

The difficulty in developing a unified plan for working with handicapped pupils stems from the fact that often coexist diseases that require a specific educational approach.

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### **THE PROFESSIONAL DEVELOPMENT OF EARLY CHILDHOOD EDUCATION TEACHERS**

Teachers' professional development are teachers' needs during education's democratization. These teachers typify intellectual autonomy, vision, sensitive, and open pose. These are very important elements especially during work with young people.

First level of teachers' education is a specific work, because this profession call for them psychological, and pedagogic knowledge. These types of teachers distinguish them self having ability to hand knowledge over to students, children, and having abilities to see children's needs,

and reasons of their behaviour.

Early childhood education teachers get hold of this knowledge in a way of practice and professional development.

“Development of professional teacher is condition of modern education” [1].

Professional teachers’ development

Problems of professional teachers’ development during last tens years have been changed in the name of the motto : “From teacher beginner to teacher master”. J. Rutkowski is writing about these changes in his pedagogic edited work “Teachers’ professional development and school” [2]. The author is writing that beginnings of reflections about teacher have been started since XIX and XX ages. These reflections about teachers were characteristic because of static picture of perfect pedagogue – extremely talented, full of pedagogue intuition, extraordinary calling, instinct, so kind of type predisposes do educational work.

In learning about teachers’ works from beginnings of XX ages (for example Zygmunt Masłowski “What is pedagogic talent?”, Stefan Szuman “Pedagogic talent”) were saying about development and betterment of teachers very less. In that time there were exist the theory that talent, abilities, type, are the most important for occupational success, they are natural – and than it is ever possible to develop them, or they are vested, and in that case it is possible to transform them, or modify them but only in very narrow field.

From above mentioned authors, who sow only compensatory function of perfecting stand out J.W.Dawid, who thought that teachers should completing their knowledge. His opinion advancement is integral part of teachers’ work, and even it is essence of this work [3].

In spite of some signals which were sent by some pedagogues about teachers’ professional development in the beginning of XX age this theory was expressed on european basis, static, it was considered mainly from psychological side, exclude large social context of teachers’ work.

Inspiration role in study about constant training we can find in polish literature, and also in abroad one, specially from after war period. The best examples are : M Maciaszek 1968, S. Krawcewicz 1974, R. Kończyk 1977, Z.Woroniccki 1977, S. Matias 1978, J. Pólturzycki 1981, Z. Ratajek 1991.

From after war researches there is generally conclusion, that decisive elements affect on personality upgrowth and activity are : education, professed work, and constant advancement.

The essence of continual education is statement that training include whole live and it oblige human’s development. It is also basic concept define the directions of contemporary learning reforms concern universal, professional, higher education and also perfection of occupational working people, education of adults, licking parallel and raising in family and environment.

The main task of education continual is in this case raising the new type of human who has dynamic, and constructive compared to live, culture, human, who can developed himself, can changing terms of live, and changing them for better for society [4].

“The human is perhaps the more human the more he transcend his own limit” – B. Suchodolski has been written.

The continual education should give the possibility to create the talent which helps to cross these limits, and motivation, and these possibilities should be the basic in education in all phases in human development.

The continual education should give not only possibility of adoption scope of knowledge but also ability to possibility to get hold of this knowledge during activity of cognition its participant.

It should shape abilities to adopt and quickly changing environments, style of live, and learning these attribute like : flexibility in thinking, and action, enterprise, active and creation compared to surrounding reality. Teachers should have also love to their work, and all the time developed their professional abilities. Just the continual education is the most important element of new look of teacher [5].

I agree with B. Suchodolski’s ideas, that continual education should be the most important

component in teacher's image. But I think also that the author too hastily uses term : "adopt to quickly changing environment", who eliminate "creative compared to surrounding reality".

I would use qualification "adaptation" – means like adapt to transformation, word : "acceptance" means like understanding this situation, but also possibility to vary changes.

The conception of continual education has been popularized by UNESCO – leadership – E. Faure. In report "Learn if You want to be" is talking about rule learning during whole live. The idea of permanent, which should be the most important think in education of development in all countries in the world [6].

The special role in process of continual education is for teacher, who should organize work, help to learn, who should to be the best example of intelligent activity, who should know how to use different methods of learning, and finding new solutions.

The education role like continual like action which must equal ability of actual world, and live has been written in next report made by Rome Club "Learning with no limits. How to close human's blank". Human's blank it is distance between growing complexity of world, and our skills to meet it".

Humans by their activity changing world, finding new organization, technicals, culture solutions, and later they cannot consult with them. It this situation the best, and the only one rational answer is continual education, meanings like permanent learning and process of preparing the human in society to reality demenaour in countenance of new situations and challenges [7].

In the newest report prepared for UNESCO made by International Education Commision

For XXI age – leadership – Jacques Delorsa – "Education – There is a treasure implicit in it". It this report the most important accent is based on the theory that the basic idea of contemporary education should be continual education, during whole live, and it gives us the key to XXI age.

The most important thesis of this report are strategy aim of education of new age, called by authors top of the learning in nowadays.

Below basic, and general aims of education :

Learn to know (knowledge)

Lean to act (abilities)

Lean to exist (system of values, and bearing)

Lean to live with others (peaceful exist, and action whole humanity) [8].

Therefore teachers cannot expect that education, which they got during their studies is enough for whole their live. Changes, which are happens whole the time on the Earth are force to continual education, and learning all live.

Because of doctrine in UNESCO's report the role of teachers who must be prepared, and educated not only for people who deliver knowledge, but also people who are advisers, animators, guides, and organizers of different form of education.

There are necessary changes in organizations, programs, and methods of work. It is necessary to develop individual form of education activity, specially professional development and self education. Four pillars of education should be basis to reflection about teachers , theirs functions, assignments, jurisdictions.

J. Bałchowicz connects development with subjectivity. She writes, that "there is attribute of person in the light of subjective entity person not so much, that becomes attribute in course of development. Subjectivity is not given person from nature, nobody with ready subjectivity not be born ( ... ) Feature it process dynamism, entity must elaborate in personal result of engagement subject person and learning. Thus, building of subjectivity is task of each development person" [9].

E. Żmijewska adds, that subjectivity means, that person has definite identity, which he distinguishes from other, that personal activity depends on him to a great extent [10].

So, consciousness of necessity of development is so important.

Ch. Day one of the main abroad investigator who is concerned himself on professional teachers' development is writing that : "In XXI age participation in own develop during career

become basic need for everyone who want to be professional. Learning whole live I special responsibility teachers in schools, which aspirate to be organizations which want to introduce innovations, and where teachers are leaders in teaching [11].

Phases of development of professional teacher

In contemporary pedagogic there is a general aspiration to definition professional teachers' develop as complex, difficult and disparate process consist in parallel goes on evolution of professional teachers' remits. Thos develop mostly has stage character, often long going on, and it is dynamic [12].

From 60-th in polish, and abroad literature have been published books which were saying about professional teachers' jurisdictions, which were showed in long process of development.

This problem has happened one of main ones in contemplations these pedagogue like : M. Maciaszek 1963, Z. Zaborowski 1986, R.Kwaśnica 1989, J. Kuźma 2000, Ch. Day 2004.

By reason of professional development creative many theories. It is possible to divide them on two groups :

- "early theory professional development, in them theory of feature and factor Parsons, which sets up that only internal features of persons have influence on choice of profession without external conditions;

- modern theory professional development, so, theory of choice of profession Eli Gizberga and theory of Donald Super" [13].

Both theories presents periods of professional development of teachers in article Ewa Przygońska [14].

On the beginning M. Maciaszek's theory which is saying about formation of education teachers' skills. He isolated two phases : schematic, and modification.

In schematic phase teacher work based on plan, truly retraces defined examples, uses knows methods. This phase doesn't give any effects. Modification phase consists in adjust instruments of pedagogic influence on actual changing pedagogic situation, it means : understanding students, knowing their motives, reactions, and possibilities reception. Modification phase reflects about develop, constructive teachers' pose [15].

Z. Zaborowski wrote more detail about professional development and he divided it for four parts. These parts are interrelated :

Methodical models phase – applys to teachers beginners, who want to work well, they duplicate ready, tried methods, projects, and methodical models. Author justly says that Methodical models phase should takes the shortest it is possible in teachers' professional career, because it goes to stagnation, it doesn't give impulses to reflections, to creative way of thinking.

Critical reflection's phase – comes after uncritical diffusion of examples phase to pedagogic practice. It phase of thinking over about own pedagogic work.

Self control, and self knowledge phase comes from critical reflection about own education work, and growing technical knowledge about psychology, and pedagogics.

Creation phase is advanced phase of professional development, and there we can find innovative, and unconventional activities [16].

There is very important concept in R. Kwaśnica's project, which is important for teachers' jurisdiction's development. He took basic from L. Kohlberg's theory, and he defined it in three stages :

First stage : - before conventional – it is copy of examples which gibe others teachers. The basic of this develop is follow suit the models, and operations compose their self on accept, gratuity, and feeling safely.

Second stage : - conventional - actions according with knowingly convention, and also causative, and innovation actions, and their basic Is knowledge and skills

Third stage : - after conventional - creative cross professional role, new actions, cross convention role, own understanding of education reality, and own role as a autonomous subject,

reflective attitude to own person [17].

Ch. Day in his edited work wrote about teachers' learning during whole live introduces few propositions prepared by researchers from different countries, and it is saying about few aspects of teachers' careers

F. Fuller's theory based on research made on pedagogics students teachers beginners, and teachers experienced, and there is in it characteristic of three stages of teachers' positions :

first stage – attitude to survival – it appears when human starts to thinking about himself like a teacher, and first time he stand in front of his students, he is afraid if students will like him, if he is good looking, if he can keep control of his class.

second stage – attitude to didactic situation – is when teacher starts to habit to his professional role. He starts to do many actions like a custom. They know how to clear most schools' problems up, like too numerous classes, or no didactic helps.

third stage – attitude to student – it starts when teaches is absolutely professional grown . Only then he can take students into account, match his methods up with to didactic possibilities, or teaching strategies.

S. Feiman has also written about phases of professional development. Her opinion first – survival phase starts from the beginning of professional careers. Whole this process of teaching in this case teachers based on knowledge which they have from their studies.

Second – consolidation phase – when teachers are going to more sure of themselves, and their professional jurisdictions, and third – proficiency phase – they function effective, but also routine. They try to improve teaching, and make their attention on students' needs.

One of the most fluently development model of professional skills has been showed by H.L. Dreyfus, and S. E. Dreyfus. They wrote about evolution from teacher beginner to teacher master. Teacher beginner consciously fix on his task, because of his fear he hardly holds on general rules. Teacher advanced beginner trays to tone rules.

Competent practician tries to learn by his experience, and proficient practician use his intuition more often. Expert is calm, sure of himself, creative, and open [18].

The essence of above contemplations is that teacher who evolve is a person, who still develop all his areas of personality. Teacher is everlasting student, who never ends his education. Process of his professional development, working on his personality, and possibility of own innovation, power of creation. It takes as long, as teacher's activity. Perpetual betterment is not only brief, abut also qualification to be authority. Thos way he knows better himself, his capabilities, and possibility to reveal his style of work with students. This type of teacher is necessary requirement to improve quality in teaching process, and young people education.

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**Школяк А. Професійний розвиток вчителя початкових класів.**

*Стаття "Професійний розвиток вчителя початкових класів" представляє проблематику професійного розвитку вчителя початкових класів, яка протягом останніх кількадесяти років пережила революційні зміни у світлі гасла: від ідеї досконалого вчителя до ідеї вчителя, який постійно вдосконалюється. У статті показано зміни, які відбулись у Польщі і на світі, а також чисельні теорії професійного розвитку педагогів і етапи їх професійного вдосконалення. Головною тезою статті є твердження, що вчитель, який розвивається, це особа яка постійно розширює свої компетенції в усіх сферах, а чим більший ступінь опанування даної компетенції, тим більша ефективність дій у сфері, яка з нею пов'язана. Саме тому педагог є вічним учнем, який ніколи не закінчує власної освіти. Процес професійного розвитку, праця вчителя над собою, особливо над розвитком власних інноваційних можливостей і творчих сил продовжуватиметься так довго як довго триває професійна активність педагога.*

**Ключові слова:** професійний розвиток, вчитель початкових класів

**Szokolak A. The Professional Development Of Early Childhood Education Teachers.**

*Article includes problems of development professional teacher of early education, which has undergone evolutionary conversions within last some tens in light of password : from idea of perfect teacher towards idea of teacher continuously perfecting.*

*Plot of this conversion shows in Poland and in the world, as well as numerous theories of development professional teachers and phases of their professional perfecting. The end of article is statement, that teacher developing it person complementary all areas own competences. Them higher degree of adopting competences – greater efficiency. So, teacher is eternal pupil not finishing personal education. Process of professional development, work of teacher over it lasts how long is professional activity.*

**Keywords:** professional development, teacher of early education