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## **METHODOLOGICAL WORK IN PRESCHOOL EDUCATIONAL INSTITUTIONS AS A FORM OF PRESCHOOL TEACHERS' COMPETENCE DEVELOPMENT**

*The article analyzes the peculiarities of the organization of methodological work in preschool educational institutions as a form of preschool teachers' competence development. It has been found that Yu. Kaluhin, M. Kostenko, O. Kucheriavyi, I. Naumchenko, L. Ruvinskyi, T. Stepanova, T. Tykhonova, P. Kharchenko and others studied specific issues of the organization of methodological work in different educational institutions.*

*The purpose of the article is to characterize methodological work in preschool educational institutions as one of the effective forms of preschool teachers' competence development. On the basis of the analysis of scientific and pedagogical sources, it has been established that specialists understand the methodological work in the institutions of preschool education as a holistic system based on the achievements of modern science and advanced pedagogical experience, aimed at teachers' competence development and improving professional skills. The main center of the organization of methodological work in preschool educational institutions is methodological cabinets.*

*The basic principles of the implementation of methodological work as a form of preschool teachers' competence development include the principle of democracy and humanism; the systematic approach to the activity of preschool educational institutions; equal treatment of all staff members in terms of the realization of their creative and intellectual potential; the principle of continuity of the professional growth; the principle of the scientific and flexible organization of methodological work with preschool teachers; the principle of connection with life, the practice of the preschool educational institution; the principle of the unity and interconnection of all components and directions of preschool teachers' competence development; the principle of creating favorable conditions for organizing effective methodological work, conducting creative searches for tutors.*

*It has been established that the effectiveness of methodological work in the preschool educational institution as a form of pedagogical workers' competence development depends on the level of scientific and methodological support of the educational process, on the clear management of the work.*

*Methodological work in the preschool educational institution as a form of teachers' competence development is aimed, first of all, at deepening the*

*previously acquired knowledge, introducing perspective experience into the educational process, informing teachers about modern pedagogical technologies, providing them with the practical help, creating appropriate conditions for the professional education and competence development.*

*The principal directions of the methodological work have been determined to be organizational and methodological, experimental and methodological. The content of the methodological work includes both a teacher's common cultural component and his/her didactic, psychological, methodological, educational, ethical and technical training.*

**Keywords:** *preschool educational institution, methodological work, competence development, preschool teachers, content.*

**Чаговець А. І. Методична робота в закладах дошкільної освіти як форма підвищення кваліфікації дошкільних працівників.** У статті проаналізовано особливості організації методичної роботи в закладах дошкільної освіти як форми підвищення кваліфікації кадрів дошкільного профілю. З'ясовано, що вивченням окремих питань організації методичної роботи в різних закладах освіти займалися Ю. Калугіна, М. Костенко, О. Кучерявий, І. Наумченко, Л. Рувінський, Т. Степанова, Т. Тихонова, П. Харченко та ін.

Мета статті полягає в характеристиці методичної роботи в закладах дошкільної освіти як однієї із дієвих форм підвищення кваліфікації дошкільних працівників. На основі аналізу науково-педагогічних джерел встановлено, що під методичною роботою в закладах дошкільної освіти фахівці розуміють цілісну систему, засновану на досягненнях сучасної науки та передового педагогічного досвіду, спрямовану на підвищення кваліфікації й професійної майстерності кожного вихователя. Основним центром організації методичної роботи в ЗДО виступають методичні кабінети.

До основних принципів реалізації методичної роботи як форми підвищення кваліфікації дошкільних кадрів можна віднести: принцип демократизму та гуманізму; системного підходу до діяльності закладів дошкільної освіти; рівність умов для кожного працівника стосовно реалізації його творчого й інтелектуального потенціалу; принцип безперервності професійного зростання; принцип науковості та гнучкості організації методичної роботи з дошкільними працівниками; принцип зв'язку з життям, практикою ЗДО; принцип єдності та взаємозв'язку всіх складових та напрямів підвищення кваліфікації дошкільних працівників; принцип створення сприятливих умов для організації дієвої методичної роботи, проведення творчих пошуків вихователів.

Установлено, що ефективність методичної роботи в закладі дошкільної освіти як форми підвищення кваліфікації педагогічних працівників залежить від рівня науково-методичного супроводу освітнього процесу, від чіткого управління зазначеною роботою.

*Методична робота у ЗДО як форма підвищення кваліфікації педагогів-вихователів спрямована, насамперед, на поглиблення раніше набутих знань, упровадження в освітньо-виховний процес перспективного досвіду, інформування педагогів-вихователів про сучасні педагогічні технології, надання їм практичної допомоги, створення відповідних умов для вдосконалення фахової освіти і кваліфікації персоналу.*

*Основними напрямками методичної роботи фахівці визначили організаційно-методичний і експериментально-методичний. Зміст методичної роботи включає як загальнокультурну складову вихователя, так і його дидактичну, психологічну, методичну, виховну, етичну і технічну підготовку.*

***Ключові слова:** ЗДО, методична робота, підвищення кваліфікації, дошкільні працівники, зміст.*

**Introduction.** Modern higher teacher training shall seek to develop teachers' subjectivity, their personal autonomy, creative activity, increase liability for the individual vocational growth. The leading role of the educational worker's self-activity in achieving the tops of pedagogic excellence, competence and creativity actualizes the questions relating to the organization of methodical activities at all educational levels. These questions are especially relevant among preschool staff, whose level of competence provides the fate of the state as a whole. Inter alia, the National Doctrine of the Development of Education in Ukraine in the XXI<sup>th</sup> Century and the Law of Ukraine "On Pre-primary Education" outline modern guidance for the preschool educational promotion and emphasize the importance of strengthening its scientific and methodical assistance, update education standards, the importance of the widespread introduction of modern education techniques and methodical assistance. In this context, research on the organization of methodical activities in pre-primary establishments as a form of professional development of preschool workers is relevant and necessary nowadays.

The works of such scholars as Yu. Kaluhin, M. Kostenko, O. Kucheriavyi, I. Naumchenko, L. Ruvinskyi, T. Stepanova, T. Tykhonova, P. Kharchenko ect. are devoted to certain issues connected with the organization of methodical activities in various establishments.

**Aim and tasks.** The purpose is to characterize methodical activities in pre-school education institutions as one of the effective forms of advanced training for preschool workers.

**Research methods.** To realize the purpose and tasks, we used scientific methods of enquiry, namely analysis, synthesis, comparison, classification,

generalization to analyze the content of primary sources, to identify the background of the theoretic and metodological positions and to find out the content, forms, principles and methods of methodical activities in pre-primary establishments as one of the efficient forms of advanced training for preschool workers.

**Research results.** As analysis of scientific and pedagogic sources shows, specialists understand the methodical activities in the pre-primary establishments as an integrated system based on the achievements of modern science and advanced pedagogic experience, on the clear analysis of actions aimed at improving the skills and professionalism of each educator. Methodical cabinets are the main center of methodical activities in pre-primary establishments.

The goal of the methodical activities as a form of advanced training for preschool workers is:

- provide education personnel with methodological support regarding preparation and realization of the education process with kids;
- organize methodical support to pedagogical staff concerning work with parents, promote psychological and pedagogic knowledge among them;
- create proper conditions for educators' self-realization, develop their creative initiative (Pro zatverdzhennia Typovoho polozhennia pro metodychnyi kabinet doshkilnoho navchalnoho zakladu, 2010).

The main principles of methodical activities as a form of professional development of preschool staff include: the principle of democracy and humanism; a systematic approach to the activities of pre-primary education institutions; equality of conditions for each employee regarding the realization of his creative and intellectual potential; the principle of continuity of professional development; the principle of scientific and flexibility of the organization of methodical activities with pre-primary workers; the principle of connection with life, practice of pre-primary education institution establishments; the principle of the unity and interconnection of all components and areas of professional development of preschool workers; the principle of creating favorable conditions for the organizing of effective methodical activities, conducting creative search for education.

The study and generalization of scientific and pedagogic materials show that the main tasks of the methodical activities as a form of professional development of preschool workers include:

- provision of favorable conditions to improv teachers' professional skills, enhance their creative potential and enrich their experience;

- facilitating the study and realization of pedagogically valuable experience by promoting it in the media, participating in exhibitions, methodical associations, activities of schools of pedagogical experience etc.;

- implementing new education programs, innovative techniques and methods to develop, bring up and educate kids into the practice of the pre-primary establishment;

- promoting the involvement of the educators in experimental activities;

- introducing new more efficient forms of collaboration among the pre-primary establishment and pupil's family, popularization of the activities of the pre-primary institution;

- creation of funds of normative legal documents, scientific, methodical, psychological-pedagogical literature, periodicals, electronic and visual teaching aids, as well as other materials of pre-primary experienced workers;

- formation of catalogs and files regarding organization and content of the education process, novelties of psychological-pedagogical literature, as well as organization of a methodical cabinet;

- organization of methodical associations and coordination of their work (Pro zatverdzhennia Typovoho polozhennia pro metodychnyi kabinet doshkilnoho navchalnoho zakladu, 2010; Upravlinnia navchalnym zakladom, 2004).

Generalization of scientific and pedagogic sources allows determining the content of the methodical activities in the pre-primary institution as a form of professional development of preschool workers, which includes:

- general cultural training of pre-primary worker (extension of his worldview; orientation both in contemporary literature and in theatrical, musical and visual arts, etc.);

- didactic component (awareness of the world achievements and national didactics, existing didactic both theoretical and applied concepts and ideas; study of the author's effective didactic systems);

- methodological component (increasing the level of teaching methods of one's own subject);

- psychological component (enrich awareness in the area of general, pedagogic and social psychology regarding typical tendencies and peculiarities of psychic processes of contemporary preschoolers, awareness of peculiarities of education, upbringing and development of preschoolers, etc.);

- educational component (mastering the latest techniques in the area of education);

- ethical component (knowledge of principles of the professional pedagogic ethics);

- technical component (mastering the skills regarding the use of current technical means in the education process) (Upravlinnia navchalnym zakladom, 2004; Suchasni vymohy do metodychnoi roboty u doshkilnomu navchalnomu zakladi, n. d.).

The conducted study resulted in the conclusion that methodical activities as a form of professional development of preschool workers is carried out by using traditional collective (mass, group) and individual forms of its organization.

The most common collective forms to organize methodical activities in the pre-primary establishments are:

- creative workshops, methodical associations;
- problem seminars and permanently operating young specialist laboratories;
- lectures-consultations, scientific-practical conferences and pedagogic exhibitions.

The most widespread personal forms to organize of methodical activities in pre-primary establishments include mentoring; internships; distance learning; consulting; self- study, attending classes, etc.

Unconventional forms to organize methodical activities in pre-primary establishments as a form of professional development of preschool workers can include competitions "Teacher of the Year"; author's schools; creative studios and clubs of creative educators; auctions of pedagogic ideas; pedagogic quizzes, methodical festivals; pedagogical consultations; round tables; trainings etc.

For example, A. Kotko emphasizes that one of the efficient techniques that can be used in methodical activities in a pre-primary establishments is the technique of the group creative work, which is built on the interaction of pedagogical workers in small groups. In particular, the scholar describes the technique as follows:

- Setting the common goal and allocating participants to groups. Each group has to offer their way to achieve the purpose.

- During the discussion of the proposed projects, a methodical council is created that includes representatives of each group. Educators learn to understand each other, to negotiate.

- The methodical council is involved in the preparation and implementation of the proposed project by distributing assignments between the members of the groups and oversees their actions to assist if necessary. It must be noted that group activity is aimed at cooperation. Participants gain experience in group activities,

learn to understand each other, get the necessary practical skills, develop their own abilities.

- At the end of the event there is a discussion of the advantages and disadvantages of the proposed technology. A representative of each group analyzes their own actions, makes suggestions for the future (Kotko, 2007).

It was found out that a rather efficient form to organize methodical activities in pre-primary establishments is educators council, which constantly considers and resolves specific questions concerning the activities of a pre-primary establishment, to the analysis and enhancement of the content of the education activity in a nursery, discusses questions of the material, technical and sanitary-hygienic support of the kids' institution, the questions of raising pedagogic workers' competence development.

An efficient form to organize methodical activities in pre-primary establishments as a form of professional development of preschool workers is seminars and workshops conducted by methodologists or educators who already have a long experience. During the workshops, educators prepare methodological manuals used when working with kids.

Scientists identify such types of seminars as:

- Seminar-pedagogical analysis, which is aimed at developing pedagogical workers' creative potential, his abilities, provides an awareness of pedagogic situation, phenomenon, process.

- Seminar-discussion, which evokes the desire of the members to figure out the issues more deeply, helps its members to adhere to the logic of evidence, to substantiate their position and defend it.

- Seminar-defence of pedagogic views is a form to improv pedagogic workers' knowledge concerning their vocational and practical training. The main purpose of this seminar is to uncover educators' potential, to teach them to guide by methodical and scientific-theoretical provisions when solving practical problems.

- Theoretical seminar is a specific form of holding classes, mainly devoted to a more detailed study of a specific topic.

- Seminar-dialogue provides free exchange of ideas. It is based upon the pedagogy of cooperation (Kotko, 2007).

One of the efficient to organize methodical activities in pre-primary establishments is the examination of best pedagogy, which allows the educator to meet new ways for working with kids, awakens creativity, initiative and enhances vocational capacity.

It should be noted that an efficient form of pedagogic workers' professional development, providing them with effective methodological assistance is a collaborative reconsideration of the activity of experienced e teachers.

With the aim of exploring and further creative use of the best pedagogic experience, such a form of skills development as reciprocal visiting of classes is organized in pre-primary establishments. The visiting will be especially useful if there is a beginner teacher who needs methodological assistance (Zhernosek, 2006; Kononenko, 2007).

**Discussion.** Research findings show that scholars and experienced educators consider methodical activity in pre-primary establishments as an efficient form of professional development of preschool workers. The results formulated by the experts on the content, principles, forms and methods of organize methodical activity should be taken into account in the process of pre-primery teachers' skills development.

**Conclusion.** Therefore, the efficiency of methodical activity in the pre-primary establishments as a form of pedagogic workers' competence development depends on the level of scientific and methodical assistance of the educational process, on the clear management of the activity.

Methodical activity in the pre-primary establishments as a form of educators' competence development is aimed, firstly, at strengthening previous awareness, introducing perspective experience into the education process, informing educators about current pedagogic techniques, providing them with the practical help, creating appropriate conditions for the vocational education and skills development.

The principal directions of the methodical activity were determined to be organizational and methodological, experimental and methodical. The content of methodical activity includes both educator's common cultural component and his/her didactic, psychological, methodical, education, ethical and technical training.

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