

THE CONCEPT OF DEVELOPMENT OF EDUCATIONAL EXPERTS' PROFESSIONAL COMPETENCE

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The key idea of the concept is to apply a systemic, competence-based and environmental approaches to the development and implementation of the model and methodology for the development of professional competence, taking into account previous preparedness and predicting the possibilities of further professional individual growth (*Aleksieienko-Lemovska, 2020*).

The concept is based on a methodological, theoretical and methodological level.

The methodological guidelines are the principles of taking into account individual and collective forms of expert activity, anticipatory response, productivity, coverage, problematycity and professional expediency.

So, the choice of the personality self-development principle is due to the need for constant independent work related to the study of the essence and content of professional competence. In order to activate the expert activity of educational experts, it is necessary to form cognitive motives; involve in various types of independent work on the study of teaching materials; equip educational experts with innovative methods and forms of organizing expert activities in educational institutions.

The principle of combining individual and collective forms of work. According to the number of participants, the following forms of work can be distinguished: personal

(single person or with the participation of two partners who are in different institutions, organizations, regions, countries); paired (between pairs of participants); group (between groups of participants). The modern interpretation deepens this principle associated with personal and individual orientation, relying on the individuality of each person, up to the definition of individual learning paths with the right to choose the level and methods of mastering the programs, with the wider use of computer programs, but with the inclusion of each in collective forms of work.

The principle of productivity is due to the essence of expert activity and its focus on the mandatory result receipt – product creation. The principle of productivity emphasizes the pragmatism of the activity, the obligatory orientation towards obtaining a result that has applied significance. In other words, towards the "product design" of the design process results.

The step-by-step principle is determined by the essence of expert activity, since each issue of organizing expert activity involves the passage of certain stages. The principle of step-by-step specifies the idea, which is expressed in the definition of stages and resources, means and methods of achieving the result, in the creation of a specific program of action. And each subsequent action is based on the results of the previous one.

The basis of the principle of the problematic nature of the content and process of education is made up of three important interrelated components: the problem – the educational content unit; problem task - the educational process unit; problem situation - the unit of relations between a problem and problem tasks as units of content and educational process.

The principle of professional expediency is one of the basic principles in the development of the educational experts' professional competence. The implementation of this principle presupposes a wide variety of content and forms of the educational process. Pedagogical practice is the effective criterion for the truth of scientific

knowledge, the provisions that are developed by theory and partially verified by experiment. Practice is also becoming a source of new fundamental problems in education. Theory, therefore, provides a basis for correct practical solutions, but global problems, tasks that arise in educational practice, give rise to new questions that require fundamental research.

The methodological level ensures the implementation of a complex of psychological and pedagogical conditions: the presence of a value attitude towards expert activity based on the integration of a personal position and general cultural, psychological, pedagogical, methodological and methodic knowledge, updating the individual experience of the educational expert; inclusion of the expert in active creative interaction in educational systems on the basis of "subject- subjective" relations; implementation of differentiated holistic support of the activity of the educational expert, which has an analytical nature and involves the development of professional skills and abilities necessary for the independent implementation of expert activities (self-organization, self-regulation) integration of the educational environment of the educational institution, the State Service of Education Quality of Ukraine and its territorial bodies, higher educational institutions, institutions of postgraduate pedagogical education and other stakeholders; methodological support for the organization of expert activities and systemic monitoring of the state of development of the educational experts professional competence; motivation for constant professional and methodological self-development and self-improvement, reflection of pedagogical actions at various stages of activity (introspection, self-assessment).

The theoretical level determines the theoretical aspects of the problem of the educational experts professional competence development, determines the structure of the educational experts professional competence, including the following components: personal, cognitive, activity.

We correlate the personal component of the educational experts professional

competence with the skills associated with the psychological aspect of personality development: communicative, perceptual, reflexive.

The cognitive component is based on the skills that ensure the theoretical training of educational experts: analytical and synthetic (the ability to analyze programmatic and methodological documents, identify methodological problems and determine the ways to solve them, the ability to classify, systematize methodological knowledge); prognostic (the ability to predict the effectiveness of the selected means, forms, methods and techniques, the ability to apply professional knowledge, abilities, skills in new conditions); constructive and design (the ability to structure and build the educational process, select the content and forms of classes, select methods, methods and techniques, the ability to plan expert activities).

The activity component includes the accumulated professional knowledge and skills, the ability to update them at the right time and use them in the process of realizing their own professional functions. It also assumes the mastery of research and creative skills by the educational expert.

The methodological level provides for the creation of methodological support for the professional activities of educational experts, criteria (motivational, cognitive, methodological and operational), indicators and levels of development of professional competence, monitoring of its effectiveness; is based on modern scientific approaches, general pedagogical and methodological principles, takes into account the specifics of training and retraining of educational experts for the specified type of activity.

The tasks for the developing of the educational experts professional competence must be resolved in the process of professional training and retraining, enriching the level of the educational experts professional competence, improving the methodological tools for organizing training and creating educational and methodological support that would maximally take into account the peculiarities of the educational environment.

The development of the educational experts professional competence is a process

that continues throughout the entire professional and pedagogical activity, therefore, it is not possible to determine the time frame of the professional competence formation stages (as, for example, in a higher education institution). At the same time, we distinguish three levels of development of the educational experts professional competence: basic (the development occurs at the existing level of professional competence in the individual mode of methodological support); productive (the educational expert is an active participant in the education quality assurance system); creative (the development process takes place independently on the basis of self-realization, is of a research and creative nature); at the same time, the process of developing professional competence is viewed as a multi-level one.

The main concept provisions determine that the development of the educational experts professional competence will be effective if a multi-level organization of study is provided: at the strategic level - training of educational experts, study of practical experience presented in the media and periodicals; at the tactical level - changes in approaches to the organization of expert activities, methodological training of educational experts; at the operational level - direct organization of training of educational experts, updating methods and techniques of professional training; updating the content of training modules; the use of diagnostic systems for the purpose of monitoring the quality of the organization of expert activities in modern educational institutions.

One of the key concepts of the structural-functional model is the function. We single out the following functions the educational experts' professional competence: gnostic, prognostic, organizational, communicative and reflexive.

The criteria of a professional orientation are the emotional and cognitive attitude to professional activity; activity of experts in preparation for professional activity; cognitive and active attitude to the formation of professional independence. Levels of development of the educational experts' professional competence: admissible,

productive, creative.

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