

Hevko Igor Vasilievich. Teacher professionalism is the basis of quality student preparation. *Journal of Education, Health and Sport*. 2019;9(6):556-561. eISSN 2391-8306. DOI <http://dx.doi.org/10.5281/zenodo.3457528>  
<http://ojs.ukw.edu.pl/index.php/johs/article/view/7500>

The journal has had 7 points in Ministry of Science and Higher Education parametric evaluation. Part B item 1223 (26/01/2017).  
1223 Journal of Education, Health and Sport eISSN 2391-8306 7

© The Authors 2019;

This article is published with open access at Licensee Open Journal Systems of Kazimierz Wielki University in Bydgoszcz, Poland  
Open Access. This article is distributed under the terms of the Creative Commons Attribution Noncommercial License which permits any noncommercial use, distribution, and reproduction in any medium, provided the original author (s) and source are credited. This is an open access article licensed under the terms of the Creative Commons Attribution Non commercial license Share alike.  
(<http://creativecommons.org/licenses/by-nc-sa/4.0/>) which permits unrestricted, non commercial use, distribution and reproduction in any medium, provided the work is properly cited.

The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 10.06.2019. Revised: 24.06.2019. Accepted: 28.06.2019.

UDK 378.147

## TEACHER PROFESSIONALISM IS THE BASIS OF QUALITY STUDENT PREPARATION

**Igor Vasilievich Hevko**

Doctor of Pedagogical Sciences, professor

**Ternopil National Pedagogical University Volodymyr Hnatyuk**

### **Abstract**

The article states that the professionalism of the teacher is the basis of qualitative preparation of students. The potential of a specialist can be revealed in his basic professionally defined structures of personality, activity, communication. Formation of which will characterize one or another level of his professionalism. Incidentally, one of the important requirements for the professional training of a future specialist is the formation of communicative competence. Only a friendly relationship between the teacher and the students can form the need for learning. One of the important factors in creating a positive mood in the learning process is the role of the teacher's personality.

**Keywords: professionalism, teacher, competences, quality of training, student.**

# ПРОФЕСІОНАЛІЗМ ВИКЛАДАЧА ОСНОВА ЯКІСНОЇ ПІДГОТОВКИ СТУДЕНТІВ

**Гевко Ігор Васильович**

доктор педагогічних наук. Професор

**Тернопільський національний педагогічний університет імені Володимира  
Гнатюка**

В статті зазначається, що професіоналізм викладача є основою якісної підготовки студентів. Потенціал фахівця може бути виявлено у його основних професійнообумовлених структурах особистості, діяльності, спілкування. Сформованість яких буде характеризувати той чи інший рівень його професіоналізму. В статті зазначається, що однією з важливих вимог до професійної підготовки майбутнього фахівця є формування комунікативної компетентності. Тільки доброзичливими відносинами між викладачем і учнями можна сформулювати потребу в навчанні. Одним з важливих чинників у створенні позитивного настрою в процесі навчання є роль особистості викладача.

**Ключові слова: професіоналізм, викладач, компетенції, якість підготовки, студент.**

In the context of the modernization of the educational process in higher education, which is envisaged by the National Doctrine of Educational Development and state measures on the entry of Ukrainian education and science into the European educational space, the problem of training a highly qualified specialist - teacher, tutor, head of educational institution becomes especially important.

In order to carry out teaching activities at a sufficiently high level, the teacher must be a professional. His competence is determined by professional knowledge and skills, on the one hand, and professional position, psychological qualities - on the other.

**Analysis of recent research and publications.** The professionalism of the teacher should be considered as a dominant factor in ensuring the positive dynamics of the quality of education, personal and professional growth of students and the teacher himself, their productive self-realization. Therefore, professional development and self-education become one of the conditions for updating, saturation and improvement of the teacher's personal and professional values, motives, knowledge, competences, qualities, properties and attitudes.

Addressing these complex problems makes it urgent to realize the scientific, practical and methodological approaches to professional pedagogical education.

In recent years, we have seen an increase in the interest of scientists and practitioners in the problem of professionalism and professional competence of civil servants; political scientists; social workers; education system workers [2, 10].

The potential of a specialist can be revealed in his basic professionally defined structures of personality, activity, communication. Formation of which will characterize one or another level of his professionalism. Analysis of research results V.V. Borisov, V.M. Vakulenko, V.M. Grinyova, N.V. Guziy, B.S. Gershunsky, M.B. Yevtukha, L.L. Makarenko, V.O. Slaktionin, A. Yu. The prices give us reason to claim that competence is a leading component of a teacher's professional potential. In our case, it is the professional competence of the technology teacher.

**Formulation of the goals of the article statement of the task** is to determine the influence of the professionalism of teachers on the quality of student preparation.

**Outline of the main research material with full justification of scientific results.** One of the important requirements for the professional training of the future specialist is the formation of communicative competence. By communicative competence, we understand the quality of a personality, the components of which are three groups of properties:

- 1) properties required for perceptual activity;
- 2) properties necessary for conducting personal-communicative activity;
- 3) properties necessary for carrying out communicative and operational activities.

The first group of properties include - the ability to perceive, understand, express. The second is the ability to restore previous activities related to professional communication, to convey information, to organize joint activities, to manage the process of professional communication, to analyze the actions of partners in communication, to design future professional communication. The third group includes the properties that promote self-management and management of others in the process of communication - the possession of all communication techniques, verbal and non-verbal. It should be noted that, at all three levels, emotional mood plays a major role - the ability to manage their emotions, self-awareness, impulse control, confidence, self-motivation, optimism, the ability to effectively build relationships with other people. Today, in the psycho-pedagogical literature, such faculties of personality are considered as emotional competence. Emotional competence includes the ability to accurately recognize, evaluate, and express emotions; ability to reach and / or generate feelings when it can help the thinking process; ability to understand

emotions and emotional knowledge; as well as the ability to manage emotions to achieve emotional and intellectual growth.

Depending on the mood in which a person addresses a particular issue, he may come to different conclusions and estimates. Emotions are considered as the most important factor in regulating the processes of cognition: they form a certain space, within which there are mental processes, Good mood and positive emotions contribute to the flexibility of thinking and the development of original ideas. R.U. Lipper, notes that emotions are the primary motivating factors, because emotional processes allow to stimulate activity, support it and manage it [6]. "Emotion is something that is experienced as a feeling that motivates, organizes, and directs perception, thinking, and action" [4].

OK. Tikhomirov shows that the intellectual process is impossible without emotional activation [5]. Representatives of this school pointed to the existence of two phenomena related to the interaction of affective and cognitive processes, such as "emotional detection of a solution" and "emotional identification of a problem"[2].

In our study, the pedagogical stimulation of the communicative competence of the future specialist ability to manage their emotions and emotions of others - an important factor in the effectiveness of communication activities. When experiencing positive emotions during class, students' performance increases by 30-40%, and emotionality is at the heart of about 30% of the factors that shape students' attitudes to lectures [3].

Positive mood is as much a necessary part of a business person as his suit. Sometimes it is necessary to discharge the decision atmosphere, get away from serious problems, improve your mood and those around you.

Only a friendly relationship between the teacher and the students can form the need for learning. One of the important factors in creating a positive mood in the learning process is the role of the teacher's personality.

The general list of the qualities of the teacher most valued by students, according to the survey, include: broad outlook, passion of the subject and knowledge of the teacher, interest in the student's personality, respect, tolerance, understanding, kindness, justice. And the qualities that repel, include - a low level of culture, arrogance, intolerance, falsehood, degrading student dignity, cruelty, anger, aggression. To increase authority, the teacher must be a "magnet" for students. "Being scary, scary, scared... and not pressured by countless conversations. To be revered and revered ... to be clearer, more powerful ... to master the art of paying attention to the word "[8].

The teacher is a professional, here is what comes to the fore today. Eleri Sampson divides professionalism into five components: competence, confidence, trust, sustainability and control. Control means the control of their emotions, the ability to control others, to control the execution of projects. Confidence is expressed even in appearance: the person stands straight, breathes easily, is not afraid to look in the eyes, feels well-prepared, informed. The author defines competence as "knowing exactly what you have exceeded your competitors" [7]. Despite the blurry of these qualities, we find in them the basic principles of conducting any activity.

In our study, in communicative activity, the teacher, being competent in the knowledge of his subject, must express confidence that it will necessarily be passed on to all participants in the communication process. Confidence is seen as one of the qualities that influence the effectiveness of using such mechanisms of influence in pedagogy as persuasion and suggestion. The confidence of the teacher to all members of the group is expressed in the approval of the answers of their participants, the imposition of feasible and at the same time complex responsibilities for each member of the group, recognition of opinion, activity of each participant, etc. Only in an atmosphere of trust is genuine cooperation possible. Persistence can be imagined as a systematic activity of the teacher, and hence the students.

**Conclusion.** Thus, the creation of an emotionally-positive mood acts as one of the stimulating factors for the formation of the communicative competence of a future specialist.

All this requires knowledge, skills, pedagogical skills. There are many ways to make the lessons interesting and beautiful, but the most important in this way, in my opinion, is belief in yourself, belief in your abilities, belief in your great purpose, and a positive emotional state helps in this.

#### **REFERENCE**

1. Andreeva Y`.N. Эмocy`onal`naya kompetentnost` v rabote uchy`telya. Narodnoe obrazovany`e. – 2006. –№2. – s. 216–223
2. Anoxy`n P.K. Эмocy`y` Vy`lyunas Psy`xology`ya эмocy`j. – SPb: Py`ter, 2006. – s. 268–275.
3. Vergasov V.M. Akty`vy`zacy`ya poznavatel`noj deyatel`nosty` studentov v vysshей shkole . Ky`ev: Vysshha shkola, 1988. – s. 47.
4. Y`zard K. Psy`xology`ya эмocy`j . K. Y`zard; per. s angl. – SPb.: Py`ter, 2008. – 464 s.
5. Ty`xomy`rov, O.K. Psy`xology`ya myshlenu`ya .M., 1984. – s. 88.

6. Leeper, R.V. A motivational theory of emotion to replace «emotion as disorganised response» .Psychol. Rev. – 1948. – V.55. #5.
7. Pohepczov G.G. Kommuný`katy`vnyie technology`y` dvadczatogo veka . M.: Refl-buk, K.: Vakler, 2000. – 352 s.
8. Slasteny`n V.A., Pedagogý`ka . M.: Shkola-Press, 1997. – 512 s.