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Teacher of the Ukrainian language and literature, **LESIA POPERECHNA**  
Volodymyr Krasyt'skyi Khmelnytskyi Gymnasium No 1, Ukraine  
Address: 111 Podilska str., Khmelnytskyi, 29000, Ukraine  
E-mail: km-gimnasiya1.at.ua

### **PROFESSIONAL GROWTH OF PRIMARY SCHOOL TEACHER DURING THE INTER-CERTIFICATION PERIOD IN THE SYSTEM OF LIFELONG PEDAGOGICAL EDUCATION OF THE RUSSIAN FEDERATION**

#### **ABSTRACT**

*This article reveals the organizational experience of the professional development of primary school teachers during the inter-certification period in the system of lifelong pedagogical education of the Russian Federation. The issue of international experience features in practical implementation of teaching experience during the inter-certification period by the teachers of Russian secondary schools. The article analyzes the inter-certification period principles of organization of the primary school teachers (dynamism, variability, modularity, interaction, large-scale involvement, practical orientation, performance) and the levels on which the professional development of teachers in inter-certification period in the system of lifelong pedagogical education of the Russian Federation is carried out (primary, heuristic, creative, innovative).*

*It was found that in the process of professional development during the inter-certification period Russian teachers participate in researches and experimental work, teaching sessions, educational ideas auctions, seminars, conferences, take the floor on the teaching meetings, organize open classes, plan the trajectory of self-educational activity, create individual professional self-development plan; school administration monitors the qualification level, professional competence and performance of teachers.*

**Key words:** *international experience, professional development of the primary school teacher, inter-certification period.*

#### **INTRODUCTION**

One of the most important tasks in reforming of the Russian Federation educational system is the modernization of the existing system of its quality evaluation. An important condition of the educational quality improvement is a high level of professional competence of teachers. The certification is the process that leads to the creation of conditions for the development of individual style of professional activity of the teacher in the system of lifelong education, as well as learning and adoption of the new values, encourages professional creative search, contributes to the promising approaches, technologies and systems of the teachers' professional activity evaluation. Due to the fact that the certification of teachers is held, as a rule, once every five years, the inter-certification period plays an important part in evaluation of the teachers' professional activity.

#### **THE AIM OF THE STUDY**

The article aims at the studying the experience of the professional development of primary school teachers in the Russian Federation during the inter-certification period, the



implementation of progressive ideas of the Russian experience in the educational environment of Ukraine.

### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Various aspects of the teacher professional development were the research subject of both national (G. Ball, V. Molyako, Ye. Mileryan, B. Fedoryshyn, P. Perepelytsya, K. Platonov) and foreign scientists S. Bailey, L. Bandura, I. Linhart, D. Miller, D. Super. Russian scientists apply their scientific views to the issue of professional development, exploring a wide range of problems related to the professional development of the primary school teacher individuality, namely: the self-esteem of the teacher individuality (M. Kubyshkina), the continuity of education (V. Ryndak), the teacher's professional self-education (V. Skakun, T. Sergeyeva, N. Uvarova), the teacher's professional development (L. Mitina), the psychological mechanisms of the teacher's creative self-realization (A. Verbytskyi), the teacher's professional self-determination (Ye. Klimov).

To achieve the purpose of the study, we have used the following methods: general scientific methods (analysis, synthesis, generalization and systematization of the material), the theoretical method (theoretical study), comparative and analytical method (analysis of national and foreign scientific sources).

### **RESULTS**

The inter-certification period covers the time period between courses, various forms of methodological work (at school, district and regional levels) and the teacher's self-educational activity. Inter-course training is a period during which the teacher acquires professional skills, which enhance the efficiency of educational activities (Нікулочкіна, 2010).

The inter-certification period of the primary school teacher in the system of lifelong pedagogical education means the implementation of recommendations, the realization of the analytical report project part, improving the teacher practical experience; monitoring of the qualification, professional competence, and creativity of the teacher. The basic principles of teacher's inter-certification period organization, in particular primary school teacher in Russia are: dynamism, variability, modularity, interaction, large-scale involvement, practical orientation, performance.

Professional development of teachers, especially of the primary school teachers during the inter-certification period is carried out according to the levels, including: 1) the initial (the teacher carries out professional activities in accordance with the methodical recommendations, relying on familiar methods, techniques, performs primary tasks in certain similar situations); 2) heuristic (the teacher carries out professional activities, modelling unconventional pedagogical situations; has creative thinking, uses innovative methods and technologies and can do scientific research and experimental work); 3) creative (the teacher carries out professional activities using non-standard thinking, imagination and search, is highly motivated to implement the constructional, scientific and experimental activities, uses innovative technologies and teaching methods, solve complex problems and specialized practical problems, publishes programs, textbooks, creates new techniques and methods); 4) innovative (the teacher brings out constructional and expert suggestions on innovative proposals for the educational process, publishes author programs, books).

The Centre of methodical, social and psychological services of the department of education that operates in the Russian Federation is a post-graduate pedagogical educational establishment, which focuses on methodological support, improving the forms



and methods of teaching staff training during the inter-certification period. Diagnostic questionnaires, research of interests, requests and practical needs, methodological analysis of educational work, the results of certification of the teachers precede the modeling of structure, definition of content, forms and methods of this work. An important role in operation of the Centre of methodical, social and psychological services (hereinafter – CMSPS) is given to scientific and methodological support during the development process competency of the teaching staff during the inter-certification period.

The components of the work of the Centre of methodical, social and psychological services are: 1) scientific, methodical and practical training of teachers for pedagogical work organization; 2) modelling of work structure with teachers; 3) realization of creative approach to organizing and carrying out the work with teachers; 4) current and final collection of feedback by CMSPS workers for the analysis of the results and appropriate correction of work with the teaching staff. Nowadays the main objective of CMSPS work with the teaching staff is to meet the needs of each teacher while learning the innovative educational methods in the course of professional career formation on the basis of lifelong professional development and improvement of his/her pedagogical culture (Беляков, 2009).

The organization of professional development of primary school teachers in secondary schools during the inter-certification period has to be provided by the following activities: teaching meetings, workshops, modelling and problem-activity games, analysis of specific pedagogical situations, trainings on the development of skills, workshops; author seminars, aimed at solving the methodological problem: “Improvement of the professional level of teachers and the development of their creativity through the optimal combination of basic and advanced forms of methodical work.”

The directions of activities for such methodological formations are: 1) work on the State Educational Standards, regulatory documents of the Ministry of Education and Science of Ukraine, methodological recommendations, teaching guides on improvement of the content and methods of educational work; 2) mastering and usage of the most efficient methods and techniques of pupils education; 3) increasing the didactic and methodological training level of teachers during the organization and implementation of the educational process; 4) exchange of successful educational experience; 5) increasing the self-education role while improving the professional skills of teachers; 6) research, testing, introduction of psycho-pedagogy science achievements and perspective teaching experience.

The Centre of methodical, social and psychological services pays great attention to the usage of information technology for improvement of methodological work, educational process and qualification of teachers.

The priority areas of information technology application in the activity of the center of methodical, social and psychological services are as follows: 1) streamlining of accounting and processing, improving the system of documentation handling; 2) training of pedagogical staff for the use of information technology in the teaching process; 3) organizing distance education of teachers; 4) creating the information databases; 5) integration into the international educational space.

In our opinion, individual forms planning of teachers’ methodical work during the inter-certification period is rather important as a part of his/her self-education. “Educational Encyclopedia” states that self-education is an “education that is acquired outside the educational institution through self-study” (Давыдов, 2003). The content of the teacher’s individual self-education covers systematic study of political, psychological, educational,



scientific literature, direct involvement in work of school, inter-school and district methodical associations, seminars, conferences, educational reading, solving some of the problems associated with the improvement of teaching and educational work, conducting experimental studies, preparation of reports, speeches for pedagogical boards, methodological meetings and operational meetings, review and summarization of pedagogical and methodological magazines, books.

It should be noted that nowadays teacher's self-education in Russia during the inter-certification period can be carried out in two forms of individual self-education, which is directed and regulated by the teacher, depending on the awareness of personal professional needs; and self-education, depending on administration of schools or local education authorities, from work of primary school teacher and new problems that have arisen.

The portfolio can be enclosed to the individual professional development program of primary school teacher: the teacher forms it throughout inter-certification period. The purpose of the Portfolio is recording, storage and evaluation of professional development and development level of the teacher. The Portfolio contains materials on a paper transmitter (printouts, photocopies and manuscripts). These materials are considered as evidence of the teacher professionalism. The achievement portfolio is also possible. It allows teacher to conduct self-examination of the professional development, summarize work experience, set further goals, plan and organize one's own activities. The Portfolio allows taking into account the results achieved by the teacher in various activities: academic, creative, self-education; to analyze professional development, summarize work experience, set further goals, plan and organize one's own activities. The teacher's methodological portfolio can include the elaborated by him/her during the inter-certification period scientific and methodological achievements, publications in various scientific and methodological publications, mass media; links to sites in the Internet, where teacher's materials are placed, developed by him during the inter-certification period business, organizational-activity games, didactic, control and measuring materials and other methodological developments.

Based on the accumulated materials at the end of each academic year, the school administration analyzes the teacher's pedagogical activity, which involves correlation of the results with previously stated goals and objectives and provides the basis adjustment of individual teacher's program for the next period. If such work is carried out systematically at the end of each academic year, it allows us to formulate a generalized description of the teacher's activity and its results.

Drawing up an individual plan for professional self-development is an important skill for the primary school teachers. Individual plan of the teacher's professional development differs from the general one by the fact that, it fully recognizes personal educational needs of the teacher, his/her self-education and training at the workplace. Thus, the teacher becomes a formed subject of the professional development.

In inter-certification period the teacher models the individual educational trajectory, creates program of professional and personal self-development and self-improvement according to his/her own capabilities, interests and professional training, practically realizes updated and learned during the group stage knowledge and developed skills. During five years the teacher systematically accumulates the inter-certification period credit for certain forms and types of advanced training, including self-education, research and search, practical and experimental, cooperative, controlling and estimation, methodological, psychological and motivational activities.



Individual educational trajectory (IET) or individual route is a specific innovation in pedagogical training improvement system of the Russian Federation, which provides outlining the prospects for the formation and further professional development of the teacher, trends, tools, forms, advanced training, forecasting of probable risks along the way and means of overcoming them (Каширина, 2011). Individual educational trajectories help to consider the individual needs, personal and professional needs of the teacher, his/her experience and level of training, physiological and cognitive characteristics, to predict the development according to individual educational programs, to trace the trajectory of the teacher professional development at each stage of the inter-certification cycle (foundation, search and activity, analytical) and therefore, as much as possible to individualize the learning process. By implementing individual educational trajectory, the teacher can more fully realize his/her creative approach to the selection of content, choice of methods and technology of teaching (according to individual characteristics, temperament, character, etc.), more fully consider and implement the competence approach in work, to monitor the results of the educational process. Design and implementation of professional development of teaching staff according to individual educational trajectories are based on innovative demands of the society and educational needs of the modern labour market, theoretical positions of andragogical and competency approaches to organization of the process, scientifically grounded model of introducing the system of lifelong education.

The Institute of Regional Education development in Sverdlovsk region (the Russian Federation) has developed the monitoring of the teacher's professional activities during the inter-certification period. The established form of monitoring has the following positive aspects: 1) brings maximally closer the certification process to everyday practical activity, which reflects the level of pedagogic practice, saves time and efforts during preparing for the next certification; 2) focuses on the development of professionally important qualities – pedagogic reflection, introspection, critical thinking, organization; 3) allows to plan professional activities for a long period of time (inter-certification period), evenly distributing efforts, directed on professional development (self-management); 4) the mechanism of monitoring is democratic since aimed at self-assessment activities.

The monitoring content displays the qualification requirements for categories and is realized through block-modular system: Block 1. Professional and personal potential. Block 2. Subject and professional competence. Block 3. Advanced training. Block 4. Productiveness.

According to the program the assessment of the teacher professional competence is carried out by outer (study among children, teachers, parents and the public) and inner (school administration activities concerning the establishment of compliance of the entire system of pedagogic activities with the qualification category) audit.

The individual professional development route is annually made by the Russian teachers on the basis of the activity analysis of the previous year taking into consideration the work plan of the educational institution for the current year, which brings the certification process maximally closer to everyday practice, allows planning the professional activity taking into consideration the program of educational institutions and one's own professional interests for a long period of time (inter-certification), focuses on the development of such professional important skills as reflection, self-analysis, planning, organization.



At the end of the academic year the schools administration offer the teachers-leaders and teachers-masters in Russia to fill the initiative card, in which they can offer themes and forms of work experience distribution.

### CONCLUSIONS

Thus, the continuity of the educational process of the primary school teacher during the inter-certification period in the lifelong pedagogical education system in the Russian Federation covers the following elements: the formation of the teachers' readiness to self-education – the formation of self-educational activity experience – the development of professional competence – improving of the professional's individuality and activities.

The results of the innovative primary school teacher's activity concerning the personal professional development are the following: 1) the individual style of pedagogic activities; 2) the author programs, methods, technologies; 3) methodical, psychological, research, pedagogic, technological culture of the teacher; 4) the author pedagogic and didactic, educational and methodical systems.

In Ukraine the system of postgraduate pedagogic education of primary school teachers during the inter-certification period requires the modernization in the following areas: firstly, self-education activity contents update; secondly, the continuity of the educational process as a set of social and educational changes (the means of this transformation is a competency based approach to teaching, development and education of its participants); thirdly, the use of modern methods of self-education activity based on information technologies.

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