

METHODOLOGICAL COMPETENCE OF THE FUTURE PRIMARY SCHOOL TEACHER: THEORETICAL ASPECT

МЕТОДИЧНА КОМПЕТЕНТНІСТЬ МАЙБУТЬОГО ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ: ТЕОРЕТИЧНИЙ АСПЕКТ

The article is devoted to the theoretical substantiation of the issue of methodological competence as one of the important components of the professional activity of the future primary school teacher. According to the results of the analysis of the pedagogical literature on the mentioned problem, the essence of the concept of "methodological competence" was considered, which scientists justify as "a complex, multifunctional system of professional and pedagogical knowledge and personal abilities of the teacher, which determine his ability to effectively organize the educational process in primary classes in accordance with educational tasks".

The structural components of methodical competence are highlighted: stimulating and motivational (the ability to build a system of personal and professional values and internal motives of the future primary school teacher for the successful performance of work functions); cognitive-cognitive, which is considered in two aspects: general cognitive (availability of future elementary school teachers of general psychological and pedagogical knowledge) and actual cognitive (the system of special (professional) knowledge of future elementary school teachers, which is the basis for the formation and development of key competencies of students and implemented through knowledge of professional methods of primary education), activity-creative (mastering methods of effective organization and successful practical implementation of the educational process in primary school) and personal-reflective (the presence of specific personality traits and qualities that affect the successful implementation of pedagogical activities; the possibility of future teachers primary grades to reflection and self-reflection, that is, the ability to improve, self-knowledge through objective analysis and self-analysis, etc.) components.

Key words: *methodical competence, future primary school teacher, structural components, knowledge, skill, professional activity, standard.*

Стаття присвячена теоретичному обґрунтуванню питання методичної компетент-

ності як однієї з важливих складових професійної діяльності майбутнього вчителя початкової школи. За результатами аналізу педагогічної літератури з зазначеної проблеми, було розглянуто суть поняття «методична компетентність», яку науковці обґрунтовують як «складну, багатofункціональну систему професійно-педагогічних знань й особистісних здатностей педагога, що визначають його спроможність до ефективної організації освітнього процесу в початкових класах відповідно до освітніх завдань».

Виділено структурні компоненти методичної компетентності: стимуляційно-мотиваційний (уміння вибудувати систему особистісно-професійних цінностей та внутрішніх мотивів майбутнього вчителя початкових класів для успішного виконання трудових функцій); пізнавально-когнітивний, що розглядається у двох аспектах: загальнопізнавальному (наявність у майбутніх учителів початкових класів загальних психолого-педагогічних знань) та власне пізнавальному (система спеціальних (фахових) знань майбутніх учителів початкових класів, що є основою для формування і розвитку ключових компетентностей учнів і реалізується через знання фахових методик початкової освіти), діяльнісно-творчий (опанування способів ефективної організації та успішного практичного здійснення освітнього процесу в початковій школі) та особистісно-рефлексивний (наявність специфічних рис та якостей особистості, що впливають на успішність здійснення педагогічної діяльності; можливість майбутніх учителів початкових класів до рефлексії та саморефлексії, тобто здатності до вдосконалення, самопізнання шляхом об'єктивного аналізу та самоаналізу тощо) компоненти.

Ключові слова: *методична компетентність, майбутній вчитель початкової школи, структурні компоненти, знання, уміння, професійна діяльність, стандарт.*

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Mukoviz O.P.,

Doctor of Pedagogical Sciences,
Associate Professor,
Professor at the Department
of Preschool and Primary Education
Odessa Regional Academy
of In-Service Education

Krasiuk L.V.,

Candidate of Pedagogical Sciences,
Associate Professor at the Department
of Pedagogy, Theory and Methods
of Primary Education
Grigory Skovoroda University
in Pereyaslav

Formulation of the problem. According to the new State Education Standards, the key figure of the New School is the teacher, since the quality of education cannot be higher than the quality of the teachers who work there. To implement the new standard of education, the state needs a New teacher – creative, independent, competitive, versatile, cultural, morally and spiritually developed... a person who loves his work and his students... a personality close to the ideal. The formation of a personality and society as a whole depends on the qualities possessed by a modern primary education teacher. Society trusts the teacher with the most valuable thing – his children, who are his future. The teacher prepares the younger generation for active participation in society [5, p. 92].

The role of the teacher in the modern world is changing, the scope of his personal responsibility is expanding. A modern primary school teacher must be able to: work in a team, in a virtual environment and an open educational space, organize project activities and participate in projects, provide professional advice to parents, organize the activities of younger students in an innovative educational environment.

Therefore, future primary school teachers should have a variety of approaches to the implementation of modern forms of education, navigate in the space of pedagogical innovations, apply strategies of critical and creative thinking, etc. [4].

Special attention should be paid to the process of training a future primary school teacher, because it

lays the foundation for the formation of competencies and comprehensive skills necessary for the full and effective development of students and their further implementation in life.

The question of training a modern primary school teacher has always attracted the attention of researchers. In regulatory and legal documents such as the Law of Ukraine «On Education», «On Comprehensive General Secondary Education», «On Higher Education», Concept of State Policy Implementation in the Reform of General Secondary Education «New Ukrainian School» for the period until 2029, the new professional standard for the professions «Teacher of elementary classes of a general secondary education institution», «Teacher of a general secondary education institution», «Teacher of primary education with a junior specialist diploma», which outlines the list and description of general and professional competences of a teacher, oriented to European vectors of development, etc., attention is drawn to the training of a modern primary school teacher.

Analysis of the latest research. The majority of Ukrainian scientists (N. Bibik, L. Vashchenko, O. Savchenko, G. Tarasenko, A. Khudorskyi and others) are unanimous in the defined goals of the professional training of future teachers – the formation of professional competence.

The problem of formation and development of professional training of future primary school teachers was studied by N. Bibik, G. Voloshina, T. Harchuk, O. Dubasenyuk, O. Komar, D. Mazokha, O. Savchenko and others. I. Akulenko, N. Bakhmat, O. Matyash, V. Sitarov, S. Skvortsova, N. Tsylyuta and others highlighted the place of methodical competence in the structure of professional competence of a teacher. Their works emphasize that methodological competence is an important factor in the effective professional activity of a future primary school teacher.

Therefore, today one of the most important and urgent problems of education is the formation of competences.

As a result of the analysis of the psychological and pedagogical literature, we did not see a common view on the essence and structure of the methodological competence of the future primary school teacher. Therefore, this problem requires a detailed study.

The purpose of the article: to clarify the essence of the concept of «methodical competence of the future primary school teacher» and to highlight the structural components and criteria of formation.

Presenting main material. In the training system of future primary school teachers, attention is paid to the formation and development of competences, particularly methodological ones. In our study, we will consider methodical competence as one of the components of professional competence, which is manifested in the ability to carry out the educational

process in primary education institutions based on knowledge, skills, and practical experience.

Based on the analysis of literary sources, we note that despite a significant number of studies, scientists have not reached a common opinion on the interpretation of the concept of «methodological competence of an elementary school teacher». Let us consider this concept, because it is the main aspect of our research.

V. Zabolotny considers this concept as: «knowledge in the field of didactics, methods of teaching a discipline, the ability to logically construct the educational process for a specific didactic situation, taking into account the psychological mechanisms of learning [3, p. 21]».

S. Skortsova interprets that methodical competence is a personal property that manifests itself in the ability to effectively solve standard and methodical problems, which is based on theoretical and methodical readiness to conduct classes according to various educational complexes, which are manifested in the formation of a system of didactic and methodical knowledge and skills from individual sections and topics of the course, individual stages of learning and experience in their application, and the presence of an emotional and valuable attitude to the activity of teaching students of the subject [10, p.255].

O. Protsyshina considers methodical competence as the ability to organize and conduct classes, to apply knowledge and skills in teaching methods of various disciplines to implement educational tasks [9, p. 67].

According to K. Tkachenko, the methodological competence of the future primary school teacher is a set of knowledge, skills and personal qualities that function as the ability to project, adapt, organize, motivate, research and control the educational, cognitive, educational and developmental aspects of the education of younger schoolchildren in classroom and extracurricular educational work [12, p. 6].

According to T. Volobueva, methodical competence means mastery of various teaching methods, knowledge of didactic methods and techniques and the ability to apply them in the learning process, as well as knowledge of the psychological mechanisms of applying knowledge and skills [1, p. 36–37].

N. Tsyuliupa defines the methodical competence of a teacher as a system of knowledge, skills, practical experience and existing pedagogical abilities aimed at the implementation of professional activities with the simultaneous ability for continuous self-improvement [13, p. 43].

The professional standard (Professional standard for professions, 2020) highlights subject-methodical competence, which includes:

– the ability to model the learning content in accordance with the mandatory learning outcomes of students;

- the ability to form and develop students' key competencies and skills common to all competencies;
- the ability to carry out integrated education of students;
- the ability to select and use modern and effective methods and technologies of teaching, education and development of students;
- the ability to develop students' critical thinking;
- the ability to evaluate and monitor the results of student learning based on the competence approach;
- the ability to form valuable attitudes in students [8].

The content of the methodical competence of the future primary school teacher should be revealed through its structural components.

The components of methodical competence should include:

- thorough knowledge of the theory and teaching methods of educational fields;
- a formed system of didactic and methodical competences;
- mastering the technology of organizing the educational process;
- didactic and creative abilities to solve various methodical tasks;
- personal professional qualities of the teacher (love for the profession, critical thinking, interest, responsibility, ability for self-improvement, etc.).

The process of forming the methodological competence of future primary school teachers involves:

- professional orientation of general scientific and special training;
- methodical training and mastering of innovative learning technologies;
- integration of personal and developmental approaches in methodical training of future primary school teachers;
- acquisition of methodical culture.

The professional standard of primary school teachers became the first professional standard in Ukraine, which was approved at the national level. It was developed by the Ministry of Education and Culture together with representatives of the educational community and pedagogical higher education institutions.

The document clearly spells out general information about the standard, training and professional development of a teacher and, most importantly, a specific list of his functions. There are eight of them:

- planning and implementation of the educational process;
- provision and support of education, upbringing and development of students in the educational environment and family;
- creating an educational environment;
- reflection and professional self-development;
- conducting pedagogical research;

- provision of methodical assistance to colleagues on issues of learning, development, upbringing and socialization of primary school students of general secondary education;

- generalization of own pedagogical experience and its presentation to the pedagogical community;
- evaluation of the results of the work of teachers of primary classes of the institution of general secondary education [8].

The level of formation of methodical competence of a teacher of primary education is determined by the level of his competences: knowledge, skills, experience and emotional and valuable attitude to pedagogical activity.

A future primary school teacher should be able to:

- organize monologic, dialogic and polylogic forms of communication with younger schoolchildren, other participants in the educational process, community representatives, respecting human rights and social values; form judgments that take into account social, scientific and ethical aspects;

- manage complex professional activities and projects in elementary school conditions, produce and make decisions in unpredictable work and educational contexts;

- critically evaluate the credibility and reliability of information sources, comply with legal and ethical requirements regarding the use of information and communication and digital technologies in the course of pedagogical activities in primary school;

- to communicate on professional issues by means of state and foreign languages in oral and written forms, to apply in the educational process methods of enriching the oral and written speech of younger schoolchildren;

- integrate and use academic subject knowledge as the basis of the content of the educational fields of the State Standard of Primary Education (language, literature, mathematics, natural sciences, technology, informatics, social and health care, civics and history, art, physical culture) and transform them into various forms;

- to plan and carry out the educational process taking into account the age and individual characteristics of younger schoolchildren, to ensure the development of students' cognitive activity, to form motivation for learning in them;

- carry out preventive measures to preserve the lives and physical and mental health of students of primary education, provide them with pre-medical assistance (if necessary), plan and implement measures to prevent and counter bullying and various manifestations of violence or any form of discrimination among primary school students and other participants in the educational process;

- to learn throughout life and to improve the qualification acquired during training with a high level of autonomy [6].

Obviously, all these skills are based on knowledge. Therefore, a future primary school teacher should know:

- legislative acts defining the activities of educational institutions;
- normative legal acts, instructional and methodical materials defining the content and tasks of educational work in primary school;
- content and requirements of the state standard of primary education, curriculum and programs, current textbooks for grades 1–4;
- the basics of science in the scope of relevant professional education, teaching methods of educational subjects and organization of the educational process in primary grades;
- anatomical, physiological and psychological foundations of the development of elementary school students;
- pedagogical technologies of learning and upbringing, criteria for evaluating the educational process in grades 1–4;
- the basics of ethnopedagogy, the essence of the educational process, its goals, tasks, organizational forms, methods, means. Methods, means, determination of education levels of students;
- criteria and standards for evaluating the educational achievements of junior high school students;
- forms and methods of working with parents;
- normative documents on the safety of life activities of the participants of the educational process;
- provision of first pre-medical medical aid [6].

The practical readiness and ability of the future primary school teacher to conduct lessons is formed in the process of gaining pedagogical experience through the simulation of future pedagogical activities during studies at a pedagogical university (role-playing games, modeling of pedagogical situations, project activities), during pedagogical practices in general secondary education institutions.

Methodical competence of a teacher is an integral multi-level professional characteristic of his personality. Therefore, most scientists reveal the content of the concept of methodical competence through its structure.

The analysis of scientific literature made it possible to identify several approaches to determining the structure of methodical competence. Thus, O. Borzenkova, A. Kuzminskyi, N. Tarasenkova consider the structure of methodical competence through a system of interdependent components. T. Mamontova, O. Krasikova and others – dueto the level of methodological competence. Zubkova, O. Lebedeva and others distinguish a certain set of elements of methodical competence.

In the structure of methodical competence of a music teacher, N. Ostapenko reveals the cognitive

(mastery of professional and methodical knowledge), value-oriented (characterized by general cultural values, artistic taste, artistic ideals), motivational (presupposes awareness of the goals and tasks of activity), practical-creative (consolidates experience and creative self-realization) components [7, p. 53–57].

N. Tarasenkova and I. Akulenko identified the following structural components of the methodological competence of a mathematics teacher: epistemological (adequate perception, understanding, reflection, cognition, and construction of the learning process), axiological (subjective value position of the teacher in the educational process), praxeological (methodical knowledge, skills and experience in their application, professional and personal components (professional psychological and pedagogical qualities) [11, p. 53–66].

Y. Tsymbalyuk singles out the following interdependent components of methodical competence: motivational, professional-personal, epistemological, cognitive, professional-active, reflective-evaluative.

Worthy of attention are the studies of S. Skvortsova and Ya. Hayevets, who single out motivational-value, cognitive, activity, and reflective-creative components in the structure of methodical competence of an elementary school teacher.

The researcher, in turn, details the cognitive and operational components of methodical competence through the following components: normative (presupposes the readiness of the teacher to use the normative basis of primary education; to organize and carry out the educational process taking it into account); variable (the teacher's ability to choose the most effective educational and methodological set; readiness to effectively carry out professional activities regardless of the available educational and methodological complexes); partially methodical ("the ability to form in students all elements of the content of the subject, which is based on theoretical and practical readiness to teach younger schoolchildren any issues of the program" [10, p. 256–257]); monitoring and evaluation (the ability to evaluate the educational achievements of students based on defined criteria); projective and modeling (the ability of the teacher to effectively design the educational process, the basis of which is the ability to make thematic and calendar planning, knowledge of the types and structures of lessons, successful variation in methods, forms, methods of organizing students' activities, the ability to select teaching aids, etc.); technological (based on knowledge of innovative technologies, methodological approaches and the ability to use them in the educational process of primary school) [10, p. 256–257].

V. Shchur, T. Harachuk attributed to the structural components of methodical competence: stimulating and motivational (the ability to build a system of

personal and professional values and internal motives of the future primary school teacher for the successful performance of work functions); cognitive-cognitive, which is considered in two aspects: general cognitive (availability of future elementary school teachers of general psychological and pedagogical knowledge) and actual cognitive (the system of special (professional) knowledge of future elementary school teachers, which is the basis for the formation and development of key competencies of students and implemented through knowledge of professional methods of primary education), activity-creative (mastering methods of effective organization and successful practical implementation of the educational process in primary school) and personal-reflective (the presence of specific personality traits and qualities that affect the successful implementation of pedagogical activities; the possibility of future teachers elementary grades to reflection and self-reflection, that is, the ability to improve, self-knowledge through objective analysis and self-analysis, etc.) components [14, p. 115–125].

In the process of clarifying the essence of the concept of “methodological competence of the future primary school teacher”, it was established that current researchers are somewhat ambiguous in their approaches, more or less highlighting pedagogical, psychological, professional, personal aspects, etc. That is why, based on the analysis of the views of scientists, the following understanding of the concept was clarified: “the methodological competence of the future primary school teacher is a complex, multifunctional system of professional and pedagogical knowledge and personal abilities of the teacher, which determine his ability to effectively organize the educational process in primary classes in accordance with educational tasks”. Also, in our research, we have highlighted and characterized the components of methodical competence, such as stimulation-motivational, cognitive-cognitive, activity-creative, personal-reflective. All components of methodical competence act as a whole system, they are closely interconnected, outline the range of methodical abilities of future specialists and are necessary for the effective organization and implementation of professional activities.

Conclusions. Therefore, the methodical competence of the future primary school teacher is a multifaceted phenomenon, develops in professional activity, requires formed components and is based on the mastery of teaching methods of educational branches in primary school.

The conducted research does not exhaust all aspects of solving the specified problem. We see the prospects for further research in the experimental verification of the effectiveness of ways of forming methodical competence in the future primary school teacher.

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