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## **Theoretical aspects of methodical competence of teachers of preschool educational institutions**

**Słowa kluczowe:** nauczyciel, system, edukacja wczesnoszkolna, kompetencje metodyczne, zajęcia dydaktyczne, doświadczenia

**Key words:** teacher, system, early school education, methodical competence, educational activities, experiences

### **Introduction**

In the conditions of modernization of education, the transition from the theory to practice demands from educators being prepared for organization of methodical work in preschool. The priority of methodical work and thus the necessity of development of methodical competence of tutors of preschool educational institutions in the system of continuous education was caused by new trends in information society of the 21st century, associated with scientific and methodological accumulation of knowledge and the need to find effective mechanisms for the transfer and use, rapid change didactic methods of educational process both in universities and in kindergartens.

In modern world, the psychological and social portrait of a pre-schooler has significantly changed, because today's children live in a world that is constantly changing. The characteristic features of modern children comprise high emotional sensitivity, mental activity and awareness in the most accessible areas of reality; lack of balance of the nervous system; poor health, differences in value orientations. As the analysis of academic work demonstrates<sup>2</sup>, teachers today are

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<sup>2</sup> L. V. Artemova, Model stupenevoi pidhotovky fakhivtsia doshkilnoi osvity u vyshchyykh navchalnykh zakladakh / L. V. Artemova, Yu. M. Kosenko // Psykholoho-pedahohichni problemy

not prepared to take account of these features in the teaching and educational process. That is what caused a number of methodological competence requirements for teachers at the present stage of education.

The actuality of the abovementioned problem for the development of methodological competence of tutors of preschool educational institutions, in the system of continuous education, is accompanied by a number of contradictions between:

- The requirements of modern society to caregivers of preschool educational institutions, capable of self-development and self-education in innovative, professional environment, and the actual practice of training such professionals in terms of level of their education and underdeveloped relevant scientific and methodological support, which would allow to effectively organize methodical work in preschool education;

- The rapid development of society and innovative technology training and education of preschool children versus obsolete methods of preparation of tutors of preschool educational institutions that were developed in the previous century;

- The implementation of vocational training and retraining of teachers of preschool educational institutions using obsolete methods and the need to ensure a high level of their interaction with modern-taught preschool children, their parents, colleagues;

- Branched out pedagogical innovation and the need for a systematic approach to the problem of methodical competence of teachers of preschool educational institutions in the system of lifelong learning;

- Practice in the methodical accompaniment of implementation process of competence approach in preschool educational system of levels, due to the absence of appropriate education and methodical providing.

- The activation of role of methodical competence as a special kind of professional competence, that is up-to-date in the conditions of modernization of current pedagogic education and because of the insufficient level of educators' preparation in organization of methodical work in preschools.

Many researches of Ukrainian scientists were devoted to different aspects of the problem of preparing the pedagogic staff, such as comparative and technology analysis (A. Aleksiuk), administrative and didactic approach (V. Bondar), the philosophical aspect of current education (V. Andrushchenko, V. Lutai, V. Kremen', V. Ohneviuk), problematic and search aspect (V. Palamarchuk), the problem of approval of multilevel pedagogic education, the integrity of university as its scientific and educational centre (H. Bordovskiyi, O. Hluzman, V. Kuz',

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pidhotovky vchytelskykh kadrov v umovakh transformatsii suspilstva: materialy mizhnar. nauk.-teoret. konf. do 80-yi richnytsi NPU im. M. P. Drahomanova. – K., 2000. – Vyp. 1. – S. 84–86.

V. Saharda), the modeling of multilevel pedagogic education (L. Artemova, A. Boiko, S. Vlasenko, H. Hryshchenko).

The problem of preparing the experts in branch of preschool education is displayed in the scientific work of The Industry Standards of High Education in Ukraine developers (L. Artemova, V. Bondar, H. Bieliien'ka, O. Bohinich, H. Sukhorukova) and in the research of A. Bohush, N. Havrysh, N. Horbunova, N. Kalinichenko, E. Karpova, O. Kononko, K. Krutii, V. Maiboroda, T. Ponimanska, O. Proskura, O. Sukhomlynska, M. Sobchynska, T. Tan'ko.

**The purpose of the article:** to define the essence of educator's methodical competence of preschool education.

## **New requirements for educator's preparation**

The main purpose of professional education is preparing a qualified expert, who is competitive in the labour market, competent, responsible, well-oriented in neighbouring branches of activity, professionally mobile, ready for continuous professional development. The quality indicators of professionalism of modern teacher are such skills as planning, prognostication, modeling, designing. The modern trends of development of the pedagogic education bring about the necessity to renew its content, which is oriented on increased quality and humanization of the process of preparing preschool educators.

The society of the third millennium requires a fundamentally prepared, enlightened expert that can clearly define and flexibly design the lines and content of their professional activity<sup>3</sup>.

It is very important to consider the new requirements for educator's preparation, which should base on conceptual foundations of development of the personal potential of pre-schoolers, on pedagogical conditions for optimization of the competent behaviour of pre-schoolers, including the effective personal-oriented technologies in educational process.

The main idea of the research is the statement that methodical competence of educator is the integrative multilevel, professionally significant characteristic

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<sup>3</sup> L. V. Artemova, Model stupenevoi pidhotovky fakhivtsia doshkilnoi osvity u vyshchykh navchalnykh zakladakh / L. V. Artemova, Yu. M. Kosenko // *Psykholoho-pedahohichni problemy pidhotovky vchytel'skykh kadriv v umovakh transformatsii suspilstva: materialy mizhnar. nauk.-teoret. konf. do 80-yi richnytsi NPU im. M. P. Drahomanova*. – K., 2000. – Vyp. 1. – S. 84–86; H. V. Bieliienka, Formuvannia profesiinoi kompetentnosti suchasnoho vykhovatel'ia doshkilnoho navchalnoho zakladu: monohrafiia / Hanna Volodymyrivna Bieliienka. – K.: Universytet, 2011. – 320 s.; O.V. Hluzman, Bazovi kompetentnosti: yikhnia sutnist ta znachennia u zhyttievomu uspiikhu osobystosti / Oleksandr Volodymyrovych Hluzman // *Humanitarni nauky*. – 2009. – № 1(17). – S. 6–15; N.N. Murovana, Kompetentnist pedahoha yak vazhlyva umova yoho profesiinoi deiatel'nosti: monohrafiia / N. N. Murovana. – Sevastopol: Rybzt, 2006. – 24 s.

of a person and the activity of a teacher. It is based on effective professional experience, that considers the system level of functioning of the methodological, methodical and exploratory knowledge, ability, experience, motivation, facility and readiness to creative self-fulfilment in scientific and methodical, pedagogical activity and provides optimal combination of methods of professional pedagogical activity.

The theoretical and methodical foundations for developing the methodical competence of preschool educator are concept, model, methodical, pedagogical conditions, criteria and data of developing the methodical competence, methods and shapes of organization the methodical work in preschool institutions.

The key idea consists in the application of the concept of systemic, competence and environmental approaches to developing and implementing models and methods of methodical competence of teachers of preschool educational institutions in the system of continuous education, taking into consideration the provisional training and forecasting of the opportunities for further professional growth of the individual. The concept is based on the methodological, theoretical and methodological levels.

## **The approaches to developing and implementing models and methods of methodical competence**

Methodological level provides continuity and consistency of the process of methodical competence of teachers of preschool educational institutions, reflects the relationship of the key provisions on the organization of scientific and methodical work in pre-schools and is based on a number of scientific approaches (systemic, competence, environmental) and principles<sup>4</sup>.

The study of the implementation of the systematic approach reveals the integrative systemic properties and quality characteristics, provides a systematic understanding of the world and the desire for a holistic comprehension of the studied phenomenon. Systematic approach reflects the overall relationship and interdependence of phenomena and processes of reality, focuses on the need to perceive the phenomena of life as systems that have a structure and operate based on their laws. The essence of the systems approach lies in the fact that relatively independent components are considered not in isolation but in their relationship, development and movement.

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<sup>4</sup> H.V. Bieliienka, Formuvannia profesiinoi kompetentnosti suchasnoho vykhovatel'ia doshkilnoho navchalnoho zakladu : monohrafiia / Hanna Volodymyrivna Bieliienka. – K.: Universytet, 2011. – 320 s.; O.V. Hluzman, Bazovi kompetentnosti: yikhnia sutnist ta znachennia u zhyttievomu uspiikhu osobystosti / Oleksandr Volodymyrovych Hluzman // Humanitarni nauky. – 2009. – № 1(17). – S. 6–15.

Competence approach allows perceiving the development of methodological competence of teachers of preschool educational institutions as a gradual process of gaining knowledge, practical skills of organization and methodical work in preschool institution and experience, emotional and value attitude to the subjects and methods of teaching that correspond to the needs of pre-schoolers and requirements of the individual caregiver in the post-industrial society<sup>5</sup>.

Environmental approach is the theoretical and methodological basis of educational activities; it provides for the creation of a special environmental management development process of the pedagogical process, ensures the passage of such basic procedures: creating environments for learning; filling inversion environment niches aimed at restoring understanding of the environment. System actions targeted at the environment must convert it into a means of targeting complex personality. Environment discloses these or other possibilities for teachers' personal development, provides opportunities for co-existential status: co-communicate, commonwealth with other people, cooperation with them, competition, empathy.

Methodological reference points appear to be the principles of consideration of individual and collective forms of methodical work, outstripping reaction, performance, sequencing, problematic, professional expediency.

Methodological level provides the implementation of complex psychological and pedagogical conditions: the presence of valuable attitude to educational activities based on the integration of personal positions of the educator and their general cultural, psychological, pedagogical, methodological and methodical knowledge, updating individual experience; teacher's inclusion in active creative interaction in the "teacher-child", "teacher - teacher", "teacher - teacher-methodologist", "teacher-parents" systems, on the basis of the "subject-subject" relations; the implementation of differentiated holistic methodological support of the teacher, which is analytical in its nature, and its results - diagnostic orientation, and provides teachers with developing skills necessary for independent implementation of educational activities (self-organization, self-regulation); integration of educational environment of higher education institutions, institutions of postgraduate education and educational environment of preschool educational institution; methodological support of organizing methodological work in preschool institution and system of monitoring the development of methodical competence of the teachers of preschool educational institutions; motivation for continuous professional and methodological self-development and self-improvement, a reflection of pedagogical actions at various stages (self-analysis, self-esteem).

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<sup>5</sup> N. N. Murovana, *Kompetentnist pedahoha yak vazhlyva umova yoho profesiinnoi deiatelnosti: monohrafiia* / N. N. Murovana. – Sevastopol: Rybzzst, 2006. – 24 s.

Theoretical level<sup>6</sup> determines the theoretical aspects of methodical competence of teachers of preschool educational institutions in the system of lifelong learning: key definitions, the basis for understanding the nature, structure and content of methodical competence of teachers of preschool educational institutions; it determines the structure of methodical competence of teachers of preschool educational institutions, which includes the following components: personal, educational, activity.

The personal component of methodical competence of the teacher of preschool educational institution is correlated with the skills associated with psychological aspects of personal development of teacher: communicative, perceptual and reflective.

Cognitive ability is based on the components that are provided by theoretical training of a teacher: analytical and synthetic (the ability to analyse program-methodical documents, identify methodological problems and identify solutions; the ability to classify and organize methodological knowledge); predictive (the ability to predict the effectiveness of the tools, forms, methods and techniques; the ability to apply methodical knowledge or skills in new environment); structural designing (the ability to structure and build the learning process, choose the content and form of learning; tailoring methods and techniques; the ability to plan methodical activity).

Activity component comprises accumulated professional knowledge and skills, the ability to update them at the right time and in the process of the realization of their professional functions. It also involves the mastery of teacher's research and creative skills.

Methodological level involves creation of methodological support of professional caregivers of preschool educational establishments' criteria (motivational, cognitive, methodological, operational) indicators and the level of development of methodical competence; monitoring its effectiveness; phased testing methods methodical competence of teachers of preschool educational institutions based on modern scientific approaches and methodology of general principles tailored to the training and retraining of teachers of preschool educational institutions appointed to the kind of professional and educational activities.

The method of developing the methodical competence of teachers of preschool educational institutions in the system of continuous education is advised to be following classified systems, because it can be seen only as an ordered set of interrelated components (objectives, contents, methods, forms and means), as holistic education.

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<sup>6</sup> Ibidem.

The development of methodical competence of teachers of preschool educational institutions needs to be addressed in the training and retraining of teachers, in order to enrich their level of methodological competence, by improving methodological tools for organizing methodological work in kindergartens and creating teaching which would maximally take into account all the circumstances and environment, especially the development of modern preschool children.

The process of methodical competence's development continues throughout the vocational training of the kindergarten teacher, so determining the time limits for the stages of forming the methodical competence (such as in high school) is not possible. However, based on the objectives of methodical work, one may distinguish three levels of methodical competence of kindergarten teacher:

- basic (development occurs on the existing level of methodological competence in the individual mode of methodological support);
- productive (teacher – an active participant of methodical system of preschool educational institution);
- creative (self-development process is based on self-realization, comprises of research and creativity); thus the process of methodical competence is considered to be multilevel.

The main provisions of the concept are displayed in the general working hypotheses of the study, which assume that the development of methodical competence of the tutors of preschool educational institutions will be effective if the organization is to provide multi-methodical work:

- at the strategic level – training of staff, studying practical experience of tutors of pre-school educational institutions represented in the media and periodicals;
- at the tactical level – changes in approaches to the organization of methodical work in preschool education, methodical preparation of educators;
- At the operational level – direct organization of methodological work in kindergartens, updating methods and techniques of methodical work; updating the content of the "Organization of methodical work in preschool institution" course; using diagnostic systems in order to monitor the quality of the organization and methodical work in modern kindergartens.

The main research hypothesis, summing up concretized partial hypotheses, proves that the methodical competence of kindergarten teachers can be effectively formed if:

- 1) the continuity and systemic of the development of the methodical competence of preschool educational institutions' tutors is ensured;
- 2) complex psychological and pedagogical conditions are implemented:

– availability of valuable attitude to educational activities through the integration of personal tutor position and their general cultural, psychological, pedagogical, methodological and methodical knowledge, updating individual experience;

– Teacher inclusion in active, creative interactions in the "teacher – child", "teacher – teacher", "teacher – teacher-methodologist", "teacher – father" systems, based on "subject-subject" relations;

– the implementation of differentiated holistic methodological support of educator that is analytical and its results – diagnostic orientation and providing teachers' development of the skills necessary for independent implementation of educational activities (self-organization, self-regulation);

– Integration of educational environment of higher education institutions, institutions of postgraduate education and educational environment of preschool educational institution;

– methodological support of organization of methodical work in preschool institution and systems monitoring the development of methodical competence of teachers of preschool educational institutions;

– motivation for continuous professional and methodological self-development and self-improvement, a reflection on pedagogical actions at various stages of (self-analysis, self-esteem).

3) in stages to test method of methodical competence of the tutors of preschool educational institutions, in the system of continuous education based on modern scientific approaches and methodology, the general principles will be tailored to the training and retraining of teachers appointed to the kind of professional and educational activities.

## **Conclusion**

Therefore, methodological competence of educators of preschool educational institutions regard personality and characteristics activities of the teacher as integral and multi-professionally significant, which is based on effective professional experience; thus reflecting the functioning system level of methodological, teaching and research knowledge, skills, experience, motivation, skills and readiness for creative self-realization in the scientific and methodological and pedagogical activities as a whole and provides an optimal combination of professional pedagogical methods.



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## Summary

In the article the problem of methodical competence of educators of preschool educational institutions is reviewed. The author examines the application system, competency and environmental approaches to developing and implementing models and methods of methodical competence of educators of preschool educational institutions in the system of continuous education and highlights the level of methodical competence of caregiver preschool educational institutions.

## **Aspekty teoretyczne kompetencji metodycznych u nauczycieli w instytucjach edukacji wczesnoszkolnej**

### **Streszczenie**

W artykule przedstawiono problem kształtowania kompetencji metodycznych nauczycieli edukacji wczesnoszkolnej, które rozpatrywane są jako zintegrowana wielopoziomowa struktura charakterystycznych cech i jakości osobowości nauczyciela, opierających się na skutecznych doświadczeniach zawodowych, które odzwierciedlają systemowy poziom dydaktycznej i badawczej wiedzy, umiejętności, doświadczeń, zdolności i gotowości do twórczej samorealizacji.