CONDUCTING PEDAGOGICAL TRAINING SESSIONS
FOR PROMOTING TEACHER TRAINEE’S SELF-REALIZATION

In order to promote self-realization of teacher trainees in the learning process of H.E.E. we collected a series of recommendations for conducting pedagogical training sessions [1-3]. The latter consist of several parts containing brief pieces of theoretical material and a lot of practical tasks. Each section of a pedagogical training session is devoted to developing a particular «self» of a teacher’s personality, i.e. «Family Self», «Physical Self», «Psychological Self», «Social Self», «Professional Self», «Creative Self».

Special attention is drawn to «Professional Self» and the trainees are involved in solving various tasks, for instance they examine and discuss practical strategies for preventing teacher stress that can lead to burn-out (self talk, reflective thinking, time management, handling anger, etc.). Besides, the teacher trainees define their professional and personal priorities, and put them in order of importance from the suggested list:

Professional priorities: attending conferences, getting a certificate/diploma/degree, peer observations, peer-counseling (time spent talking to colleagues), lesson planning/creating materials, reading professional journals/books, time with students (outside the classroom), writing articles, syllabus design, writing a (text)book, doing (classroom) research, doing administrative duties.

Personal priorities: time with significant other/children/friends, religion/spiritual growth, money/career, health (including exercising), relaxation/«self time», organizing home, appearance, entertainment, holidays/vacations.

The teacher trainees also participate in drama activities aimed at revealing their professional potential. For example, they act out situations based on their prospective job. An experienced teacher should give advice to his/her inexperienced colleagues. Other students discuss if the roles have been performed successfully.

Moreover, the participants examine some extracts which actualize some problem situation ‘teacher versus students’ or ‘student versus student’. They discuss what method should be used by the teacher in order to solve each problem situation.
One of the next tasks is entitled «Does this teacher help me?» The teacher trainees read the lesson transcript and underline the bits that tell them most about the teacher. Then, they group in fours and compare what they have underlined. After that they rewrite the text individually, changing or omitting the teacher bits they don't like and adjusting the student responses accordingly. Finally, they compare their rewrites.

Another task is dedicated to analysing typical problems in the classroom and lesson planning. The students read the presented situations and give a possible solution to the problem described:

1. You draw a picture (scheme) on the blackboard but the learners don't understand it.
2. One of your learners says she feels ill and wants to leave the room.
3. One of your learners doesn't understand your explanation and you feel you are wasting precious lesson time.
4. You have five minutes before the lesson ends and you have nothing left to do.

It is also essential to introduce a so-called «The atmosphere game». The students again are to analyse the situations, but their task is a bit different from the previous exercise. Firstly, one of the trainees reads one of the situations to the group. Then he/she says, in his/her own words, exactly what he/she would say to the class in the situation. The rest of the group gives him/her feedback about what he/she says; if they are not completely satisfied, the student tries again. While analysing the situations the participants take into consideration the following criteria for giving feedback: tact, simplicity of explanation, encouragement skills, clarity, body language/gesture, improvisation skills. The situations might include as follows:

1. Your class is rather over-excited and noisy; tell them tactfully to be quieter.
2. Explain to a group of students why they should not laugh at others' mistakes.
3. Encourage a shy student to say more (other players decide on a topic for you).
4. Make an encouraging remark after a class has completed a discussion on a suggested topic. At the end of a training session the teacher trainees are encouraged to make a SWOT analysis. According to M. McArdle, it is useful in helping trainees analyse their teaching practice in a practical, constructive manner. The author states that it can help trainees develop by giving them the framework to consider the potential of their strengths and opportunities while reducing the possible effects of their weaknesses and threats [4, p. 8].

Список використаних джерел:

1. Мараховська Н. В. Методичні рекомендації щодо організації навчання студентів за індивідуальним освітнім маршрутом з метою формування лідерських якостей майбутніх учителів (на прикладі вивчення дисципліни
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ФОРМУВАННЯ ВЛАСНОГО СТИЛЮ ВИКЛАДАННЯ
ЯК СИСТЕМНОЇ ОСОБИСТИСНОЇ ЯКОСТІ
МАЙБУТНЬОГО ВЧИТЕЛЯ МУЗИКИ

Українська педагогічна освіта вступила в новий період свого розвитку, з концептуальних засад якого залишається особистість вчителя. Всі видатні діячі педагогічних наук сходяться в одному: лише тоді вчитель цікавий учням, коли він – особистість, але не старої формациї, а з докорінно новим баченням процесу педагогічної діяльності. Саме такий вчитель, з власним, характерно єдиним стилем викладання стане конкурентоспроможним фахівцем, що вимагає сучасний ринок праці.