

REALIZATION OF DIDACTIC PRINCIPLES IN THE PROCESS OF FORMATION OF PROFESSIONAL AND PEDAGOGICAL MOBILITY OF THE FUTURE LECTURER

Improving the quality of training for higher education graduates in the context of integration into the European educational space is an important task of reforming Ukraine's education system. One of the ways to solve it is to prepare future teachers when they obtain their Masters' degrees.

The formation of professional and pedagogical mobility requires the implementation of the relevant didactic principles. We should understand that, according to the author's concept, the professional-pedagogical mobility of the future teacher has two components - activity and personal. The first determines how the future teacher is able to organize (design) own professional activity based on special (professional) knowledge of the subject and knowledge of psychology of participants in the educational process. The second is the orientation on his/her professional self-improvement, reflection, adaptability, and creativity.

In order to form an active component of professional mobility, it is advisable that we should use the following general principles: accessibility; thoroughness; systematic and consistent approaches. The implementation of the principle of accessibility implies the availability of basic knowledge of the specialty in accordance with the academic learning outcomes in basic education, including people with basic non-pedagogical education. Principles of thoroughness and consistency ensure the acquisition of knowledge, skills and competences associated with the organization of the educational process by a future teacher. The principle of linking learning to practical activity involves the student's acquisition of hands-on experience during practical (seminar) classes and the completion of internships.

Specific principles of learning for this component should include the principles of continuity of education and modularity of the learning content. The implementation of the principle of continuity of education implies the updating of knowledge, skills and competences acquired in the process of receiving basic education, during the academic and / or professional qualification of a teacher in the course of study in the conditions of magistracy. The principle of modularity of education implies the inclusion of appropriate educational material to improve the level of vocational and pedagogical mobility into the programs of existing seminars for advanced training in higher education institutions.

In the process of formation the personal component of professional mobility, it is advisable to use the following general principles: consciousness of learning; activity and independence; unity of developmental and educational functions of learning. Thus, the principle of the consciousness of learning implies that knowledge becomes an asset only as a result of independent conscious activity, which means that the future teacher in professional activity will be directed to professional self-improvement and reflection. The implementation of the principle of activity and independence aims at developing orientation to professional self-improvement and creativity. In turn, the realization of the principle of unity of developmental and educational functions of learning implies the development of reflection, adaptability and creativity.

Specific principles of learning for this component should include the principles of humanization of education and acmeology. The realization of the principle of humanization implies that the future teacher acquires his/her own humanistic experience of interpersonal relations, shapes personal traits and values. The implementation of the acmeological principle implies that the teacher achieves the highest perfection through self-improvement and harmony.

Some of the didactic principles can be equally effectively used to form both components of professional and pedagogical mobility. These are the principles of

clarity and mobility. The implementation of the specific principle of mobility is intended to enhance the career opportunities of the future teacher, both within and outside the education system.

Further studies will be devoted to substantiation of the model of formation of professional-pedagogical mobility of the future teacher in the process of obtaining their Masters' degrees.