

ABSTRACTS

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METHODOLOGICAL SUPPORT OF PROFESSIONAL TEACHER'S GROWTH

The article outlines the issue of methodological support of teacher's professional development as a condition for raising his/her professional competence. The etymological analysis of the concepts of «support» and «support» in terms of educational interaction has been made.

The algorithm of methodological support of teacher's professional development has been presented. It is implemented through the diagnosis of his/her individual characteristics and professional needs, through developing individual programs of professional self-help in self-improvement, and correction of deviations from normative modern professional requirements to teachers. Attention is focused on positivity of mutual help in the process of self-improvement, which may involve as facilitators both experienced teachers and young professionals.

The expediency of methodological support for professional development of teachers is substantiated. It is to address the issue of individual introspection and the introspection of all professional activities. The enhancement of professional competence of teachers in general as a result of implementing an integrated program of development of human capacity is emphasized.

It is determined that the forms of methodological support organized within the framework of scientific and methodological divisions of colleges promote the development of professional competence of teachers.

Key words: professional competence, methodological support, facilitator, college teacher.