

## FORMATION OF PEDAGOGICAL TECHNIQUE OF FUTURE TEACHERS

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The peculiarities of the formation of pedagogical techniques of future teachers have been investigated in the article. Based on the study of psychological and pedagogical literature, the essence of the concept “pedagogical technique” has been revealed. According to the purpose of use, internal (creating the internal experience of the individual, psychological adjustment of a teacher to future activity through the influence on the mind, will, and feelings) and external (embodiment of the inner feelings of a teacher in his/her bodily nature: facial expressions, voice, speech, movements, plasticity) techniques have been considered. The conditions for the formation of pedagogical techniques, such as motivation, development of creative abilities, acquiring primary experience of pedagogical activity, have been disclosed. Factors of influence on the effective formation of pedagogical techniques have been determined.

Based on the empirical research (survey), the students’ interpretation of the phenomenon of pedagogical technique has been examined and a comparative analysis of the results of the survey of future teachers has been carried out. Methodological guidelines for future teachers concerning the improvement of pedagogical techniques have been proposed. They are divided into three groups: acquisition of theoretical knowledge (acquisition of professional knowledge at methodological, theoretical, methodical, technological levels; deepening of knowledge about pedagogical technique and psychological and pedagogical activity of a future teacher; formation of systematic knowledge about self-control and self-regulation; familiarization with new learning technologies), formation of practical skills and abilities (mastering methods and techniques of professional activity; developing professional thinking; gaining experience of public speaking at scientific conferences, pedagogical tournaments, roundtables, seminars; modeling cases for the development of pedagogical technique during seminars and practical classes), and systematic professional development (continuous professional development; self-prediction and identification of achieved goals; performing a critical analysis of own abilities using various tests; analysis of strengths and weaknesses of pedagogical technique during pedagogical practice, verification of foreign experience concerning the formation of pedagogical techniques of future teachers).

*Keywords:* pedagogical technique, pedagogical skill, peculiarities and factors of the formation of pedagogical technique, methodological guidelines.

In the conditions of new social challenges, to which reforms in the field of education are being adapted, the problem of providing the educational system with highly qualified specialists arises. In the professional standard for professions “A primary school teacher of a general secondary education institution”, “A teacher of a general secondary education institution”, “A primary education teacher (with a diploma of a junior specialist)” a number of key competencies, which should be formed and ensure teacher’s activity at a high professional level, have been approved. The formation of any professional competency is impossible without professional development and improvement of the teacher’s pedagogical skill, in particular such a component as pedagogical technique.

The formation of pedagogical technique is extremely important for future teachers, because during the future professional activity it will ensure the improvement of educational process and effective interaction with students.

The problem of the formation of pedagogical technique was studied by the following scientists: Bolsun S., Diadiura O., Kovalchuk L., Lavrinenko O., Maksymenko I., Masych S., Safarian S., Vovkovynskyi M., Zahorodnia L., etc. However, there is no separate study devoted to the peculiarities of the formation of pedagogical technique of future teachers. The relevance and insufficient study of the outlined problem in theoretical and practical dimensions led to the choice of this scientific investigation.

**The purpose of the study** is to substantiate the factors and peculiarities of the formation of pedagogical technique of future teachers and to find out the level of its formation in potential teachers.

**Main part.** The most common definition of the term “pedagogical technique” is the ability to use the teacher’s own psychophysical apparatus as a tool of educational influence. However, there are different definitions of this term. Scientists consider the pedagogical technique as:

- an important component of the teacher’s professional skill (N. Tarasevych, O. Moroz, V. Olelianenکو, etc.);
- a component of pedagogical culture (S. Omelchenko, V. Hryniوva);
- a form of organization of the teacher’s behavior, where knowledge and skills without psychotechnics cannot serve as a guarantee of high results;
- a set of means, methods and characteristics of the teacher’s behaviour aimed at the effective implementation of the methods of education chosen by him/her in accordance with the needs and characteristics of specific objective and subjective circumstances (I. Kuzminskyi);
- the ability to select pedagogical tools, logically and accurately combine them and from the outer side – speed, ease, perfection, a kind of pedagogical aesthetics (H. Balaniuk);

- a set of professional skills that harmoniously unite the internal content of the teacher's activity and its external expression (O. Lavrinenko) [2, s. 10];
- as a component of pedagogical technology [3, s. 58].

Pedagogical technique is defined as the ability to use the psychophysical apparatus as a tool of educational influence. It includes methods of self-control (teacher's body, mood, speech, attention and imagination) and methods of influencing others (verbal and non-verbal means). According to the purpose of use, pedagogical technique is conditionally divided into internal and external. Internal technique comprises creating the internal experience of the individual, psychological adjustment of a teacher to his/her future activity through the influence on mind, will and feelings. External technique includes the embodiment of the inner feelings of a teacher in his/her bodily nature: facial expressions, voice, speech, movements, plastic [1].

A number of scientists define the following components of pedagogical technique: speech technique (grammatical correctness, distinctiveness, imagery, humor, speech technique); appearance technique (the ability to sit and stand correctly, demonstrate confidence); the technique of pedagogical communication (the ability to listen, ask questions, establish contact, interest); psychotechnics (the ability to create the necessary mood, control yourself, overcome anxiety) [4, s. 493].

According to N. Nahorna, effective conditions for the formation of pedagogical technique include:

- formation of sustainable motivation through approaching the educational process to the conditions of future professional activity;
- development of creative abilities through activation of self-learning;
- acquiring primary experience of pedagogical activity, formation of own attitude to the chosen profession and responsibility for personal work through practical training of future teachers during pedagogical practice at educational institutions [5].

The main factors in the development of future teachers' pedagogical skill include: **theoretical** (acquiring knowledge about pedagogical technique); **practical** (development of speech technique, mastery of voice, control of emotional state, etc.); **personal** (motivation for self-learning and the use of pedagogical technique, development of self-esteem, self-control, self-regulation, creative thinking, emotional intelligence).

In order to determine the level of pedagogical technique of future teachers, an empirical study was conducted among bachelor and master students of pedagogical specialties of Ivan Franko National University of Lviv, who underwent a pedagogical practice at secondary education institutions. In total, 51 students took part in the survey: 011 Educational, pedagogical sciences (Master's

degree) — 16 (33 %); 013 Primary education — 7 (13,7 %); 014.13 Secondary education (Musical Art) — 3 (5,9 %); 014.07 Secondary education (Geography) — 5 (9,8 %); 014.03 Secondary education (History) — 7 (13,7 %); 014.01 Secondary education (the Ukrainian language and literature) — 5 (13,7 %); Secondary education (a direction was not specified) — 7 (9,8 %).

Based on the conducted survey, it was established that a significant number of interviewed potential teachers interpret the concept of “pedagogical technique” as the teacher’s ability to use his/her own psychological and physical apparatus for the effective work and students’ training, the ability to influence the educational process. Respondents identified the following priority elements of pedagogical technique of the future teacher: the ability to control teacher’s own psychophysical state; professionally master facial expressions, gestures, voice, speech and movements. The lowest percentage of respondents indicated the ability to use the voice apparatus correctly and maintain eye contact with the class. We can assume that the respondents paid the least attention to those elements of pedagogical technique, where, in their opinion, the least difficulties arise during their pedagogical practice or during the teacher’s professional activity.

For the successful development of the pedagogical technique of future teachers, methodical guidelines have been developed that will help to expand theoretical knowledge on speech technique, autogenic training, etc. The methodical guidelines also emphasize the need for self-education. The recommended guidelines have a practical focus and can help to diagnose positive and negative aspects in the development of pedagogical technique, which will contribute to their elimination in future pedagogical activity.

### **Methodical guidelines for the formation of pedagogical technique of future teachers**

#### **1. Acquisition of theoretical knowledge**

- to develop the ability to work with educational material
- to develop the skills of independent work for searching information about pedagogical technique and ways of its improvement
- to deepen and update knowledge about the pedagogical skill (search for the latest research on the selected topic)
- the ability to select various techniques and methodical recommendations in order to test them during pedagogical practice, seminars and practical classes, public speeches
- to form systematic knowledge about self-control and self-regulation
- to deepen knowledge about psychological and pedagogical training of a future teacher
  - to get familiar with new learning technologies

#### **2. Formation of practical skills and abilities**

- to perform tasks aimed at the development of pedagogical technique

- to master the methods and techniques of professional activity
- to gain experience of public speaking at scientific conferences, pedagogical tournaments, roundtables, seminars
- to attend teachers' master classes and trainings that will contribute to the formation of own pedagogical technique
- to attend acting clubs
- to simulate problem situations for the development of pedagogical technique during seminars and practical classes
- to analyze teacher's own pedagogical experience and the experience of other teachers, summarize it and apply effective forms, methods and techniques in further practical work

### **3. Systematic professional development**

- to foster a desire for continuing professional development
- to develop a strategy and tactics for achieving professional goals
- to perform a critical analysis of own abilities using various tests
- to watch public speeches of the best speakers at TED
- to analyze the strengths and weaknesses of pedagogical technique during pedagogical practice, which will act as motivation for further professional improvement
- to improve foreign language skills in order to expand opportunities to study foreign experience on the particular topic.

**Conclusion.** Based on the analysis of current psychological and pedagogical literature, the essence, approaches and content of the concept of "pedagogical technique" are revealed. According to the conducted study, a pedagogical technique is the ability to use teacher's own psychophysical apparatus as a tool of educational influence. As a result of the conducted empirical study, it was found that 94 % of all respondents underwent pedagogical practice, however, the highest indicators of the formation of pedagogical technique were demonstrated by students who completed the course "Pedagogical Mastery" (84,3 % of respondents). It was also found that theoretical knowledge acquired during the course "Pedagogical Mastery"; participation in trainings, webinars, public events at the university; an example of teachers who demonstrated a high level of professional qualities, in particular, the ability to use pedagogical technique during lectures, seminars and practical classes significantly influenced the formation of pedagogical technique of future teachers.

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**ФОРМУВАННЯ ПЕДАГОГІЧНОЇ ТЕХНІКИ  
У МАЙБУТНІХ ВЧИТЕЛІВ**

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Досліджено особливості формування педагогічної техніки у майбутніх учителів. Розкрито сутність поняття “педагогічна техніка” на підставі опрацювання психолого-педагогічної літератури. Відповідно до мети використання розглянуто внутрішню (створення внутрішнього переживання особистості, психологічне налаштування вчителя на майбутню діяльність через вплив на розум, волю й почуття) та зовнішню техніку (втілення внутрішнього переживання вчителя в його тілесній природі: міміці, голосі, мовленні, рухах, пластиці). Розкрито умови формування педагогічної техніки (мотивація, розвиток творчих здібностей, набуття первинного досвіду педагогічної діяльності). Визначено чинники впливу щодо ефективного формування педагогічної техніки.

За допомогою емпіричного дослідження (анкетування) перевірено вивчення трактування студентами явища педагогічної техніки та виконано порівняльний аналіз результатів опитування майбутніх учителів. Запропоновано методичні рекомендації для майбутніх учителів щодо вдосконалення педагогічної техніки, які виокремлені в три групи: оволодіння теоретичними знаннями (набуття професійних знань на методологічному, теоретичному, методичному, технологічному рівнях; поглиблення знань про педагогічну техніку та психолого-педагогічну діяльність майбутнього вчителя; формування системних знань про самоконтроль й саморегуляцію; ознайомлення з новими технологіями навчання); формування практичних умінь та навичок (оволодіння методами і прийомами професійної діяльності; розвиток професійного мислення; здобувати досвід публічних виступів на наукових конференціях, педагогічних турнірах, “круглих столах”, семінарах; моделювати проблемні ситуації для розвитку педагогічної техніки на практично-семінарських заняттях), системне професійне самовдосконалення (безперервний професійний розвиток; самопрогнозування та виявлення резервів саморуку; виконання критичного аналізу власних здібностей за допомогою тестувань; самоаналіз сильних та слабких сторін педагогічної техніки під час педагогічної практики; апробація іноземного досвіду щодо формування педагогічної техніки у майбутніх педагогів).

*Ключові слова:* педагогічна техніка, педагогічна майстерність, особливості та чинники формування педагогічної техніки, методичні рекомендації.