

Pedagogical conditions of teacher training in the system of postgraduate education to differentiated learning junior pupils

The article describes the pedagogical conditions of teacher training in the system of postgraduate education, analyzes the significance and necessity of using differentiated learning in elementary school.

Reforming the modern school education of Ukraine, in particular its initial level, requires the intensification of innovative processes aimed at modernizing the content, forms and methods of education and training of children, development and testing of new educational technologies, which requires appropriate teacher training.

Among the pedagogical conditions of teacher training in the system of postgraduate education, we have defined: activation of the motivation of the elementary school teacher to the effective use of differentiated training of junior pupils; improvement of the content component of the postgraduate pedagogical process in order to expand the scientific representations of the teacher on differentiated training of junior pupils; use of training technologies for the implementation of differentiated learning in elementary school.

An analysis of the contents of the curricula, programs for improving the qualifications of primary school teachers in the OIPPO, as well as the questioning of teachers who already have some experience in school, have shown that the teacher's unwillingness to differentiate the educational process is primarily due to the lack of systematic psycho-pedagogical and methodological knowledge, practical Ability to distribute students to typological groups, develop differentiated tasks.

In determining the pedagogical conditions we emphasize that the process of training in the system of postgraduate education is based on certain laws that, in the context of our study, determine the sequence of achieving a certain goal; enable effective management of the process of educational and cognitive activity of the teacher of the elementary school on the basis of prediction of its results.

Among such pedagogical conditions it is defined: activation of the motivation of the elementary school teacher for the effective use of differentiated training of junior pupils; improvement of the content component of the postgraduate pedagogical process in order to expand the scientific representations of the teacher on differentiated training of junior pupils; use of training technologies for the implementation of differentiated learning in elementary school.

Consider the implementation of certain pedagogical conditions.

The first pedagogical condition - activation of the motivation of the elementary school teacher to the effective use of differentiated education of junior schoolchildren - envisaged the following tasks: the study of the theoretical basis of the very concept of "motivation", theories of motivation, functions of motivation; to find out the motives and incentives of the teacher regarding the necessity of using differentiated education in elementary school; definition of the didactic possibilities of activating the motivation of the elementary school teacher to the effective use of differentiated training of junior pupils.

Study of motivation is one of the central problems of didactics and pedagogical psychology. Certain results have been achieved in this field, but volatility, mobility, variety of motives is very difficult to reduce to stable structures, to uniquely identify the methods of management of these motifs.

Among the motives we find out about the need to use differentiated teaching by teachers in elementary school, the following prevails: awareness of the professional need for differentiated learning, professional self-realization, the need for self-knowledge, deep cognitive and professional interests, cognitive motives related to the content of learning activities, and the process of its implementation.

The implementation of the first pedagogical condition was carried out through the use of innovative forms, methods and teaching technologies.

The second pedagogical condition - the improvement of the content component of the postgraduate pedagogical process with the aim of expanding the scientific representations of the teacher about differentiated learning of junior schoolchildren - was implemented through the introduction of the content of the postgraduate pedagogical process of the author's special course "The Variance of Forms of Educational Work with Primary School Students." The purpose of the special course is to acquire primary school teachers with the knowledge and skills to differentiate learning based on the use of variational forms of educational work.

The basis of the special course is the idea of improving the pedagogical skills of the elementary school teacher based on modern trends in the development of adult education in postgraduate education and absorbing the best examples of psychological and pedagogical experience of Ukrainian and international levels.

Special course contains an explanatory note, educational-thematic plan, content on topics, questions for self-control, tasks for independent work, list of literature.

Among the forms of lectures and seminars we consider the most effective ones: discussion, interactive lecture, lecture-videoreporting, instructional classes, consultations, conferences on the exchange of experience, master classes, coaching, pedagogical trainings, round table, situational analysis.

The positions and generalizations formulated in the special course may be useful also for students of higher educational institutions of the specialty "Primary education". Author's methodological recommendations have been developed for the formation of a system of knowledge in the elementary school teacher on the variability of forms of learning, differentiation and individualization.

The third pedagogical condition involved the use of training technologies for the implementation of differentiated learning in elementary school. In this context, we support L. Bondareva's view that the universality of training technologies "makes it possible to apply them in various fields of activity. Possible variants of their integration into the educational process of universities, the use of various training centers and similar organizations (for example, retraining centers, training courses, employment services), the use of consulting firms and training units of large enterprises "

There is no doubt that the use of training technology is focused on the development of critical thinking, the search for answers to problematic

professional situations, the creation of a relaxed communication between the teacher-trainer and the academic group. At the same time, the practical use of training technology reveals some problems and difficulties, for example, in the insufficient provision of educational material resources.

The results of the study showed that the inclusion of the author's special course in the curriculum development of elementary school teachers helped to realize the importance and necessity of using differentiated learning in elementary school, to form a value attitude towards professional reality, to evaluate their own level of readiness for pedagogical activity, to design ways of their professional growth and self-development.