CORPORATE TRAINING AS A NEW BRAND OF METHODOLOGICAL SERVICE IN THE INSTITUTION OF GENERAL SECONDARY EDUCATION

Abstract. Methodical work in a modern school is an integral system of interrelated activities based on the achievements of psychological and pedagogical science, advanced pedagogical experience and aimed at improving the professional skills of teachers, developing the creative potential of each teacher in particular and the entire teaching staff in order to increase the effectiveness of the educational process.

The content of the article reveals the questiona new approach to the organization of methodological work, which is the most important link in the system of continuous training of members of the teaching staff and is aimed at enriching and developing the creative potential of teachers.

Given the practical implementation of the tasks of the State National Program "Education (Ukraine of the XXI century)," the urgent task is to adapt teachers to educational requirements. An important role in ensuring the reform of education is played by the modernization of scientific and methodological work in an educational institution through the introduction of modern educational, management technologies, stimulating professional growth of personnel, increasing their professional skills, in particular; through the effective application of effective forms and methods of adult learning, tools, computer learning systems and information network interaction.

A model of the system of organization of methodological work in the institution of general secondary education has been developed. It is determined that methodical work with pedagogical personnel occurs by differentiation of pedagogical potential and requires the presence (or formation) of information and technological competence among pedagogical workers, which is advisable to do through corporate training.

Therefore, in the present (the emergence and dissemination of a large amount of information), a key feature of the system of methodological work with pedagogical personnel should be the ability to obtain the necessary skills in time to be able to
meet immediate educational needs. The article determined that the most effective method in this case is corporate training. The priority of which is the acquisition of relevant knowledge, skills and abilities to increase the efficiency of any institution in general and institutions of general secondary education in particular.

**Key words:** model of methodical work system, educational needs, professional pedagogical potential, increase of educational process efficiency, analysis of organization of methodical work system, corporate training.

**Introduction.** Trends in the development of education in Ukraine necessitated the introduction of innovative processes in it, the replacement of old template educational models with new, non-standard, creative, progressive and at the same time effective and adapted to the present.

Especially important is the issue of advanced training of teachers, the widespread introduction of the achievements of psychological and pedagogical science and advanced pedagogical experience. The teacher, like every specialist, needs constant advanced training, improving his own professional skills, enriching the arsenal of techniques, methods and techniques that he uses in the lesson, new, creative, unconventional, sometimes self-created, high-quality and effective [6].

Focusing on the humanization of learning, the formation of the personality, the recognition of its value to society, we must remember that it is formed by the personality of the teacher himself. Therefore, it is necessary to create all conditions for improving education and improving the professional level of the teacher.

Modernization of the school, which involves the transition of the educational institution to a qualitatively new state, requires a new approach to the organization of methodological work, which is the most important link in the system of continuous training of members of the teaching staff and is aimed at enriching and developing the creative potential of teachers.

Analysis of recent research and publications. Various aspects of the studied problem became the subject of research by scientists and practitioners V. Dovbni, L. Kalinina, V. Lunyachek, L. Onishchuk and others. The problem of organizing methodological work in educational institutions is revealed in the works of N. Bibik,
Analysis of scientific and pedagogical literature and practical experience made it possible to identify a number of contradictions:

- between traditional approaches to the organization and implementation of methodological work in educational institutions and the need to use those that would take into account his professional and personal potential;

- between the need to constantly raise the level of their professional knowledge, improve their professional activities, meet the requirements of the present and the use of methods and forms of methodological work that do not provide mobility and flexibility of this activity;

- between the lack of time for teachers to carry out traditional forms of methodological work and advanced training and the need for continuous pedagogical education.

The urgency of the problem and the contradictions listed above determined the need for a new approach to the organization of methodological work aimed at enriching and developing the creative potential of teachers; improving the system of organizing methodological work in a general secondary education institution by differentiating the pedagogical potential by the presence (or formation) of information and technological competence among pedagogical workers, which is advisable to do with the help of corporate training.

Presenting main material. Currently, there is an increased need for a competent teacher who is able to update the content of his activities through critical, creative development, application of the achievements of science and pedagogical experience. This, in turn, requires constant improvement by the teacher of his professional qualities. In this regard, there is a need for methodological support of the teacher,
which will ensure his effective activity, optimally organized methodological work at all levels.

In order for the methodological work in the school to be effective and aimed at improving the professional level of the teacher, his competence in matters of pedagogy, psychology, age physiology, it must be modeled talogically justified, so that the forms correspond to the content, and the content follows from the problems solved by the school.

Generalized information on the stages of formation of methodological work and characteristic features of each stage are presented in Table 1.

### Table 1

**Generalized information on the stages of formation of methodological work (MW) and characteristic features of each stage**

<table>
<thead>
<tr>
<th>first stage of 20-60 years 20th century</th>
<th>second stage of 70-90 years 20th century</th>
<th>third stage (the beginning of 21st century)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formation and development of MW</td>
<td>• Modernization of MW systems</td>
<td>• Innovative development of MW</td>
</tr>
<tr>
<td>• Methodical bureaus</td>
<td>• Reforming the system of education</td>
<td>• Regulations on city and rayonimetodichnikabinets (centers)</td>
</tr>
<tr>
<td>• Consulting and assistance teachers</td>
<td>• Typical statement about methodic</td>
<td>• Scientific and methodological support of MW of all links of the systemeducation</td>
</tr>
<tr>
<td>• Primary documents</td>
<td>cabinet</td>
<td>• Scientific research and experimental work</td>
</tr>
<tr>
<td>• Support units - MW cells</td>
<td>• School and rayonimethodic associations</td>
<td>• Active innovative search</td>
</tr>
<tr>
<td>• Methodist Inspectors</td>
<td>• Rights and obligations Responsibility for MW</td>
<td>• Improvement of pedagogical skills</td>
</tr>
<tr>
<td>• Pedagogical study</td>
<td>• Methodical Association of Teachers</td>
<td></td>
</tr>
<tr>
<td>• School of Advanced Pedagogical</td>
<td>• Scientific and methodological,</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>information and methodiccabinets</td>
<td></td>
</tr>
<tr>
<td>• Methodiccabinets</td>
<td>• Young Teacher's School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Creative Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Scientific background of MW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Institutes of Perfection of Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Diversity of forms and methods of MW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Planning of MW by directions</td>
<td></td>
</tr>
</tbody>
</table>

Methodical work in a modern school is an integral system of interrelated activities that are based on the achievements of psychological and pedagogical science, advanced pedagogical experience and are aimed at improving the professional skills of teachers, developing the creative potential of each teacher in
The analysis of scientific and pedagogical literature indicates that scientists approach the definition of the concept of *methodological work* as the main type of educational activity, which is a set of measures taken by the administration of the institution, teachers and educators in order to master the methods and techniques of educational work, creative application of them in lessons and extracurricular work, finding new ones, the most rational and effective forms and methods of organizing, conducting and ensuring the educational process [5].

Methodical work is determined by an important component of postgraduate pedagogical education, which has a holistic system of actions and activities aimed at improving the skills and professional skills of each pedagogical worker, developing the creative potential of pedagogical teams of educational institutions, achieving positive results of the educational process [6].

It should be based on modern achievements of psychological and pedagogical science, taking into account the experience of teachers and a specific analysis of the results of the educational process. Participation in methodological work should be professional duty of every pedagogical worker, including heads of educational institutions [10].

The main areas of improving the quality of methodological work are the following [5]:

1. Improving the content of teaching sessions in terms of science, accessibility and practical orientation.
2. Intensification of methodological work, the introduction of active forms and methods of teaching teachers.
3. Optimization of methodological work - selection, selection of the best options for methodological classes to obtain the best results without overloading teachers.
4. Development of methodological skills of employees of methodological services, educational institutions, incentives, initiatives and creativity of teachers, overcoming formalism and control in methodological work.

The success of methodological work is determined by the clear organization of the activities of all its components, the distribution of powers and responsibilities among all its participants, as well as planning, in which special attention is paid to the results of the activities of teachers, the quality of the teaching staff, the peculiarities of the work of the educational institution, the traditions that exist in it.

In school practice, there are many forms of methodological work that determine the purpose, tasks and content of the school methodological service. Each educational institution prefers one or another form of methodological work. The choice of form depends on the development of the teaching staff, the level of qualification of the school teachers and management, the specifics of the subject courses, and so on.

General information on the characteristics of the methodological work is presented in Table 2.

Table 2

Generalized information on the characteristics of methodological work

<table>
<thead>
<tr>
<th>Characteristic features</th>
<th>Components</th>
<th>Functions</th>
<th>Principles</th>
<th>Forms</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete system;</td>
<td>meaningful, organizational, managerial, motivational.</td>
<td>Group I- aimed at the teacher; Group II is aimed at teaching staff; Group III - aimed at teachers and teaching staff;</td>
<td>consistency, diagnostic, scientific, optimal, pedagogical creativity;</td>
<td>- by the way of organization - collective, individual, group; - by degree of participation - passive, active, interactive;</td>
<td>verbal, visual, practical</td>
</tr>
<tr>
<td>direction of advanced training of pedagogical workers; component of postgraduate education; based on the latest achievements of psychological and pedagogical sciences;</td>
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</tbody>
</table>

From the above it follows that methodological work in educational institutions makes it possible to solve problems in relation to the specific personality of the
teacher, his professional improvement, contributes to the establishment of pedagogical values, important both for the pedagogical staff of the school and for the pedagogical community as a whole.

Therefore, it is very important to study the potential opportunities of the pedagogical staff of the educational institution in order to determine its further professional improvement and the most effective use of these opportunities both for the development of the educational institution in which he works and for him personally.

We live in an information era when the content, volume and technology of information processing are changing and expanding exponentially. The same applies to professional knowledge and skills. Therefore, the key feature of the system of methodological work with pedagogical personnel should be the principle not "Skills just in case" (justincase), but the principle "Skills on time (if necessary)" (justintime). As evidenced by world educational and industrial practice, to achieve efficiency, flexibility and timeliness, the most effective is corporate training. The priority of such training is not to obtain a large amount of "best knowledge," but to acquire relevant knowledge, skills and abilities to increase the efficiency of any institution, in this case - a general secondary education institution [11].

Corporate training as a new brand of the school's methodological service is based on the joint organization of teachers in view of their common professional interests, on the manifestation of initiative, independence, responsibility, openness and the possibility of using everyone's resources, on the interest in changing their professional values and professional behavior, the desire to change their style, get involved in a different way of life in accordance with the changing socio-cultural situation [12].

The purpose of corporate training is the operational formation of professional competencies, which provides for their maximum implementation in a real
educational situation and is expressed in changing the behavior of teachers, improving the quality and productivity of their work [12].

This goal determines the task: innovation activities and priorities of corporate training [12]: development of innovative thinking; formation of professional competencies; generation of new knowledge; correction of the organizational culture of the educational institution in accordance with the new strategy; flexibility and constructiveness of role behavior.

The model of corporate training of pedagogical workers will look most organically in an educational institution in which there is: a well-developed development strategy, and pedagogical workers are recognized as a strategic resource of the educational institution; long-term development goals; the actual competencies of teachers are clearly described; a conscious need for continuous learning; the corporate culture of the school is consistently formed and developed.

At the time of determining by the administration of the educational institution the need for systematic training of all members of the teaching staff, it is important to have an idea of its goals and final result, to form a general concept, to possess diagnostic tools for the existing situation.

Building a model for advanced training of teachers in corporate technology will include the development of documentation that will regulate the process of training teachers (job descriptions, regulations, internal orders and instructions, evaluation forms), as well as the definition [12]: responsible for training the team (external and internal trainers); target audience (individual employees or target groups, administrative staff); structures of the training system with its place in the general personnel management system (connection with the processes of adaptation, remuneration, material and moral motivation); goals and objectives of training (compliance with the strategic goals of the educational institution, the tasks of individual units, plans for the individual development of employees); directions and methods of training (according to the needs and capabilities of the educational
In general, the introduction of corporate training should provide for the consideration of educational needs of the management of the educational institution, individual employees, target groups and units.

Responsibility for planning, organizing and controlling the process of corporate training of the teaching staff rests with the director educational institutions. The Pedagogical Council of the educational institution on the basis of the proposals of pedagogical workers approves the annual plan for advanced training of pedagogical workers and the budget.

Considering the individual trajectory of professional training and development of teachers, it is necessary to take into account how the maximum available competencies meet the requirements for the position and the standards adopted in the educational institution, work experience, potential and desires of the teacher to grow professionally and develop in the chosen field of activity [12].

For young specialists, a special model of their training, an individual training and development program is being developed. At the initial stage of work in an educational institution, training related to the strategic goals of the institution or trainings to strengthen the team spirit can be relevant for teachers.

The experience gained during the period of work in an educational institution is very valuable for a young teacher, personal contribution should be directly proportional to his desire to achieve high performance in work. In addition, he is given opportunities for growth, both career and professional.

In the process of improving the level of qualification, a teacher, a young specialist can use such internal resources of an educational institution as a library, specially selected video courses and distance learning programs, as well as learn from more professional colleagues (mentoring practice can become part of an individual training program).
Corporate training, unlike traditional "professional training," has its own characteristics and priorities, among which we can distinguish the following [12]:

- *all members of the educational institution are involved in the corporate training system.* Organizations, like people, differ in their ability to learn and develop. The lack of this ability in the organization negatively affects its competitiveness. Functioning in a market economy requires the institution of education to constantly develop, improve;

- *corporate training is proactive in relation to structural changes and updates.* The rapid development of science and technology, the dynamism of social changes and functioning during the period of systemic reform lead to the emergence of new spheres of activity, which did not exist before, the emergence of a barrier between the accumulation of knowledge, the preparedness of pedagogical and managerial personnel for their implementation and effective use. Overcoming such a barrier is possible only if the training outstrips the needs of the practice;

- *corporate training is motivated and aimed at forming the need for mastering new knowledge, skills, abilities, awareness of the need for self-development and self-realization.* By improving skills and acquiring new skills and knowledge, employees receive additional opportunities for professional growth, both within their organization and outside it. Vocational training also contributes to the overall intellectual development of a person, strengthens self-confidence;

- *continuous corporate training* - both in the acquisition of professional competencies and in socio-cultural development;

- *the system of corporate training is flexible and mobile,* able to adapt to the constant changes occurring in society, the economy, in production;

- *corporate training is innovative or creative.* At the heart of this innovative in form and content of training is the idea of a team approach to the learning process. The team has the following characteristics: team members are oriented towards a common goal or task; the implementation of this goal requires the
cooperation of team members and coordination of their efforts; interaction of team members is carried out regularly.

Analysis of the existing experience of the organization and testing of various models of corporate training allows us to identify the most common types of it, which are presented in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Type of corporate training</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching, mentoring, badding, counseling, supervision</td>
<td>Method of direct training of a less experienced employee more experienced in the process of work; form of individual mentoring, counseling</td>
</tr>
<tr>
<td>Shadowing</td>
<td>Observing a more experienced colleague</td>
</tr>
<tr>
<td>E-courses and webinars</td>
<td>Direct communication with the teacher/tutor via the Internet</td>
</tr>
<tr>
<td>Simulation Games</td>
<td>Games that simulate certain situations and require participants to respond quickly and apply a certain group of skills</td>
</tr>
<tr>
<td>Facilitation</td>
<td>Form of group work for making decisions of increased complexity or importance</td>
</tr>
<tr>
<td>Internship for educational purposes (sekondment)</td>
<td>Production activities for work experience or advanced training</td>
</tr>
<tr>
<td>Stretching (stretchassignment)</td>
<td>Raising the professional level by delegating tasks beyond the immediate functions</td>
</tr>
<tr>
<td>Storytelling</td>
<td>The source of knowledge is real corporate stories</td>
</tr>
<tr>
<td>Learning by action (implementation of training projects)</td>
<td>Learning by living situations, solving problem and creative problems, obtaining relevant knowledge</td>
</tr>
<tr>
<td>Video and audio courses, mobile learning</td>
<td>Learning through the Internet</td>
</tr>
</tbody>
</table>

So, an important factor in the successful reform of education in Ukraine and the construction of a new Ukrainian school is high-quality and effective postgraduate education of teachers, which is designed to satisfy the state's need for highly qualified teachers - "agents of change."

Corporate training can take a worthy place among the innovative models of postgraduate education of teachers, as it aims to integrate the tasks of the corporate development strategy of the educational institution and the development strategy of
pedagogical workers (professional training, formation of readiness for changes in the situation of reform, etc.).

For each group of teachers in KhL No. 57, the corresponding forms of methodological work presented in Fig. 1 are determined.

The scientific and methodological topic on which the teaching staff of KhL No. 57 plans to work in 2023/2024 - "Formation of life competence of the individual through the use of information technology."

In our opinion, the use of information technologies in their various manifestations in modern conditions of the organization of the educational process (especially taking into account the requirements of distance learning) is very relevant. The educational process in educational institutions is now carried out by distance learning. Therefore, a modern teacher (regardless of his ranking in terms of professional development and available pedagogical potential) should be aware not only of the existence of information technologies and their varieties, but also be an active user of them, should be able to apply them in various aspects of their activities, develop educational content with their help.

Therefore, the system of organizing methodological work in HL No. 57 can be improved through the use of corporate training.

The analysis of practical information made it possible to develop a model of the system for organizing methodological work in KhL No. 57, presented in Fig. 1

So, to improve the efficiency of the institution of general secondary education, the most effective method is corporate training of personnel, the priority of which is to increase the level of their professional knowledge, the formation of practical skills in solving pedagogical problems, an active professional position, creative activity, the readiness of teachers for innovation.
Fig. 1. System for organizing methodological work in KhL No. 57

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Prospects for further research. In further work, I plan to develop and partially experimentally test an improved system of organizing methodological work, taking into account the personnel potential of the educational institution.

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КОРПОРАТИВНЕ НАВЧАННЯ ЯК НОВИЙ БРЕНД МЕТОДИЧНОЇ СЛУЖБИ В ЗАКЛАДІ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

Анотація. Методична робота в сучасній школі – це цілісна система взаємопов’язаних заходів, які грунтується на досягненнях психолого-педагогічної науки, передового педагогічного досвіду і спрямованих на підвищення фахової майстерності педагогів, на розвиток творчого потенціалу кожного педагога зокрема та всього педагогічного колективу з метою підвищення ефективності освітнього процесу.

У змісті статті розкрито питання нового підходу до організації методичної роботи, яка є найважливішою ланкою системи безперервного навчання членів педагогічного колективу і спрямована на збагачення й розвиток творчого потенціалу вчителів.

За умов практичної реалізації завдань Державної національної програми «Освіта (Україна XXI століття)» загальним є завдання адаптувати педагогів до освітніх вимог. Важливою ролью у забезпеченні реформування освіти відіграє модернізація науково-методичної роботи в освітньому закладі через упровадження сучасних освітніх, управлінських технологій, стимулювання професійного зростання кадрів, підвищення їхньої професійної майстерності, зокрема; через ефективне застосування дієвих форм і методів навчання дорослих, інструментальних засобів, систем комп’ютерного навчання та інформаційної мережевої взаємодії.

Розроблена модель системи організації методичної роботи в закладі загальної середньої освіти. Визначено, що методична робота з педагогічними кадрами відбувається шляхом диференціації педагогічного потенціалу та потребує наявності (або формування) у педагогічних працівників інформаційно-технологічної компетентності, що доцільно зробити за допомогою корпоративного навчання.
Отже, в умовах сьогодення (появі і розповсюдження великої кількості інформації) ключовою ознакою системи методичної роботи з педагогічними кадрами має бути можливість отримувати необхідні навички вчасно, щоб мати можливість задовольнити негайні освітні потреби. У статті було визначено, що найбільш ефективним методом в даному випадку є корпоративне навчання кадрів. Пріоритетом якого є набуття актуальних знань, умінь і навичок для підвищення ефективності діяльності будь-якої установи взагалі та закладу загальної середньої освіти зокрема.

Ключові слова: модель системи методичної роботи, освітні потреби, професійний педагогічний потенціал, підвищення ефективності освітнього процесу, аналіз організації системи методичної роботи, корпоративне навчання.

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