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DEVELOPMENT AND SELF-DEVELOPMENT OF TEACHER'S PROFESSIONAL SKILLS IN MODERN CONDITIONS

The main
objectives of civilization – teaching
a humane being
to think

Introduction. Teacher's profession, as one of the oldest one, occupies a special place among other professions because it is the beginning of all of them. Economic, political conditions, ecology are changing, new states appear, each stage of the society development corresponds to its form and content of the processes of teaching and education of new generations, transference of accumulated knowledge, experience, traditions to them. At the same time, teachers' main tasks - education and training - have been unchanged over the centuries, however, we note that today these functions are extremely complex. Computer technology is affecting almost every area of life, changing it; communication opportunities are growing, computer programs, performing an auxiliary function, support the learning process. The main thing today in the system of education, in our opinion, is that, along with the extremely rapid growth of information in the world, there is a possibility of immediate access to it in almost any form to anyone on Earth. Soon each student will have an access

to the necessary information and the teacher's role will change significantly. Without exaggeration, this is really a "revolution in learning", which changes not only the teaching process but also our way of life, communication, thinking, etc. [2].

Traditionally, we have put forward the teacher's educational function in the first place. Later, when the amount of knowledge had increased to the impossibility of comprehending it by one person, the didactic function began to be formulated as follows: not to transfer knowledge but to teach how to acquire it. "The teacher's activity is not only to transmit information to students but the ability to be the organizer of its assimilation, the leader in the labyrinth of knowledge" [3]. In the conditions of modern development of the society the task of the maximum disclosure of the potential of each person, his development, formation of the person as the subject of the public life, preparation for constant improvement, self-development and self-realization has been set. Teaching technologies should be such as to be able to carry out individual-oriented training of teachers for their professional activities because professional activity, competence, and later - pedagogical skills and creativity are possible only at the individual-creative level of self-realization. Such teacher's training, its developmental nature should be considered as a priority trend in improving the system of education, in general and professional and pedagogical training of teachers, in particular. The latter, both theoretically and practically, should be able to analyze his own professional capabilities and on this basis should be ready to work out a program of their actions to improve his professional level at all stages of practice.

Main part. The uniqueness of the teaching profession is that it belongs to the mass professions, and on the other hand, has an extremely large number of requirements for the performer. Therefore, the teacher is often compared to an actor, director, manager, etc. After all, pedagogical action, which is the organizational basis of the process of creating a person as a creative person does not accidentally include all kinds of human creativity. This structural complexity

and a high level of "multifaceted" pedagogical activity leads, according to experts, to the fact that a significant number of specialists in secondary, vocational and higher schools involved in pedagogical action are not properly prepared for it, ineffective, do not have its sufficiency for gaining pedagogical authority in students. Therefore, the talks that a highly worthy teacher can be easily formed from a specialist trained at the university, who has the appropriate field of knowledge, evoke depressing impression among those specialists who professionally, creatively perform their pedagogical duties for many years [8, p. 48]. "Pedagogical education is not limited to traditional "subject training". To become a teacher is a long and complex process in which he socializes, masters his knowledge of subjects consistently, acquires communicative experience, masters his pedagogical techniques, educational technologies, etc. Theoretical concepts of pedagogics for the teacher play the role of the most general guidelines. The teacher carries out a specific situation of his professional activity, his development and the development of students' personality in the process of real interaction with them, their parents and the immediate environment. Solving unforeseen problems, as well as previously planned, often has to be done without special training, impromptu. Pedagogical knowledge used by the teacher in such cases is "living knowledge", that is used and corrected in this particular situation. General theoretical principles here serve only as guidelines and may not always help in teacher's specific search. Thus, knowledge that is not included in the structure of teacher's real experience is useless. A teacher always carries out pedagogical action adequate to the given situation and his own possibilities. It is clear that the direct transformation of theoretical concepts and principles of pedagogics into teacher's effective actions does not occur. The holistic image of pedagogical action consists of worked out by the teacher, on the basis of science and his practical experience, idea about the student, his abilities, what should be: the lesson, the student's knowledge, the spirit of the school, colleagues and a teacher himself. The very nature of pedagogical action, as noted by the academician I.A.Ziaziun, suggests that a

teacher from the very beginning should be formed as an author, creative subject and not as a performer of instructions: the latter is not effective in any case [3, p. 370]. The nature of pedagogical action is such that it is impossible to master it in the course of traditional teacher's professional training. Pedagogical competence is a product of self-development of the future teacher in the professional environment accompanied by masters. The acceptance of pedagogical action as a sphere of self-realization, in which the future specialist is aware of his capabilities, convinced of his abilities and is "interesting to himself, is the most important among the signs of pedagogical competence". This is exactly the kind of a teacher the school needs, he is a self-sufficient individual and does not feel inferior.

Modern professional conditions require a number of new professional and personal teacher's qualities, such as systematic creative thinking, critical thinking, informational, communicative culture, competitiveness, leadership qualities, life optimism, the ability to create a positive image, the ability of meaningful analysis of his activities, constant improvement of his intellectual level and professional growth, the ability to act in conditions of uncertainty and, of course, the availability of skills and abilities of independent cognitive activity and appropriate methodological skills to transmit the above mentioned to their students. And this is not a complete list of those factors and professional knowledge that a teacher must master and constantly supplement, develop through self-education and in the process of gaining professional and life experience. The specific conditions of his work place such requirements on him which are sometimes difficult to comply with. After all, "according to psychologists, the structure of pedagogical work has more than 200 (!?) components" [5, p.133]. The question arises: Can a teacher fulfill all the requirements, perceive everything comprehensively? Obviously, he can't simultaneously monitor the teaching of the subject, the expressiveness of his behavior and the behavior of all students. Thus, there is a question about the

correctness and timeliness of the choice of the teacher's object of the increased attention depending on all other circumstances of the educational process.

Previously, the main teacher's function was to provide students with a certain predetermined amount of knowledge of the curriculum. Today, the teacher is a methodologist of the self-educational process who does not have a clearly defined program direction, he is rather an accomplice of the interaction, a motivator and a consultant. His task is to initially motivate the student to active searching activities, and only then to help him develop further searching strategy. Therefore, a teacher in such educational system must have two extremely important skills. In particular, he must be psychologically justified to motivate the student's research activity and further correct this activity because this activity can acquire quite unpredictable directions; secondly, the teacher, in terms of his competence, must be ready to counsel in situations for which he is not prepared in advance, and therefore he must find a solution together with students, *impromptu*. An important feature of such teacher is the fact that he and his students are in the position of active ignorance. Following the unknown "route of knowledge" with them, the teacher constantly discovers a lot of new things for himself.

The leading objective in the educational process today should be conscious and purposeful self-improvement of the individual and the task of the school should be creation of the necessary conditions for this. The ability to work independently and creatively is one of the main criteria that characterize teacher's readiness for professional activity in the context of continuous education. Such skills can't appear in students without the appropriate system of organization of the educational process and its provision, the nature of the relationship in the system of "teacher-student", the desire and stimuli in teaching and learning.

The development of pedagogical professionalism is a process of improving the structure of teacher's activity and personality who must develop because it is the essence of his existence, professional requirements of education and the

society, existence as a person, transmitter of knowledge, educator etc. In general, the system of higher, secondary and postgraduate education is based on the concept of continuous education which is implemented both by ensuring the appropriate content of educational activities at all levels of education and the requirement of forming the need and ability of the individuals for self-study, self-development, optimization of the system of retraining and advanced training of employees.

Self-development of a personality can be considered, according to T. Fedirchuk, as a mental self-affirmation, constant enrichment of the personal in a personality throughout all his life. In the process of acquiring certain personal maturity a person implements his personal, spiritual self-transformation purposefully [10, p.27]. Considering self-development of a personality as a specific, multifaceted, ambiguous process, G. Tsvetkova notes: "the phenomenon of self-development - the main internal mechanism of the personality's development ... the fundamental ability to be a real subject of his life, to change personal life to the subject of practical transformation" [11, p.70]. Thus, self-development occurs within the individual life path. True self-development presupposes that a person becomes the author of his life, when under the influence of certain motives specific goals are set and achieved. In accordance with these goals, forms of self-development are used: self-affirmation, self-actualization, self-improvement. Self-actualization is realization of oneself in the world through cognition, achieving the fullness of self-realization and self-improvement is the most adequate form of self-development, a condition of pedagogical professionalism [11, p.71] with which, in our opinion, one cannot disagree. This process can be seen as a psychological mechanism for overcoming the contradictions between "I" - real and "I" -ideal, deepening the harmony between them on the way for creating professional "I". The result of self-improvement is a conscious professional development which is reflected in the growth of the level of professionalism as a qualitative characteristic of the subject of labor. Fundamentally "reflection is considered as

an inherent and a developing human ability by scientists and mastering of reflexive thinking can be represented as mastering of the individual's formation and the development: the reflective person becomes the subject of his life... for a person, who dedicated himself to pedagogical profession, reflection is of particular importance ". In the process of reflection, a teacher not only deeply understands himself, the motives of his actions, the desire to renew but he is also able to comprehend the world of other people (colleagues, students, their families, etc.) [3, p.503].

The "I" – teacher's concept is a rather complex personal structure. It determines how the individual relates to it, sees opportunities for the professional development in the future. The perception of the above mentioned largely determines the definition of his behavior, methods of pedagogical actions and activity, ways of self-improvement. Professional tasks of a teacher, who masters a new educational technology for himself, is to require a new attitude to himself, penetration into his own inner world, professional self-improvement, rejection of the authoritarian style of communication etc. Only personal "I" gives meaning and significance to educational and cognitive activities. It is clear that these factors must always be taken into account by the teacher in organizing students' self-educational activities.

So, today (as never before - it is important!) on the agenda there should be the development of each individual to an active subject of the social progress changing the tasks and functions of all participants in the cognitive process. The "division of human life" for the period of knowledge acquisition (learning...) and the next stage of giving oneself up disappears. It is clear that education will never come in time with new discoveries and theories, will not be able to meet the requirements of practice if it is not based on the results of continuous development of active and self-organized personality. Thus, one of the most important areas in the theory of learning is not only to obtain a certain amount of knowledge but the main thing is to teach students methods of acquiring this

knowledge for lifelong learning that is formation of a new culture of intellectual activity.

It is believed that only such a shift of emphasis will solve the problem of forming their own personal approach and method of professional activity. Success will be in the case when the focus will be on the individual with his individual style of work, his views, interests, approaches who has sufficiently mastered the methods of organizing independent cognitive activity. The future specialist (by whom wouldn't he work!) must learn to choose from the available information exactly what suits him best, to use the experience of colleagues in new conditions creatively forming his own style of activity, his position. Thus, when it comes to the personality-oriented process, the teacher "becomes a co-author of goals, content, forms and methods of pedagogical interaction, the creator of such educational situations when his professional intentions are realized" and, of course, the personality of students [3, p. 371]. In these conditions, the pedagogical activity itself has an authorial nature because pedagogical technology cannot be artificially introduced from outside but must be "born" in the teacher's own experience. Gaining experience of reflection, making non-standard decisions is possible only in a situation that requires the expression of teacher's and student's personal position. Then, in the case of designing a situation of the development of effective interaction of these subjects, the pupil is given the role of an active subject responsible for his personal growth, when he consciously, in cooperation with the teacher, determines the goals and ways of self-improvement and self-development.

Self-educational process, in the broad sense of the word, is the improvement of one's knowledge and skills in various fields, in the narrow sense - the improvement of knowledge and skills in a particular activity. The main conditions for self-educational activities are motivation, planning, skills and willingness to act accordingly (work with information) and self-control. The content of self-education should correspond to the professional level of the specialist and experience, his interests and inclinations. We can assume that self-

education is education that is acquired in the process of independent cognitive activity without taking a systematic course of study in an educational institution. The main means of self-education are independent study of literature, participation in seminars, conferences, refresher courses, special pedagogical trainings, study of advanced pedagogical experience, etc. Mass media are also sources of self-education.

Self-education requires from the subject of knowledge a vision of the meaning of life in learning, conscious determination of the goal, the ability to think independently, self-organization and self-control. To be able to use the acquired knowledge in practice is not enough to listen and perceive information, its fixation. Each subject of cognition (first of all lecturer, teacher) must be able to recognize, analyze information, compare it with the known, apply in practice, "pass" through their feelings, their life experience, thus forming an image of pedagogical action and activity.

There is no doubt that professionalism of the contemporary teacher should be based on the continuity of personal and professional self-development: constantly learning yourself, searching for new ideas, tools, ways to improve the learning process. In today's conditions, the teacher's role is growing, he must constantly (throughout his life!) learn himself in accordance with changes and growing requirements as well as teach his students to learn - at the beginning of the educational process, of course. After all, folk wisdom says that "you can't teach a person, but a person can teach himself." It is also worth mentioning Heraclitus' statement that "it is a human nature to cognize oneself and to think." And this is noted in the VI century BC! It should be noted that even in those distant times, a number of philosophers, educators and teachers, considering the improvement of man in the process of self-knowledge, self-education, thought in categories that are relevant today (Thales, Confucius, Heraclitus, Democritus, Plato, Aristotle, who lived in the VII-IV centuries BC). But historically, these statements were not as relevant at the time as they are now. Even in the first half of the twentieth century, the organization of independent cognitive activity has

not yet become as urgent as it is today. In fact, the statements of self-education were declared as an **opportunity** to cognize yourself and the world around you, but today statements about human development through self-knowledge, self-education and self-improvement sound like an urgent **need**. Interesting and fair about this problem is noted in the book "Joint Action" by its author, Professor I.P. Pidlasyi: "You can study not only at school or university. You can learn yourself. And much faster and better" [7, p.221].

So, today the main thing in education should be orientation on the independent cognitive activity of the subject of learning, the development of his originality and uniqueness, the creation of conditions for the formation of this quality. This is a new philosophy of education in which the pupil, student, teacher (lector) as unique and inimitable individuals, in fact, are always the subjects of educational and cognitive activities. At the same time, the role of the teacher (lector) changes significantly: from a "transmitter" of information he becomes an accomplice, consultant and co-organizer of the educational process. Thus, instead of external conditionality, in teacher's techniques there should be a methodology directed on the formation of student's constant motivation for the cognitive act, transfer of this act in need.

If the problem of self-education is considered deeper, it becomes clear that it is characterized by a fairly wide range of actions - self-organization, self-development, self-improvement of the specialist. After the "classical" components of the scheme of human development (environment and heredity) such factor as self-development seems to be less studied than the first two nowadays. However, it should be noted that the biographies of some world-famous people, the results of their activities clearly show the extremely great opportunities in human development which are inherent in their actions for introspection, self-education and self-development (Benjamin Franklin, Jean-Jacques Rousseau, Leonardo da Vinci, Michael Faraday, Antoni van Leeuwenhoek, Thomas Edison and other great "self-taught"). The above mentioned includes many other "self", which are not always explicitly present in

the process of creative cognition, professional development, personal development. These are: self-affirmation, self-awareness, self-knowledge, self-assessment, self-motivation, self-determination, self-approval, self-actualization, self-diagnosis, self-renewal, self-design, self-preparation, self-affirmation, self-formation, self-order, self-management, self-commitment, self-report. And this is not a complete list of "selves" which, in our opinion, should be taken into account in the real educational and cognitive activities, its planning, organization, adjustment and others.

A special role here reflection should come forward as the ability to analyze, comprehend, understand the contradictions and problems that arise in the process of cognitive action, to identify ways to solve the problem. Thinking as a mental process of independent search aimed at cognition, the discovery of a new, sometimes vital, is always a creative and complex process. In the process of thinking, the object that is known is included in new connections and then as a result acts in a new quality which naturally leads to the emergence of new concepts and relevant characteristics which require from the teacher to pay special attention to the organization of mental actions. objects of cognitive activity. The ability to think analytically today is extremely important, it allows you to navigate the world in terms of scientific and technological progress, the high level of informatization of the society, the appropriate vision of themselves in these conditions to solve problems related to cognition and creative growth. A priori, such skills are needed by everyone - regardless of their profession, qualifications, place of work, position, etc.

Modern science, creating fundamental knowledge and foundations of technology stimulates the development of critical thinking, creative initiative, promotes human self-development as a person and a professional. Fundamental pedagogical research reveals the links and interactions between different aspects of education itself as well as between education and the society as a whole. The priority problems are the ratio of vocational training and development, structuring knowledge of students and pupils in terms of informatization of the

society and the rapid growth of information, overcoming the "knowledge" approach to the content of education, sensitization of knowledge, overcoming monologue character in the educational process, activization of independent and educational and cognitive activity.

To ensure the effectiveness of continuous education, teachers need to develop their own system of self-study; reflecting, analyzing the educational process, experimenting, improving it; teach students to learn independently. Note that the learning of a pupil or student always acts as a certain system of consistent cognitive actions that are aimed at the implementation of curricula and programs and provide for the achievement of a certain goal. A special role here is given to the process of acquiring and mastering knowledge, the formation of relevant skills and abilities. This applies to both educational and scientific knowledge, training or certain actions to meet other cognitive needs (contemplative knowledge, just interesting to know, etc.) [9].

The process of acquiring knowledge is to some extent quite complex and even in the first approximation has a number of elements (actions); first there is a search for the necessary information [1, p.8,74], then by mental activity the following processes should take place: information recognition; comprehension of information, understanding; perception; generalization; evaluation of information in general, ideas about it; analysis: what is the main thing here, where and how it can be used in further work; highlighting the most important for memorization (memory work); selection of material that should be summarized, saved on a computer, written down, prepared for abstracting, etc.; to find out incomprehensible (or unclear) aspects of the analyzed material (consultations with experienced colleagues, teachers, searches in reference books, encyclopedias, dictionaries, etc.); mnemonic actions; schematization when a certain structuring and processing of information is carried out (specific transformation, reduction, grouping, verbalization); reproduction of knowledge; how the acquired knowledge can be used to create new knowledge (in research work or in the research aspect). Thus, the subjects of cognitive activity must

constantly "include" analytical and critical thinking. In addition, everyone should take care to develop their own style of thinking and working with information. The internalized **part of information**, "processed" by the mental actions described above, **becomes knowledge** that can already be used in communication, in professional activities, and in the process of search, research, etc. Based on the above mentioned, it becomes obvious that information and knowledge - the concepts are not identical, they cannot be equated. If, for example, information can be passed from hand to hand (as a product in a store, etc.) or in the electronic form, **knowledge is not transmitted** but only **obtained** as described above (in some approximation, of course). And "to share thoughts", "to convey thoughts, feelings", and even "to transmit knowledge" - it is obvious that such expressions cannot be taken literally. Thus, the teacher never passes the knowledge to the student, but provides him with information for analysis (more will be later).

Taking into consideration the limited ability to cognize the world by an individual and the extremely rapid growth of information even during one human life, it can be noted that people in their cognitive efforts are increasingly "immersed into unknown", which, of course, is "hidden" and mostly unconscious. One can travel by numerous paths of knowledge indefinitely but the significance of the results and their feasibility are not guaranteed. Many scientists and teachers note that the current crisis of education is based on limited worldview, inability to feel and wonder, the desire to explain everything only with the help of science. And this creates the destruction of the emotionally-valued sphere of both the student and the teaching staff. The world of technical devices, electronic machines, everything quasi-human destroys the dialogue structure of the individual. At the same time, such educational environment which provides the subject of cognitive activity with the opportunity to acquire relevant knowledge, is increasingly losing its main function - to transmit experience, culture, to form a person's personality, etc. Thus, education should provide everyone with an understanding of the

complexity of the processes that take place in the society, and help to resolve this confrontation. Every educator needs knowledge and skills to navigate the world around him in terms of scientific and technological progress, the high level of informatization, appropriate vision in these conditions to solve issues related to the processes of cognition and creative professional growth.

An important parameter in the design of the educational process is always the creation of psychological comfort, respect of the student's personality by the teacher. Learning is easier and more enjoyable when you feel some success, so you should create a situation of success and support during every lesson. Positive teacher's I-concept, the principle of activity and interactivity, forms and methods of teaching belong to those conditions that ensure the successful development of the student's personality. The teaching profession is inconceivable without constant professional search and self-improvement: he must always be a role model for his students. It is well known that a teacher is able to educate and teach his students while working on his own upbringing and education (K.D. Ushynskyi). Positive interaction between teachers and students in teaching is an indicator of a high level of teacher's professionalism, his pedagogical skills.

The question arises: what is pedagogical skill? There are many definitions of this concept. The clearest definition of this pedagogical category is given in the textbook for higher pedagogical educational institutions "Pedagogical skill" (1997) edited by the academician of NAPS of Ukraine I.A. Ziazyun: "pedagogical skill is a set of personality traits that provides self-organization of a high level of professional activity on the reflexive basis" [5, p.30]. We can answer this in short: it is a high level of teacher's professional activity. "Skill is a special state that can be considered as a kind of ethical measure of professional actions" [3, p.405]. Pedagogical skill, as I.A. Ziazyun notes, begins with the transfer of creative efforts to themselves, to their activities, their experience, their individuality. Indicators of professional skill are manifested in the appropriate to the situation level of teacher's actions, the achievement of high

results in the educational process. Thus, mastery is a harmony where the teacher's personality prevails, and then there must be obligatory high levels of professional knowledge, pedagogical techniques and abilities.

To master pedagogical skills requires systematic preparation for each lesson, studying the experience of colleagues, borrowing all the best, useful, necessary to improve the techniques of pedagogical techniques (voice, volume, intonation, diction, speech technique, self-regulation of physical and mental states, etc.), to pay due attention to the intensification of students' educational and cognitive activities, to form in them the value of self-development, to teach them to "learn" and provide all the necessary opportunities.

One can't disagree with the opinion of the famous scientist V.P. Zinchenko that the main thing in professional training should be self-education. It is known that you cannot teach, you can only learn. Future professionals "need to learn to consider and analyze their knowledge from inside, not just outside. It is not a question of appropriating someone else's experience but of acquiring one's own which is much more difficult. Another experience should not be so much appropriated but to gain "lessons" from it. It is necessary to have not only the interest and desire to learn, but the willingness and ability to make an effort to be taught to learn [4, p.23]. In all cases, self-education is necessary, the purpose of which is to master the basics of educational activities. In the conditions of the day time form of education into these activities are "included" faster than into other forms of education. Secondary school graduates clearly lack educational skills, and "refinement" takes place (if it happens!?) in a higher educational institution. Unfortunately, school education almost does not form the ability to think independently, creatively and critically. There is no doubt that a creative teacher will not be able to form and develop himself without these skills, without which education will not be effective.

A master-educator is an actor who to some extent "plays" institutionalized knowledge, personifies and "embellishes" it with the life context, his attitude to it, infecting students with the interest to the world around him and certain

knowledge, including. Usually students perceive the teacher not only as a mediator but also as direct source of knowledge, as personalized knowledge (it was such before!). In this case, the coefficient of trust to the teacher and to what he informs to his students should increase. Due to this, the requirements to the teacher's personality, his morality, etc. are very important. This is not about personality problems in general (this is an extremely large layer of science), "minimum and at the same time the ultimate, maximum requirement is that he must be human and understand that there is no student whom you would not love". Without this, education will not be able to fulfill its most important function - "growth of humanity", as defined by I. Herder [4, p.25]

Every teacher should remember that in the learning process he passes on to students **his knowledge** (as a conscious part of the information he processes and his attitude to it - consent, misunderstanding, doubts, empathy, etc.) and thus forms an attitude towards them. In this case, **the teacher's knowledge** for students is **information** that they must analyze, understand, update, etc. for the purpose of use (as noted on p.6). Knowledge is one of the components of the educational space while information is nobody's territory; information is provided, for example, by the announcer. In the language of the speaker, even good, there is no fund of personal, experienced knowledge. In his message no new knowledge, thought, doubt, new understanding can be born, "the announcer kills knowledge, turns it into information; teacher, on the contrary: animates information, turns it into knowledge "(V.P. Zinchenko). The reason is different identification: the narrator at best identifies himself with the text, investing himself in it, the teacher identifies himself with students, investing himself in them. This, of course, applies to the level of teacher's skill which is not achieved immediately. Every creative teacher seeks himself and his style of communication with students, seeks and finds common language with them which cannot be unnoticed and contributes to the emergence of empathy and understanding in the latter. Thus, the knowledge of such teacher is not transmitted, but "born" immediately in the presence of students.

Conclusions. It is clear that a teacher must know and love his subject, be erudite, attractive, otherwise he (even with the pedagogical technique) will not be able to capture students with interest and love for his subject. The necessary condition for the development of teacher's pedagogical professionalism (skill) is a constant expansion of his professional and general thesaurus, erudition, self-improvement as a person. Only the presence of stable socio-pedagogical qualities in an individual (organizational skills, creativity, empathy, principledness, exactingness, restraint, tact, observation, etc.) allows the formation and development of pedagogical skills. A teacher who strives to reach the level of a Skillful Teacher must constantly improve his individual style, develop positive qualities and neutralize personal weaknesses. An important priority for the teacher of the new Ukrainian school is also his readiness to help the formation and development of students' necessary skills of independent learning, critical and logical thinking, which will ensure their self-improvement, self-education and self-development. Thus, the development of teacher's professionalism, as a multi-purpose task, can be realized by constantly enriching his intelligence, improving pedagogical techniques and methods, constant search to improve the effectiveness of pedagogical actions and activities.

After all, "a teacher must know everything, everything!" (A.P. Chekhov). The above parameters, of course, do not exhaust the level and perfection of teacher's professional skills, there are no limits to improvement.

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