

**COMPETENCE-ORIENTED APPROACH IN STRUCTURING
OF PEDAGOGICAL SKILL OF METALLURGY PROFILE
VOCATIONAL TRAINING TEACHER**

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Abstract. Today the tendency of scientific and technological progress affects not only social development, but also the economics of the country.

The establishing of labor market created the significant competition that dictates the strict requirements to the training of qualified workers with higher education that produce the commodities with high quality and competitive performance. Today the vocational education system requires not only the teacher or expert of industrial training with respective professional, psychological and pedagogical skill but, in particular, the teacher of vocational training that is able to provide the efficiency in training of qualified workers of metallurgy industry with high professional mobility.

Thus, the question of compliance of their pedagogical skill becomes a matter of high importance.

The analysis of scientific sources shows that the matter of pedagogical skill is researched from the different points of view. From the structural approach side, the pedagogical skill is an integration of pedagogical actions aimed at reaching of goals of professional importance that are oriented to an implementation of vocational education purposes, training and development of qualified future workers. From the fundamental approach side, the emphasis is put on combination of functions of vocational education master and teacher of special and professionally oriented subjects. From the reflexive approach side, it is direct pedagogical cooperation that is based on pedagogical actions (stimulation of specific qualities of student, including the ability to self-educate and self-train). Different approaches allow

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describing the pedagogical skill as an act of complex pedagogical creation of integrative nature.

From the competence-oriented approach side, the pedagogical skill of metallurgy profile vocational education teacher is an act of complex pedagogical creation of integrative nature that requires the use of developed competences (facilitative, psychological, professional, pedagogical, methodical, communicative) and professional mobility (including the key competences and important professional personal qualities of vocational education teacher). These factors form the basis of pedagogical actions efficiency allowing the successful solving of the professional tasks and achieving the optimal results.

1. Introduction

The increasing impact of scientific and technological progress to the social development, economics, and education changes the emphasis in the system of values.

The tendency is most clearly seen on modern enterprises with scientific and industrial type of production. High level of competition on the world markets dictates the strict requirements not only to the organization of production and technological processes but to the training of workers that produce the commodities with high quality and competitive performance.

At the same time, the obsolescence of equipment, methods of metallurgical production, slow rates of upgrading, and intensification of competition creates the demand on training of specialists on metallurgy production that has a high importance as an industry in economics of the country. The necessity of training of specialists is considered the most important goal of the vocational training. With the conditions given, the vocational education requires not only the teacher or master that has the respective professional, psychological and pedagogical skills and knowledge but the teacher that is able to provide the efficiency of training of competent and qualified workers with the professional mobility for the metallurgy industry. The matter of creation of pedagogical skill of metallurgy profile vocational training teachers becomes the question of an exceptional importance.

The conceptual ideas that define the priority of improvement of quality of professional and pedagogical training of teachers with high level of professional competence and pedagogical skill are described in the Education Act (2017), Vocational Education Act (1998), Higher Education Act

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(2014), and in the international acts including the World Conference on Higher Education: The NewDynamics of Higher Education and Research for Societal Change and Development (2009), Pedagogical Constitution of Europe (2013) etc.

2. Research Methodology

Research methodology is based on the leading provisions of epistemology, methodology principles of consistency, science, and practical focus, fundamental concepts of methodology and vocational education theory, science principles of pedagogical psychology and labor psychology, fundamental provisions of continuous pedagogical education concept and Pedagogical Constitution of Europe.

To achieve the goal of and resolve the specified research purposes the following set of interconnected methods is used: the analysis of philosophic, psychological and pedagogical, methodical literature, and regulatory legal acts of education area; the terminology analysis aimed at definition of matter of pedagogical mastery categories in pedagogical definitions system; the analysis and generalization of pedagogical experience aimed at definition of tendencies, inconsistencies, and dependencies of future metallurgy profile vocational education teachers in higher education establishments; the systematization, categorization, generalization, and idealization aimed at making of conclusions and definition of directions of further research of the matter.

3. Science approaches of pedagogical skill interpretation of vocational training teacher

The analysis of science sources showed that the issue of a pedagogical skill is considered as one of the key science issues, the solution of which is required to provide the high quality education. From the structural approach point of view, the following elements are distinguished: the goal, the reasons, the pedagogical actions, the skills of a teacher. According to the researchers, the general goal of pedagogical activity lays in creating of a creative personality of student, which is done during the training and education process. On the next stage, the researchers define the reasons of pedagogical activity that work as the matter of need and inner forces that encourage the teacher to conduct the professional activity. The examples of such inner forces are the ideals, professional interests, beliefs, social attitudes, and professional values that form the motivational area of person of teacher with a specific

hierarchy, showing the direction of the person [15, p. 16]. It is important to notice that “the goal defines the action, the action provides the achieving of the goal, the specification of the goal allows characterizing the goal itself” [10, p. 68]. The proof can be found in the research of O. Lavrinenko, where the studying of pedagogical skill as a dominant component of pedagogical action shows that, with the use of pedagogical action, all properties of pedagogical activity are established with integrity of goal and content. Pedagogical action shows the integrity of physical and psychical aspect in the teacher behavior [10, p. 104]. It is considered indisputable that the success of pedagogical action is shown by the pedagogical cooperation. The pedagogical skills are the methods of pedagogical activity.

From the structural approach point of view, the pedagogical activity of vocational training teacher is an integration of the pedagogical actions, means, methods and techniques aimed at achieving of the goals of professional importance, reaching of vocational education objectives, and training and development of the future workers with a high qualification [20].

At the same time, from the functional approach point of view, in pedagogical activity the emphasis is put on professional functions of vocational training teacher that combines the functions of vocational education master and teacher of special and occupation-oriented subjects; provides the pedagogical, educative, working, administrative, and methodical activity of students of professional training during the process of theoretical and practical (working) education [4, p. 635].

It is possible to say that, from the functional approach point of view, the matter of professional and pedagogical activity of vocational training teacher is shown in integrity of intrinsic requirements for the pedagogical activity in metallurgy profile vocational education establishments and its functional capabilities as a pedagogical activity subject that provides the successful resolving of main purposes of pedagogical, educative, working and administrative, and methodical activity of students professional training during the process of theoretical and practical (working) education [20].

From the reflexive approach point of view, the pedagogical activity is considered as a mutual activity that is performed in accordance with the laws of communication when the teacher and student act as subjects of communication where the teacher is an administrator. The matter of the activity of a teacher is an administration of student activity when all the processes are aimed at development of the key areas of their personality [14, p. 16].

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The pedagogical activity of a vocational training teacher is an integration of pedagogical actions aimed at reaching of goals of professional importance that are oriented to an implementation of vocational education purposes, training and development of qualified future workers. It is performed in accordance with the laws of communication, and its matter is an administration of the student by the teacher. Thus, from the reflexive approach point of view, the pedagogical activity of vocational training teacher is a humanistic cooperation created on purpose that is provided by pedagogical actions (stimulation of personal qualities of student, especially the ability of self-education and self-training).

The researchers (I. Ziaziun, L. Kramuschenko, I. Krivonos and others) put emphasis on necessity of reflexive administration of student activity that is “based on a principle where the student is a center of an education process and its main participant”; the purpose of a teacher is to ease the development process for the student, create the conditions and stimulate them in reaching of complete self-identification [14, p. 21-22].

According to I. Ziaziun, it is necessary to establish the process of dialogue as an axiological communication that is centered at personality of student for the spiritual and cultural enrichment [22]. The approach to the pedagogical activity of such kind requires the skill of pedagogical skills professional teaching from the teacher.

The theoretical analysis of a relevant psychological and pedagogical literature allows systematizing different approaches to the “pedagogical skill” term interpretation. The variety of author definitions of pedagogical mastery is an evidence of multi-dimensionality of the term. It allows characterizing the pedagogical skill as a complex, multi-level pedagogical structure of integrative nature. It is worth noticing that, despite the fact that the pedagogical mastery issue is constantly in the center of science interests, there is no standard understanding of a pedagogical skill for the activity of metallurgy profile vocational training teacher.

The issue is actualized by the fact that the requirements for the workers are based not only on the professional skills and knowledge but also on important professional qualities of a person. Taking into account the changes in education paradigm and implementation of competence-oriented approach in higher education, the necessity of definition of a vocational training teacher pedagogical skill appears.

4. Pedagogical skill structure of a future vocational training teacher

The researchers distinguish the following components in a pedagogical skill structure:

- professional expertise, knowledge, and skills mastery (N. Kuzmina);
- teacher personality (their core qualities), skills (professional, theoretical, methodical), pedagogical abilities, pedagogical techniques (S. Shvydka);
- humanistic direction of the pedagogic activity, professional knowledge, pedagogic activity abilities, pedagogical technique skills;
- knowledge, high cultural level, practical skills and expertise, and professional qualities of a teacher (I. Ziaziun);
- pedagogical direction of a person, abilities for the pedagogical activity, professional knowledge, scientific and cognitive needs, communication abilities, skills and expertise, administrative abilities, humanistic personal qualities, and pedagogical techniques (M. Soldatenko);

In pedagogical skill, other researchers distinguish the following components:

- spiritual values system component, communicative and psychology component, informational and teaching component, administrative and creative component (L. Reshetnyak);
- humanistic direction, professional knowledge, pedagogical abilities, and techniques (G. Verbytska);
- pedagogical culture, professional competence, pedagogical abilities and skills, speech culture, pedagogical cooperation, self-control, pedagogical communication and ethics, psychological and pedagogical knowledge (S. Yakusheva);
- competence, personal qualities, pedagogical techniques, pedagogical ethics, pedagogical creativity, humanistic direction, culture of speech, pedagogical abilities (L. Kaydalova, N. Schokina, T. Vahrusheva);
- obtaining the mastery is a hard and dynamical process of pedagogical competences creation (O. Lavrinenko).

As we can see, the integrative nature of “pedagogical skill” term determines the complexity of its structure. Despite the fact that there are differences in points of view of researches about the pedagogical skill structure, basic model for them is a concept of pedagogical skill of I. Ziaziun, where the pedagogical skill creates a set of properties of teacher personality which provides the high level of self-administration of their professional activity with a reflexive basis [22, p. 641-642] that will be used herein.

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In accordance with the conditions of development of multimedia educational environment, the vision of pedagogical skill components by researchers and practical specialists changes, thus determining the new requirements for vocational education teachers training.

It would be correct to agree with the opinion of researchers (E. Zeer, B. Igoshev, R. Prima, L. Sushentseva and others) that a modern vocational training teacher is ought to have the professional competence which includes the expertise, skill, and knowledge of a high level but also has to have the professional mobility that allows self-improving, and professional and creative growth. From this point of view, it is possible to say that the modern vocational training teacher must react flexibly to the changes of a labor market demand, technologies, and personality that studies in the multimedia educational environment.

When analyzing the administrative and pedagogical aspects of a professional mobility of a teacher, B. Igoshev considers it as an integral property of personality that is characterized by the open-mindedness for a new experience, activity, adaptability, creativity, that provides the personal and professional self-fulfillment of a teacher, and, at the same time, supports the development of professional and pedagogical activity area, becoming the factor of a dynamical development of society in general [7, p. 36].

It is confirmable with the opinion of L. Sushentseva where the professional mobility is determined as an integrative quality that combines the defined internal need for professional mobility of a person that is necessary for a success of a person in modern society, and which is shown in an activity and provides the self-identification, self-fulfillment in a life and occupation, ability and knowledge basis of a professional mobility, self-realisation of professional mobility that is determined by reflection of a readiness for a professional mobility of a person, the strive of a person to change not only themselves but professional area and life environment [18, p. 158].

Taking into the account the requirements for a vocational education teacher expertise on a modern labor market, it would be correct to consider the professional mobility as a component of a professional competence in pedagogical skill structure of a vocational training teacher. Since the modern measuring of a professional readiness is based on competence-oriented concepts, it can be concluded that researchers and practical specialists' vision on pedagogical skill and its structure changes in an evolutionary way [21].

The structure of a pedagogical skill can be analyzed to distinguish the details. Humanistic direction of a teacher that dominates in a pedagogical skill structure is also a basis of education humanization. O. Dubaseniuk puts an emphasis with the statement that “implementation of the multimedia technologies to an educative process requires the teacher to become consultant, facilitator, and mentor. The latter requires a special psychological and pedagogical training from the teacher” [3, p. 24].

As a result of scientific researches analysis (E. Zeer, O. Levchenko, O. Maslov, O. Parunov, K. Rogers, S. Shahmatova and others), it is found that humanistic direction as a pedagogical action is shown in a facilitative competence of a teacher.

It is proven by the understanding of set of the definitions related to a facilitation. “Facilitation” as a term derived from “facilitate” in English which is defined in an English-Russian dictionary as an “ease, absence of obstacles; possibilities, favorable conditions” [1, p. 148].

Pedagogical facilitation is a “form of cooperation that is based on the principles of humanism, poly-subjectivity, tolerance and trust, that provides the search of humanization of educational and training process in general” (S. Borysuk); type of a pedagogical cooperation when the main goal of a teacher is the help and establishment of favorable conditions for self-development and self-fulfillment of other person (O. Levchenko).

Pedagogical facilitation strengthens the productivity of education and development of subjects of the vocational and educational process with the use of a special style of communication of the individual and the teacher of the trust style of communication, and a special role of personal qualities of the teacher (E. Zeer). As a pedagogical action, the facilitative direction is shown in positive attitude for the student, themselves and the activity, in creating of the conditions for a successful education and safe development of all stakeholders of professional and educative process with the use of person-oriented style of communication and activity.

When analyzing the conditions of establishing of facilitative direction of pedagogical college students, O. Maslova defines the following components of facilitative direction: the emotional and cognitive (understanding and accepting of the value system), praxeological and behavioral (learning of facilitative technology and developed skills of safe behavior), reflexive (self-analysis and self-estimation of an activity of oneself, and the activity and behavior of a student) [11].

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Pedagogical position of a facilitating teacher is described in studies of K. Rogers [16] as a system of a personality prescriptions that are shown in interpersonal cooperation, congruent self-actualization in communication (openness of a teacher for their own thoughts and concerns, ability to express and disclose them freely to the world), indisputable positive attitude and trust (strong confidence of a teacher in an abilities of students), empathic understanding (ability to see the inner world of a student from their point of view).

According to O. Parunova, facilitative competence is an integrative quality of a teacher that shows their level of abilities and readiness for a development of a personality potential of students that act as subjects of a cognitive activity [13].

Thus, facilitative competence as a pedagogical quality of vocational training teacher is a result of obtaining of the following competences: to perform the reflexive administration of activity of students, to indisputably consider the student and create the atmosphere of openness, fairness, welcoming and psychological safety, to proclaim the thoughts of oneself, to show confidence in abilities of students, to provide integrity of subject content and student needs, to use the personal experience of a student, to use the methods of emotional persuasion and indoctrination, to encourage the autonomy of the students, to create the situation of success for each student, to provide the conditions for free discussion of controversial questions, to show respect to the personality of a student, to provide the state of equality for students, to establish the creative environment, to stimulate the self-education and self-development of students, to provide the dialogue with the students, to support the initiative and autonomy of students, to sense the changes in psychological environment of a group and react flexibly to them, to provide the pedagogical cooperation on a basis of humanistic values, to stimulate the development of a personal potential of students and subjects of learning.

Professional competence of the vocational training teacher is a result of mastering in a system of vocational subject knowledge and obtaining of the competences which are defined in the course description.

Occupational mobility as a component of the professional competence of the vocational training teacher is the result of obtaining of the following competences: quick acquirement of innovations in education; systematic self-improvement and self-development; realization of personal poten-

tial in pedagogical activities and professional community [7, p. 6]; effective communication; effective search of the necessary professional information; efficient and flexible applicance of their knowledge in practice; solving any professional task in the best way possible; continuous updating of the arsenal of knowledge and work methods; organizing of the internal and external resources necessary for solving of the professional taskset; free “geographical” movements in the professional environment, new professional “territories” development; showing interest in various fields of social and professional activity; adaptation to the different social situations and functionally different types of activities; creative transformation of any situation [6, p. 35]; avoidance of patterns and stereotypes in perception of reality; establishing of necessary contacts with the subjects of educational activity (students, their parents, colleagues); creative perception of the environment, its purposeful transformation; creative approach to the organization of pedagogical activity; mastering of related pedagogical occupations and fields; carrying out of administrative activities related to education and upbringing; interaction with the community of vocational and pedagogical professionals [6, p. 36].

The professional and pedagogical competence of the vocational training teacher, according to definition by N. Kuzmina, is the teachers’s ability to turn their specialty into the means of personality formation, taking into account limitations of the educational process in accordance with the requirements of the pedagogical norm that it is carried out within; complex of the skills of the teacher as a subject of pedagogical influence related to special structuring of scientific and practical knowledge in order to improve pedagogical problem solving [9, p. 89-90].

Scientists include such pedagogical skills with professional and pedagogical competence: validating practical decisions related to effective organization of training and production activity of students; providing psychologically comfortable microclimate in the student group; defining and taking into account individual characteristics of students; management of pedagogical communication and choosing the techniques of contact organization; providing high level of pedagogical activity culture and organization; critical analysis of their own and others' professional activities; carrying out of personal growth programs; studying of the special aspects of student's mental development and pedagogical influence on the student's personality; carrying out of the diagnostics of psychophysiological features

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of students and taking into account their results during the organization of education; creation of a comfortable learning environment; application of computer equipment and multimedia educational technologies in vocational education; organization of independent work of students; carrying out experimental and reflexive and creative activity; application of modern principles, forms, methods of education (O. Shcherbak).

Didactic competence of the engineering teacher is considered by L. Tarkhan an integrative property (characteristic) of the personality of the engineer-teacher, that determines the range of his powers and functions in the field of educational activity, reveals the patterns of mastering knowledge, skills and abilities, the formation of beliefs and experiences, determines the volume and structure the content of education, improves the methods and organizational forms of education, educates a modern person through the influence of the educational process on the learner.

We share the scientist's view regarding the distinction in its structure of two components: personal (personal qualities of a specialist, necessary for the successful performance of professional activity: values, worldview, reflective capabilities) and vocational and didactic (ability to apply innovative technologies to solve professional tasks: information search, didactic and technological ability, activity) [19, p. 278].

According to L. Tarkhan, didactic and technological competence assumes the obtaining of knowledge of methodological conditions of implementation of theoretical basics of education; administrative and pedagogical basics of vocational education, main laws and patterns; content and principles of professional and pedagogical training of engineering teachers; forms and methods of professional and pedagogical training; statutory and regulatory documents of vocational education and skill of analyzing and structuring the scientific and technological and scientific and pedagogical material, transforming it into educational material; the skill to define the goal, content and results of education, choose the methods, ways, techniques and kinds of education; establishment of the critical way of thinking.

Processing competence is shown in the following skills: decomposition of education subject into didactic tasks for classes; implementing of processes of activity-oriented methods of education, transforming of the didactic prescription into the teaching methodics; development of the technological prescription for study at specific class; development of educational and

methodical documents in complex; diagnostics and analysis of education process efficiency and professional and pedagogical activity (L. Tarkhan).

Methodical competence of vocational education teacher is shown in the ability to model the education process; to implement the multimedia-involved education technologies into the educative and working process; to achieve a mastery in the effective methodic of organization of the classes that are directed to create the interest to the specific study subject and occupation; obtaining new knowledge, practical skills and expertise, skill to develop educative and methodical documents and reference books by oneself etc. [20].

While researching the professional genesis of engineering teacher personality, E. Zeer focuses on the ability to analyze, select and structure scientific and technical information and educational material, to diagnose possible cognitive difficulties of students, to design and create problematic situations, to design strategic and tactical learning objectives, properties and skills that provide successful training; to transfer knowledge to others, to think logically and dialogically; to prove.

Social and psychological competence is based on abilities for social perception, empathy, communication, and people management (E. Rapacevich). It assumes that teachers and mentors of vocational schools should have a system of cognitive knowledge, skills and expertise that, first of all, are connected with the psychological culture, including general psychological knowledge about patterns and mechanisms of productive activity of a person, psychological and social development of a student, psychical patterns of relations development in a group of students, impact of a teacher communication style on activating student's learning process.

According to researchers (O. Scherbak, J. Bolyubash, L. Shevchuk), social and psychological competence includes the skill to form the motivational and value area of labor (motives, interests, needs, abilities, gifts) in students; to determine the properties of psychical development and pedagogical impact to a personality of a future specialist; to perform diagnostics of psychophysical properties of students and to assume its results during the organization of theoretical and practical education; to use methods of interpersonal relations psychodiagnostics in student group; to design the development of learning activity of an exact student or group; to select the forms, methods, and means of reaching the specified goals; to use the job profile diagram and psychological structure of labor activity in forming future specialist's personality; to create the comfortable education environment.

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When studying the psychological structure of teacher's activity, N. Kuzmina distinguishes the differential and psychological and psychological and pedagogical competences of a vocational education teacher [9].

According to the researcher, the differential and psychological competence of a vocational education teacher is a result of obtaining of the following competences: mastery in skills of revealing of the personal qualities, distinguishing and assuming of emotional state of a subject of education, building of relations in an effective way. At the same time, the psychological and pedagogical competence considers having the skill of pedagogical diagnostics, the skill of building of pedagogically relevant relations with the subjects of an education, performing of an individual work based on the results of pedagogical diagnostics.

5. Pedagogical technique of vocational training teacher

Very important part in pedagogical skill forming plays the pedagogical technique that is characterized as a skill to use own psychological apparatus as an instrument of a behavioral impact; techniques of self-control (the control of own body, emotional state, speech, attention and imagination) and techniques of impact on people (verbal and non-verbal means) [17, p. 29].

It would be correct to say that mastering of inner pedagogical technique (technique of creating of inner empathy of a person, psychological preparation of a teacher for a future reality) is shown in autopsychological competence of a teacher that is based on obtained competences: understanding of a goal, content and results of an activity of oneself, mastering the ways of professional self-improvement, the skill to see the reasons of drawbacks in the activity of oneself.

Outer technique that is considered to be the result of an inner empathy of a teacher in their body nature (according to K. Stanislavski, it is mimics, voice, speech, moves, plastics etc.) is shown in social and psychological competence. The skills of usage of outer technique enlisted in Pedagogical Skill Terminology Dictionary are considered as competences, mastering which provides the social and psychological competence of a teacher. Such competences include the skill to establish contact with other people, consciously control the process of pedagogical communication, communicate verbally and non-verbally, use the means of spectating, diagnose the personal properties and qualities of a person, design the strategy, tactics and technique of cooperation with people, administrate the activity of other

people to reach the socially valuable goals, use the knowledge about social and psychological mechanisms to prevent and resolve the conflicts, use the means of pedagogical impact in accordance with the situation (the methods of advancing of a person, demonstration of skills of a teacher, demonstration of dissatisfaction, excitement, anxiety about further punishment, irony, affirmation of a deed, naive wonder, suggestion, alternative route, mediation, reproduction question) [17, p. 33-37]; use of the infusion technique.

It is worth noticing that the mastery in outer pedagogical technique is proved by communicative competence of vocational education teacher that is a result of obtaining of the following competences: showing of communicative culture (system of a social and value directions of a teacher, skill of performing the productive pedagogical communication where the teacher and the students become equal partners of cooperation), skill to select the pedagogically relevant style of management (authoritative, democratic, liberal) [20].

It is worth to notice that it is very important for vocational training teacher to have the ability to easily establish the contact, arouse the positive emotions in partner and feel the satisfaction from communication process; to build the relations that are most relevant from the pedagogical point of view; to have a pedagogical impact on partner, to avoid obstacles in communication, to select the most relevant model of a pedagogical communication (communication based on high professional principles of a teacher, their attitude to a professional activity in general, or communication that is based on a friendly attitude that can include an interest to a mutual activity) [8, p. 101-104].

It is worth noticing that outer technique is also shown in the skills of provisioning of the personal orientation of a partner that include: realizing and understanding the human in a partner, with the sense of intrinsic value of other person. It is widely known that one of the components of communicative competence of a teacher is a speech competence that is considered by the researchers as a skill of adequately and relevantly use the speech in specific speech situation and education with the use of verbal and non-verbal (mimics, gestures, moves) and tone means of speech expression [2, p. 276].

At the same time, the speech competence of a teacher assumes the obtaining of the following skills: to express oneself correctly, accurately, logically, variously, precisely, relevantly, clearly enough, expressively, and emotionally; to demonstrate the proper style of speech (with no clichés,

incorrect stresses, bureaucratic patterns that are inconsistent with literature standard), easily understandable speech (the cleanliness of a sense of a voice act that provides the understanding for an audience) etc.

6. Professionally important qualities of a metallurgy profile vocational training teacher

It is worth noticing that competence is shown not only in knowledge, understanding, expertise, values, but also in personal qualities, and the teacher also is an instrument of influence on a student, that is the fact that makes important to define professionally crucial personal qualities of a metallurgy profile vocational training teacher.

According to O. Gura, the professional qualities are personal properties of a subject of an activity that impact on efficiency and success of activity, and that are stable, important, equally valuable and can be monitored [5, p. 68].

The researcher distinguishes five subsystems of professionally important personal qualities of a higher education establishment teacher: expressive, communicative, administrative, professionally directive, and subsystem of professional and pedagogical thinking. It is possible to add the subsystem of social and personal competences of a vocational education teacher which allows to distinguish the general pedagogical qualities of a vocational teacher from the professional personal qualities [20]. Indeed, pedagogical qualities are the entry points of an occupation, specific pattern that characterizes the potential possibility of a human to become teacher. These qualities include humanism, love to children, tolerance, (indulgency for thoughts, behavior, way of life, ideas, opinions as an ability to positively percept and use the impulses of environmental impacts to a person); friendly attitude (ability to not only feel but also show the attention and sympathy, the ability to accept the other person even when the subject does not accept their deeds, the ability to support the others). The teacher must have empathy (empathy is an imaginative insight, the understanding of feelings of other person, respective sign of this understanding) [8, p. 131-132].

Three types of empathy are distinguished: emotional empathy that is based on the mechanisms of projection and imitation of motoric and affective reactions of other person), cognitive empathy that is based on intellectual processes, and predicative empathy that is shown in an ability of a person to predict affective reaction of other person in specific situations. It

is very important to note the reflexivity (reflection – the ability to reflect the position, the thoughts of another person through the “deepening” in her reasoning, to imagine herself in the place of another person, to see, mentally replaying for her one or another situation) [15, p. 131].

Other important qualities include adequate self-esteem, autonomous, flexible critical thinking, creativity, contact, tact, etc. As the practice shows, the activity of metallurgy profile vocational training teacher also requires some specific qualities. Metallurgy becomes one of the areas with the professional activity in hard or sometimes extreme conditions (polluted environment, high temperature, high level of noise, necessity to use special safety gear including clothes, shoes, etc.). As the experience of developed societies shows, the ways of compensation of the downsides of unpopular occupation (for example, by providing the financial bonuses) show no significant success. During the process of training of qualified workers for metallurgical production, the teacher must directly use the “compensators” of low popularity of the occupation, assume the difference between the inner strive of students to the comfort and safe environment, and real conditions of an occupation.

As an example, it is possible to teach to search for natural strive to beauty and harmony in elements of the occupation, to assume the strive of individuals to cooperate with the fire in the search of a spiritual calm as a natural psychological factor. Metallurgy profile vocational training teacher must idealize the “flaming” or “burning” occupation, arousing the perceptive interest mostly on emotional level since the interest to metallurgy profile occupation is mostly connected with the images of fire.

For example, the fire in tuyere zone of blast furnace and the fire that is sparking during the pouring of steel are different from each other. First one is a “worker flame” that breaths heavily, with the howling that is a result of overcoming the environment that rejects it, and the “flame that accompanies the pouring of steel” as a result of steel smelting is a sound of reaching of the objective – the dangerous one but sparking with cheerful fireworks. The method of imaginative transformation of occupational information (the use of expressive, succinct and attractive images of flame) helps the students to percept it by the channel of positive emotions that is very important for active perception.

In addition, the metallurgy profile vocational training teacher teacher must show the ability to “humanize” the hardware – to add the proper-

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ties of living beings to the hardware (the understanding, heat, sensitivity). As an example, in the moment of danger with the gas and burning dross around the blast furnace keeper that closes the tap hole says "Please give me some more time, we will close and then everything will be fine again". Or engineer of a burning kiln that works in a mode of insufficient oil supply says "Please do not grumble, we need to reach the stopping point, and then I will feed you with plenty to spare". Such imaginative metaphors during the solution of professional situations in a process of teaching of professional subjects of metallurgy cycle increase the interest and attractiveness of the occupation for the students. Inquisitive and unbiased eye of experienced teacher must always find the positive emotions and subject of love and interest in most complicated, dangerous, and "dirty" occupation.

In conclusion, the pedagogical skill of vocational training teacher as a form and result of demonstration of individual professional qualities of a person can be established by subject of pedagogical activity during the process of learning that is based on mastering in subject-object system of pedagogical impacts by technological bases of creating of pedagogical situations that are relevant to audience, and skill of administration of pedagogical communication on an adequate level.

7. Conclusions

Therefore, from the point of view of the competence approach, the pedagogical skill of metallurgical profile vocational training teacher is a complex multilevel integrative system of acquired competences (facilitative, psychological, professional, pedagogical, methodical, communicative) and professional mobility (encompassing key competences and professionally important personal qualities of vocational education teacher), which determines the efficiency of pedagogical actions and enable successful solving of professional problems and achievement of optimal results.

Professionally important personal qualities of metallurgical profile vocational training teacher: general pedagogical qualities (humanism, tolerance, benevolence, empathy, reflectivity, adequate self-esteem, independent, flexible, critical thinking, creativity, contact, tact, etc.) and specialized professional personal qualities (readiness to positive perception of difficulties of the production environment accompanying the metallurgical profession, the ability to "humanize" technology, imaginative thinking, the ability to create positive mood, etc.).

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