Abstract
The importance and prospects for developing a model of teacher’s readiness for educational work with students at higher education institutions are determined by social factors such as: firstly, the educational influence of both the teacher and educational institution on the formation of the student’s personality, his/her initiative, creative approach to the organization of the teaching and educational process; secondly, the use of collective forms of educational activity where pedagogical education and the students’ independent activity are organically combined; thirdly, the development and improvement of the teacher’s educational activity, especially its organizational and communicative components.

The developed model of teacher’s readiness for educational work is a system subordinated to certain tasks of methodological work which simultaneously allows teacher to successfully increase his/her readiness for educational work at the particular higher education institution.

The model itself is a specific form of reflection, which contains information about the object. A characteristic feature of such models is their simplicity in comparison with the original or real-life situation which is modelled.

Keywords
model; teacher; educational work; students; higher education institution

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Teacher’s pedagogical readiness is a complex holistic formation functioning as an integrated characteristic of the personality which combines a complex of motivational, emotional, intellectual, strong-willed components and meets the requirements of pedagogical activity.

The formation of professional readiness for educational work involves mastering the necessary knowledge and skills ensuring its success and effectiveness as well as the formation of certain attitude towards this activity [4].

The process of modelling was carried out in 5 stages:

• Stage I included goal setting to theoretically solve the problem of teacher’s readiness for educational work with students;

• Stage II involved the development of the ba-
Stage III included the development of the experiment model;

Stage IV included the detection of the signs of teacher’s readiness for educational work with students at higher education institutions;

Stage V involved checking the effectiveness of functioning the model of teacher’s readiness for educational work with students.

The theoretical analysis of psychological and pedagogical literature provides the basis for considering motivational component as a system-forming component of teacher’s readiness for educational work with students. This means that the understanding of the importance and necessity of the teacher’s educational activity at a modern higher education institution by teachers determines the quality of mastering knowledge and skill needed by a teacher to its successful implementation and forms psychological orientation [2].

Structurally, the model of teacher’s readiness for educational work with students at higher education institutions is a multiple-aspect formation consisting of the following interdependent and functionally interconnected components: content-operational (the combination of knowledge, skills and abilities), personalized (the system of personal characteristics of a teacher reflected in his/her attitude towards the object of educational activity and the process of its implementation, towards himself/herself and the state), evaluation-regulative (the teacher’s activities aimed at educating students) components.

The whole system of pedagogical knowledge of the objective, tasks, principles, and the essence of the educational work, as well as the methods of organizing the educational work is realized in the system of pedagogical skills. In pedagogical theory, skills are defined as a set of intellectual and practical, goal-directed and interrelated activities which are performed in a certain sequence. The point to be emphasized is that in practice, every teacher’s action depends on certain conditions and is considered as a creative pedagogical approach [3].

To solve problems on creating the conditions for the formation of teacher’s readiness for educational work, it is expedient to create the analytical information system for the management of methodological work at higher education institution.

The analytical information system for the management of methodological work is considered as a set of selected and analyzed, interrelated and interdependent data on teacher’s readiness for educational work with students arranged by a methodologist.

The methodologist uses objective information of the level of teachers’ individual readiness for educational work with students and compares it with the stages substantiated in the literature.

When speaking about teacher’s professional development, one can distinguish the following stages of teachers’ professional readiness for educational work with students: the stage of adaptation, the stage of self-actualization, the stage of educational technology fluency, the stage of productivity (fluency in several educational technologies). Structurally, the analytical information system for the management of methodological work consists of the preparatory stage, the practical stage and the stage of analytical research [1].

During the first stage, the directions for collecting information are determined. Then, the criteria for determining the state of the object at the initial, intermediate and final stages by the methodologist are selected. Correctly selected criteria ensure the completeness and adequacy of information.

The second stage involves the collection of information. The collection of information about curators’ readiness for educational work with students can be carried out in accordance with the requirements of the qualification characteristics of the curator of the student group.

During the third stage, namely the stage of analytical research, all the information is processed and systematized. Tables, diagrams, different measurement scales are the best choice for saving information.

The developed model of teacher’s readiness for educational work is a system subordinated to certain tasks of methodological work which simultaneously
allows teacher to successfully increase his/her readiness for educational work at the particular higher education institution.

The model of teacher’s readiness for educational work will have a prognostic orientation, i.e., in the system of higher education institution functioning, it will consider all changes occurring in both education policy and the relations between the subjects involved in the teaching and educational process (the subject of the educational influence and the subject of social education) flexibly and dynamically. This model can be introduced into practice only if the teacher of higher education institution will be oriented at value system, changes, activity motives, and other individual characteristics of the teaching and educational process.

The model of teacher’s readiness for educational work will create the conditions for harmonious combination of their social and personal goals and will positively affect the structural process of establishing mutual subjects of the teaching and educational process, namely ideological and organizational, business and interpersonal ones.

References


[5] Decree of the President of Ukraine "On the National Strategy for the Development of Educa-