge that they learned, (e.g. culture or social experience). Due to their unicity, singularity they develop it, add and improve. It is the base of creative professional behavior law and peculiarity of pedagogical process method in master courses condition, which is grounded on any encouragement of miscellaneous professional and creative self-expression of master, wealth of impressions, creation of special predicted and “specially created optimal situations”, which are the source of efficient creative activity and professional community.

The optimum performance of master pedagogical process is provided by capability and skill of its organizers to “attract by talent”, to encourage masters to develop and enrich spiritually their own set of values, to fulfill the pedagogical process by such professional and creative activity, which has significant spiritual, social, scientific and pedagogical meaning.

Conclusions of the research. *Indicated peculiarities of master pedagogical process stipulated the construction of its entire structure with the following four positions:*

1. Integral personality of teacher is formed in integral pedagogical process and suppose the harmony of pedagogical influences.

2. The notion “process” means the motion to final goal – to professionalism.

3. Pedagogical process in master course is equal to notion “creative process”.

4. Pedagogical process, directed on the development of HEI teacher professionalism, should be based on learning its internal world and on the laws of creative behavior, when master does not recreate the knowledge, that he learns, but due to his unicity, the mutual spiritual enrichment in the conditions of dialogical culture in co-creation with the teacher to develop in a quality manner the learned knowledge, culture and himself.

Article emphasizes the necessity of changes to traditional approaches existing system for definition of pedagogical basic notions, particularly accomplishment and education, on its isolation and absence of constitutional connections. It is proved that nowadays notion “peda

gogical process” does not only connect them constitutively, but satisfies the society fundamentals and worldwide culture civilization tasks by its consistency.

The high school purposes, tasks, functions and its destination are changing. HEI, which works for future, should become not objective, but personalized by definition, by content, directed to human personality, on the highest level of human relations culture, on the humanization of HEI educational process, revaluation of all its components in view of new spiritual and transformation function, which changes in essence the content of pedagogical process of highly professional specialists.