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TEMCHENKO O.,

<https://orcid.org/0000-0002-6280-2047>

VOLKOVA N.,

<https://orcid.org/0000-0003-1258-7251>

LEBID O.

<https://orcid.org/0000-0001-6861-105X>

1.17. DEVELOPMENT OF THE PROFESSIONAL POSITION OF THE TEACHER IN THE LIGHT OF THE REQUIREMENTS OF THE NEW UKRAINIAN SCHOOL

***Abstract.** The article is devoted to the issue of the development of the professional position of the teacher in the light of the objectives of the New Ukrainian School. Topicality of the issue is due to the requirements for the personality and activity of the educator that are defined in the Concept of “New Ukrainian School”, namely: mastering modern teaching methods, striving for implementation of the partnership in cooperation with all participants in the educational process. It is proved that through the development of the professional position of the educator, the basis of which are the motives and values of their activity, it is possible to influence the development of the teacher’s personal qualities and their attitude towards professional activity.*

In the article the professional position is considered as a professional and

personal indicator that reflects the educator's value attitude to the pedagogical activity and its results, to the participants of the educational process (colleagues, students, parents), attitude toward oneself, and it also provides the conditions for the implementation of the professional and role functions in solving pedagogical tasks.

The purpose of the article is a theoretical foundation for the main ways of the development of teacher's professional position as a means of enhancing their professionalism in accordance with the requirements of the New Ukrainian School. The study first proved the need to bring the process of developing the professional position of the teacher in a general secondary education institution in accordance with the requirements of the New Ukrainian School; the concepts of "professional position of teacher", "acmeological position of teacher" are specified; further publicity was given to the substantive content of the acmeological approach in managing specifically the development of the teacher's professional position, professional self-improvement as a means of raising the level of professional pedagogical position.

The main in the study were theoretical methods of scientific search: analysis and synthesis of philosophical, sociological, psychological, pedagogical and scientific-methodical literature, scientific-theoretical substantiation. It is proved that the professional position determines the methodological basis of the educator's activity, requires constant development under the influence of external and internal conditions (constant self-improvement, lifelong learning, updating approaches to organizing the process of further training for teachers). The influence of these conditions on the dynamics of the teacher's professional position is revealed.

Key words: *position, professional position of teacher, institution of general secondary education, New Ukrainian school, updating, facilities, acmeological approach, self-improvement.*

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Problem statement. Global transformations in education are the realities of today: the Laws of Ukraine "On Education" and "On Complete General Secondary Education" have been adopted, the concept of the "New Ukrainian School" is being implemented in the institutions of general secondary education, the new State Primary Education Standard has been approved, etc. All these and other regulations make new high demands on school teacher activity. Nowadays, it is not enough for an educator to be just a teacher – a transmitter of knowledge, skills, and abilities. His/her role in the educational process changes from an education provider to a coach, facilitator, tutor, moderator of the individual educational trajectory of the child [1]. However, according to research conducted on the eve of the launch of the New Ukrainian School, the age of most teachers working in general secondary educational institutions today is between 41 and 60 years or more. This situation requires a radical restructuring of the teacher retraining system, improving their skills. Therefore, in our opinion, a significant role in this process should be given to the influence not only on the cognitive component of a teacher's professionalism, but

also on his or her value-motivational sphere.

Topicality of the research. The main requirements for teachers, put forward by the Concept of the “New Ukrainian School” is, first of all, mastering modern teaching methods, striving for implementation of the partnership in cooperation with all participants of the educational process [1]. The pedagogy of cooperation is based on the principles of humanism, creative approach to personality development. It aims at overcoming the inertia of thinking [5], the transition to a new level of building relationships in all systems of interaction: teacher-student, teacher-parent, teacher-administration, etc. Therefore, the topicality of the issue of developing the professional pedagogical position of the teacher, the basis of which are the motives and values of educator’s activity, seems to us indisputable.

But, despite the fact that the New Ukrainian School is being introduced for the third year, it is difficult for teachers to shift from providing children with knowledge, abilities, and skills to developing certain mechanisms of competence – the ability to act in specific conditions and motives to achieve results [5]. The problem here is, as for us, not the lack of teacher’s knowledge, but rather, the reluctance to rebuild, change their own activities.

Relation of the author’s contribution to important scientific and practical tasks. This situation requires overcoming the contradictions between the state’s requirements for teacher’s professional training and their activity and the inadequately developed and implemented technologies for their retraining and skills development based on its impact on the activity-motivational sphere; between the need of a modern school for teachers with a professional position that provides the organization of educational process on the basis of cooperation and co-creation [3], and the lack of pedagogical conditions for its development in the process of professional development.

The analysis of recent research and publications. Questions of the teacher’s professional position are updated by the scholars in the aspect of creating pedagogical conditions for its formation and development in the educational establishment (O. Temchenko [8], O. Litovka [3], H. Kovalenko and L. Rybalko [6]). However, these studies do not take into account the requirements of the New Ukrainian School to personality of a teacher-professional.

The purpose of the article is to focus on identifying the main ways of developing a teacher’s professional position as a means of enhancing his/her professionalism in accordance with the requirements of the New Ukrainian School.

To achieve the purpose, a set of theoretical research methods was used: analysis and synthesis of philosophical, sociological, psychological, pedagogical and scientific and methodological literature on the problem of developing the professional position of the teacher to compare views on the problem under study; scientific and theoretical substantiation of necessity of control over the process of development of professional pedagogical position; generalization of the results of theoretical research.

The novelty of the research is that:

- for the first time, the necessity of bringing the process of development of

the teacher's professional position in the institution of general secondary education into conformity with the requirements of the New Ukrainian School was proved;

– the concepts of “professional position of teacher”, “acmeological position of teacher” are specified; further publicity was given to the substantive content of the acmeological approach in managing specifically the development of the teacher's professional position, professional self-improvement as a means of raising the level of professional pedagogical position.

The results of the study. While researching the teaching profession, scholars often focus on the professional aspect, but in recent years there has been a steady tendency to isolate the personal factor, designed to influence the teacher's self-determination of the ways and conditions of their activity, depending on the characteristics of their own personality. One of the characteristics of a specialist's attitude to their work as a priority value in the process of active creative activity at all stages of life is a professional position. However, in our opinion, such an understanding of the teacher's professional pedagogical position does not fully take into account the demands on the personality of the teacher facing them today.

In the context of a realignment of school education, it is topical point that the professional position is a dynamic entity. It is enough to follow how the definitions of the scientific category of “teacher's professional position” have changed in order to understand this. Thus, L. Krasovska believes that a person's position in professional activity is determined by the level of professional knowledge, skills and abilities of the person, and the activity of the position provides for professional growth, professional improvement of personality. In her opinion, a professional position involves a combination of professional and individual in each personality [2].

According to O. Temchenko, the professional position of the educator is that professional-personal characteristic that reflects the teacher's value attitude to the professional activity and its results; to the participants of the educational process (teachers, students, parents), attitude toward oneself, and it also provides the conditions for the implementation of professional and role functions in solving pedagogical tasks. In professional activity, it is the attitude to the purpose, content and technology of its implementation. As for the results of pedagogical activity, it is the attitude to the level of intellectual development, education and value system of students. If we evaluate the professional position through the prism of attitudes towards the carrier itself, then the criteria are the formation of attitudes to their own intellectual development, to the development of means of activity and to the development of means of self-reflection [10].

It is clear that the professional position of the teacher is always specific: he/she must prepare students for the needs of a particular moment, for specific needs of society and at the same time, objectively remaining a carrier and conductor of culture, bears a temporary factor, participating in the formation of personality as a synthesis of all the riches of human culture. Therefore, the problem of influence of external and internal factors on the development of the professional position of the teacher is indisputable.

In the light of the requirements of the New Ukrainian School, the professional

position should be considered through the prism of the teacher's attitude to their mission at school, to their students and pupils, which determines their actions and operations in dealing with them. The teacher's internal willingness to choose certain ways of interacting with the participants of the educational process, to specific actions and operations concerning them, is the foundation on which the educator, being involved in the activities and relations with their partners, builds different constructs of their relations with each of them. This is based on pedagogical values.

At present, it should be about the development of acmeological position, which, according to V. Sydorenko, is a formed system of professional guidance, value-meaning space, acme-motivation, providing maximum mobilization of potential resources, self-motivation for the development of pedagogical skills during life, high achievements in professional and pedagogical activity, a constant need for creative self-actualization in the context of educational reform [7].

This definition points to one of the main means of developing the pedagogical position of the teacher, which is self-improvement in professional activity. The second should be organized on the basis of acmeological approach system of professional development of pedagogical staff.

Acmeology (from Greek *ahme* – “peak, top, highest degree of anything”) as a science examines the possibility of self-realization of a person's creative potential on the way to the top of professionalism and skill. The main acmeological problem is the analysis of how the formation of professional orientation, the development of ability to work, the promotion of professional competence. To the factors of self-motion, acmeology includes subjective (motives, orientation, abilities, professional actions and skills), objective (environment that should be more or less productive), subjective-objective (related with other people) [6]. As for the objective factors, one of them is the activity of the head in directing the teacher to the direction necessary for him/her and the direction of skills development required for the educational establishment. Nowadays, teacher has the right to choose their own areas of training. And here it is important that they are selected optimally.

The head of the educational institution should organize work with the teacher in the development of their professional and personal qualities, taking into account:

- unity of professional improvement and development of the professional position of the teacher;
- the teacher's orientation towards self-esteem and self-development;
- development of teacher's creative activity;
- provision of an acmeological approach to enhancing the professionalism of the teacher and forming a professional position;
- motivation of the teacher to increase their professionalism;
- individual-psychological features of the teacher;
- integration of traditional methods with innovative methods in forming the professional position of the teacher;
- principles of andragogics in working with the teacher, etc.

Analyzing and developing methods and tools to guide the development of the teacher's professional position require prior thorough diagnostics, namely:

establishing an entry-level professional position; clear goal setting (what professional position we want to form); study of factors that influence its formation and change (teacher and head competence level, communication, management style, social and psychological climate, etc.). It is also important to monitor the formation and development of the teacher's professional position.

The above should be taken into account in the process of scientific and methodological work in the educational establishment – one of the components of the system of professional development of pedagogical staff. It should be organized in accordance with the requirements of modern science, take into account the best pedagogical experience in the development of teacher professionalism and, consequently, the development of professional position. The purpose and key task of the scientific and methodological work is the comprehensive improvement of the qualification and professional skill of every teacher, educator and teaching staff, and the end result – the development and enhancement of the creative potential of the teaching staff as a whole; improvement of educational process, achievement of optimum level of development of specific students.

Since the acmeological approach shapes the high motivation of achievement, the pursuit of success, creativity, high results, the revival of the spiritual world of man, the spiritual development and spiritual maturity of the individual, society, it must be the basis for managing the development of the professional position of the teacher. It is the acmeological approach, as the goal of education, that offers the holistic development of man and considers the individual as the highest value [4].

Implementation of the acmeological approach in activity will allow to develop teacher's desire to deepen knowledge on: child development; mastering correction-developing technologies and technologies of development of talent and creativity (scientific technologies); development of their own methodological culture, methodological competence in the context of the modern philosophy of education.

Management based on the acmeological approach promotes the educator's ability to:

- implementation of not only traditional information accumulation of knowledge, but also methodologically oriented education, which is necessary for a person in professional activity, in the conditions of constant increase of weight of information;
- new professional thinking, which consists not only of subject-based attitudes, but also of motivational-value orientations, reflecting new paradigms of education, new value-based awareness of the teacher in their spiritual development;
- development of the scientific and pedagogical competence of the educator, which ensures the professionalism of their activity, including methodological, subject-developmental, psychological, valeological, acmeological literacy;
- development of new professional and personally important qualities that provide creative self-realization of the teacher's personality [4].

Today requires the development of teacher's ability and desire for self-education and self-improvement, active attitude to life and professional growth as the basis of professional position and an important condition for the competitiveness of a

specialist in the labor market [9]. Another tool on which the effectiveness of the development of teacher's professional position in the light of the requirements of the New Ukrainian School depends is the constant self-improvement – conscious professional activity of the teacher in the system of his/her continuous pedagogical education, which is aimed at improving the professional level, professional self-realization, further development of professionally important qualities, increasing the effectiveness of educational work at school according to the interests, needs and opportunities of students, and to the requirements of society for socialization, personal and professional development of the person [9].

Self-improvement in teacher activity performs the following functions:

- improvement, enrichment of the teacher's knowledge (subject, part-methodical, methodological, didactic, educational, psychological, ethical, etc.);
- development of outlook, professional values, beliefs that meet the goals of society and school;
- development of motives of creative activities (love and respect for children, passion for the subject, the need for self-realization, etc.);
- development of stable moral qualities of the person (conviction, humanism, pedagogical optimism, integrity, kindness, spiritual generosity, etc.);
- development of a modern style of pedagogical thinking, such as its features such as systematicity, concreteness, flexibility, economy, selectivity, sense of measure, etc.;
- development of professional skills, pedagogical technique, executive skill (technique of verbal and non-verbal communication, i.e. technique of speech, movement of facial expressions and gestures, intonations, etc., technique of communication with students, skills of using various technical means of education, including complex technical means (computers, video);
- development of culture of emotions and strong-willed expression of the teacher, self-regulation of activity;
- development of reflexive skills.

The functions of self-improvement thus formulated correspond to the functions of the scientific and methodological work of the school in relation to a particular teacher and the main components and parts of the professional position. Continuity of the process of professional self-improvement forms the educator's ability to determine the prospect of their professional growth and feel constant need in this, regardless of the degree of improvement of the system of pedagogical activity.

Therefore, the organization of self-improvement as a basis for the formation of the professional position of the teacher – is a conscious activity aimed at professional self-realization, the development of professionally significant qualities, positive changes in the educational process in accordance with the interests, needs and opportunities of students, and to the requirements of society for socialization, personal and professional development of a person. It is an externally and internally managed process. The organization of self-improvement is considered by us through the creation of an individual program of self-improvement on the basis of monitoring the level of professional position formation. The integration of the two identified

means of developing a professional position, in our opinion, will lead to a positive result in raising its level.

Conclusion. Thus, the professional position determines the methodological basis of the teacher's activity, attitude to the main scientific categories, influences the choice of activities, methods of work, determines the moral and ethical principles, nature and forms of interaction with the participants of the educational process, is the basis for the professional self-determination of the teacher, their professional improvement and development, determines the value-role determination of the development of specialist's consciousness, assignment of norms, stereotypes, ways of behavior, which, considering the key provisions of New Ukrainian school about the role of the teacher in its implementation, seems to be topical. Its formation and development must occur sequentially, on a diagnostic basis, taking into account external and internal factors.

Prospects for further research. Further research is planned in the direction of developing a methodology and practical approbation of the means of developing the professional position of the teacher at the institutions of general secondary education.

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DZHUS O.,

<https://orcid.org/0000-0001-9363-689X>

PYLYPIV O.

<https://orcid.org/0000-0002-8424-2255>

1.18. THE DEVELOPMENT OF THE FIRST DEGREE OF SECONDARY SCHOOLS IN PRIVATE OWNERSHIP IN UKRAINE (THE END OF XXth AND EARLY XXIst CENTURY)

Abstract. *For economic and political changes in Ukraine were competitive educational establishments of different forms of ownership: state, communal, private, in particular, the initial link. Therefore timely research and analysis of organizational and pedagogical conditions of activity of secondary schools in Ukraine, in particular, the content, methods and private form of ownership form of functioning. In practice private educational establishments face contradictions due to imperfection of normative and methodical bases of their functioning.*

The article indicates the importance of development of private education in Ukraine and new forms of educational establishment management. Private educational establishments create favorable conditions for healthy competition that promotes the quality of education and the real right to choose the parents of the educational establishment according to the child's cultural and educational needs.

The formation of the private sector of the educational system is an integral part of the processes of reforming Ukraine's education system. At the same time it should be noted that state regulation of activities of private educational establishments in Ukraine was "on the way" of private sector development of the educational system, which can be assessed as a violation of the principle of outcoming state administration. Today in the field of education, as in other spheres of public life of Ukraine, there is a new managerial situation, caused by various factors, including