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**PEDAGOGICAL VIRTUALITY AS A HIGHER LEVEL OF PROFESSOR /
TEACHER PEDAGOGICAL SKILL DEVELOPMENT**

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An attempt was made to explore the notion of pedagogical virtuosity as the highest level of professor / teacher pedagogical skill development. Researched and specified the content of the concept of "pedagogical skill"; substantiated the necessity of development of pedagogical skill of professor / teacher; defined the concept of pedagogical virtuosity as the highest level of professor / teacher's skill development is defined, which is a harmonious unity of his inner (competence, active life position, desire to constantly develop himself, etc.) and external (pedagogical professional activity) spheres.

Key words: pedagogical skill, pedagogical virtuosity, development, professor, teacher, education, pedagogue.

Relevance of research. Education is the basis for the restoration of the intellectual and spiritual potential of the people, an extremely powerful means of national revival, the consolidation of the democracy principles and humanism in the life of the country. It is education that has the most significant impact on personality and society. And the profession of teacher is one of the most important in the socio-

cultural and educational development of each state. It is a profession in which the personality of the teacher, his competence, ability, experience, attitude, his holistic picture of the world plays the role of tools in his professional activity. One of the important links in the educational process is the individualization of studying, development and socialization of the student personality, which is impossible without studying the development of the teacher's personality, improving the level of his / her professional competence.

Analysis of previous research and publications. The problem of pedagogical skill is not completely new in the national pedagogical science. It was investigated by E. Barbin, Y. Vasiliev, V. Vihrushch, S. Vitvitskaya, M. Grinyova, L. Danilenko, M. Zakharov, B. Kobzar, O. Kovalenko, N. Kovtukh, Y. Kolomensky, A. Kolomiets, K. Korsak, N. Kuzmina, V. Maslov, V. Molyako, G. Padalka, O. Pehota, L. Pukhovska, M. Romanenko, V. Sukhomlinsky, O. Shcherbak and others. The structure and essence of the components of pedagogical skill were studied by M. Ermolenko, L. Zanina, I. Ziazun, E. Isaev, O. Kalinskaya, N. Kuzmina, O. Lavrynenko, M. Soldatenko, V. Slastionin, I. Teacher and others. The formation and development of professional and pedagogical skills became the subject of study of A. Barabanshchikov, E. Bondarevskaya, M. Grinova, O. Rudnitskaya and others. T. Dovga considers the pedagogical activity of primary school teachers as a process of constant creativity and, in its framework, of image-creativity. She notes that the creativity of the teacher, unlike creativity in other spheres (science, technology, art) does not aim to create a socially valuable, new, and original - its product is always the development of personality [3].

E. Barbina, N. Kichuk, N. Kurmysheva [5], O. Pehota, S. Sysoeva analyze the conditions of becoming a creative personality of pedagog. The engineer-teacher as a virtuoso master is explored by I. Kankovsky and A. Seytev.

The concept of virtuosity, as a rule, is considered by didactics in the context of artistic (mainly musical) training of specialists. In particular, M. Abalkin, V. Abramyan, V. Vilenkin, A. Efros, P. Ershov, V. Nemirovich-Danchenko, N. Sereda, K. Stanislavsky, G. Tovstonogov, M. Chekhov, and others. Interpret

pedagogical skill as an element of theatrical pedagogy; Y. Azarov, M. Voloshin, F. Honobolin, N. Kuzmina, D. Samuilenkov and others point to the affinity of the professions of teacher and actor. Virtuosity as a component of performing artistry is explored by V. Zagvyazinsky, V. Kahn-Kalyk, T. Liashenko, N. Sereda, V. Chen, and others.

Highlighting previously unselected parts of a common problem. At the same time, the analysis of the scientific pedagogical literature and research of the problems shows that the issue of pedagogical virtuosity as a higher level of development of professor's / teacher's skill remains as a white spot and needs further scientific attention.

The purpose of the article - to attempt to explore the notion of pedagogical virtuosity as the highest level of professor / teacher pedagogical skill development.

Task:

- Research and clarify the content of the concept of "pedagogical skill";
- To substantiate the necessity of development pedagogical skills of professor / teacher;
- To define the concept of pedagogical virtuosity as the highest level of development of pedagogical skill of the professor / teacher, which is a harmonious unity of his internal (competence, active life position, desire to constantly develop himself, etc.) and external (pedagogical professional activity) spheres.

Outline of the main material. The concept of "pedagogical virtuosity", unlike pedagogical mastery, has not yet entered into the conceptual and terminological system of modern pedagogy. Instead, the last is firmly entrenched in the professional vocabulary of educators and serves as one of the main definitions which different scientific schools treat differently. Generally present the concept of pedagogical skill in its main meanings:

- 1) characterization of a high level of pedagogical activity, a prerequisite of which is the humanistic position of the teacher, professionally significant personal qualities [2];

2) a kind of fusion of personal culture, knowledge and outlook of the pedagogue, his versatile training with the improvement of mastering methods of education and training, pedagogical technology and best practices [6];

3) an integrative system, manifested in the new quality of professional and pedagogical action; experience gained; the personality of the teacher and his / her professional-personal qualities, abilities and potential resources and value orientations [8];

4) a complex of personality traits that allows a high level of professional activity on a reflective basis [7].

The authors of this article are convinced that pedagogical mastery is a dynamic combination of all the above values, which has levels of development. The highest level is pedagogical virtuosity.

It is not enough for a modern teacher to be a skill (let alone the role of a craftsman). The new Ukrainian school puts new demands on the personality of the teacher, one of which is to organize the educational process so that the children / students who receive education will choose what they will do in the lesson, what and how to learn. To be a master is not enough here. To combine inseparable, to plan simultaneous work in pairs, groups; individual, collective; concurrent use of different tools and types of teaching, influence only the teacher-virtuoso will be able to influence the desire of the educator to choose what is necessary for the planned lesson.

The main thing is hidden in the abilities and desires to master the organization of the educational activity of students and their own activity.

Although the concept of virtuosity is absent in pedagogical science and is used mainly in the field of art, the authors of the article are convinced that it is appropriate to use it to indicate a higher level of pedagogical skill development of the professor / teacher.

One of the meanings of the notion of virtuosity presented in the Dictionary of the Ukrainian Language [9] - the highest skill in any case. And the "virtuoso", according to Wikipedia materials [1], is (an Italian. Virtuoso - from Lat. virtus - valor, talent) a person who has achieved in the work of the highest degree of skill.

The etymology of this word originates in Italy in the XVI-XVII centuries. The virtuoso was honorably called a person who distinguished himself in the intellectual or artistic sphere. Virtuosos called ballistics experts, engineers, gunners, mechanics and dynamics experts. Subsequently, the concept narrowed and deepened, and in addition to the above meaning, there was little else - a performer who is masterful in the art. In other contexts, virtuosos have been called persons who are technically distinguished in some field (most often the visual arts) of human knowledge.

Our contemporary I. Kankovsky states that to be a good teacher today, it is necessary to be a professional who has a scientific culture, the ability to find original ways of teaching and interpretation of teaching, extracurricular material, and a virtuoso master, performer of labor techniques [4].

The authors of this work insist on the notion of "pedagogical virtuosity" not to limit the technical qualities, but to understand the concept in a broad sense: pedagogical virtuosity - is the highest level of the teacher's skill development, which is a harmonious unity of the inner (competence, active self-esteem) (pedagogical professional activity) areas of professor's / teacher's personality.

The modern pedagogue is both a virtuoso creator and a virtuoso performer. He creates cognitive situations, provokes research, "opens" students to themselves, creates the conditions for their (and therefore himself) self-affirmation, self-development, self-realization.

The modern educational process has ceased to be a didactic one, aimed at transferring / acquiring an appropriate amount of knowledge, skills and competences based on the reproductive property of personal memory. Nowadays, learning is increasingly dynamic, requiring creativity, impromptu, autonomy, individualization and responsibility. There is a change in value orientations in the subject-subject interaction: the teacher needs not only to develop the ability to present himself, to demonstrate his own pedagogical skill, but to be a facilitator, coach, mentor and tutor, "the actualize of development".

Conclusions. Only a virtuoso educator, endowed with personal and professional characteristics and manifestations, free and sophisticated in his actions and decisions

can be interesting to his students with a new clip type of worldview, allow them and themselves to assert themselves, to form a holistic picture of the world and motivational self, life and activity.

To paraphrase D. Oistrakh's words, heart + head + high pedagogical skill = pedagogical virtuosity.

Prospects for further exploration. Further scientific research we consider it expedient to aim to identify the concepts of development of pedagogical virtuosity of professor's and teachers in the process of professional development.

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