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FORMS OF SCIENTIFIC-METHODOLOGICAL WORK OF PHYSICAL TRAINING TEACHERS IN THE CONDITIONS OF POSTGRADUATE PEDAGOGICAL EDUCATION

***Abstract.** The article analyzes the scientific literature in relation to the forms of scientific-methodological work of physical training teachers in the conditions of postgraduate pedagogical education.*

***Key words:** scientific-methodical work, physical training teachers, postgraduate pedagogical education, adult education.*

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ФОРМИ НАУКОВО-МЕТОДИЧНОЇ РОБОТИ ВЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ В УМОВАХ ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ

***Анотація.** У статті аналізується наукова література щодо форм науково-методичної роботи вчителів фізичної культури в умовах післядипломної педагогічної освіти.*

***Ключові слова:** науково-методична робота, вчителі фізичної культури, післядипломна педагогічна освіта, освіта дорослих.*

The processes of globalization at the beginning of the 21st century predetermine the formation of the united international educational system, the versatility of which is ensured by preserving the uniqueness of the educational systems of different countries. Modern trends of the international educational system determine the formation of education system, the characteristic feature of which is the high quality of educational services. Modern society needs highly skilled professionals capable of adapting to the challenges of the new millennium.

But no matter what changes occur, as a result, they relate directly to the teacher itself. The pedagogue is the main figure in implementation the basic innovations in practice. Successful implementation of various innovations, tasks, depends on the teacher's professional training.

An important role in achieving a high level of professional training is given to the system of postgraduate pedagogical education, which creates favorable conditions for optimizing the process of professional development of teachers, including physical training teachers, their self-development and self-improvement.

The problem of professional specialist development is one of the main in professional pedagogy. Such scientists as A. O. Derkach, Y. F. Zeyer, E. O. Klimov, T. V. Kudryavtseva, A. K. Markova and others are continuing to address this issue. In the study of adult education were engaged both Ukrainian and foreign scholars, including N. V. Abashkina, S. G. Vershlovsky, L. P. Vovk, O. V. Hluzman, M. G. Gromkova, O. V. Darynsky, E. I. Dobrynska, S. I. Zmiyov and others.

Nowadays, before faculties and institutes of postgraduate pedagogical education, the problem of increasing the efficiency of retraining of specialists with higher education is acute.

It is pointed out by S. Honcharenko [1], O. S. Kuts [2], T. Krusevich [3] and B. M. Shiyan [5], that in the field of vision of researchers are: scientific-methodological training of physical training teachers; psychological foundations of pedagogical skill of physical training teachers; biomedical, valeological and ecological preparation; staged system of training of physical training teachers; sport and professional training; preparation for search work; the usage of innovative technologies in the process of formation of professional skill of physical culture specialists.

Strengthening the requirements for the professional development of physical training teachers in postgraduate pedagogical education is aimed at modernizing the educational and pedagogical process, using innovative technologies for its activation, and changing the structure of its organization.

The professional development of physical training teachers, notices L. Sigayeva «does not end in the walls of a pedagogical educational institution. It continues throughout the professional activity of the teacher» [4, p. 94].

According to the plans of advanced training, physical training teachers are trained in institutes of postgraduate pedagogical education or at special faculties of pedagogical educational institutions. However, the knowledge which are gained by physical training teachers in the process of postgraduate education requires understanding and testing at school. This is facilitated by a specially organized system of scientific-methodological work. The most important individual form of scientific-methodological work is self-education of physical training teachers.

According to S. Honcharenko, «self-education is self-acquired knowledge, taking into account personal interests and objective needs of a comprehensive school, obtained from various sources in addition to the received ones in basic educational institutions» [1, p. 154]. The scientist notes that «a distinctive feature of the self-education of physical training teachers in postgraduate pedagogical education is that the result of their work is to improve the quality of teaching the subject, the quality of educational work, raising the level of knowledge, behavior and students development» [1, p. 155].

The most important tasks of independent work of physical training teachers can be classified: studying new programs and textbooks, analysis of their didactic and

methodological features; self-assimilation of new technologies of educational process; mastering the methodology and methods of pedagogical research; active participation in the work of scientific and methodological seminars and methodological associations, various creative groups; preparation of methodological developments; systematic study of advanced pedagogical experience.

The results of the self-education of physical training teachers are represented at each stage, participating in the seminars, informing at the meeting of the methodological association, the department, reporting on pedagogical readings, scientific-practical conferences.

Self-education is the most flexible form of knowledge acquisition, since it is carried out on a diagnostic, individualized basis. The essence of individualization lies in the fact that the content, forms and methods of self-education are subject to the individual peculiarities of teachers of physical culture, the level of their professional pedagogical culture, the conditions of pedagogical work, real possibilities. Among the latter, great importance has the formation of versatile interest in knowledge, persistence and will in overcoming difficulties, developed reflection and self-criticism.

According to O. Kuts [2] and T. Krusevich [3], «one of the important types of independent activity of physical training teachers is their individual work on the school scientific-methodological theme (problem)». In the process of individual work on the scientific-methodological theme (problem), scientists point out, «physical training teachers study the sources of scientific-methodological information, the experience of innovative pedagogues, analyze their own pedagogical activities in order to overcome the shortcomings in it or to improve the strengths of the activity, theoretical generalization and comprehension of own experience».

The results of the individual work of the physical training teachers over the chosen scientific-methodological theme (problem), are issued, as a rule, in writing. The most commonly used abstract form, because the abstract the best reflects the main stages of the teacher's work: the rationale for the choice of an individual problem in the perspective of the tasks of the general school scientific-methodological theme (problems); a brief analysis of the literature on the topic (problems); description of personal experience of work within the chosen theme (problems); influence of work on the topic on the results of educational activities on the subject; conclusions from the consequences of individual work on the scientific methodological theme (problem).

In view of the above, one can conclude that the forms of scientific-methodological work of physical training teachers in the system of postgraduate pedagogical education should provide conditions for the self-realization of the teacher's personality, high professionalism development and be based on the methodological provisions of the advanced ideas of domestic and foreign scholars, normative documents of Ukraine from physical culture. Nowadays, the laws of the formation of professional skills of physical training teachers in the system of postgraduate

pedagogical education, their connection with the peculiarities of the means, methods and organizational forms of teaching in educational institutions and professional activity are still insufficiently studied. The problem of ensuring the connection of studies in educational institutions with the future professional activity, including in the field of improving the scientific and methodological training of physical training teachers, has not been fully solved.

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ВИКОРИСТАННЯ ФРОНТАЛЬНИХ ІНТЕРАКТИВНИХ ПРИЙОМІВ РОБОТИ НА УРОКАХ ІСТОРІЇ, СУСПІЛЬНИХ ПРЕДМЕТІВ ТА ПРАВОЗНАВСТВА

Анотація. Проведено аналіз фронтальних інтерактивних прийомів роботи викладача, наведено та охарактеризовано ключові інтерактивні прийоми. Викладено основні очікувані результати для учня та викладача при використанні цих прийомів.

Ключові слова: метод, прийом, інтерактивне навчання, інновація.

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USE OF FRONTAL INTERACTIVE METHODS OF WORK AT THE LESSONS OF HISTORY, SOCIAL SCIENCES AND LAW STUDIES

Abstract. The analysis of frontal interactive methods of teacher's work is conducted; the key interactive methods are characterized. The main expected results for a student and a teacher while using these techniques are outlined.

Key words: method, interactive methods, interactive learning, innovation.

Застосування інноваційного навчання зумовлюється основним завданням історії – розвитком історичного мислення учнів та формуванням соціально-