

PROBLEMS OF DEVELOPMENT OF SCIENTIFIC AND METHODICAL COMPETENCE OF TEACHERS IN THE SYSTEM OF METHODICAL WORK OF PRIMARY SCHOOL

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Abstract: *The article analyzes the problems of development of scientific and methodical competence of teachers of educational institutions of the first degree in the system of in-school methodical work.*

It is established that the reform of general secondary education has led to significant changes in the management of educational institutions, in particular to highlight the problem of managing the development of scientific and methodical competence of teachers of educational institutions of the first degree as a priority.

A definitive analysis of the category "development" and a holistic analysis of philosophical, psychological, pedagogical, scientific and methodical literature and regulatory framework to identify, critically comprehend and generalize the views of scientists and management at various levels on the essence of the process of managing the development of scientific methodical competence of teachers of educational institutions of the first degree in the system of intra school methodical work.

A theoretical analysis of the problem of managing the development of scientific and methodical competence of teachers of educational institutions of the first degree and directions in solving the problems of developing scientific and methodical competence of teachers in the system of intra school methodical work are formulated.

Keywords: *competence, development, scientific and methodical competence, primary school teachers, New Ukrainian School, teachers of the first-grade educational institution, intra school methodical work.*

ACM Classification Keywords: scientific and methodical competence

Introduction

Socio-economic and scientific-technical changes affect the introduction of new directions in educational policy and make new demands on the organization of conditions for the formation of theoretical approaches and the introduction into educational practice of models and programs of teacher training. The effectiveness of educational institutions of the first degree is determined and depends on the level of professional competence of teachers, in particular on the development of such a component as scientific and methodical competence.

The problem of development of scientific and methodical competence of teachers of educational institutions of the first degree has found its expression in laws and regulations, which indicates the need to solve it in the context of reforming general secondary education. The functional goal of the State National Program "Education" ("Ukraine of the XXI Century" 1993) is to reproduce the intellectual, spiritual, cultural potential of people, bringing domestic science, technology and culture to the world level and identify ways to reform it.

Optimization of intra school methodical work in the educational institution of the first degree is a necessary condition for managing the development of scientific and methodical competence of teachers of educational institutions of the first degree, as primary school teachers master the components of scientific and methodical competence at all stages of professional development.

Analysis of recent publications.

An important aspect of studying the development of scientific and methodical competence teachers in primary education is the analysis of constant changes in secondary education in Ukraine, accompanied by the development of new laws and regulations, state standards, curricula, programs, textbooks and manuals. In particular, in 2012, new State Standards for Primary General

Education, curricula, textbooks and manuals for primary school students were introduced; In 2016, a new primary school reform was launched, aimed at creating comfortable psychological and pedagogical conditions for students' education.

The problem of development of scientific and methodical competence of teachers of educational institutions of the first degree found its expression in legislative and normative acts, which testifies to the need to solve it in the context of the reform of general secondary education. The functional purpose of the State National Program "Education" ("Ukraine of the XXI century") (1993) is to reproduce the intellectual, spiritual, cultural potential of people, bringing domestic science, technology and culture to the world level and identifying ways to reform it.

The Law of Ukraine "On Complete General Secondary Education" (2020) states that a teacher must constantly improve his/hers professional level in the system of postgraduate education. Requirements for teachers necessary for Ukrainian society are set out in the Law of Ukraine "On Complete Secondary Education": a teacher is a person with high cultural and moral qualities, who has appropriate pedagogical education, appropriate level of professional training, pedagogical activity, ensures efficiency and quality. jobs whose physical and mental condition allows them to perform professional duties in general secondary education institutions. "

The urgency of the problem of development of teachers of scientific and methodical competence of educational institutions of the first degree is enhanced by the order of the Ministry of Education and Science of Ukraine "On approval of qualification characteristics of professions (positions) of pedagogical and scientific-pedagogical employees of educational institutions". This order sets out the requirements for the cognitive component of scientific and methodical competence of teachers of educational institutions of the first

degree, in particular, such as: teaching subjects; the content of school primary education ".

The document outlines the requirements for the content and procedural components of scientific and methodical competence of teachers of educational institutions of the first degree:

- 1) "the teacher carries out training and education of pupils, promotes formation of the general culture of the person, socialization; plans educational material on the Ukrainian language, reading, mathematics and other general subjects which are taught";
- 2) "uses various forms, methods, techniques and teaching aids; ensures the implementation of educational programs; students master the requirements of the State Standard of Primary General Education in full";
- 3) "makes proposals to improve the educational process";
- 4) supports academic discipline, attendance, respect for the dignity, rights and freedoms of students in accordance with the Law "On Education" and the Convention "On the Rights of the Child";
- 5) "participates in the activities of methodical associations and other forms of methodical work."

The "Guidelines for the teaching of subjects in secondary schools" found its expression changes in updating the content of primary education; preparation and conduct of lessons as the main form of organization of educational activities in the classroom; expanding the range of organizational forms, teaching methods and methods of educational interaction.

The Concept of the New Ukrainian School (2016) states: "The content of education and its methodology should be closer to practice." This argument highlights the problem of managing the development of scientific and methodical competence of teachers of first-level educational institutions, as they must "not just conduct a lesson - 45 minutes, but implement it with students." In the context of the reform of general secondary education, this requirement requires the heads of educational institutions of the first degree to optimize the activities of in-school methodical work with teachers on the basics of education and training, teaching methods, professional use of innovative forms, methods, teaching aids. student activities.

The concept of the new Ukrainian school emphasizes the importance of scientific and methodical competence and its functionality: "A successful teacher and specialist - will solve many questions about the quality of teaching, communication with children and school administration ... - a person who loves his/her subject, which is taught by a professional".

As teachers are given the freedom to choose curricula, textbooks, methods, strategies, methods and teaching aids, primary school leaders are working to update the forms of intra school methodical work in order to develop their scientific and methodical competence. That is why the focus group of school principals, who participated in the discussion and development of the Concept of the new Ukrainian school, said: "Children today want modern teachers, children today want creativity, children today want teachers who understand them first."

In this regard, the implementation of the provisions of the Concept of the new Ukrainian school should be carried out taking into account:

- Convention for the Protection of Human Rights and Fundamental Freedoms (European Convention on Human Rights, 1950);

- Council of Europe Recommendation № R (83) 13 "On the role of secondary schools in preparing young people for life" (1980);
- Resolution № 1 "On new challenges for teachers and their training" (Resolution on new challenges for teachers and their education (№ 1), 1987);
- Recommendation 1123 "On Practical Education Assistance in Central and Eastern Europe" (1990).

These documents are the basis for the organization of effective management of the process of development of scientific and methodical competence of teachers of educational institutions of the first degree.

Various aspects of problems of pedagogical education that have a direct impact on the development of scientific and methodical competence of teachers have been studied by such Ukrainian scientists as: N. Bibik, O. Bida, M. Vashulenko, L. Volyk, L. Zimakova, O. Kilichenko, L. Koval, N. Kozakova, N. Kolesnyk, Kolomiets, Y. Korotkova, A. Kramarenko, S. Martynenko, M. Parfenov, S. Parshuk, N. Pakhalchuk, D. Pashchenko, L. Petrichenko, O. Savchenko and others.

Analysis of philosophical, sociological, psychological-pedagogical and scientific-methodical literature showed that, despite the large number of scientific papers and the proper development of various aspects of the problem, scientists have not found any work that would be the result of studying the problem of development scientific and methodical competence of teachers in the system of methodical work of educational institutions of the first degree.

Theoretical analysis of the problem of managing the development of scientific and methodical competence of teachers of educational institutions of the first degree gives grounds to assert that the activity of teachers has always been the subject of research by scientists and practitioners. The results of research on its

various aspects organically complemented the theory of education management, the theory of education and training and methods of teaching subjects. However, the problem of managing the development of scientific and methodical competence of teachers of educational institutions of the first degree remained out of the attention of researchers and did not become the subject of a separate systematic study.

In light of the above, the purpose of the article is to highlight the problems of managing the development of scientific and methodical competence of primary school teachers in the system of intra school methodical work and to formulate directions for their solution.

Problem statement

The problem of development of scientific and methodical competence of teachers of educational institutions of the first degree is a complex, multicomponent process. For its effective implementation it is necessary to clearly understand the essence of the category "development". The introduction of the concept of "development" in scientific circulation in the second half of the twentieth century was accompanied by the search for resources for its development in human nature and the improvement of its inherent qualities. Scientific research of this period considers the problems of socialization of all spheres of public life - politics, economics, legal system, culture, science and education. In particular, in the system of general primary education, the concept of "development" defined the essence of the requirements for the organization and course of the educational process in educational institutions of the first degree and its scientific and methodical support.

Algorithm

The concept of "development" in the philosophical dictionary is seen as a smooth transition from the old state of the subject to a new, higher, perfect, which is manifested in quantitative, qualitative and structural changes under the influence of internal and external factors.

In a general sense, development is interpreted as progressive changes that occur in psychological processes, first in thinking, and then - memory, attention, perception, emotions. The quality of education, which is determined and depends on the professional competence of the teacher, the scientists consider in the developmental dimension. It is natural that the professional competence of primary school teachers should be considered in terms of development, because since the 90s of the twentieth century, they are in constant search due to changes in the relationship between pedagogy and practice and a number of reforms.

"Development" in the philosophical aspect is an irreversible directed, natural change of material objects, as a result of which a new qualitative state of the object arises; the process of personality formation under the influence of external and internal, controlled and uncontrolled social and natural factors; purposeful accumulation of information with its further ordering, structuring. The driving force of development is the purposeful struggle of opposites - the positive and negative sides of the process.

We will consider the development of scientific and methodical competence of primary school teachers on the one hand as the acquisition, acquisition of new knowledge, skills and experience, and on the other hand - the restructuring, change of already formed ideas about the educational process in primary school.

In the context of the above, it should be noted that scientific and practical problems associated with the development of scientific and methodical competence of primary school teachers in the system of in-school methodical work have been, are and remain the object of study of scientists and practitioners.

It is quite natural that the reform of general secondary education has led to significant changes in the management of educational institutions, in particular to highlight the problem of managing the development of scientific and methodical competence of primary school teachers from all available resources as a priority. This fact determines the need for professional adaptation of management at all levels of school management to new managerial realities and challenges, complementing the theory of sectoral knowledge management, obtained as a result of studying the stated problem.

Based on the analysis of various scientific sources and practical experience, it was found that increasing attention to the problem of managing the development of scientific and methodical competence of teachers in the system of intra school scientific and methodical work is due to radical changes in primary school. Their main reasons are the overload of students with subjects and educational material, the inability of students to apply the acquired knowledge in life.

The palette of views on the essence of the process of managing the development of scientific and methodical competence of teachers of educational institutions of the first degree can be traced in the works of scientists devoted to the scientific description of these changes (O. Savchenko, V. Kurilo, V. Lozova, O. Marinovska, etc.). In particular, Academician O. Savchenko in the article "Quality of primary education: the essence and factors

of influence" describes the most significant changes: the world of childhood has changed because other children come to school (more aware, relaxed, but often unwilling to learn and communicate with peers, with impaired attention, health, etc.), which are much more difficult to teach and educate than previous generations.

According to researchers, the severity of the problem of managing the development of scientific and methodical competence of teachers of educational institutions of the first degree necessitates the search for innovative pedagogical technologies, the functional purpose of which is to master the positive social experience of primary school students.

Analysis of plans and programs of methodical work of primary school allowed to conclude that in the system of intra school work on the researched problem subjects of management do not pay enough attention to self-education of teachers of educational institutions of I degree and individual work to define the professional needs and interests; development of the theory of education and training in the context of the reform of general secondary education; study of the essence and significance of pedagogical research in the activity of teachers of educational institutions of the first degree, methods of pedagogical research and specifics of their use.

Conversations with primary school teachers have shown that teachers often equate the concept of "scientific and methodical competence" with "teaching methods"; superficially understand the place and essence of scientific and methodical competence in professional activities; identify such empirical methods as observation, conversation and testing, with methods of teaching students; only occasionally use in practice the results of modern research and development.

In light of the above, we assume that the effectiveness of managing the development of teachers of scientific and methodical competence world institutions of the first degree in the system of intra-school methodical work will contribute to innovative forms, methods and tools of teaching. In particular, it is about the use of methods of problem presentation of lecture material, discussions, research projects, pair and group forms of work, meetings with scientists, solving pedagogical problems aimed at successful implementation of priority provisions of the New Ukrainian School, use of project and game learning technologies. which will promote the activation of cognitive interest of teachers of educational institutions of the first degree to the development of scientific and methodical competence.

While in practice the traditional approach of subjects of management concerning application of forms, methods and means of training in the system of intra school methodical work in the course of carrying out lectures, seminars, meetings of school methodical associations, etc. prevails. The style of their implementation is reproductive in nature, and therefore does not contribute to the optimization of management of the development of scientific and methodological competence of teachers of educational institutions of the first degree in the system of intra-school methodical work. Therefore, today primary school teachers do not have a positive motivation to perform various types of research tasks that contribute to the development of scientific and methodical competence.

Scientific and methodical competence of teachers of educational institutions of the first degree, in addition to its functional purpose, is designed to ensure the development of their propensity for research, creative solutions to educational problems, skills to work with different sources of information to expand scientific and pedagogical and methodical horizons.

Thus, characterizing the state of research of the problem of development of Scientific-Methodical Competence of teachers of educational institutions of the first degree, it is possible to allocate its following signs:

- currently, there are differences between the theoretical development of the structure of scientific and methodical competence of teachers of educational institutions of the first degree and the inclusion of its components in practical programs and models of teacher training;
- the main emphasis is on the development of professional knowledge, skills and abilities, individual personal components, ie includes a limited set of components that are expected to be influenced;
- theoretical development of goals, objectives, principles, models of organization of the process of development of scientific and methodical competence of teachers of educational institutions of the first degree does not take into account the peculiarities of teacher training at different stages of his professional activity development, offers a set of tools and methods etc);
- the system of advanced training courses at the city and regional level is focused on theoretical and practical training of teachers, development of certain qualities, but does not take into account the peculiarities of professional scientific and methodical activities in a particular school, teacher adaptation problems, its integration into the school system.

In our opinion, the solution of these components of the problem of development of scientific and methodical competence of teachers of educational institutions of the first degree requires the creation of such a model of management of scientific and methodical competence of teachers of educational institutions of the first degree, which would focus on developing all components and

formations that determine the social and professional requirements for teachers, features of pedagogical activities in a particular secondary school.

The existing system of intra school methodical work is not flexible and mobile enough, is not able to respond quickly to the needs and requests of society, and does not take into account the peculiarities of the development of scientific and methodical competence of teachers at different stages of teaching.

Conclusion

The urgency of the researched problem is caused by increase of attention of subjects of management of various levels to pedagogical activity of teachers of educational institutions of the first degree, its complication in the context of reform of general secondary education. These are logical requirements for:

1) scientific and methodical competence of teachers within the educational process, which should be a practice-oriented methodical knowledge of general principles and methods of pedagogical activity (competence, as an interdependent teacher and interdependent concepts, are an integral characteristic of the teacher's personality these concepts are united by pedagogical activity); knowledge of the specifics of pedagogical tools (methods, techniques, technologies), which must have teachers of educational institutions of the first degree; knowledge of the skilled use of methods and forms of pedagogical activity as reliable and effective ways to obtain the planned result; empirical knowledge of educational management;

2) the process of realization of scientific and methodical competence by teachers of educational institutions of the first degree in the educational process and its comprehension.

The development of scientific and methodical competence of teachers of educational institutions of the first degree is provided, first of all, by effective, purposeful organization of intra school methodical work. The methodical service of first-level educational institutions should create conditions for primary school teachers not only to implement ready-made curricula, but also to take an active part in their development and experimental testing and to use innovative authorial approaches when designing lessons.

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