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**THE FORMATION OF NATURAL SCIENCE COMPETENCE WITH  
THE HELP OF  
THE STUDENTS' GROUP ACTIVITY ORGANIZATION**

The article examines the problem of training of future primary school teachers in the context of the organization of students' group activities. It examines the conditions of future primary school teachers training and the efficiency of this process.

Nowadays to solve the problem of qualitative experts training in modern higher education system is one of the highlighted challenges. The present world has created a situation where education is simply not a solution. For improving modern economical and social relations in general, it is necessary to renew an educational quality, which is the key to the wealth and prosperity of any country. In this regard, there is the problem of providing schools with teachers who have in-depth knowledge, skills and abilities. Teachers need to introduce in educational process new technologies of training.

At the present stage, there is a certain discrepancy between the level of readiness of future specialists for primary school. One more problem is a low priority of higher education institutions in training. We can observe the lack of readiness of the pedagogical theory of active methods and forms of training and insufficient readiness of teachers to use it. Thus, the lack of didactic theoretical aspects of group work organization in primary education and their practical significance for the

solution of urgent problems in primary school determine the choice of the theme of the article: "The formation of natural science competence with the help of the of students' group activity organization".

The problem of training future teachers received quite substantial coverage in the scientific literature of the past. Its theoretical and methodological basis is reflected in the works of K. Ushynskoho, M. Drahomanova, O. Dukhnovycha, S. Rusovoi, V. Sukhomlynskoho. Modern aspects reflected in scientific heritage of A.Aleksiuka, N. Honobolina, S. Honcharenka, N. Kuzminoi, A. Savchenko and others.

At the present stage explores find conceptual bases of professional preparation of future teachers in the context of learner-centered education (I. Bekh, A. Hokhberh, L. Kartashova, V. Lutsenko, S. Sysoieva) and training teachers to implement innovative pedagogical technologies (I. Bohdanova, A. Yevdokimov, A.Kiyashko, I. Rusnak, S. Sysoieva).

A central issue in my article is to explore the pedagogical conditions of preparation of future teachers for group work organization.

Training of future school teachers for the organization of students group activities is part of professional competence of primary school teacher.

Group training activities, in contrast with frontal and individual, are not going to isolate children from each other, and vice versa, they allow to realize the natural desire to communicate, mutual aid and cooperation[1].

R. Astvatsaturov writes: "the training comes in the format of subject – subject interaction. Collective intelligence can solve many problems quickly and efficiently... but it's not just that. Solving the problem, the group maintains cooperation, co-creation. Here everyone works on all... exchange of knowledge, ideas, changing the psychological climate. Even in the group of "weak" pupils also begin to take an active part in discussing and solving problems. During the group discussion, children learn to listen to each other. With each of the training tasks, they improve their tactics in cognitive search. They create a formula for success"[3].

Analyzing psychological and pedagogical literature, we came to the conclusion that it is necessary to enrich the future teachers knowledge about types, features of

group work, the features of the lesson, the specifics of the organization of students' activities during these lessons, features of the teacher's activity, creation of comfortable conditions of training and the organization of active interaction in class, organization, reflection, various forms of mutual learning. The process of training future teachers to implement group learning activities implemented during training, which should be organized so that the study of academic subjects and courses occurred with the use of lectures, practical and laboratory classes organized on the basis of group work[2]. The teacher in group learning activities directs the work of each student indirectly through the tasks that he offers the group and regulates the activities of students. The relationship between the teacher and pupils acquire the character of cooperation, because the teacher directly interferes in the work of groups only in that case if students have questions and they seek for the help of the teacher. These are their joint activities.

So, it should be noted that group learning activity improves students' achievement, solves a lot of educational and developmental tasks: accelerates child's learning activities, builds the self-esteem and self-regulation, forms the ability to adapt to the pace of the group work, students' positive attitudes to learning, helps to prepare them for communication. Systematic work on improving methods of preparation of future teachers and the implementation of the presented requirements will strengthen the practical orientation of training and to ensure that this process was of a systemic and holistic in nature.

### **References**

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