

PROFESSIONAL DEVELOPMENT OF PRIMARY CLASS TEACHERS IN THE CONDITIONS OF IMPLEMENTATION OF THE "NEW UKRAINIAN SCHOOL" CONCEPT

An important factor in professional development remains the social context of a teacher's professional activity, along with their understanding of their role and responsibility to society. In this context, the conclusions of scientists that development is simultaneously determined by both external (social) and internal (individual) factors are fundamental. Their mutual influence can contribute simultaneously to professional development or, on the contrary, be the cause of professional deformations.

In the context of our research, we consider the following definition to be basic: the professional development of a teacher is a continuous and irreversible process of change, which an adult perceives as self-development, self-realisation, self-improvement, taking place in the conditions of professional activity as a leading one, directed by social requirements and personal needs for self-change and specially organised training. Its results are not so much changes in the cognitive sphere but the emergence of new value orientations and meanings of professional activity (that is, changes in the value-meaning sphere of the teacher as an individual), the development of professional thinking, and the acquisition of new ways of professional activity. These aspects were monitored in the process of scientific and methodological support of research and experimental work on the topic: "Development and Implementation of Educational and Methodological Support of Primary Education in the Conditions of Implementation of the New State Standard of Primary Education (2017-2021)."

The first stage of the research was carried out after the completion of the piloting stage of the standard. For this purpose, two questionnaires were developed for primary school teachers and heads of educational institutions participating in the experiment, consisting of 12 open and closed questions. A survey was conducted, attended by 11 respondents with different years of teaching and management experience: teachers

from 5 to 21 years and managers from 1 to 18 years. During the piloting, 66.7% of teachers successfully passed the certification procedure, 50% received a higher pedagogical category, and 33.4% received the title of method teacher and senior teacher.

At the beginning of the experiment, the teachers expressed that they were impressed by the ideas of the New Ukrainian School. At the end of the experiment, they pointed out the importance of introducing an activity approach, the acquired skills of children to work in a team, make decisions independently, search for information, and apply it in life. Constant feedback with the participants of the experiment made it possible to track not only successes but also typical difficulties, internal discomfort that arose from the need to act independently, rely on oneself in the decision-making process. Often, teachers asked for ready-made role models, and their absence and other difficulties of piloting gave a feeling of insecurity in their actions. This makes it possible to draw conclusions about the need for social and psychological support of primary school teachers at the stage of implementing changes.

At the second stage of the research, a survey was conducted in which 120 primary school teachers, who implement the state standard and the ideas of the New Ukrainian School after the piloting, took part. We also received answers to the question about what teachers consider their greatest professional achievement to be, mainly relating to the improvement of professional competence and positive results of professional activity. One of the most important changes that took place in professional activity can be considered the establishment of partnership interaction between the participants of the educational process in the New Ukrainian School, as indicated by the results of both stages of the survey of primary school teachers. They note that the creation of comfortable conditions for the organization of the educational process, an atmosphere of benevolence, trust, and interest in interaction became a prerequisite for the emergence of children's desire to express themselves, be active, demonstrate originality and flexibility of thinking, produce creative ideas and solutions.

To the question "What has turned out to be the biggest challenge during piloting?" teachers answered as follows: 50% indicate the transition to the use of new assessment

tools, the introduction of formative assessment. To the questionnaire question: How has the interaction between the participants of the educational process changed in the New Ukrainian School? We received the following answers: 35.9% believe that it has acquired signs of partnership interaction. For 17.9% of respondents, these are changes in the psychological atmosphere of communication, which is evidenced by a feeling of comfort in the classroom, a relaxed atmosphere of communication, the opportunity to act freely, show their emotions, and children have the right to make mistakes. Most teachers note changes in children's behaviour that indicate the formation of their subjectivity in the educational process.

Professional development is a multifaceted process, so we were interested in what forms, methods, and Internet resources help teachers build their own vector of professional growth. In the opinion of the teachers, activities on the exchange of experience, discussion of problems, and ways to solve them had a minor impact (16.7%). This may indicate the insufficiency of the conditions for teachers to be in a reflective position, their understanding of pedagogical situations, and ways of solving them. Instead, teachers gravitate to those resources, the content of which is oriented to the presentation or illustration of the educational material.

Thus, it is possible to conclude that primary school teachers generally support the ideas of the New Ukrainian School and are aware of the need to introduce time-based innovations. Among the positive changes in professional activity, the partnership interaction between the teacher, students, and parents, a favourable psychological atmosphere of communication, which allows children to be more active, relaxed and motivated, that is, to ensure their own subjectivity, are highlighted. Teachers record their own professional development in subjective statements related to changes in professional thinking, improvement of components of professional competence, mastering of new teaching methods, and evaluation of students' educational achievements.

Key words: primary school teachers, professional development, results of professional development, Concept "New Ukrainian School", State Standard of Primary Education.