

PEDAGOGICAL CONDITIONS OF TEACHERS' SELF-EDUCATION COMPETENCE DEVELOPMENT IN THE IN-SERVICE EDUCATION

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Abstract: This paper presents leading pedagogical conditions of teachers' self-educational competence in the in-service education; reveals the essence and importance of teaching portfolio as a means of teachers' self-educational competence development. Author states, that analysis of scientific sources, legal acts, results of teacher's training for self education practice in terms of in-service education point out the existence of contradiction. The paper emphasizes, that as far work with the portfolio promotes self-reflection and increase the level of self-development than and effectiveness of self-education is increased. The effectiveness of the self-education is largely depended on the conditions and their management, teachers' stimulation, those are: willingness, teacher's desire to be engaged in self-education

Keywords: self-education, self-educational competence, pedagogical condition, portfolio.

1. Introduction

2. Scientific, technical and social progress quickly changes the nature of knowledge, human working conditions and operation facilities. So it is a time for revision of purposes, content and technology of professional training to a successful life and work in the new, extremely changing information society. Continuity of lifelong education (vocational and general), self-educational activity is an integral part of this process, defined as one of the priorities of the State national program "Education" (Ukraine of the XXI century), the National Strategy for the Development of Education in Ukraine until 2021, and instrument for teachers' training and adaptation.

The need to study and introduce an effective system of teachers' self-education as a key element of improving their skills in this context is obvious.

2. Materials and methods

Scientific works investigate the following areas: historical and social aspects of the self-education (L. Eisenberg, A. Gromtseva, G. Zakirov); the nature, characteristics and functions of self-education and its place in professional activity (T. Voronova, C. Yelkanov); role and place of continuous self-education in the system of continuous education, in particular, the effective functioning at different life stages (A. Darynskyi, O. Savchenko, N. Soldatenko V. Turchenko); self-education as a form of intensive in-service training (T. Brazhe, L. Vaschenko, Yu. Kulyutkin, N. Kosenko, N. Protasova, D. Sukhobaska, T. Suschenko); self-education as a component of self-improvement and self-development (E. Isaev, I. Kotov, V. Slobodchikov). The theoretical basis of teacher self-education, the overall concept of stimulation, relationship between self-education and efficiency of teachers' professional activities has been researched by. Zaborschikova, A. Lebedev, V. Lutanskyi, I. Naumchenko, P. Pshebylskyi and others.

Along with this study of the problem of teachers' self-education in the theory and practice indicates an insufficient level of the topic scientific development, including research problems of the analysis of conditions that ensure the effectiveness of the self-education and its impact on personal and professional growth of teachers.

Analysis of scientific sources, legal acts, results of teacher's training for self education practice in terms of in-service education point out the existence of contradictions, those increase the relevance of the subject, namely between:

- Changes in teacher professional activities, which are caused by education reform (introduction of new state standards, educational methods), the requirements of the state to improve the quality of school education (approval of the National Strategy for the Development of Education in Ukraine until 2021);

- Constantly growing requirements for teachers' professional competence and unsubstantiated pedagogical conditions of their self-educational competence development and teacher's unreadiness to constant self-improvement;

- Need to implement effective management of teachers' self-educational activity and the actual state of the process in the system of in-service education.

Taking into account the urgency of the problem and insufficient level of the topic scientific and practice development, the topic selected articles.

3. Discussions

Let us consider conditions affecting the development of teachers' self-educational competence in the in-service education. Leading conditions among them are psychological and pedagogical ones. Under the terms of psycho-pedagogical we understand "a set of psychological and pedagogical factors those affect on the person and create an environment where the educational process takes place" [10, p. 390]. Unlike reasons directly generate a particular phenomenon or process, the condition is the environment,

where the phenomenon or process occurs, lives and develops. Yu. Babanskii noted that "conditions are not themselves the cause of events at the same time strengthen or weaken the effects of an action" [2, p. 115]. From this perspective, we can determine the condition as factors, circumstances those affect the effective functioning of the educational system. Thus, the characteristic of psycho-pedagogical conditions of teachers' self-educational competence in the system of in-service education includes analysis of the main factors and circumstances those ensure efficiency and enhance the effectiveness of activities to achieve this goal. Analysis of the research work (O. Abdulina [1] Eu. Byelozertseva [4] G. Balla [3], etc.) Let us to identify psychological conditions of successful teacher's competencies for self-education:

- Professional self-motivation in the team of teachers and psychological readiness of the teacher to the active assimilation of pedagogical knowledge (needs and motives formation for such training);

Overcome the psychological barrier independently or with the help of fellow mentors to update and enrich their own teaching experience within the professional duties of the teacher;

- abolition of restrictions related to personality defects, fostering excellence, moral and psychological qualities of the teacher;

- taking into account the psychology of interpersonal relations associated with age, experience, status of teaching staff and mental focus on partnership in collective forms of educational activities and more.

So the effectiveness of teachers' self-educational competence in the system of in-service education depends on the realization of educational conditions:

- implementation of science-based model of teachers' self-educational competence;

- construction an in-service teaching process based on a differentiated approach, the optimal combination of traditional and innovative forms and methods, the use of ICT and distance learning;

- creation of school educational environment that will stimulate professional improvement of teachers;

- development the patterns portfolio of professional achievements as a means of teachers' self-educational competence.

For example, let us consider such important pedagogical conditions of teachers' self-educational competence of as the creation of a portfolio of teacher's professional accomplishments. We give priority to professional teacher's portfolio as a form of his/her self-education assessment, with taking into account the possibility to provide feedback with teacher to improve his/her in-service education. In this case, the portfolio is a form of authentic assessment of educational results by a product created by professional during his/her educational, social and other activities [9]. The purpose of the portfolio is to define the significant dynamics of self-education results in general, provide tracking the individual teacher progress in a broad educational context, and demonstrate his abilities to the practical application of educational achievements.

Portfolio can solve several problems of methodological work, including:

- develop and maintain teacher's motivation, willingness to effective, conscientious self-education;
- developabilities for reflexive and self-assessment activities to extend learning opportunities;
- speed up the process of assessment, suggesting the range of teacher professional opportunities;
- to record the changes and growth has been achieved over time;
- ensure continuity of self-education;
- promote personalization of teacher's in-service education in time between official courses, increase his/her level of methodological culture.

Assessment of achievements (results) collected in portfolio and portfolio itself, may be qualitative or quantitative. M. Oksa considers portfolio not only an alternative method of evaluation and evidence of certain educational philosophy, because there is "portfolio process" as a set of processes of teaching and learning those are arranged in connection with portfolio [9].

This idea linked to the process of modernization of teacher's in-service education and the school education as a whole. Attention to the use of the portfolio as a form (method) of evaluation results of teacher's self-education associated with the problems to provide tracking the dynamics of his/her professional growth; necessity, on the one hand, to keep professional growth track in time between official courses and final evaluation for teacher's certification, and teachers' dissatisfaction with traditional forms (and even results) of assessment of their professional achievements, on the other.

As far work with the portfolio promotes self-reflection and increase the level of self-development than and effectiveness of self-education is increased, too. That is, an idea-plan of assessment changes in portfolio process: one is able to assess not only the result but also the dynamics of its achievements, too. Teacher is ready to present and promote his/her own work and achievements during educational interaction with other participants of pedagogical process, build the prospect of further self-development and self-improvement. In this context a portfolio can serve as a quality improvement tool of intra school methodical work.

It is important that the achievements should not be only (and immediately) assessed but documented. Documentation achievements make them visual. In this period cooperation with methodical organizer increases teacher's goal-setting, self-optimizing and self-education activities. Additionally, we encourage independent learning, share group interaction opportunities for like-minded teachers, and provide an opportunity to demonstrate the progress in comparison with previous marked results, provide equal attention and support to all the teachers staff. The teacher chooses the portfolio's form, content, makes self-assessment of his/her goals, actions and results.

We offer teachers make their own choice of the portfolio content:

- It should be author's abstract, summarizing texts, essays, comments on the learned materials;

- 3-5 of practically oriented educational and methodical works those demonstrate the practical application of knowledge;

- Creative work on the problem, presented to colleagues; evidences of the effectiveness of educational activities;

- Personal creative works.

It is important to make choice reasonably.

The range of the modern teacher activities may be so broad that to combine all of the results of teaching activities and self-education in one document is not possible. In this case, one need to create an electronic portfolio that brings together the entire spectrum of the teacher's work and present sits various aspects.

Today, new forms for portfolio consists of the following:

- electronic portfolio;
- web portfolio;
- passport of competences and qualifications;
- The European Language Portfolio (European model, adopted by the Council of Europe).

Teacher's Electronic Portfolio is a form of Internet support of his/her activities. Every teacher faces the need to create educational and methodical set of documents (portfolio) on subject he/she teaches. Web Portfolio is a teacher's web page or web site used for storage the results of research and pedagogical design works, different personal achievements, such as the results of professional competitions, workshops participations, and so on.

As an example of a Web portfolio can serve the portfolio of principal of Chutovo (Poltava region, Ukraine) secondary school, Igor Sokolov (<http://sokolovigor.blogspot.com>) and portfolio of principal of Novokochubeyivsk secondary school (the same region), Yuri Petrenko (<http://yurij71.blogspot.com>).

It's important to realize that the psychological and pedagogical conditions are present and work only in an appropriate microclimate that partially provides by school manager. In order to maintain a positive microclimate among teachers and promote them to self-education, managers need to know the level of teacher's readiness for the self-education, to create the background for successful self-improvement [5; 6].

A certain level of readiness is achieved not only on the base of subjective conditions, but objective factors, too. The main conditions of the teacher's readiness for the self-education are the following: subjective: 1) personal motives to achieve some recognition, financial and moral celebration; 2) lack of the knowledge and skills to perform duties; need for their renovation and replenishment; 3) creative attitude to professional responsibilities; 4) dissatisfaction with himself as an expert. Objective: 1) the conditions of: promotion of professionalism growth, support of staff creative development; 2) systemic and systematic monitoring of the level of teachers' professional competence by school administration and society; 3) introduction to methodical work forms those require self-education, self-awareness of educational activities; 4)

promotion of creative teacher and his/her self-education financially and morally.

An important role in motivating teachers to develop self-educational competence plays set of management actions. Under them we understand the system of factors those influence on the teacher's identity self-develops and self-improves. They may be diverse in content, commitment, duration and so on.

Taking into account the previous experience, it is important now to believe in the abilities of a teacher, to give him/her more independence. Assistance for teacher in him/her self-education should be advisory and not directive. Providing specialist with real freedom of choice means that the making decision is his/her own right.

The assistance of educational leader in the time between official in-service courses in the development of teacher's self education competencies can be ensured, firstly, by the systematic consultation on the selected problems for self-education, advice on any matters of organization of self-education (i.e. defining the goals and intentions, methods and means of work, etc.). If there are not enough opportunities to obtain competent advice in one place, teacher should know some additional addresses of providers of pedagogical support or advice. Second, good support could be provided under creation of adequate to needs of society and person "self model" of personal qualities, that will guide the future activities of teacher's self-education, serve as guidance and stimulus to the continuous process of match making of personal potential to dynamic social needs of teacher and ensure his/her harmonious development both as a professional and as a person. Third, help for teacher aims on the realization that his/her main tool of self-monitoring, self-development and self self-examination is the practical activity. Knowledge, skills and competence are tested and improved in practice. Fourth, help for teacher means to identify his/her weakness, gaps in knowledge, skills, and qualities and make him/her advice on possible ways to overcome the existing shortcomings. Fifthly, it is important to provide the necessary information to teachers to expand their ideas about possible sources of information and means of its use, their free access to the information collected in the informational banks of pedagogical excellence, archives and so on. Sixth, constant teachers informing about themes, content, nature and address of the excellent pedagogical experience is an integral part of the education managers. Seventh, it is necessary to work on the preparation and publication of educational and reference books on topical problems of the theory and practice of pedagogy, psychology, methods of subject teaching, education, self-organization of teachers [8; 7].

4. Summary and conclusion.

Thus, the effectiveness of the self-education is largely depend on the conditions and their management, teachers' stimulation, those are: willingness, teacher's desire to be engaged in self-education; combination of influences of self-regulated and the regulated nature in the process of management; implementation of the full cycle of influence on the process of self-education, which includes analysis of

educational activities; from planning, coordination, control organization, adjusting process of self-education according to the purpose.

According to the results of the study, the positive effects of self-education are possible as well-organized, voluntary and recognized by personality as a social need. The driving force of the creation of the necessary psychological and pedagogical conditions for practicing self-education is management activities of school administration.

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