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TYPES AND FORMS OF PROFESSIONAL DEVELOPMENT OF A PRESCHOOL TEACHER IN IN-SERVICE TRAINING

The article is devoted to the practical aspects of forming the professional readiness of preschool teachers for life-long professional development. It is shown that the professional development of practicing teacher can be embodied in certain forms, in particular: specialized on-the-job training; coaching and / or advisory interactions with the professional oriented communities sharing the experience or peer training groups. In the article it is stated that pedagogical trainings are the effective form of methodological work in the preschool education establishment, the main purpose of which is the formation of readiness of teachers for professional development during life. The advantages and difficulties in conducting trainings are outlined. It is pointed out that the success of the training depends crucially on the so-called «group effect».

The authors provide a description of the content characteristics and practical importance of various forms of methodological work in pre-school educational establishment, in particular: trainings, certified courses (innovative form of professional growth of teachers), business games (form and method of active teacher training), exercises (a method of teaching that involves purposeful learning), repeated repetition of certain actions or operations for the purpose of formation of skills), methodical associations (structural unit of the methodical service of the educational establishment providing the educational training, methodical research and experimental work), training (acquisition by a person experiences the tasks and responsibilities of a specialty) and others. Examples of trainings, business games and exercises, directions for methodological associations, workshops, and internship topics are provided with a clear description of their goals and objectives.

It is shown that the professional growth of a preschool teacher depends on a set of different factors, including the level of motivational readiness generated and the selection of interactive forms and methods of methodical work that are appropriate to use in working with preschool teachers.

Key words: business games; certified courses; exercises; internships; preschool teachers; professional growth; readiness; trainings.

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Introduction. Problem setting. In the system of organizing methodological work with preschool teachers, both collective and individual forms are implemented, traditional ones are improved, new approaches are

introduced, which brings fresh thoughts, ideas into the educational process and they are interesting to teachers.

Traditional learning is, in its essence, a form of information transfer and mastering of knowledge. Instead, interactive forms are focused on finding answers to the questions.

Taking into an account the research results of foreign scientists, we note that the professional development of practicing educators can be embodied in the following forms:

- 1) specialized on-the-job training;
- 2) coaching and / or consultative interaction;
- 3) professional oriented communities sharing the experience or peer training groups.

According to the researchers, specialized training includes activities that provide information on the acquisition (formation, development) of special skills for their application in the workplace. Training activities may include seminars, conferences, presentations, lectures or discussions live or in video, behavior training exercises, trainings and many other modes that provide the necessary information and are intended to influence professional activity.

Coaching is a voluntary, unbiased partnership that takes place between teachers when a person wants to gain new knowledge and skills from another. Coaching includes independent and / or joint observations, actions, reflections, feedback and evaluation of the coaching process.

Professional oriented communities sharing the experience are a form of continuing professional development that is becoming increasingly well known in the field of preschool education. Professional oriented communities are defined as groups of individuals who come together on the basis of shared professional interest and desire to improve their activities by sharing their knowledge, understanding and observations. The professional oriented communities' meetings require the presence of an expert facilitator, that is, someone with relevant experience and practical knowledge who can help the group ask questions, combine and generate ideas, explain key points, provide information and useful resources, and always stay at work (Sheridan, Edwards, 2009, p. 379–380).

The objective of the article. To analyse theoretical and practical approaches related to the organization of methodological work in pre-school educational establishment aimed at the professional growth of educators; to justify the feasibility of using some forms of methodological work to form the motivational readiness of preschool teachers for life long professional growth.

Forms of professional growth. We are convinced that one of the most effective forms of organizing of the methodological work is training. Pedagogical trainings, the content of which is developed together with the psychologist, set different goals – from the development of individual pedagogical abilities of preschool teachers to the formation of their pedagogical thinking.

V. Bener (2003) points to the educational and corrective aspects of training. The researcher states that the trainings are aimed at achieving the following results:

- mastering by the participants of the training effective methods of studying the personal qualities of other people;

- mastering techniques of adequate self-knowledge;
- correction of self-perception and mechanism of self-knowledge and self-correction;
- mastering the system of reflexive-perceptual analysis (formation of relevant knowledge and skills);
- correction of psychological and pedagogical attitudes in interpersonal and professional intergroup communication;
- acquisition of specific experience of communication, playing in a training group (Benner, 2003, p. 10).

I. Tereshchenko (2010) states that there are possible difficulties in the training process. However, if they occur, they may be softened or disappear altogether in the process of discussing the exercise and the lesson as a whole. The success of the training depends crucially on the so-called «group effect». It is expressed in the following: the set of different elements that coexist has properties that far exceed the sum of the properties of the subjects. The preconditions for success include an atmosphere of cooperation, security and goodwill. An important tenet of training is also the condition of no one to be forced or imposed to anything. After all, it will be enough for the group to find at least one person who shows a need for dominance, either too sceptical or unbalanced and the chance to actualize the «effect of the group» will be lost. Motivation for activities is a significant part of the training. Of course, there will not be enough common curiosity here. There is also a need for an internal setting for hard work that is based on the desire to develop one's creative abilities (Tereshchenko, 2010, p. 111).

In the context of the practical component of our research, we propose a list of invariant forms of methodological work that can be used while working with preschool teachers to build a readiness for lifelong professional development.

We think it is appropriate to conduct a psychological and pedagogical training on the topic: «Communicative competence of the modern preschool teacher». The training is aimed at improving the communicative competence of teachers in the context of modern pre-school educational establishment. Objective: To update participants' perceptions of important personal qualities that contribute to effective communication; expanding knowledge of the features of non-verbal communication; developing communication skills and teamwork; reduction of emotional tension (Smerechynska, 2010, pp. 45–49).

We consider that the activity of preschool teachers, which creates didactic conditions, encourages the actions is advisable, because it is necessary not only to perceive the information, but also to analyse and evaluate it. It is practically impossible to teach people how to think, by constantly offering them approved information, so it is worth creating situations of contradiction, struggle of thoughts, alternatives. These tasks are implemented through business games – the form and method of active teacher training.

We support T. Kiriienko's (2005) point of view that business games help to deepen the theoretical knowledge of preschool teachers, and improve their practical skills. Business game is a creative process, because it creates a certain emotional mood, and this significantly influences the intensification of teacher education (p. 18).

Business game is a method of imitation of decision-making in different pedagogical situations, conditional reproduction of organizational situation in the game form. The essence of the game is that the participants of the game produce their ideas about a given problem. Then they together analyse them until a certain decision will satisfy all players or most of them.

The business game teaches participants of democracy and responsibility. During the event, you can create the conditions under which each participant is able to maximize his or her potential.

We offer for work with preschool teachers the use of business game «The image of a modern institution of preschool education». The purpose of the game: to determine what components contribute to the formation of a positive image of the organization; to stimulate the desire to create a positive image of the teacher, pedagogical staff, institution; development of a code of positive behaviour of the preschool teacher (Tsapko, 2009, pp. 96–97).

The games and exercises that help to find ways to oneself, to accept oneself through self-disclosure, to wake up creativity, to stimulate initiative, to develop the ability to plan and use time effectively are considered to be useful. Noteworthy is the game exercise «Who am I?», the purpose of which is: to find out the features of individual well-being, to promote the identification and acceptance of positive and negative qualities of his personality, to understand what is important and valuable, how holistic and harmonious is the image of «I» of each participant (Vovchyk-Blakytna, Gumenyuk, 2009, pp. 33–34).

We consider the exercise My Star Map to be effective. Its purpose is to teach you to plan your day, to use time effectively (Bozhko, 2015, p. 7).

One of the most important areas of work to increase the professionalism of preschool teachers is the organization of methodological associations. They play a significant role in the system of preschool education, as educators have the opportunity to track the variety of forms, methods, approaches used in the educational process.

We support the position of I. Dychkivska (2009), who argues that for the success of methodological associations it is important, first of all, to define specific tasks, such as: improving the efficiency of educational work and bringing up process; creation of conditions for raising the professional and creative potential of teachers; formation of skills of innovative and search-experimental work; identifying, generalizing and disseminating the experience of creative educators, etc. (Dychkivska, 2009, p. 13).

Teachers have the opportunity to discuss and solve the problems of innovations, to share experiences, during the meetings of methodological associations.

Recently, there has been an urgent need to find ways and means to activate teachers' activities, develop their professional creativity, and strive for improvement. We believe that certified courses are designed to improve the professionalism of educators. The purpose of the certified courses is to: deepen and expand the knowledge of preschool teachers in psychology, theory and methodology of pre-school education; familiarization with the achievements of pedagogical science; creation of conditions for raising the level of professionalism, acquisition of skills of creative activity.

In order to improve the professional level of preschool teachers, we consider it advisable to use such an individual form of methodical work as an internship.

N. Myronchuk (2012) emphasizes that the organization of internships should be carried out in accordance with the state educational standards, in accordance with the principles of continuity and consistency of mastery or improvement of professional skills.

The internship is carried out with the purpose of formation and consolidation in practice of the professional competences acquired as a result of theoretical training, in the fulfilment of tasks and duties in a position or a higher level, mastering of best experience, formation of personal qualities for performing professional tasks in a new, higher, qualitative, levels within a certain specialty (Myronchuk, 2012, p. 67).

The internship is aimed at studying excellence, forming personal and professional qualities for professional activity. Training provides a combination of theoretical material with practical focusing on finding a solution to specific problems. It promotes the acquisition of new scientific knowledge, innovative achievements in the pedagogical field, assimilation of advanced technologies that are introduced at the present stage.

Teachers of preschool can choose the topic that interests them at their discretion. The training is carried out by listening to a course of lectures, participation in seminars-workshops, trainings. We offer the following topics: «Development of professional competence of preschool teachers», «Ways of professional self-development of the preschool teacher», «Pedagogical culture of the preschool teacher», «Professional burnout of the teacher: how to prevent it», «The realization of the creative potential of the teacher is a prerequisite for the development of the creative abilities of his students», «Get to know yourself and your abilities», «How to become an organized preschool teacher».

K. Krutyi and N. Ganzha (2013) consider a master class as one of the most promising forms for organizing the exchange of creative experience and professional development of teachers.

The master class is a special genre of generalization and dissemination of pedagogical experience, which is

a fundamentally developed original method or author's technique, based on certain principles and has a defined structure. The master class differs from other forms of experience transfer. In the course of its conducting there is a direct reflection of the proposed methodical product and the search for a creative solution to the pedagogical problem both by the participants of the master class and by the master (teacher leading the master class) (Krutyi, Ganzha, 2013, p. 30).

The researchers provide an indicative model of the workshop, its stages of work, content and activities of participants.

1. The communicative stage. Setting the aim. Greetings, a foreword by the leader, an unusual start to the class (a surprise moment, an unexpected greeting, a music pause, etc.). Participants start a dialogue, take an active position, thereby helping the leader in organizing the lesson.

2. Cognitive stage. The content of the workshop, its main part: an activity plan covering the phased implementation of the topic. Teacher's guidelines for fulfilling a theme of a class. Displaying the techniques used in the master class, showing their «highlights» (techniques) with comments.

3. The conversion stage. Participants perform tasks according to the leader's instructions; individual reproduction of the planned, presentation of the completed works.

4. Reflective stage. The leader organizes the exchange of views of those present, gives an assessment of what has happened, and analyses the situation by the criteria: mastering general intellectual means of activity; development of the ability to reflect; development of communicative culture, etc. (Krutyi, Ganzha, 2013, p. 34).

We consider it advisable to hold a workshop with learners with interactive forms of work called «Learning to interact creatively».

Goal. Enhance and systematize teachers' knowledge of providing high quality preschool education through the use of interactive forms of work with pre-schoolers. To improve the professional skills of teachers. To activate the creative potential of preschool teachers, to

develop creative thinking, to stimulate the development of initiative, artistry. To cultivate interest in creative professional search, knowledge of yourself. To promote the formation of teachers' self-esteem and pride in their profession (Velyentienko, 2012, pp. 17–19).

Noteworthy is the technique of D. Yakymets (2013) «Carpet of Ideas» – an interactive method that allows to analyse the causes of the problem and outline the directions of individual actions to solve them. It involves identifying (understanding) the problem, finding solutions, outlining individual actions and evaluating ideas. To apply the technique, the author suggests clearly identify the problem that the group should solve. This technique is adapted to the topic of our research and in order to work with preschool teachers we can offer a solution to the following problem: «Forming a teacher's readiness for professional growth».

Objective: To move from an analysis of the causes of the phenomenon as such to the individual actions of each participant aimed at solving this particular problem (Yakymets, 2012, pp. 83–85).

Conclusions. Therefore, the methodological work in pre-school institutions requires its content to be updated. The implementation of the content should be providing through interactive forms and methods. The use of invariant approaches for organizing the professional growth of educators will provide them with the formation of motivational readiness for continuous improvement of their own skills. It will help to take into account the individual needs of each specialist of pre-school education and identify those potential opportunities that exist for educators and educational establishment, which can be advanced.

We see further research prospects in expanding the scope of scientific research on the selection of invariant forms and methods of professional growth of preschool teachers, the development of practical advice and guidance on their use for both individual and collective or group work; search for directions of their effective implementation in practice of work of preschool educational establishments, methodical centres, institutes of advanced training and postgraduate education.

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ВИДИ І ФОРМИ ПРОФЕСІЙНОГО РОЗВИТКУ ВИХОВАТЕЛЯ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ В ПРОЦЕСІ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ

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Стаття присвячена практичним аспектам формування професійної готовності вихователів закладів дошкільної освіти до професійного зростання упродовж життя. Показано, що професійний розвиток вчителя-практика в процесі підвищення кваліфікації може бути втілений у певних формах, зокрема: спеціалізованому навчанні на роботі; коучингу та / або консультативній взаємодії; у профільних спільнотах з обміну досвідом чи колегіальних навчальних групах.

Автори подають опис змістових характеристик та практичного значення різних форм методичної роботи в закладі дошкільної освіти, зокрема: тренінгів, сертифікованих курсів (інноваційна форма професійного зростання вчителів), ділових ігор (форма та метод активних навчання вчителів), майстер-класів (розповсюдження педагогічного досвіду, що становить собою фундаментально розроблений оригінальний метод або авторську методіку), стажування, організацію методичних об'єднань (структурного підрозділу методичної служби закладу освіти, що забезпечує навчальну підготовку, методичні дослідження та експериментальну роботу). Приклади тренінгів, ділових ігор та вправ, вказівки щодо методичних об'єднань, майстер-класів та стажування надаються з чітким описом їх цілей та завдань. У статті зазначено, що педагогічні тренінги є ефективною формою методичної роботи в закладі дошкільної освіти. Окреслено переваги та труднощі у проведенні тренінгів. Вказується, що успіх тренінгу залежить від так званого «групового ефекту». Доведено, що професійне зростання вихователя закладу дошкільної освіти залежить від сукупності різних чинників, серед яких підкреслено сформовану мотиваційну готовність та добірку інтерактивних форм і методів методичної роботи, які доцільно використовувати у роботі з вихователями закладів дошкільної освіти. Саме такий підхід враховує індивідуальні потреби кожного фахівця дошкільної освіти та визначає потенційні можливості, які існують у вихователів закладу дошкільної освіти та можуть бути розвиненими й удосконаленими.

Ключові слова: вихователі закладів дошкільної освіти; вправи; готовність; ділові ігри; професійне зростання; сертифіковані курси; стажування; тренінги.

ВИДЫ И ФОРМЫ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ ВОСПИТАТЕЛЯ УЧРЕЖДЕНИЯ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ В ПРОЦЕССЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ

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Статья посвящена практическим аспектам формирования профессиональной готовности воспитателей учреждений дошкольного образования к профессиональному росту на протяжении жизни. Авторы предлагают описание содержательной характеристики и практической значимости разных форм методической работы в учреждениях дошкольного образования, в том числе: тренинги, сертифицированные курсы, деловые игры, упражнения, методические объединения и т.д.

Доказано, что профессиональный рост воспитателя учреждения дошкольного образования зависит от совокупности различных факторов, среди которых уровень сложившейся мотивационной готовности и подборка интерактивных форм и методов методической работы, которые целесообразно использовать в работе с воспитателями учреждений дошкольного образования.

Ключевые слова: воспитатели учреждений дошкольного образования; готовность; деловые игры; профессиональный рост; сертифицированные курсы; стажировки; тренинги; упражнения.

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