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### **PEDAGOGICAL SKILL**

#### **AS A FACTOR IN IMPROVING MODERN EDUCATION**

Pedagogical skill is the art of learning and upbringing. Pedagogical skill teacher of higher education is a professional skill to use a set of knowledge, methods, skills, skills, mental processes, personality qualities for a successful, creative, effective solution of various pedagogical tasks and achieving the goals of educational and research work. The scientific and pedagogical activity of a teacher of a higher educational institution synthesizes the components that will allow the learning process as effective as possible. These components include:

- professionalism that does not stop developing and improving.
- increasing professional competence.
- transfer to students of knowledge about the latest achievements of science in the relevant area of knowledge;
- the ability to generate a skill to think actively and independently find decisions.
- to develop superprofessional skills of the teacher **SOFT SKILLS** that integrate emotional intelligence, skills to convince, communicative and managerial talents, ability to solve conflict situations, emotional intelligence, readiness for thought-out risk, load, stress and conflicts, creativity, flexibility, tendency to find alternative solutions .
- to improve pedagogical technique which is based on the ability to possess themselves and skills to cooperate with each student and all group in the process of solving pedagogical tasks.
- to form professional stability, which ensures the ability of a teacher to carry out professional activities for a long time with a high level of emotional stability, performance.
- constantly improve oratory technique.

- improve the pedagogical communication of the teacher and students aims to create a favorable psychological climate.
- ability to make Self-Presentation Teacher which is aimed at forming a favorable impression, forming a teacher's image
- improvement of skills of conscious self-regulation which contributes to the management of both cognitive processes and personality
- implementation of innovative didactic technologies.

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### **PROBLEMS OF DISTANCE LEARNING IN QUARANTINE**

In modern conditions, when the pace of scientific and technological progress requires future engineers to develop skills to work effectively in the face of rapid changes in generations of technology and technology, to improve professional competence and quickly replenish their professional knowledge and skills, there are objective prerequisites for the development of a new direction in education - distance learning, training, which is based on computer and telecommunication technologies. In such conditions, new problems will undoubtedly appear, which are described in this material.

The first problem is the training of teachers and teachers. The readiness of the teacher himself is one of the main elements in distance learning. When integrating computer technology into distance pedagogy, it is necessary to ensure that teachers are prepared for such innovations. Successful distance learning begins with the confidence of educators that they are capable of learning all technologies and applying them successfully. Mass training of teachers and teachers in the field of information technology will contribute to the development of distance learning and modern pedagogy.

Second problem. If the first problem touched upon the readiness of teachers and teachers, then the essence of the second problem is the readiness of students. In the process of distance learning, students face a number of barriers in the form of their individual characteristics, learning conditions, the ability to use computer technologies and Internet resources. To date, there are no distance learning programs that took into account certain individual characteristics of each student and, most likely, it is impossible to create such individual programs. Therefore, it is necessary to develop a distance learning environment that will be aimed at adapting all students to distance learning and distance pedagogy in general.

The next problem is the limited scope for the implementation of information technology in educational institutions. Such implementation requires huge resources - time and money. A wide range of new curricula, methodological recommendations, instructions, manuals, examples of distance lessons. Educational institutions that decide to add distance learning to their range of educational services must have all the necessary equipment. The opportunity for decent distance learning depends on well-trained educational institutions.