

**ОСНОВНЫЕ ОСОБЕННОСТИ ПЕДАГОГИЧЕСКОЙ  
ДЕЯТЕЛЬНОСТИ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ**

*Аннотация:* В статье рассматриваются основные особенности педагогической деятельности в системе высшего образования. Анализируются требования к преподавателям в системе высшего образования.

*Ключевые слова:* высшее образование, педагогическая деятельность, опыт, квалификация, навыки

**MAIN FEATURES OF PEDAGOGICAL ACTIVITIES IN THE  
HIGHER EDUCATION SYSTEM**

*Abstract:* The article examines the main features of pedagogical activity in the higher education system. The requirements for teachers in the higher education system are analyzed.

*Key words:* higher education, teaching, experience, qualifications, skills

Higher education, as a specific social institution, occupies a special place in the education system. Firstly, its educational institutions are designed to provide, first of all, professional training of future specialists in accordance with the needs of both society and the students themselves. Secondly, teachers of higher educational institutions do not deal with children, but with adults with their own established goals and life values, with their own moral and ethical paradigm. Thirdly, one of the most important tasks of higher education is the implementation of scientific research in accordance with the profile of the departments. The results of these studies often form the basis of the professional and qualification growth of teachers and serve as sources of updating and improving the content of educational material. Fourthly, many higher

educational institutions are characterized by a situation where, despite the high level of professional competence of many teachers, they lack at least some kind of pedagogical education.

The noted circumstances are most directly reflected in the content and nature of pedagogical activity in higher education, since they are largely determined by the professional and personal qualities of the subjects of this activity, that is, in this case, university teachers. A higher school teacher is, as a rule, both a scientist and a teacher at the same time. The first circumstance ensures the high professional potential of the teacher, formed by a large and systematic special training, self-education, self-education and self-improvement. These processes include their own research, participation in scientific conferences, regular acquaintance with scientific and technical information (through acquaintance with new monographic literature, special journals, via the Internet, visiting specialized exhibitions, etc.).

The second circumstance remains largely uncertain, since until recently many types of vocational education did not provide for special psychological and pedagogical training. Therefore, many teachers comprehend the patterns and "secrets" of pedagogical activity, acquired the necessary knowledge, skills and abilities only as a result of life experience and teaching practice, as well as as a result of understanding (unfortunately, not always critical) the teaching activities of their teachers and scientific leaders. The new realities of life and work in a post-industrial society, market economy, globalization of all types of world economic relations and wide informatization of various spheres of life also put forward new requirements for pedagogical support of teaching in higher education.

In Ukraine at the beginning of the XXI century, the organization of pedagogical activity in higher education is further complicated by a certain decrease in the quality of training of students in secondary school, a general decline in the prestige of education knowledge, the need for many students to

combine study with work (most often to the detriment of study) for the possibility of more or less tolerable ensuring their basic life needs.

Thus, pedagogical activity in modern higher education is carried out in a certain sense not systematically enough, to some extent inertly, in the absence of a generally accepted theory and without a rigorous scientific substantiation of the principles and laws of teaching and educating students, their personal formation and development. Although the profound studies of the problems of higher education pedagogy are well known, as described in the works of A.N. Aleksyuk, S.I. Arkhangelsky, G. Dzhibladze, F.I. Naumenko, N. D. Nikandrova, M.I. Samygin, F. Yanushkevich and others, an integral theoretical system, to some extent similar to generally accepted school didactics, does not actually exist today.

The practical need for the development of such a theory is obvious. It is primarily due to the following circumstances. Firstly, a paradoxical situation has developed when, on the one hand, the rapidly growing volume of scientific and technical knowledge and, accordingly, educational material, requires an increase in the duration of training of specialists, and on the other hand, even today a person has almost a third of his life (up to 20-25 years of age) falls on school. Secondly, the need for a rational resolution of the contradiction between the need to increase the duration of training and their limitation by some reasonable limits makes it necessary to seek, develop and use new effective forms, methods and technologies for organizing the educational process. Third, the growth of the total volume of knowledge as a manifestation of the acceleration of scientific and technological progress is accompanied by a natural reduction in the cycle of their obsolescence and renewal. This, in turn, necessitates regular revision of the content of professional training of specialists, updating of curricula and programs of the studied disciplines.

All these circumstances, together with the specifics of higher education, should be reflected in the emerging innovative pedagogy of higher education as an integral theory of teaching and educating future specialists.

When developing this theory, it is necessary to proceed from ensuring the unity of the educational and cognitive activity of students and the teaching pedagogical activity of teachers, and from the creative nature of these activities. At the same time, it should be based on axiomatic principles that determine the validity and expediency of all actions for the effective organization and conduct of the educational process in higher educational institutions. However, before the development of this theory, every student and graduate student who would like to connect his future with teaching in higher education, in addition to excellent professional training in his chosen specialty, must also receive the necessary psychological and pedagogical training. Such training should include both a deep mastery of knowledge of general pedagogical principles and laws, and knowledge of the characteristic features of pedagogical activity in higher education.

One of these features is the existence of a scientific methodology of pedagogical activity and the need for clear ideological positions of a higher school teacher. They are based on a natural science basis and are based on the achievements of psychological and pedagogical science, on the natural connections of higher education and its content with the needs of society, with scientific, technical and social progress.

Based on the interrelated consideration of these tasks, in order to build a theory of higher education, it is necessary to analyze both the cultural and historical experience of the previous stages of its development, and the modern nature of the functioning of higher educational institutions, the level and quality of training of specialists. Such a theory should have the necessary substantive basis and sufficient scientific rigor and objectivity. At the same time, it should reflect the main features of pedagogical activity in higher education, the

knowledge of which is necessary not only for every novice teacher or student who seeks to devote himself to teaching, but also for experienced practicing teachers.

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