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THE ROLE OF THE METHODOLOGICAL SERVICE IN THE DEVELOPMENT OF THE PROFESSIONAL COMPETENCE OF PRESCHOOL TEACHERS

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Annotation

The educational strategy orients preschool workers towards the development of new professional competencies, therefore, the continuous improvement of the level of professional skill of teachers should become a strategic direction of work with pedagogical personnel.

The requirements for the level of qualifications of teaching staff of an educational institution are increasing in accordance with the qualification characteristics for the relevant position.

Key words: educational strategy, qualifications of teaching staff, educational institution, methodological support of the educational process.

Pedagogical workers should have basic competencies in organizing activities aimed at strengthening children's health and their physical development; organization of various activities and communication of children; organization of educational activities for the implementation of the main general educational program of preschool education; interaction with parents and employees of the educational institution; methodological support of the educational process.

The advanced training of teachers of a preschool institution is supposed to be implemented through the work of the methodological and psychological services of the preschool institution, the inclusion of teachers in the methodological work.

The most important role in the organization of methodological work on its implementation is played by the methodological service of an educational institution.

According to L.N. Atmah development of the professional competence of preschool educational institutions is facilitated by the activity of the methodological service, which functions in the relationship of three management levels with the corresponding structural components: planning and prognostic (scientific and methodological council), organizational and activity (invariant block of the program: subject-pedagogical cycles and methodological sections and variable block programs: creative workshops and scientific and methodological teams) information and analytical (expert commission). The author also notes that "the methodological service, in the process of organizing its activities, purposefully trains teachers by improving the cognitive, activity and professional-personal components of professional competence, takes into account the expectations of

both a specific educational institution and the individual capabilities of teachers in the content of training."

According to A.I. Vasilyeva, methodical work in a preschool educational institution is a complex and creative process in which practical training of educators in methods and techniques of working with children is carried out.

K.Yu. Belaya suggests understanding: methodical work is an integral system of activities aimed at ensuring the most effective quality of implementation of the strategic tasks of the preschool educational institution.

The task of the methodological service of the preschool educational institution is to develop a system, find accessible and, at the same time, effective methods for improving pedagogical skills.

The purpose of the methodological work in the preschool educational institution is to create optimal conditions for a continuous increase in the level of the general and pedagogical culture of the participants in the educational process.

Pedagogical culture is the professional culture of a person engaged in pedagogical activity, the harmony of highly developed pedagogical thinking, knowledge, feelings and professional creative activity, contributing to the effective organization of the pedagogical process.

The main tasks of methodical work:

- to develop a system of assistance to each teacher based on diagnostics, forms of work.

- to include each teacher in a creative search.

Particular tasks can be distinguished:

- the formation of an innovative orientation in the activities of the teaching staff, manifested in the systematic study, generalization and dissemination of pedagogical experience in the implementation of the achievements of science.

- increasing the level of theoretical training of teachers.

- organization of work on the study of new educational standards and programs.

- enrichment of the pedagogical process with new technologies, forms in teaching, upbringing and development of a child.

- organization of work on the study of regulatory documents.

- provision of scientific and methodological assistance to a teacher on the basis of an individual and differentiated approach (in terms of experience, creative activity, education, categorically).

- providing advice on the organization of self-education of teachers.

The main criteria for the effectiveness of methodological work, in addition to effective indicators (level of pedagogical skill, activity of educators), are the characteristics of the methodological process itself:

- consistency - compliance of goals and objectives in terms of content and forms of methodological work;

- differentiation - the second criterion of the effectiveness of methodical work - presupposes a large proportion in the system of methodical work of individual and group lessons with educators, based on the level of their professionalism, readiness for self-development and other indicators;

- phased - indicators of the effectiveness of methodical work.

The object of methodological activity is the teacher. The subject is the preschool educational institution methodologist, senior educator, the direct head of the preschool educational institution.

The subject of methodological activity is the methodological support of the educational process.

The process of methodical work in a preschool educational institution can be considered as a system of interaction between a subject and an object. The pedagogical staff of the preschool educational institution acts in this process not only as its object, but also as a subject, since the process of methodical work will only be productive when it contains elements of self-education and self-education of the teacher as a professional. Moreover, the process of methodological work of the leadership of the preschool educational institution with the pedagogical collective transforms not only the teachers, but also the organizers of this process: the methodologist, the senior educator, the direct head of the preschool educational institution, influencing them as individuals and as professionals, developing personal and professional qualities into the same qualities. and suppressing others.

Thus, the methodical work in the preschool educational institution unites the object, subject and subject.

The responsibility for organizing the methodological work lies with the methodologist. He, defining the strategy, goals, objectives of the development and functioning of the preschool educational institution, influences the specification of goals, objectives and the content of methodological work. A teacher - psychologist and pedagogues - specialists participate in the methodological work, advising educators and parents within the limits of their competence.

In all cases, the task of the methodological service is to create an educational environment in which the creative potential of each teacher, of the entire teaching staff will be fully realized.

The restructuring of methodological work in a preschool institution inevitably poses problems, the solution of which inevitably leads to the correct answers to the questions: what teachers are taught, what information, what knowledge, skills, skills and in what volume a teacher-practitioner should master today in order to improve his professional skills and qualifications ... Thus, it should be noted the importance of the optimal choice of the content of methodological work in modern preschool educational institutions. The relevance of this choice is confirmed by the results of the practice of methodological work in preschool institutions. P.N. Losev notes that often the choice of the content of work with teachers is random, differs in unsystematicity, the absence or weakness of links between the main areas of professional development for kindergarten workers, the absence of a number of necessary content blocks, the most acute and urgent problems in the plans for methodological work. In many kindergartens, the real problems of the educational process, the problems of specific teachers and pupils and the content of methodological work exist quite peacefully, but in parallel, relative to each other.

V.N. Dubrova believes that the content, divorced from the pressing problems facing the teacher, will inevitably be perceived by him as formal, it is not clear why imposed from the outside.

To overcome these shortcomings and raise the content of the methodological work to a new level of modern requirements, P.N. Losev advises to show efforts on two levels.

First, to ensure and substantiate the optimal choice of the content of methodological work for preschool institutions, taking into account the most important problems and trends in the development of professional skills of teachers and the educational process in preschool institutions; to develop a draft of the content of methodological work for a modern preschool institution. (This is the task of workers in pedagogical science and executives of educational authorities, scientific and methodological services and centers). Secondly, to concretize the general provisions based on the real, unique conditions of each preschool institution. (This is the task of organizers of methodological work in the institution). He also believes that tasks at the second, preschool level of selection of the content of methodological work cannot be successfully solved without taking into account the general scientific foundations. And at the same time, without specifying the general content in relation to the conditions of each preschool institution, without focusing on the problems that are relevant for each specific teaching staff, even the richest content of methodological work will not inspire teachers to be creative, will not contribute to the improvement of educational work, democratization preschool life. Thus, the content of methodological work in a modern preschool institution should be formed on the basis of various sources, both common to all preschool institutions in the region, and specific, individually unique ones.

P.N. Losev proposes to study, as well as work out and use in the future, the following set of sources for the content of methodological work in a preschool educational institution:

- state government documents on the restructuring and socio - economic development of our society, on education, restructuring of a preschool institution, giving a general target orientation for all methodological work;
- new and improved curricula, teaching aids, helping to expand and update the traditional content of methodological work;
- Achievements of scientific and technical progress, new results of psychological and pedagogical research, including research on the problems of the very methodical work in a preschool institution, increasing its scientific level;
- instructional and methodological documents of educational authorities on the issues of methodological work in a preschool institution, giving specific recommendations and instructions for the selection of the content of work with teachers and educators;
- information about advanced, innovative and mass pedagogical experience, giving examples of work in a new way, as well as information aimed at further overcoming existing shortcomings;

– data from a thorough analysis of the state of the educational process in a particular preschool educational institution, data on the quality of knowledge, skills and abilities, on the level of upbringing and development of pupils, helping to identify the primary problems of methodological work for this kindergarten, as well as the self-education of teachers.

Thus, practice shows that inattention to any of these complementary sources leads to one-sidedness, impoverishment, irrelevance of the content in the system of professional development of teachers, i.e. the choice of the content of the methodical work turns out to be suboptimal.

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