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## **INDIVIDUAL TRAJECTORY OF PROFESSIONAL TEACHER DEVELOPMENT IN THE SYSTEM OF ADDITIONAL EDUCATION<sup>1</sup>**

*In the presented article, the author updated the individual trajectory of the professional development of the teacher in the system of additional education, and also paid special attention to the professional competence of the primary school teacher, which is especially important for the education system of the Republic of Belarus.*

**Keywords:** *individual trajectory, professional development of the teacher, individual trajectory implementation technologies, primary school teacher, professional competence.*

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## **ИНДИВИДУАЛЬНАЯ ТРАЕКТОРИЯ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ ПЕДАГОГА В СИСТЕМЕ ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ**

*В представленной статье автор актуализировал индивидуальную траекторию профессионального развития педагога в системе дополнительного образования, а также особое внимание уделил профессиональной компетентности учителя начальных классов, что особенно важно для системы образования Республики Беларусь.*

**Ключевые слова:** *индивидуальная траектория, профессиональное развитие педагога, технологии реализации индивидуальной траектории, учитель начальных классов, профессиональная компетентность.*

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**Introduction.** The relevance of the study is determined by a number of circumstances that have developed in the process of evolution of the system of additional education of adults and promising directions for the development of the system of additional education of teachers in the modern Republic of Belarus [1, p. 40]. The emphasis on problematic issues characterizing the ambiguous processes of forming an individual trajectory of professional development of a teacher in the system of additional education is interesting today in connection with the scientific understanding of the processes taking place in the creative educational environment [2, p. 52].

The problem of forming the professional competence of a teacher who is aware of the goals of his personal and professional growth can conceptually be presented in an individual program or individual trajectory, which contains the idea of identifying the creative potential of each teacher. The peculiarity lies in the fact that in modern geopolitical realities to develop in the information society more adequate models for the further development of the professional competence of a primary school teacher, depending on the needs of pedagogical practice [3, p. 222].

Firstly, the theoretical and methodological foundations of the individual trajectory of the formation of professional competence proposed by the scientific community can and should be of practical importance in the development of adaptive models for improving the professional competence of the teacher.

Secondly, the development of individual models of achievement by a teacher of a high level of professional skill can and should become a semantic and practice-oriented direction in the system of advanced training and retraining of pedagogical personnel. At the same time, it is important to keep in mind that the specifics of the individual educational trajectory are determined by its structure.

Thus, summarizing the results of research by E.A. Alexandrova, N.V. Bobrova, A.M. Mas-kaeva on the problem of the structure of the individual trajectory of professional development (hereinafter - ITPR) of a teacher in the system of additional education, it is necessary to distinguish the following structural components: target (setting pedagogical and personal goals); meaningful (substantiation of structure and se-

lection of content); technological (determination of used pedagogical technologies, methods, methods, techniques); diagnostic (determination of the diagnostic support system); organizational and pedagogical (conditions and ways to achieve pedagogical and personal goals); effective (expected results are formulated) [4]. And thirdly, the emphasis on practical significance is not accidental today, since high demands are placed on a teacher who is experiencing real difficulties in modeling his own trajectory for the formation of professional competence, which is especially important at the current stage of development of the system of additional education in the Republic of Belarus.

In this regard, the value-oriented technology for building an individual trajectory for the professional development of a modern teacher can be presented in the form of the following stages: analytical stage - begins with the analysis and assessment of the current situation and ends with the formulation of the goal to be implemented; modeling - methods of solving the indicated problem are planned, models are developed, for example, «model of an ideal teacher», ITPR teacher; activity - related to the implementation of the plan, with the practical implementation of the developed model; reflexive - presentation of the results obtained by the teacher, their analysis, self-assessment, correction based on feedback; reconstructing - the development of a new model for the further development of the teacher, including in the system of additional education.

**Main part.** Focusing on issues that are directly related to the individual trajectory of the professional development of the teacher in the system of additional education, it is necessary to pay special attention to the technologies for its implementation. Thus, according to researcher A.V. Khutorsky, this multifactorial and multisyllabic and multi-vector process, which is considered in stages, in dialectical relationship and interdependence, which determines the effectiveness of the individual trajectory of professional development of the teacher in the system of additional education [5].

The first stage includes the diagnosis of the level of development and the degree of expression of the personal qualities of the student, necessary for the implementation of those types of activities that are characteristic of this educational area or part of it. Such diagnostics are car-

ried out on a specific thematic material in the form of a question contest, overview acquaintance, selection of tasks of different types and testing.

The second stage involves the clarification and fixation by the teacher of fundamental educational objects in the educational field or topic to indicate the subject of further knowledge, where each participant makes up the original concept of the topic that he has to master.

The third stage necessarily implements a logically built system of a person's attitude (personal perception) to the upcoming development of the educational field, the study of the problem field. And at this stage, which is very important, the construction of an individual image of a cognizable, and most importantly, conceptually designed sphere takes place.

The fourth stage involves the programming by each teacher of individual educational activities in relation to their own and general fundamental educational objects (educational goals are formulated, topics are selected that imply the final educational products and forms of their presentation, a work plan is drawn up, funds are selected, as well as methods of pedagogical activity, a system of control and assessment of their activities is determined). At this stage, individual training programs are created for the designated period (day, week, half a year, year), since these programs are an educational product of the organizational and activity type, they, as a result, stimulate and direct the implementation of personal educational potential, which is revealed when implementing the individual trajectory of professional development of the teacher in the system of additional education.

The fifth stage, as a focused activity for the simultaneous implementation of individual educational programs and a general collective educational program, accumulates the main elements of individual educational activities, which can be presented in the form: goals - plan - activity - reflection - comparison of the products received with goals - self-assessment (this cycle is implemented many times to assimilate all its elements).

The sixth stage demonstrates personal educational products and their collective discussion, which also updates the innovative orientation of the individual trajectory of the professional development of the teacher in the system of additional education.

And, the seventh, final stage, as a reflexive

assessment, identifies individual and general educational products of the teacher's activity, presented in the form of schemes, concepts, material objects, are recorded, the types and methods of activity of educational orientation used are classified, which are conceptually framed.

So, the results obtained are compared with the goals of individual and general collective (group) training programs, where each participant assesses the degree of achievement of individual and common goals, meaningfully analyzes the level of their internal changes, practicing at a qualitatively updated level the learned methods of pedagogical impact through the prism of modern knowledge content. Based on a reflective understanding of individual and collective (group) activities, as well as with the help of control means, an assessment and self-assessment of the activities of each teacher and team as a whole takes place, since the effectiveness and completeness of achieving the set goals, product quality are assessed and conclusions are drawn.

Let us clarify that the self-development and self-improvement of the professional activity of the modern personality must begin with the identification of the initial state, i.e. to determine the initial level, advantages and disadvantages of practical results of activity, the development of personal and business qualities that update the innovative orientation of the individual trajectory of the professional development of the teacher in the system of additional education.

However, it is important to note that based on the results obtained, it is necessary to outline the individual path of professional development of the teacher (questionnaire).

At the same time, the assessment of the professional activities of a primary school teacher can be carried out in the following areas:

- 1) requirements for the personality of the teacher as a modern specialist in the field of education;
- 2) specific requirements for a primary school teacher as a teacher and teacher of primary school children;
- 3) the level of teacher's pedagogical culture.

Let us explain that from the point of view of the first direction, it is necessary to distinguish two components: competence and fundamentality, where competence means professional knowledge and general erudition, and fundamentality implies the presence of depth of knowledge and modern scientific foundations of

pedagogical activity.

The second direction characterizes the specifics of the work of an elementary school teacher, determining the place of primary education in the system of continuing education, taking into account the knowledge of the specific age characteristics of primary school children and the understanding of the importance of working with the family, the ability to professionally organize it and achieve positive results.

The third direction reflects the consistency of the teacher's pedagogical culture, which consists of the following components: the perceptual component - the ability to understand the emotional state and motives of children's behavior, the ability to empathy; communication component - openness for communication and cooperation with students in the lesson and in extracurricular activities; The constructive component is the organization of children's activities and their own activities; innovation component - the need for innovative activities, in updating professional experience, pedagogical search; reflexive component - awareness of his pedagogical activity as the main sphere of personal self-determination; self-assessment of their professional development.

Thus, to assess the professional readiness of a primary school teacher, it is important to use the developed system of indicators of readiness for professional pedagogical activity (G.I. Vergeles, A.I. Raev), as well as when building an individual professional trajectory for the teacher's development, it is necessary to take into account a personally directed movement regarding the levels of competence (S.A. Agapova).

In modern pedagogical science, the following indicators are distinguished that affect the innovative orientation of the individual trajectory of the professional development of the teacher in the system of additional education.

*I.* Unconscious incompetence. At this stage, the teacher does not realize that the effectiveness of his work does not meet expectations or requirements, which is an obstacle to self-study, since there is no conscious motivation to improve the quality of his work and therefore the main task at this stage is to reorient the teacher to an updated state of conscious incompetence (participation in a professional competition).

*II.* Conscious incompetence is the awareness of the teacher of the need to increase his

professional level, to build an individual professional trajectory of development. This requires feedback, the role of which is played by self-analysis of professional activities. The basis for assessing their own level of competence can be diagnostic results obtained on the basis of incoming control in the advanced training system, solving various pedagogical tasks in simulated situations, drawing up an individual training program in order to overcome difficulties in the professional activities of the teacher in the system of additional education.

*III.* III. Conscious competence is characterized by the ability to fulfill the task set for yourself based on the available skills and skills. At this level, the teacher needs to constantly think over his own actions, analyze the results achieved, and in case of difficulties, receive professional advice. To transfer to a state of conscious competence, it is necessary to systematically organize the process of continuing education using the entire arsenal of means of problematic education aimed at overcoming obstacles in the activities of each individual (independent study of individual problematic topics, individual interviews, consultations, business games, round tables, discussions, trainings, etc.). To achieve results, it is necessary for educational institutions to pay special attention to changes in the content, forms and methods of organizing the improvement of the professional growth of the teacher in accordance with his modern needs. To achieve the goal, it is necessary to reorient the teacher to a state of unconscious competence.

*IV.* Unconscious competence. This stage involves the teacher performing the correct actions, which is formed in him before automatism. At the same time, the teacher focuses his attention not on the methods of achieving the task, but on the task itself. This qualitative change characterizes a higher level of professional competence, which is achieved by practice, accumulated experience and constant self-analysis of the activities of a modern teacher [6].

Therefore, the model of forming an individual trajectory of professional development (ITPR) of a primary school teacher should be flexible, dynamic and capable of qualitative and quantitative changes, dynamic restructuring, complication or simplification in the course of implementation, depending on the situation and time requirements. It is also important to take into account the fact that it is impossible to create a model-copy of ITPR,

since each teacher is individual and useless to clone effective pedagogical methods, since the creative person has his own goals of professional growth, updating the innovative orientation of the individual trajectory of professional development of the teacher in the system of additional education.

**Conclusion.** Thus, the individual trajectory of professional development (ITPR) of a teacher in the system of additional education is determined by the creative and creative orientation of the person, taking into account the interests, pedagogical abilities, as well as the individual characteristics of the teacher-master, which can also be due to the orientation of the primary school teacher and influencing objective factors, the needs of pedagogical practice. And in this case, it is such a factor as the implementation of pedagogical conditions that represents an active force, an impulse that can radically influence, affecting the professionalism of the teacher's personality. And as the implementation of pedagogical conditions (factors) for the most effective formation of an individual trajectory of professional development of a primary school teacher, the following provisions can be distinguished:

– the teacher's attitude to the process of self-improvement and constant active self-education activities aimed at the formation of professional competence;

– orientation of the process of self-education of the person to the dissemination of pedagogical experience in the process of creative activity (a special way of dissemination, mastering the pedagogical experience of a primary school teacher);

– dissemination, allowing to extend innovative practice to the widest mass, adapting, reducing, articulating and developing various methods, improving the system of pedagogical experience as a whole;

– value attitude to the development of the teacher's subjectivity in self-educational activities, which positively affects the quality and effectiveness of the educational process with its professionalism.

As a result, paying special attention to the practical importance in the development of adaptive models for improving the professional competence of a modern teacher, it is necessary to apply various forms of ITPR (self-education, creative workshops, fan of pedagogical ideas, etc.), as well as methods (partially search,

search, design, training, partnership interaction, presentation of experience) and tools (pedagogical technology for the formation of creative competence of an elementary school teacher in self-education activities to achieve professional skill).

Thus, to help the teacher for the purpose of his professional growth, it is possible to offer in the form of a construct potentially possible educational resources for advanced training. A feature of this model is the conditional division of resources into: «external educational resources», «internal resources» and «teacher self-education», «mutual education». Mutual learning is of great developing importance, since by teaching others, I improve myself, which implies the teacher's activity approach in improving his own qualifications. A modern teacher not only learns himself, but is also ready to present the results of his own pedagogical activity in the information society [9, c. 417]. And as a result, the pedagogical framed conceptual constructions proposed by the author can serve as an informational and methodological navigator that allows a modern teacher to competently build his own educational trajectory and fill it with content in order to innovate the orientation of the individual trajectory of the teacher's professional development in the system of additional education.

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