

PEDAGOGICAL CONDITIONS FOR FORMING METHODOLOGICAL COMPETENCE OF EDUCATORS IN THE PROCESS OF PEDAGOGICAL PRACTICE

ВПРОВАДЖЕННЯ ПЕДАГОГІЧНИХ УМОВ ФОРМУВАННЯ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ОСВІТИ В ПРОЦЕСІ ПЕДАГОГІЧНОЇ ПРАКТИКИ

The article in the context of improving and reforming the modern system of education of primary school teachers in Ukraine substantiates the relevance of the formation of methodological competence. It is emphasized that in the conditions of modern transformation of education it is extremely important to move from the traditional accumulation of student's knowledge to mastering the skills of self-seeking information, self-education and practical use of the acquired knowledge in their professional activity. From the second year of study, future primary school teachers will join hands-on teaching in pedagogical practice.

The possibilities of pedagogical practice in forming methodological competence of future teachers are revealed in the didactic potential of each type of practice that students undergo. This is facilitated by the creation of real conditions of the educational process in secondary schools, immersion in a dynamic school world, direct communication with the students of the junior school, teachers, a school management.

In the course of pedagogical practice, students evaluate their willingness to solve professional tasks related to education, development and upbringing of modern students. In order to overcome the difficulties that arise in the process of practical training students need to be clearly aware of the importance of methodological competence, were aware of its nature and content.

Introduction of pedagogical conditions of forming of methodical competence of future primary school teachers in the course of pedagogical practice draws students' attention to methodical aspects during the course of pedagogical practice, methodical skills and knowledge, teaches to design the educational process, to reflect and correctly evaluate their own activities in order to acquire modern vectors of the learning process of younger students.

Key words: *methodical competence, elementary school teacher, pedagogical practice, educational process, pedagogical conditions.*

Стаття присвячена актуальній проблемі формування методичної компетентності в

контексті вдосконалення та реформування сучасної системи освіти вчителів початкових класів в Україні. Підкреслюється, що в умовах новітньої трансформації освіти надзвичайно важливим є перехід від традиційного накопичення знань учнів до оволодіння навичками самостійного пошуку інформації, самоосвіти та практичного використання набутих знань у своїй професійній діяльності. З іншого боку навчання майбутніх вчителів початкових класів поєднується з практичним викладанням у процесі педагогічної практики.

Можливості педагогічної практики щодо формування методичної компетентності майбутніх вчителів розкриваються в дидактичному потенціалі кожного з видів практичної підготовки, яку проходять здобувачі освіти. Цьому сприяють створені реальні умови освітнього процесу в загальноосвітніх школах, занурення в динамічний шкільний світ, безпосереднє спілкування з учнями молодшої школи, вчителями, керівництвом школи. У процесі педагогічної практики студенти оцінюють свою готовність вирішувати професійні завдання, пов'язані з навчанням, розвитком і вихованням сучасних учнів. Для подолання труднощів, що виникають у процесі практичного навчання, здобувачам освіти необхідно чітко усвідомлювати важливість методичної компетентності, її характер і зміст.

Впровадження педагогічних умов формування методичної компетентності майбутніх вчителів початкових класів у процесі педагогічної практики звертає увагу студентів на методичні аспекти під час проходження педагогічної практики, методичні вміння і знання, вчить проектувати освітній процес, рефлексувати та правильно оцінювати власну діяльність з метою набуття сучасних векторів процесу навчання молодших школярів.

Ключові слова: *методична компетентність, вчитель початкових класів, педагогічна практика, навчальний процес, педагогічні умови.*

UDC 378.091.33-057.87:373.3
DOI <https://doi.org/10.32843/2663-6085/2020/24-2.10>

Korsykova K.G.,
Candidate of Pedagogic Sciences,
Lecturer of the Department of Pedagogy,
Psychology, Primary Education
and Educational Management
Municipal Establishment "Kharkiv
Humanitarian Pedagogical Academy"
of Kharkiv Regional Council

Problem statement. The modern development of education determines such social processes as integration, globalization and digitalization of the educational space that predetermines also dynamics of change of an educational system in general: from cognitive focused to personally focused. It entailed emergence and the statements of a competence-based paradigm of education, which acquired the status of the latest international educational strategy [2].

The transition to the latest educational paradigm increases the attention of domestic and foreign scientists to the problem of formation a competent teacher. Its solutions derogation from standard accumula-

tion by the student of pedagogical institutions of the higher education knowledge, skills (knowledge paradigm) to the formation of future teachers the ability to learn, master information search skills, develop the self-learning ability and quick response to inquiries of time and opportunities to be integrated in society.

Studying the concept of «future teacher competence», we rely on the works of A. Khutorsky [7], S. Shishov, Yu. Tatur [8], A. Markova who understand it as personal new growths, internal quality, ability to act based on the got knowledge, readiness and ability to successful activity, thereby emphasize a multidimensionality of this term. We consider methodical

competence of future teacher as one of types of its professional competences and readiness and ability to pedagogical activity.

The necessity to develop the methodological competence of a primary school teacher is defined by the fact that it itself contains a set of professional knowledge, skills and personal qualities which enable the teacher to design, adapt, organize, motivate, to investigate and control the cognitive, educational and developing aspects of education of primary students and provide efficiency of his professional and pedagogical activity.

Analysis of recent research and publications.

There is intense debate in the scientific community about the nature and structure of teacher professional competence. Scientists such as V. Adolph [1], O. Larionova, O. Lebedeva, N. Seleznev, N. Kuzmina [3], A. Markova, L. Shkerina rightly distinguished different types of professional competence, which is caused by multifunctional and the multidimensional nature of pedagogical activity.

Among the types of professional competence of elementary school teachers is a special place methodical competence, because it, integrating a number of key vocational and pedagogical competences, largely determines the level of professionalism of the teacher.

A number of scientific and pedagogical studies have highlighted some aspects of the problem of formation of methodological competence and methodological culture (T. Alekseeva, S. Baranov, A. Kochetov, O. Larionova, O. Lebedeva); methodological preparation (N. Svitlovska, M. Soloveychik); methodological thinking (O. Goncharuk, G. Sukhobskaya); methodical reflection (O. Anisimov, N. Postaliuk) of future teachers. The theoretical analysis of the psycho-pedagogical literature has shown that the methodological competence of future primary school teachers is considered rather fragmentary and in combination with other types of professional competence [6].

Selection of previously unsolved parts of the overall problem. There is still no single approach to determining the methodological competence of the elementary school teacher, its structure, the issues of content, forms and methods, the conditions for forming such competence as a holistic phenomenon remain insufficiently explored. Since methodological competence combines the system of special scientific, psychological, pedagogical, methodological knowledge and skills, its formation occurs in the process of pedagogical, special, didactic, practical training of the future specialist. Of particular importance is the pedagogical practice, in which the future teacher acquires the experience of applying the acquired knowledge and skills in the real educational process.

Formulation of the goals of the article. The purpose of the study is to clarify the pedagogical conditions of forming the methodological competence of future primary school teachers in the process of pedagogical practice.

The results of the research. The main types of pedagogical practice of future primary school teachers in forming their methodological competence are [9]:

- practice on educational work provides mastering skills of education comprehensively and harmoniously developed personality;
- while practicing students assist the teacher in preparation and holding mass educational actions, in carrying out work in clubs, production of visual aids, issue of wall newspapers, etc.; fill out diaries of pedagogical observations, carry out individual work with separate pupils of a class;
- trial lessons at school. This type of practice promotes mastering students an algorithm of preparation for a lesson, assimilation a technique of writing of abstracts of lessons, carrying out lessons in primary classes according to the schedule, etc.);
- summer pedagogical practice contributes to deepening the educational competence of the future primary school teacher. During practice, students perform the duties of the out-of-town health improvement and recreation leaders, carry out individual work with children of the appropriate age category, prepare and conduct camp events;
- the first days of a child at school. Such practice gives students an opportunity to study features of the period of adaptation of first graders to the school mode; the procedure and methods of manning the first classes, planning work for the first week, etc.;
- the work (undergraduate) practice (responsibilities of primary school teacher) provides the improvement of the methodological knowledge and skills acquired by students studying at higher education institute.

Besides, pedagogical institutions of the higher education additional and innovational types of practice, such as science and local history practice, introduction to specialty, extracurricular educational work, non-traditional trial lessons, one-day practice, etc. Natural and local studies practice prepares students for complex tasks of studying nature, nurturing in them the ability to properly deal with natural objects and nature, the formation of future teachers of elementary classes of knowledge and skills necessary for the lessons of science and extracurricular classes topics that enable future educators to acquire methodological competence in complex tasks of environmental education.

The practice of "Introduction to a specialty", organized for first-year students, promotes adaptation and their practical acquaintance with future profession and the chosen additional specialization. Didactic potential of pedagogical practice "Preparation for extracurricular work", which students have at the first year training to form the methodological competence of the future primary teacher is defined by the fact that to the maintenance of the course "Technique of Educational Work" students seize in that time when do

practical training from out-of-class educational work at school (second year) and therefore, are forced to extracurricular activities without proper theoretical and methodological training.

During pedagogical practice "Preparation for extracurricular work" students get acquainted with a technique of drawing up the individual thematic plan of educational work, write plans of the extracurricular lessons of various forms and types, conduct observation, learn to fill in the extracurricular student teaching diary. In some pedagogical educational institutes teachers introduce a practice of one working day, unconventional trial lessons which also have the considerable didactic potential for forming methodical competence of future teachers, because in the course of such practices students attend demonstrative lessons of the best teachers, observe the methods of teaching to fully immerse yourself, have an opportunity to plunge fully into teaching and educational process of primary school, to get practical abilities and experience of pedagogical activity [9].

Summarizing the experience of organizing different types of teaching practice and the results of research on the raised problem suggest that the introduction of new types of teaching practice is associated with the lack of readiness of young primary school teachers to solve professional problems, taking into account a wide range of specific conditions in the groups of children in the process pedagogical activity at modern school. Formation and actualization of motives for pedagogical activity occurs immediately before one or another type of practice during special psychological and pedagogical training. The purpose of such work is to develop a positive motivation for mastering in pedagogical practice professional competence in general and methodological competence in particular.

Determining the second condition for forming the methodological competence of a future elementary school teacher was based on the requirements for the preparation of a modern teacher, who require students to acquire basic and professional basic knowledge, and the development of innovative pedagogical thinking in combination with practical-oriented, research-based solutions. They described it as this: ensuring the effectiveness of methodological knowledge by fulfilling the tasks of students of educational and research character, studying pedagogical experience and its creative use in various types of pedagogical practice.

At the same time, the analysis of scientific works and their own observations give grounds to conclude that creative implementation of professional and methodological activity is not possible without a deep study and analysis of pedagogical experience, because most pedagogical innovations have a combinatorial character [5]. Involvement of students in the research work during the passage of various types of pedagogical practice creates conditions for stu-

dents to develop a desire for self-education, creative activity, development of creative approach in solving problematic pedagogical tasks, mastering general and special methods of research, facilitates mastery of information – diagnostic, reflexive and research skills, the formation of which determines the level of methodological competence of future teachers.

Another area of work to ensure the effectiveness of methodological knowledge is to familiarize students with traditional and innovative pedagogical experience. Students have the opportunity to study advanced pedagogical experience in open and demonstrative lessons and lessons during observation; listening to oral reports on the pedagogical results of teachers at conferences, round tables, special meetings of methodological associations, workshops, etc.; study of materials, generalization of advanced pedagogical experience in the form of methodological letters, methodical developments, articles in newspapers and magazines and published brochures, monographs, collections of materials of conferences and seminars, etc.

Pedagogical practice is an important element in the formation of self-esteem of professionally important qualities, awareness of himself as a future teacher. Understanding this is the impetus for self-improvement, the development of personal professionally significant qualities, professional orientation that characterize the methodical competence of the future teacher [4]. Reflective actions of trainee students should be the subject of the means, methods and techniques of their own activities, processes of making practical decisions, the analysis of which helps students to understand the difficulties that may arise in their work and find the right ways to solve them.

Conclusions. The methodical competence of a future primary school teacher is defined as an integrated quality, characterized by a set of knowledge, skills and personal and professional qualities of a specialist, who function as the ability to design, adapt, organize, motivate, research and control and train developmental aspects of the education of primary students in classroom and extracurricular educational work.

Pedagogical conditions for effective formation of methodological competence of future primary school teachers in the process of pedagogical practice are: implementation of purposeful personality-oriented psychological and pedagogical preparation of students for pedagogical practice, ensuring the effectiveness of methodological knowledge by performing the tasks of students of educational and research character and studying the best and advanced pedagogical experience of primary school teachers, its creative use in various types of pedagogical practice, introduction by students of comprehensive reflection of own professional and pedagogical activity.

Certain pedagogical conditions are closely inter-related; they complement each other, providing effective implementation of the developed model of forming methodological competence of future primary school teachers.

REFERENCES:

1. Адольф В.А. Теоретические основы формирования профессиональной компетентности учителя : автореф. дис. доктора пед. наук: 13.00.01. Москва, 1998. 49 с.
2. Гура О.І. Психолого-педагогічна компетентність викладача вищого навчального закладу: теоретико-методологічний аспект : монографія. Запоріжжя : ГУ «ЗІДМУ», 2006. 332 с.
3. Кузьмина Н.В. Профессионализм личности преподавателя и мастера производственного обучения. Москва : Высш. шк., 1990. 117 с.
4. Микитюк С.О. Теоретико-методологічні та науково-методичні засади ресурсного підходу до професійної підготовки майбутнього вчителя : дис. доктора пед. наук: 13.00.04. Харків, 2013. 504 с.
5. Попова О.В. Становлення і розвиток інноваційних педагогічних ідей в Україні у ХХ столітті. Харків : «ОВС», 2001. 256 с.
6. Савченко О.Я. Цілі й цінності реформування сучасної школи. *Шлях освіти*. 1996. № 1. С. 20–23.
7. Хуторской А.В. Современная дидактика. СПб : Питер, 2007. 544 с.
8. Татур Ю.Г. Компетентность в структуре модели качества подготовки специалистов. *Высшее образование сегодня*. 2004. № 3. С. 154–161.
9. Kharkivska A.A., Dmitrenko K.A., Sirova Yu.V, Tkachenko K.G. (2013). Polozhennya pro provedennya praktiki studentiv akademiyi [Regulations on the practice of students of the Academy]. Kharkiv : KZ "HGPA" HOR, 27 s.