

MULTICULTURAL TRAINING IS A REQUIREMENT OF THE TIME FOR A TEACHER

Abstract. The article substantiates and shows that multicultural training of the teaching profession is a requirement of the time.

Keywords: society, school, multicultural, environment, teaching.

Teaching is as difficult as it is one of the most honorable professions a person can have. The interesting thing is that children do not come to school with instructions. At the same time, each of them is unique in its own way and does not always behave the way we want. But we, the teachers, must always wish the best for our students, strengthen their confidence in their abilities, and increase their self-confidence and self-esteem. Teaching is also one of the rare professions that has to deal with different types of children between the ages of five and 16-18, and these differences include racial, religious, national, ethnic and cultural differences. The need is growing. That is, today there is a need to shake the educational machine and make some improvements to solve the problems. But what needs to be done in this direction?

1) To create a new education system that is dynamically renewed, integrated, globalized, formed in a multicultural way by integrating other cultures into education;

2) Technological stages of each educational activity;

3) Achieve increased investment in education and the creation of human capital;

4) To understand the importance of the dynamics of science and the acquisition of new knowledge and to understand the power of the information weapon in modern times;

5) to be able to self-govern within the dynamics of living conditions in society;

6) to regulate the rise of non-dynamics of people's lives;

In particular, migration as a result of social conflicts leads to the enrichment of society with different cultures. The process of having staff who can use this for the benefit of education can lead to a positive dynamic growth.

The first step is to understand what learning is.

1. The teacher must understand that in fact the learning process is a continuous activity. That is, a teacher can acquire the most valuable practical knowledge during continuous activity and also teach it to his students;

2. In order for a teacher to fully understand and successfully apply such new concepts and practices, he or she needs to constantly apply these concepts in practice, and this can only happen through mutual cooperation;

3. It should not be forgotten that learning takes place only in school, but the main condition is that teachers can apply it in a universal way. Among the differences in the learning process, the teacher is able to find a way out of the most unexpected situations,

identify alternative ways of dealing with the local context, taking into account the realities of the classroom, and be ready to implement immediately;

4. Learning is also a social activity. Because teachers tend to try new approaches in their classrooms when they work with students in a caring environment;

5. After all, learning is also an active activity. That is, students learn best when they are motivated to apply what they have learned, rather than acquiring knowledge;

6. We must not forget that teachers are guides. They do not focus on providing content to students, but on supporting them to apply and implement new concepts. Guidance not only reduces the role of the teacher in the pedagogical process, but also makes students become real participants in this process.

One of the ways to apply a successful learning environment in different classrooms is through co-teaching. What is co-teaching? This is a method of conducting lessons together by two teachers at the same time. It is one of the simplest methods, especially in modern times, in classes rich in religious and racial diversity, which helps to accept differences in a normal and understandable way. That is, in this way it is possible to prepare students for different behaviors and methods in the learning process. However, co-teaching also has its difficulties. The difficulty of co-teaching is that teachers often have different styles and pedagogical skills. However, if teachers have a high level of professionalism, they can overcome these difficulties. That is, teachers behave with each other during the lesson, make concessions to each other when necessary, share the learning process easily in front of the students, as well as the students themselves are participants in this process. It is necessary to be high, and in fact, these competencies are formed in the course of the learning process.

One of the advantages of co-teaching is the formation of a high level of collegiality and cooperation in students, which helps them to easily communicate with each other and quickly find ways to reconcile. In teachers, on the other hand, it reduces the panic, fear, and insecurity that can arise in the face of difficulty and complexity. Teachers who teach together can help each other understand the psychology and behavior of different children, and can easily overcome the barriers created by a rigid curriculum for students. Thanks to co-teaching, the teacher understands that the teaching can be structured in such a way that the teaching is directly focused on the children. That is, in fact, the use of any technological means alone is not considered a way out and is not considered an indicator of a successful educational process. Aids and technical

equipment can only improve the quality of education if they are used properly, on time and in a timely manner. One of the nuances that a teacher should not forget is that the learning process is successful when it is unequivocally supported by the parent. Therefore, the most important step is to ensure that parents understand and comprehend the essence of the learning process in order to ensure their support.

Teachers need to understand that not only students with racial, religious, national, or ethnic differences, but all children in general, may have difficulty learning in school. If the teacher identifies these difficulties, he or she can successfully decide on methods to improve the learning process. Otherwise, if we differentiate such students and, as a result, deal with them in special ways, we will "stigmatize" them in the classroom. It is true that the teacher actually stigmatizes such children. But it is important not to show it on the face. Stigma is actually both negative and to some extent useful. Usefulness is used in the sense of knowing more about a student's educational needs and correctly identifying his or her emotional support at school. If a teacher is stigmatizing children for this purpose, he should think about it and not let them feel it or other children. However, stigmatization of the environment has a very negative impact on the child's school life, as it does not take into account the obstacles created by the environment and social processes. That is, when we stigmatize students from other ethnic groups, we create a stable perception of the support they need, which also gives us the impression that we need the same support for such children. Unfortunately, stigma also does not take into account the strengths and talents of the student. After all, all students can participate in school, interact, learn and adapt to the environment, and being stigmatized by a student's ethnicity and culture can discourage us from learning about his or her abilities, talents, and desires. Stigmatization lowers student expectations and reduces teachers' confidence in the strength of their strategies. As a result, students of different ethnicities and religions are segregated from other students. Thus, a teacher's multicultural values enable him or her to value, respect, and accept diversity equally. Only in this way can it be possible to meet the needs of students belonging to different groups, to ensure that they are not excluded, and to change schools so that they can meet the educational needs of all students.

Two pedagogical approaches may be more successful in teaching students of different religious and racial backgrounds.

1. Stand in a position of unique difference in the classroom
2. Stand in a position of general difference in the classroom

What is the unique difference position? In fact, all students have unique needs that are common to all and at the same time unique to them individually. If we approach the issue from this aspect, then there is no such thing as a special pedagogical approach to such children. It is better to use a child-centered pedagogical approach to meet the needs of all children.

But if we think about the general difference, then in addition to the general and unique individual needs for all students, we will have to divide the students into subgroups and build the learning process according to their common educational needs. This does not mean that it is necessary to build the learning process with such children, ie with different groups, by applying a special methodology, program. There is simply no special pedagogical approach to children with differences. Otherwise, we will still distinguish these children from others. In religiously and racially diverse classrooms, it is more appropriate for teachers to use a child-centered pedagogical approach to meet the educational needs of all children in general.

What is child-oriented pedagogy? - Teachers meet students with different knowledge, skills, interests and learning needs at school. There is a need for teachers to use child-centered pedagogy to meet the needs of all children in the classroom, especially as there is no specific teaching method for students of different ethnicities. In teacher-oriented pedagogy, adopted in traditional teaching, the teacher arranged the tables in rows and rows, stood in front of the whole class, gave the students all the knowledge, and told the students whether their answers were right or wrong. It is safe to say that this is a "good" teacher's copy of traditional teaching. However, in an approach based on child-centered pedagogy, the teacher's behavior is an important condition for effectiveness. In this case, the teacher can stand in the appropriate places in the classroom during the lesson, use the resources in the classroom, communicate with the children and evaluate the knowledge that the children have learned. To better understand child-centered pedagogy, let's explore some of its features:

1. Useful learning opportunities that a teacher can create

Based on the fact that the motive motivates the person to act, if we build the motives of the learning process correctly and deeply, the student's activity in the learning process will be long-lasting. It will be easier for the teacher to motivate them in the learning process if they know how to relate the subject curricula to the daily lives of many students. This is possible only if the teachers explain to the students what is important to them and create a comfortable atmosphere where the children will feel safe to communicate with each other and with the teacher. To do this, the teacher must build on the previous knowledge and skills of the students in the lesson, be able to give them the opportunity to contribute to the lesson and demonstrate their knowledge. Only then can the learning process be successful. A teacher can encourage students of different ethnic and religious backgrounds to share their stories and experiences, even by bringing things from home. But for this, the teacher must be aware of the living conditions and culture of his students.

2. Numerous teaching methods to be applied by the teacher:

We know that children learn in different ways. In many cases, children use different ways to learn in the learning process. However, teachers need to facilitate a

number of ways to use different learning approaches to ensure the participation of all children and learning together. In other words, child-oriented pedagogy actually turns teachers into thinking practitioners. They need to think non-stop and find the most comfortable teaching methods for the children in their class. He must be able to manage resources and approaches to activities to ensure that the strategies and methods he chooses are accessible to all.

Today it is unequivocally accepted that children learn in different ways. Howard Gardner, a well-known psychologist and the founder of the concept of "multiple intelligents", specifically studied the types of cognition and showed that all children learn in different ways and can understand at different times:

Students with linguistic comprehension or linguistic intelligence have an unusually high level of interest in written and oral speech.

Students with mathematical-logical intelligence or strong logical understanding like to work with numbers.

Parents and teachers who have a strong visual-spatial intelligence or visual perception say that their children enjoy playing with toys and wood chips, which are not so important to the eye.

Body language is the main means of self-expression for students with strong body-kinesthetic intelligence or body-kinesthetic perception.

Students with strong musical intelligence or musical comprehension have an extremely high sense of music.

People with a naturalistic intellect or a strong naturalistic understanding have a completely different way of loving nature and approaching natural beauties.

Those with strong interpersonal intelligence or interpersonal perception are more likely to learn in a team.

Because children with strong personal intelligence or intra-individual perceptions are more introverted and prefer to learn on their own, the teacher should choose learning strategies for them that are more comfortable and manageable.

The attractiveness and accessibility of the training spaces contribute to the success of the training process. Regardless of the school environment, a teacher can effectively build child-centered pedagogy. It is only important that the teacher has a creative approach to this issue. A safe and attractive classroom environment for all children, in which all students can participate equally and create opportunities for self-discovery, is essential for a child-centered learning process. The teacher strengthens the cooperation of students, joint learning

In order to improve the quality of education, students can create learning corners in their classrooms, which can be used by students to enrich what they have already learned, to apply new knowledge, to gain the opportunity to discover new concepts. Assessment is the most important part of the learning process. Assessment is important not only to determine what students have learned, how they have applied their knowledge and skills, but also so that the teacher can

analyze the learning process he or she is carrying out. In fact, we are not mistaken in describing the assessment as an opinion given to teachers who can adjust their lessons at any time to make sure that students understand the lesson, and to students who want to achieve better results.

The constant change of the teacher's role in the learning process is also important. That is, if a teacher takes a child-centered approach in the classroom, his or her role should change regularly. The teacher must play certain roles during the learning process, depending on the situation. Let's look at some of these roles:

-He plays the role of a methodologist- At this time, he encourages students to the learning process to implement ideas and provides appropriate learning opportunities.

-The role he plays as a manager- To involve all children in the learning process plans and directs discussions.

-The role of the teacher as an observer- when students play, individually or in groups

observes them diagnostically while working, which allows students to better understand and create better learning activities for them.

-The teacher also cooperates with students in group work, looking for solutions to problems with them.

Summarizing our thoughts, we can say that it is the duty of teachers to teach or encourage students to learn. But this is not an easy task. If we try to summarize the above, we can conclude that the more fun a teacher can conduct his lessons in a positive psychological climate, the easier it will be to achieve his goal. However, in classes rich in differences due to racial, religious, national, ethnic, cultural, and social status, it is a little difficult for a teacher to do his or her job properly. So having multicultural knowledge becomes an important factor. This is because diversity requires a teacher to create an accessible, effective learning environment for all students, regardless of their differences, and only such training can reveal and develop their potential. That is, today our education needs specialists who can accept, understand and integrate foreign cultures, foreign thinking and foreign psychology into their methodology.

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MEANS OF FORMING THE PROFESSIONAL COMPETENCE OF STUDENTS OF TEI

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СПОСОБЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ ВУЗА

Summary. The paper studies the process and means of forming the professional competence of students of TEI, which are an important structural element for the formation of effective activities at relevant institutions. The interpretation of the concept of the categories "personality competence", "competence" and "web-quest" is analyzed. Problem quests concerning theoretical and practical training of students, and procedures of internship practice on professional specialization are investigated. The pedagogical conditions of creation of professional competence of students in the preconditions of professional and practical training are studied. The model of organization of professional competence of the perspective specialist-graduates of TEI is formed and the ways of reorganization of educational process and organizational-methodical insurance are defined. It has been established that the quality of education at TEI largely depends on the method of formation of the educational process, the chosen forms and methods. The role and basic objectives of the preliminary preparatory work on the part of the teacher are formed. It has been investigated that the web-quest is unanimously recognized as a motivational, resource-oriented technology that forms the course of creative potential of the student, which guarantees the effectiveness of all types of educational process and ensures the creation of appropriate professional competence of students.

Аннотация. В статье исследуются процесс и средства формирования профессиональной компетентности студентов вуза, которые являются важным структурным элементом для формирования эффективной деятельности в профильных вузах. Анализируется трактовка понятия категорий «компетентность личности», «компетентность» и «веб-квест». Исследуются проблемные задания по теоретической и практической подготовке студентов, а также процедуры прохождения практики по профессиональной специализации. Изучаются педагогические условия формирования профессиональной компетентности студентов в условиях профессиональной и практической подготовки. Сформирована модель организации профессиональной компетентности перспективных специалистов-выпускников ВУЗов и определены пути реорганизации учебного процесса и организационно-методического