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## COMPONENTS OF PROFESSIONAL AND PEDAGOGICAL COMPETENCE OF PRIMARY SCHOOL TEACHERS

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Specialized school № 80

### Abstract

The article analyzes the latest research on this issue; the essence of the concept of "skill" is specified, the leading components of the structure of constructive-projective skills of the future primary school teacher are defined, namely: four interconnected and interdependent components, namely: motivational-attractive, cognitive-semantic, project-activity and reflection-productive, which constitute the main content of constructive-projective skills of the future teacher, their semantic characteristics are characterized.

**Key words: structure; skills; professional skills; constructive skills; projective skills.**

## СТРУКТУРА КОНСТРУКТИВНО-ПРОЄКТИВНИХ УМІНЬ МАЙБУТНЬОГО ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ

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### Анотація

У статті зроблено аналіз останніх наукових досліджень з даної проблеми; конкретизовано сутність поняття «уміння», визначено провідні компоненти структури

конструктивно-проєктивних умінь майбутнього вчителя початкової школи, а саме: чотирьох взаємопов'язаних і взаємозалежних компонентів, а саме: мотиваційно-атракційного, когнітивно-змістового, проєктно-діяльнісного та рефлексійно-результативного, що становлять основний зміст конструктивно-проєктивних умінь майбутнього вчителя, охарактеризовано їх змістову характеристику.

**Ключові слова:** структура; уміння; професійні уміння; конструктивні уміння; проєктивні уміння.

**Statement of the problem.** The analysis of psychological and pedagogical literature showed that the problem of improving the professional training of primary school teachers is actively studied by Ukrainian and foreign scholars. In the philosophical and psychological-pedagogical works considered by us various aspects of formation's problems of professionally important qualities, abilities and skills, readiness for professional activity, professional competence of students of pedagogical specialties are thoroughly enough studied. However, the problem of forming constructive and projective skills of future primary school teachers in the educational process of pedagogical institutions of higher education in Ukraine has not found a proper scientific justification.

**Analysis of recent research and publications.** The study of scientific pedagogical literature made it possible to find out about the existence of different approaches to the interpretation of the concept of "skill". Thus, in some works of Ukrainian and foreign scientists, skills are interpreted as abilities. This opinion is shared by N. Volkova, M. Garunov, S. Goncharenko, P. Luzan, V. Onyschuk, P. Podkasisty and L. Friedman. Consider these approaches in more detail. P. Podkasisty, L. Friedman, M. Garunov note that the ability is manifested in the ability of the individual to consciously perform the necessary elementary actions [6]. According to the National Qualifications Framework, skills are the ability to apply knowledge to perform tasks and solve problems. Skills that should be formed in future professionals are divided into cognitive and practical. Cognitive skills include logical, intuitive and creative thinking, practical skills include manual dexterity, as well as the use of practical methods, materials and tools [8]. Some researchers suggest considering skills as an opportunity, namely:

- the ability to act effectively in accordance with the objectives and in accordance with the conditions of the activity [5];

- the ability to apply the acquired knowledge, operate on them to clarify the essential properties of objects and successfully solve theoretical and practical problems [2];

- the ability to perform a clear algorithm of actions to solve problems based on acquired knowledge [4, p. 36].

In the psychological and pedagogical literature you can also find a definition by which skills are understood as quality or a set of qualities, in particular:

- the quality of personality, which is a manifestation of its elementary ability to carry out certain activities [7];

- a combination of emotional, sensory and intellectual qualities of the individual, which are formed and manifested in the conscious performance of certain actions to achieve the goal [3]. The analysis of scientific approaches to the classification of professional pedagogical skills of teachers of different specialties in general and primary school teachers in particular allows us to assert the existence of a common opinion of scientists on the need to distinguish in their structure of constructive and projective skills. For example, N. Kuzmina argues that one of the important components of a teacher's readiness for professional activity is constructive-projective, which is manifested in constructive-projective skills [1]. In the interpretation of the scientist, constructive-projective skills are a system of consistent actions of the teacher, which is associated with solving pedagogical problems in constructing the object of educational activity of the student, subject to the general objectives of his education [1, p. 102].

The aim of the article: to single out and characterize the components of the structure of constructive-projective skills of the future primary school teacher.

**Basic material.** Based on the theoretical analysis of scientific works on the problem of training future teachers in general and future primary school teachers in particular to determine the content of the concept of "constructive-projective skills", as well as generalization and systematization of different scientific approaches to the component structure of these skills. primary school, which adequately correspond to its essence and take into account the peculiarities of their pedagogical activities. The structure of constructive-projective skills of future primary school teachers consists of a set of four component constructs, which include motivational-attractive, cognitive-semantic, project-activity and reflection-productive. In the structure of projective or constructive skills of future teachers the main place is occupied by the motivational or motivational-value component, which is distinguished by almost all scientists who study the problem of formation of the studied phenomenon. The selected component covers motives, interests, meaningful and motivational orientations, needs, positive attitude of future pedagogical activity, awareness of its significance, desire for further professional development and creative potential in the

formation of a fully developed personality of a junior student. Motivational-attractive component of constructive-projective skills presupposes that future primary school teachers have a stable positive motivation for pedagogical activity, motivational orientations in interpersonal communications, as well as value and meaning-oriented orientations. The components of the cognitive-semantic component of constructive-projective skills of future primary school teachers are the theoretical and practical knowledge acquired as a result of studying psychological and pedagogical disciplines about the essence of pedagogical activity in general and constructive-projective activity in particular, knowledge of strategies for constructive-projective activity junior student, the ability to determine the overall purpose of the project, as well as the ability to select information for its implementation, the ability to find different ways to solve it. The project-activity component presupposes not only the presence of a high level of formation of skills and abilities of constructive-projective activity, but also a high level of skills of effective interaction with colleagues, parents and younger students. It should be noted that the project-activity component is focused on the effective use of professional skills of future primary school teachers in the formation of younger students of the whole set of key competencies they need for lifelong learning; mastering by future primary school teachers of traditional and innovative methods, techniques and means of solving typical and atypical pedagogical problems.

**Conclusions.** Thus, we can conclude that the structure of constructive-projective skills of future primary school teachers should be considered as a combination of four interconnected and interdependent components, namely: motivational-attractive, cognitive-semantic, project-activity and reflection-productive. Note that in the context of our study, all identified components of constructive and projective skills are not considered separately, but as a whole, as a functional result of training future primary school teachers in higher education.

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