

DYNAMICS OF PEDAGOGICAL COMPETENCES OF TECHNICAL SPECIALISTS IN UKRAINE

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Abstract

The article analyzes the problem of restoring the educational environment in Ukraine. It identifies the components that together determine the dynamics of the development of professional and pedagogical competence of graduates of technical training programs in the pedagogical environment. The conditions are outlined, indicators are formulated, and levels of development of the professional and pedagogical competence of these specialists in specific conditions are proposed. It has been experimentally proven that the proposed pedagogical conditions are effective for restoring the educational environment in Ukraine. The proposed innovations should ensure the effectiveness of the procedure for restarting the practical pedagogical activities of graduates of technical education programs.

Key words: pedagogical conditions, improvement, college, teacher, technical direction

Introduction

The processes of professional formation, development and improvement of a person, in general, and of a teacher, yesterday's graduate of a higher education institution (HEI) of a technical profile (TP) in particular, are today acquiring the status of relevance, fundamental ability, a vital process of development of society [1]. The driving force of the teacher's improvement is the contradiction between the awareness of a teacher with a higher technical education of a personal social purpose and the real educational system, where the possibility of conducting pedagogical work is open. A TP teacher must be ready and able not only to relay technical knowledge or skills obtained in a HEI of a TP during his studies, but also to comprehend the spiritual personal integrity and value of the student, to understand and accept him as a person, to form in himself effective mechanisms of self-improvement in this direction [2]. The formation of teaching competence of technical education specialists is an extremely

urgent task today, which must be solved on the basis of continuous practical work, in particular in the system of the college educational environment [3].

Purpose, statement of the problem

The purpose of the work was to determine and identify the pedagogical conditions for the professional and pedagogical improvement of young (inexperienced) teachers of technical education in the educational environment of the college. The subject of the study was the cognitive principles of pedagogical science in order to form a methodological basis for young (inexperienced) teachers of technical education in the educational environment of the college. The object of the study is related to the process of transformation of pedagogical approaches to a specific methodological concept in the educational environment of the college. In accordance with the goal, the following tasks were solved in the work: to analyze the results of training of technical education specialists (graduates of engineering specialties of higher educational institutions) to participate in educational and pedagogical work; to identify and formulate the pedagogical conditions for the professional and pedagogical improvement of young (inexperienced) teachers of technical education in the educational environment of the college.

Own research

Until recently, pedagogy and psychology consciously relied only on specific regularities of the learning process [4]. The general regularities of training of technical education specialists (graduates of engineering specialties) for pedagogical (teaching) work were applied (and are still applied), one might say, blindly, not always with arguments and justification. Unfortunately, it is assumed that a young teacher - a graduate of a technical education institution, or a technical education specialist, who has many years of experience working only in production, by definition, is already ready to conduct and manage the educational process, capable of ensuring the necessary quality of student education. From our point of view, this is a false position. Therefore, the specifics of the goals of pedagogical training of a future (or young) teacher with a technical education are to form a full range of scientific and methodological knowledge, skills, and abilities necessary for teaching. An addition to this is deep mastery, study and mastery of special technical disciplines.

A key indicator of the level of pedagogical professionalism of a teacher is the ability to correctly and timely form a system of educational values for the training of a future specialist, to ensure the practically necessary level of his competence. Therefore, at the stage of initial pedagogical activity, a teacher must not only master the skills of transferring and transforming special knowledge to students, but also understand the basic laws, principles, provisions of pedagogy (in particular, didactics), psychology, and methods of teaching educational material.

Competent experienced teachers (TEs) can be involved in the implementation of effective (operational) diagnostics of knowledge, skills and abilities in the teaching practice of young teachers. Clear planning of the presentation of educational material, foresight and a correct forecast of the depth of assimilation of new knowledge by

students are extremely important reference points, so to speak, a roadmap, which is a guide for a teacher with a higher technical education in the process of implementing the learning process. On the one hand, the need for such teachers is growing, since it is they who are able to master and understand the incredibly complex scientific and technical options of today. On the other hand, having received special professional knowledge (for example, in mechanics, programming, modern information technologies, etc.), having formed practical skills, young technical teachers must master and, further, perfect professional and pedagogical skills at a specific pedagogical site, for example, a technical educational institution - a university, college, technical school. Therefore, research aimed at detailed study and development of a "portrait" of a future specialist of a particular technical profile, focused on conducting, in fact, pedagogical work, is of particular importance.

The practical result of our research was the organization and conduct of a pedagogical experiment with the participation of those graduates of the Higher Technical and Technological Education Institute who work as teachers in the educational environment of the college. At the initial stage, qualification characteristics of teachers who have a special technical education (technical engineers and technologists, electromechanical engineers, programmer engineers, CAD engineers, etc.) but have experience in teaching work that did not exceed 2 years were created and put into effect. We singled out such a group as a group of novice teachers. By the way, it included specialists who had a huge experience in industry (engineers, technologists, chief engineers, power engineers, etc.) and had never been involved in pedagogical work before (a total of 108 people). The second group (group "DP": 53 people) of teachers was formed by experienced teachers who, as a rule, had many years of experience in educational and methodological, educational work.

The following technical educational institutions in Ukraine served as experimental platforms: Technological University IT STEP (Odesa), IT STEP secondary school (Odesa), College of Computer Technologies of the National University (Odessa), College of Transport Technologies (Odesa), and Polytechnic College (Cherkasy).

Testing knowledge in psychology, pedagogy, and didactics (using tests [5]) allowed us to rank all participants in the experiment—specialists with technical education who work as teachers in these educational institutions. We formed an experimental group (EG) of teachers who received the lowest test scores (55 people). The control group consisted of 53 people—those teachers who showed sufficient results. Thus, the total sample size (n) was 108 people.

The pedagogical experiment included the development and use of a model and pedagogical conditions for the development of professional competence of technical specialists in the college educational environment. It was conducted in three stages: ascertaining, formative and final. The experiment lasted from September 2022 to November 2025, i.e., during the war in Ukraine.

Taking into account the specifics of the educational process in the college, we have determined the levels of formation of professional competence of specialists of technical profile in the system of the educational environment of the college. Namely. Insufficient: reproductive; low: adaptive; average: local-methodological; high: system-modeling; highest: system-modeling activity and behavior. It should be noted that the level of competence of young (inexperienced) teachers - graduates of the Higher Technical Educational Institution - to organize and conduct pedagogical work in the college in our study is characterized by the first three indicators. Only experienced teachers demonstrated a high and highest level [6].

The results of the ascertaining stage of the study, which were conducted in 2022-2025, showed that the vast majority of experimental group (EG) participants had insufficient 41.8%, low - 34.6% levels of competence. The average level of competence development in the educational environment was characteristic of only 23.6% of young (inexperienced) teachers. By the way, control group (CG) teachers demonstrated slightly better knowledge: insufficient - 30.2% of people, low - 32.1% and average - 37.7% levels of professional and pedagogical competence [7].

The large-scale war of Russia against Ukraine had a special impact on the respondents we studied. Therefore, the continuation of our research directly (2022-2025) affected the emotional component. These results are highlighted in one the author's work (L.D.) [8].

The basic material for the study of pedagogical conditions for the development of professional competence of technical education specialists in the college educational environment system was: practical professional and pedagogical activity of young teachers in college conditions; the provision that: a) the readiness of young (inexperienced) teachers - graduates of higher educational institutions of technical education - for self-improvement has already been formed, which contributes to the accelerated development of their pedagogical competence, and, in the future, their formation as future high-class teachers of technical education; b) general and professional knowledge has been formed; provisions on educational and methodological support as one of the resource aspects of improving the quality of training of future specialists.

For TP specialists, those components were identified that, in combination, determine the dynamics of the development of their professional and pedagogical competence in the system of the college educational environment, namely: theoretical and informational, activity-practical and motivational and value-based. These components correspond to the criteria: cognitive, motivational, activity. For each of them, indicators were determined that were subject to diagnosis.

Cognitive criterion - reveals professional knowledge, which constitutes knowledge of the features of self-educational activities, principles and methods of self-education, methods of independent obtaining and recording information, the ability to perform mental operations necessary for processing information, etc.

The motivational criterion is met by such indicators as: self-confidence as a teacher, satisfaction with pedagogical activity, motivation to achieve success, development of important personal qualities, etc.

The activity component reflects independence, in particular the ability to independently determine and perform educational and self-educational tasks; problematic thinking, the ability to navigate information flows.

In addition, pedagogical conditions for the development of professional competence of TP specialists in the system of the college educational environment were proposed.

The first pedagogical condition is scientific and methodological support. This condition arises from the need to create improved opportunities for mastering the secrets of teaching work directly during the first years of teaching work. It is this pedagogical condition that is a condition for the continuous improvement of and young and even experienced teacher. For this purpose, the work of the "School of the Young Teacher" was organized, where experienced teachers shared their scientific and methodological, educational and educational experience. Theoretical seminars, round tables, master classes, open lectures, etc. were held on the basis of Technological University IT STEP under coaching of the authors that were involved in the pedagogical experiment. Binary classes, where young (inexperienced) and experienced teachers were involved at the same time, aroused the greatest interest.

This type of educational process was called training with the participation of a dynamic pedagogical pair (hereinafter referred to as DPP). For example, in a double computer classroom, a young teacher conducted an information technology lesson with one subgroup, while a teacher with many years of pedagogical and methodological experience worked with another subgroup. The saturation with specialised, professional, new information was combined with effective methodological techniques, methods, and approaches. In this DPP, teaching and information supplementation took place simultaneously. It was established that one of the most important indicators of the educational process is the complementarity of teachers. A special effect was noted in the IT STEP secondary school (head S.K.).

Differentiation of the team of young (inexperienced) teachers, based on the creation of a DPP, allows you to better determine the choice of pedagogical methods, techniques, even technologies, as well as forms of organizing the educational process. During training sessions, a young (inexperienced) teacher could directly observe the actions of the DPP, learn to flexibly change the tactics of the educational process, taking into account the individual characteristics, level of development, abilities and capabilities of students.

The second pedagogical condition for the development of professional competence of an inexperienced teacher is organizational and informational, which is focused on the implementation of his creative freedom, in the sense of responsibility for the final result. That is, the subjects of the educational process (teacher-teacher,

teacher-student) are doomed to self-development, the internal strength of which serves as the source and impetus for the development of each of them.

In the perspective of the problem under study, it should be emphasized that the implementation of such a component of the second pedagogical condition as informational (in the sense of providing informational saturation) contributes to the permanent transfer of the results of pedagogical acquisition from generation to generation. Therefore, the development of professional (in the sense of pedagogical) competence of TP specialists will be more effective and successful only under the condition of the implementation of the methodological and informational component, which takes into account various personal, social and pedagogical factors aimed at achieving a specific learning goal.

The third pedagogical condition – support in organizational and educational work – provided for the work of an inexperienced teacher as an assistant to the curator of a student group, work as an assistant psychologist. This activity of an inexperienced teacher is fully under the control not only of experienced teachers, but also of the administration, that is, those persons who are responsible for educational work with students.

During the formative stage of the pedagogical experiment, the scientific and methodological support for self-educational activity developed by us was implemented, which was intended for a more effective organization of pedagogical self-improvement of inexperienced teachers – graduates of the Higher Educational Institution of Technical University in the field of Computer Science, Information Technology, Menegments etc.

The results at the end of the experiment showed that the number of inexperienced teachers in the EG with insufficient competence decreased by almost 25.4%. There was an increase for EG respondents: by 14.6% for those with average competence and by 10.8% for those with low competence. In other words, teachers in the EG demonstrated positive dynamics in response to the approaches we proposed. This was also proven by the results of statistical processing using the Kolmogorov-Smirnov criteria and Fisher's angular distribution.

It should be noted that at the end of the formative stage of the study, teachers in the control group also showed improved results: 24.6% demonstrated a reproductive level of competence (30.2% at the end of the clarification stage), 35.8% demonstrated an adaptive level (32.1%), and 39.6% (37.7%) of teachers demonstrated a local-methodological level. In other words, the results increased less than the indicators in the EG, but still showed positive dynamics. We attribute this to the desire of teachers to change the situation for the better in terms of restoring the educational environment in Ukraine.

Conclusions

Thus, the results of our study can be formulated as follows.

1. For TP specialists, those components were identified that, in combination, determine the dynamics of the development of their professional and pedagogical

competence in the college educational environment, namely: theoretical and informational, activity-practical and motivational and value-based. These components correspond to the criteria: cognitive, motivational, activity. For each of them, indicators were determined that were subject to diagnosis.

2. The dynamic impact on the professional and pedagogical competence of TP teachers in the college educational environment was carried out by introducing such pedagogical conditions as: scientific and methodological support; organizational and informational and support for organizational and educational work.

3. The introduction of the pedagogical conditions we have identified into the pedagogical practice of a particular college is carried out, first of all, with the aim of creating a professional creative and developmental educational environment through the work of the educational and methodological office and the educational and methodological laboratory with the involvement of the heads of the cycle commissions, class teachers and group supervisors.

4. The pedagogical conditions we have proposed are based on scientific and methodological, educational, innovative, information technologies. With the help of which the management of the organization of the educational process should be implemented in such a way as to provide technical conditions for conducting and implementing the logistics of implementing innovations.

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ЛІНГВОПРАГМАТИЧНІ ТА СТРУКТУРНО- СЕМАНТИЧНІ ОСОБЛИВОСТІ ПОПУЛІСТСЬКОЇ РИТОРИКИ Д. ТРАМПА (НА МАТЕРІАЛІ ПЕРЕДВИБОРЧОЇ КАМПАНІЇ 2024–2025 рр.)

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Сучасний етап розвитку політичної комунікації характеризується радикальною трансформацією традиційних дискурсивних норм, що найбільш яскраво простежується в риторичі 45-го та 47-го президента США Дональда Трампа. Аналіз емпіричного масиву, що охоплює період передвиборчої кампанії 2024 року та початок нової каденції 2025 року, дозволяє кваліфікувати ідіостиль політика як складну гібридну систему сугестивного впливу. Актуальність дослідження зумовлена необхідністю деконструкції механізмів, за допомогою яких популістський дискурс трансформує ціннісні орієнтири електорату, підмінюючи раціональну аргументацію емоційно насиченим перформансом [4, с. 28]. У поданому дослідженні фокусується увага на конвергенції агресивних лексичних тактик, специфічного експресивного синтаксису та макростратегії екзистенційної поляризації суспільства.