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THE TRAINING OF MASTER'S STUDENTS FOR TEACHING PROFESSION IN TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS

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The relevant problems of master's students' training as future teachers in the context of technical educational institutions are caused by their mental differences as to the formation of "I-concept of a personality" and "I-concept of a teacher". The low level of empathy of master's students of technical higher educational institutions and lack of proper motivation cause the following problems in their methodical training: lack of positive experience in communication with a teacher(teachers) at school (higher educational institution) and indifferent/ neutral/ negative attitude to pedagogic activity, unwillingness to analyse the pedagogic interaction as a developing situation from a personal life; rejection of reasonable methodical techniques which are used by a teacher; false conception about the essence of didactic interaction in higher education. The low level of affiliation and the unjustified high "over-confident emptiness", the wrongfully high level of anticipation concerning personal estimation as a subject of training plays a negative role in a formation of a master's student as a teacher.

Key words: *master's students, technical higher educational institution, future teacher, didactic interaction, methodical training, empathy, affiliation, motivation of studying, "I-concept of a teacher".*

Introduction

A future teacher has to become a highly qualified specialist at a high school, and thus to master the "intellectual capital" and methodical skills sufficient for the next generation of students. Instead, only "intellectual capital" cannot be limited to the set of deep academic knowledge and skills. A teacher of modern higher educational institution has to be methodically prepared to successfully fulfil the main type of his professional activity – teaching. In other words, he has to be ready to his own teaching profession not only meaningfully but also organizationally and technologically, what is not easy in terms of multidirectional master's students' training and perpetual modernization of science, engineering and technology in a high school.

The aim of the study

The aim of the study is the severance of relevant problems of general methodical training of master's students, especially training of this category of specialists as future teachers in technical educational institutions.

Theoretical framework and research methods

In the determinate control system, which deals with the increasing of quality of training of specialists with higher education, the formation of such pedagogic systems that provide the intensification of the training process is of great importance (Arkhangelskyi, 1974; Hromkova, 1998). Maksymenko (2014), Padalka (2001) researched the training of the future teacher at a high school from psychological and pedagogic perspective.

Kozlova (1997), Makhynia (2013) analysed the separate aspects of master's students' training. Machynska & Sysoyeva (2013) partially touched the problems of the master's student training as the future teacher.

The training of master's students as a multi-directional system provides the future specialists with a formation of general methodical knowledge, which will allow them to work as teachers in future. Such approach is expected to provide the substantial support in the work of departments with young teachers. Besides, the experience of "Teaching methods" at Master's Degree course in a non-pedagogic higher educational institution indicates the fact that conventional approaches in these conditions are related to certain objective problems. This deals with the mentality of the future specialist, which can become a base for fulfilling the functional duties of the teacher.

Results

Looking at the psychological and pedagogic base, teaching methods at a higher educational institution require the representation of the positive and the negative, concerning the personal qualities of master's students. Primarily it deals with the mentality of the future specialist. Mentality (Old Latin *mentalis*-intellectual) is a way of thinking, a set of intellectual skills, inner instructions and cultural traditions inherent to one person or whole community (R. Emmerson introduced this term into scientific usage in 1856). The mentality is a particular way of thinking reflecting the level of individual and collective consciousness. Mentality is born in a subconsciousness but gradually it absorbs all general that is formed from natural facts and socially conditioned elements, and as a result, it is expressed in the attitude to life and environment. Despite the rapidly changing ideological attitudes and social views, the mentality has more permanent character as it reflects stable habits, customs and forms of behaviour. Taking into account the chosen problem, we indicate that pedagogic literature distinguishes the pedagogic mentality, thus master's students' training for future teaching already have certain pedagogic mentality. Since no one has dealt with the problems of formation of pedagogic mentality as a characteristic of master's students of non-pedagogic higher educational institutions and future teachers, we indicate that only 14 % of interviewed have the mentality that can become a base for fulfilment of the functional duties of the teacher, and only 4 % have the desire to become the teacher. The rest see only business potential in teaching but not the ability to share one's professional experience with others. It indicates the illegality of striving to provide all master's students of non-pedagogic higher educational institutions

with the teaching component of their professional training at a present level of education, and thus it indicates the necessity to differentiate all master's students into capable and incapable of future teaching profession, judging from the composition of their pedagogic mentality.

The personal experience in training master's students as future teachers in pedagogic and non-pedagogic higher educational institutions allows us to assert that the formation of the professional mentality in master's students of both categories differs because of mental differences in "I-concept of a personality" and "I-concept of a teacher". One of the reasons of such differences is the presence/lack of positive experience in communicating with the teacher/teachers at school and indifferent/neutral/negative attitude to teaching professional it is (in other words empathy is the desire/unwillingness to analyse the pedagogic interaction as the situation from the personal life).

Instead, the empathy is determined as the emotional mutual sensation or mutual concern with another person. Researchers distinguish the following principal elements: rational empathy that is conducted with the help of connection, attention to other person, intensive analytical processing of information about her; emotional empathy that is realized with the help of emotional experience (concern, feelings) in the process of reflecting of the state of the other; intuitive empathy that includes the means of reflecting of the other; intuition that enables to process information about a partner on the unconscious level (Yusupov, 1993). That is why empathy is considered the professionally important quality of the future teacher. According to the results of the author's research on the basis of the Department of Elementary Education of Ternopil Volodymyr Hnatiuk National Pedagogical University (students of I-IV courses, 310 people), research of Tylchuk (2011) (60 students of Psychological department, V course) and interview of master's students of Department of Pedagogics and Social Management of the Institute of Law and Psychology of Lviv Polytechnic National University (52 master's students of full time and part time studying) we can state that the last category shows the essentially lower indexes of empathy (middle level – 14 %, low level – 86 %) comparing with future teachers of elementary school (with essential positive dynamics to IV course 41,2 % – high level, 34,8 % – middle level, 24 % – low level), psychologists of V course (21,7 % – high level, 43,3 % – middle level, 35 % – low level). The above mentioned indexes of empathy in master's students of technical higher educational institutions during the studying at Master's Degree course don't show the positive

dynamics, thus the training of the master's student as the teacher cannot be effective.

Besides, we have to indicate that empathy plays one more non-researched role in the general methodical training of the master's student of the non-pedagogic higher educational institution. It is psychological pedagogic base in the mastering of pedagogic disciplines and teaching methods in the higher educational institution. The teaching methods in the higher educational institution need a demonstration in a lecture theatre on the personal example for the fact that there is a certain reason of application of specific methodical approach/technique, that is why the teacher should work using the problematic technology which automatically arises the resistance among students with the low level of affiliation and the unjustifiably high "over-confident emptiness", but with the wrongfully high level of anticipation of their evaluation as subjects of training (according to Y. H. Pestalozzi it is arrogant emptiness). Knowledge of pedagogic disciplines and teaching methods in a higher educational institution require the high level of empathy, as their task is to form bases and a creative component, and the creativity is impossible without the feeling of contradictions in the didactic interaction. The contradiction is always the conflict between the stereotype and the need of society, between the sensation of the pupil/student and the teacher etc. Thus, the teacher should have a high level of empathy to feel the problematic situations and find proper ways of their solving. The technique "experiment on oneself" is used to form methodical skills more effectively, but because of its low empathy, it doesn't work in a system of methodical training of master's students of non-pedagogic higher educational institutions. On the contrary, problematic situations provoke negative emotions as to the certain teacher, his teaching methods, discomfort and "personal humiliation" which they face during the problem solving. Instead, just cognitive discomfort that always irritates master's students of non-pedagogic higher educational institutions and its consideration are the base of methodical peculiarities of certain discipline teaching. Analysing the influence of implicit theories of intellect on a setting of vital and training goals, K. Dvek indicates that some students choose goals oriented on the result (Performance goals), and the positive mark and the omission of failures are the most important for them, and other students choose goals oriented on the training (Learning goals). Students oriented on the mastering of skills choose to learn goals more frequently. The implicit theory of intellect essence distinguishes the type of goals desired by students, and thus the character of studying motivation, its energetic level and structure. The immediate and almost

unambiguous connection between the positive motivation and the success in training is shown in such interpretation (Diachenko & Kandybovych, 1993). The direction on the receiving of knowledge, profession and diploma is distinguished at the analysing of motives of training more differentially. There is a strict correlative connection between the aiming at receiving knowledge and the success in training. Another two types of direction have not shown such a connection (Pedahohika i psykholohia vysshei shkoly, 2002). Students aiming at the receiving of knowledge are characterized by a high regularity of training, sense of purpose, strong will etc. Those who are aiming at the receiving of the profession often show the selectiveness dividing the disciplines into necessary and unnecessary for their profession, and this can be reflected on the success in training (Smirnov). The aiming at the receiving of diploma makes the student less selective in choosing of means on the way of its receiving – non-regular classes, claims about the teacher (as a rule collective), "storming", cribs etc. Thus, the existence of psycho types of students is an important moment as to acceptance / non-acceptance of a high professional level of information.

One of the tasks of teaching methods in a higher educational institution is the familiarization with the ways of overcoming of barrier situations, which can arise during the studying. The empathy expects the inclination to compromise. The high level of professionalism, great experience of the teacher of the certain discipline and his desire to share the cumulative experience are as a rule the consequences of many years of work. The teacher is older than master's students, what becomes the hidden reason of a conflict between students and the creative teacher who wants to give his knowledge and skills to all those students who do not want to accept them. Primarily at a non-pedagogic higher educational institution it also causes the conflict between the experienced teacher and his colleagues, who despite the professional subordination and universal rules can (especially at a technical higher educational institution where pedagogy, pedagogic ethics, professional subordination etc. are phantasmagorical notions, and thus, a priori don't exist) admit confrontation (hidden or open) as the only variant of behaviour. This is a serious managerial problem that does not contribute to the optimal training of master's students as teachers and future colleagues.

Conclusions

General methodical problems of master's students' training as future teachers are caused by not so much the structure of their training as the peculiarity of their pedagogic mentality, the conception of the world, specific characteristics of master's students of higher

educational institutions and their cognitive direction. The individualized and differential training of the future teacher should be formed taking into account such factors. Thus, the formation of the optimal system of the future teacher training at a technical higher educational institution during a Master's degree course needs the innovative approach, the development of its basic statements, the providing of master's students training with the principles of innovative and corporative studying, the integration of studying and the consideration of work experience of certain departments in this direction.

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