

**STRUCTURAL AND FUNCTIONAL MODEL OF DEVELOPING  
PEDAGOGICAL SKILLS OF TEACHERS OF ECONOMICS IN  
MASTER'S DEGREE PROGRAMMES**

The transition of higher educational institutions of Ukraine to the new educational paradigm, the integration into the European educational space increase the requirements for professional pedagogical competence of teachers of higher educational institutions. A modern teacher must have the necessary qualities and possess professional knowledge, be familiar with modern achievements in science, free to navigate in informational flows, be ready for constant development of their pedagogical skills.

The article presents a structural and functional model of developing pedagogical skills of economics teachers in Master's degree programmes. The model has been theoretically substantiated and the advantages of introducing it into Master's degree programmes have been proved. The author analyses each of the three units of the suggested model, namely theoretical issues, procedure in content, results. There have been presented components, criteria and levels of pedagogical skills.

The article defines such approaches to developing pedagogical skills of economics teachers in Master's degree programmes as the competence approach, the psychodidactic approach, the action oriented approach, the innovative approach; characterizes principles that are necessary to observe in the process of developing pedagogical skills of economics teachers in Master's degree programmes, namely the principle of professional orientation; the principle of motivational orientation; the principle of subjectivity; the principle of giving priority to active learning methods and interactive technologies; the principle of independent learning. The author expresses the opinion that implementing the suggested structural and functional model of developing pedagogical skills in Master's programmes makes it possible to form the pedagogical competence of

economics teachers, which is the integration of theoretical knowledge, practical skills and personal characteristics that are necessary for a teacher.

According to the content of the development of pedagogical skills of teachers of economic disciplines in terms of magistracy, the author suggests usage of different forms: traditional (lectures, practical classes, independent work, control measures) and interactive (training, discussion with usage of multimedia technologies, small group work, business game, mass events).

The traditional methods (verbal, visual, practical, methods by the logic of content perception) and interactive methods ("brainstorming", portfolio, analysis of specific situations, the method of problem detection, the method of game technologies, game designing, presentations, imitation exercises), which have been suggested for the development of pedagogical skills of teachers of economic disciplines in terms of magistracy, provide the formation and improvement of their own teaching style, the methods of teaching of economic disciplines.

The dynamics of development of pedagogical skills of teachers of economic disciplines in terms of magistracy is allowed to be defined and displayed by the resultant block of the developed model, which provides: characterization of the components of pedagogical proficiency (motivational, cognitive, activity and reflexive); criteria for assessment of the levels of formation of pedagogical proficiency of teachers of economic disciplines (motivation for professional pedagogical activity; general pedagogical preparedness; ability for professional pedagogical activity; professional and personal readiness) and the levels of pedagogical proficiency of future teachers of economic disciplines (basic, sufficient, high), which will provide the opportunity for comparison of the predicted and obtained results of the diagnostics and correction of this process.

The author sees good prospects for further research which consists in developing a didactic and methodological base for prospective teachers to improve their pedagogical skills by making use of innovative educational technologies as well as in investigating the impact of the suggested model on the results of

developing the pedagogical skills of economics teachers in Master's degree programmes.