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## **CONDITIONS OF PROFESSIONAL MANAGEMENT OF TEACHER COMPETENCE DEVELOPMENT OF THE NEW UKRAINIAN SCHOOL**

**Summary.** Education reform in the XXI century - the transformation of the educational process into an innovative environment. However, it requires from the pedagogical specialist constant development in professional activity, especially, creative growth for the purpose of improvement of competences. In the process of analysis of scientific and pedagogical literature, it is determined that the problem of managing the development of professional competence of teachers of the New Ukrainian School at the theoretical level requires detailed research and discussion. Therefore, the main directions of reforming the domestic educational system, defined by the Concept of "New Ukrainian School", determine the professional activity of teachers, which in today's conditions is aimed at: transition to pedagogy of partnership (cooperation), based on the principles of humanization, constant involvement of children in active learning. The study identifies and substantiates the pedagogical conditions for managing the development of professional competence of teachers of the New Ukrainian School. In determining these conditions, we proceeded from the fact that any ideas about the professional competence of teachers are derived and depend on the level of knowledge that has developed in public opinion, pedagogical theory and practice on the mechanisms and conditions of human formation and development; the prevailing ideology in this society about the essence and purpose of man.

The analysis of the scientific literature made it possible to identify the following conditions for managing the development of professional competence of teachers: 1) purposefulness and systematic management of the development of professional competence of teachers by the principal and his deputies; 2) the ratio of the teacher's capabilities with the requirements for the development of professional competence; 3) the development of knowledge and ideas of the teacher about the psychological and social essence of the child as a developing personality; about the effectiveness of special pedagogical influence on the development

and formation of the child as a person, ways of their implementation in an educational institution; about the ways of organizing a teacher's purposeful influence on the child's development, their knowledge about professional and pedagogical activities, its goals, means and technologies of implementation, the results to be achieved.

**Key words:** professional competencies, secondary education institutions, young teachers, cognitive situations, New Ukrainian school.

**Introduction.** In an era of global change, the complexity and ambiguity of processes occurring in society, their various orientations with particular urgency pose to each person the problem of choice and self-determination in personal values, culture, place in public life and profession. Under these conditions, education becomes one of the most important factors of progress and the teacher as a carrier of universal and social values, as a creator of personality and translator of cultural heritage of the past into the future through the education of the younger generation, attracts special attention of society, scientists and practitioners. The National Doctrine of Education Development of Ukraine in the XXI century emphasizes that the main guarantee of successful fulfillment of the mission of education is the quality of teacher training, his ability to self-development and self-realization in professional activities, to productive creative activity in the context of national and world culture.

Therefore, the problem of managing the development of professional competence of teachers of the New Ukrainian School at the theoretical level requires detailed research and discussion. The professional activity of a school teacher has a special place among other pedagogical professions. It is determined not only by the amount of educational tasks to be solved, but also by the significance of this period for the entire development and formation of the child's personality, values and worldview. In view of this, scientists pay a lot of attention to the problem of preparing future primary school teachers for professional activities at the level of professional competence.

Professional competence, the main idea of the modern educational process, is associated with the search for new approaches in determining the goals of education and ways to achieve them (V. Andrushchenko, G. Ball, V. Bibler, E. Bondarevskaya, O. Gazman, B. Gershunsky, M Yevtukh, N. Nychkalo, S. Sysoeva, L. Khomych, etc.).

The introduction of new humanistically oriented guidelines requires fundamental changes in the content of the preparation of the head for professional and pedagogical activities, the nature and methods of managing this process, the technologies of its organization.

### **The purpose and objectives of the study**

The purpose of the article was to identify and substantiate the pedagogical conditions for the development of professional competence of teachers of the New Ukrainian School.

To achieve this goal, the following tasks were formulated: to study and analyze the scientific and pedagogical literature to study the state of development of the problem of professional competence development of teachers of the New Ukrainian School and to identify and justify pedagogical conditions to improve the management of these competencies.

**Research results.** Special requirements for the professional competence of a specialist determine the revision of his own life values, established stereotypes, skills and abilities, existing experience.

In recent years, special attention is paid to the theoretical analysis and justification of the mechanisms of becoming a teacher as a subject of pedagogical activity (G. Aksonova, R. Asadullin, E. Volkova, N. Grigoriev, V. Zhornov, N. Nikitin, N. Solovyov); formation of his general and professional-pedagogical competence (M. Vilensky, V. Grinyova, E. Grishin, O. Khodusov); various aspects of his individual creative development and innovation potential (I. Bogdanova, N. Kichuk, L. Kondrashova, Z. Kurland, A. Linenko, N. Mazhar, L. Podimova, N. Postalyuk, T. Rudenko, T. Rudneva, O. Tsokur and others).

The main directions of reforming the domestic educational system, defined by the Concept of the «New Ukrainian School», determine the professional activity of teachers, which in today's conditions is aimed at: transition to pedagogy of partnership (cooperation), based on the principles of

humanization of learning; formation of a system of universal values as a cross-cutting process in which the teacher is a model of education, which by example motivates and inspires students [6]

However, scientifically substantiated pedagogical conditions of management of formation of professional competence of the teacher of the New Ukrainian school are insufficiently presented in the scientific literature.

However, it is known that the requirements of the profession do not remain unchanged. They change not only as a result of the development of society itself, but also as a result of the contribution to this profession of the achievements of its subjects, who develop as professionals. Assimilating a certain professional activity, they begin to change, develop the profession itself in the process of reproduction in the activities performed in its field of their own individuality. In this sense, the orientation of scientific and theoretical concepts and practices of training future teachers on the professional profile will always lag behind the requirements of existing pedagogical educational practice. According to scientists, the principles of the activity approach in this case are not rejected. However, professional activity is not seen as a rigidly determined system, but a space for the manifestation of various creative possibilities of the individual (O. Borisov, O. Sannikov, etc.). A fundamental characteristic of this approach is its focus on self-development, self-actualization of the individual, increasing the degree of her freedom and opportunities in professional self-determination, in the formation of a qualitatively unique, unique individual style of professional activity, in expanding their own abilities and areas of application.

Without denying the productivity of each of the above approaches, in our study in clarifying the psychological prerequisites for managing the development of professional competence of teachers of the New Ukrainian School, we based on the provisions of the concept of becoming a professional, developed by O. Sannikova [5].

It was important for our study that this concept is based on the peculiarities of the formation of the personality of a professional in socioeconomic professions, which allowed us to extrapolate its position in the field of teaching without any fundamental additions and limitations.

According to the concept of becoming a professional personality, proposed by O. Sannikova, this process forms a macrosystem, the structure of which is composed and provided by the interaction of several subsystems, namely: formal-dynamic, semantic-personal and social-imperative.

The formal-dynamic subsystem ensures the functioning of the totality of all individual personality traits, according to which the dynamics of constitutional processes takes place and is psychologically provided. The semantic-personal subsystem consists of the properties and qualities of the personality that reveal the direction of its activity as a professional, the features of the motivational sphere, value orientations, etc. Socio-imperative subsystem includes existing in the modern personality ideas about the environment, society, norms of social interaction, norms of professional activity, etc. (Yelnikova, 2011). The fundamental difference between the latter subsystem and the first two is that it is controlled by consciousness and is directly related to the content of the culture that must be entered to master a particular profession.

In substantiating the first pedagogical condition, we proceeded from the fundamental position of philosophy and psychology that the change of the object of activity naturally causes a change of the subject itself.

Thus, when determining the pedagogical condition for managing the development of professional competence of a teacher of the New Ukrainian School, it should be taken into account that for him the object of knowledge is not real professional and pedagogical activity, but its substitute - knowledge. As a socio-cultural code, specially created to objectify and materialize all the richness of previous human experience, social practice, accumulated in the upbringing and education of the child in the primary education system.

In determining the next pedagogical condition, we proceeded from the fact that any ideas about the professional competence of teachers are derived and depend on the level of knowledge that has developed in public opinion, pedagogical theory and practice on the mechanisms and conditions of human formation and development; the prevailing ideology in this society about the essence and

purpose of man.

It follows that the development of knowledge about the essence of professional pedagogical activity lies in the way of critical comprehension of traditional ideas about the essence of pedagogical process and formation in this context by each primary school teacher of his own idea of professional activity, its goals and methods of implementation.

In this regard, we believe that our own experience of cognition should become an experimental platform for primary school teachers, where he has the opportunity to test the reality and productivity of their ideas in the field of professional activity, their compliance with certain cultural patterns and norms.

Thus, the possibility of forming certain qualities in a teacher of the New Ukrainian School depends on how the process of cognition of the subject of one's own professional and pedagogical activity is organized. That is, it is the leader, based on the objective processes that accompany the development of tumors in the personality structure of the teacher - a professional, must create conditions in the learning process for their reproduction. Therefore, the first condition for managing the development of professional competence of teachers: the creation of the director and his deputies conditions for the development of professional competence of teachers.

Based on these considerations, we identify the second condition for managing the development of professional competence of teachers, namely: the use in the educational process of cognitive situations that encourage teachers to understand the goals, content and means of professional activity through the prism of cultural relevance to historical and social circumstances.

The basis for determining the following condition was that only in communication with other people a person learns and establishes for himself the real boundaries and meanings of the use of socially accepted norms of behavior and activity in culture. Studies by L. Bueva, M. Kagan, O. Ogienko, A. Sbrueva and other authors show that only conscious as a result of their own experience of communication, these norms become important values of personality, social landmarks, filled with personal meaning.

The third condition for managing the development of professions The new competence of the teacher of the New Ukrainian School is the knowledge of the teacher of himself, his intentions through the prism of certain norms of culture. Conscious behavior and productive activity in its content necessarily involves the presentation of the self - the self, regardless of what roles are performed: teacher, student, pupil, colleague, and so on. Communication in any case requires coordination of actions of all participants.

Studies by E. Karpova, Z. Kurland, A. Linenko and many other scientists have shown that in cases where the task that arises in the professional activity of a teacher is reflected in his mind and assessed as personally significant, the regulation of current conditions occurs naturally and positively. In other cases, the impact of these conditions on the process of activity may be negative. In a situation of communication, cooperation, interaction, skipping their mental states, ways of active action through consciousness and comparing them with the requirements of others, the subject can improve their own actions, find new motivations and intrinsic motivation. Thus, the principle of self-regulation determines and provides ways of conscious communication of different subsystems of the individual as a professional, reveals the levels of mental support of the teacher's professional activity, the «price» of such activity, and thus determines the individual style of its implementation.

The fourth condition for managing the development of professional competence of a teacher is the conscious planning by each teacher of the New School of certain changes in themselves caused by the needs of the profession, interpersonal communication and cooperation with others, is a manifestation of a higher degree of self-regulation. In the process of becoming a person as a professional, it occurs as self-education, which systematically forms certain qualitative innovations, the development of individual abilities, its ability to realize itself in a certain way in the activity.

Thus, self-regulation is an objective, natural mechanism by which the internal content of the subject is adapted and manifested externally as the content of its activities. Through consciousness, the individual, as a subject of activity, reflects the world around him, all the circumstances that cause

activity and accompany it. It, depending on the content of the activity is perceived, reflects the selective attitude of man to his social, in particular, professional existence.

These pedagogical conditions for managing the development of professional competence of teachers of the New Ukrainian School are formulated based on the results of theoretical analysis of existing scientific and pedagogical, philosophical and psychological developments. Therefore, verification and proof of their sufficiency, reliability and effectiveness requires a special experiment aimed at obtaining relevant empirical data.

### **Conclusions and prospects for further research.**

The study identifies and substantiates the pedagogical conditions for managing the development of professional competence of teachers of the New Ukrainian School. In determining these conditions, we proceeded from the fact that any ideas about the professional competence of teachers are derived and depend on the level of knowledge that has developed in public opinion, pedagogical theory and practice on the mechanisms and conditions of human formation and development; the prevailing ideology in this society about the essence and purpose of man.

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## УМОВИ ПРОФЕСІЙНОГО УПРАВЛІННЯ РОЗВИТКОМ КОМПЕТЕНТНОСТІ ВЧИТЕЛЯ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

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**Анотація.** Реформа освіти у XXI столітті – перетворення освітнього процесу на інноваційне середовище. Але, він вимагає від педагогічного фахівця постійного розвитку у професійній діяльності, особливо, творчого зростання задля вдосконалення компетентностей. У процесі аналізу науково-педагогічної літератури визначено, що проблема управління розвитком професійної компетентності вчителя Нової української школи на теоретичному рівні потребує детального дослідження та обговорення. Тому основні напрями реформування вітчизняної освітньої системи, визначені Концепцією «Нова українська школа», детермінують і професійну діяльність учителя, що в умовах сьогодення спрямована на: перехід до педагогіки партнерства (співробітництва), підґрунтям якої є принципи гуманізації навчання, постійне залучення дитини до активного навчання. У дослідженні виявлено й обґрунтовано педагогічні умови управління розвитком професійної компетентності вчителя Нової української школи. При визначенні цих умов ми виходили з того, що будь-які уявлення щодо професійної компетентності вчителя є похідними і залежать від того рівня знань, які склалися у суспільній думці, педагогічній теорії і практиці про механізми і умови формування і розвитку людини; пануючої в означеному суспільстві ідеології про сутність і призначення людини.

Аналіз наукової літератури дав змогу виділити наступні умови управління розвитком професійної компетентності вчителя: 1) цілеспрямованість і системність управління розвитком професійної компетентності вчителя директором і його заступниками; 2) співвідношення можливостей вчителя з вимогами до розвитку професійної компетентності; 3) розвиток знань і уявлень учителя про психологічну і соціальну сутність дитини як особистості, що розвивається; про ефективність спеціального педагогічного впливу на розвиток і становлення дитини як особистості, способи їх реалізації в умовах закладу освіти; про способи організації вчителем цілеспрямованого впливу на розвиток дитини, тобто власне знання про професійно-педагогічну діяльність, її цілі, засоби і технології реалізації, результати, що мають бути досягнуті.

**Ключові слова:** професійні компетентності, заклади середньої освіти, молоді вчителі, пізнавальні ситуації, Нова українська школа.

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