

THEORETICAL BASES OF PRIMARY SCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT MANAGEMENT

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Abstract

The article considers the theoretical foundations of primary school teachers' professional development management in the conditions of institutions of General secondary education. We analysed the writings of scholars on this issue, in particular materials concerning professional activities of teachers and improving the professional competence of specialists in various fields, including school leaders. Analysis of scientific literature has allowed allocating management functions. Special attention is given to the main forms of implementation of the model of teachers' professional competence development management. The necessity of the creation of the educational environment of institutions of General secondary education as a means of managing the professional development of primary school teachers is proved.

Key words: professional development, professional competence, educational environment.

Introduction

At the present stage of reforming the educational sector in Ukraine the process of improvement of pedagogical and administrative activities is very important.

The problem of professional teacher's activity has always been in the focus of pedagogical science and practice. The various aspects are reflected in the works of such scientists: S. Alferova, I. Beha, N. Burinsko, L. Velichko, N. Bibik, N. Burda, A. Vygovskaya, L. Ivanova, L. Kalinina, I. Tazuna, L. Mitina, N. Nichkalo, A. Pometun, A. Savchenko, V. Sukhomlinsky, A. Suhomlinsky, T. Sorochan, A. Topuzova, R. Shiyan; foreign researchers: G. Burns, C. Korchinski, K. Rogers, J. Ravena, etc.

In recent years, investigation of the problem of increase of professional competence of specialists in various sectors has significantly intensified, including heads of schools. It's in connected with the acute need for highly qualified specialists capable of creative work and professional development, particularly professional competence of teachers (G. Vdovichenko, T., Dobudko, L. Kalinina, G. Kravchenko, N. Lobanova, N. Lukyanov, A. Markov, L. Parashchenko, From. Ryabov, V. Serov, S. Sysoeva E. Sof Janz, L. Khoruzhaya, Is. Shiyanov, etc.).

Analysis of scientific literature and psycho-pedagogical research has shown that the majority of scientists and researchers have no common vision of the content and approaches to the formation and development of professional competence of teachers of primary school.

1.1 Features of management of professional development of teachers

In conditions of transition to market economy relations, qualitative changes in the scientific field, engineering and technology, the development of a democratic socio-political processes, empowering of self-identity, the field of adult education received a new impetus to development. Awareness of personal responsibility of the employee (in our case – teacher) for their own professional development does not exclude the possibility and the need to manage this process. The management of professional development is considered as one of the aspects of pedagogical management along with personnel management and quality management of education. Given this, the management of professional development of teachers is a socially significant problem in pedagogy, which requires awareness, although her decision is complicated by the fact that to teach the teacher is necessary in the process of his professional activity, mastering the new requirements to the modern teacher and to the educational process in the conditions of formation of the knowledge society. Management process is cyclical and continuous, which is the sequential execution of its cycles: "the purpose–action–result–new purpose". The primary objective of professional development management to the experts- andragogues is to promote the most complete realization of personal and professional potential of teachers. Management has to stimulate and support important internal source of development of the system of activity of pedagogical staff [13]. However, teachers in their works should not be based only on satisfying their own professional interests. According to A. Avrutina pedagogical creativity is social, and

therefore it should draw motivation and energy primarily from the need to solve common social problems, urgent educational needs of the local community [1]. The functions of administrative activity in the field of professional development of teachers are functions of management: planning, organizing, coordinating, promoting and monitoring professional activities. Managing process of professional development of pedagogical staff is seen as a problem in the context of the development management staff.

This function, like any function of management should be implemented through the control system. Consequently, control system of professional development of pedagogical staff must comply with the conditions of innovative development of the resource, organizational and technological equipment [5].

In management system the process of professional development of teachers is fixed by the growth of professional qualifications. A. Avrutina distinguishes two types of training – formal and actual. Formal qualification, according to the author, reflects a certain minimum of knowledge and skills that teachers need in order to implement the educational process.

Formal qualifications include certification and the actual knowledge and skills of a teacher who may know more than what is required by the qualification requirements is not taken into account. It is important to note that changes in actual qualifications are one of the contents of the process of professional development of teaching staff; they are related to the effectiveness of teaching work [1].

Let us refer to the specifics of professional development of teachers. It is important to understand which indicators of the actual qualifications should be considered in the management process. Over the last 10-15 years the attitude to the quality of education has been changed: high-quality education is the one that fully meets its fundamental functions – cultural, humanistic, scientific and high-tech process [2].

The implementation of these functions of education was promoted by using methodology of new pedagogical approaches – phenomenological, axiological and synergetic, androgogical.

In connection with this understanding of the teacher-professional has been changed. A. Markov formulated a definition of professional as someone "who has a high level of professional activity, consciously changing and developing themselves in the progress of work, making the individual creative contribution to the profession, which has found their individual purpose, stimulating public interest in the results of their professional activities and enhance the prestige of their profession in the society" [12].

Model teacher-professional includes a high level of professional skill, which is determined by the qualification category. But the identity of a modern teacher must meet the requirements of educational services market. The teacher must have high interpersonal skills, mobility, competitiveness in the professional environment [6].

Professional development of pedagogical staff is an important factor in the management of the quality of education, but in educational systems, this factor often becomes secondary. However, in the mode of intensive development, professional development of pedagogical personnel is a key condition for the growth of social effectiveness of education [7]. The teaching profession encourages teachers to become lifelong learners.

The competence is determined by the ability of the teacher to transfer the experience in the field of new challenges. A. Markov distinguishes several types of professional competence of the teacher: – special – the possession of professional activities at a high level; social – mastering the techniques of professional communication, collaboration; personal – possession of ways of self-expression and self-development; individual – possession of ways of self-realisation and development of individuality within a profession, readiness for professional and personal growth [12]. The author believes that these competencies can develop in the process of self-education and under the influence of a skillfully organized system of government.

The transition to a new model of professional competence of the teacher should be provided by an updated model of management of development of professional competence of the teaching

staff, which is designed to ensure the formation of the key professional and pedagogical competences of the members of the teaching staff [4].

The content model of management of development of professional competence of the teaching staff management activities are grouped into the following blocks [14]:

- management of the development of media literacy;
- management of research and scientific and experimental activity of teachers;
- management of the technologization processes in education;
- management of the process of continuous self-education and qualification increasing of pedagogical workers in the field of pedagogy, psychology.

The main forms of implementation of the model of management of development of professional competence of the teacher are: methodological seminars, scientific conferences, organization of pedagogical experiments in selected areas of implementation of innovative models of educational process, public defense of the pedagogical research projects, development of individual educational trajectories and cyclic commissions and individual teachers, internships in the workplace teachers. An example of the mechanism of management by professional development of teachers is a mass control mechanism, such as certification of pedagogical workers of the state educational institutions.

1.2 Functions of management of the professional development of teachers

The management of professional development of teachers is introduced in the coherence of all subjects of government and self-government: school Director, Deputy Director, head of methodical associations, teacher, psychologist, fellow teachers. When we consider the degree and significance of influence of each of them on teachers' professional development, the hierarchical structure of subjects of management who are also representatives of the relevant organizational structures of scientific and methodical work of the institution, can be summarized as follows: the Director of educational institutions – pedagogical Council of the institution; Deputy Director on scientific and methodical work of the institution – scientific and methodological Council of the institution; head of scientific-methodological Association – scientific Association of the institution; psychologist educational institutions – socio-psychological service of the institution; members of the teaching staff of the creative group enterprises.

Each of the entities has its own management functions [3] that define the tasks and content management on the professional development of teachers.

Analysis of scientific literature has allowed allocating following functions of management:

- training – assistance in raising the level of General scientific, professional and methodical training of teachers, improving their skills of professional activity;
- diagnostic – diagnostics and monitoring of personal qualities and abilities of teachers, the study of the results of his professional activities;
- evaluative and predictive - diagnosis of the current level of professional competence and predict future directions of development;
- analytical – analysis of guidance documents as for the features of the teaching subjects, analysis of school documentation, which describes professional activities of teachers;
- organization and coordination – ensuring conditions for professional development and the direction of action of external and internal factors;
- regulating and correcting – reflection of professional activity of a teacher, making operational changes;
- controlling – obtaining information about quantitative and qualitative changes in professional competence of teachers, monitoring the state of their professional development;
- goal setting - in the management process, in order to achieve the desired results we should set a certain goal, which helps get the expected results. It makes us suppose that a primary function of management is goal setting;
- motivation – motivation is one of the leading functions of management as the achievement of the main goal depends on the coherence of people. Motivation is a dynamic process which

stimulates and maintains at a certain level of behavioral activity of the individual. On one hand, it covers the system of motivating factors (needs, motives, goals, intentions, etc.) that can affect human behavior, the totality of the causes of psychological factors that stimulate, support at a certain level and explain the behavior and activity of a person, on the other hand, it is the process of encouraging yourself and others, activity, achieve the objectives;

– stimulating – is regarded as the process of enhancing motivation of employees (internal incentives) and incentives (external stimulation) for their motivation to work effectively;

methodical – the Manager should possess management technology, methodology, pedagogical analysis, data processing, methodology of collective creative education;

designing – it is the organization of organizational, economic, technological, technical establishments and ethical norms and standards, etc [8].

The priority of scientific-methodical support is to help the teacher achieve a generalized image of professional activity on the basis of which they could fulfill their professional growth. . The implementation of this task contributes to the modelling of pedagogical activities of the teacher in the form of synopsis development , lesson plans, curricular classes (horizontal, operational or tactical planning) and self-educational activities (vertical, forward-looking or strategic design).

These control functions are implemented through the following administrative actions (management methods): the organization that ensures the implementation of the impact on the teachers using the long-term documents (plans, regulations, decisions, pedagogical and scientific-methodological councils, instructions, recommendations); administrative, which provide a short-term impact on teachers through the orders and instructions of the Director of the educational institution or other members of the administrative and managerial level who work with teachers; disciplinary, which ensure the implementation of the impact on teachers in the event of a breach of professional duties or performance improperly (comments, warnings).

1.3 Creation of the educational environment of institutions of General secondary education as a means of managing the professional development of primary school teachers.

Focus on the development of teachers as individuals can be implemented in teaching practice only on science-based principles of pedagogical activities of schools as they are able to create educational environment and ensure the sustainable balanced development of professional teacher identity.

The problem of educational environment, its importance for personal development is dedicated to the scientific works by N. Hontarowska, V. Slobodchikova, V. Yasvyn etc. Ukrainian scientist A. Bilinskii, analyzing the term "educational environment", calls it a multidimensional concept and describes it not only as a "diverse multicultural education system, individual for each subject of study, but also a prerequisite for the building of his own "I", which provides the basis for updating the internal world of the individual, its qualitative self-development and self-actualization."

Creating an educational environment involves organising the creative collaboration and spiritual interaction between teachers and students on a dialogical basis; designing pedagogical situations to enhance creative approach to solving problems, self-reliance, self-improvement, self-expression and self-realization; the use of innovative technologies; organisation of creative design activity of teachers; variety of professional training with a focus on individual-creative development of personality.

According to V.Slobodchikov, the educational environment begins whis "a meeting of the creator with the educator; where between the individual subjects of education certain connections and relationships are built." Educational environment "as a whole and each of its components separately influence the formation of professional competence of a specialist ... each of his subjects changes himself, changes the situation around him, fills the educational environment with new knowledge, experience, ways of activity, creates new needs" [15] .

As V. Radul points out, in pedagogy, the educational environment of an educational institution is understood as a system of influence and conditions of personality formation, as well as

opportunities for its development, which are contained in the social and spatial-subject environment within the organized educational process.

A. Garkovich's statement implies that the educational environment is characterized by purpose, content, principles of implementation, tasks, methods, means and forms, functions of action and interaction. It is a relatively stable set of functionally connected and ordered elements (components) of the activity of its interacting subjects to achieve certain results of training, education and development of human personality and personality [16].

Based on the works of the scholars mentioned above, we suggest the notion of "educational environment" to understand purposefully organized, controlled, open social-pedagogical system that provides development of teacher personality, teachers' creative capabilities, forming of professional competences.

The creation of the learning environment affects the motivation of teachers to educate themselves, resulting in the acquired experience of creative activities, forming value attitude to professional activities.

According to O. Kachalova, there are some important structural components of educational environment, ensuring its efficiency and effectiveness: creating a friendly atmosphere, the organization of the individual situation of success, promoting self-realization of teachers. As the scientist claims, the more and better a person uses the environment, the more successful, free and active their self-development is: a person is both a product and creator of its own environment, giving him the physical basis for life and makes possible the intellectual, moral, social and spiritual development.

Teachers' professional development is the desire of the individual to realize and improve their personal qualities for the purpose of active qualitative transformation of the inner world and self-development in conditions of educational environment. This is the driving force behind the professional development throughout the life. Experience is a prerequisite for professional self-involves conscious work on self-development as a professional.

According to V. Radula, mobility of the educational environment is the criterion of its ability of organic evolutionary change in the context of interactions with the environment. Sophisticated adaptation to social change is assumed. On one hand, it takes into account the new social demand, and on the other hand, it does not cause destructive situations in the educational environment.

Thus, the quality professional development directly depends on creating an educational environment which will help a primary school teacher develop a self-sufficient personality, competitive, successful and demanded on the labour market, able to self-completion in professional activities and continuous self-development throughout life.

The development of professional identity and the educational environment is a mutually-stipulated process. Considerable attention is given to interest of primary school teachers in creating educational environment and using its possibilities for comprehensive development of personality.

United by common goals and activities, members of educational environment start certain relations of responsible dependence with unconditional equality of all members and their uniform reliability to the team.

According to H.Polyakova, the educational environment is open, complex, integrative and dynamic system. Its components are:

- subject (for the development of cognitive processes and skills, the assimilation of social experience are required: the presence of subjects who have it and transmit through interaction, certain tools, technologies, and subject-spatial conditions);
- social (the formation and development of professional skills, competences at the level of reproduction (playback), productive action and creative application are impossible without practical activities: self-search, improvement of well-known action operations and creation of new ones);

Spatial-subject (the formation and development of communication and actions are impossible without experience of communication processes with others, mastering effective technology under certain conditions);

Psycho-didactic (training programs, system tools and technologies of teaching, teaching style and pedagogical communication) [9].

We have identified the defining components of the educational environment, components of which serve to promote professional development of primary school teachers:

– substantial component determines educational programs and plans, educational and qualification characteristics of educational environment and requirements. It includes a teacher as the organizer of educational environment, as the head of the educational-cognitive activity of students in an appropriate environment, as the main methodological and pedagogical resource of the educational process;

spatial-subject component is the material base of the educational environment (classrooms, workshops and laboratories with the appropriate equipment, means of presentation, professional equipment, etc.) and educational complex (educational and methodical literature, media and training programs for computer support on discs, posters, videos, printed hand-outs);

– motivational component is determined by indirect relationships with the real world, which are formed in the process of a specialist's professional development. It describes general "climate" of these activities;

– reflective component involves self-evaluation by teachers' results.

We consider the components of the educational environment in interconnection. They represent links in the process of professional development of teachers.

Professional development of primary school teachers is closely linked with the educational environment, which is an open, complex, integrative, dynamic system of influences and conditions for personality formation according to a given sample. Since the interaction of teachers in educational environment requires certain changes in the organization of work of the team, you must start with psychological adaptation of teachers to it – first, to use simple interactive methods (work in small groups, "brainstorming") and then add other methods. The use of interactive methods of learning promotes cooperation, understanding and goodwill. Taking into account the necessity of focused professional development of teachers who conduct educational lessons and organize extra-curricular work with students, and considering the lack of psychological and pedagogical training of the majority of teachers, a workshop "Professional development as an essential value of the modern teacher" should be planned.

Education should be a social and cultural centre in which a person learns to create important ideological and axiological knowledge, beliefs, and ideals. Education is a communicative environment, every member of which is a self-contained entity actively focused on self-improvement and the search for the optimal methods.

Thus, the creation of an educational environment can be realized in consistent work using interactive methods, seminars, classes and others, which are aimed at professional development of teachers in secondary school. In turn, the professional development of the subjects of the educational environment calls for its development, as each subject changes himself, changes the situation around you, fills the educational environment with new knowledge, experiences, ways of working, creates new needs.

Thus, we can conclude that the professional specialist' development is influenced by the educational environment. The management of the educational environment should be carried out in areas of saturation, diversification, creation of conditions for the possibility of construction of individual trajectories of formation of teacher's identity, self-determination, self-realization, satisfaction of the educational and personal needs.

Conclusion

On the basis of analysis of scientific studies found that:

1. Management process is cyclical and continuous, which is the sequential execution of its cycles: "the purpose–action–result–new purpose". The primary objective of management of

professional development is to promote the most complete realization of personal and professional potential of teachers.

2. The function of administrative activity in the field of professional development of teachers is a function of management: planning, organizing, coordinating, promoting and monitoring professional activities. Managing process of professional development of pedagogical staff is seen as a problem in the context of the management staff development.

3. The priority of scientific-methodical support is to help the teacher achieve a generalized image of professional activity on the basis of which they could fulfil their professional growth. The implementation of this task contributes to the modelling of pedagogical activities of the teacher in the form of synopsis development, lesson plans, curricular classes (horizontal, operational or tactical planning) and self-educational activities (vertical, forward-looking or strategic design).

4. The concept of "educational environment" should be understood as purposeful, organized, controlled, open social-pedagogical system that provides development of teacher's personality, creative capabilities, forming of professional competences. The creation of the learning environment affects the motivation of teachers to attract them to educate themselves, resulting in the acquired experience of creative activities, forming value attitude to professional activities.

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