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TRAINING FUTURE TEACHERS TO USE PEDAGOGICAL TECHNOLOGIES WHILE PROVIDING NON-FORMAL EDUCATION

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The article highlights certain aspects of training future teachers to use various pedagogical technologies while providing non-formal education to students. Attention is focused on the expediency of revealing the main characteristics of each pedagogical technology, the sequence of implementation, and determining the degree of its effectiveness in the educational process.

Keywords: pedagogical technology, non-formal education, professional training.

У статті висвітлюються окремі аспекти підготовки майбутніх педагогів до використання педагогічних технологій у процесі організації та реалізації неформальної освіти. Акцентується увага на різноманітності підходів до трактування поняття «педагогічна технологія» та дається визначення останньої, актуальне для даного дослідження. Характеризуються різні види освітньої діяльності, як то формальна, неформальна та інформальна. Наголошується, що одним із найважливіших складників використання педагогічних технологій у процесі надання здобувачам освіти неформальної освіти є вибір найдоцільнішої з них. Підкреслюється, що правильно дібрана педагогічна технологія визначає загальну ефективність освітнього процесу. Зауважується, що вибір педагогічної технології залежить від повноти ознайомлення здобувачів освіти з традиційними та інноваційними педагогічними технологіями, визначеними в науці і практиці. Наводяться приклади груп педагогічних технологій, як то: гуманістично-особистісної орієнтації педагогічного процесу; активізації та інтенсифікації діяльності здобувачів освіти; ефективності управління та організації освітнього процесу; дидактичного удосконалення та реконструювання матеріалу; застосування нових

і новітніх інформаційних засобів тощо. Акцентується увага на доцільності розкритті основних характеристик кожної педагогічної технології, послідовності реалізації та визначенні ступені її ефективності використання в процесі надання здобувачам неформальної освіти.

Ключові слова: педагогічна технологія, неформальна освіта, професійна підготовка.

ПІДГОТОВКА МАЙБУТНІХ ВЧИТЕЛІВ
ДО ВИКОРИСТАННЯ ПЕДАГОГІЧНИХ ТЕХНОЛОГІЙ
ПІД ЧАС НЕФОРМАЛЬНОЇ ОСВІТИ

Наталія СУЛАЄВА

Introduction. The present-day pedagogical science and practice are characterized by a rapid transition from the accumulation of knowledge to the formation of the ability to operate with it, from fragmented to continuous education, from formalized to non-formal and informal types of education that would satisfy the needs of each individual. This state of affairs requires a review of approaches to training teachers and scientists of the new generation in the conditions of a higher pedagogical education institution, in particular, to the use of various pedagogical technologies while providing non-formal education.

Literary review. The results of Ukrainian scholars' scientific research indicate an increase in interest in solving the issue of using innovative pedagogical technologies in the process of professional future teacher training (I. Bohdanova, I. Dychkivska, O. Yevdokimov, O. Kiyashko, O. Pehota, I. Rusnak, S. Sysoieva), in particular, in the system of education of future primary school teachers (N. Demyanenko, O. Ponomaryova, O. Serheyenkova, L. Khomych). Scientists do not ignore the study of the implementation effectiveness of the various educational activities in the educational space of Ukraine (V. Kipen, L. Lukyanova, N. Nychkalo, N. Pavlyk, L. Pukhovska), etc. The analysis of Ukrainian scientists' papers shows that the issues of using various technologies while providing non-formal education have been neglected.

The goal is to highlight certain aspects of training future teachers to use pedagogical technologies while providing non-formal education.

Main findings. The analysis of the definitions of the concept of «pedagogical technology» presented in Ukrainian and foreign studies

gives reasons to state the diversity of approaches to its interpretation. While forming students' competence to use pedagogical technologies in non-formal education in the general secondary, out-of-school, and higher education institutions, we understand it as «a complex integrative system that contains many ordered operations and actions that provide pedagogical holistic, meaningful, informative and procedural aspects. They are aimed at the to acquire systematized knowledge and professional skills, as well as, form student's personal qualities, which are set by the goals of education» [5].

At the same time, it is crucial to understand that pedagogical technology helps to increase the efficiency of the educational process due to the design of goals, planning of the educational process, programming of the provider and recipient of education, structuring, etc.

In the course of study, students adjust to the perception of pedagogical technology as follows: a set of basic methods (scientifically based methods) adapted to achieving the goal; a program (a project of a specific pedagogical activity), which is consistently implemented in practice; a set of actions, operations, and procedures that instrumentally ensure obtaining the predicted result [3].

At the same time, to understand the expediency of using certain pedagogical technologies while providing non-formal education, information is provided on the types of educational activities, such as formal, non-formal, and informal. In particular, formal education is received through educational programs following the levels of education, fields of knowledge, and specialties (professions) determined by the law, and implies achievement by the students of the learning outcomes of the corresponding level of education and the acquisition of qualifications recognized by the state [2]. Non-formal education is defined as education that is obtained, as a rule, through educational programs and does not involve the awarding of state-recognized qualifications by education level but may end with the awarding of professional and/or partial educational qualifications [2]. Informal education involves the self-organized acquisition of specific competencies by a person, in particular, during everyday activities related to professional, social, or other activities, family, or leisure [2].

Mastering the pedagogical technologies of providing non-formal education also involves identifying specific ones that could be the most effective in implementing the specified process. For this purpose, there is an introduction to the entire palette of pedagogical technologies known today. They are divided based on the following criteria:

humanistic and personal orientation of the pedagogical process; activation and intensification of the activities of students; effectiveness of management and organization of the educational process; didactic improvement and reconstruction of the material; application of new and latest informational means, etc. [1, 13].

For example, pedagogical technologies based on pedagogical process humanistic-personal orientation give priority to personal relationships, an individual approach, non-rigid democratic leadership, and a bright humanistic orientation of the content. They include, in particular, the pedagogy of cooperation. The use of this pedagogical technology is effective as the basic requirement while providing non-formal education is respect for the individual as the highest value in the system of human relations. The conditions for the implementation of this technology are the following: voluntary non-formal education, independent determination of areas of activity, and optimism in predicting the final result. This technology involves observing the following rules: focus on the student's active position, respect his personality, take into account the individual characteristics and capabilities of everyone, ensure freedom of choice, and support aspirations and actions.

Among the pedagogical technologies of students' activities activation and intensification, while providing non-formal education, game technologies are distinguished. Their basis is a pedagogical game as a type of activity in the conditions of situations aimed at the reproduction and assimilation of social experience. Effective for non-formal education are, for example, didactic art games, during which the creative development of the personality takes place based on various types of arts and game activities. The peculiarity of the use of such pedagogical technology is the multifunctionality and variability of didactic art games. Since one or several types of art (musical, choreographic, visual, dramatic, literary, etc.) can be used during their implementation. Information can be transmitted, for example, about letters and the sounds of the Ukrainian alphabet, numbers, figures, geometric shapes, colors, traditions of the Ukrainian people, etc. In addition, conducting didactic art games creates a positive atmosphere, during which various requests and interests of each individual are realized, and most importantly, creative understanding and reproduction of the world take place. At the same time, the teacher performs the role of the artistic action director. Unlike a dramatic performance, where each role is assigned to a particular performer, all participants create a

collective image in a didactic art game. In the course of the practical implementation of the mentioned pedagogical technology, the providers of educational services follow certain rules. They use a democratic style of communication with the students of education, show tolerance for their unusual and unconventional reactions, direct activities to the realization of the creative potential of each participant of the didactic art game, do not allow negative evaluation, support the wishes of the student's education to creative activity.

Nowadays, technologies of individualization of learning are popular in the educational space. It is a part of a group of technologies for the effective management and organization of the educational process. It is about the so-called tutoring, which provides an opportunity to get non-formal education for schoolchildren, students, and adults. The peculiarity of individual learning technology is that the individual approach and the individual form of providing educational services are prioritized. At the same time, pedagogical activity is designed based on the individual qualities of a person (interests, needs, abilities, intelligence, etc.) [6].

An essential stage in the assimilation of any pedagogical technology for providing informal education is the disclosure of all its main characteristics, which makes it possible to implement it effectively in the future. In particular, pedagogical technology should have the following components: the conceptual component that reflects the design and implementation system; content-procedural, the one in which the goal (general and intermediate goals) is determined; the content of the material, methods, and forms of the teacher's pedagogical activity; activity of a teacher in managing the educational process; a professional component that reflects the dependence of the success of the functioning and reproduction of pedagogical technology on the level of the teacher's pedagogical skill.

The value of mastering the pedagogical technologies of providing non-formal education also lies in the assimilation of the logic of their embodiment by the students. It is primarily about the following sequence of actions: defining the goal and the ability to check the degree of its achievement based on specific criteria or indicators; formulation of intermediate goals of the professional development of an individual through continuity and building up of its potential according to defined indicators and criteria; selection and justification of the content of the educational process following the goal; determination of organizational conditions for providing non-formal education, etc. [1].

Conclusions. In national science and practice, there is a wide range of definitions of the term «pedagogical technology». To study the issue of the use of pedagogical technologies while providing non-formal education, the most expedient, in our opinion, is to understand this concept as a complex integrative system that contains a lot of ordered operations and actions that provide a pedagogical holistic, content, information-subject and procedural aspects aimed at the acquisition of systematized knowledge and professional skills, the formation of personal qualities of students, which are set by the educational goals. Different types of educational activities (formal, non-formal, informal) are distinguished in the educational space. One of the essential components of pedagogical technology usage while providing non-formal education is the choice of the most appropriate technologies. Correctly selected pedagogical technology determines the overall effectiveness of the educational process. The choice of pedagogical technology depends on the students' familiarization with traditional and innovative pedagogical technologies. Examples of groups of pedagogical technologies can be the following: humanistic and personal orientation of the pedagogical process; activation and intensification of the activities of education seekers; effectiveness of management and organization of the educational process; didactic improvement and reconstruction of the material; use of new and latest information tools, etc. The implementation of pedagogical technology depends on its main characteristics, the sequence of implementation, and the determination of the degree of its effectiveness while providing non-formal education.

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