

CHAPTER 2

INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

PEDAGOGICAL EXCELLENCE OF TEACHING PSYCHOLOGICAL AND PEDAGOGICAL DISCIPLINES IN THE ERA OF DIGITALIZATION

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Abstract. *The present academic paper is devoted to studying the pedagogical excellence of teaching psychological and pedagogical disciplines in the era of digitalization. The relevance of the research is confirmed by modern tendencies in the development of educational technologies adapted to the conditions of quarantine restrictions as a result of the COVID-19 pandemic. The academic paper explores the methodological literature determining the features of the formation of teachers' pedagogical excellence, as well as the basic requirements for teaching pedagogical and psychological disciplines and the main trends of digitalization in the field of education are investigated. Based on the results of the analysis conducted using scientific methods of cognition of induction and deduction, theoretical aspects and practical recommendations for the formation of pedagogical excellence of a teacher of psychological and pedagogical disciplines have been determined. Features of applying digital technologies for all types of training have been defined, including as follows: lecture materials, seminars, individual and group work, independent work and assessment.*

Keywords: digitalization, pedagogical excellence, psychological and pedagogical disciplines.

JEL Classification: I 24, I 29

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Introduction. Expanding of information capabilities and the use of modern technologies in various fields of science has led to a qualitatively high level of development of the educational process. The dynamic development of information technology has been facilitated by quarantine restrictions around the world, forcing almost all educational institutions to switch to digital technologies for teaching and assessing the knowledge of pupils and students. Despite the fact that this form of training does not satisfy a great amount of parents, pupils and students, the issue of its effectiveness depends solely on the teacher's pedagogical skills. The major problem of forming a new skill of pedagogical excellence lies in the fact that the computer literacy is not equally easily accessible and understandable to teachers of different disciplines. Whilst teachers of computer science cope with such a task without spending special labour resources, and immediately reveal their creative potential, then for a teacher of

psychological and pedagogical disciplines who have been developing traditional teaching technologies for years, the digital reality of education becomes an obstacle reducing the potential for interesting, meaningful and effective teaching of the discipline.

It is this fact that forms the relevance of the research, forasmuch as it allows developing methods, determining the techniques and methods of disclosure of pedagogical excellence not only in traditional learning, but also digital, shaping the purpose of the research.

The novelty of the academic paper lies in improving the practical recommendations for the formation of pedagogical excellence in teaching psychological and pedagogical disciplines in the context of digitalization.

Literature review. The issue of pedagogical excellence has always attracted the attention of numerous prominent domestic and foreign teachers and psychologists. It is worth mentioning the surnames of Bazhenova, I. (1988), Makarenko, O., Sukhomlynsky, V. (2014), Zaziun, I. (2004), etc. In the scientific works of these scholars, the issues of professional training of teachers have been highlighted, the conditions for the formation of pedagogical excellence have been considered, and its components have been determined.

Sukhomlynsky, V. (2014) has made a significant contribution to the theory of formation of pedagogical excellence. At the same time, it should be emphasised that the educator has defined pedagogical excellence in the context of educating citizens and patriots. Zaziun, I. (2004) has started a new direction of pedagogical science and become the founder of scientific school on problems of pedagogical excellence. His theory of pedagogical excellence has no analogues in the world. It is actively used by educational institutions in Japan, Poland, Russia, Belarus, etc. Zaziun's theory is based on self-improvement of the teacher, development of his individual and professional qualities.

Regarding the features of pedagogical activities in the context of digitalization, this issue is not new, however, it has acquired particular relevance in 2019-2021 (Pazuhina & Ponomariova, 2021). A number of scientific papers identify the potential of such training, determine new technologies, consider new tools for presenting material, working with students or pupils and conducting monitoring measurements of knowledge (Tserkovskij, 2013), which can be applied to distance learning taking place within the framework of quarantine restrictions as a result of the COVID-19 pandemic.

Aims. The purpose of the article is pedagogical performance of psychological and pedagogical disciplines in the era of digitization.

Methods. In the course of the research conducted, a number of methodological recommendations have been studied on the features of teaching psychological and pedagogical disciplines in secondary and higher educational institutions. Along with this, the theoretical and methodological basis and fundamentals of the concept of pedagogical excellence, its components and principles have been investigated. Taking into consideration the current conditions of pedagogical work, a number of modern scientific works on the digitalization of education, computer technology proficiency in the organization of teaching activities and interaction with students, identification of

the strengths and weaknesses of using digital technologies have also been explored. Using the general scientific methods of cognition, in particular: analysis, synthesis, induction and deduction, the information on the features of digitalization of the pedagogical work of a teacher of psychological and pedagogical disciplines has been summarized, as well as directions for the development of pedagogical excellence during the period of digitalization and distance learning due to quarantine restrictions have been identified.

Results. The analysis of pedagogical literature and teachings of educators - scientists has showed that the teacher - master achieves high results of professional activity, possesses an individual style of work, implements his creative potential through knowledge of the psychology of students and skilful planning of the pedagogical process (Kajdalova et al, 2009). Herewith, the pedagogical excellence is manifested in activity; however, it goes beyond it. It cannot be limited by a high level of development of special skills. The essence of pedagogical excellence lies in the personality of the teacher, in his position, ability to show creative initiative on the basis of his own system of values. In order to achieve creative excellence, it is necessary to master all the components of pedagogical potential.

The following types of excellence are distinguished:

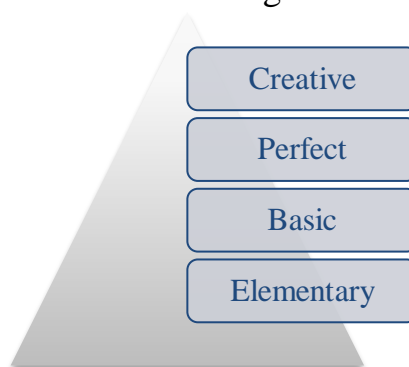


Figure 1. Levels of pedagogical excellence

The elementary level of excellence is characterized by the presence of only particular professionally significant qualities. At this level, the teacher usually relies on the experience of teachers - masters and uses the established guidelines.

Basic level assumes that the teacher already possesses the basics of pedagogical excellence, namely: humanistic orientation, building relationships with students and colleagues on a positive basis. He has mastered the subject of teaching and methodically correctly plans the educational process, conducting it not only within the guidelines, but also using communication between students, contributing to the disclosure of their creative and professional potential.

Perfect level implies characteristic-clear definiteness of the teacher's actions, high quality of training materials, cooperation in communication, planning and organization of activities for a long time in order to search for students' creative abilities, the development of self-criticism and critical thinking.

The creative level is the highest in the pedagogical excellence. The teacher, on his own initiative, is creative in his professional activity; he is a generator of ideas and approaches to the material presentation. He is able to extend away from traditional

schemes, quickly resolve problem situations. His activities are characterized by original methods of interaction based on the desire of students for self-expression. Along with this, such a teacher is able to consider the problem as a whole; he knows how to focus on the principal issue, smoothly moving from one topic to another. At this stage, the individual style of the teacher as a master of his craft is clearly formed.

However, in order to achieve the highest level of pedagogical excellence, it is necessary to involve the components of professional competence, pedagogical equipment, humanistic orientation, development of digital competences at each stage of the teacher's professional development. In this case, all these components of pedagogical excellence should be applied to the learning process simultaneously.

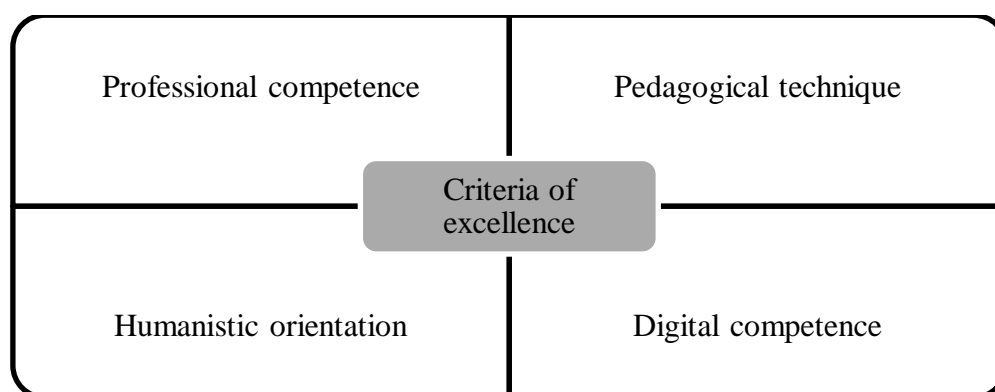


Figure 2. Criteria of excellence of the teacher of psychological and pedagogical disciplines within the conditions of digitalization

Source: Panova, N. (2015)

Professional competence in teaching psychological and pedagogical disciplines is expressed in the ability to present the content of the subject, taking into account the individual features of the student. The significant traits of a teacher are the ability to communicate, clearly teach educational material, conduct polemics, and lead a discussion, use visual aids and technical training tools. The teacher should be able to interest and support the attention, as well as analyze and evaluate the students' knowledge and skills. At the same time, taking into account all components of professional activity, the teacher should possess a working knowledge of computer and programs for distance learning and preparation for lexical, seminar and laboratory classes.

Pedagogical technique is a complex of skills and abilities, the use of one's psychophysical potential as an instrument of educational influence (possession of one's physical, mental, emotional state; voice, facial expressions, pantomime).

Humanistic orientation is one of the most important features of the pedagogical excellence. It is based on ideals, interests, values. Humanistic orientation implies focus on the personality of another person, the assertion of spiritual values, moral norms of behaviour and attitudes, etc. (Tiugaieva, 2019).

The formation of digital competencies currently is one of the most necessary skills of the teacher and components of the pedagogical excellence. Teaching of any discipline, especially psychological and pedagogical one, which must be based on

communicative processes, studying foreign practices and experiences, should take place not only in the usual learning environment, but also a virtual one, with the involvement of programs and digital platforms that allow not only establishing remote communication processes, but also organizing independent work of the student or the pupil, as well as providing effective process of assessment of his activities (Pashchenko, 2013). In order to do this, teachers should be fluent in applying modern proven digital tools used by teachers all over the world and allowing implementing all the teacher's plans.

Currently, it should be emphasised that the use of digital technologies in education is a debatable issue. On the one hand, there are a number of proponents of such training arguing that the potential of such a format is invaluable. On the other hand, without sufficient digital competencies and pedagogical excellence, this potential can be completely canceled out.

Ibragimova & Podrianova, T. (2015) have identified the following advantages of using a computer in the teaching of various disciplines (Figure 3).

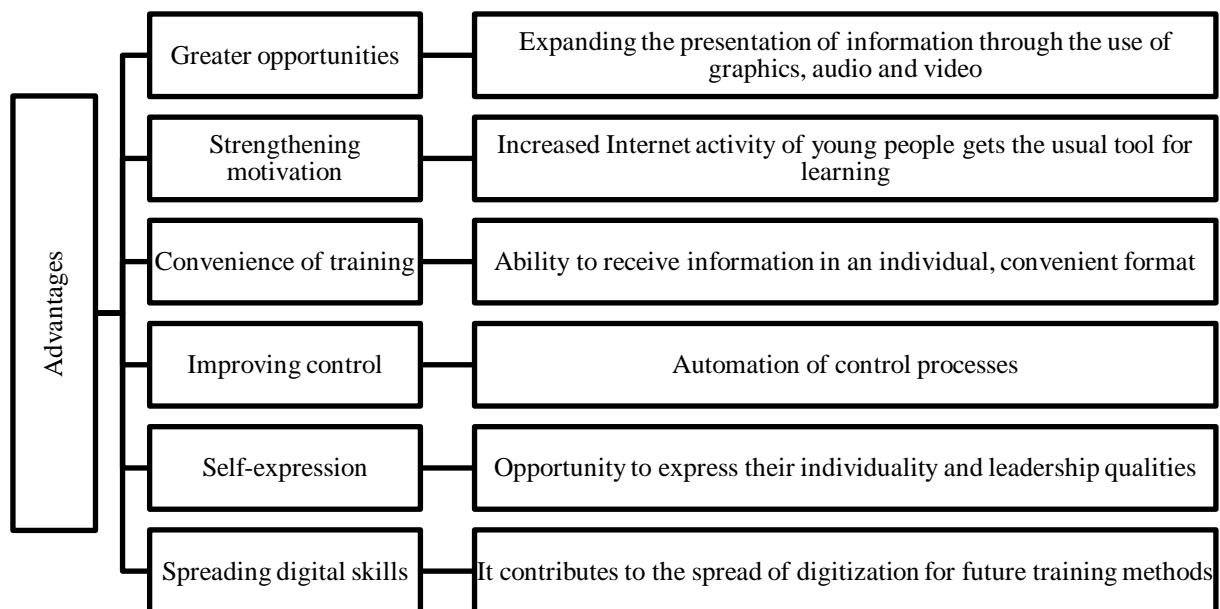


Figure 3. Advantages of digitalization of educational process

The selection of digital systems should be determined by the general lesson plan in accordance with the didactic target setting. The use of digital educational resources should be connected and interact with other didactic means and forms of training activities and elements of the lesson (Poriev & Zhuzha, 2012).

Students and pupils should be prepared to work with digital resources both technically and psychologically. By the way, it should be borne in mind that studying in the framework of digital systems has a great nervous load on the student; consequently, lectures and practical classes should be structured in such a way that the student can rest from monotonous work, switching attention to another type of information.

The systematization of the stated above makes it possible to conclude that the use of digital educational resources leads to an increase in the education quality, changes

in the content of education, teaching technology and relations between participants of the educational process.

The process of teaching pedagogical and psychological disciplines in the context of digitalization and distance learning comprises various components (Lukianova, 2013).

Features of conducting lectures of psychological and pedagogical disciplines within the conditions of digitalization. In the process of preparing a teacher of psychological and pedagogical disciplines for lectures, it is necessary to develop infographic material that will improve the assimilation of information transmitted through video and voice platforms. In this case, the lecture material is prepared in an abbreviated, accessible form by using simple words that are easily perceived in terms of a video or indistinct audio signal.

For this purpose, one should thoroughly study several programs and tools for presentation. Currently, Microsoft PowerPoint is the most common program, allowing creating presentations that correspond to the lecture material. Practice shows that the maximum number of slides that can be perceived during the lectures should not exceed 25 units. In this case, the report itself should be designed for 20-30 minutes, after which the students' or pupils' attention level will decrease significantly, and, therefore, they need to be involved in communication and dialogue. The teacher must be able to use the platforms of voice and video information transmission and the organization of conferences, which make it possible to administer communication processes by activating students, switching attention to other students, and, as a result, to organize an interactive lesson at a professional level. In the process of preparing psychological and pedagogical lecture materials, it is very appropriate to use additional interactive materials. These can be videos of the experience of psychological and pedagogical work in other educational institutions, or from the practice of other countries, while showing the best examples relevant to the topic under consideration. It is also possible to watch videos containing useful practical information for mastering the lecture material, psychological test tasks, conduct a survey, etc.

The introduction of the lecture material can be carried out using the cloud platform Zoom, the platform for chatting online meetings and collaboration of Microsoft Teams, and other online platforms less popular in Ukraine, which include Hangouts Meet, etc.

In order to create presentation materials, one can use not only Microsoft PowerPoint, but also modern content creation platforms turning language or text into animated videos. These include Squigl, Pear Deck, EdPuzzle, etc.

After completing the lecture material, the teacher should provide a brief theoretical content of the lecture, a link to the presentation, additional links to textbooks or other training materials. These data are kept in the chat program, which students and teachers use together by agreement.

Features of conducting seminar, practical or laboratory classes. The feature of conducting seminars, practical or laboratory classes lies in monitoring the acquired material. Independent research work carried out in the form of essays, creative tasks of different levels, coursework, diploma, competition papers, conference reports, articles, abstracts, not only attracts students to scientific and research work, however, it also

contributes to the expansion and deepening of theoretical knowledge in the field of psychological - pedagogical disciplines, development of self-education skills. Each student should prepare for the lesson and submit the results of his work. At the same time, the teacher should set clear limits for the submission of materials in order to provide time for reading them in advance to have a field for work or study experiment. In addition, the rules for submitting materials are established, in particular, the format of the document is determined, namely: Word, Excel, PowerPoint document, video materials, etc. Interesting research results are reviewed and discussed by organizing a meeting on online conference platforms.

Features of conducting classes-excursions within the conditions of digitalization. Classes - excursions are perhaps the simplest and most interesting method of teaching psychological and pedagogical disciplines. Nowadays, on many online platforms, one can find 3-D reviews of various museums, places (sites) that can be visited online. At the same time, the task of the teacher is to comment on what is seen and involve students in the discussion. Taking into consideration the unlimited access over time, such tours can take as much time as needed to explore a particular topic.

Features of conducting individual group classes within the conditions of digitalization. In all disciplines of the psychological and pedagogical cycle, different types of individual and group independent work are used, the results of which are assessed at workshops during individual conversations with students (Zubakin & Polianina, 2019). The content of the tasks of independent work provides for the students' work not only with the text of the textbook, but also with the original sources, the analysis of real teaching practice and, as a result, preparation of his product, namely: an abstract, a pedagogical dictionary, a diagram of the relationship of concepts, a generalizing or comparative table, an analytical text, a crossword puzzle on the topic, etc. In essence, these tasks are nothing more than micro-projects performed by students on their own. The tasks offered to students have different degrees of complexity (Okulich, 2014). The student has the opportunity to choose from them those, corresponding to his capabilities and interests; he determines the terms of submission and the form of reporting by himself, coordinating them with the teacher. Communication processes with the teacher are carried out at a time strictly set by the teacher. The feature and advantage of digital support for group projects is that they can be performed jointly and simultaneously, using the services of joint interaction and work on documents, including Google Doc, Google Table, Google Presentation. This provides an opportunity to students to develop the ability to work in a team, quickly find leaders, people responsible for the project.

Independent (individual) work. Features of distance learning involve the implementation of independent work in mastering disciplines. In this case, the main task of the teacher is to create a clear structure of independent work, which should contain all the materials that will be submitted for control measurement of knowledge. The teacher of psychological and pedagogical disciplines should provide students not only with the research topic, but also with a list of questions, the answers to which the student should look for independently. In this case, the number of conflicts arising in

the process of evaluating independent work will be reduced (Romanovsky& Reznik, 2019).

Features of implementing the knowledge assessment system within the conditions of digitalization. It should be born in mind that control and evaluation activity, which makes it possible to assess the level of acquired competencies of students studying psychological and pedagogical disciplines, is of a particular importance. On the one hand, test-type assessment systems are currently used in the educational process. However, the use of test tasks not compiled directly by the teacher is a serious drawback and problem of distance learning. Test tasks should be given to students only within the limits of the material that is presented in a lecture lesson or submitted for independent study. In order to organize the test assessment, ready-made Google developments are used, as well as programs such as MyTest X, SunRav TestOfficePro, Test-W2, Ayren, and Easy Quizzy.

Discussion. Current conditions for conducting training significantly reduce the quality of the educational process. And even those teachers, who have worked out practical methods of high-quality teaching and interaction between students for years, give up when it comes to ensuring a high-quality educational process in the context of complete digitalization. Nowadays it can be stated that pedagogical skills require fundamentally new approaches to learning, turning all the weaknesses and shortcomings of distance education into its advantages (Zubakin&Polianina, 2019). It should be noted that it is much more difficult to achieve attention and interaction within the conditions of distance education than in the classroom, when it is possible to simultaneously cover the attention of most students. This is precisely why the pedagogical excellence of the teacher in the era of digitalization lies in creating and involving all possible tools that make it possible to keep the interest of the student or the pupil.

However, despite the recognized shortcomings of distance education, the end of quarantine restrictions cannot indicate the end of the experience of digital pedagogical technologies. Nowadays, students, due to their psychological development and constant interaction with digital technologies, have the opportunity to combine learning with digital technologies, which allows them feeling their modernity and express their essence. The principal objective of the teacher at the stage of digital learning lies in revealing the advantages of this educational process and creating a basis for the future teacher or psychologist just to be able:

- to interact freely with their clients, students or pupils, involving and applying modern information technologies;
- to constantly update their qualification level by studying the experience of other teachers and covering new, up-to-date information that meets the standards of perception of the world of youth.

The outlined benefits of digital technologies make it possible to transform training processes into a continuous learning process, during which real professionals are formed who meet the criteria of pedagogical excellence.

Conclusion. Based on the results of studying the theoretical aspects of developing the pedagogical excellence, the following conclusions can be drawn, namely: the

pedagogical excellence consists of four levels; in particular, the creative one is the highest, which allows teaching pedagogical and psychological disciplines by creating one's own approaches that are flexible to the features of the audience and the ability to perceive information by it. The major components of pedagogical excellence are as follows: professional competence, pedagogical technique, humanistic approach and the formation of digital competencies.

Digital technologies make it possible not only to organize additional tools to improve learning, but also to completely take over the organization of the educational process. With the help of digital technologies, teachers of psychological and pedagogical disciplines have the opportunity:

- to clearly present the lecture material and increase the efficiency of its perception;
- to organize independent work of students in individual and group format with the possibility of its analysis;
- to conduct online classes-excursions to 3-D museums and sites corresponding to the topics under consideration;
- to organize group work by joint editing of documents;
- to conduct individual lessons and extracurricular meetings at any time convenient for the teacher;
- to provide accessible materials for independent study, not limited to books and lecture materials, going beyond the standards of the curriculum;
- to accelerate and automate knowledge assessment through conducting testing.

All the actions outlined in combination with professional competence, pedagogical technique, humanistic approach make it possible to create teachers of a new level that meet the needs of society and their requirements for modern higher and secondary education.

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