

**Ministry of Education and Science of Ukraine  
H. S. Skovoroda Kharkiv National Pedagogical University**

**Educational Studios:  
Theory and Practice**  
Monograph

**Prague-Vienna – 2018**

7. Anosov, I. P., Yaremchuk, S. V. & Molodichenko, V. V. (2007). *Psychological foundations of pedagogical communication*. Kyiv, Ukraine: Institut suchasnogo pidruchnika.

8. Popova, G. V. (1997). Profesijna komunikativna kompetentnist pracivnika OVS. *Abstract of Ph.D. dissertation*. Kharkiv, Ukraine.

9. Babanskij, Yu. K. (1982). *Optimization of the educational process: the methodological foundations*. Moscow, Russia: Prosveshenie, 1982. – 236 s.

10. Serikov, G. N. (1998). *Educational Management: System Interpretation*. Chelyabinsk, Russia: Uzd-vo ChGPU «Fakel».

### **3.15.THEORY AND PRACTICE OF FORMATION OF TEACHERS' PROFESSIONAL SELF-REALIZATION IN METHODOICAL WORK**

UDK 37.015.31– 027.22:738

**T.Kutsenko**

**Abstract.***The article proves the urgency of the problem of formation of teachers' professional self-realization by means of methodical work. It is noted that the personal contribution to the theory and practice of school education is the development and introduction of pedagogical conditions for the formation of professional self-realization of teachers by the methodical work of general educational establishments. Thematic methodical seminars, trainings, professional competitions, pedagogical workshops, creative groups, schools of personnel reserve, young teachers, educators, psychologists and educational projects with international participation, consultations on management of educational process are turned out to be useful for teachers.*

**Key words:** *person's self-realization, professional activity of the teacher, needs of self-improvement of teachers, methodical association, partnership in education, teacher's methodical competence.*

The joining of Ukrainian educators and ordinary citizens of Ukraine to international priorities and traditions requires the comprehension and self-knowledge of each person of their own potential, the recognition of the social significance of the profession of teacher, which translates the best examples of behavior and activities for the younger generation. The Ukrainian Law «About Education» (2017) emphasizes the need for continuous improvement of the teacher's professionalism and pedagogical skills who is capable of creating conditions for the self-actualization of schoolchildren, to be prepared for innovations in the education system [1]. In general education institutions (GEI), advanced pedagogical experience is disseminated and acquired through methodological work, which is a compulsory type of pedagogical activity. Undoubtedly, in the system of methodological work the talents of teachers are revealed, innovative methods, technologies of teaching and upbringing of pupils are developed and introduced, the results of the pedagogical process and personal qualities of pedagogical workers are studied, there are revealed deficiencies and difficulties of pedagogical work, as well as progressive tendencies of development

of subjects of educational process .

At the same time, according to a pilot study (106 people were polled), teachers lack: 1) the conditions for continuous education and improvement of the methodological work of the GEI (34%); 2) seminars, trainings, consultations on modern technologies and methods, methodological support (25%); 3) qualitative methodological recommendations for conducting lessons, communicating with children (19%); 4) forehanded dissemination of information by the methodological center, announcement of events, warning of changes in the program (15%). Teachers (7%) noticed that they are impeded by the registration of many papers, an excessive number of contests for children, which aggravates the work of teachers and tires students. Consequently, there is a contradiction between the needs of society in high-quality educational services of the GEI and certain limitations on the activity and initiative of teachers in the development and use of authoring techniques, innovative methods and methods of teaching and education of students, which are explained by the standard approach in education.

The results of the analysis of literary sources indicate that the problem of formation of teachers' professional self-actualization is partly covered in the aspect of forming professionalism and methodological competence of teachers (S. Boytsun, N. Vasylenko, I. Voloshchuk, N. Glusman, V. Grigorash, N. Gryshchenko, A. Yermola, I. Zhernosek, L. Karpova, A. Levchyshina, L. Lytvyn, G. Lytvynenko, M. Lukyanova, E. Pavlyutenkov, A. Polovenko, A. Puchkova, A. Sydorenko, S. Skvortsova, A. Solotska, Ya. Stemkovska, T. Tkacheva), its scientific-methodical basis (I. Kaznachey, L. Knyazeva, O. Kovalenko, S. Maidanenko, L. Nechvolod, A. Trukhanenko, N. Fedorynova, A. Fisun, G. Khortiv, B. Chagovets, A. Chernyshov), preparation of teachers for innovation activity, perception and development of innovative techniques, methods, forms, introduction of healthcare-saving technologies (N. Beseda, L. Burkova, T. Volobueva, V. Kornienko, Yu. Lobeyko, E. Lodatko, O. Mandrazhy, V. Myroshnychenko, L. Suprun, O. Tyurikova, V. Urusky, T. Chronik, V. Yastrebova), use of information and communication technologies in the pedagogical process (O. Bila, A. Bukach, V. Kalita, M. Kryvoruchko, I. Lapshyna, V. Lunyachek, F. Mainaev, G. Romanets, V. Yarmak) [3].

However, in practice, there is a lack of experience in the formation of teachers' professional self-realization in pedagogical activities, in particular in the system of methodical work of the GEI. In most cases, it is possible to observe the regulated actions and orders of the administration of the Ministry of Education and Science, which requires high results of the work of teachers and pupils. In our study, we refer to the awareness and needs of teachers' self-realization in their professional activities, their own choice of partner relationships and equal relationships, association in teams of like-minded people, and mutual support in solving their tasks.

**The purpose of the article.** To prove the urgency of the problem of formation of teachers' professional self-realization in the system of methodical work of the GEI; to describe the results of the introduction of pedagogical conditions for the formation of teachers' professional self-realization in the system

of methodical work of the GEI in the modern dimension of improving the quality of school education in Ukraine.

**Methods of research:** theoretical - analysis, comparison, systematization of different views of scientists (philosophers, psychologists, teachers, acmeologists) on various aspects of the problem of teachers' professional self-realization in the system of methodical work of the GEI; empirical - observation of the teachers' work; questionnaires, testing, interviews, conversations, discussion.

Traditional education and upbringing of students does not satisfy any subjects of the pedagogical process, nor a social order for a competitive person. Faster changes in education require innovative approaches to personality development, increasing professionalism, pedagogical skills, and methodological competence of teachers at the GEI. Due to the high requirements of methodical work, teachers engage in self-education, undergo scheduled internships and increase their qualification in intercurricular period in institutions of postgraduate education, master the innovative methods, methods, forms of work with students directly at school, realize their own professional and pedagogical potential in the work of methodological associations, centers, advisory posts. During the methodical work the advanced pedagogical experience of colleges is disseminated, cooperation and exchange of creative achievements are carried out, partnerships are formed, feedback is made between the planned tasks and the results of the pedagogical interaction.

The research describes the system of methodological work of the GEI as a set of interrelated pedagogical actions and methodological measures aimed at disseminating and mastering advanced pedagogical experience, organizing the cooperation of pedagogical workers at different administrative levels, achieving a high level of training, parenting, and development of students. Subsystems of methodical work (content, functions, principles, techniques, methods, forms of methodological work, pedagogical technologies, conditions, means, monitoring, performance criteria) are subordinated to its purpose and tasks, the fulfillment of normative instructions and provide self-knowledge and disclosure of their own potential of teachers at the creative level.

We have firstly theoretically substantiated and experimentally validated pedagogical conditions for the formation of teachers' professional self-realization in methodical work, as: activation of positive motivation of teachers' professional self-actualization by means of methodical work; stimulating teachers to reveal methodological potential in innovative educational activities; increasing the methodological mobility of teachers through the development and use of information and communication.

The effectiveness of the above conditions was determined on the basis of refined criteria with the relevant indicators of professional self-realization of teachers in methodical work, namely: motivational (interest in methodological work, the desire for self-improvement and achievement of success in pedagogical activity, value orientations of teachers); cognitive (knowledge of the provisions and orders on the organization of methodological work, teaching methods teaching

subjects, bases of innovation activity, knowledge of their own professional and pedagogical abilities); behavioral (skills of professional self-actualization of teachers: constructive, organizational, communicative, gnostic); reflexive (self-assessment of development of own openness to new experience, initiative, creativity, organization, ability to work in a group of like-minded people).

Analysing the content of scientific works (B. Ananiev, E. Ilyin, N. Kajosa, N. Klokar, Z. Kryzhanovsky, Yu. Orlov) [2] is proved the expediency of activating the positive motivation of teachers' professional self-actualization by means of methodical work, the essence of which is identifying barriers to self-realization of teachers in the system of methodical work of the GEI, expanding their understanding of the means of methodological work, designing a situation of success in obtaining positive results of methodical activity. As it was found out, the following factors interfere with the teacher's maximum self-actualization in the methodological work: lack of sufficient experience of methodical work (42.8%); lessons learned, lack of time for self-training, acquaintance with novelties of methodical work (37,8%); indifferent attitude to raising the level of teacher training as a result of low wages, absence of privileges for teachers (19.4%). The means of the teacher's methodological work include self-education, design, educational cognitive projects, portfolio, author's program, methods and forms of methodological work, etc. Designing a situation of success activates the cognitive interest of teachers in self-knowledge and disclosure of their own abilities during methodological work.

The activation of the positive motivation of teachers' professional self-realization by means of methodical work was carried out by eliminating the barriers of teachers' self-realization in the system of methodical work of the GEI during the conversation on the topic «What impedes the teachers' professional self-realization in the system of methodological work of the GEI», lectures on the topic «The role of diagnostics in teacher's professional development as a methodologist », a pedagogical workshop «From the teacher's creativity to the students' creativity». Teachers explained the significance of methodological work in the formation of a teacher as a professional, master of pedagogical work, expected consequences, the role of a portfolio as a result of the identification of their activity, responsibility, initiative. Involving students in educational cognitive projects required a teacher of methodological training. That is why teachers conducted special methodological training on introducing educational cognitive projects in school practice, participation in eTwinning educational cognitive projects, which increased their interest in methodological work.

There were effective sessions of the district collegium where were discussed the following issues: «Modern approaches to the organization of methodical work in general educational institutions», «Pedagogical requirements to the quality of education of students in the context of updated standards», «Teachers' methodical preparation for working with children with special educational needs in conditions of inclusive education», «Ways of teachers' professional self-realization in methodical work», «Improvement of the system of a teacher's methodological work of modern school».

According to the analysis of the normative and legal basis of the system of methodical work of the GEI, the experience of methodical work, pedagogical workers are faced with tasks that are constantly complicated, and their implementation requires new approaches to the selection of content, methods and forms of education and upbringing of pupils, readiness of teachers for innovation, built on cooperation and partnerships. Scientists L. Armeyskaya, N. Bilyk, V. Zelenyuk, O. Marinovskaya, L. Sushchenko also argue that the modern teacher should develop pedagogical potential during his pedagogical activity, in the process of postgraduate retraining and training on state standards and programs, as well as during self-educational cognitive activity [4]. In the system of methodological work of the GEI, teachers master the skills to design and construct pedagogical innovations: to collect professionally the content of innovations, to design the implementation of this content through the use of modern pedagogical technologies, to predict the expected result that can be obtained during the implementation of innovation, to determine the criteria for evaluating the effectiveness of the designed innovation. Therefore, the next pedagogical condition was determined by the encouragement of teachers to the disclosure of methodological potential in innovative educational activities.

Stimulation of teachers to reveal methodological potential in innovative educational activity was due to the active development and use of innovative methods, methods, forms of education and upbringing of pupils in school practice. Teachers constantly replenished their knowledge of the teaching methods of teaching subjects, in pedagogical journals and newspapers, methodological collections they found information about interesting ideas and approaches in education, in their opinion. The teachers conducted a special seminar on the topic «Development of acmeological ideas in Ukraine and abroad» [5]. Methodical measures for all categories of pedagogical workers were approved by the accusers: thematic methodical seminars, trainings, professional competitions; organization of work of pedagogical workshops, creative groups, School of personnel reserve, young teacher, educator, psychologist and School of effective pedagogical experience, consultations on management of educational process.

Cooperation of higher education institutions with higher educational institutions stimulated teachers to develop and introduce innovative pedagogical ideas; self-improvement in research activities; increase of methodical competence of teachers during conducting of joint educational and methodical measures; vocational guidance for schoolchildren.

On the basis of the analysis of scientific works (N. Denisenko, V. Lunyachek, L. Rybalko, R. Chernovol-Tkachenko) [6-8], the study of reports of methodological associations, protocols of the methodical council, we note that the necessary condition is to increase the methodological mobility of teachers due to the mastering and use of information and communication technologies in the pedagogical process. Thanks to the use of ICT in methodological work, teachers quickly learn about advanced pedagogical experience, holding scientific forums, scientific and methodological conferences, thematic round tables. At the same

time, the information obtained on the basis of professional self-knowledge is processed into own experience. Teachers activate their own methodological potential during the review of scientific and pedagogical literature, conducting pedagogical readings, discussion of interesting publications, pedagogical exhibitions through the system of communication on the Internet. ICT enhances traditional teaching methods, since they provide numerous visual examples and examples, including video and audio, allow you to try out automotive techniques, express your wishes, communicate with native speakers (foreign languages) and teachers, scientists, help to collaborate and capture the experience of well-known Ukrainian and foreign methodists. Self-improvement of methodical potential is facilitated by acquaintance with pedagogical developments, methods, which are presented on the pages of the school's website, blogs of teachers. The emergence of the latest computer tools contributes to the self-development of teachers, develops the ability to predict, model, construct in pedagogical activities.

The methodological mobility of teachers was enhanced by the development and use of information and communication technologies in the pedagogical process. Classroom computer literacy and information workshops were effective; training under the Intel program «Learning for the future»; Trainings of the Digital Technologies project of the Partnership in Training program; Seminar «Use of multimedia systems in the pedagogical process» of the national project «Open World». This contributed to the formation of openness to new experiences, initiative, creativity, organization of teachers. In order to formulate methodological mobility with teachers, a roundtable was held on «Distant learning: the strengths and weaknesses of its organization in school». Teachers were offered to use computer tools in the educational process of students to create a database of contestants, agitribas, public children's associations, analysis of the level of formation of personal qualities, level of education, the formation of competencies, accounting of personal achievements (portfolio), processing of survey materials, testing, processing of information (lyrics, audio, video and photo materials).

**Conclusions and results.** The essence of teachers' professional self-realization in the system of methodical work of the GEI as an awareness of their meaning of being, the significance of practical human activity, the development of advanced pedagogical experience and objectification of their own potential, maximally complete identification of the essential forces in pedagogical activities. The teachers' professional self-realization in the system of methodical work of the GEI as a person's ability to perceive and reproduce the advanced pedagogical experience, to develop and implement innovative author's approaches to the education and upbringing of pupils through means of methodical work is determined.

During the experiment, the skills of teachers' professional self-actualization proved to be sufficient, as evidenced by the awards they received, letters of praise, letters of credit. This can be explained by the effectiveness of the developed and used scientific and methodological support, which consists of methods, techniques, forms of positive influence on consciousness, feelings, actions, behavior of teachers of the GEI.

**Prospects for further research.** In the further study perspective is the formation of methodical competence of teachers through the means of innovation, the development of a system of methodological support of teachers in educational project activities.

### **Література**

1. Закон України «Про освіту» [Електронний ресурс] // Законодавство України, 2017. № 38-3. Режим доступу до джерела: <http://zakon3.rada.gov.ua/laws/show/2145-19>.

2. Куценко Т. В. Авторська програма розроблення й упровадження педагогічних умов професійної самореалізації вчителів у системі методичної роботи загальноосвітніх навчальних закладів. Харків, 2014. 64 с.

3. Куценко Т. В. Педагогічні умови професійної самореалізації вчителів у системі методичної роботи загальноосвітніх навчальних закладів : автореф. дис. на здобуття канд. пед. наук : спец. 13.00.04 «Теорія і методика професійної освіти». Черкаси, 2017. 20 с.

4. Методичні рекомендації до впровадження педагогічних умов професійної самореалізації вчителів у системі методичної роботи загальноосвітніх навчальних закладів для директорів, методистів, учителів, слухачів Інституту підвищення кваліфікації, перепідготовки. Уклад. : Т. В. Куценко. Харків, 2016. 93 с.

5. Рибалко Л. С., Куценко Т. В. Професійна самореалізація учителів загальноосвітніх навчальних закладів в умовах сучасних викликів (акмеологічний аспект) / Сучасні акмеологічні дослідження : теоретико-методологічні та прикладні аспекти : [колективна монографія] / редкол. : В. О. Огнев'юк, С. О. Сисоєва, Я. С. Фруктова. Київ, 2016. С. 684-716.

6. Рибалко Л. С. Портфоліо як засіб самоосвітньої діяльності вчителя загальноосвітньої навчальної школи. Сучасна педагогіка та психологія: від теорії до практики : матеріали всеукр. нак-практ. конф., м. Запоріжжя, 26-27 серп. 2016 р. Запоріжжя, 2016. 80-83.

7. Рибалко Л. С., Черновол-Ткаченко Р. І., Куценко Т. В. Акмеологічні засади професійної самореалізації вчителів у системі методичної роботи загальноосвітніх навчальних закладів : колективна монографія. Харків, 2017. (Бібліотека журналу «Управління школою»; Вип. 7 (174)). 127 с.

8. Черновол-Ткаченко Р. І. Техніка управлінської діяльності. Харків, 2013. Р. 2. Комунікації в навчальному закладі. С. 78-139. (Серія «Абетка керівника»).

### **Bibliography**

1. Zakon Ukrainy "Pro osvitu" (2017). Retrieved from <http://zakon2.rada.gov.ua/laws/show/1060-12>.

2. Kutsenko, T. V. (2014) Avtorska prohrama rozroblennia y uprovadzhennia pedahohichnykh umov profesiinoi samorealizatsii vchyteliv u systemi metodychnoi roboty zahalnoosvitnikh navchalnykh zakladiv. Kharkiv, Ukraine.

3. Kutsenko, T. V. (2017) Pedagogical conditions of teachers' professional self-realization in the system of methodical work of general educational institutions. *Abstract of Ph.D. dissertation*. Cherkasy, Ukraine.

4. Kutsenko, T. V. (Comp.). (2016) *Metodychni rekomendatsii do vprovadzhennia pedahohichnykh umov profesiinoi samorealizatsii vchyteliv u systemi metodychnoi roboty zahalnoosvitnykh navchalnykh zakladiv dlia dyrektoriv, metodystiv, uchyteliv, slukhachiv Instytutu pidvyshchennia kvalifikatsii, perepidhotovky*. Kharkiv, Ukraine.

5. Rybalko, L. S. & Kutsenko, T. V. (2016). Profesiina samorealizatsiia uchyteliv zahalnoosvitnykh navchalnykh zakladiv v umovakh suchasnykh vyklykiv (akmeolohichni aspekt). *Suchasni akmeolohichni doslidzhennia : teoretyko-metodolohichni ta prykladni aspekty*. Kyiv, Ukraine.

6. Rybalko, L. S. (2016). Portfolio as a means of self-education activity of a teacher of a general education school. *Suchasna pedahohika ta psykhohohiia: vid teorii do praktyky*. Abstracts of Papers: '16: *Vseukrainska naukovo-praktychna konferentsia*. (pp. 80-83). Zaporizhzhia, Ukraine.

7. Rybalko, L. S., Chernovol-Tkachenko, R. I. & Kutsenko, T. V. *Acmeological principles of professional self-realization of teachers in the system of methodical work of general educational institutions*. Kharkiv, Ukraine: Biblioteka zhurnalu «Upravlinnia shkoloiu», 7.

8. Chernovol-Tkachenko, R. I. (2013). Management Techniques. *Komunikatsii v navchalnomu zakladi. Seriiia «Abetka kerivnyka»*, (2), 78–139.

### 3.16. ORGANISATION OF SENIOR PUPILS' INDEPENDENT COGNITIVE- CREATIVE WORK IN HEURISTIC-MODULE EDUCATION

UDC 373. 1.013

**M. Lazariev, O. Lazarieva, K. Lazarieva**

**Abstract.** *The scientific validity of the didactic conditions for optimum organization of senior pupils' independent cognitive-creative work has included: use of innovative opportunities of training module (its integrity, completeness, priority of motivated independent work, etc.); consideration of the specific features of creative activity in general and providing creative interaction between subjects of learning and their assimilation of the mechanisms of heuristic and creative activity; providing competent pedagogical diagnostics on the basis of detailed levels, which are understandable for pupils, and the criteria of educational achievements. Being realized in pedagogical experiment, these conditions have provided productive improvement of heuristic-modular educational technology, assisted essential increase of a level of cognitive-creative activity and independence of senior pupils, appreciable improvement of quality of external and internal creative products as main parameter of progress of performance of pupils' independent work and important factor of motivation of active training.*

**Key words:** *training module, independent cognitive-creative work, heuristic-modular education, cognitive-creative self-reliance, pedagogical diagnostics, levels and criteria of achievements, mechanisms of creative activity, creative product.*

The National Doctrine of Education Development in the 21st Century has declared that the aim of state policy of education in Ukraine is providing the conditions for creative self-realization of all citizens, for education of people who are