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MODERN REQUIREMENTS FOR EDUCATION OF TEACHERS OF TECHNICS AND INFORMATION IN POLAND

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Abstract

The profession of teacher in Poland, as it follows from the analysis of pedagogical literature, is creative, connected with the fulfillment of a social mission. It requires professional orientation, which is expressed by a certain level of formal education and its improvement in the process of various forms of retraining and advanced training, the presence of a system of various professional competences, motivation. It is of particular importance for future teachers of engineering and computer science! Application of interactive methods in teaching that optimizes the development of their skills, strengthens the creative process and critical thinking, Achieving common goals with other students and educators.

Keywords: pedagogical education; vocational training; tendencies of development of pedagogical education; teacher of engineering and computer science.

СУЧАСНІ ВИМОГИ ДО ОСВІТИ ВЧИТЕЛЯ ТЕХНІКИ І ІНФОРМАТИКИ В ПОЛЬЩІ

Роман Монько

Анотація

Професія вчителя в Польщі, як випливає з аналізу педагогічної літератури, є творчою, пов'язаною з виконанням соціальної місії. Це вимагає професійної орієнтації, що виражається певним рівнем формальної освіти і його вдосконалення в процесі різних форм перепідготовки та підвищення кваліфікації, наявністю системи різноманітних професійних компетенцій, мотивації. Особливого значення для майбутніх учителів техніки та інформатики набуває! Застосування інтерактивних методів у навчанні, що оптимізує розвиток їхніх умінь і навичок, зміцнює творчий процес та критично мислення, Досягнення спільних цілей разом з іншими студентами й педагогами.

Ключові слова: педагогічна освіта; професійно-педагогічна підготовка; тенденції розвитку педагогічної освіти; вчитель техніки та інформатики.

Statement of the problem. In the scientific literature, the teacher's profession refers to a group of professions where, in addition to knowledge, skills and competencies, values, mission, loyalty to the idea and business, vocation, and even charm are essential. A complete layout of the features is: charisma, ability and personality traits [10]. It is the latter that distinguish teachers from other professional groups. Among them are those qualities that employers value, such as their readiness for continuous learning, the perception of their profession as a teacher in the categories of vocation and mission, love for children. Along with this, the Polish teacher appreciates his focus on continuous improvement and updating of knowledge in the field of a certain qualification and professional competence [2].

Analysis of recent research and publications. Actual aspects of the development of educational and pedagogical education in the Republic of Poland were examined by those who were at science behind such strains: the development of music and pedagogical education (G. Nicolas); Development of other pedagogical schools (K. Binnitska); rosette of the sanctuary of the irresponsible form of moisture (M. Gavran); development of the system of postgraduate pedagogical education (L. Yurchuk); development of university education and science (V. Mayboroda, N. Dolgova); reform of the sanctuary (A. Vasilyuk, I. Kovchina);

professional and pedagogical training of maybutnach fakhivtsiv (S. Kogut, V. Pasichnik, L. Polova, S. Karichkovska, S. Derkach, N. Sheverun, V. Chichuk t.in.); Formulation of the highest forms of professional competence in Maybach fakhivtsiv (L. Smirnova, O. Kuchai, L. Shevchuk, O. Mikhalchuk and I.).

The purpose of work. Analysis of modern educational requirements for teachers of technology and information in Poland.

Basic material. The teacher's profession is a profession that requires strictly defined qualifications and professional competencies [9] necessary for the effective and optimal implementation of professional activities. From another point of view, competencies include scientific knowledge from the field of taught discipline (subject of training), the development of pedagogical skills necessary for rational and theoretically justified educational actions, communication with students and other participants in the educational process [16]. Teacher competencies also ensure effective interaction with students in order to achieve educational goals, take into account the psychological characteristics and personal needs of students. A modern Polish teacher to a large extent needs knowledge from the fields of psychology and sociology, the field of pedagogical mastery [16]. The requirements associated with the modern work of teachers are based on a high level of formal and non-formal education, compliance with the rules of ethics and culture of health protection.

Competencies in pedagogical literature are considered as a combination of individual abilities, skills, a system of knowledge, experience, views on professional activity and personal characteristics of an individual. Their level largely depends on the efficiency and effectiveness of actions related to the implementation of educational standards [2]. Scientists define professional competence in a slightly different way: as a special property, which is expressed in a conscious demonstration of standards established at the social level, the ability to perform adequate actions and be responsible for them [4]. Thus, competencies and competencies enable the teacher not only to carry out, evaluate their professional actions, but also to be responsible for their results.

A condition for the formation and development of professional competence of a teacher should be an appropriate pedagogical environment that provides openness, creative and innovative relations, the ability to cooperate in solving situations, dialogue, compromise and consensus [17]. Formed professional competence is the basis for the teacher's responsibility, his ability to be an expert, skill in the implementation of professional tasks, independence, creativity, tolerance and criticality.

Professional competence, as the analysis of the literature shows, in modern teachers can have a different level in terms of indicators. General competencies are the starting point for the development of the key competencies of a professional educator: pedagogical, psychological, methodological and others. Their determinism determines the ability to perform complex functions and tasks of education, independence and creativity in the choice of teaching methods, create their own concepts of programs, evaluate their actions and results and student results. Key competencies are the basis of effective training and professional development, cooperation.

Extremely significant for didactic and educational work with children of preschool and primary school age are artistic competencies: the possession of musical instruments, the basics of art [7]. The key competencies that determine the success of pedagogical activities are diverse and form an integrated model, the content of which should be briefly described.

Competence as a broad manifestation of competencies under certain conditions requires a high quality of knowledge of the taught subject and good knowledge of related disciplines. Psychological and pedagogical competences include a complex of knowledge in the field of pedagogy and psychology, as well as certain skills and abilities necessary for the implementation of pedagogical functions and tasks. An important type of competency that characterizes a modern teacher is pedagogical interaction.

In turn, pragmatic competencies include knowledge of teaching technology, possession of a set of methods and skills in the field of designing and organizing student learning, determining the initial and final working conditions taking into account the capabilities and abilities of children, and evaluating the results of tasks. They are also expressed in the ability to correctly apply the various elements of methodological skill: pedagogical principles, forms, methods and means of work [4].

From a modern teacher, competence is required to create an educational space in which the main principle of its existence is social activity, as well as interaction rather than competition. A teacher is expected to have a certain level of effectiveness in establishing partnerships with students and their parents, activating various participants in the educational process, initiatives and joint activities with the external environment [2]. This cooperation includes the joint identification and elimination of problems, making decisions related to the functioning of the educational institution.

In this regard, an important group of teacher competencies is composed of communicative competencies, including the skills to perform recognized interpersonal relationships, the correct perception and transmission of information [2]. Communication is a

process that includes interaction, the exchange of messages and information with other people. This ability is necessary for pedagogical work and requires constant, effective establishment and maintenance of interaction with the student. One of the most important indicators of communicative competence is the correctness and consistency of speech, dialogue. The culture of speech is an important indicator of the professionalism of a modern teacher.

The model of a modern professional teacher is completed by creative competencies, which are a set of skills and actions in the field of mastering modern teaching methods and techniques, activating children to work in the process of their activity, searching for new ways of acting. This type of competency is especially important in the work of the teaching staff, given the constantly changing conditions of school life. They are connected with the school taking responsibility for the choice made, developing the concept of changes in accordance with it.

A modern school in Poland requires creative, responsible teachers who are able to develop various teaching and educational strategies. Creativity in the work of the teaching staff is also manifested in the ability to develop author's curricula, creating.

Own concepts of education, taking into account the social and educational needs of students and their parents, as well as the conditions of a particular school.

A teacher with a formed creative competence is not only an implementer of the methods of activity required from him, but also a creator of his own ideas and initiatives, an innovator of forms and methods of school work, as well as a popularizer of them in the pedagogical environment. Creative competencies mean the possibility of professional reflection, diagnostics, analysis and research of one's own pedagogical practice, as well as building one's own system of professional experience on this basis [2].

When creating modern models of teacher's professional competencies, it is also necessary to take into account a set of particularly significant information and media skills that determine the effective use of the latest information technologies. They provide an effective interactive exchange of pedagogical knowledge and experience in distance learning and international relations. The information and media competence includes the ability to use modern sources of information in the educational process, to carry out a wide exchange of scientific knowledge and experience at the national and international levels, to establish contacts with the scientific community and schools around the world [15].

The professionalism of the teacher as a concept is integrally related to the quality of professional activity performed by a person. The profession of a teacher is a level of high

qualification [9]. The term "professionalism" means not only its substantial aspect, but also the observance of high standards: cognitive, functional and ethical. Professionalism is of particular importance in the teaching profession: independence in their professional activities; taking into account the needs of students, which contributes to the formation of critical thinking in them; reflection of attitude to oneself and to the world; interaction with the student in identifying, explaining and solving problems; ability to communicate with subjects of the educational process; the manifestation of the ability to act in new situations, creating its own rules that ensure its quality activities.

Professional work is distinguished by some features, which include: independence, responsibility, rationalism, pragmatism, need, achievements and identification with the profession [3].

We will reveal them in more detail [13]:

- independence - to be a specialist who independently carries out complex pedagogical and managerial tasks, overcoming difficulties and competition with other employees; the desire to take into account the views of the environment, while maintaining a sense of self-esteem;

- responsibility - a sense of responsibility of the teacher for themselves and students who trusted in the knowledge and skills of a professional. Refers to the basic canons of morality;

- pragmatism - is expressed primarily in the ability to separate the sphere of professional activity from other areas of human life; Do not mix your own feelings and beliefs with professional activities, but be guided exclusively by the rules of pragmatism;

- rationalism is understood as the main way of correlating one's own capabilities and requirements of the team, administration, and standards; ability to assess risks and select the most optimal solutions. The derivative of rationalism can be considered as a norm of respect for competence, so a professional should concentrate on his field of activity and not interfere in matters not related to his field;

- identification with the profession means that for a professional, the starting point in understanding various social phenomena is his experience, knowledge and behavior of colleagues in the profession. Professional identification encourages greater loyalty to the norms of the teaching staff;

- the need for achievement is a serious indicator of the need for teacher self-realization through the search for opportunities for personal growth and professional development. In an

organizational culture, high aspirations and the desire to "build a career" is not customary to hide, but rather to consider them as the goal of the actions taken.

The profession of a teacher in Poland, as follows from the analysis of pedagogical literature, is a creative one, related to the fulfillment of a social mission. This requires vocational guidance, expressed by a certain level of formal education and its improvement in the process of various forms of retraining and advanced training, the presence of a system of diverse professional competencies, motivation.

According to T. Pulsh, the activity of a teacher in society is one of the noblest in the field of fulfilling social roles and missions [14]. However, to be an active, creative and effective teacher is not easy in times of permanent change in all areas of modern reality.

Conclusions. Concluding the study of the question of the pedagogical competencies of a Polish teacher in the face of changing requirements for him, it should be noted that the teacher's professional work cannot be mechanical, routine, or performing. It should be carried out in accordance with the ethics, knowledge, talent and good scientific and pedagogical training of the teacher. The high rank of the social profession of a teacher, the multiplicity and variety of tasks and expectations associated with the formation of personality, reflects public awareness of the priority of upbringing and development of the younger generation of Poland.

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