

# The Problems of Graduate Training Education Specialities

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## ABSTRACT

Nowadays, education specialists have occupied the process of rethinking some stereotypes and creating a certain paradigm of the educational type. In this sense, you need to understand that it is vital to develop an educational system, the essence of which is to train teachers who can successfully work under certain requirements, the essence of which is to solve various problems, and the most crucial problem of all the existing ones is that it is vital to prepare future specialists in some pedagogical specialities, as well as to increase the prestige of the teacher's activities, as well as the activities of young teachers in general. In this study, we studied the problem of teacher training on the example of Ukraine. In the course of the study, we studied the issues faced by graduates of higher educational institutions of Ukraine. Based on the study results, we developed recommendations for changing the training plan for future teachers to improve their professional competence.

**Keywords:** *Teacher training, Professional competence, Future teachers, Future teachers' competence.*

## 1. INTRODUCTION

The education system is an attribute of the state and public administration, law enforcement, tax authorities, health and cultural institutions.

It functions within the framework of the legal framework established in the state and is inextricably linked with the country's conditions of social and political life. Therefore, in our opinion, it is impossible, for example, to just copy the education system of the Federal Republic of Germany or Japan as one of the best in the world for use in the conditions of the Russian Federation or Ukraine and thus solve the education problems of the Russian Federation or Ukraine. Therefore, we adhere to the point of view that it is necessary to solve the problem of the quality of training of future teachers, taking into account the specifics of a particular country.

As per T.A. Chibisov [1], Nina Stukalenko, L. Naviy, Gulbakhyt Menlibekova, Nazgul Anarbek and Balyim Abalakova [2], improving the training teachers system should include not only the use of modern educational technologies and educational priorities but also the development of a new educational paradigm.

The training of teachers plays an essential role in the development of any state. What country will be like in 20-30 years, its politic and economic future, health care, science, and defence depend on the teacher. According to D. Macedo, Eneida de Paula and Bayardo Torres [3], T. Gromova and O. Leshner [4], teacher training requirements should be higher than for other specialities training.

Ukraine inherited from the Soviet Union a system of training and retraining of teachers, which consisted of

pedagogical schools and higher educational institutions. However, market transformations led to an outflow of teachers to other sectors of the national economy and decreased the teaching profession's prestige. At the end of the last century, economists were trained in almost all Ukrainian higher institutions, and the number of graduates of pedagogical specialties was steadily declining. As a result, at the beginning of the 20s of the 21st century, the Ukrainian economy has a pronounced character of raw materials and its products have a low science intensity, and such industries as aircraft, rocket and mechanical engineering are experiencing a deep crisis. It is impossible to train qualified engineers, doctors, civil servants, if little attention is paid to teachers' training.

According to Alena Venhlovskaya, Lesya Kuzemko and Iryna Novik [5], the majority of higher educational institutions have the potential for training teachers, but at the same time, it is necessary to pay due attention to pedagogical and psychological training and teaching practice by future teachers.

G.A. Arsamerzaev, I.G. Dauletova, J.Z. Sakenov and D.G.-S. Toktarbayev [6] in their researches note that currently a contradiction between the requirements for graduates of pedagogical specialties and their education conditions exists. Traditional teacher training methods prepared them for educational activities based on a knowledge-based educational paradigm. However, modern requirements for the training of specialists are based on an educational paradigm based on competencies, and this, in turn, provides for a different structure of the educational process.

According to G. Lekerova, G. Omarova, G. Malgaydarova, G. Beysenbayeva and S. Bekturganova [7], during the bachelor's preparation, it is challenging to prepare a specialist capable of working under the requirements of the present time without his active participation in the practical pedagogical activity.

To acquire the skills necessary for further work, you need the guidance of an experienced teacher-mentor.

Marina Gruzdeva, Olga Prokhorova, Anna Chanchina, Elena Chelnokova, Elena Khanzhina [8] in their articles emphasise that future teachers' theoretical training with the solution of their practical professional tasks should be improved.

## 2. METHODS

Within this work, an analytical research method was used, with which the considered issues were studied in their unity and development. Considering the work's goals and objectives, we used the structural-functional method when conducting scientific research. This ultimately made it possible to explore several issues

related to the preparation of graduates of pedagogical specialties.

## 3. RESULTS

Recently, quite a lot of attention has been paid to the problems associated with specialists' training who can independently improve their professional skills. This is primarily because in the conditions of scientific and technological progress, they quickly become obsolete. As part of this study, we studied the problem of what should be the training of teachers of pedagogical specialties, that the teachers' training level met modern requirements.

At the beginning of the study, we applied to the Kharkiv Institute of Postgraduate Education of Teachers with a request to report what problems graduates of higher pedagogical educational institutions face in the first five years of work at the school.

A survey of 120 young teachers working in secondary schools in Kharkiv and Kharkiv region was conducted.

According to this survey, 76% of respondents reported that they were not ready for practical work in school at the end of higher education. Respondents noted that they had gained a lot of knowledge in their studies, but they had not been taught how to apply this knowledge in practice properly. The pedagogical practice that they passed during did not provide the necessary training. 35% of respondents noted difficulties in communicating with schoolchildren in the first months of work. 40% of respondents desired to change their workplace place in the first year of employment at school. Respondents explained this by the low level of salaries and the fact that teaching skills had to be learned from personal experience through trial and error. At the same time, respondents noted that they received a good knowledge base during their studies at a higher educational institution, which after 2-3 years of work at the school allowed them to become a qualified teacher.

In this regard, we set ourselves the task of finding out how to change future teachers' training so that graduates of higher education institutions have the necessary skills to work in school.

In our opinion, in future teachers' training, in the two-level system "bachelor-master", it is advisable to use the universal bachelor as a basic training model for future teachers. Simultaneously, the first two years of training should be used to study pedagogical-psychological and general cultural training courses, and this should be combined with practical training as a trainee teacher.

The second two years of training of future teachers, in our opinion, should be devoted to specialisation in the chosen field.

Future teachers should undergo theoretical training in particular disciplines during this training period, study

and test innovative pedagogical technologies in practice, develop skills as a school teacher, and learn how to organise the educational process and other educational activities.

Thus, after four years of study, a graduate of a pedagogical university should receive a bachelor's degree in the chosen speciality.

In our opinion, there is another severe problem of the future teachers' training, the solution of which will not give a positive result by any innovative solutions. We are talking about the salaries of pedagogical specialists.

Currently, teachers' salaries in Ukraine, in our opinion, are low-paid. In general, applicants entering pedagogical specialities have good knowledge, but not all good graduates work as teachers.

In our opinion, social status negatively affects the reputation of the teaching profession. In market conditions, the training of specialists must meet the requirements of employers. However, in our opinion, it is not entirely correct to consider education as a service sector, such as tourism. Knowledge is a commodity, but you can't just buy it as a travel package. To gain knowledge, you need to make a purposeful effort. Therefore, it is not entirely correct to consider the teaching staff as service personnel. The teacher's main task is to organise the learning process and create the most favourable learning conditions.

In our opinion, it is necessary to change the approach to the remuneration of novice teachers. A graduate of a pedagogical educational institution should receive a decent reward for his work, for which he can live normally and provide for his family. In some Ukraine regions, regional authorities apply subsidies to young teachers, but this only partially solves the problem. The need to increase the prestige of the teaching profession requires additional efforts.

Teachers help develop leadership skills. Leaders mobilise the nation and inspire thousands of people to achieve by leading them.

Most good leaders have learned organisational and personal growth skills from their teachers. The skills acquired during their studies helped them achieve their goals, and they were able, thanks to their teachers, to realise their potential in the right direction.

In this regard, it is essential to teach the child in a school where teachers have the necessary competencies. Only a purposeful approach to improving teachers' skills and increasing the teaching profession's prestige will prepare the required number of highly qualified teachers from graduates who have graduated from pedagogical specialities after some time. And this, in turn, will allow us to achieve the necessary level of school education, taking into account the new educational paradigm.

At present, quality education has become a mandatory attribute of economic and social development. Improving the quality of teacher education, in our opinion, can be considered the leading direction of improving the education system. The need to improve the quality of education is dictated by the following factors: globalisation, the formation of a post-industrial industrial society, the emergence of a single educational space, the transition to an approach in the education system in the form of competence formation. The competence approach is based on the formation of the student's competencies, which can be considered the primary criterion for education quality.

From the point of view of Rogov E. I. and Sheveleva A.M. [9] the competence approach in education meets the most significant number of employers' requests.

According to Tatiana Korenyakina and Elena Alentyeva [10], the competence approach is adapting educational systems to socio-economic reality requirements.

Moskalenko M. R. [11], Ermekova Zh.I., Aldongarov A., Sagyndykova G. and Esmanova S. [12] in their articles summarise that the competence approach is the ability of a person to act when solving non-standard tasks.

In our opinion, a future teacher's competence is the presence of specific competencies, each of which should have a high degree of development. It is not entirely correct to characterise competence only by skills.

According to Tatiana Korenyakina and Alentyeva Elena [10], competence is considered applying a skill in practice, a general predisposition to activity based on knowledge and experience acquired in the learning process.

In the works of M. Lapchik [13], the difference between knowledge and competencies is that competence is not only information about a specific type of activity, but also skills for solving problems related to this activity.

Researchers Galina Bezverkhnyaya and Victoria Cybulsky [14] indicate that a graduate of a pedagogical university should have the following set of competencies:

1. socio-political competence.
2. Interpersonal communication competencies.
3. competence in the field of modern information technologies.
4. Continuing education competencies.

When studying the problems of modernisation of modern pedagogical education in the scientific literature, the concept of "professional competence" is used, which is understood as the practical and theoretical readiness of a teacher for practical pedagogical activity.

According to Savenkova M. V. (2020), Galina Bezverkhnyaya and Victoria Cybulsky [15], a teacher's professional competence is a theoretical point of view multi-faceted phenomenon that is characterised by many features.

#### 4. DISCUSSION

Teachers help to develop high-level specialists. Only well-trained professionals produce quality products and services. This is very important for the economic development of the country.

In our opinion, future teachers' training should be carried out in close correlation with the educational process.

In his student years, the process of forming the professional position of the future teacher takes place. In the learning process, the future teacher tries to find the meaning of the chosen profession, find his place in life, and compare them with his abilities, aspirations and values.

After analysing several aspects of the professional training of future teachers, we concluded that at present there is a contradiction between the requirements of society for the personality and professional skills of a teacher and the real state of readiness for the upcoming pedagogical activity of graduates of pedagogical educational institutions.

In our opinion, the main vectors of a teacher's professional training should be introducing new methods and forms of professional training, a humanistic focus, generalisation, and advanced pedagogical experience.

Professional training of the future teacher, in our opinion, should provide appropriate conditions for the development of students as a person who meets the current requirements for a modern teacher. It is expedient to form such an educational and educational space within which future teachers will have the opportunity to realise their interests and needs to increase their creative potential.

#### 5. CONCLUSIONS

Based on the conducted research, we concluded that young teachers' main problems in Ukraine are low wages and insufficient training for practical teaching activities. We have developed proposals for changing the curriculum of training future teachers to improve their professional competence.

The main goal in the training of teachers, in our opinion, is the training of a highly qualified specialist who is competitive in the labour market, striving for continuous professional growth and professional and social mobility.

Quality management of future teachers' training can be based on appropriate government requirements and procedures for licensing and accrediting educational institutions.

Analysis of the results of educational activities, the level of competence of the teaching staff, monitoring the state of the educational environment, and studying the socio-psychological climate in work collective can serve as tools for monitoring the quality of training of future teachers.

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