

belonging to different departments, nationalities, differences in social statuses, conflicts on the professional basis as the form of intellectual collisions. Particular attention should be paid to contradiction between scientists and scientific schools that led to the changes in the organizational forms of the science itself. Often the students themselves became the cause of the conflict between teachers.

The university life has often witnessed the conflicts between students. The reasons were connected with individual dislike, difference in age, culture, property status, level of success, and the nature of the relationship with teachers. To prevent and resolve the student community conflicts, certain corporate documents – statuses – were created. They reflected the specifics of the institution, the nature of power in it. The statuses (codes) accepted at the universities, are differently perceived by the representatives of the university corporation. It depends on whether they restrict students and teachers' freedoms and rights, or gives them the possibility to be honest with themselves and others in the educational process of the university.

Originality. *The scientific novelty of the research results is that the relations between the subjects of educational process are characterized. In particular, the relations between students, between students and teachers, and between teachers in the history of the university have been analyzed.*

Conclusion. *The study of various sources of information has made it possible to conclude that the relationship between the representatives of the university community was influenced by social, economic and political factors at different stages of the history of university. Conflicts and contradictions between scholars and scientific schools have led to changes in the forms of social organization of the science itself. The study of relations between teachers and authorities in the history of the university needs particular attention, which is the prospect of further scientific research.*

Key words: *relationship; business relations; personal relations; teacher; student; administration; university community; corporation.*

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READINESS OF THE TEACHER TO THE CHALLENGES OF THE INFORMATION SOCIETY IN THE SPACE OF SELF-EDUCATION

Анотація. *Проаналізовано категорію «самоосвіта» як постійний процес розвитку професійних навичок учителя, психолого-педагогічного, науково-методичного навчання, реалізації творчого підходу в педагогічній діяльності, що сприяє ефективному формуванню конкурентоспроможного педагога. Указано на важливість педагогічної мотивації для постійного самовдосконалення. Дослідженням визначено компоненти, принципи і властивості індивідуальної програми викладання самонавчальної діяльності викладача музичного мистецтва і способи практичної реалізації індивідуальної програми самоосвіти.*

Ключові слова: професійна освіта; безперервна освіта; форми; методи; технології; пізнавальна орієнтація; діяльність; професійні вимоги; самоосвіта; інформаційне суспільство; особисті та професійні якості; саморозвиток.

Formulation of the problem. The problems of continuous education are inseparable from problems related to the teacher's activity. Whatever forms, methods and technologies, were introduced in modern education, a teacher will always be a major figure in it. The teachers of the past wrote about the role of teacher in a teaching and educational process. «Only personality can operate on development and determination of personality, only character can form another character» [7, p. 25], as a teacher is a carrier of high moral ideals. The teacher must constantly perfect himself, to be authority for his taught, to carry out his pedagogical mission.

«Teacher teaches while he teaches himself», – K. Ushinskiy asserted [8, p. 3]. The teacher must love children and his profession. «To become the real educator, he must give them his heart», – V. Sukhomlinskiy wrote [7, p. 30].

Above all things the society produces to the teacher requirements reflecting common to all humankind moral values: spirituality, openness, humanism. The solution of new educational tasks advanced by society in the conditions of global changes is indissolubly related to the moral look of modern music teacher.

The purpose of the article to consider professional of pedagogical activity and moral as an aggregate of principles, norms, rules regulates a conduct and character of teaching tutor, reflects moral looks, senses, persuasions, forms his moral appearance. In the conditions of activating scientific and technical progress the space of teacher's influence on personality and in these terms his functional roles increases. The teacher as a professional forms a faith in what he teaches, and the following these principles determines a moral and humanistic character of relations in a pedagogical process.

A teacher creates outside; he can never see to the end and understand a new man, because it will be clear only much time later. The personality, general, professional, self-educational culture of teacher, therefore, must develop advancing rates as compared to the level of social surrounding. It is known that than higher level of individuality development, the more it tests a necessity for self-realization and in a self-education, and only in condition of permanent self-education; personality can meet the requirement of time.

Analysis of recent research and publications. The complex of personality qualities characterizing a modern teacher is certain in modern pedagogical researches. Some scientists systematize qualities of teacher (V. Slastenin, A. Scherbakov and other), other examine personality qualities of teacher on the degree of meaningfulness (O. Abdullina, N. Kuzmina and other).

Presenting main material. In opinion of V. Slastenin the model of ideal teacher can be presented as a profesiogram (job description). He names a cognitive orientation as a major component, including scientific erudition, spiritual, foremost cognitive, necessities and interests; intellectual activity, sense of new, readiness to the pedagogical self-education [6, c. 28]. The scientist determines a designed appearance of modern teacher: high civil activity and social responsibility; main reference point of his activity is a high professional duty; love of children, necessity and ability to give them the heart; authentic intelligentsia, spiritual culture, desire and ability to work together with other, absence of ambitions and predilections; high professionalism, innovative style of scientifically pedagogical thought, readiness to creation of new values and to acceptance of creative decisions, possession of individual style of pedagogical activity; requirement in a permanent self-education and readiness to it; physical and psychical health, professional capacity.

Thus, efficiency of any activity, including pedagogical depends on practical readiness of man to it, presence the formed individual qualities and abilities in him.

E. Bondarevskaya and T. Belousova developed a picture of the system of professionally meaningful qualities of teacher, characterizing his pedagogical culture: conviction, sociability, intellectuality, restraint, delicacy, self-control, sense of humor, pedagogical tact, love for children, kindness. Scientist's ranking of dominant qualities showed, that schoolboys valued the most goodwill, tactfulness, courtesy, energy, emotionality, sensitiveness, understanding, keenness of teacher his business [3]. A modern educational situation objectively requires from a teacher the awareness of necessity and responsibility for own professional development.

In opinion of A. Bondarevskaya [1], on the first place of the hierarchy of modern teacher's qualities are qualities, characterizing individual-personality maturity: responsibility, independence, will power and intellect, self-respect, purposefulness.

First group of teacher's qualities: discipline, self-possession and independence of own judgments. Their display testifies to ability of man to be individuality which selects itself from an environment and apt to self-regulation of his activity. An orientation on these qualities specifies on the display of subjectivity as personal touch of modern teacher.

The second group of qualities talks about attitude of man toward other people and his spiritual and moral maturity. Here priority is given to honesty and respect people, requirement in creation, capacity to empathy, heartiness, mercy, spirituality, pedagogical reflection.

Presence such qualities in teacher, as a professional duty, self-discipline, public spirit, pedagogical tact, tolerance, responsibility is examined by scientist, as one of terms of personality's willingness to carry out pedagogical activity. This information underlines an importance of subject teacher's position in the direction of self-education in the conditions of modern requirements.

A today's teacher-professional, who has high moral principles, intellectual culture, possesses critical and creative thought, owns technologies of pedagogical trade, occupies active position of self-creation.

All individual-professional qualities are formed and develop during the system prosecution of itself. In fact self-education is the phenomenon, conducive to self-definiteness and self-affirmation of man. A self-education is directed on the decision of professional-pedagogical tasks, standing before a modern teacher in practical activity at school.

Social meaningfulness of teacher's activity is confirmed by a circumstance that one of the strongest impressions on the formed individuality of student is rendered by school tutor. His moral, psychological and professional traits of personality of teacher are a value for students.

D. Likhachev underlined importance of ability to be tolerant in the intellectual sphere of communication, specified on the necessity of permanent internal prosecution of itself on creation of spiritual forces: patience's, self-controls, self-regulations of the conduct. Individual style and efficiency of pedagogical activity in a great deal depend on individuality of teacher, his decency, erudition, pedagogical tact. There are other properties of character, which were named by teachers as conducive to their successful pedagogical activity: confidence, goodwill, sense of humor, external appeal, ability to create a positive image. Therefore, a fact of influence of internal teacher's conceptions about it as about a professional, mobile, flexible, apt at the creative processing of new ideas in a stream of permanent increasing information and his competent use in practical activity in the conditions of globalization is quite important.

In our view, modern self-consciousness of teacher is a mighty source of opening of his individuality's internal forces and internal potential, enthusiasm in a transmission to the young generation his knowledge's, abilities and spiritual and cultural values in a policy-

cultural environment. It allows a teacher to adapt oneself to the terms of modern life, be ready to the innovations in modernizing education.

Conception of the personality-oriented education of culture-logical type (E. Bondarevskaya, N. Krylova and other) rethinks a development of traditional pedagogical idea, mortgages principles of new paradigm of education, consisting of the following features: a general look changes to education and self-education in the direction of more deep understanding them as a cultural process; a conception of individuality changes, which, except for social qualities, is provided with different subjective properties, characterizing its autonomy, independence, capacity for a choice, reflections, self-regulations etc., in this connection its role in a self-educational, pedagogical process changes, it becomes its system-generating beginning.

In pedagogic of self-education the results of the newest researches about the psychological mechanisms of personality's development are actively inculcated. An important value is attached to self-knowledge, self-regulation, self-control, self-organization, personalization, and self-definiteness, aspiring to self-actualization, self-realization and other internal mechanisms of individual self-development. Education and self-education is examined as part of culture, which, from one side, feeds on it, and, with other, influences on a maintenance and development through a man. To provide the ascent of man to the common to all mankind values and ideals of culture, education must be cultural-conformable. It means that culture-logical approach, which orders the turn of all of the educational tools to the culture and man as to the creator and subject, which apt at cultural self-development, must become the basic method of its planning and development [4].

The content of the personality-oriented education must include everything that needs a man for building and development of own «me-conception» and have following components: personality-oriented, system, andragogical, axiological, cognitive, proceeding-creative and personality [3]. It follows from this that basic efforts of teachers on the update of maintenance must be directed on strengthening of its personality-semantic orientation.

In the system of the personality-oriented education the special requirements are produced to the teacher: he has the valued attitude toward a child, culture, creation; displays humane pedagogical position; cares of maintenance of spiritual and physical health of children; is able to create and constantly enrich a cultural-informative and subject-developing educational environment; is able to work with content of teaching, giving it a personality-semantic orientation; owns various pedagogical technologies; is able to give them a personality-developing orientation; displays an anxiety about development and support of individuality of every child [2]. All this requires placing of new accents in the problem of teacher's self-education. Foremost, this advancement as a leading purpose is a forming of creative self-developing and self-upgrading individuality. Through filling of educational process with personality maintenance the capacity of teacher for a self-education develops.

We join to position of scientists (E. Bondarevskaya, V. Slastenin, O. Ganchenko and other) in regard to aims and orientation of teacher's self-education in the modern terms of education's development that coming from the general purpose of education which is an integral becoming of its individuality, originality. The basic tasks of self-education of specialist-teacher are considered the following: forming of necessity to realize sense of life, choose the moral position to create itself; development of creative potential of individuality, professional competence, spiritual world; activation of processes of self-education, self-rearing, self-creation of personality, perfection of integral individual qualities.

In this connection, the problem of organization and stimulation of self-educational activity of modern teacher in the conditions of continuous education becomes especially actual for pedagogic of adults.

The purpose of professional-pedagogical self-education, as G. Kadzhaspirova considers, is the personal and professional self-perfection, that allows to attain a professional competence, high general cultural level, increase of effectiveness of pedagogical activity, displaying in the high-quality changes of development personality of schoolboy, that high level achievements of pedagogical trade and creative attitude toward business [5]. Examining the questions of pedagogical trade perfection, it pays regard to that it is impossible to decide the question about growth of pedagogical trade without a self-education and self-education.

Conclusions and perspectives of further research. Therefore, in modern terms it is necessary to examine a self-education not only as principle of continuous education but also as a form of upgrading, method of realization of modern requirements to teacher's individuality.

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Readiness of the teacher to the challenges of the information society in the space of self-education

Introduction. *The problems of continuing education are inseparable from the problems associated with the activities of the teacher. Among them, the teacher's readiness for the challenges of the information society in the space of self-educational activity is topical. In turn, the personal, general, professional, self-educational culture of the teacher should develop at a faster pace than the level of the social environment. It is known that the higher an individuality development level is, the more it feels need for self-realization and self-education, and only under the condition of constant self-education a person can meet the requirement of the time.*

Purpose. *Disclosure of the new self-educational tasks solving principle that the society puts forward in the conditions of global changes is inseparably linked with the moral image of the modern music teacher.*

In the context of the scientific and technological progress intensification, the space of the teacher's influence on the individual expands and in these conditions the functional role of the teacher is strengthened. A teacher as a professional forms faith in what he teaches, and following these principles determines the moral and humanistic nature of the relationship in the pedagogical process.

Results. *In the system of a personality-oriented education professional demands, which the information society makes to the teacher, are analyzed. In the system of personality-oriented education, the teacher has special requirements.*

The concept of a personality-oriented education of a culturological type (E. Bondarevskaya, N. Krylova and other) rethinks a development of traditional pedagogical thought, lays down the

principles of a new education paradigm, the features of which are as follows: the general view on education and self-education is changing in the direction of a deeper understanding of them as a cultural process; the notion of individuality changes, which, apart from social qualities, is endowed with various subjective properties that characterize its autonomy, independence, ability to choice, reflection, self-regulation.

Originality. *In modern conditions it is necessary to consider self-education not only as a principle of continuous education but also as a form of advanced training, a way of realizing modern requirements to the individuality of the teacher.*

Key words: *vocational education; continuous education; forms; methods; technology; cognitive orientation; activity; professional requirements; self-education; information society; personal and professional qualities; self development.*

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НАВЧАЛЬНЕ МОДЕЛЮВАННЯ СТУДЕНТАМИ ЗАСТОСОВУВАННЯ МЕТОДУ ПРОЕКТІВ У НАВЧАННІ УЧНІВ МАТЕМАТИКИ

Анотація. *Розглянуто особливості створення навчального проекту майбутніми вчителями математики за допомогою ІКТ з застосуванням елементів програми «Intel® Навчання для майбутнього» під час вивчення навчальної дисципліни «Новітні інформаційні технології в освітньому процесі».*

Ключові слова: *навчальний проект; метод проектів; портфоліо навчального проекту; навчальне моделювання; навчання математики; математична освіта; інформаційно-комунікаційні технології; студенти.*

Постановка проблеми. Одним із перспективних напрямів модернізації сучасної математичної освіти на всіх її рівнях є побудова освітнього процесу на основі таких видів діяльності, що активізують процеси навчання й пізнання учнями навколишнього світу, формують підґрунтя для творчого саморозвитку і самореалізації школярів. З-поміж таких видів діяльності виділимо проектну діяльність, одним із способів реалізації якої є метод проектів.

Широке й активне залучення методу проектів у процес навчання учнів математики індукують зміни й у процесі методичної підготовки майбутнього вчителя математики, який має бути обізнаний із генезисом цього методу в освітянській теорії й практиці, з його теоретичними, зокрема психолого-педагогічними основами, способами залучення НІТ у процесі його впровадження у практику навчання. Особливо важливо, щоб у майбутніх учителів математики було сформоване ціннісне ставлення до такого виду діяльності, й вони здобули успішний, позитивно емоційно маркований досвід із застосування методу проектів у навчанні учнів математики ще під час здобування фаху в закладі вищої освіти.