PEDAGOGICAL POSSIBILITIES OF DESIGN ACTIVITY IN THE PROCESS OF INCREASING THE QUALIFICATION OF PRESCHOOL WORKERS

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ABSTRACT

This article highlights the pedagogical implications of the project activities of preschool staff in the process of retraining and upgrading the managers and specialists of preschool institutions. The model of project activity in the conditions of professional development was developed and content of the components was revealed.

Keywords: Professional competence, model, types of competencies, training process, listener, project competence.

INTRODUCTION

The modern system of advanced training is focused on the professional development of the teacher, which is understood as the ability of a professional (a person who owns a certain technology of activity) to change his own activity (break the old and build a new one) by changing the means of activity, and / or its re-functionalization. In other words, one who develops ways of changing one's own thinking and activity, which ultimately expands a person's life chances, is developing professionally [3]. The task arises of helping the teacher to stand in a subjective position, more precisely in a public position, as an opposition to existing experience.

This requires the search and implementation of new, more effective technologies designed to promote the development of creative abilities of students, the development of an active subjective position, self-development and self-education skills, and the improvement of professional competence.

Material and methods. "The professional competence of a teacher in a continuing education system does not come down to a set of knowledge and skills, but determines the need and effectiveness of their use in real educational practice" [1].

To this end, we have developed a model of the process of development of project activities in the context of advanced training, the idea of which is to create conditions for the development of project competencies and the willingness to carry out project activities in the practice of professional activity to achieve the quality of preschool education.

The content of this model is the curriculum "Fundamentals of the development of design activities of preschool workers", the purpose of which we associate with the development of competencies in matters of design activities, with the formation of the subjective position of a professional who deeply knows the field of his professional activity, is easily guided by the innovations of psychological and pedagogical science .

RESULTS AND DISCUSSION

At training sessions in the educational process of the IPC, models for organizing the interaction of a teacher with various subjects of the pedagogical process (children of primary and early preschool age, parents, colleagues), and also models of professional self-development are considered and designed; designing a developing educational space; creating conditions for a healthy educational environment; models of the functioning and development of preschool institutions, methodological services, etc. At seminars on the organization of interaction between teachers and children of different ages, ideas are developed about the active subjective role of the child in the pedagogical process.

The teacher guides teachers to promote the development of the child, to complicity, cooperation, co-creation with the child, to search and create different solutions to the problems that arise. Problems of organizing interaction with parents and colleagues are considered in the context of the search for like-minded people and assistants in terms of organizing a personality-oriented pedagogical process. For practical exercises, students in microgroups are preparing projects aimed at solving specific pedagogical problems taking into account the age and personality characteristics of the subjects of interaction, the real life problems of students to improve their qualifications. Such an organization of training provides a system of effective feedbacks, promotes the development of the personality of not only students, but also teachers participating in project activities, provides them with new opportunities for improving professional skills, further deepening pedagogical cooperation, which ultimately helps to optimize the educational process and improves the efficiency and quality of training courses.

Project activities are of interest to listeners if they know that their project will be in demand. Choosing the topic of the project and fulfilling it, its students learn to identify the needs of their efforts, find opportunities for manifesting their initiative, abilities, knowledge and skills, test themselves in real life, show determination and perseverance. At the end of the period of studying the topic, students are instructed to prepare a lecture or report, to produce an advertising poster, booklet, poster or album, with short texts or drawings that reflect the most significant in the topic. Many choose the project protection of one of the forms of final certification.

The humanistic meaning of project training is to develop the creative potential of students. Listeners with great enthusiasm perform exactly the activity that they have chosen.

Project activity helps to transform the learning process into a self-learning process, allows each student to see himself as a capable and competent person. The project teaching method, in combination with the traditional one, is an effective element in organizing the creative work of students. The organization of training involves the development, discussion and protection of projects. During the classes, students take different role positions, alternating between microgroups: "manager", "teacher", "parent", "expert". These roles are as follows: "manager" formulates the problem and presents for discussion a project aimed at solving the problem, "teacher" - "understanding": critically comprehends, conceptualizes the content, meaning, meaning of the message. He is looking for a depth that maybe the manager himself did not notice. He seeks primarily to see the positive content. "Parent" is the central figure of fruitful interaction.

It is the beginning of a "working conflict" that carries a powerful positive charge. The "Parent" develops a new, alternative point of view, understands that any problem has several solutions,

and clearly takes the initiative. "Expert" - "creatively transforming." He is characterized by an unconventional view of the problem. He is ready to analyze the experience gained, its restructuring, enrichment. Such organization of classes allows you to create an atmosphere of business cooperation, organize active discussion of projects, prove yourself in a variety of interaction options, enrich your experience in different types of pedagogical activities. Particularly taken into account is the ability of the "manager" to interest those present in the problem, the ability to argue their point of view, and accurately and clearly answer questions.

At each lesson in the course of mastering the course, students are invited to independently analyze their activities in the working group according to the following criteria: consistency in the activities of participants in the working group; activity of participants in the expression and discussion of ideas; constructiveness in the search for the best solution to the problem; argumentativeness of ideas expressed; ability to conduct dialogue within the group.

In the process of studying this course, we sought to intensify the independent work of students in the development of individual pedagogical projects. The management of the students' independent work consisted of counseling. The teacher acts as a consultant (provokes questions, thoughts, self-assessment of activities, models various situations, transforms the educational environment, assists students in choosing a pedagogical problem, selecting literature, setting deadlines and forms of control, developing recommendations for submitting reporting forms on work done) . Organizing the independent work of students, we sought to arouse interest in reading pedagogical literature, in studying and using the accumulated pedagogical experience. Consulting and management work was aimed at developing the basic competencies of project activities, mastering the skills of self-organization of their work. This oriented the listeners to the awareness of the need for self-education for the individual in general, for professional growth, for the development of professionally necessary competencies and a sense of success.

The result of the course was the development, partial "testing" and public defense of individual pedagogical projects. Author's projects are evaluated according to two groups of criteria [2].

The first group of criteria includes the content of the project, which is evaluated by indicators: the relevance of the project (the ability to substantiate the significance of the project in terms of solving urgent pedagogical problems); project integrity (the presence in the project of clearly defined goals, objectives, conditions, resource support, their compliance with the content, implementation forms, expected results); novelty of the project (originality of implementation forms, their adaptation to the needs of modern educational practice); realism (the ability to use this project to solve specific pedagogical problems). The second group of criteria evaluates the design of projects by indicators: project theme (originality, expressiveness, originality); representation of all stages of pedagogical design; aesthetic design of the project; the presence of graphic materials (diagrams, tables, graphs, diagrams).

In their pedagogical projects, preschool workers have shown that they are able to solve problems from different areas of education, training and management. Here are some of the most interesting projects developed by students of different courses.

One group of students developed the project "My Fairy Friend - Language", the purpose of which was to create pedagogical conditions conducive to the development of the linguistic ability of a preschool child based on the mastery of oral literary speech and a communicative culture. The project was distinguished by internal consistency of all parts, conceptual validity, had a high degree of manufacturability.

The second group addressed the problem of preserving the emotional well-being and health of preschoolers.

The project was called "Fun Starts". The authors proposed a set of forms for the implementation of the project: the design of the premises for the event, the thematic preparation plan, exercises and game tasks for each competition task.

The third project - "Family Wave" was dedicated to the problem of interaction between teachers, children and parents outside the educational process. The authors conducted a diagnostic study and identified the most relevant topics of interest to modern parents, developed a program of broadcasts for one week. The project clearly defined the conditions (technical, material, etc.) and resources (time, means, methods, teaching materials) for its implementation in a preschool institution. The problem of interaction between kindergarten and family was raised in the pedagogical project "Dialogue with the family." The authors examined questions about helping parents by proposing an interesting form of interaction between preschool educational institutions and the family - a pedagogical lecture organized for parents by educators with the involvement of specialists (psychologist, social educator, physician, etc.). They have developed a lecture program for the year.

One of the main achievements in mastering the course "Fundamentals of the Development of Project Activities of Preschool Workers" is the fact that many projects were implemented by developers in a real pedagogical situation and were highly appreciated by parents, education department specialists, and experts in assessing the quality of preschool education. Heads and teachers of preschool educational institutions in their pedagogical essays noted that in the process of mastering the course they expanded their understanding of innovative technologies of professional activity; learned to conceptually substantiate the author's projects and development programs of the preschool institution; mastered the technology of building goal-setting; mastered the ability to identify problems and contradictions, formulate goals, determine the resources of project activities; realized the need for creativity in pedagogical activity; they learned to integrate previously mastered methods of pedagogical activity in their activities, to independently build their algorithm for the development and implementation of the project.

Thus, as a result of advanced training, preschool workers have acquired and developed the following types of competencies:

conceptual (awareness and understanding of terms, concepts, definitions in the framework of project activities);

methodological (mastery of the conceptual foundations of pedagogical design);

practice-oriented (designing one's own practice for the urgent tasks of an educational institution, taking into account individualization technologies; developing and updating individual author's projects, development programs for preschool institutions, taking into account the specifics of the microsocium of the preschool institution and the needs of parents, the personal pedagogical system, and the individual developmental route of the child, in connection with changing conditions.);

value-oriented (professional-personal and career growth, "transition to a new quality" - of a methodologist - "designer" and researcher of his activity, who is able to see modern problems, a modern child and reflect on his position in this new context of perceiving the profession of a teacher);

reflective and analytical competencies (isolating facts or phenomena of pedagogical practice and their isolation from others; establishing the composition of the elements of a given fact or phenomenon, revealing the content and highlighting the role of each element;

demonstrating the relationship of this element with other elements; penetrating the development of a holistic phenomenon; definition the place of this phenomenon in the educational process; not only the knowledge or understanding by the subject of the pedagogical activity of himself, but also the clarification of how others (educated nicknames, colleagues, parents) know and understand the "reflecting person", his personality characteristics, emotional reactions and cognitive (cognitive) perceptions; competence that allows one to reasonably and objectively analyze one's judgments, actions and, ultimately, act in terms of their conformity design and conditions.);

competencies in the organization and management of the educational process (creating problem situations and other conditions for the development of cognitive processes, feelings and will of pupils; stimulating cognitive independence and creative thinking, creating conditions for the development of individual characteristics of subjects of educational activity.);

project competence (the ability to build a personality-oriented educational process, the ability to predict, predict, model and implement various solutions to pedagogical problems).

CONCLUSIONS

Project activity allows us to develop not only the cognitive and technological components of the teacher's professionalism (his psychological, pedagogical and special knowledge and skills), but also to effectively influence the nature of the teacher's motivation, his degree of awareness of professional difficulties, their causes, measures of personal responsibility, i.e. increases the level of readiness of teachers for decision-making and develops the ability to act in situations of uncertainty when solving urgent professional problems. Only such a competent teacher, aware of the need and essence of the content of modern educational results, is able to transform his activity, directing it, first of all, to achieve high-quality educational results.

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