

## Professional competence development of primary school teachers as a competitive specialist in the aspect of the New Ukrainian School

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**Abstract.** Globalization processes, that are taking place in the sphere of the planet's education, lead to the formation of Global education. Therefore, transformational changes in the area of Ukraine's national education system require an adequate response in the range of professional training, retraining and in-service training of employees of educational institutions of all levels in this very ideology. It is emphasized, according to expert estimates in the concept of realization of the state policy in the sphere of reforming of general secondary education "The New Ukrainian School" for the period up to 2029, that professionals, who can learn through life, think critically, set goals and achieve them, work in a team, communicate in a multicultural environment and have other skills, will be the most successful at the labour market in the nearest future [1].

**Keywords:** *professional competence, primary school teacher, professional knowledge, skills, development, competitive specialist.*

**Introduction.** Modern state reforms aim to create a new philosophy of education, which involves changing its paradigm: directions, tasks, the content of educational and methodical support, pedagogical mentality. Important state regulatory and legal documents (the Law "On Education", "The State Standard of Primary Education", the New Ukrainian School (NUS) Concept), defining the strategy and main directions of education development in Ukraine in the XXI century, set too high requirements for teachers and to the level of his/her personal development. Therefore, the experience of teachers' professional growth of primary classes as a competitive specialist is an important component of the system of continuous education of pedagogical staff and relevant at the current stage of development of Ukrainian society.

The radical education reform involves adopting new state standards, that are based on the key competencies outlined in "Recommendations of the European Parliament and of the Council of Europe", which should come through all subjects and necessary for the successful self-realization of an individual; introduction of a new approach "partnership pedagogy" in the system: "student – teacher – parents"; increasing the motivation of a teacher as a leader of fundamental and systemic changes by increasing wages, providing academic freedom and stimulating his/her professional growth; creation of a new school structure; decentralization of management, that will lead to partial autonomy of educational institutions; fair distribution of public funds to ensure equal access for students to quality education; rethinking the role of a teacher and a student, that is predetermined by the division of responsibility between them for learning outcomes [2].

So, the social situation in the society poses a problem of training of pedagogical staff qualitatively in a new way, requires a scientific rethinking of values of the system, formation of professional competence of primary school teachers, actualizes the search for optimal forms of this process during the period of study at a higher educational establishment.

Today, it is common to divide competencies into two groups: subject-specific (professional) competencies (depend on the subject area, determine the profile of the educational program and the qualification of a graduate)

and general competences (are universal, non-subject-related, for example, the ability to study, creativity, knowledge of foreign languages, basic information technologies).

The main vector of a student's development in the educational area of the New Ukrainian School is the formation of the necessary competences for life, which can be considered both as an aim and as a result of the pedagogical process. The formation of pupils' vital competence and the acquisition of key competences and hard skills and soft skills at the same time act as an integral task of implementation of conceptual ideas of the updated Ukrainian education system and a competent approach in education which inevitably facilitate student's adaptation to today's realities of life.

Vital competence is understood today as knowledge, skills, life experience of a person, his/her vital abilities that are necessary for solving vital tasks and productive realization of life as an individual life project (Sohan L., Ermakov I., Nesen L.), as well as an integral indicator of ability and readiness of an individual for successful self-realization and life-building after graduation. It consolidates accumulated knowledge, formed abilities, personal qualities and accumulation of human life skills. Vital competence also implies a competent attitude of an individual to life – the need for self-knowledge, self-understanding, self-regulation in various activities, a conscious and responsible attitude to the fulfilment of a person's life and social roles [1].

The new Ukrainian school requires the presence of specialists in schools who are proficient in the elements of formal education, who are able to think, analyze and find ways to solve difficult problem situations. Education, its suitability and adaptability to conditions of the dynamic world are a prerequisite for every citizen. Teachers' willingness to become "an agent of change" of the era is concretized in professional knowledge and skills, ability to reflection and active creation of new knowledge, which are complemented by the ability to work together for a common purpose and to be jointly responsible for the results of the activity.

The mobility of a primary school teacher and his/her constant life-study should help in changing the educational area and in the creation of a school that combines theo-

retical and practical knowledge of skills namely.

Implementation of the New Ukrainian School concept is a process where a teacher revises, updates and expands his/her responsibilities as to the moral purpose of teaching, develops critically knowledge, skills, perfect professional thinking, planning and practice of working with children, students and colleagues at the present stage of professional life. These approaches to professional development began to be associated with “the new image” of teaching, “the new model” of pedagogical education, “the revolution” in education. In this way, the professional development of a teacher receives priority both in government policy and in the theory and practice of teacher education.

The practice of educational process’s realization in the conditions of modern primary school proves that a successful teacher must master not only the theory and techniques of students' personality development, a specific analytical and diagnostic culture, but also be able to predict students’ achievements, both educational and personal.

Today, more than ever, the effectiveness of teachers' work depends on the level of professional training and other components of pedagogical professionalism. Diagnosis, prediction, development of author's programs, optimization of all aspects of the educational process are becoming the norm of pedagogical activity in educational institutions of Ukraine.

The new society is forcing a teacher to be a creative, competitive, self-affirming personality. The future of our country depends on how much a teacher will be ready for such challenges because education in the age of high technology is a factor of stabilization, effective economic development and prosperity of a country, its competitiveness and national security.

Therefore, according to the above mentioned, the main aim of the professional competence’s developing of primary school teachers is to improve the teacher's education at intellectual and general cultural levels, to develop pedagogical skills in accordance with the strategic goals of the New Ukrainian School concept as a dynamically developing system.

**The purpose of the article** is to cover contemporary problems of the professional competence’s developing of primary school teachers as a competitive specialist in the aspect of the New Ukrainian School.

**Background.** This problem is at the centre of a number of scientists’ current research. Thus, B. Andrievsky, A. Kolomiets, L. Korzhova, O. Mytnik, I. Palshkova, L. Petukhov, O. Savchenko, L. Khomich and others devoted their works to the improvement of the training of future primary school teachers’ system. Initial positions of personality-oriented learning as a key condition for the formation of professional competencies are laid in the works of A. Andreev, N. Bibik, O. Bondarevskaya, V. Bondar, I. Yakimanskaya [3].

It is stated in the New Ukrainian School concept, nowadays the problem of using internal reserves to increase the efficiency of students' learning is becoming more acute.

The priority problem of higher educational institutions of pedagogical orientation at the stage of Ukraine’s integration into the European educational area is the prepara-

tion of teachers of a new generation: the modern school needs teachers who are capable of realizing the creative potential of a student.

According to scientists who study the theory and methodology of vocational training, the priority form of the education system’s development should be the creation of integrative training courses for teachers, that reflect the dynamism of the modern scientific paradigm of O. Abdulina, O. Alekseeva, G. Arutyunova, K. Zhukenova, E. Ivanova, O. Konapatskaya, G. Kit, L. Nechayeva, R. Nu, E. Palagina, I. Porokhova, V. Sagarda, V. Shutyak.

**Summary of the main material.** According to the New Ukrainian School Concept, primary school teachers use mostly outdated didactic teaching aids. Today, an educator has no real motivation for personal and professional growth. The digital divide between teacher and student is increasing. Many teachers do not know how to research problems using modern tools, to work with large amounts of data, to do and present conclusions, to work together online in educational, social and scientific projects.

The modern professional activity of a primary school teacher is based on his/her results of pedagogical activity as a highly professional specialist, who is acquainted with the modern world requirements for the educational process of the primary level of education; prepared for the organization of educational activities of younger students as a pedagogical (partnership) interaction, that is aimed at the development of each individual and individual’s preparation for solving life-giving tasks.

Undoubtedly, the new school needs a teacher who works in the format of creative searches, based on the achievements of traditional methods and, at the same time, has innovative elements. The new school needs a teacher who is self-motivated not for reproduction, but for an experiment, research, innovation. At the same time, such a teacher should be responsible for the results of his work – the students' education and upbringing. A modern teacher should make a scientifically and pedagogically sound choice of a curriculum, appropriate didactic means, textbooks and manuals, develop such methodical system of teaching in a subject in order to stimulate students' interest in creative search, to realize the meaningful aspect of certain subject teaching, which provides ensuring that the student's level of education corresponds to the requirements of development of science and practice’s current level, that is to be professionally mobile.

The current growth rate of scientific information and the educational process’s reform require a modern teacher to be able to learn throughout life. The beginning of the information civilization is putting forward an upgrade of the value system for the future generation: from “education for life” to “lifelong education”, that makes the issue of a competitive teacher of educational institution relevant.

The formation of primary school teachers and other professionals’ competitiveness is a time-delayed process that is based on systemic, activity, competence and other approaches, which facilitates two-way communication between the education system and the labour market, therefore, first of all, the state standards for specialists’ training in higher education should be practice-oriented in

order to ensure competitiveness.

Higher educational institutions of Ukraine have the task of restructuring the system of pedagogical vocational training in order to develop professional and pedagogical knowledge, skills and abilities which are directed at such an organization of pedagogical interaction that would meet the principles of humanity, democratization, when both a teacher and students are active participants in the pedagogical process during the course of teaching.

The activity of a teacher as a competitive specialist requires new approaches to the professional skills' formation, development of creative abilities, and in general – improving the professional competence of specialists who carry out the educational process.

The determinative purpose of primary education should be to organize a joint search for a solution to problems, not to “convey”, “explain” and “show”, but to organize students' search activity at a lesson, following the principles which the organizing active forms of work's process is based on, in the context of educational reform: principle of interaction, principle of subject-subject relations, principle of activity, principle of reflection, principle of comfort, principle of combination of collective, group and individual work, principle of integration. Thus, a teacher must become an invisible conductor, be able to hear, notice, correct, support each student, organize students' collaboration in the New Ukrainian school.

Today, the professional competence of primary school teachers – is the ability to pedagogical activity, the organization of educational process in primary school at the level of modern requirements; the ability to work efficiently, solve standard and problematic professional tasks effectively that arise in the process of education, upbringing and development of primary school students. The basis of this ability is the unity of theoretical and practical of a teacher's readiness to do the pedagogical activity, which is come out in the presence of knowledge, skills, values of attitudes to professional activity's system [4].

O. Savchenko considers that content and fundamentality are the core of professional competence, which should provide advanced training of a specialist. The academician concludes that it is necessary to update the content of methodological training of teachers according to the principle of integrity, systematic and integration; taking into account those processes that determine the activities of modern primary schools. In addition, it should be taken into account the need for the changes that have taken place in society and are related to scientific and technological progress, enhanced integration processes, informatization and computerization [5].

According to the State Standard of Primary Education and the New Ukrainian School Concept, the components of the professional-pedagogical competence of primary school teachers are:

- professional knowledge;
- professional art and skills that are necessary for successful completion of job responsibilities;
- business and personal qualities that contribute to the fulfilment of his/her own strengths, abilities and capabilities in the process of fulfilling their functional and official responsibilities;
- the general culture that is necessary for the formation of a humanistic outlook, the definition of spiritual values,

moral and ethical principles of personality;

- the motivation for professional activity.

The psycho-pedagogical competence of a teacher in the aspect of the New Ukrainian School concept should include awareness of the individual characteristics of each student, his/her abilities, strengths of will and character; awareness of “the parent-student” communication processes; knowledge of how communication processes contribute to or hinder the achievement of the desired pedagogical results; realization of own optimal choice of teaching methods, search for possible ways of self-improvement [2].

The professional growth of a teacher as a competitive specialist should be aimed at implementation of the New Ukrainian School's conceptual principles and focused on the development of two major innovations – the competence paradigm of education and pedagogy of partnership.

The educational reform implementation plan provides continuity of realization of its conceptual provisions (1-4 forms), taking into account the appropriate resource provision at each stage of teaching a younger student (text-books, multimedia boards, LEGO technologies), which requires a teacher to improve his or her skills in the system of continuing education and in the context of social change.

First of all, this is due to the presence of primary level teachers' stereotypes of thinking that negatively affect the development of younger students; uncertain readiness to innovate, problematic use of active teaching methods, game technologies.

The professional growth of a modern teacher's personality is directly related to the need for modernization of school, scientific, methodological and research work and its improvement.

As a rule, the methods and forms of traditional educational activities are reduced to unilateral influence of a teacher, the role of which is a clear presentation of information. As practice shows, the information-reproductive teaching methods of a descriptive nature are dominated in general education institutions. Problematic and practical methods are mostly used for illustration and clarity, the reproduction of past experience predominates. Individually-collective forms of the organization of training are usually used, according to which the material is assimilated individually, but at the same pace for the whole group [6].

In terms of the New Ukrainian School concept, a teacher (an andragogy, a coacher, a tutor, a facilitator) should act as the organizer of the training, who is intended to provide an individual approach to each student. The lessons should be dominated with productive, actively-creative methods that offer independent and creative activity of problematic and practical nature, which aim to give not only knowledge but also the experience of their self-acquisition.

The current changes in society have a decisive influence on the structure and content of pedagogical education, they orient teachers of higher educational institutions to enhance their mobility by differentiating requirements to the level of education. The rapid changes in society and technological advances are so high that it becomes very difficult to train a specialist who, after graduating, would be able to work in the chosen area of activity without

continuing self-improvement, continuous general and professional development.

According to the new state documents that regulate educational reforms (the NUS Concept, the New State Standard, typical educational programs), a primary education teacher should be oriented in changes of teaching methods and introduction of new educational technologies in the educational process.

The effectiveness of teachers' further continuing education will depend not only on basic professional training but also on the implementation of daily practical training tasks, improvement of professional skill, level of research work, individual characteristics and actual teacher's needs.

Consequently, in our view, particular attention should be paid to the humanization and transformation of the content of learning process in the new paradigm of education in general and to the continuing education of primary school teachers in particular. Such education becomes a means of creative understanding of the world, rather than learning of "permanent" knowledge.

Continuing education should be aimed at developing cognitive skills, the ability to create an individual plan for professional self-development (to construct personal knowledge) independently, the ability to navigate the information space, to generalize and integrate new information from various sources in the process of theoretical and practical learning, the ability to improve yourself constantly.

Modernization of the system of pedagogical staff's professional development, improvement and modernization of postgraduate pedagogical education, as a whole, is one of the most urgent tasks facing the educational sector in Ukraine today. A powerful tool that can increase efficiency and accelerate the pace of its implementation is the monitoring of modernization processes in the sphere of postgraduate education, as well as conducting relevant sociological researches. Such scientific intelligence will allow to branch leadership, individual institutions and other institutions to obtain information about the course of development of postgraduate pedagogical educational system systematically, that is necessary for making management decisions on its improvement, timely elimination of shortcomings, as well as to provide feedback to direct consumers of educational services, identify their real needs, expectations, attitudes.

The system of in-service training of primary school teachers in the context of education reform promotes the intensification of educational process, improvement of its efficiency and quality of results; the systematic integration of subject tasks, development of experimental research skills; the building of an open education system that provides each participant with his/her own trajectory of self-education; the formation of teachers' information culture.

The conditions for teachers' professional development during in-service training under the conditions of the NUS Concept are:

- diagnostics of professional competence of educators;
- providing a differentiated approach to the pedagogical staff's in-service training;
- introduction of innovative training technologies;

- updating the content of educational and professional programs;
- introduction of information and communication technologies in the educational process;
- providing practical orientation of in-service training courses;
- feedback organization.

The development of a specialist's personality should take place in the conditions of constant transformation, which implies internal activity, which allows going beyond the established standards of personality and social necessity, to realize one's understanding of content, the purpose of one's own activity.

The leading direction of the postgraduate educational centers' work (according to the New Ukrainian School Concept) is the unified mechanism of reorientation of training's creation in relation to the updated content, forms and methods of teaching. The creative use of traditional methods and forms, together with the introduction of innovative mechanisms, should facilitate the development of modern approaches in the formation of teacher's professionalism throughout life.

Today the professional development of teachers is regarded as a continuous process, which must be carried out on the basis of known, modified or newly created, developed forms and methods of organization of professional development. It is a constant process of choosing and combining different forms, methods, technologies that are most optimal in a particular situation, in a particular place. Therefore, in the organization of training and professional development of pedagogical workers on the available technologies, forms and methods of education, which are introduced in the education system, one should choose those that are most contribute to the formation of professional competence (attitudes, values, knowledge, skills, qualities required for effective professional activity).

The main idea of "child-centrism", that is reflected in the New Ukrainian School Concept, the introduction of principles of competent and personality-oriented approaches in the teaching of younger students, the introduction of information technology in the educational process of primary school, require that the professional training of primary education teachers provided the opportunity for further self-development, facilitated the formation of the ability to self-education and self-improvement. In connection with these, important tasks of teacher's professional growth are not only knowledge and skills' mastering of a certain area that are necessary for professional activity, but also mastering the techniques of self-search information, mastering new technologies, solving previously unknown educational tasks [7].

According to the aforementioned, the development of the teacher's professional competence causes an increase of the problem of postgraduate education, which is considered as a process in Ukraine and is aimed at the comprehensive development of an individual, the systematic updating of students' knowledge, the reorientation of psychological attitudes, the change of thinking stereotypes; the orientation of teacher's motivation for self-development, the formation of value humanistic orientations and reflective culture, the realization of new epistemological strategies of education.

The strategy for implementing a teacher's in-service training plan takes place in the current stage of educational reform in a new way. Approaches to evaluating the results of the educational process are changing, which will provide changes in the mechanisms of pedagogical staff's certification partly and will affect teacher's certification processes, which are just beginning to take form.

Implementation of the teacher training courses' plan according to the New Ukrainian School concept for 2019-2020 will include:

Knowledge and understanding:

- current trends in the development of education in general, primary in particular;
- social and legal bases, legislative acts in the sphere of primary education;
- peculiarities of teaching and learning of younger students;
- the main mechanisms of functioning and implementation of competence learning paradigms;
- ways of implementing the integration approach in the education of younger schoolchildren, the inclusive education concept.

Advanced skills:

- to organize pedagogical activity on a competent basis (forecasting, designing, evaluating, etc.);
- to design and implement modern education programs for junior students using a variety of methods, forms and technologies;
- to diagnose an educational process and make individual educational routes giving an opportunity for a student to become a person, a citizen, an innovator;
- to manage a project activity of students;
- to organize a cultural-speaking educational and development environment;
- to design your own program of professional and personal growth.

Dispositions (values, attitude):

- child-centrism, personality value;
- readiness for change, flexibility, constant professional development;
- commitment to the meaningful participation of all students in the educational process, the promotion of democratic values (respect to multilingualism, the right to choose, community formation, multiculturalism);
- the reflection of one's own professional practice.

**Conclusion.** It is dictated by the needs of today, that the high level of education requirements for primary students can only be realized if a primary school teacher is a highly professional, competent specialist.

Such an educator should have both basic educational training in mastering professional knowledge and skills that correspond to the level of modern psychological and pedagogical sciences, and be aware of the purpose and tasks of professional work in a coherent system of continuous education, be modernly mobile, respond quickly to changes in the social situation of younger students' development; strive for self-improvement, self-realization and civic activity in the conditions of the New Ukrainian School.

The efforts of all educators today should be directed at improving the quality of education, increasing the teaching profession's prestige. The key to improving this quality is to implement effective changes in educational institutions that can only be implemented by a competent educator who is ready to improve constantly and work on his/her own professional development.

Today, the system of in-service teacher training is in a state of reform and improvement. Its content is being modernized and new learning technologies are being introduced. Accordingly, the strategic approach to the training system as a whole is changing. A competency-based approach is being developed, which determines the strategic direction of the development of postgraduate education for teachers.

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