

METHODS OF INFORMATIONAL AND ANALYTICAL COMPETENCES MANAGEMENT OF ELEMENTARY SCHOOL TEACHER (IN THE CONTEXT OF STEM-TRENDS IN EDUCATION)

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Introduction. The main problem in the research area is the fundamental need for fundamentalization, the continuity of education, the use of experience accumulated by the education system, and the maximum expansion and implementation in educational processes of information technology education and computer technology, both at the educational level and at the level of management of them.

Purpose. Nowadays in conditions of development and functioning of the educational system, the necessity of qualitative improvement of informational and analytical support in the educational system institutions, including educational processes at all levels, is objectively overdue. The effectiveness of informational and analytical systems, in turn, objectively determines the level of awareness of specific subjects of management in educational institutions.

Methods. The main directions in his work are the following ones:

– informational and analytical direction – provision in educational establishments of conditions for the introduction of pedagogical technologies, organization of teacher's innovative activity, the conditions under which a deep analysis of their own activities becomes a conscious necessity;

– consulting and informational direction – studying documents on education, school development. Providing assistance to teachers in material planning, developing lessons, streamlining the learning process, modular training, drawing up technological maps with prediction of desired results, teaching a teacher to conduct diagnostics;

– diagnostic and analytical direction – monitoring is the basis of the foundation in the management of the educational process.

Results. The article substantiates the concept of «informational and analytical competence of primary school teachers», defines its content and structure, principles and methods of management.

Originality. Nowadays, a new system point of view is needed for the organization and management of educational and educational processes within the education system, which should consist of interconnected subsystems, which are united by the general purpose of functioning.

Conclusion. The solution of this problem is focused on the use of information and analytical support systems that meet the modern requirements in the educational sphere.

Keywords: *informational and analytical competence; informational and analytical skills of the teacher; elementary school teacher; monitoring; analysis; method.*

The system of informational and analytical support in the field of education must fulfill a number of complex tasks aimed at developing the education system in accordance with the target orientations and the current work of educational institutions. The need to solve the problem of informational and analytical competence of primary school teachers is conditioned by an increase in the role of information in society, which is informational in nature. Accordingly, the following problem arises: the need for informational and analytical support for all lessons and activities in the elementary school.

The main subject of informational and analytical work is the teacher, who has to process a large volume and diverse information, analyze it, systematize it, and generalize it; make it suitable for practical application by all subjects of the educational process. At the same time, in the management activity of primary school teachers, it is necessary to constantly take into account the need for updating scientific knowledge, various educational and official information, and so on.

Consequently, the relevance of the article is determined by the following factors:

- increasing the role of information in the informational society;
- informational saturation of the system;
- the need for informational and analytical support of all activities in primary classes: managerial, educational, industrial, methodical, etc.;
- implementation of informational and communicative technologies in the process of preparing future schoolchildren for high school;
- information is «raw material» for the adoption of main decisions of teachers.

Particularly valuable is the teacher of primary classes, who is capable and ready to constantly work with information, so he is competent in the informational and analytical sense. Such competence provides its informational and analytical work, the main directions of which are:

- constant reliance on scientific knowledge;
- creation of conditions for the design and research activity of teachers and students;
- creation of conditions for the development of positive motivation in different categories of students;
- continuation of work on the development of modern innovative educational technologies to create conditions for the qualitative preparation of pupils to study in the secondary school.
- studying and generalizing the experience of effective use of pedagogical technologies;
- updating and reorganizing the educational process using informational and communicative technologies;

– creating comfortable conditions for pupils, analyzing their interests and abilities through the use of methods that are safe for the psychological health of junior pupils.

The purpose of the article is to substantiate the concept of «informational and analytical competence of primary school teachers» and determine its content, structure and management methods.

Nowadays the problem of competence in relation to the informational and analytical sphere of the teacher's professional activity, in comparison with other spheres of competence, practically is not investigated. At the same time, their professional activity of managerial direction is multifunctional and integral; a reliable precondition for its success is the systematic and timely implementation of informational and analytical work, which involves the availability of advanced informational and analytical knowledge, skills, abilities, creative potential, and the need for constant self-development and self-improvement as subjects of the informational and analytical activities.

The analysis of the research shows that the problem of methods of managing informational and analytical competence of teachers was not the subject of scientific research of Ukrainian scientists. There are only individual publications and studies that relate to, for example, the information culture as a factor in the successful professional activities and social security of a person in the information society (N. Dincharadze, R. Kalyuzhny, O. Matvienko, N. Novitskaya, G. Pavlenko, E. Sablin, S. Slyvka, M. Shvets, V. Tsimbalyuk, Y. Yatsishin and others); the problem of creating information management systems in the field of education was the subject of research by V. Bykova, N. Velichko, L. Mayboroda, I. Savchenko. At the same time, the structure and content of informational and analytical competence of teachers in pedagogical researches, in practice, is not presented, except for publications by T. Volkova [1–2]. The professional activity of the teacher involves the implementation of many functions, including informational and analytical. For example, for the elementary school teacher, its contents are: analysis and generalization of documents; expert evaluation of information; processing information from different sources and bringing it to the subjects of the pedagogical process; information provision for various activities in the school [3, p. 12].

The research of scientific sources shows that there is a study of certain aspects of informational and analytical activity of specialists (Y. Brannovsky, N. Gendina, Yu. Zubov, V. Minkin, N. Slyadneva, etc.), formation of informational and analytical teachers' skills (B. Zagviazinsky, T. Klimova, E. Karpenko, L. Kustova, O. Nain, etc.), although there is an understanding of the relevance of this problem among scholars, since they emphasize the presence of analytics in all areas of professional management, and emphasize that it is a prerequisite for the adoption of rational improvements administrative decisions. For example, most researchers in the structure of professional competence of a teacher, as a rule, point out an analytical component. Yu. Dementieva [4], M. Kovardakova [5], N. Toskina [6], V. Chaika [7] investigate various aspects of pedagogical analysis and pedagogical analytics.

Informational and analytical activity of primary school teachers is an integral part of their management activity, which is characterized by a systematic search, collection, expert evaluation, analysis and processing of various information related to the life and functioning of the school. Accordingly, one can speak about analytical thinking and analytical competence of teachers. In the process of analytical activity, the teacher solves a set of applied research tasks:

activation of pupils' cognitive activity with the help of modern electronic educational materials intended for use at primary school lessons;

- development of motivation to study;
- development of informational thinking of schoolchildren, formation of informational and communicative competences;
- development of self-education and self-control skills among junior pupils;
- improvement of the comfort training level;
- reduction of didactic difficulties of pupils;
- increasing activity and initiative in the classroom and in extracurricular activities.

Consequently, the analytical competence of the teacher is a prerequisite for his successful analytical activity; it should be understood as the ability and willingness to solve various analytical tasks of scientific, research, management, pedagogical, economic and other directions, which ensure the effective design and programming of the practical solution of managerial problems in the classroom.

Modern educational standards impose new requirements and the process of formation of pedagogical skills. This requires the organization of the educational process so that the pupil does not perceive a single source of information as given, and learned to use all the information available to him, choose the necessary for solving practical problems, check and evaluate it in order to make his own decision.

This determines the urgency of the problem of forming the informational and analytical skills of future teachers (IAS), under which we understand the ability to find the necessary information, its comprehensive processing and application in its own professional activities. The object of research in the article is the process of formation of informational and analytical skills of primary school teachers in the system of vocational training. It is also necessary to consider the principles of formation of informational and analytical skills of teachers in the system of vocational training. The use of forms and methods of work aimed at developing skills for effective work with information recommended by the National Doctrine of the Development of Ukraine in the 21st Century, the Bologna Declaration, the Council of Europe Recommendations. The basis of the teacher's professional education is the informational competence that the Council of Europe has identified as the main characteristic of a specialist of the XXI century.

Among the skills that include this competence, the most important from a professional point of view for teachers is the ability to analyze information gathered from different sources in terms of its reliability, accuracy, usefulness for solving professional

tasks; to identify conflicting data, judgments, arguments, and use only reliable and verified data in their professional activity [1; 8; 9]. The problem of the formation of skills for the search, processing and use of information is given more and more attention in the scientific literature.

The works of T. Oleynik, A. TyagloTax, T. Voropaj, A. Korzhueva, E. de Bono, J. McPack, M. Lipman, C. Meredith, D. Halpern, E. Polat, Ch. Templata are very important for the disclosure of the foundations of the formation of these skills. In particular, they developed the general principles and peculiarities of the formation and application of information and analytical skills in various fields of activity, the composition and characteristics of the ability to work effectively with information (Joule McPeck, E. de Bono, D. Halpern). Some pedagogical and methodological aspects of the issues studied, namely the requirements and strategies for the formation and development of information and analytical skills in the system of higher education, are covered in the works of T. Oleynik, Jouli Stila, C. Temple and others.

However, the issue of principles and pedagogical conditions for the formation of IAS teachers in the process of vocational training remains insufficiently researched. Among the most important principles of the formation of the IAS, we distinguish the general didactic principles (the system of teaching, scientific, consciousness and activity, visibility, accessibility, and the provision of learning outcomes), as well as the specific principles related to the specificity of the research (the principle of relying on specialized disciplines, the principle of congruence, the principle of educational reflection, the principle of dialogue). Let's expound the essence of specific principles. The principle of relying on profile disciplines involves the formation of an IAS based on the use of knowledge and experience in the field of humanities and professional disciplines being studied. The use of interdisciplinary connections enables not only to «unite» into a single system all the knowledge gained in different occupations, as well as to obtain new ones as a result of the implementation of these links. Therefore, interdisciplinary connections are one of the sources of constructing the content of the training of modern specialists, especially the linguistic profile, since the linguistic information included in the content of the training is largely marked by interpersonal relations, that is, the information from different spheres of life, science, culture, art. This is explained by the fact that interpersonal relations stimulate cognitive activity of pupils, interest in the subject, encourage an independent search, use of various sources of information, form scientific concepts, practical skills.

The principle of congruence. Speaking about congruence in the educational process, it should be noted that the educational activity is a regular educational interaction between the teacher and the pupils. They interact in a certain way within the framework of various organizational forms, in particular at seminars Yu. Karyakin defines three types of congruence in the framework of educational interaction on the following parameters: objectivity, orientation and intensity. Both the activity of the teacher and the

activity of the pupils in the educational process have one subject – the subject of the discipline – a scientific representation of reality, about that part of the world, which is seen by the researcher, specialist of the corresponding profile. This allows us to determine the first sign of the congruence of the educational process – the substantive congruence, which testifies to the correspondence of two activities within the subject. However, the presence in the educational process of conformity on the subject is not a guarantee of the full conformity of the two activities of the teacher and the activities of pupils, since these two activities may not be suitable for direction. The activities of pupils and teachers are multidirectional, if the teacher takes part in the educational process as a «translator» of knowledge for schoolchildren. In this case, the teacher is closed to the knowledge of the subject of science. He knows and transmits his own knowledge, but the pupils, by contrast, do not know, but «learn» from the teacher. The problem of matching in the direction is solved if you overcome the traditional approach to the organization of the educational process. It does not arise when the teacher acts before the students not as the person who knows and teaches everything, but as the researcher. The subject of science for him, as well as for students, is fundamentally unknown. All known scientific representations of reality appear before the teacher and pupils not in the status of truth, but as instruments of knowledge. These tools are continually refined by the researchers, and the truth is always unattainable. In addition to these cases, the activities of the teacher and pupils may vary in intensity. The principle of educational reflection is that the educational process is accompanied by its awareness of the reflection by the subjects of education. Reflection is not simply a recollection of the basic material of occupation or the formulation of statements, it is primarily awareness of the ways of activity, the identification of its semantic features, educational achievements of students and teachers. At the same time, pupils are not just aware of what they are doing, they are also aware of how it was done, there are ways of doing things. Different forms of educational reflection are possible – written questioning, oral discussion, graphic representation of the events, for example, a schedule of changes in their interest (state of health, level of cognition, personal activity, self-realization, etc.) during the occupation or for a certain time.

Such pupil's reflection records are valuable material for the analysis and correction of the teacher of the educational process. However, it is also important for the teacher himself to enter the position of reflection more often, demonstrating the culture of self-examination, making the content and form of presentation of the educational material problematic, since the activity of the teacher's reflection is one of the conditions for the formation of this quality in the students. The principle of dialogue implies a multifaceted «interactivity» of the process of formation of IAS teachers, both in the process of communication, and in the process of working with sources of information.

Teachers' sphere of activity requires the ability to express their thoughts, persuade, argue, build proofs, analyze, express judgments, transmit rational and emotional information, coordinate their actions with colleagues' actions, establish interpersonal

connections, choose the optimal style of communication in different situations, organize and maintain a dialogue. All these activities are based on dialogue interaction. In a pedagogical activity, dialogue is necessary in the performance of common responsibilities and achievement of the result. According to views V. Serikova, the dialogue is not synonymous with verbal communication or conversation, although it implies it, is a definite communicative environment that includes the mechanism of becoming a person. The development of personality in this case is a kind of interpretation of the dialogue [10].

The stated principles of the organization of training will contribute to the formation of knowledge systems in the pupils of information laws and laws that objectively act in the educational process and information worldview, which will promote the acquisition of optimal standards of behavior in conditions incomplete, unreliable, constantly changing information and needs for self-improvement.

Each pedagogical technology, each group of methods has its own capabilities for forming pupils the skills of self-organization, autonomy and creativity. Well-chosen educational technologies provide the pupil with the freedom to choose ways to study the content. In the teaching activity, the use of elements of various technologies takes a place:

- informational, software learning, test and gaming technology, technology projects, technology group learning methods; technologies that develop self-esteem of schoolchildren;
- organization of educational process in various forms: traditional lesson, lesson-training, lesson-workshop, game lesson, etc.;
- application in digital educational resources, interactive testing;
- involvement of pupils in different types of intellectual and creative activity.

It is possible to teach pupils how to combine teaching of elementary school disciplines with all the diversity of knowledge, so that students can enjoy this pleasure. The application of problem learning elements and technology projects contributes to this process.

Technology of project training (project method, project training) is the development of ideas of problem learning, when it is based on the development and creation of pupils under the control of the teacher of new products (goods or services), possessing a subjective or objective novelty, have practical significance.

The method of projects – one of the few methods that deduce the pedagogical process from the school in the world around. This method promotes updating of knowledge, skills and abilities of the child, their practical application in interaction with the surrounding. Realizes the principle of cooperation between children and adults, allows to combine collective and individual in the pedagogical process. Is a technology that ensures the growth of the child's personality, allows you to record this growth, to lead the child in steps of growth – from project to project.

The method of projects allows students to develop cognitive activity, creative thinking, ability to independently construct their knowledge, navigate the information space. The main difference between the project method is that, as a result of joint group activities, pupils not only receive new knowledge, but also create a learning product, the material result of collaborative work.

Problem learning and project creation requires information literacy from a teacher and pupils. «Portfolio» Technology is a way of capturing, accumulating and evaluating the individual educational achievements of a pupil during a certain period of his training. Portfolio is a little more than just a folder of pupil's work; it is a pre-planned and specially organized individual collection of materials and documents that demonstrates the efforts, dynamics and achievement of the student in various fields. Therefore, the ultimate goal of a primary school pupil portfolio can be seen in the progress of educational activities.

«Portfolio» technology is the integration of quantitative and qualitative estimates; self-evaluation dominance in relation to external evaluation. This technology helps to solve the following pedagogical tasks:

- to support high motivation of schoolchildren;
- to encourage their activity and independence, to expand the possibilities of education and self-education;
- to develop skills of reflexive and appraisal activity of pupils, to form an adequate self-esteem;
- to promote personalization of education, to determine quantitative and qualitative individual achievements.

In the mutual activity of a teacher with pupils and parents, starting with the first class, you can use combined portfolio options. The sections of each pupil can be their own, individual. Portfolio is a modern effective form of assessment, complemented by traditional control tools. Each pupil of the class can have his own portfolio for grades 1–4, where he selects his works, drawings, works, photographs, letters. Portfolio technology is also used to capture results, accumulate pedagogical materials and evaluate the activities of the teacher.

Efficient forms of methodological work include a system of informational and analytical support (monitoring), through which school principals can receive information on the state and development of those processes in the subsystems for which they are responsible and which are called to perform administrative action. Where the analytical penetration of the teacher begins in the learning process, the basis for a scientific approach to the management of the class is laid. Scientific understanding of the educational process is always a reflection of the hidden dependencies that constitute the internal mechanism of the school's activity. To penetrate into this «mechanism», to make it work clearly, rhythmically possible only with the help of pedagogical analysis. The teacher of elementary school in the new conditions becomes a researcher, diagnostician,

and analyst who knows not only the problems of pedagogy, but also psychology, philosophy, statistics, computer science.

The criterion properties of the model of school that serves as our benchmark include the real continuity of the educational process, the growing desire of pupils to study and continuous monitoring of the state of the educational process. Monitoring we see in the form of the following scheme:

- selection of monitoring components (quality of school students' education);
- the choice of aggregate of indicators of evaluation of each component;
- selection of technologies for the performance of each indicator – definition of objects, place and time of information removal;
- definition of the person whose functional duties include the removal and processing of information;
- drawing up an exemplary plan for the analysis of information;
- the adoption of management decisions.

Monitoring of pupils' education on subjects is the main, basic in a number of objects subject to analysis. Monitoring is carried out by means of zero, intermediate and final sections and analysis of their results.

Zero (inbound diagnostics) is carried out in the beginning of the school year by teachers – subjects in written form on the tasks of compiled teachers and coordinated at the meetings of the pedagogical team of the school. Intermediate diagnostics is carried out with the aim of assessing the success of the promotion of pupils in the subject area and enable the teacher to evaluate the success of the choice of teaching methods. Final diagnostics – the final tests are carried out two weeks before the end of the school year and the final certification of graduates. The results of the diagnosis are recorded in the diagnostic cards, drawn up in the form of charts, tables of data. Information is summarized at the meetings of the teaching staff, communicated to pupils and parents, the teacher adjusts the work program, an individual adjustment strategy for the pupil is made. At the administration level, a managerial decision is made. This may include making changes to the curriculum, introducing new courses, introducing a number of subjects for the final week, etc.

If you track the results of the start-up tests in mathematics and other subjects in 4 classes and find that the qualitative indicators are lower than the output from the 3rd grade, we must put the control over the issue of teaching these subjects in the elementary classes.

The assessment of the quality of knowledge is carried out in the following positions:

1) level of compulsory knowledge and skills; the application of knowledge in standard situations, the ability to apply knowledge in new non-standard situations – and tested in various ways;

2) on the intermediate grade of 3 classes, which is conducted in the form of tests and credits, the criteria for evaluating the answer are developed in advance, the formulation of

questions promotes that the pupil not only reproduces the knowledge, but also analyzed the material, gave an assessment, showed the ability to work with sources of information;

3) during the attestation at the end of the school year.

Thus, the technology of monitoring allows to obtain an objective picture of the quality of teaching pupils, which allows the administration to plan its activities for the management of quality education and to model the educational process of the school. Monitoring as a form of analytical activity is also successfully used when studying work with gifted children at the Olympiads. One can find out that the last 5 years of good results in district Olympiads reach pupils of the humanitarian direction. With the help of charts, the stability and decline of prize places by years in each Olympiad, the effectiveness of the preparation of each teacher can be traced, the reasons for the inconsistency of the planned and actual result are revealed.

The reasons may be:

- low level of teaching;
- School Olympiad held at a low level;
- lack of in-depth study of subjects;
- unwillingness of the pupils;
- mismatch of the content of the task of the study time of the material;
- teacher overload, illness change of staff.

Pedagogical analysis is often conducted in our school in the form of a council. The analysis of each area of work is carried out in comparison with the indicators of the last three years, which allows us to trace the dynamics of pupils' development, the growth of the professional qualifications of teachers, the success of the main tasks of the school, that is, the effectiveness or deficiencies of management. Each member of the teaching staff knows how he has improved teaching and educational activities, what is different from the work of previous years. This is very important for motivating self-education, for a critical self-esteem. The results of their work are structural units of the methodical service in creative reports. Pedagogical products of teachers are given: visual aids, handouts, lessons development, extracurricular activities, creative work of pupils, charts of the quantitative characteristics of trained schoolchildren on subjects, and as a result determines the quality of work of the teacher, his promotion, professional competence. Analytical became at school and methodical weeks. Their goal is to deeply and comprehensively examine a particular problem of education and training both in theory and in practice, to compare how things have gone in the recent past that has changed. These materials will then be helpful in attestation. Given that the lesson reflects the teacher's relation to the renewed education, within the framework of the week, open lessons are conducted, each of which has its own intended purpose.

As a result of establishing a reliable picture of knowledge, the level of education of pupils, their overall development, the objective assessment of the quality of teaching, the organization of the process of teaching there is an opportunity to identify the main

directions of training, a system of organizational measures for further improvement of the educational process. An absolute majority of modern schools tend to use the most informational and analytical network (diagnostics, monitoring). Teachers should deeply, comprehensively know the object being taught. That is why diagnostic laboratories, informational and analytical centers are needed, and preparation of diagnostic technologists is required.

The transition from the conceptual and hypothetical thinking of school principals and teachers to diagnostic and technological is inevitable. Only he will allow to study the laws and on this basis make effective management decisions.

Monitoring the quality of education is a systematic and regular procedure for gathering information on leading indicators. In between testing period, we must track the quality of educational achievements of pupils and creative activity through: materials of control works, including multilevel; to form a form of tasks for holding competitions on subjects.

You can do:

- technological records of success;
- monitoring of the formation of mathematical skills, spelling skills and the way and pace of reading;
- evaluation letters of implementation of complex works;
- monitoring intellectual and creative activity of pupils (participation in competitions, contests, creative events, research and project activities).

On the basis of monitoring data, diagnostics of the quality of education, levels of cognitive activity, and traineeship are conducted. The analysis of the received information about adaptation of pupils of 1 classes, adaptation and success of studying in elementary school, allows to edit the software and methodical material and effectively to build correcting work with pupils.

Conclusion. In the field of education, the system of information and analytical support is used, first of all, to improve the organization of educational processes in educational institutions, which is achieved through the use of analytical processing and control of educational procedures. Application of systems of informational and analytical support in the field of education is based on program management and implementation of specific tasks, determined by the specifics of educational activities of a specific institution of education. The interconnection and the hierarchy of individual subsystems within the framework of a single information-analytical system is determined by the principles of information and analytical support.

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МЕТОДЫ УПРАВЛЕНИЯ ИНФОРМАЦИОННО-АНАЛИТИЧЕСКИМИ КОМПЕТЕНЦИЯМИ УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ

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Аннотация

Проблема. Основной проблемой в области исследований является фундаментальная потребность в фундаментализации, непрерывности образования, использовании опыта накопленного системой образования, и максимальном расширении и внедрении в образовательные процессы информационные и компьютерные технологий обучения на образовательном уровне.

Цель. В настоящее время в условиях развития и функционирования системы образования, необходимость качественного совершенствования информационно-аналитического обеспечения в учреждениях системы образования, в том числе в образовательных процессах на всех уровнях. Эффективность информационно-аналитических систем, в свою очередь, объективно определяет уровень осведомленности о конкретных субъектах управления в образовательных учреждениях.

Методы. Основными методами в работе являются следующие:

- информационно-аналитическое направление - обеспечение в образовательных учреждениях условий для внедрения педагогических технологий, организации инновационной деятельности учителя, условий, при которых глубокий анализ собственной деятельности становится осознанной необходимостью;

- консультационное и информационное направление - изучение документов по образованию, развитию школы. Оказание помощи учителям в планировании материалов, разработке уроков, оптимизации учебного процесса, модульной подготовке, составлении технологических карт с прогнозированием желаемых результатов, обучении учителя проведению диагностики;

- диагностическое и аналитическое направление - мониторинг является основой фундамента в управлении образовательным процессом.

Результаты. В статье обосновано понятие «информационно-аналитическая компетентность учителей начальных классов», определены ее содержание и структура, принципы и методы управления.

Оригинальность. В настоящее время необходима новая системная точка зрения для организации и управления образовательными процессами в системе образования, которые должны состоять из взаимосвязанных подсистем, которые объединены общей целью функционирования.

Заключение. Решение данной проблемы ориентировано на использование систем информационно-аналитического обеспечения, отвечающих современным требованиям в сфере образования.

Ключевые слова: информационно-аналитическая компетентность, информационно-аналитические способности учителя, учитель начальных классов, мониторинг, анализ, метод.

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Материал был представлен и отправлен на рецензию: 25.09.2019

Принято к публикации: 16.10.2019

Рецензент: доктор пед.наук, проф. Игорь Карапетын

The material was submitted and sent to review: 25.09.2019

Was accepted for publication: 16.10.2019

Reviewer: Doctor of Sciences, Prof. Igor Karapetyan