
TRANSITION TO MULTILEVEL HIGHER EDUCATION: CHALLENGES AND PERSPECTIVES

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MODEL FORMATION OF METHODOLOGICAL COMPETENCE OF TEACHERS OF PRESCHOOL EDUCATION IN THE SYSTEM OF CONTINUOUS EDUCATION

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Lately, significant changes resulting in the need to improve training quality for pedagogical staff take place in modern society in general and, in particular, in education. The need to study the problem of development of professional competence and the need to further improve the system of continuing education, including education and science reform, increase access to high quality education services, training highly qualified personnel is attributable to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for their transfer and use. In this context, the need to develop and update fundamental aspects of the theory and methodology, which is confirmed by the Laws of Ukraine «On Education», «On Higher Education» etc.

A necessary component of an individual's professionalism is professional competence. Modern professional competence approaches and its interpretations are quite different. The definitions of professional competence as «in-depth knowledge», «the state of adequate task performance», «the ability to fulfill a task in a timely manner» are prevailing [1]. In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and improve one's skills [5].

The competence-based model attempts to enrich an educational process with personal sense. It opposes the psychological approach» ... meaning the reorientation of the educational paradigm from the transfer of knowledge and skills to the creation of conditions for mastering a complex of competences that contribute to the personality formation, the ability to adapt to the conditions» [2]. It is about the education emphasis on education outcomes.

Professional competence covers the field of knowledge and methods of forming a set of skills and determines the dependence of the development of this competence on the quality of professional activity.

In modern conditions, it is important to take into account new requirements for the training of teachers in preschool educational institutions, based on the conceptual basis of personal potential of preschool child, pedagogical conditions for the optimization of preschoolers' competent behavior introducing the effective personality-oriented technologies in the educational process.

Methodological competence of teachers in preschool educational institutions is an integral multilevel professional meaningful characterization of teacher's personality and activities, which is based on effective professional experience; it displays the system level of functioning for methodological, teaching and research knowledge, skills, experience, motivation, abilities and readiness to the creative fulfillment in scientific, methodological and pedagogical activity in general, provides the best combination of professional practices in teaching activity.

The theoretical and methodical foundations for developing the professional competence of teachers of preschool education in the system of continuous education are concept, model, methodical, psychological and pedagogical conditions, criteria and data of developing the professional competence, methods and shapes of organization the activity.

The concept of development of teachers of preschool education in the system of continuous education competence is based on a methodological, theoretical and methodological level. The key idea consists in the application of the concept of systemic, competence and environmental approaches to developing and implementing models and methods of professional competence of of teachers of preschool education in the system of continuous education in the system of continuous education, taking into consideration the provisional training and forecasting of the opportunities for further professional growth of the individual.

A structural-and-functional model is an artificially generated object in the form of a diagram, physical designs, semiotic forms and formulas, which represents a generalized perspective of the structure, properties, correlations and mutual relationships between this object's elements [3]. The modelling method includes the object's building, analyzing and studying. The modelling method's integrity enables the combination of empirical and theoretical in pedagogical research.

A number of methodical provisions were considered during the model's foundations for developing the professional competence of teachers of preschool education in the system of continuous education elaboration: the

model impartially represents this or other process or phenomenon; the content's richness of the phenomenon under study is represented in the essential features, components, relations; the main link of the model is formed by contradictions.

The goal of our study is most consistent with the structural-and-functional model, which is based on the essential connections and relations between the most important components of the system. The models enable you to separate the interrelated components: purpose, task, pedagogical conditions, principles, functions, stages, forms and methods of methodical work, criteria, indicators and levels of development.

One of the key concepts of the structural-and-functional model are functions. We single out the following functions the of teachers of preschool education in the system of continuous education are concept professional competence: gnostic, prognostic, organizational, communicative and reflexive.

The criteria of a professional orientation are the emotional and cognitive attitude to professional activity; activity of experts in preparation for professional activity; cognitive and active attitude to the formation of professional independence. Levels of development of the of teachers of preschool education in the system of continuous education are concept professional competence: admissible, productive, creative.

Two groups of pedagogical conditions were distinguished for the development of methodical competence of the educator in the course of his pedagogical activity: organizational: creation of a stimulated environment, containing a mass media sphere, supply of materials and machinery, aimed at the mastering of modern educational technology by educators; implementation of differentiated complete methodological support of the educator's professional activity; structuring of the process for skill enhancement by the preschool teachers, established subject to compliance with the initial level of their competence, by means of creating an individual route, participation in online communities, strengthening the role of efficiency monitoring during the skill enhancement of educators; personal: development of a value-based attitude towards the pedagogical activity, established on grounds of integrating the educator's personal position and his own general cultural psychological-and-pedagogical, methodological and methodical attainments, actualization of his individual experience; inclusion of an educator into active creative interaction within of "subject-subject" relations; self-reflection of pedagogical actions at different stages of activity (self-analysis and self-evaluation).

The determined pedagogical conditions are expected to represent an aggregate of educational and material-and dimensional environment, as one

of the pedagogical system's components; the mentioned environment influences personal and procedural aspects of the system, ensures its efficient functioning and amplification.

Methodological guide for the development of methodical competence for teachers in preschool educational institutions is the psychological and pedagogical position of the specific subject-subject interaction; personality theory and its development in learning and education; new paradigm of higher education in the national revival of the state; methodological provisions of system study for educational phenomena and processes, integrated use of research methods; system, competence, environmental scientific approaches.

The efficiency of methodical competence's development by the educators at the establishments of preschool education is ensured by the following structure of the model: didactic complex of development of the methodical readiness by the educator: the program of skill advancement "Development of methodical readiness for professional activity by the educators" and methodical recommendations for its implementation, diagnostic tools for monitoring, electronic base of pedagogical experience and regulatory support of the educator's innovative activity; stages of implementation of the didactic complex (diagnostic, designing, organizational activity, final); parameters of methodical readiness (scientific-and-theoretical component and practical component), along with time-deferred results; systemic perception of pedagogical reality, the ability to integrate with the different pedagogical experience, the need for self-education.

The development of methodical competence by the educators from the preschool educational institutions in the developed structural-and-functional model is grounded on the basis of developing methodical readiness and educator's personality traits. The content of methodical competence's components is considered within the system of three components: scientific-and-theoretical, practical, personal.

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PHENOMENOLOGY OF CONTINUOUS SELF-DEVELOPMENT OF FUTURE RESCUERS

ФЕНОМЕНОЛОГІЯ НЕПЕРЕРВНОГО САМОРОЗВИТКУ МАЙБУТНІХ РЯТУВАЛЬНИКІВ

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На сучасному етапі розвитку суспільства приділяється значна увага до феноменології саморозвитку, що пояснюється раціональним розумінням його провідної ролі в житті та становленні людини як професіонала. Сьогодні науковці (Н. Вовчаста, Г. Костюк, С. Максименко, Н. Ничкало, Л. Руденко, М. Савчин, В. Ямницький та інші) розглядають індивіда як суб'єкт власної активності, а процес його розвитку порівнюють до саморозвитку.

У психолого-педагогічних дослідженнях існує проблема у трактуванні дефініції саморозвитку, оскільки вона пов'язана як з психологічною природою так і з поняттями «самовдосконалення», «самоактуалізація», «самовиховання». Не заперечуючи жодного з виокремлених понять, зауважимо, що їхньою метою є ціле направлений розвиток людини, тобто зміна себе в сторону продуктивності.

У енциклопедичному словнику освіти дорослих саморозвиток розглядається як цілеспрямована і свідомо виконувана діяльність, що зорієнтована на формування позитивних особистісних якостей людини,