

General scientific and philosophical approaches to the analysis of training teaching staff of preschool education

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Abstract.

This article analyzes the general scientific and philosophical approaches to the training of teaching staff of preschool education. The essence of the concept of "methodological approach" has been revealed, as did the main approaches to training future educators. Author determined and allocated philosophical, interdisciplinary, systemic, synergistic, functional, personal, activity, axiological, and competency approaches.

Keywords: *vocational training, school education, methodological approach, the teacher/educator.*

1. Formulation of the problem. Ukraine is an active participant of integration processes in higher education in European countries. Signing the Bologna Declaration, whose task is aimed at creating an open European Higher Education Area (EHEA), Ukraine has become the most competitive on the global education market. Our country has chosen the path of modernization of higher education, similar to the pan-European approaches.

Analyzing strategic directions of reforming the education system in the present conditions in society, considered in the basic national research and writings of scholars abroad, there arises the problem of introducing new approaches to the vocational and educational training of specialists of preschool education, which can effectively form the European ideological basis in the future democratically minded and professional educator.

Methodology for a systematic approach significantly affects the process of training future educators among the well-known general approaches, which primarily forms the thinking of the teacher, his vision of the problems of the educational system and ways to solve them, teaches to use system analysis. Training of this category of teaching staff is also impossible without their focus on self-development and self-organization that is definitely based on synergistic approach. The above, in our opinion, is extremely important in the formation of individual trajectory of each student in the field of "Preschool education". Use of active approach promotes procedural-activity of future

teacher-educators. The methodological concept is also praxeology, which makes it possible to identify the main principles of perfect professional teacher training, determine the system of vocational and educational skills to be formed in future educators. One of the leading trends in educational strategy is now a shift to value paradigm. The education institutions are thus considered as those of social transmission of values that convey the attitude of national and world culture to their pupils, attracting them to the basic values. The problem of value orientation of Higher Education is consequently actualized, increasing attention to the personality of the future specialist, his/her axiosphere, ideological positions, value-based guidelines, which necessitates new approaches to training teacher-educator.

2. Analysis of educational research and publications shows that scientists are paying great attention to the definition of the main ways of efficient and productive functioning of education degree in the country. These are the scientific works of V. Buryak, S. Honcharenko, M. Danylov, V. Kremen, V. Nikiforov, Yu. Surmin, M. Fitsula, E. Yudin and others. Philosophy of education is described in the scientific achievements of V. Andrushchenko, O. Bazaluk, B. Hershunskyi, D. Dzvinchuk, I. Zyazyun, S. Klepka, M. Kultayeva, V. Lozova, V. Lutay, N. Pishchulin, M. Sidorov, V. Shadrikov, etc.

Some general scientific approaches have been thoroughly covered in the works of foreign and domestic authors: M. Albert, V. Bepalko, Yu. Konarzhevskyi, H. Kunz, V. Lazarev, M. Meskon, S. O'Donnell, C. Optner, W. Ouchi, V. Pikelna, Stefan P. Robins, Yu. Surmin, F. Hedouri and others (systemic approach); G. Yelnykova, A. Knyazeva, S. Kurdyumov, I. Prigogine, I. Stengers, H. Haken and others (synergistic approach); L. Vygotsky, P. Halperin, V. Davydov, D. El'konin, A. Leontiev, S. Rubinstein, N. Talyzina and others (activity approach); I. Kolesnikova, O. Titova (praxeological approach); V. Andreev, I. Bech, E. Bondarevska, S. Kulnevych, V. Kryzhko, V. Ognevyuk (axiological approach).

The article is a theoretical analysis of philosophical approaches in the context of professional pedagogical training of future teachers in "Preschool education".

3. Presenting main material. The current methodology serves as a collection of the most common, philosophical principles, enhancing effective practical and theoretical problems solving of the research. Researchers (I. Blauberh, E. Yudin) proved the right to existence of most approaches to the interpretation of any phenomenon in education in particular. Thus, scientists have substantiated that different approaches are not mutually exclusive, and allow you to implement various aspects of the research facility being studied. The term "approach" in the general sense means a different set of tools and techniques that are in some way to someone. In the scientific sense of the term "approach" is interpreted as a starting point, which is the basis of research. This approach orients man on constant professional and personal self-improvement, to search for new knowledge, independent development of the necessary skills. Accordingly, in any hierarchical structure lower level of analysis is characterized by the determined higher levels over him.

According to I. Zymnya [5], the first level – ideological, submitted by holistic, systemic and genetic approaches. Next – scientific level, represented by interdisciplinary, systemic, synergistic, functional approaches that reflect the space-time vision of the world. Specific scientific level can be attributed to cultural and historical, personal, activity, axiological and competency approaches.

In our study, examining aspects of professional training of future specialists of preschool education, we believe that in modern society the quality of education is not only scientific but also philosophical category. The above requires the formation of teaching staff in pre-school level education of a certain ideology in teaching in universities.

According to the group of scientists (S. Honcharenko, P. Oliynyk, V. Fedorchenko and others), cognitive activities of any person, regardless of what she knows, is carried out by one and the same laws of cognition. The theoretical explanation of the process of learning includes philosophy, especially epistemology. According to this theory the process of cognition of the objective world is a process of reflection of reality. Under the influence of the theory of knowledge learning, its methods and organization became principally new study. Education was seen as a special case of the learning process, which is carried under special arrangement under the supervision of a teacher. This approach provided a deeper understanding of the unity of all aspects of the learning process [9, p. 30].

However, epistemology as a philosophical discipline analyzes not individual mechanisms that operate in the psyche and allow a particular subject achieve certain cognitive outcome, but total bases, providing an opportunity to consider this result as knowledge, expressing the real, the true state things [4, p. 66].

In our launched investigation methodological principles are the laws of dialectical materialism – law of unity and struggle of opposites, the law of transformation of quantity into quality and denial law.

The law of unity and struggle of opposites – the leading law of dialectics – contradicts the training of teachers, tutors of pre-school education; technology to achieve positive results in solving the studied problems was proposed, grounded and tested.

According to the law of transformation of quantity into quality training of future teachers in "Preschool education" is regarded as the emergence of new integrative professional as a result of accumulation of a number of positive changes in the content and appropriate training of educational process in high school. Thus, quality changes occur naturally, and not by chance, being the result of accumulation of quantitative changes.

According to the law of negation of negation, which reflects the dialectical nature of technology in the development of professional training of future teachers, the experience of training in Ukraine and the developed world in the second half of the twentieth century and at the beginning of the twenty-first century has been taken into account. Based on this law the improvements of training

future teachers the conclusions of have been made, namely, on the one hand, the need to eliminate approaches that were not justified, and the other – the introduction and deepening of the existing positive experience.

Nowadays, the philosophy of education becomes a considerable trend. According to V. Andrushchenko, N. Sidorov and others, the interaction between philosophy and education has always played a significant role in human development, which was the cause of such intermediate links between them as philosophy of education [1.13].

V. Nikiforov says that the philosophy of education can analyze its facility at least four ways: as a system, as a process, as a result, as the value.

The author substantiates the position that the practice of teaching and its theoretical understanding in the form of pedagogy as a science, on the one hand, and the notion that developed the structure of philosophical knowledge – on the other hand, give reason to highlight the philosophy of education structural subsystems:

1) education of values – applied philosophical discipline that explores the cognitive, personal and social values as the foundation, causing the sense of educational activities, motivate and direct it;

2) the methodology of education – the theory of teaching methods, aimed at efficient and effective achievement of learning objectives;

3) epistemology of education – a system of ideas about patterns of knowledge and understanding of educational material to those studies;

4) the logic of education – a system of regulations on the organization and presentation of educational material, deterministic logic as the science of the forms of thinking about the educational process;

5) pedagogical ethics – applied philosophical discipline that studies the phenomenon of morality in the educational activities [10, p. 67-70].

The function of philosophy in the sciences and culture, by V. Kremen, was always thinking of indigenous, "boundary" issues of man's relationship to education, the place and role of man in this world. All this affected the development of philosophical projects that would outline ways to solve these problems. Philosophy of education primarily serves as a reflection of the philosophical project, that certain models of man's relationship to the world in the general and national culture, and this in turn affects the initial goals and objectives of training and education. The author stresses that educational philosophy serves primarily as a kind of "communication channel" between philosophy and common development of initial installations, goals and values education. This is seen as a specific philosophy of education, understanding the processes of peculiar type of training and education, along with other forms of conceptual and theoretical analysis in psychology, pedagogy, logic, culture, sociology, rhetoric, etc. [7, p. 34].

Considering the methodological principles of modernization of educational sphere of Ukraine Vasyl Kremen indicates that the backbone factors in policy of quality assurance in higher education and stratification in society are:

- The ability of a person to take professional decisions and take personal responsibility for their consequences;
- The level of intellectual development, physiological properties and biomedical characteristics [7, p. 58-59].

Vasyl Kremen also emphasizes three strategic areas of improving education in Ukraine:

1. Strengthening the existing value aspects of the education system and turning it into a means of preparing the entire population to new living conditions and tools of economic power of the state, civil society.
2. Introduction to the structure and content of education changes, aimed at creating a new mentality and competence required for successful action in a democratic country with a legal and regulated market economy.
3. Increasing international rating of Education of Ukraine and its equal integration into European and world educational space [7, c. 25-26].

Upgrading training of future kindergarten teachers today is made by enhancing the educational process of the university system, active, synergetic, axiological and praxeological approaches.

Scientists V. Bezpalko, I. Ilyin, M. Kahan, V. Sadovsky and others agree that the leading general approach should be considered a systematic approach. Its specificity is determined by the direction of the special methodology of scientific knowledge and social practice, which is based on the study of objects as systems.

The scientific literature is defined as an ordered system set of interrelated and interacting objects (elements) that are designed to achieve the goal of meeting functions. Thus, S. Optner believes that the system is a collection of objects that have data features, and a set of relationships between objects and their properties. These objects are system parameters: input, process, output, feedback and restrictions. Properties are quality properties of objects which may vary as a result of its actions. Communication - that's what brings together objects and properties in the system process. System input is an actual condition that must change during the process. System output - is the result or the final status process. The process takes state of the system at the input to the state of the output. Feedback subsystem is a function that compares the output with criteria. [11, p. 89-90].

T. Shamova and others see the system as a purposeful integrity of interrelated elements with new integrative qualities that are missing in each of them. Structure-unit system is its element. Several items, related to a common purpose, form the subsystem. Subsystems, in their turn, merge in [17, p. 7-8].

An important characteristic of the system is its integrity. Thus, V. Afanasyev said that in order to know the whole system, one should disclose:

- The nature, quality specificity, inherent systemic, integrative quality;
- Composition, quantitative and qualitative characteristics of its parts, components, their coordination and subordination, with the main parts, i.e. the basis on which the system holds;
- The structure, i.e. internal organization, the components relationship;
- Function, i.e. its activity, livelihoods, as well as parts and functions, setting their "work" in general functions;
- Integrative, systemic factors and mechanisms that ensure the integrity of the system, its improvement and development cooperation;
- Communication with the external environment, including the link with more general goals, of which it is;
- The history, the beginning and the source of the origin, development, trends and prospects, converting a qualitatively new integrated system [3, p. 17-18].

The integrity of the system depends on its determination, the completeness of a set of components, the nature of the relationship and the number of links between elements of the system, completeness of functioning of all elements of the system [14].

System of training future educators in universities is a component of vocational teacher education and therefore higher education in general. The complexity of the education system and its component – training of teachers for pre-school education – is due to a large number of subsystems that are part of it, and connections between them, its openness – intensive communication and interaction with the environment, dynamics – changes that constantly accompany its operation and development.

One sign of the second half of the twentieth century is the development of synergy – branch of science, which through interdisciplinary research revealed common patterns of self-formation of open structures in open systems. The definition of the term "synergy" comes from the Greek "synerhos" – acting commonly. "Synergy" – is 1) a joint action or potential interaction of different types of energy in a coherent action; 2) joint work in all spheres of human activity as the foundation of society; 3) unplanned and unconscious cooperation of individuals pursuing their goals, but are at the same time in one direction, that is, as a social group [16].

The definition of the term "synergy" in its modern sense was given in 1977 by H. Haken. Key provisions of synergy were highlighted in the work of O. Ionova, S. Kurdyumov and others, O. Knyazeva, I. Prigogine, H. Haken and others. Some aspects of the synergistic approach to different aspects of education systems are covered in writings of H. Yelnykova, S. Klepka, V. Lutay, Yu. Sharonin, S. Sheveleva and others. Using bases of synergistic approach in the training of teachers, educators must, on the one hand, to acquaint them with appropriate educational concepts, on the other - use this methodological approach to improve the organization of their education at universities by introducing methods, forms of innovative forms of learning, development as external and internal academic mobility, etc.

Based on the above, it is apparent that a synergistic approach is a promising tool for improving professional teacher training at pre-school level of education in the management of social and educational systems in the context of providing quality educational services for their self-development and self-organization.

Activity approach in studies as a methodological basis of professional leadership training in terms of post-graduate studies is relevant areas of research and is based on the works of L. Vygotsky, P. Halperin, V. Davydov, D. Elkonin, A. Leontiev, S. Rubinstein, N. Talyzina etc.

The principle of unity of consciousness and activity is the fundamental principle of activity approach in psychology, which was formulated in the 30th of the twentieth century. S. Rubinstein, considers activity and consciousness as an organic whole, creating an indissoluble unity. A. Leontiev sees the consciousness and activity as the image and the process of its formation. The result is a further improvement of the man. Applying the principle of unity of external and internal mediates human relationships with the world.

I. Bulakh indicates that professionally-activity principle of organization learning in higher education is realized mainly in the form of targets for learners, and provides means of self-monitoring and self-correction. All elements of this problem must be expressed in the form of professional activity. Didactic effect of objectives for the development of professional activities in the learning process increases if the tasks are combined in the system. Estimated basis of activity is a model which should not only give guidance in solving this particular problem, but also any other objective of this class and be used until learners can not do without it, i.e. until this type of activity isn't absorbed. Estimated foundation activities can be presented in the form of algorithms, schemes, educational programs and more. H. Atanov in his works highlights key aspects of the activity approach to learning in the context of improvement of educational process in higher education in modern conditions [2].

The process of training future educators in "Preschool education" is considered by us as a holistic open socio-educational system within which the individual subsystem elements are interconnected (the goal of training, its content, forms, methods, technologies, etc.). From our point of view, it allows you to thoroughly cover the activities of each subsystem, the internal relations between them, relations with the environment and as a result, improve the quality of training of students. It should be noted that under the system of training of students-future educators we understand their training in higher educational institutions of Ukraine, aimed at the formation of certain professional competencies of educational activities implementing the positive international and domestic experience as well as modern technology training and education of preschool children.

One of the methodological concepts underlying our research is praxeological approach as a modern philosophical concept that allows you to organize activities. Note that in the present study praxeology acts as a general methodology that considers ways of working (including mental) in terms of their practical properties, that is the sense of their effectiveness. The purpose of teaching

praxeology, according to scientists, is to provide professional community with practice-oriented methodological knowledge of the general principles and methods of rational and productive teaching activities [6, p. 14].

Praxeological approach enables us to define a system of professional and pedagogical skills with the main principles of perfect, effective activity to be formed in the future educators and serve as a component of their readiness for organization of the educational process in preschool.

According to the researchers (V. Andreev, I. Bekh, Ye. Bondarevska, S. Kulnevych, V. Kryzhko, V. Ognevyuk, etc.) axiological approach as "philosophy and pedagogy strategy" shows how to develop professional art, using educational resources for personal development and projects prospects for improvement of the education system, thus orienting professional training of future teachers, educators [8, s.213].

Axiology is referred to as a philosophical study of nature values; as a philosophical subject engaged in research of semantic values as the foundations of human existence that define the direction and motivation of human life, its activity and specific acts and deeds. [15]

Appealing to the philosophical theory of values in the context of pedagogy can consider content and structure of teacher education as a sphere of subject-object and intersubjective attitudes where knowledge, teachers and students are combined by value attitude to reality.

The essence of axiological approach to training specialist is targeting vocational education students at developing a system of human and professional values that define their attitude to the world, to their activities, to themselves as a person and professional. Orientation of modern teacher education to professional education requires not only thorough professional training of students, but also a broad outlook, professional thinking, high education, personal awareness of the importance of human and professional values. Axiological system in the interpretation of I. Bekh, K. Albuhanova-Slavaska develops in dynamically changing relationship-oriented values. We emphasize that the national values should be considered the priority values of modern education, "as a kind of derivative of national and universal spiritual and material values of a particular society and people" [12]. The mentioned values are dominant in choosing pedagogical values which are able to create a system of axiological priorities to actively promote professional and pedagogical training of the modern educator.

We share the views of scholars (T. Raychyeva, R. Prima, N. Tkachova, N. Astashova, V. Kryzhko, V. Slastonina) that axiological priorities of national education have a decisive influence on the formation of value orientations of future educator provided that:

- goals of professional education of educator are based on axiological orientation;
- teacher training process is based on axiological constituents and is subordinated to the logic of the value of a personality;
- axiological values characterize the stance of the educator and are implemented in his activities.

Thus, updating attention to axiological problems of education is due, in our opinion, to the understanding that positive change in society is indirectly dependent on similar changes in vocational education, where the main criterion is the professional preparation of the teacher, his awareness of the realities of the modern world, the priorities of human values, making educational space of training specialist (kindergarten educator) more European.

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