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## STRUCTURAL AND CONTENT BASIS FOR PRESERVICE TEACHERS' PROFESSIONAL THINKING FORMATION

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Training of a qualified teacher for working in conditions of New Ukrainian school, who is capable of carrying out pedagogical activities effectively and creatively, competently solve professional problems, improve pedagogical reality and achieve effective results, acts as the priority goal of the higher educational pedagogical institution. The problem of the

formation and development of preservice teachers' professional thinking is becoming relevant, taking into account the current needs in pedagogical personnel providing high-level education for schoolchildren. The urgency of the problem of forming the preservice teachers' professional thinking is due to a number of contradictions: between the needs of the modern society in active, initiative, creative teachers, who strive for high professional results, and a low level of forming professional and pedagogical values, focusing on pedagogical activity and pedagogical thinking among graduates of university pedagogical specialties; between the need for effective formation of future professionals' motivation to develop professional thinking, intellectual abilities, mental qualities adequate to the requirements of pedagogical activity and the personality of a modern professional, and insufficient level of tools and approaches to ensure this process in the system of university education. At the same time, it should be noted that the formation of professional thinking is an important component of the professionalization process and a prerequisite for the success of professional activity. In addition, the teacher's ability to think for the future and act in accordance with the goals set significantly affects the effectiveness of pedagogical activity.

In recent years scientists have been interested in the problem of forming the professional thinking of a preservice teacher, in particular: the essence of the concept of "professional thinking of a teacher" and its features are characterized [1]; a study of the reflective aspect of teachers' professional thinking, the types of professional thinking are defined and described [2]; the features and functions of the teacher's professional thinking were clarified, the characteristics of pedagogical thinking were formulated [3].

In modern science there is no single interpretation of the concept of "professional thinking." Professional thinking is understood in different ways: as a person's thinking in the process of solving problems of an educational and professional nature; as a special mindset that provides solutions to professional problems; as a higher level of development of professional thinking, which is characterized by a creative character; as professional thinking, having a practical orientation, concreteness and constructiveness; as a cognitive process of identifying pedagogical problems, the solution of which is characterized by the personal involvement of the teacher in the transformations in the course of professional activity.

For the implementation of productive pedagogical activity, it is important for the teacher to realize what type of thinking is inherent in him, namely:

- 1) analytical – analytical skills: to identify and isolate in the object of observation common connections and relationships, to single out a pedagogical task, to be able to carefully comprehend pedagogical actions;
- 2) synthetic – a tendency to broad generalizations, the ability to grasp the

general; predominance of synthesis over analysis; 3) empirical – reliance on life experience, the desire to obtain ready-made patterns of behavior suitable for all occasions, passive attitude to situations that require independent comprehension; 4) theoretical – theoretical vision, desire and ability to operate pedagogical ideas, laws, theories; 5) deductive-dogmatic – propensity to purely deductive language studies, reassessment of the role of principles, categories and rules of pedagogy [2, c. 162].

Modern scientists distinguish such kinds of professional thinking: theoretical, practical.

Theoretical thinking forms a system of knowledge that is used in practice and makes it possible to understand more deeply the essence of objects and phenomena of the objective world. It operates with abstractions, pedagogical ideas, laws, theories and allows to see the phenomena of school life in an ideal form. Applying theoretical thinking, the teacher solves not only reflexive tasks, but also practical issues that concern both specific students and student groups [2, c. 163].

Practical thinking is considered to be an effective form of teacher thinking. It indicates a mature form of thinking, is not inferior in its professional significance and complexity to the theoretical thinking of the teacher. It is carried out in particular, specific situations. In the process of implementing practical thinking, such an important quality of the teacher as the ability to quickly find out a complex pedagogical situation and find correct decision, analyzing knowledge and experience, forecasting and modeling, appears. The need for immediate decision-making determines the specificity of practical thinking. In pedagogical activity, it has two features: the complexity of the analysis at the stage of preparation and the maximum simplicity of the solution. Translating complex into simple is one of the important indicators of the practical thinking of the teacher. The difference between theoretical and practical types of thinking is that they are differently related to practice.

Practical thinking is aimed at solving individual specific problems, while the work of theoretical thinking – on the search for general patterns [2, c. 163]. A unity of theoretical and practical thinking is professional thinking itself.

The teacher's professional thinking is considered in this article as a specific mental activity, including a generalized reflection and creative transformation of the objective characteristics of the educational process, the solution of pedagogical problems to achieve the goals of pedagogical interaction.

In the structure of the formation of professional thinking the following components are identified: cognitive, motivational-value, operational, reflexive. When developing educational content, it is very important to take

into account these components in order to optimize the effectiveness of teaching and form professional thinking on the sufficient level.

The cognitive component of professional thinking contains relevant integrated knowledge, the ability to constantly improve them, creative activity, flexibility and criticality of thinking, the ability to analyze professional situation, ability to apply different methods of solving problems, analyze professional situations, make professional decisions, ability to solve logical problems.

The motivational-value component of professional thinking reflects the teacher's attitude to his profession as a social value and contains his professional and moral qualities, the desire for constant professional self-improvement. The high level of formation of the motivational and value component is characterized by a stable motivation to professional educational activities. On this basis, a conscious self-realization and a sense of responsibility for the results of their professional activities are formed.

The operational component of professional thinking implies the formation of the ability to operate a system of specific methods of search cognitive activity in the process of solving emerging professional problems, the ability to use research methods of cognition, the ability to model professional situations, the ability to think hypothetically, to apply hypotheses in cognitive activity.

The reflexive component of professional thinking covers the ability to plan, analyze, evaluate professional situations, professional qualities, the ability to exercise self-esteem, self-control, the ability to apply strategies for achieving educational goals, finding alternative solutions, the ability to analyze the effectiveness of their own activities.

For the successful formation of students' professional thinking, pedagogical conditions associated with self-regulating, developing technologies of problem and contextual learning, information and communication technologies are necessary. Pedagogical conditions of effective formation of students' professional thinking are represented by the following provisions: special integrated courses aimed at developing professional thinking based on complex educational and cognitive problems; applying optimal structuring of training material in pedagogical, psychological, methodological disciplines, as well as industry disciplines; application of the system of problems and professional situations; phased training in solving professional subject problems (first learning to solve typical, then creative tasks); application of theory as a method of knowledge, taking into account the peculiarities of the formation of students' scientific thinking; promotion of students from their own educational activities through quasi-professional and educational-professional to their own professional activities; optimal

ratio of individual and collective forms of work; performing various research tasks that develop scientific-logical and intuitive-creative thinking.

So, the structural and content basis for preservice teachers' professional thinking formation defined in the article will contribute to the effectiveness of educational process organization.

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## **ПОТРЕБА ФОРМУВАННЯ ОНОВЛЕНОЇ ПЕДАГОГІЧНОЇ РИТОРИКИ ЯК ЗАСОБУ КОМУНІКАЦІЇ У ЦИФРОВОМУ СЕРЕДОВИЩІ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ВИКЛАДАЧА**

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**Постановка проблеми.** Цифрова революція перенесла велику частину комунікації між людьми у віртуальний простір не лише в побуті, але і як потребу розвитку цифрової економіки та суспільства України [1]. Успішний досвід застосування цифрових технологій комунікації у закладах освіти для відновлення освітнього процесу під