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SCIENTIFIC APPROACHES TO THE PROBLEMS OF METHODICAL COMPETENCE OF TEACHERS IN PRE-SCHOOL EDUCTIONAL INSTITUTIONS

Summary. *The article defines scientific approaches as a methodological guidance of methodical competence for teachers in preschool educational institutions, including a system approach, reflecting the overall relationship and interdependence of phenomena and processes in reality, focuses on the need to approach the phenomena of life as systems having a structure and operation of law; competence approach, which allows to consider the development of methodological competence for teachers in preschool educational institutions as a gradual process of gaining knowledge, practical skills in the methodical work in preschool educational institution and experience of emotional and value attitude to the subjects and methods of teaching; environmental approach of creating a special environment for process control in pedagogical process development, which ensures the passage of such basic procedures: environment creation, filling niches environment inversion, aimed at restoring for understanding the environment.*

Keywords: *methodology, scientific approach, system approach, competence approach, environmental approach.*

I. Introduction.

Lately, significant changes resulting in the need to improve training quality for pedagogical staff take place in modern society in general and, in particular, in education. The importance of the problem is confirmed by the regulatory and legal framework of Ukraine, Laws of Ukraine «On Education», «On Higher Education», «On Preschool Education», Concept of teacher education development in Ukraine and its integration in European education space on 2012 – 2021; Convention on the Rights of the Child; Basic program «Me in the world».

In modern conditions, it is important to take into account new requirements for the training of teachers in preschool educational institutions, based on the conceptual basis of personal potential of preschool child, pedagogical conditions for the optimization of preschoolers' competent behavior introducing the effective personality-oriented technologies in the educational process.

Various aspects of training in the preschool education were reflected in scientific works of researchers, who developed Industry standards for higher education in Ukraine (L. Artemova, V. Bondar, G. Bielienka, A. Bohinich, G. Sukhorukov) and in

the studies of A. Bogush, N. Gavrysh, N. Gorbunova, N. Kalinichenko, E. Karpova, O. Kononko, K. Krutij, V. Mayboroda, T. Ponimanska, O. Proskura, O. Sukhomlynska, M. Sobchynska and T. Tan'ko.

II. Problem formulation:

to identify the scientific approaches to the problem of methodical competence for teachers in preschool educational institutions.

III. Results.

Methodological competence of teachers in preschool educational institutions is an integral multilevel professional meaningful characterization of teacher's personality and activities, which is based on effective professional experience; it displays the system level of functioning for methodological, teaching and research knowledge, skills, experience, motivation, abilities and readiness to the creative fulfillment in scientific, methodological and pedagogical activity in general, provides the best combination of professional practices in teaching activity.

Methodological guide for the development of methodical competence for teachers in preschool educational institutions is the psychological and pedagogical position of the specific subject-subject interaction; personality theory and its development in learning and education; new paradigm of higher education in the national revival of the state; methodological provisions of system study for educational phenomena and processes, integrated use of research methods; system, competence, environmental scientific approaches.

The systems approach is a method of scientific knowledge, which essence is the object of study as a whole set of elements in the set of relationships and connections between them, i.e. a system. System approach allows to identify integrative systemic properties and quality characteristics, which do not exist in the individual elements creating the system.

System approach to the cognition and transformation of any object is the leading general scientific approach; this is the approach special scientific methodology and social practice, based on the study of objects as systems. The application of this approach in teaching permits to detect such variative components in its scientific knowledge as the pedagogical system and all its characteristics: integrity, communication, structure and organization, system levels and their hierarchy, control, purpose, system self-organizing, its operation and development. The structural components of the system are purpose, content, forms and methods affecting system efficiency and meeting the general laws of personality development.

As an independent scientific field, this approach was formed in the early 90s of last century. Pedagogical process, person, student and teaching staff, natural, social and educational environment were classified as the systems. The works of philoso-

phers deeply analyzed various definitions of the «system», the specificity of system studies and requirements, that the study should meet; the conceptual apparatus was presented.

The theory of systems approach was developed in the works of A. Averyanov, V. Afanasyev, I. Blauberg, F. Koroliov, V. Kuzmin, V. Sadovsky, A. Ursul, P. Schedrovitskyy, E. Yudin.

Publications about the subject clearly expressed two areas: general (methodological), which is applied and used in the studies of specific fields of knowledge (M. Amosov, B. Ananiev, P. Anokhin, V. Kuzmin).

V. Andrushchenko states that «a system approach is a way of scientific knowledge and practice, requiring consideration of parts in the inseparable unity of the whole». [1]

According to S. Goncharenko's definition, «a system approach is a sequence of procedures for the creation of complex object as a system and a way of describing, explaining, predicting the behavior of such objects, the study of highly complicated objects as a set of interrelated subsystems combined by overall objective opening the integrative properties of the object as a system, as well as external and internal communications; holistic vision of complex objects of study» [3].

The system is a basic concept in a system approach. There are several interpretations of this definition in the literature as «everything consisting of the parts related with one another» (S. Bir), as «a set of interacting components» (R. Bellman, I. Hliksberh, O. Gross), as «many related elements are acting. There is no subset of items not related to another subset» (R. Ackoff).

System approach in the study of complex objects such as a pedagogical process allows to implement the principles of: unity (joint review of the system as a whole and as a set of parts); development (taking into account the variability of the system, its ability to develop, collect information, taking into account the environmental dynamics); global goal (responsibility for the choice of global goal); functionality (common examination of the system structure and function with the priority of functions over the structure); decentralization as a combination of centralization and decentralization); hierarchy (taking into account the subordination and ranking for the parts); uncertainty (taking into account the probability of the event); organization (degree of the decisions and conclusions implementation).

System approach makes possible to structure the educational process and to allocate it constituents, shows a system of ideas about teaching process based on one or more scientific paradigms.

The system approach allows us to consider the formation of teacher's methodical competence as an integrated system; to identify system-forming factor in the mentioned teacher's competence, that is the aim and outcome; to construct a system of its formation, to identify the constituent components, to reveal the dialectic of their interrelationship.

The general idea of competency approach is competence-oriented education aimed at comprehensive ways of study and practice, by which a human is successfully self-fulfilled in various spheres of life.

Competence approach in education is the subject of scientific research of N. Bibik, I. Drach, O. Lokshyna, A. Ovcharuk, L. Pylhun, A. Pometun, I. Rodyhin, T. Smagina, S. Trubacheva. The problem of competence of the individual is considered by such scholars as N. Bosak, A. Voznyuk, I. Drozdova, A. Mamchych, M. Pentylyuk, N. Talyzin, L. Shevchuk.

In implementation of competence approach, knowledge is acquired, the ability and skills, aimed to improve the key, subject-wide and individual competencies, are formed (I. Zymnia, B. Krajevskyy, O. Lokshyna, L. Mamchur, N. Ostapenko, N. Pentylyuk, O. Pometun, A. Semenoh, S. Trubacheva, A. Khutorskyy).

As it was indicated by I. Zyazyun, «the main purpose of higher education should be the formation of integrated and purposeful personality, ready for free humanistic-oriented choice and individual intellectual effort with multifunctional competence» [4].

It must be noted that different scientists interpret the essence of competence approach in a different way. Competence approach to education, as it was noted by M. Nahach, is recently becoming more common and claimed to be the conceptual basis of education policy, implemented by both state and influential international organizations, increases the practical orientation of education, emphasizes the importance of experience, skills, based on the scientific knowledge.

The determining factor in the implementation of competence approach is the system orientation to develop complex skills, semantic orientations, adaptive capacity, experience and transformational ways of obtaining specific product.

N. Bibik stresses the need to transition to teaching «process with the result in terms of activity, providing graduate's ability to meet the new demands on the labor market, to have the appropriate ability to solve practical problems in life, finding his/her «I» in the profession».

According to O. Gluzman, competence approach is a shift from the accumulation of regulatory defined knowledge and skills to the formation and development of students' ability to act practically, to apply individual technique and experience of successful operations in situations of professional and social practices. The prospects for the use of competency approach is that it means high availability of a graduate student to successful performance in various fields [2].

The professional teacher education, as it is noted by L. Koval, is the transition to a competency-oriented training is considered in two aspects. First, the content is upgrading for vocational education, providing its selection and structuring with simultaneous definition of the educational process component – gaining competencies. Secondly, there is a need to train teachers to form purposefully substantive and core competence in children.

Competence approach in the system of preparation for pre-schools teachers requires a shift from mastering knowledge and skills defined by state standards to forming the ability to act practically, to make effective decisions; to apply educational

forecasting technologies; active professional positions in all areas of pre-school education, as well as lifelong learning skills and reflection.

Thus, the educational level from the standpoint of competency approach depends on the ability to solve professional problems of varying complexity based on current knowledge and experience.

Another new approach to training future teachers is the environmental approach. The main provisions of the environmental approach in education are developed by Yu. Manuilov. Scientific research based on the environmental approach are carried out by V. Baryshnikov, L. Volkov, A. Datsenko, O. Mitin, A. Proskurnyak, I. Sulima, A. Tyurikova, L. Shemyatyhina, N. Fominykh, A. Yaroshinska, V. Yasvin.

According to V. Strelnikov, the modern pedagogy offers the environmental approach as the theory and technology of direct control (via the environment) for the processes of education and personal development; as a system regulator for the actions aimed at transforming the environment in the design tool and diagnostic results of learning and education.

A. Yaroshinska notes that it is environmental-oriented approach, which enables to move the focus of teacher's activities from the active pedagogical impact on the student's individuality to the context of «educational environment», where its professional development takes place: the more and better a person takes advantage of the environment, the more successful is its free and active self-development [5].

Scientists, specifying the problem of environmentally oriented approach to education, note that the content of education is understood as a continuously changing environment, including information and telecommunication environment, reflecting these changes in the most efficient way. However, the experience shows that the use of information and communication technologies itself does not lead to a significant increase of efficiency in the educational process and professional training. It makes sense to create such a learning environment for the professional training, which would provide the processes of humanization for the education, increase innovation, creativity, integrativity, would create the most favorable conditions for individual's professional self-development.

The position of many scientists and especially I. Schendryk that environment (educational, educational) is not created by itself and is not created on the basis of recommendations or requests; its origin requires specially organized activities, including educational, which is effective only if its designed.

Environmental approach is organically combined with the competence and system approaches. At the same time, each of them appeals in one way or another to the concept of environment. Environmental approach makes it possible to integrate them, considering the problems of pedagogy through its versatility.

Special attention should be paid to the technology design in educational environment for the training and retraining of teachers, which implies unity, interdependence, continuity of all functions and structural components forming it. Its continuity is a prerequisite for the expansion and deepening of professional training, enabling continuous professional transition to a new, higher level of professional competence.

IV. Conclusions.

Thus, the implementation of *system approach* in the study allows to identify integrative system properties and quality characteristics, provides a system view of the world, the desire for a holistic comprehension of the studied phenomenon. The essence of the system approach is that relatively independent components are not considered isolated, but in their interrelationship, in their development and movement.

Competence approach makes it possible to consider the development of methodological competence for the teachers in preschool educational institutions as a gradual process of gaining knowledge, practical skills in organizing methodical work in preschool educational institution and the experience of emotional and value attitude to the subjects and methods of teaching meeting the needs of preschoolers and requirements of postindustrial society to the teacher's individuality.

Environmental approach is a theoretical and methodological basis for the educational activities. System actions and environment should turn it into a tool of complex targeted effect on a personality. Environment reveals certain opportunities for the development of teacher's individuality, provides opportunities for the co-existential status: co-communication, collaboration with other people, cooperation with them, rivalry, empathy.

Prospects for further research in developing methods is the methodical competence of teachers in preschool educational institutions within the system of continuous education based on modern scientific approaches, general pedagogical and methodological principles, including the features of training and retraining of teachers for the particular type of professional and educational activity.

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