

METHODOLOGICAL COMPETENCE OF PRE-SCHOOL TEACHERS IN THE PROFESSIONAL PEDAGOGICAL COMPETENCE STRUCTURE

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INTRODUCTION

Changes taking place in the modern education system are determined by the need for increased teachers' professional development and professionalism, their professional competence. The competence-based education model arises from education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions. As a result, there is a shift in the assessment of educational outcomes from the concepts of "education", "good breeding", "preparedness" to the ideas of "competence" and "competency".

One of the most important components of professional and pedagogical competence is methodological competence covering the field of knowledge and skill set formation methods and determining the dependence of this competence development on the quality of professional activity.

In the current conditions of education development in Ukraine, there is a reassessment of education professionals' methodological work. New models of methodological assistance that meet the demands of modern society are gradually being developed. New directions and forms are taking place, the content is qualitatively changing, and there is a tendency of this activity being variable and multilevel depending on educational institutions' requests and preparedness. In general, the teacher's methodological training is the process and result of mastering the system of methodological knowledge, skills and abilities and preparedness for their implementation in professional activity.

The organization of methodological activities is an important factor in preschool teachers' professional development and is one of the ways of education reforming.

At the heart of methodological activities, there are scientific achievements and pedagogical experience. It is a complex system of interrelated activities aimed at improving the preschool teacher and the whole pedagogical staff's qualification and professional skills. Methodological activity also covers independent organization and assessment requiring the teacher's personal commitment and creativity as well as the definition of the main objectives of this activity type organization in preschool institutions.

Methodological competence determines the ability and readiness for purposeful, systematic activity in performing professional tasks and solving problems. Independently chosen learned thinking and working methods or strategies are applied and improved for solving job-related problems and tasks.

The need to develop preschool teachers' methodological competence in the system of continuing education is brought about by new trends in the information society, the associated accumulation of scientific knowledge and the need to find effective mechanisms for its transfer and use.

1. The essence and specific aspects of pre-school teachers' methodological competence in the professional pedagogical competence structure

The competence-based education model in defining educational goals and its content is not a completely new phenomenon. The competence-based approach as a subject of scientific research in the higher education system was in the scope of interests of the following scholars: N. M. Bibik, O. V. Gluzman, O. I. Lokshyna, O. V. Ovcharuk, O. I. Pometun, O. V. Savchenko and others. N. M. Bibik emphasizes the necessity of turning the focus from a learning process to learning outcomes in terms of the activity approach ensuring the graduate's ability to respond to new demands of the labor market as well as the availability of adequate potential for practical solutions to real-life

problems¹. O. V. Gluzman claims the competence-based approach to consist in shifting the emphasis from the accumulation of normative knowledge, skills, and abilities to the cultivation and development in students of the ability to act pragmatically, to apply individual techniques and experience of successful activity in job-related situations and social practices². According to O. V. Savchenko, the general idea behind the competence-based approach is competence-oriented education aimed at the complex acquisition of knowledge and practical activity methods through which a person successfully realizes their potential in different life spheres³.

The competence-based education model is being developed by such researchers V. A. Adolf, T. N. Gushchyna, N. V. Kuzmina, L. N. Mitina, V. A. Slastonin, A. V. Khutorskyi and others. Scientists propose different interpretations of the competence-based approach. A. V. Khutorskyi introduces the concept of education competence implying the set of sense bearing orientations, knowledge, skills and experience concerning real-life objects⁴. N. V. Kuzmina in the context of pedagogical activity considers methodological competence as one of the basic elements of teachers' professional competence which includes proficiency in formation methods of students' knowledge and skills. Competent teachers are equipped with a good teaching

¹ Bibik N. M., Vashchenko L. S., Lokshyna O. I., Ovcharuk O. V. (red.) (2004) *Kompetentnisnyi pidkhd u suchasni osviti: svitovi dosvid ta ukrainski perspektyvy : Biblioteka z osvitoi polityky* [Competence approach in modern education: international experience and Ukrainian prospects: library of educational policy], K. : K.I.S. (in Ukrainian)

² Hluzman O. V. (2009) Bazovi kompetentnosti: sutnist ta znachennia v zhyttievomu uspihu osobystosti [Core competence: the nature and value of individual success in life]. *Pedahohika i psykhohihiia*, no. 2, pp. 51-60.

³ Savchenko O. P. (2010) Kompetentnisnyi pidkhd u suchasni vyshchii shkoli [Competency approach in modern universities]. *Pedahohika i nauka: istoriia, teoriia, praktyka, tendentsii rozvytku*, no. 3, pp. 16-23.

⁴ Khutorskoi A. V. (2003) Kliuchevye kompetentsy kak komponent lichnostno-oryentirovannoi paradyhmy obrazovaniya [Key competences as a component of personality-oriented educational paradigm]. *Narodnoe obrazovanye*, no. 2, pp. 58-64.

methodology, clearly define their attitude to different methodological systems, and have their individual methodology style⁵.

In the conditions of the competence-based approach implementation, the problem of improving teachers' professional competence comes to the fore. Pedagogical personnel's basic qualification characteristics are determined according to the staffing requirements. A preschool teacher's qualification should reflect universal cultural, general professional and professional competence.

In psychological and pedagogical sources there are several approaches to the definition of the professional competence phenomenon, such as pragmatic and functional, axiological, universal, personal and pragmatic. Within the pragmatic and functional approach, competence is described as the unity of theoretical and practical preparedness for teaching activity, the fulfillment of professional functions in which basic parameters are set by the functional structure of teaching activity. The axiological approach enables to consider professional competence as an educational value implying the introduction of a person into the universal cultural world of values where an individual realizes him- or herself as a specialist and a professional. According to the universal approach, professional competence is connected, on the one hand, with a specialist's basic qualification, on the other – it allows individuals to orient themselves in a wide range of issues not limited to specialization. It provides individuals' social and professional mobility, openness to changes and creative pursuit, the ability to fulfill their potential, self-creation, and self-education. Within the framework of the personal and pragmatic approach, the teacher's personality and activity as a person in the profession are considered through the specifics of teaching involving interaction with and influence on other people.

The competence-based model attempts to enrich an educational process with personal sense. It is about the education emphasis on

⁵ Kuzmyna N. V. (1990) *Professyonalizm lichnosti prepodavatel'ia y mastera proizvodstvennogo obucheniya* [The professionalism of the teacher's personality and the master of industrial training], M.: Vysshaya shkola. (in Russian)

education outcomes. The result is not the amount of information learned, but a person's ability to act in problematic situations. It is possible to distinguish the following principles of this model: 1) the principle of knowledge subordination to skills and practical needs; 2) adaptation of educational objectives to preparation for life; 3) focus on lifelong and self-education. Since the teaching profession is both transformative and managerial, the concept of the teacher's professional competence implies the unity of their theoretical and practical preparedness to carry out pedagogical activity characterizing their professionalism. In this regard, professional competence is determined by the level of professional readiness for work⁶.

In pedagogical literature, there is no single point of view on the essence of the "competency" and "competence" concepts. Competency is personal and interpersonal qualities, abilities, skills and knowledge expressed in different forms and job-related or social life situations.

Nowadays, the "competence" concept has been expanded to include the personal qualities of an individual. Competence means that a person has relevant competency, including personal attitude to it and the object of activity. O. V. Gluzman claims competence to cover not only cognitive and operational-technological components, but also motivational, ethical, social, and behavioral ones including learning outcomes, a system of value orientations. Thus, competences are formed not only during training but also under the influence of family, friends, work, politics, religion, etc. The study of the competence – based approach problems in general education was conducted by A. V. Khutorskiy, who, defining the concept of educational competences, proposes their three-level hierarchy: 1) key competences – related to the general (meta-subject) content of education; 2) general subject competences – referring to a certain range of subjects and education; 3) subject competences – partial in

⁶ Edwards R., Nicoll K. (2006) Expertise, competence and reflection in the rhetoric of professional development. *British Educational Research Journal*, no. 32, pp. 115-131.

relation to the two previous competence levels characterized by a specific description and the possibility to be cultivated within the academic subjects.

Viewed in this way, there are seven key educational competences: axiological, cultural, learning and cognitive, information, communicative, social-labor and self-improvement. They do not conflict with the core competences singled out by the Council of Europe and can be implemented in the practice of pre-school education.

The success of pedagogical activity depends on each teacher's ability and skills to mobilize their efforts for systematic mental work, rationally build their activity, manage their emotional and psychological state, unlock their potential, and be creative.

The following is the structure of key competences in education:

- educational competence lies in the organization of a learning process and choosing one's own education trajectory, solving the education and self-education problem, the analysis and implementation of educational experience, taking responsibility for the obtained education;

- research competence consists in obtaining and processing information, reference to different sources and their use, organizing expert consultations, preparation and discussion of different resource types for different audiences, using regulatory documents and their systematization in independently organized activity;

- social and interpersonal competence implies a critical review of some social development aspect, determination of the connection between contemporary and past events, awareness of the importance of political and economic contexts, educational and professional situations, assessment of social events related to health, consumption and the environment, art work and literature understanding;

- communicative competence involves listening and taking into account other peoples' views; speech perception and ability to speak, read and write in several languages; to speak in public, to discuss.

A necessary component of an individual's professionalism is professional competence. Modern professional competence

approaches and its interpretations are quite different. The definitions of professional competence as “in-depth knowledge”, “the state of adequate task performance”, “the ability to fulfill a task in a timely manner” are prevailing. In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and improve one’s skills⁷.

The teacher’s professional competence is the ability to solve professional problems, tasks in professional activity conditions; the amount of knowledge and skills that determine work effectiveness and efficiency. It is a combination of personal and professional qualities. This competence is determined by a motivated desire for continuing education and self-improvement, a creative and responsible attitude to the occupation. The teacher’s competence as a professional is manifested in knowledge, education, and authority in the pedagogical field.

Professional and pedagogical competence includes the set of professional and personal qualities necessary for successful pedagogical activities. The development of professional competence is the development of creative individuality, openness to pedagogical innovation, and the ability to adapt to the changing pedagogical environment.

In accordance with the definition of the “professional competence” concept, it is proposed to carry out the assessment of the level of pedagogical staff’s professional competence using three criteria: knowledge of modern pedagogical technologies and their application in professional activity; willingness to solve professional objective tasks; the ability to control its activities in accordance with the rules and regulations.

Different authors have developed different models and variants of the component structure of the teacher’s professional competence. Thus, within the professional competence, N. V. Kuzmina

⁷ Sharmahd N., Peeters J., Bushati M. (2018) Towards continuous professional development: Experiencing group reflection to analyse practice. *European Journal of Education*, no. 53 (1), pp. 58-65.

distinguishes its five elements: special competence in the discipline; methodological competence in the methods of forming knowledge, skills, and abilities; psychological and pedagogical competence in the field of teaching; differential psychological competence in the field of motives, ability, determination; autopsychological competence. V. A. Adolf argues professional competence to consist of a personal attitude to future professional activity. Professional competence is also defined as a holistic multilevel and multifunctional system of interrelated competencies, methodological one being its part. In the teacher's professional competence structure, the scientist includes the following components: theoretical and methodological, cultural, subject, psychological and pedagogical, technological. Professional competence is determined by the level of one's own professional education, individual experience and ability, as well as a motivated desire for continuing self-education and self-improvement, creative and responsible attitude to the occupation⁸. In V. A. Slastonin's terms, professional competence is the unity of theoretical and practical preparedness to carry out pedagogical activities where the quality of the pedagogical problem solving is determined by the teacher's professional competence level⁹.

In the scientific literature, the terms pedagogical competence (L. N. Mitina) and professional competence (V. A. Slastonin) are equally used. Many modern researchers also distinguish methodological competence in the professional and pedagogical competence structure.

Methodological competence is viewed by researchers as the ability to recognize and solve methodological problems and tasks arising during pedagogical activity. T. N. Gushchina defines methodological competence as a set of methodological knowledge,

⁸ Adolf V. A. (2005) *Obnovlenye protsessa podgotovky pedahohov na osnovе modelirovaniya professyonalnoi deiatelnosti* [Updating of process of teachers training on the basis of modeling of professional activity]. Krasnoiarsk. (in Russian)

⁹ Slastenyn V. A., Ysaev Y. F., Shyianov E. N. (2002) *Pedahohyka* [Pedagogy]. Ucheb. posobyе dlia stud. vyssh. ped. ucheb. zavedeni. M.: Akademyia. (in Russian)

operational and methodological as well as psychological and pedagogical skills that are formed in the process of teachers' professional training, together with technological readiness to use modern educational information and communication technology, methods and techniques in an educational process adapting them to different pedagogical situations¹⁰. Methodological competence is formed in the process of teachers' professional training and, as a result, it shapes their value orientations, as well as readiness for creative self-fulfillment in pedagogical activity. Such competence involves the capacity for methodological self-analysis, the ability to critically evaluate and review the quality of learning activities, to analyze used techniques and exercises in terms of their effectiveness.

Thus, the teacher's professional competence includes subject (special), psychological and pedagogical, differentiated pedagogical, methodological, and reflexive components.

Subject (special) competence includes knowledge of the discipline; orientation in modern research; mastery of teaching methods for delivering disciplines (the ability to orient oneself in the variety of different teaching methods and techniques); use of modern teaching technologies. Psychological and pedagogical competence is considered as the availability of basic psychological and pedagogical knowledge and skills that determine the success in the fulfillment of a wide range of educational objectives; ability to identify children's individual capacity and to organize an educational process accordingly; ability to identify gaps in children's knowledge and skills, to realize individual ways of working out how to bridge such gaps; ability to establish pedagogically appropriate relationships with children, colleagues, and parents; ability to create a favorable microclimate for teaching staff. Differentiated pedagogical

¹⁰ Hushchyna T. N. (2001) *Formyrovanye metodicheskoi kompetentnosti pedahohycheskykh rabotnykov dopolnytel'nogo obrazovaniya detei v protsesse povysheniya kvalyfykatsyy* [Formation of methodical competence of teachers of the institute of additional education of children in the process of professional development]. Yaroslavl. (in Russian)

competence includes the ability to identify children's individual capacity, attitudes and orientations, to determine and take into account people's emotional state, the ability to build relationships with leaders, colleagues, children, and parents). Pedagogical activity reflection or autopsychological competence includes the ability to be aware of the level of one's own activity, abilities, the knowledge of professional improvement methods, the ability to identify the causes of weak points in performed activity, and the desire to perfect oneself.

Methodological competence is considered as an integral multilevel professionally significant characteristic of the teacher's personality and activity based on the effective professional experience; methodological and pedagogical activity as a whole implying the optimal combination of professional pedagogical activity methods. It reflects the systemic level of functioning of methodical, methodological and research knowledge, skills, experience, motivation, abilities and readiness for creative self-fulfillment in scientific-methodological and pedagogical activity as a whole involving the optimal combination of professional pedagogical activity methods¹¹. The teacher's professional competence is formed in higher education institutions, but its development can take place only in the course of pedagogical activity. In general, preschool teachers' methodical training is the process and result of mastering the system of methodological knowledge, skills and readiness for their implementation in professional activity.

2. Organization of methodological activities as a factor of preschool teachers' professional development

Methodological competence development involves mastering practical activity methods aimed at meeting an individual's needs of a high priority for the given professional group. The increased level

¹¹ Alekseenko-Lemovska L. V. (2015) Theoretical aspects of methodical competence of teachers of preschool educational institutions. *Szkola – Zawod – Praca*. Uniwersytetu Kazemiera Wielkiego. Bydgoszcz, no. 10, pp. 11-19.

of needs as a result of professiogenesis, that is, the teacher's professional becoming and development, brings about the improvement of existing and the development of new innovative activity methods and, accordingly, an increase in the methodological competence level.

Methodical competence is considered as a special competence implementing the basic and key competences regarding the specificity of professional pedagogical activity. Competent teacher has a good teaching methodology, clearly defines his attitude to different methodological systems, and has his own individual style of activity in the methodology.

The improvement of teachers' scientific and methodological competence in professional activity was in the scope of A. M. Bogush's papers, L. M. Mitin and N. M. Murovan investigate the problem of teachers' methodological training. Methodical activity organization issues are discussed by K. Yu. Bila, L. I. Illenko, K. L. Krutii, V. A. Slastonin and others. K. Yu. Bila proposes the following goals of methodical work in the preschool education institution: the development of the most rational methods and techniques for teaching, upbringing and development of preschool children; raising the level of the teacher's general didactic and methodological readiness to organize and conduct the educational process; experience exchange between the teaching staff members¹². L. I. Iliencko defines the principles of methodical work organization, which contribute to the achievement of its key goal – the professional activity improvement¹³. K. L. Krutii reveals the main task of methodical work – the creation of such educational space in the

¹² Belaia K. Iu. (2007) *Metodycheskaia rabota v DOU: Analiz, planirovaniye, formy y metody: metodycheskoe posobyie* [Methodical work in a preschool educational institution: Analysis, planning, forms and methods: a methodical manual]. *Metodycheskoe posobyie*. M.: TTs Sfera. (in Russian)

¹³ Ylenko L. Y. (2003) *Teoriya y praktika upravleniya metodycheskoi rabotoi v obrazovatelnykh uchrezhdeniyakh* [Theory and practice of methodological work management in educational institutions]. M.: ARKTY. (in Russian)

institution, where the creative potential of the teaching staff and every subject in particular would be fully implemented¹⁴.

Methodological work in a preschool institution is a systematic collective and individual activity of pedagogical staff aimed at increasing its scientific-theoretical, cultural level as well as the level of psychological-pedagogical training and professional skills. The purpose of organizing methodological work in the pre-school institution is to create optimal conditions for continuing improvement of the level of educational process participants' general and educational culture.

According to K. L. Krutii, the main task of methodological work is to create such an educational environment in an institution where the creative potential of the teaching staff and every subject, in particular, would be fully realized.

The review of methodological work with staff, educational process scientific and methodological support, and the creation of a new development environment is one of the important tasks of the preschool institution's innovative development. That is why the general goal of methodological work lies in education quality assurance and continuing education system development for an educational institution teaching staff. It is determined by methodological work principles among which the leading ones are the principles of education democratization and humanization.

The main goal is to assist preschool teachers and the whole teaching staff in their professional competence upgrading and development to achieve good results in their teaching activities.

To achieve this goal, it is necessary to identify the initial level of teachers' professional training, and then formulate a goal, plan and organize methodological work with them.

¹⁴ Krutii K. L. (2003) *Innovatsiina diialnist v suchasnomu doshkilnomu navchalnomu zakladi: metodychnyi aspekt* [Innovative activity in a modern preschool educational institution: methodical aspect]. Zaporizhzhia: TOV «LIPS» LTD. (in Ukrainian)

Teaching activities are collaborative, not individual. In pedagogical activity communication becomes functional and professionally significant; it serves as an instrument of influence on the child's personality. Pedagogical communication is a holistic system of social and psychological interaction between a teacher and children, which includes the exchange of information, educational influence and the organization of relationships through communicative means.

The task of pedagogical activity is to create conditions for an individual's harmonious development. It is achieved by the organization of the development environment, the management of various activities and the construction of proper interaction with the child. In general terms, methodological work objectives are formulated by V. A. Slastonin: formation of innovative orientation in teaching staff's activity which is manifested in the systematic study, generalization and spreading of pedagogical experience, in the work on the implementation of pedagogical science achievements; raising the level of teachers' theoretical and psychological training; inquiries into new educational programs, curricula, state educational standards; investigation of new normative documents, guidance materials; providing advisory assistance to teachers in self-education.

The following are the principles of methodological work organization contributing to the achievement of its key goal – improving professional activity (according to L. I. Illienko):

- relevance, unity of theory and practice involving the practical implementation of the law “On education”, taking into account modern societal demands for education, orientation to the child's social significance in today's difficult living conditions as well as pressing challenges for specific teaching staff;

- scientific character aimed at bringing the system of teachers' training to the conformity with modern scientific achievements in various fields;

- systematic character and complexity in terms of which methodological work is considered as an integral system which depends on the unity of objectives, content, purpose, forms and

methods of working with educators as well as the unity and interconnection of all parties and directions of teachers' professional development;

- goal orientation, consistency, succession, continuity, a mass character, and collectivity involving the methodological work transformation into a part of the continuing education system, full teachers engagement into various forms of methodological work throughout the academic year;

- creation of favorable working conditions – moral, psychological, sanitary, the availability of free time for the teacher's creative activity;

- efficiency, flexibility, mobility and an individual approach requiring methodologists to be able to quickly receive and transfer educational information, taking into account the educational institution educators' individual characteristics;

- creativity implying the creative nature of methodological work, the creation of a methodological work system in a preschool institution;

- continuing teachers' self-education, qualified assistance provision both in theoretical and in practical matters; improving teaching effectiveness.

A special place in the methodological work of the pre-school institution is given to the principle of providing an individualized differentiated approach to educators' pedagogical activity. In modern conditions, methodological work with staff should be built on a diagnostic basis, taking into account each teacher's needs.

The implementation of methodological work, which is defined as individually-oriented, allows developing teaching staff's initiative and creativity by involving everyone in an active professional activity.

When formulating the methodological work objectives of a preschool institution, a group of its interrelated functions should be singled out.

The functions of methodological work from the standpoint of education system hierarchical levels (A. M. Moiseieva and

O. M. Masovy) are defined as: the functions of methodological work in relation to advanced pedagogical experience, pedagogical science in general – to the national education system; the functions of methodological work in relation to the educational institution's pedagogical staff; functions of methodological work in relation to a particular teacher.

P. I. Tretiakov considers the functions of methodological work through managerial tasks: information and analytical, motivational and target-oriented, planning and prognostic, organizational and executive, control and evaluation, regulatory and corrective.

The content of the methodological work is also considered in terms of the main functions:

1) the functions of methodological work in relation to the educational institution's pedagogical staff:

- improving pedagogical activity;
- updating educational process software;
- pedagogical staff's introduction to pedagogical science and practice achievements;
- implementation of advanced pedagogical experience in pre-school institutions.

2) the functions of methodological work in relation to a particular teacher:

- research on the level of preschool teachers' professional training, identification of teachers' problems and professional needs;
- organization of work on boosting teachers' professional growth: enhancement of social and psychological culture; improvement of special skills; knowledge of human and national culture.

Methodological work is defined as the process of teachers' professionalism development which should be considered through internal and external factors. External factors are socio-cultural environment and the education system where it is necessary to take into account the current educational situation. Internal factors include the following: teachers' self-cultivation, self-education and self-development in accordance with the requirements of state standards.

There are several types of methodological activities: research, experimental, and corrective (according to S. Zh. Honcharova). The research type provides innovative processes, the experimental type ensures the transition from the development mode to the mode of functioning, the correction one facilitates functioning.

Priority methodological work directions as well-organized activity methods on the achievement of goals are methodological, scientific-methodological, didactic educational process support as well as the creation of optimal conditions for interaction of all participants in the educational process.

The most widespread is the following classification of methods:

1. according to the ways of information presentation: verbal (oral, printed), visual (illustration and demonstration methods), practical (workshops, trainings);

2. according to the degree of independence in knowledge acquisition: reproductive, partially-searching, searching, research;

3. according to the way of knowledge acquisition: explanatory-illustrative, programmed, heuristic, problem- and model- based.

In the first case, methods similar to those used in working with preschoolers are more commonly used.

However, in order to organize activities to improve preschool teachers' professional competence, the most appropriate ones are the methods given in the second and third groups. At the same time, new, nontraditional, interactive methods of work with the pre-school institutions' pedagogical staff are being increasingly applied – they enable to simultaneously solve learning and cognitive, communicative and orientation tasks due to the opportunity to organize educational communicative environment facilitating the professional knowledge and skill acquisition.

The competence-based approach allows to consider the development of preschool teachers' methodological competence as a gradual process of acquiring knowledge, practical skills of organizing methodological work in a preschool institution and the experience of emotional and value-based attitude to the teaching subject and

methods that meet preschoolers' needs and the post-industrial society's requirements to the teacher's personality¹⁵.

The creation of effective conditions for preschool teachers' professional development and children's continuing holistic development, the quality of interaction with the family determine the main methodological work objectives:

1. Teaching staff's training and development, as well as its skill enhancement management.

2. Finding out, research, generalization and spreading of the best teachers' pedagogical experience.

3. Methodological support development for its implementation in an educational process.

2. Activity coordination between preschool institutions and the family aimed at children's continuing holistic development.

3. Coordination of preschool institutions' actions with other institutions to ensure children's development as well as the institution's progress in general.

4. Analysis of performance quality in order to create the conditions for ensuring positive changes in preschoolers' personality development through improving teachers' professional competence.

Due to the fact that in the structure of the basic preschool education program there identified the main directions of children's development (physical, cognitive-speech, social and personal, artistic and aesthetic), preschool education institutions generate demand for specialists capable of assisting educators and parents in their implementation, taking into account age, children's individual characteristics, contributing to a comprehensive approach to the development of educational sectors available to preschoolers.

¹⁵ Alekseenko-Lemovska L. V. (2016) Scientific approaches to the problems of methodical competence of teachers in pre-school educational institutions. *Nauka i studia*. Przemysl. Poland. Pedagogiczne nauki psychologia i socjologia, no. 24-4 (158), pp. 95-100.

All professional competence structural components are aimed at the preschool teacher's practical activity, in particular, the capacity for solving specific pedagogical situations.

The content of methodological work in the preschool educational institutions is determined in accordance with the specific goals and objectives. Also, the results of the educational process, qualifications of teachers are taken into account.

Implementation of methodological work allows developing the initiative and creativity of the teaching staff by involving each member in active professional activity.

The work is conducted in the following areas: educational – educators' professional development in theoretical aspects and mastering modern methods of interaction with children; didactic – gaining knowledge on improving preschool education efficiency; psychological – conducting classes in psychology (general, developmental, pedagogical); physiological – conducting classes in physiology and hygiene; technical – the educator should be able to apply information and communication technologies in their work; self-educational – reading special literature, attending seminars on relevant topics. Much attention is paid to such a pedagogical activity type consisting in development: preparation and implementation of training and education programs, modeling of situations and events developing the child's emotional and value sphere, creation of a comfortable educational environment.

Creation of effective conditions for the professional development of teachers of the preschool education and comprehensive continuous development of children, the quality of interaction with the family, determines the main tasks of methodological work: training and development of teaching staff; management of their qualification improvement; identification, studying, generalization and dissemination of advanced pedagogic experience of teachers; preparation of methodical support for the educational process; coordination of the activities of the preschool educational institution and the family in ensuring the comprehensive continuous development of pupils; coordination of activity of the

preschool educational institution with other institutions for the realization of the tasks of development of children and the institution as a whole; analysis of the quality of work in order to create conditions for ensuring positive changes in the development of the personality of pupils through increased professional competence of teachers.

The objectives of methodological competence development in preschool teachers are achieved in the process of professional training and retraining, the improvement of methodological tools for methodological work, the development of learning and teaching materials where the environment and modern preschool children's development features are taken into account to the greatest extent.

CONCLUSIONS

Thus, the above-mentioned makes it possible to conclude that in the preschool teacher's professional and pedagogical competence structure a key role is played by methodological competence since its formation allows to solve professional problems in the process of realization of children's education, upbringing and development goals.

The main objectives of organizing methodological work in preschool institutions are the following: boosting teachers' professional and cultural level; improvement of the methods and styles of interaction with children based on the principles of humanization and democratization; upgrading educators' skills in organizing children's creative, research and independent activity; developing skills in the analysis of the educational process as a whole and self-reflection on one's own efficiency; involvement of educators in research activities based on innovative methods. The content of methodological work in preschool institutions is determined according to particular objectives. It also has to be taken into account educational process outcomes, teachers' qualification and staff morale.

Methodological competence is defined as the ability and willingness to plan and realize the educational process, as well as to self-reflect on one's own pedagogical activity formed at a basic level. The methodological competence essence is determined by the

structure of the teacher's leading activity which allows considering it as a functional component.

Methodological competence is considered as a component of preschool teachers' professional and pedagogical competence. Thus, the concepts of "professional and pedagogical competence" and "methodological competence" correlate as general and singular respectively. It ensures the learning process effectiveness, because it enables to scientifically implement professional training principles, content, and forms involving the capacity for methodological self-analysis, the ability to critically evaluate and review the quality of learning activities, to analyze used techniques and exercises in terms of their relevance and effectiveness.

SUMMARY

The following approaches to the definition of a professional competence phenomenon have been analyzed: function activity related, axiological, universal, personal activity related; the structure of key competences in education has been disclosed; the main components of professional competence of pedagogues and form of methodological work have been determined, aimed at development of competence of educators of pre-school educational institutions. In modern researches, terms "methodological competency" and "methodological competence" are often used as synonymous. The structure of the competence of the specialist involves experience (knowledge, skills), orientation (needs, values, motives, ideals), quality (ability to synergetic manifestations, adaptation, scaling and interpretation, self-development, integration, transfer of knowledge from one branch to another). Content of professional competence of a pedagogue of one or another major is determined by qualification characteristics. It constitutes a normative model of a pedagogue's competence, reflecting theoretically substantiated professional knowledge, abilities, skills. By conditional separation of professional competence from other personal transformations we mean that acquisition of knowledge is not a goal in itself but a very important condition for production of "knowledge in action", i.e. abilities and

skills as a main criterion of a professional readiness. The structure of methodical competence as the result of the training of future educators of pre-school institutions is due to its components being the key, basic, special and partly professional competencies, each of which has a cognitive, activity and personal aspect. Organization of methodological activity is determined as an important factor of improvement the professional level of teachers of preschool educational institutions and one of the ways of reforming of education. It is noted that the main aim of methodological activity is scientific achievements and pedagogical experience as a complex system of interrelated measures, aimed at improving of qualification, professional skills and abilities of the teacher of the preschool educational institution and the entire pedagogical team.

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