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## **ENSURING THE QUALITY OF PRIMARY EDUCATION BY MANAGING THE DEVELOPMENT OF PRIMARY SCHOOL TEACHERS' PROFESSIONAL COMPETENCE**

### **Abstract.**

Professional development of primary school teachers is one of the leading factors that have the greatest impact on ensuring the quality of students' knowledge. As the experience of the educational community shows, it is no longer enough to acquire a profession once and for life. Pedagogical workers must be ready for changes and constant professional growth.

The content of the article reveals the question of what competencies and personal qualities are necessary for a person in any professional activity. It was determined that the main problems faced by teachers in general, and primary school teachers in particular, are: constant complication of the content of education, high level of educational standards; complication of education problems; continuous search for productive and innovative technologies of education and training; solving complex professional and pedagogical problems that require the integration of knowledge, practical skills and skills from sciences related to pedagogy; work in the information environment. This is what directed our research to compare the interpretation of the essence and content of the concepts "monitoring of primary education", "quality control of primary education", "assessment of the quality of primary education". Based on the above, we clarified the concepts of "quality of primary education" and "management of ensuring the quality of primary education" in the context of the New Ukrainian School: by "quality of primary education" we will understand a set of indicators that reveal various aspects of activity at the first level of comprehensive general secondary education, the content of primary education, forms and methods of education, material and technical base, personnel; and under "primary education quality assurance management" we understand a

holistic system of intra-school pedagogical information, which is based directly on the management model, which reveals the procedural and effective aspects of management, where monitoring occupies a special place as a management tool for evaluating the quality of primary education.

In order to carry out constant observation, recording and assessment of the quality of management of the professional competence development, in the article we considered the factors and quality criteria of the professional development of primary school teachers.

**Keywords:** professional development, factors and quality criteria of professional development of primary school teachers, quality of primary education, monitoring of primary education, evaluation of the quality of primary education.

**Introduction.** Professional level of a teacher is the factor that most affects the quality of students' knowledge. In addition, technological, social, and economic changes contribute to the development of new ways of teaching children. It is no longer enough to acquire a profession once and for life. Therefore, teaching staff must be ready for changes and constant professional growth. In the near future, according to experts' forecasts, there will be a great demand on the labor market for specialists who, along with professional skills (hard skills), possess personal characteristics, thanks to which a person can successfully interact in a team when solving any work issues (soft skills). But, unfortunately, the Ukrainian school does not fully prepare students for this. The key figure that determines the quality of educational processes, the creation of comfortable conditions for a child's successful learning and development, is the personality of the teacher, who must be a leader, a good professional, and a psychologically and emotionally competent person. The educational process will become more effective and successful if the teacher constantly studies himself. After all, lifelong learning is a necessity, because some competencies are devalued by 50% due to the appearance of new information, and for many professions this period occurs in less than 5 years. The approved professional standard of teachers defines the general and professional competencies of educators, but not indicates the specific ways in which they should be acquired. Different levels of initial competence, different needs for the development of certain skills and knowledge require individual approaches to planning development paths. And here the following problems arise: do teachers agree to determine the competences that

need to be improved independently and voluntarily, or will they be guided by the compiled standard programs; at what cost it can be done, which will be an incentive for professional development. Newly created centers for the professional development of pedagogical workers are designed to support the professional growth and teachers' self-development.

After all, the constant professional development and support of each teacher's own professional trajectory is a necessary condition for the high-quality educational activity of each educational institution.

**Analysis of recent research and publications.** The theoretical and methodological basis of the study draws attention to scientific works that reveal the pedagogical activities of primary school teachers (N. Bibik, T. Borova, O. Varetska, H. Kravchenko, O. Savchenko, S. Sysoeva, Z. Ryabova, etc.); application of interactive learning methods in primary school (G. Voloshina, O. Savchenko, etc.); professional competence of primary school teachers (O. Anufrieva, N. Bibik, O. Ghandabura, G. Dmytrenko, H. Kravchenko, V. Oliinyk, Z. Ryabova, etc.); implementation of the competence approach in education (L. Ilychuk, L. Koval, A. Lisovska, G. Polyakova).

At the same time, in pedagogy, the issue of developing the professional competence of teachers in the system of methodical work of primary school is not sufficiently substantiated.

The relevance of the proposed research is enhanced by the need to eliminate the contradiction between the urgent need for new generation pedagogical staff for the New Ukrainian School and the insufficient level of methodical work in general secondary education institutions both at the theoretical and methodological and technological levels of ensuring this process.

**Presenting main material.** In recent years, in many countries, personnel training focused on the development of competence is the most widespread concept, where it is emphasized that the concept of "competence" is broader than the concept of "qualification". It means not only professional knowledge, abilities and skills necessary for the performance of job duties, experience in this specialty, but also

attitude to business, motivation, desire and ability to use knowledge and skills effectively, personal qualities to ensure high results of professional activity. Referring to international experience, it can be argued that the concept of "key competences" acts in this context as a "nodal" concept, since competence has an integrated character, namely: it combines professional knowledge, intellectual and cognitive abilities, methods of activity and personal qualities. So, the concept of competence is multifaceted and includes not only cognitive and operational-technological components: knowledge, skills and abilities (qualification component), but also personal qualities of a person (motivational component).

*Let's ask one of the debatable questions: What competencies and personal qualities are necessary for a person in any professional activity?*

Experts at the 2016 World Economic Forum in Davos (Switzerland) [9], taking into account the operational and technological component and personal qualities, identified 10 "key top manager skills" that are necessary for a successful career in 2020:

2015	2020
1. Comprehensive problem solving	1. Comprehensive problem solving
2. Interaction with people	2. Critical thinking
3. Ability to manage people	3. Creativity
4. Critical thinking	4. Ability to manage people
5. Ability to negotiate	5. Interaction with people
6. Quality control	6. Emotional intelligence
7. Customer focus	7. The ability to form one's own opinion
8. The ability to form one's own opinion and make decisions	and make decisions
9. Ability to listen and ask	8. Customer orientation
10. Creativity	9. Ability to negotiate
	10. Flexibility of thinking (the ability to quickly switch from one thought to another)

John Raven, an English psychologist known for his contribution to psychometrics, co-author of the well-known psychological test "Raven's Progressive Matrices", author of the books "Pedagogical Testing: Problems, Errors, Prospects", "Competence in Modern Society", Honorary Professor of Edinburgh University

(Scotland), answers this question based on the conducted research. His services as an independent consultant have been used by the most successful commercial companies, organizations and institutions in more than 30 countries of the world. In his opinion, the main ones are: the ability to work independently without constant management; the ability to show initiative; the ability to constructively cooperate with others; the ability to learn knowledge; the ability to analyze, see problems and find ways to solve them; the ability to make decisions; the ability to take responsibility.

The analysis of world trends in the field of education, in particular professional-pedagogical, shows the need to set higher requirements for both pedagogical professionalism and personal qualities of the teacher. According to scientists, the main problems faced by teachers in the new millennium will be:

1. Problems of improving the quality of education, guaranteeing a high level of educational standards, which only a teacher with high professional competence will be able to cope with, are becoming more and more complex;

2. A teacher often has to set and solve creative and research tasks themselves, that is, the role and importance of the teacher's creative and research abilities is growing. Thus, the teacher of the future must necessarily be a creative person;

3. The increasingly complicated problems of education will demand a higher level of intelligence from the teacher, the role and importance of the spiritual and moral potential of the teacher is growing.

The State Standard of Primary Education, approved by Resolution No. 87 of the Cabinet of Ministers of Ukraine dated February 21, 2018, defines the key competencies that must be mastered by the learner at the first level of full general secondary education. Thus, they include: 1) fluency in the state language; 2) the ability to communicate in the native (if different from the state) and foreign languages, which involves the active use of the native language in various communicative situations...; 3) mathematical competence; 4) competences in the field of natural sciences, engineering and technology, which involve the formation of curiosity, the desire to search for and propose new ideas, independently or in a group

to observe and research, formulate assumptions and draw conclusions based on conducted experiments; 5) innovativeness, which involves openness to new ideas, initiation of changes in the immediate environment (class, school, community, etc.), formation of knowledge, skills, attitudes, which is the basis of the competence approach ...; 6) environmental competence; 7) information and communication competence, which involves mastering the basics of digital literacy for development and communication...; 8) lifelong learning; determining one's own educational goals and ways to achieve them, learning to work independently and in a group; 9) civic and social competences; 10) cultural competence; 11) entrepreneurship and financial literacy.

The state standard of primary education *motivates the rethinking* of the social and professional mission of a teacher of the New Ukrainian School, actualizes the need to train specialists adapted to modern social and cultural conditions, able to work creatively, making non-standard decisions in situations of market competition, implement educational projects of a national scale, withstand competition on the European and world level educational services market, etc. [11].

So, according to domestic and foreign scientists, the main problems faced by teachers in this millennium are:

- constant complication of the content of education, high level of educational standards;
- complication of education problems;
- continuous search for productive and innovative technologies of education and training;
- solving complex professional and pedagogical problems that require the integration of knowledge, practical abilities and skills from sciences related to pedagogy, such as philosophy, psychology, medicine, economics, etc.;
- work in an information environment, which involves the rational use of information technologies in the educational process.

All this can be overcome only by a teacher with high professional competence, developed creative abilities, a high level of intelligence, erudition, abilities and motivation for continuous self-education.

The Ministry of Education and Culture, by order No. 36 dated January 15, 2018, approved a standard educational program for the implementation of Article 59 of the Law of Ukraine "On Education", taking into account paragraph 5 of the order of the Cabinet of Ministers of Ukraine "On approval of the plan of measures for 2017-2029 for the implementation of the Concept of implementation of state policy in the field of reforming general secondary education "New Ukrainian School" dated December 13, 2017 No. 903-p and with the aim of increasing the methodical and practical levels of professional competence of 1st grade teachers regarding the implementation of the tasks of the new State Standard of Primary Education in accordance with the main directions of state policy in the field of education.

In order to implement the tasks defined in the current legislative and regulatory acts on the New Ukrainian School and to ensure the need of Ukrainian society for teachers who are able to modernize the content of their activities through critical and creative improvement, the use of scientific achievements and promising pedagogical experience, it is necessary to make changes and in the management of scientific and methodical work at school.

Achieving the standards of the New Ukrainian School is impossible without a teacher of the new generation.

Normative requirements for the scientific and methodological work of the school are laid down in state documents in the field of general secondary education, namely in the Laws of Ukraine "On Education", "On General Secondary Education", the National Doctrine of Education Development in Ukraine. As evidenced by the conclusions [10; 12; 13; 14], in recent years, a qualitatively new approach to the organization of scientific and methodical work has been formed, which determines the definition of a fundamentally different goal - to provide scientific and methodical support to the teacher in his formation as a subject of professional activity and at the same time a subject of personal self-realization, self-actualization and self-

organization as the specialist's ability to "self-build" his own pedagogical and personal resources. In the light of this, it is declared that the increase in the professionalism of teachers should be implemented not so much at the expense of their accumulation of new professional knowledge, but through the mastering of personally oriented technologies, in-depth penetration into them.

In this regard, the scientific and methodological work in the New Ukrainian School should be oriented towards stimulating the further development of such professional and personal characteristics in teachers as the need for constant self-education, the ability to timely change the priority values of educational and pedagogical interaction, which determine the selection of the content of education etc. Therefore, the organization of improving the professional training of teachers in the context of scientific and methodical work at school should be based on such meanings and priorities that will successfully function in a constant mode of renewal and development and contribute to raising the professional level of teachers.

Two main approaches to identifying the essence of scientific and methodological work can be distinguished: administrative, under the conditions of which it is considered as a component of the organizational structure of educational process management (S. Batyshev, Yu. Gilbukh, M. Drobnohid, Yu. Konarzhevskiy, O. Moiseev, M. Potashnyk, T. Shamova, etc.), and professional and educational, in which it is defined as a structural link of the system of continuous pedagogical education (V. Gershunskiy, O. Galagan, Yu. Kudryavtsev, I. Sokolova, etc.) or as a component of the system professional development of teachers, implemented in the inter-course/inter-test period (Yu. Babansky, N. Vashchenko, I. Zhernosek, A. Panasyuk, etc.).

In the context of the second approach, scientific and methodical work is understood as "a comprehensive system of interrelated actions and measures, based on the achievements of science and advanced pedagogical experience and on a specific analysis of the educational process, aimed at the comprehensive improvement of the qualifications and professional skills of each teacher and educator, on the development and improvement of the creative potential of the



teaching staff of the school as a whole, and ultimately on the achievement of positive consequences of the educational process, the optimal level of education, upbringing and development of specific schoolchildren" [8].

The need for substantive and organizational changes in the system of scientific and methodological work of an educational institution, in accordance with the requirements of the development of Ukrainian society and the national school, led to the activation of scientific pedagogical research aimed at finding ways to improve it.

The relevance of the problem of teacher training, which is aimed at ensuring their readiness to work in a school operating in an innovative mode, is also evidenced by the results of scientific research. Thus, L. Ovsyannikova, based on the analysis of data from complex sociological studies, notes that "the mass nature of educational initiatives gave rise to spontaneity, randomness, unsystematic innovations, their insufficient social and scientific justification" [3, 6, 7]. Similar conclusions were made by Ye. Bondarevska, who, as a result of summarizing the results of theoretical and experimental research, came to the conclusion that "pedagogical teams, feeling an acute need for changes, feel an equally acute lack of conceptual ideas, knowledge, experience in implementing pedagogical innovations, knowledge of the scientific foundations of pedagogical experimentation, information about educational processes taking place in the region" [7].

Recently, the attention of managers of institutions of general secondary education has been drawn to effective technologies that ensure the introduction of educational directive innovations into work practice in the conditions of methodical work. Thus, the study by H. Kravchenko "Mastering pedagogical innovations by primary school teachers in the conditions of intra-school scientific and methodological work" determined the technology of mastering educational innovations by primary school teachers [1,2,7]. The author, considering the technology of mastering pedagogical innovations by teachers in the conditions of intra-school scientific and methodological work as a systematic method of developing and organizing the researched didactic process, is based on another system of principles, namely on the main principles of the systemic approach: the

principle of dialectical unity of the system and the environment; principles of optimality; the principle of feedback and the principle of dialectical unity of programmed, adaptive and reflexive management [7].

Professional self-development and professional education are components of professional functions provided for in the standard "Teacher of primary classes of a general secondary education institution".

The normative and legal documents regulating the professional activity of primary school teachers are the following: the Constitution of Ukraine, the Law of Ukraine "On Education", the Law of Ukraine "On General Secondary Education", the Law of Ukraine "On Higher Education", the Concept of the New Ukrainian School, the Concept of Development of pedagogical education, Standard of primary general secondary education, Basic curriculum, Model curriculum, Educational curriculum, National electronic platform of educational programs, methodological recommendations on teaching subjects in educational institutions, regarding control and evaluation of educational achievements of primary school students, National doctrine of educational development of Ukraine in the 21st century.

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. In general, the professional standard specifies that a primary school teacher should perform eight main functions, which include:

*1. Planning and implementation of the educational process.* First of all, it is the study and use of professional literature during the planning of the educational process; compliance with the requirements of regulatory documents regulating the organization of the educational process in primary school; planning of types of work of a teacher: calendar and thematic planning of the dynamics of the deployment of the content of educational fields, plan of educational work, planning of professional self-development of the teacher; organization of interaction with specialized specialists regarding the planning of the educational process; implementation of pedagogical diagnosis of the student; development of lesson plans and other forms of organization of the educational process; implementation of the educational process.

2. *Ensure and support of learning, upbringing and development of students in the educational environment and family.* It means: implementation of goal setting, adjustment of the educational process based on comparison of intermediate results with the planned ones; selection of appropriate methods, means and forms of education, in accordance with the characteristics of the students of the class; the use in the educational process of the theoretical foundations of educational fields defined by the State Standard of Primary Education; implementation of formative and summative assessment of students' educational achievements; monitoring the dynamics of the progress of the child's personality in the educational process and providing support for its development; organization of cooperation with parents in various forms of interaction.

3. *Creating an educational environment.* It includes the following labor actions and operations: creation of safe, psychologically comfortable and tolerant conditions of the educational process; creation of a health-preserving educational environment focused on the personal, creative and spiritual development of students; meaningful filling of the educational environment in accordance with the requirements of the State Standard of Primary Education; preservation, observance and development of the rules, values and traditions established in the educational institution; taking into account the individual needs of students when creating an educational environment.

4. *Reflection and professional self-development.* It implies the following: awareness of one's role as a teacher of primary education, the system of values, the purpose and tasks of a teacher's professional activity; analysis of one's own professional activity in relation to the realization of set goals and objectives; identification of strengths and weaknesses of one's own pedagogical activity; self-assessment of the results of pedagogical influences on ensuring the quality of activities for learning, development and education of primary school students; awareness of the need for self-development in order to acquire additional professional competencies; planning activities to achieve one's own professional development goals; participation in the work of creative groups, methodical associations of

primary school teachers; dissemination of innovations in pedagogical science and practice, promising pedagogical experience.

5. *Conducting pedagogical research.* It is aimed at determining the methodical topic of self-education, substantiating its relevance, purpose, tasks and other features of research; studying the literature on the methodological topic of self-education, with the aim of determining ways to increase the effectiveness of its solution; formulation of the main research ideas; development of systems of initial tasks, systems of lessons, etc., in order to implement the main ideas of the study.

6. *Providing methodical assistance to colleagues in matters of learning, development, upbringing and socialization of primary school students of general secondary education.* It is considered as mentoring and management of internships, pedagogical practice of students; managing the work of creative groups, methodological associations, the School of Young Teachers, etc.; conducting master classes, trainings, etc.; moderation during seminars, conferences, etc.

7. *Presentation of own pedagogical experience and presentation of it in the form of development of educational materials for students, system of lessons, methodological recommendations regarding the practice of using certain methodological techniques, organization of types of educational activities, etc.; dissemination of own pedagogical experience through participation in methodical events at various levels (school, district, city, regional, all-Ukrainian); presentation of own pedagogical experience in mass media (pedagogical press, educational platforms, etc.).*

8. *Evaluation of the results of primary school teachers' work.* It contains analysis of professional activity and work results of colleagues - primary school teachers; examination of educational materials, methodological developments, etc.; participation in the work of expert groups, certification commission.

Based on the above-mentioned functions, close attention has recently been paid to the function of monitoring and evaluating the quality of educational activities.

Today, Ukraine, like most European countries, has developed certain principles within the framework of the global reform of the education system. The offered

standards are a necessary basis for determining the purpose and tasks of primary education, creating a unified educational space, thanks to which a uniform level of primary education will be ensured, which students receive in various institutions of general secondary education.

However, Ukraine has not yet created a regular system for evaluating the work of general secondary education institutions, in particular, the primary education system.

Taking into account the above, we can state that in the education system there are parallel concepts such as education monitoring, education quality control, and education quality assessment, which require thorough study.

Our research requires a comparison of interpretations of the essence and content of the following concepts: "monitoring of primary education", "quality control of primary education", "assessment of the quality of primary education" (see Table 1).

Table 1

**Comparison of the interpretation of the essence and content of the concepts "monitoring of primary education", "quality control of primary education", "assessment of the quality of primary education"**

Characteristic	Monitoring of primary education at NUS	The quality control of primary education of NUS	Evaluation of the quality of primary education of the National Academy of Sciences
Essence	Determining the features of the process of introducing new approaches to learning in primary school.	Identification, measurement and evaluation of educational achievements of education seekers, which are structured in educational programs, by subjects. The effectiveness of control depends on its systematicity.	Comparison of students' achievements with the expected results defined in the educational programs of general secondary education institution. The evaluation system is aimed at the formation of students' responsibility for the results of their studies, the ability to self-assess.
Task	Diagnosis of the effectiveness of the implementation of activity and game methods of learning in the educational process of the New Ukrainian School and its influence on the formation of key skills of primary school students, which are defined by	Checking and evaluating the results of educational activities.	The main task is to improve the program, personal development of a student.

	the State Standards of Primary Education.		
Content	Internal monitoring involves the systematic tracking and adjustment of learning outcomes of students.	Feedback, which involves checking and evaluating the results of educational activities of students of primary education.	The assessment is divided into: <ul style="list-style-type: none"> <li>• formative tracking of personal development, learning experience;</li> <li>•conclusive - correlation of students' educational achievements with mandatory expected learning outcomes defined in the State Standard.</li> </ul>
Application	Tracking the level of formation of key competencies of primary education students. Formation of primary education students' responsible attitude to learning outcomes.	It is used when tracking the achievements of students.	Assessment in primary school is based on taking into account the level of achievement of the student, not the degree of his/her failure. The results of the evaluation of the educational achievements of students are confidential information, available only to the child and his parents (or persons replacing them).
Technology	Carrying out systematic internal monitoring of the quality of educational achievements with the subsequent analysis of the results of training of education seekers.	It has an apparatus and technology for measuring the real state of the object. Presupposes the dynamics of the level of educational achievements of the student.	Ensuring access to an open, transparent and understandable for education seekers evaluation system of their educational achievements. Development of criteria, rules and procedures for evaluating educational achievements of education seekers.
Participants	It is conducted with the involvement of primary education students, teachers, and parents.	It is conducted with the involvement of primary education students, pedagogical assistants. Sometimes students are involved (self-control), which does not affect their reflective sphere.	Can be aimed at students; establishments; teachers; curricula and programs.

Monitoring procedures are related to the standards with which the obtained results are compared, which require a clear definition of the parameters, criteria, and desired results of the quality of education.

Thus, in the education system, it is necessary to evaluate both the result and the process of the activity of each educational institution in the direction of monitoring the level of knowledge and skills of the students of education (at the same time by the

teaching staff and external, state bodies), and in the direction of monitoring and evaluating the activities of teachers.

So, based on the above, we clarified the concepts of "quality of primary education" and "management of quality assurance of primary education" in the context of the New Ukrainian School.

Thus, by "*quality of primary education*" we will understand a set of indicators that reveal various aspects of activities at the first level of comprehensive general secondary education<sup>6</sup>, the content of primary education, forms and methods of education, material and technical base, personnel. And *the management of quality assurance of primary education* is a holistic system of intra-school pedagogical information, which is based on a management model that reveals the procedural and effective aspects of management, where monitoring occupies a special place as a management tool for assessing the quality of primary education.

In order to carry out constant observation, recording and assessment of the quality of the management of the development of professional competence, we determined the factors and quality criteria of the professional development of primary school teachers. (Table 2).

Table 2

**Factors and quality criteria of professional development  
of primary school teachers**

№	Factor	Criterion
1.	Methodical support of the educational process	<ul style="list-style-type: none"> <li>• Improvement of methodical work on the problem of implementation of the concept of NUS.</li> <li>• Creation of a system for monitoring the growth dynamics of the professional and creative potential of pedagogical workers</li> <li>• Creating an atmosphere of creative search for original, non-standard solutions to pedagogical problems.</li> <li>• Mastering the pedagogy of cooperation and co-creation based on the principles of personally oriented methods of providing educational services.</li> <li>• Establishing cooperation with education seekers, their parents, employees of the educational institution.</li> </ul>
2.	Individual educational trajectory of the teacher	<ul style="list-style-type: none"> <li>• Availability of a self-development and self-improvement plan</li> <li>• Willingness to undergo certification and implement innovative educational activities at various levels.</li> <li>• Formation of self-educational competencies</li> <li>• Participation in professional and methodical events at the All-Ukrainian and regional levels</li> </ul>
3.	Information and	<ul style="list-style-type: none"> <li>• Implementation of information and communication technologies in</li> </ul>

	educational environment	<p>the educational process.</p> <ul style="list-style-type: none"> <li>• Development of ICT competencies of primary school teachers.</li> <li>• Modeling and development of electronic presentations, video materials, methodological developments, websites, blogs, distance courses.</li> <li>• Use of media equipment.</li> <li>• Monitoring studies. Determination of performance and corrective measures</li> </ul>
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Summarizing all of the above, it can be **concluded** that the current stage of the development of primary education is characterized by a change in the educational paradigm aimed at the implementation of multi-component, variable content of education, new concepts and ideas, as a result, the role of methodical work in the creation of new management and pedagogical technologies that provide educational process and development of professional competence of primary school teachers. The interaction of the elements of educational, methodical and scientific processes of educational activity makes it possible to determine positive development, certain shortcomings, their causes and consequences, to forecast the development of processes necessary to ensure success in the educational activities of younger schoolchildren.

**Prospects for further research.** In further directions of research, it is appropriate to determine the conceptual foundations of the development of a management model for the development of the professional competence of primary school teachers in the system of methodical work.

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## **ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ПОЧАТКОВОЇ ОСВІТИ НА ОСНОВІ УПРАВЛІННЯ РОЗВИТКОМ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ**

**Анотація.** Професійний розвиток вчителів початкової школи є одним із провідних факторів, що найбільше впливає на забезпечення якості знань учнів. Як свідчить досвід освітньої спільноти вже недостатньо здобути професію раз і на все життя. Педагогічні працівники повинні бути готові до змін і постійного професійного зростання.

У змісті статті розкрито питання, які ж компетентності та особистісні якості необхідні людині в будь-якій професійній діяльності? Визначено, що основними проблемами, з якими зустрічаються вчителі взагалі, а зокрема вчителі початкової школи, це: постійне ускладнення змісту освіти, високий рівень освітніх стандартів; ускладнення проблем виховання; безперервний пошук продуктивних та інноваційних технологій навчання й виховання; розв'язання складних професійно-педагогічних проблем, які вимагають інтеграції знань, практичних умінь і навичок із суміжних з педагогікою наук; роботу в інформаційному середовищі. Саме це і спрямувало наше дослідження на здійснення порівняння трактування сутності та змісту понять «моніторинг початкової освіти», «контроль якості початкової освіти», «оцінювання якості початкової освіти».

Виходячи з вище зазначеного нами уточнено поняття «якість початкової освіти» та «управління забезпеченням якості початкової освіти» в контексті Нової української школи: під «якістю початкової освіти» ми будемо розуміти сукупність показників, що розкривають різноманітні аспекти діяльності на першому рівні повної загальної середньої освітиб зміст початкової освіти, форми і методи навчання, матеріально-технічну базу, кадровий склад; а під «управлінням забезпеченням якості початкової освіти», цілісну систему внутрішньо-шкільної педагогічної інформації, яка спирається безпосередньо на модель управління, що розкриває процесуальний та результативний аспекти управління, де особливе місце займає моніторинг, як управлінський інструмент оцінювання якості початкової освіти.

Для здійснення постійного спостереження, фіксації та оцінки якості стану управління розвитком професійної компетентності у статті нами було розглянуто фактори та критерії якості професійного розвитку вчителя початкових класів.

**Ключові слова:** професійний розвиток, фактори та критерії якості професійного розвитку вчителя початкових класів, якість початкової освіти, моніторинг початкової освіти, оцінювання якості початкової освіти.

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