

### References

1. Boliubash, Ya.Ia., Bulakh, I.Ie., Mruha, M.R. and Filonchuk, I.V. 2007. *Pedahohichne otsiniuvannia i testuvannia. Pravyla, standarty, vidpovidalnist [Pedagogical evaluation and testing. Rules, standards, responsibility]*. Kiev: Master class.
2. Halkyna, T.Y. and Ozerova, N.P. 2006. *Monytorynh obrazovatelnoi deiatelnosti v shkole. Knyha sovremennoho zavucha [Monitoring of educational activities at school. The Book of Modern Conducting]*. Rostov on Don: Fenyks.
3. Kurlekht, M.V. and Telniuk, Y.V. 2002. *Ekspertnye otsenky v obrazovanii [Expert assessments in education]*. Moscow: Publishing Center "Academy".
4. Lukina, T. 2006. *Monitorynh yakosti osvity: teoriia i praktyka [Quality Education Monitoring: Theory and Practice]*. Kiev: Publishing house. "School World".
5. Maiorov, A.N. 2005. *Monytorynh v obrazovanii [Monitoring in education]*. 3-e yzd. Moscow: Intellect-Center.
6. Taidzhman, A. and Posltvein, T. N. 2003. *Monitorynh standartiv osvity [Monitoring of Educational Standards]*. Lviv: Litopys.
7. Lokshyna, O.I. 2004. *Monitorynh yakosti osvity: svitovi dosiahnennia ta ukrainski perspektyvy [Quality education monitoring: world achievements and Ukrainian perspectives]*. Kiev: K.I.S.
8. Liashenko, O.I. 2013. *Orhanizatsiino-metodychne zabezpechennia monitorynhovykh doslidzhen yakosti zahalnoi serednoi osvity [Organizational and methodological support of monitoring studies of the quality of general secondary education]*. Kiev: Pedagogical thought.

УДК 37.018-022.332:373.3.011.3-051(045)

### CONTINUOUS EDUCATION OF THE PRIMARY SCHOOL TEACHER

Rozman Iryna, Paida Galina

### НЕПЕРЕРВНА ОСВІТА ВЧИТЕЛЯ ПОЧАТКОВИХ КЛАСІВ

Розман І.І., Пайда Г.В.

*The article considers the importance of continuous professional self-education of the primary school teachers, forms of self-education, which help achieve personal and professional growth. It is emphasized on the necessity of systematic improvement of pedagogical skills - the highest level of pedagogical culture of the teacher. The process of development of the primary school teacher's personality in the system of continuous professional self-education is also substantiated. It is proved that self-education is characterized by the individuality, originality and interest of the primary school teacher in his professional growth. The emphasis is on the importance of the school leadership's and primary school teachers' managerial competence.*

**Key words:** *competence, continuous education, pedagogical culture, self-perfection, self-knowledge, self-realization, creativity.*

*У статті розглянуто значення неперервної професійної самоосвіти вчителя початкових класів, форми самоосвіти, які допомагають досягнення особистісного і професійного зростання. Наголошено на необхідності системного вдосконалення педагогічної майстерності – вищого рівня педагогічної культури вчителя. Також обґрунтовано процес розвитку особистості вчителя початкових класів у системі неперервної професійної самоосвіти. Доведено, що самоосвіті властива індивідуальність,*

*оригінальність і зацікавленість особистості вчителя початкових класів в своєму професійному зростанні. Закцентована увага на значенні управлінської компетентності керівництва навчальним закладом і вчителів початкових класів.*

**Ключові слова:** компетентність, неперервна освіта, педагогічна культура, самовдосконалення, самопізнання, самореалізація, творчість.

The managerial competence of the primary school teacher requires the use of professional knowledge and skills not only from basic subjects and pedagogy, but also from economics, management, sociology, etc. Therefore, a necessary and professionally significant component of the competence of a modern teacher is the managerial competence.

Changes in society have contributed to the increase of the level of requirements for the management of primary school teachers, made it difficult and responsible. In this regard, one of the problems was the lack of managerial competence of the elementary school teacher [2].

It was life that put the task of continuous pedagogical self-education on the agenda. In modern conditions professional self-education should be guided by the formation of professional flexibility and mobility, a level of professional education that would allow them to adapt to the conditions and content of professional work, as well as for the successful self-realization of the individual, the prevention of intrapersonal and professional conflicts [5, с. 192–197].

Often there is a deepening of contradictions between the demands placed on the personality and the teacher's activities, and the actual level of educational institutions' graduates' readiness to perform their professional functions; between the typical system of teacher training and the individual-creative nature of his activity [4].

The imminent consequence of a technocratic approach in pedagogical education was the estrangement of a teacher from society. This led to an acute decline in the social status and prestige of the pedagogical profession, the discrepancy of teacher training for social needs and the aggravation of educational problems.

In the scientific sense, the necessity to address this problem is due to the lack of an established system of views on understanding the patterns of formation and functioning of professional self-education of the primary school teachers. There is a need for generalization and systematization of theoretical approaches, sometimes contradictory facts and the necessity for further development of pedagogical theory in general and professional self-education in particular [6].

To this day, the phenomenology of education, the pedagogical skills of the primary school teacher, their dependence on age, individual and other peculiarities of the subject of pedagogical activity are well studied (A. Bistryukova, N. Bibik, V. Bondar, M. Vashulenko, P. Gusak, S. Yermakova, M. Zakharichich, O. Ivliieva, V. Kazakov, L. Kekukh, N. Kichuk, A. Komar, L. Krasnyuk, A. Matvienko, O. Melnyk, V. Paskar, S. Ratovsky, O. Savchenko, L. Suschenko, I. Titarenko, L. Horuzha, I. Shaposhnikova and others).

For most of the works it is inherent to focus on the specific features of teacher's skills, the formation of various personal qualities in the process of pedagogical activity, the development of pedagogical abilities, thinking, professional orientation. This is especially evident in this approach, in which pedagogical activity is identified only with teaching and learning [4].

For the continuous education of the teacher the most characteristic is the use of forms of organization of self-education: coursework in institutes of advanced training; obtaining a second higher education or a second specialty; distance education courses, conferences, seminars, olympiads and competitions; individual work; networking pedagogical communities – a teachers' new form of self-education [1].

Today, the pedagogical community is very important. It is an Internet resource created for communication of like-minded people, teachers of different regions of our country who want to share experience, dispute, talk about themselves, find out the necessary information.

For the general methods of self-education the most accessible are the independent study of

scientific and pedagogical literature and methodical recommendations; participation in all forms of methodological work; studying of the advanced pedagogical experience accumulated in the system of professional education; mutual attendance of lessons, participation in the analysis of open lessons; analysis of their work and its results, participation in experimental work, which is held in a professional educational institution by scientific organizations; development of materials on complex methodological providing of subjects and professions, preparation of summeries, methodical materials, reports, lectures, etc. [3 с. 18–29; 6 с. 59–63].

The continuous self-education of the primary school teacher is more effective if it is connected not only with the narrow-didactic goals, but proceeds from the idea of a all-round development of a specialist as a person.

Teachers need to improve their professional level not only on a schedule (once every five years), but to engage in self-education regularly [3].

The more actively the teacher uses information for the development of his own personality, the more information becomes the means of the teacher's educative influence. On the contrary, the desire to the straight transfer of information into activities, passing through the personal rethinking of information, restricts the use of it in working with students.

Pedagogical skill includes special knowledge, skills and habits, in which the perfect mastery of the basic methods of one or another kind of activity is realized. Whatever particular tasks a teacher solves, he is always an organizer, mentor and master of pedagogical influence.

Based on this, in the skill of the teacher four relatively independent components can be distinguished: the mastery of the organizer of collective and individual activities of children; skill of persuasion; the skill of transferring knowledge and the formation of the experience of activity and, finally, the mastery of possession of pedagogical technique. In real pedagogical activity, these types of mastery are closely linked, intertwined and mutually strengthen each other [7].

Consequently, the objective function of continuous self-education of a teacher is the comprehensive development of his personality to ensure the high quality of teaching and education of students. The teacher of primary school, who constantly and systematically engages in self-education, also has the most effective influence on the formation of the students' need for self-dependent knowledge gaining, to develop their appropriate skills and abilities. As you know, a personal example of a teacher at all times was considered the most important means of education.

#### Список використаних джерел

1. Акімова О.М. Педагогічні умови організації позааудиторної самостійної роботи майбутніх учителів початкових класів: автореф. дис...канд. пед. наук: 13.00.04 / О. М.Акімова. – Харків, 2013. – 20 с.
2. Бібік Н.М. Компетентнісний підхід: рефлексивний аналіз застосування. Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи. Київ: К.І.С., 2004. – С. 47.
3. Буряк В. Умови та засоби самоосвіти студентів / В. Буряк // Вища школа. – 2002. – № 6. – С. 18-29.
4. Ратушинська А. Неперервна самоосвіта як необхідна умова особистісного та професійного розвитку вчителів початкових класів [Електронний ресурс] / А. Ратушинська // Неперервна професійна освіта: теорія і практика. – 2018. – Вип. 1-2. – С. 30-37. Режим доступу: [http://nbuv.gov.ua/UJRN/NPO\\_2018\\_1-2\\_6](http://nbuv.gov.ua/UJRN/NPO_2018_1-2_6).
5. Наливайко Г. В. Керівництво самоосвітньою діяльністю вчителів / Г. В. Наливайко // Освіта і управління. – 1999. – № 3. Т. 3. – С. 192-197.
6. Себало Л. І. Структура самоосвітньої діяльності майбутнього вчителя початкових класів / Л. І. Себало. – Science and Education a New Dimension. Pedagogy and Psychology. – 2015. – III (26), Issue 50. – P. 59-63.
7. Слостенин В. Педагогика: учебное пособие / В. Слостенин, И. Исаев, Е. Шиянов. – Москва: Издательский центр «Академия», 2013. – 576 с.

### References

1. Akimova, O.M., 2013. *Pedagoghichni umovy orghanizaciji pozaaudytornoji samostijnoji roboty majbutnikh uchyteliv pochatkovykh klasiv* [Pedagogical conditions of organization of nonauditing independent work of future teachers of primary school]. Candidate of Pedagogical Sciences. Kharkiv.
2. Bibik, N.M. 2004. *Kompetentnisnyj pidkhid: refleksyvnyj analiz zastosuvannja Kompetentnisnyj pidkhid u suchasnij osviti: svitovyy dosvid ta ukrajinsjki perspektivy*. [Competency approach: reflexive application analysis. Competency approach in modern education: world experience and Ukrainian perspectives]. Kyiv: K.I.S.
3. Burjak, V., 2002. Umovy ta zasoby samoosvity studentiv [Conditions and means of self-education of students]. *High school*, 6, pp. 18-29.
4. Ratushynska, A., 2018. Neperervna samoosvita yak neobkhidna umova osobystisnoho ta profesiinoho rozvytku vchyteliv pochatkovykh klasiv [Continuous self-education as a necessary condition for the personal and professional development of primary school teachers]. *Continuing Professional Education: Theory and Practice*, [online] 1-2, pp. 30-37. Available at: [http://nbuv.gov.ua/UJRN/NPO\\_2018\\_1-2\\_6](http://nbuv.gov.ua/UJRN/NPO_2018_1-2_6).
5. Nalyvajko, Gh.V., 1999. Kerivnyctvo samoosvitnjoju dijajlnistju vchyteliv [Guide to self-educating teachers]. *Education and Management*, 3, 3, pp. 192-197.
6. Sebalo, L.I. Struktura samoosvitnjoji dijajlnosti majbutnjogho vchytelja pochatkovykh klasiv [Structure of self-education activity of the future teacher of elementary school]. *Science and Education a New Dimension. Pedagogy and Psychology*, III(26), 50, pp. 59-63.
7. Slastenin, V., Isaev, I. and Shijanov, E. 2013. *Pedagogika* [Pedagogics]. Moscow: Publishing Center "Academy".

УДК 373.3:004:001.895(045)

### MANAGEMENT OF INNOVATIVE PROCESSES IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Rozman Iryna, Samouliuk Svitlana

### УПРАВЛІННЯ ІННОВАЦІЙНИМИ ПРОЦЕСАМИ У ДОШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Розман І.І., Самойлюк С.П.

*The article deals with the principles and structures of the innovation process, knowledge of which is necessary for effective management of an educational institution. The normative model of management of innovative processes in a preschool educational institution is proposed.*

**Key words:** *management, innovation process, management principles, management model, pre-school educational institution.*

*У статті розглянуто принципи управління в дошкільному навчальному закладі, структуру освітнього закладу та труднощі, які пов'язані з вирішенням низки суперечностей між недостатньою розробленістю методичних засад управління педагогічним процесом і потребою педагогічної практики; стереотипізації діяльності і пошуків творчих підходів; необхідністю оновлення змісту педагогічного процесу і недостатньою компетентністю педагогів. Дано характеристику принципів, які відображають конкретні закони й закономірності реалізації інноваційних процесів: принцип інноваційної зміни станів системи освіти; принцип переходу від стихійних механізмів перебігу інноваційних процесів до свідомо керованих; принцип інформаційної забезпеченості*



# МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: [www.msu.edu.ua](http://www.msu.edu.ua)

E-mail: [info@msu.edu.ua](mailto:info@msu.edu.ua), [pr@mail.msu.edu.ua](mailto:pr@mail.msu.edu.ua)

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>