RESOLUTION

of the III International scientific-practical conference «Teacher education in the context of transformation processes: methodology, theory, practice»

1. ***Key words:***

Transformations (originating from Latin transformatio – change, convertion, modification) are defined as mutually stimulating changes in social patterns on the one hand and functioning of social institutions on the other hand. Transformations in teacher education is the process of upgrading the quality of teacher training. Transformations are called to secure sustained development, constant perfection of professional training system. Sustained development is accumulation of progressive changes which occur at all levels of the system in question with a view to balancing tradition and innovation and meeting the demands of the present-day school, personality, society and state. Any delay in smoothing out the discrepancies inherent in educational system is fraught in barriers which can be of great hindrance to transformations. The barrier (originating from French barriér – obstacle) could be defined as a crisis point restraining the system's efficient functioning and development and potentially able to activate the subject to overcome it. To become an incentive for further development the barrier should be reflected at the conscious level as a result of person's evaluation of the complexity of situation. Only in this case it will encourage a person to put efforts working out solutions. For all that the research dedicated to transformation processes and their status and dynamics in teacher education remains the problem of the topical interest.

2. ***The status and functions of transformation processes in teacher education***:

The place of transformation processes in the system of professional teacher education is determined by its reformation process, to a certain extent responsible for the situation of uncertainty resulting from undermined framework of studying and scientific work in teacher training institution. It emerges at a time when structural, content, process transformations undermine and throw out of balance the ordinary set-up of academic studies and scientific research conducted both by students and scholars – a case in point of the further research into transformation processes at all levels of the system in question theoretical-methodological, structural-institutional, subject-matter-informational, technological, organizational-managerial.

The main functions of transformation processes in teacher education are as follows: meeting the needs of the learners in granting professional expertise, competence and competitive resilience; response to the challenges of the present-day strategies of education development; ensuring highly technological and many-stylistic educational environment.

3. The pedagogical innovatics is interpreted by the participants of the conference as a basic scientific trend of teacher education development at the context of transformation processes. The actual problems of pedagogical innovatics can be categorized into two levels: theoretical and technological one. Theoretical aspects are those of terminology clarification and refinement, regularities underlying the development of innovative activity and its methods. Technological aspects determine the scope of objectives of innovative activity:

1) the search for the ways of modernization of theoretical background for teacher education
2) drastic alteration in the content and structure of teacher education
3) innovative methods, forms and technologies of creating educational environment
4) creative application of world progressive experience.

4. The development of theoretical background of teacher education is determined by a shift from the matter-dialectical pattern as a solitary ground of education research to hermeneutic and cultural approaches; from rigid determination of educational processes to their ambivalence, reflection, synergic and many-stylistic nature; from empowering absolution to relativity. Complimentary principle is the priority in theoretical background for regulating pedagogy development.

Psychological basis of teacher education is built around the ideas of personality development which defines the professional growth as unleashing professionally indispensable skill, attributes and abilities but what is more significant the transformation of the inner world and transfer to the new mode of living – creative self-realization in the profession.

5. Tendencies of modernizing the content of teacher education should be determined by the ideology of development and cultivating integral characteristics of a teacher as an individual. It aims at transforming knowledge of pedagogy into the object of pedagogical action ensuring the unity of 'I-the doer', 'I-reflected' and 'I-creative' necessary for self-assertion in teaching career. The content of subject matter ought to be composed of two concepts: to have and to be. The former places primary emphasis on acquisition of fundamental knowledge and professional competencies. The latter suggests realization of individual potential of a learner and creating products typical of teaching professional standards. Such content of teacher education promotes changes at the substantial level of personality and developing personally important knowledge. The student acts as the author of his or her education and gets the opportunity to work out one's individual track of study.

6. Educational environment of professional development of a teacher is called to ensure a student's awareness of one's own needs and creative activity necessary to meet these needs. Higher education is purported to be management of research skills development which goes side by side with a student's self-assertion

and professional competence inculcation. The competence is looked upon as the capacity of a specialist to assume responsibility for decision in the situations of uncertainty and unpredictability. The educational environment of higher training institutions is characterized by functional goal-orientedness, complex structure, synergy potential, student-centered bias, ecological safety, openness, interactivity and flexibility. Plurality of meanings, standpoints, activities which get reflected in creative individuality of a person make this environment stand out from the rest of the similar notions.

The key principles of educational environment are as follows: consideration for national and regional customs of students, patriotic values civility, encouraging students to reformation activity; higher education framework geared to the objectives of new mode of thinking development; priority of humanity studies leading to tried-and-true patterns moral behaviour; intellectuality and spirituality as a prerequisite of material wealth and self-esteem of the nation and the country; regarding the creative intellectual activity, creative self-identification and perfection as a matter of high value and prestige; getting to attached to Art as aesthetic curriculum of morality; rewarding support and positive feedback ensured when critical and constructive initiatives connected with human rights and social build-up are aired; open discussion of the problems of the topical interest; openness in settling the conflict.

7. Rational and creative application of international progressive experience includes:

- involving students and faculty staff into research aimed at comprehensive study of burning issues in education;
- enhancing the quality of teacher training by combination of traditions and innovations and by modernizing teaching and integrating interactive technologies into teacher training system;
- improving the efficiency of postgraduate education (Master's and Doctor's degree) by accentuating the research and technology modules;
- creating the environment for unleashing the individual potential of the learner by instilling fundamental knowledge and strengthening technological aspects of teacher education;
- exercising multi-variant flexible approach to fieldwork at the educational establishments of various kinds, enriching its content and introducing scientifically verified criteria of its quality.