

## **SYSTEM OF PROFESSIONAL KNOWLEDGE OF THE TEACHER OF HIGHER EDUCATIONAL ESTABLISHMENTS**

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It is necessary to start with the fact that in the system of professional knowledge of the teacher of higher educational establishments there are several basic blocks.

The first block is psychological knowledge. According to E.O. Klimov, psychology readiness is first and foremost a clear conception of a specific mental reality, accompanied by a positive affective tone, connected with an insatiable interest in it and a willingness to interact with it in interpersonal communication. Psychologically trained teachers should be first and foremost a "heightened sense of exaltation" of the others, not just verbal and conceptual knowledge of the relevant kind [1].

The second block is pedagogical knowledge. Knowledge of didactics and their creative use, according to M.V. Bulanova-Toporkova, direct the formation and development of pedagogical skills of a teacher of higher educational establishments. They help the teacher to analyze the dependencies that determine the course and the results of the learning process, to establish on this basis the laws that apply in the educational field, to choose the methods, organizational forms and means of training that are most effective for the implementation of quality training of specialists. The peculiarity of the professional pedagogical knowledge of the teacher of higher education is their multi level (according to I.Ya. Ziazun).

The third block is a complex of knowledge of professional orientation, according to which the teacher of higher educational establishments should have an idea i.e. about the characteristic features of a specialty; about the current state, conditions and prospects of the profession; on the system of training for production; methodological bases of theoretical and practical training of specialists in a certain specialty, etc.

The fourth block is specific knowledge. It involves knowledge of theoretical foundations and specialist understanding of the phenomena that form the basis of the discipline taught [3].

Fifth block is so called “research knowledge”. Practice shows that scientific activity significantly increases the interest in the study of general and specialized disciplines, promotes the formation of theoretical and practical skills required for a specialist researcher, and broadens the scientific outlook and ability to conduct methodological analysis and critical understanding of the achievements of modern science. The block outline provides a holistic view of the teacher about science as a system of knowledge and a method of cognition; general analysis of methodology and determination of its place in scientific knowledge. As well as, a teacher is to be aware of the essence of general scientific and specific scientific methods of research, planning and organization of scientific experiment; processing of results of scientific observations and their design; work with scientific literature and preparation of materials for printing, etc.

Theoretical training is manifested in the ability to think pedagogically, which implies the presence of the following skills in the teacher: analytical, through which a generalized ability to think pedagogically: to diagnose pedagogical phenomena, to analyze their components (conditions, causes, motives, motives; find ways to optimally solve pedagogical problems, etc. Furthermore, teachers have to possess such features as prognostic, which are manifested in the prediction of the pedagogical process, the development of personality and its social relations; projective, which consists in specifying pedagogical forecasting in the plans of training and education, substantiation of methods and stages of their implementation: selection of the content of the pedagogical process; identification of main activities, etc.; reflective, manifested in the ability of the teacher to analyze their professional activities: the correct setting of goals and objectives; adequacy of the content of the pedagogical process to the task; conformity of forms, methods, means to individual and age characteristics of students, etc. [3].

Pedagogical skills may differ in the degree of generalization and the possibility of transferring to a more or less wide range of tasks: initial ability (a person knows the content of a certain type of activity and, if necessary, can reproduce a certain gradual or system of actions with the little help of a mentor). Another one is low level (a person independently performs a gradual action known to him) or no transfer at all. The next ones are intermediate level (a person freely owns a system of action known to him, but it is difficult to transfer it to another type of activity) and high level (independent choice of the necessary system of action in different situations, but with considerable efforts; the possibility of transfer within some limited sphere of activity). The perfect ability means free ownership of different systems of action, wide transfer to other activities; ease of doing activities [2].

Thus, it should be noted that the main characteristics of the professional competence of the teacher of higher educational establishments generally can be represented as professional qualities.

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