

THEORETICAL ANALYSIS OF THE CONCEPT OF PEDAGOGICAL CONDITIONS DUE TO TEACHERS' PROFESSIONAL GROWTH

The set of appropriate pedagogical and organizational conditions determines the effectiveness of teachers' professional growth in the system of their continuous education. The structure of requirements should be flexible, dynamic, evolving depending on the characteristics and components of the process of constant professional growth of the teacher.

It is presented in the article an analysis of the definitions «condition», «pedagogical conditions», «organizational and pedagogical conditions». It is determined organizational and pedagogical conditions in the process of which occurs continuous professional growth of the teacher. Its stages were underlined with its integrity, are distinguished by purpose, content, and methods.

In the process of continuous professional teacher's development the following stages can be distinguished: the stage of professional self-determination and development during training in the institutions of higher education; the stage of professional development during postgraduate training in the course of advanced training. The defined division allows considering the substantive components of the process because of being combined with its integrity where the stages differ in purpose, content and methods.

The teacher's professional development is based on the deterministic activity of the individual, because it is connected to the transformation of the components of professional prospects, and the emergence of the new qualities at each stage.

Being at any stage of the professional activity, the teacher cannot be fully professionally formed. Knowledge, individual experience, professional and spiritual values in general, influence his or her professional growth, which is conditioned by a measure of activity aimed at perfection. Pure contemplation of one's professional activity, the stability of professional skills, the lack of desire, and the need for transformations describe the expert's unpreparedness for professional growth.

In academic studies, the concept of «condition» is interpreted quite diverse. In the Great Interpretive Dictionary of Modern Ukrainian, the term «condition» is defined as an exigent circumstance for doing something, the peculiarities of reality under which anything happens. Due to philosophy, the definition of «condition» is interpreted as a category that reflects the relation of the object to the phenomena of reality, without which the existence of the specified actuality is impossible. That is why, a condition is a component of a complex of things, their states and interactions, which means that the existence of a phenomenon depends on the point of view. In pedagogical studies, the «condition» is called the environment or specific circumstances in which objects or facts are found, without which their existence is impossible.

The researchers distinguish a significant number of pedagogical conditions that differ depending on the purpose and objectives of a particular study. We can define them as factors that affect the functioning of the educational system. On the other hand, we can describe them as circumstances that determine the directions of development of the pedagogical process, as well as a combination of content, methods, forms, techniques, and means of educational activity. They are also a combination of the actual content of the substantive component of teaching, the ways, and means of its organization that enable the successful completion of pedagogical tasks.

Due to the studied problem, we define pedagogical conditions as elements of the system in which the educational process is based on and which ensures the achievement of specific goals. As a complex of interconnected and interdependent components, organizational and pedagogical conditions describe the continuity of the professional teachers' development. Some researchers see them as a kind of «pedagogical requirements».

The teacher's professional development in the system of continuous education takes place in determining the organizational and pedagogical conditions. One should start from the assumption that this process is holistic, systematically organized, which is subject to the logic of constant educational training.

There is an integration of all components of the teacher's professional development during the postgraduate preparation. In such a way, teachers have the opportunity to revise their experience and integrate their knowledge into qualitatively innovative technologies. The organizational and pedagogical conditions that ensure the continuous professional development of the teacher realizes in the following concepts: the creation of a specially organized environment, the personality of the teacher who is the speaker during the training sessions and consultant, the procedural component of advanced training, the content component of the process of continuing education in institutions of higher pedagogical education.

In the article it is proved that the professional growth of the teachers is a process of qualitative and quantitative transformations of their professional prospects, which have a result both by internal and external conditions.