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[DOI: 10.24412/2520-2480-2020-3183-54-57](https://doi.org/10.24412/2520-2480-2020-3183-54-57)**ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ МАЙБУТНІХ ВИКЛАДАЧІВ ВИЩИХ ЗАКЛАДІВ
ОСВІТИ ДО РОБОТИ В КОМАНДІ**

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**PEDAGOGICAL CONDITIONS OF PREPARATION OF PROSPECTIVE HIGHER EDUCATION
TEACHERS FOR TEAMWORK****Анотація.**

У статті представлено та обґрунтовано педагогічні умови підготовки майбутніх викладачів закладів вищої освіти до роботи в команді: наповнення навчальних програм дисциплін темами щодо теорії і практики організації роботи в команді, використання на заняттях технології кооперативного навчання, розробка і реалізація програми позааудиторних заходів; спрямованих на підготовку майбутніх викладачів закладів освіти до роботи в команді. Суть кожного з виявлених пояснюється умовами та методами впровадження у навчальний процес вищої школи.

Abstract.

The article presents and substantiates the pedagogical conditions of preparation of prospective higher education teachers for teamwork: addition of topics on the theory and practice of teamwork organisation to the study programmes of various disciplines; use in class of cooperative learning technologies; development and implementation of an extracurricular activity programme aimed at preparing future teachers of higher education institutions for teamwork. The essence of each of the identified is explained conditions and methods of implementation in the educational process of higher education.

Ключові слова: робота в команді, педагогічні умови, викладачі закладів вищої освіти, готовність до роботи в команді.

Keywords: teamwork, pedagogical conditions, higher education teachers, pedagogical experiment, preparedness for teamwork.

Introduction. At the present stage of development of the education system in Ukraine, prospective teachers of higher education institutions must have certain competencies that will ensure their effective functioning in the modern world. The most significant of these competencies include an adequate assessment of specific situations, rapid adaptation to new conditions, an effective response to changes in the external environment, a high quality interpretation of information coming from society and the like. However, most educational and scientific programmes do not ensure a high level of formation of these competencies. Typically, existing programmes envisage the possibility of prospective teachers in higher education participating in team projects, mastering project technologies at a high level, but do not contribute to the development or improvement of specific teamwork skills, which are characterized by swiftness of adaptation to new conditions.

In connection with the above, of particular relevance is the problem of improving the professional training of future teachers of higher education institutions through instilling in them a thorough knowledge of the basics of team interaction; the search for new constructive ideas on how to forecast the development of student groups, the identification and solution of complex tasks and practical problems that arise in the process of team interaction, while applying innovative educational technologies.

It is such specialists who have to “rapidly adapt to a new team and perform their part of the work at the team’s pace; establish a constructive dialogue with almost any person; reasonably convince colleagues of the correctness of the proposed solution; admit their mistakes and accept the point of view of another person; delegate authority; both manage and obey, depending on the task assigned to the team; curb personal ambitions and help colleagues; manage their emotions and detach themselves from their likes and dislikes” [6].

Literature survey. Numerous studies are presented in the modern scientific literature, which create the basis for the formation of preparedness of prospective teachers in higher education for teamwork, among which the following are of particular importance: various aspects of the formation of preparedness for teamwork, namely: V. Zhuravlov [11] (psychological preparedness of directors based on teamwork), M. Karpova [1] (preparedness of trainee paediatricians for teamwork), A. Malysheva [2] (preparedness of bilingual students for teamwork), Y. Mikhailova and A. Hitman [3] (preparedness for teamwork when learning a foreign language), V. Okuneva [5] (teamwork competency of students), L. Savva, A. Hasanenko & K. Shakhmaieva [8] (preparedness of students of technical universities for teamwork).

However, given all the theoretical and practical significance and importance of these studies, it should

be noted that the problem of the formation of preparedness of future teachers in higher education for teamwork within the framework of master's degree programmes in the field of professional pedagogy has not been given sufficient attention.

Therefore, the formation of preparedness for teamwork of prospective teachers in higher education has a decidedly problematic character as a result of the insufficient development of the theory and practice of team interaction within the education system in Ukraine and the contradictions between the need for training future higher education teachers who are good team players and the prevailing administrative and organizational methods of managing student groups; between the need to develop students' teams, students' teamwork skills and the insufficient development of this theme within pedagogical science, the inadequate practical application of techniques as well as the inadequacy of pedagogical conditions aimed at improving this process.

To date, the success of the educational process in higher education institutions depends not only on the professionalism of teachers of higher education institutions, but also on the joint efforts of all participants of the educational process. This idea is corroborated by the findings of R. Mukha, that the result of an assignment is much better when the teacher and the students interact with each other, rather than act individually, since each person can make his or her personal contribution to a particular process to the best advantage [4].

Considering that teamwork is important for academic, organizational and career success, it is necessary to instill teamwork skills in future teachers of higher education institutions. Therefore, the special introduction of pedagogical conditions for the formation of preparedness for teamwork of prospective teachers in higher education within the framework of master's degree programmes is relevant and expedient.

Presenting main material. We have identified the following pedagogical conditions for the formation of preparedness for teamwork of prospective teachers in higher education: topics on the theory and practice of organization of teamwork are to be included in the study programmes of various disciplines, cooperative learning technologies are to be used in class, and extra-

curricular activity programmes aimed at preparing prospective teachers in higher education for teamwork are to be devised and implemented.

The substantiation of pedagogical conditions for the formation of preparedness for teamwork of prospective teachers in higher education was carried out taking into account the following factors: strategic requirements of the modern higher education system; peculiarities of scientific and pedagogical activities and requirements for the professional level of readiness of teachers of higher education institutions; peculiarities of the professional training of prospective teachers of higher education institutions within the framework of master's degree programmes; types of teamwork skills; cognitive needs and interests of master's students in the field of team building; resource potential of higher education institutions.

We will explain in more detail the process of implementing pedagogical conditions for the formation of readiness of prospective higher education teachers for teamwork.

The first pedagogical condition is to include topics on the theory and practice of organisation of teamwork in the study programmes of various disciplines. This condition means that teachers should strive to direct the process of teaching academic disciplines towards the formation of readiness of master's students for teamwork while teaching each discipline under the educational and professional programme, namely "Higher Education Pedagogy". This will allow master's students to gain their own teamwork experience in the educational process while studying in higher education institutions.

To this end, we have enriched the content of academic disciplines of a professional and practical character that relate to the normative and selective parts of the educational and professional programme "Pedagogy of Higher Education", namely: "Pedagogy and Psychology of Higher Education", "Personnel Management. Conflict Management in Education", "Innovative Technologies in Education", "Professional and Pedagogical Communication".

The enrichment of the content of academic disciplines was due to the expansion of the range of theoretical issues (Table 1).

Table 1

Improvements in the content of professional training of prospective higher education teachers

Academic discipline	Topics that enriched the content of the discipline
Pedagogy and Psychology of Higher Education	Teamwork efficiency Stages of team development Psychological aspects of teamwork in the educational process Peculiarities of team facilitation
Personnel Management. Conflict Management in Education	Leadership role in team building Team conflict and stress management Teamwork assessment
Innovative Technologies in Education	Cooperative learning technologies Facilitation technologies
Professional and Pedagogical Communication	Effective team communication Nonviolent team communication

As a result of the implementation of the first pedagogical condition, master's students should know: theoretical provisions for team building; concepts, principles and methods of effective teamwork; basic principles of team management; stages of team development and the basics of group dynamics; types and strategies of team interaction; the main differences between a team and a group; criteria for effective and ineffective teamwork; the role of teamwork in the successful leadership of teachers; content as well as the psychological basis for the formation of leadership within a team; ethical norms and rules of business communication in a team; be able to: determine the relevant means and methods for team building; form students' teams; make plans regarding team development; create an incentive system for team members; coordinate the process of work implementation as well as team activities; create favourable conditions for teamwork; analyze the effectiveness and practicality of the use of team resources; analyze, evaluate and develop personal abilities in terms of effective teamwork; effectively manage conflict and stressful situations within a team; develop the basic qualities that are necessary for teamwork; understand and fulfil their individual role in the team based on the objectives of its formation; communicate effectively within the team, taking into account the rules of professional ethics and business etiquette.

Therefore, if prospective teachers of higher education institutions master the knowledge and skills of the above mentioned academic disciplines, this will form the basis for increasing the level of preparedness for teamwork as well as for the personal professional development of master's students.

In our opinion, another pedagogical condition that effectively contributes to the formation of readiness for teamwork of prospective teachers of higher education institutions is the use of cooperative learning technologies, which envisages organizing the work of master's students in small groups. According to S. Ratovska, studying in small groups plays an important role in higher education, as it has the following advantages: "the development of critical thinking and a number of additional skills: the ability to organize, negotiate, perform managerial functions, cooperate, resolve conflicts, manage one's own time; opportunities for social interaction between students as a means of sharing knowledge; pooling of knowledge and skills, moral support, motivation and responsibility among students, which reduces the fear of assessment" [7].

In characterizing and implementing the third pedagogical condition, we were guided by the principles of cooperative learning technology, suggested by N. Zaprudskiy [10], namely: beneficial interdependence of the participants, enhancing participants' face-to-face interaction; individual accountability (personal responsibility), social skills (teamwork skills), self-reflection or discussion of group work.

When implementing this pedagogical condition, the following methods were actively used in lectures and practical classes: training in achievement teams, Jigsaw, Jigsaw-2, "learning together", structured contradiction, three-stage interviewing, enumeration of

students, team support for individual learning, project method. Let us consider some of these methods.

Master's students were also involved in project work. The effectiveness of creating a system of educational projects aimed at the formation of readiness for teamwork of prospective teachers in higher education institutions has been proved in practical work with master's students. Thus, the project "Teamwork communication" (the training course "Professional Pedagogical Communication") envisaged the implementation of the following educational and methodological projects: a collection of situations for solving problems of interpersonal communication in the teamwork process within the "student-student", "teacher-student" and "teacher-teacher" systems; a collection of exercises for the development of communicative skills; list of educational online resources on "Effective team communication". The defence of the draft textbook "Preparedness of teachers of higher education institutions for teamwork" was integrated into the course "Pedagogy and Psychology of Higher Education". Master's students presented in the appendices of their dissertations original technologies for the formation of readiness for teamwork of prospective teachers of higher education institutions, modern diagnostic methods and the like.

Another priority pedagogical condition is the development and implementation of an extracurricular activity programme aimed at preparing teachers intending to work in higher education institutions for teamwork. The development and implementation of the specially developed extracurricular activity programme in higher education institutions contribute to the formation of readiness of prospective teachers in higher education institutions for teamwork. The developed programme includes: the practical course "Effective team interaction", which includes verbal and non-verbal methods of communication, professional and interpersonal communication; a seminar on training methods for teachers, Ph.D. and master's students, entitled "Teamwork and communications".

During the practical course "Effective team interaction", master's students had the opportunity "to comprehend the necessity for and value of the overall objectives as well as work towards the overall result; develop competencies for organizing joint activities; understand the contribution of individuals to the team and the importance of achieving overall objectives; achieve mutual understanding and coherence among team members, emphasize the importance of flexibility; fulfil the potential of the team as a whole and each of its participants; master technologies of making joint decisions. The practical course included the following exercises: "Platform", "Three", "Bees, birds and snakes", "Shipwreck", "Shrinking newspaper", "Law of harmony", "Cheerful score", "Building a circle", "Speaking hands", and also exercises that had to be performed in accordance with the model or instruction, exercises without a sample and detailed teacher's instructions, etc." [1].

The seminar on training methods for teachers, Ph.D. and master's students "Teamwork and communications" focused on the interpersonal communication and development of skills that enable students to work

in teams. The seminar covered the following issues: the power of diversity and its application in teamwork; providing and receiving constructive feedback; group dynamics and stages of team development; work on preventing conflicts and non-violent communication in teams; reflections on the teamwork experience; teamwork assessment.

The participants of the seminar had the opportunity to develop training activities that develop teamwork skills and abilities of students to provide and receive constructive feedback; evaluate teamwork development as well as cooperative and communicative skills; evaluate the effectiveness of training activities and make adjustments if necessary.

Conclusion and prospects for further research.

The pedagogical conditions which contribute to the formation of preparedness of future higher education teachers for teamwork have been identified, substantiated and experimentally examined. They include the following elements: addition of topics on the theory and practice of teamwork organisation to the study programmes of various disciplines; use in class of cooperative learning technologies; development and implementation of an extracurricular activity programme aimed at preparing future teachers of higher education institutions for teamwork.

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