

LANGUAGE, CULTURE, COMMUNICATION

METHODICAL WORK IN THE COLLEGE OF ART ORIENTATION

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Summary

The presented Article is devoted to the problem of organization of methodical work in the college of art orientation. The process of radical changes in modern education requires reconstruction and improvement not only the content of education and upbringing, but also approaches to the organization of methodical work. Their application is impossible without competent instructors, who are able to adapt different teaching methods to new conditions. Instructor's excellence is formed through constant and systematic professional self-improvement and self-education. Methodical work in the college is a holistic system based on the achievements of advanced pedagogical experience and on a specific analysis of educational processes. The Article in the theoretical aspect reveals the forms and methods that can be used in the organization of methodical work of the college in relation to instructors. The effectiveness of methodical work in the college depends on the organization of its system, continuity, purposefulness, consistency, organic connection with the educational and upbringing processes of the college. It should be emphasized that methodical work in the college of art orientation is an integral part of the educational process, as a result of which professional communication plays an important role in the formation of relationships between instructors. Questions to the organization and improvement of methodical work have always been one of the priorities in education.

Keywords: college, instructor, methodical work, educational institution.

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1. Introduction

The process of long-term reform of the education system in Ukraine is caused by social, political, economic and cultural changes, therefore, the development of new approaches to the organization of methodical work in the college of art orientation aimed at developing the skills of professional communication of instructors, becomes especially important. In the conditions of further changes of education reform in Ukraine, the main feature of methodical work of college becomes maintenance of realization of new priorities, the assistance to instructors in

achieving a high level of professional activity, scientific and methodological support, taking into account innovative processes.

Methodical work has a holistic system of actions and activities aimed at improving the skills and professional excellence of each instructor, the development of creative potential of the teaching staff of the educational institution, achieving positive results of the educational process. It should be based on modern achievements of psychological and pedagogical science, taking into account the experience of instructors and a specific analysis of the results of educational processes. Participation in methodical work should be a professional duty of every instructor (*Ministry of Education and Science of Ukraine, 2002*).

2. General aspects of the organization of methodical work

The rapid development of technology in society requires instructors to improve the forms and methods of conducting classes in accordance with both theoretical and practical training. Requirements for instructors are constantly increasing and growing, and the most important means of pedagogical excellence is methodical work as an important component in relation to college instructors.

General provisions of the theory and practice of methodical work in educational institutions of different levels of accreditation are comprehensively covered in the scientific achievements of domestic scientists N.P. Volkova, N.V. Vasylenko, N.Yu. Samoilenko, S.H. Mishchenko, R.O. Sabadyshyn, O.Yu. Shchupak, M. P. Drach, O.Ye. Smolinska, M. I. Mykhniuk, H.V. Kozachenko, A. V. Opolska, T.H. Pavlysha, I.I. Kozynets, L.I. Biziuk, S.I. Posokhov, Ye.I. Horban, A.V. Nikitin.

Peculiarities of professional activity according to methodical work are considered in scientific works of K.S. Burova, O.V. Volkova, T.K. Hradusova, T.O. Zhukova, N.V. Solova, S.V. Yehorenkova, O.Yu. Ratieva, O.M. Morhun, I.P. Chastokolenko, A.O. Davydenko, V.V. Permiakov, Zh.A. Zhunisbekova, M.A. Kerimbekova, H.A. Mombiieva, Sh.K. Rezhametova, S.L. Lohinova, O.O. Shakuto, N.H. Sannykova, O. Yu. Hyrba, N.M. Zaborska, M.M. Amrenova.

A necessary condition for the organization of methodical work is a system of such components that are necessary for the implementation of a specific goal and objectives. Given the peculiarities of the pedagogical activities of college instructors, it should be noted that a prerequisite for the growth of their pedagogical excellence is methodical work.

The pedagogical literature contains many definitions and approaches to the concept of “methodical work”.

According to N.P. Volkova “methodical work is a specially organized activity of the teaching staff, which creates conditions for improving the excellence of the instructor” (*Volkova, 2007*).

Researcher T.V. Babenko believes that methodical work is an important component of postgraduate pedagogical education, which has a holistic system of actions and activities aimed at improving the skills and professional excellence of each instructor, the development of creative potential of teaching staff, achieving positive results of the educational process (*Babenko, 2016*).

Based on the analysis of the essence of the concept of “methodical work” K.S. Burov gives the following definition: “Methodical work is a systematic collective and individual activity of instructors aimed at improving their scientific and theoretical, general and cultural level, psychological and pedagogical training and professional excellence” (*Burov, 2007*).

Scientist M.M. Fitsula in his study defines methodical work as a purposeful activity of the higher educational institution to provide psychological, pedagogical and methodological training of instructors aimed at improving the effectiveness of education, achieving skills in teaching disciplines, conducting various forms of classroom and extracurricular work with students (Fitsula, 2006).

Under the methodical work in a modern educational institution I.O. Stepanets proposes to understand the system of special forms, methods and tools aimed at deepening the professional competence of the instructor, ensuring his professional self-realization, improving the level and quality of educational process, improving its methodological support, creates conditions for further self-education of instructors (Stepanets, 2014).

With the considered scientific views on methodical work we can note that methodical work is a work that contributes to the improvement of professional training in college, encourages each instructor to improve his professional level. It contributes to the mutual enrichment of instructors with pedagogical findings, allows improving pedagogical excellence, and maintains the spirit of creativity in the teaching staff, the desire to search, as evidenced by the approaches of scientists to the definition of “methodical work”.

According to L.V. Motorna, the main activities of methodical work are improving the professional excellence and creative potential of instructors, the development of innovative activities of the teaching staff (Motorna, 2013).

N.P. Volkova in the textbook “Pedagogy” states that the instructor “always learns, develops, seeks new methods of teaching his subject, attracts students to intellectual cooperation and co-creation, open to sharing experiences with colleagues” (Volkova, 2007).

Taking as a basis scientific developments in the field of pedagogy, which are substantiated by N.P. Volkova, we can say that methodical work in the college should be an important factor in improving the professional level of instructors and aimed at effective formation of teaching staff to improve their professional activities.

And one of the priority areas for improving the professional activities of college instructors is to take into account their professional activities, which requires updating new forms and methods at the present stage, willingness to communicate, pedagogical interaction and professional communication in the teaching staff.

Professional communication is present in all types of educational activities: cognitive, labor, creative. In particular, it can be carried out as a subject of subjective interaction with instructors in accordance with the methodological work. According to Ye.V. Korotaieva, “pedagogical interaction can be described as optimal, constructive, full-fledged if the communication of the subjects of interaction includes communication based on the exchange of information and a well-thought-out organization of joint activities that take into account the individual capabilities of the activities of the subjects, and the achievement of mutual understanding based on emotional acceptance of each other” (Korotaieva, 2016).

Ukrainian scientists H.V. Lokarieva and N.V. Stadnichenko emphasize in the monograph that “communication is inherent in the human community and each of its participants in the process of this mutual activity both receives and gives. This return does not mean loss, it leads to the development of personality, gives it experience, enriches it culturally. In modern society, the need for communication has led to the desire of man to rethink the accumulated practical experience of creative personality, its self-realization, personal and professional development and development of social relations in the direction of increased attention to specific needs of the individual, to establish humanistic moral and value orientations” (Lokarieva et al., 2019).

The purpose of methodical work of the college of art orientation is to increase and improve the professional excellence of instructors, the implementation of a set of measures aimed at creating conditions for effective development of the college, ensuring the quality of the educational process, effective use of modern educational innovative technologies.

The main functions of methodical work in the college of art orientation are:

- compensatory (elimination of gaps in the professional activities of instructors);
- adaptive (adaptation of instructors to work in new conditions);
- developing (development of pedagogical creativity in instructors).

The tasks of methodical work in the college of art orientation are:

- study, generalization and dissemination of advanced pedagogical experience;
- providing systematic and effective assistance to instructors in improving the organization of training and education of students;
- diagnostics and expert procedures for objective analysis of the results of pedagogical work of instructors;
- objective assessment of the effectiveness of management of methodical work and the selection of its optimal structure;
- improving the methodological and instructional competence of instructors;
- providing methodological support for innovative activities of instructors;
- directing the activities of instructors to the creative search for effective ways to implement educational and professional programs;
- introduction of modern pedagogical technologies aimed at improving the quality of training of students, their competitiveness in the labor market;
- ensuring the participation of instructors in competitive events of different levels.

In addition to the purpose, functions and tasks of methodical work presented in relation to the college of art orientation, the main directions of methodical work are also identified:

1. Organizational and methodical work (identification, discussion and determination of activities for the development of the educational process in the college and the organization and planning of methodical work);

2. Work with pedagogical staff (ensuring continuity of self-education of instructors through the organization of the system of advanced training and professional excellence);

3. Scientific-methodical and experimental activity (organization of creative research activity of instructors within the framework of experimental work on active introduction of modern pedagogical and information technologies into the educational process; stimulation of creative activity of instructors, which promotes successful realization of the only methodical problem of the college);

4. Information and methodical work (development of information and educational environment of the college, creation of a database of pedagogical scientific and methodical information on the achievements of science and practice, including from the experience of the teaching staff of the college);

5. Measures of the educational process (development of professional interest, disclosure of creative potential of instructors and students);

6. Analytical and control and correctional work (formation of a system of analytical work in the main areas of the college: the organization of the educational process, the quality of instruction, the organization of educational work, the effectiveness of methodical work);

7. Organization of social partnership (development of constructive relations between the college and government agencies: Ministry of Education and Science of Ukraine, State Educational Institution “Educational and Methodological Center for Education Quality”, Institute for

Modernization of Educational Content, Communal institution “Dnipro Academy of Continuing Education” of the Dnipro Regional Council”), Scientific and Methodological Center for Higher and Professional Higher Education, Ministry of Culture and Information Policy of Ukraine, Department of Culture, Tourism, Nationalities and Religions of the Dnipropetrovsk Regional State Administration, National Academy of Management of Culture and Arts, State Scientific and Methodological Center for Cultural and Artistic Education).

When building a system of methodical work it is necessary to pay attention to the organization of the following areas:

- in relation to specific instructors, where the main task is to form an individual, highly effective system of professional teaching;
- to the teaching staff of the college methodical work solves the problem of forming a team of like-minded people;
- to the general system of continuing education, which provides a creative understanding of the development of educational policy, the introduction of scientific achievements and best practices in the professional activities of the college.

Summarizing the above, in the context of our study we define that the methodical work of the college of art orientation is one of the important components of educational activities of the college, which is a set of activities based on the achievements of psychological and pedagogical science and best practices aimed at professional development and creative potential of instructors.

3. Application of normative and local documents in the methodical work

In the college of art orientation, methodical work is carried out in accordance with the following regulations of Ukraine: the laws of Ukraine “On Education” (2017), “On Higher Education” (2014), “On Complete General Secondary Education” (2020), “On Professional (Vocational) Education” (1998), “On Professional Higher Education” (2019), “On Culture” (2011), “On Innovative Activity” (2002); Decrees of the President of Ukraine: “On measures to ensure the priority development of education in Ukraine” (2010), “On measures to solve current problems of disability persons” (2011); Order of the Ministry of Education and Science of Ukraine: “On the Concept of Inclusive Education Development” (2010); letters of the Ministry of Education and Science of Ukraine: “On recommendations for the organization and conduct of methodological work with instructors in the system of postgraduate pedagogical education” (2002), “On the organization of online learning” (2020); Regulations of the Ministry of Education and Science of Ukraine: “On Regulations on Online Learning” (2013), “Standard regulations on Certification of Instructors” (2010); Regulations of the Ministry of Culture of Ukraine: “On Regulations on Certification of Employees of Enterprises, Institutions, Organizations and Establishments in the field of Culture” (2007); Order of the Ministry of Culture of Ukraine: “On Regulations on Certification of Teaching Staff of Educational Institutions (Establishments)” (2018).

To improve the methodological work in the college of art orientation, local internal documents have been developed for use. The list of documentation according to which the activity of the Methodical Service of the college of art orientation is carried out consists of the following:

1. Order on creation of Methodical Associations or creative groups and other associations of instructors;
2. Order on appointment to the position of the head of the Methodical Association, the head of the creative group;

3. Provisions on the Methodological Association or creative group;
4. Analysis of work for the last year;
5. Recommendations on the general topic of the methodical work, its purpose, priority directions and tasks for the new academic year;
6. Work Plan for the year and plan-grid of methodical work for each month;
7. Database of instructors: quantitative and qualitative composition (age, education, specialty that teaches the subject, general and pedagogical experience, qualification category, awards, titles);
8. Information on the topics of self-education of instructors of the Methodological Association;
9. Long-term Plan for attestation of instructors of Cycle Commissions;
10. Schedule of certification of instructors of Cycle Commissions for the current year;
11. Reports of instructors on professional development;
12. Schedule of open classes by instructors, presentation of methodological developments;
13. Minutes of Meetings of the Methodical Council and Methodical Associations;
14. A set of curricula of disciplines;
15. Thematic Planning for each subject (discipline), information about the educational and Methodological Association of the subject;
16. Matrix of the volume of innovations for each instructor;
17. Questionnaires and schemes of lesson analysis;
18. Plan of work with young and newly arrived instructors;
19. Plan for the subject week (month), methodical materials.
20. Journal of meetings with the Deputy Director for Academic Affairs, meetings with instructors, visits to classes of instructors, visits to extracurricular activities.

Thus, methodical work should contribute to the growth of excellence of college instructors; should improve the quality of educational processes. Given the above, we can conclude that methodical work is an important component in the college of art orientation and affects the formation and development of interpersonal communication skills of instructors.

4. Components of the organization of the methodical work in college

An important component of the methodical work in the college is the organization of a system of interrelated activities aimed at improving the professional competence of instructors in organizing the educational process, developing the creative potential of instructors, improving the quality of professional education of students.

The management of methodical work in the educational institution is carried out by the Deputy Director for Academic Affairs, the Head of the Methodical Office and Teaching Methodology Experts of the college.

The organization of methodical work, as well as any process in college, is characterized by the following components of the management cycle: motivation, goal setting, planning, organization, control, analysis.

Motivation is a creation of external and internal motivations among instructors for actions aimed at effectively achieving the goals of methodical work in the college.

Goal-setting is aimed at practical understanding of their professional activities in setting goals and achieving them.

Planning is the process of preparing decisions on how the goals of methodical work in the college should be achieved and what teaching staff should do to achieve these goals.

Organization indicates the streamlining of instructors' activities on methodological work in order to implement plans and achieve goals.

Control is the process of ensuring how and to what extent the goals are actually achieved.

Analysis shows the level of efficiency of college instructors and the development of conceptual approaches in the construction of methodological work.

As a result of the organization of methodical work, at interaction of the teaching methodology expert and instructors of the college, the following classification of methods is most widespread:

1. By way of applying information: verbal (oral, printed), visual (illustration methods and demonstration method), practical (workshops, trainings).

2. By the degree of independence in the acquisition of knowledge: reproductive, part-search, research, exploratory.

3. By the method of obtaining knowledge: explanatory and illustrated, programmable, problem, model.

At the same time, new, different from traditional, interactive methods of work with the teaching staff of the college are increasingly used: they provide an opportunity to simultaneously solve educational and cognitive, communicative and orientation tasks due to the fact that:

– allow organizing educational and communicative space;

– promote the acquisition of professional knowledge, skills and abilities in communication.

The main forms of methodical work in the college are individual, collective, group and non-traditional. Hereafter, we will consider what forms of organization of methodical work can be characteristic for introduction in college of art orientation.

The individual forms of organization of methodical work include self-education, internships, mentoring, individual consultations, mutual visits, certification.

Collective forms of organization of methodical work include Pedagogical Council, Small Pedagogical Council, meetings of Cycle Commissions, Methodical Association of curators of educational groups, Pedagogical and Methodological General Training, scientific and practical conferences, competitions of pedagogical excellence, seminars and practicum, thematic seminars, weeks on a specialty, methodical weeks.

Group forms of organization of methodical work are carried out in creative groups, on educational platforms, round table discussions, discussions, business games, questionnaires.

Non-traditional forms of organization of methodical work take place as a methodical relay (opening of optional classes and special courses, premiere of creative search, week of author's lessons and classes), week of non-standard lessons and classes, pedagogical Olympiad, psychological and pedagogical tournament, psychological and pedagogical brainstorming, methods ring, exhibition of pedagogical creativity, pedagogical council.

The above-mentioned forms of organization of methodical work are promoted by process of communication of instructors as a result of which skills to professional communication of instructors develop, and it promotes their methodical growth and self-improvement.

Based on the scientific research of S.H. Molchanov, the teaching methodology experts of the college of art orientation introduced organizational forms of methodical work by classification, which are divided into administrative and didactic forms:

I. Administrative forms:

1) conference of instructors on research problems;

2) association of instructors in academic disciplines;

3) scientific and methodical commission on the educational branch;

4) methodical association of the educational process;

5) methodical section on academic disciplines;

6) individual professional pedagogical self-education.

II. Didactic forms:

1) problem seminars;

2) problem-project seminars;

3) organizational and active games;

4) reproductive-heuristic (pedagogical readings, scientific-practical conferences);

5) heuristic-productive: festivals of pedagogical ideas, socio-pedagogical initiatives, projects; competitions of professional excellence;

6) productive: scientific conferences; theoretical or methodological seminars, advanced training according to an individual plan; participation in temporary creative teams;

7) reproductive: externship; practicum; scientific and practical seminars; pedagogical workshops; seminars and practicum; trainings (Molchanov, 2001).

At the same time, methodical work with instructors in the college of art orientation is carried out both frontally and individually.

Individual forms of work: mentoring, individual assistance of the Deputy Director for Academic Affairs, Head of the Cycle Commission, Teaching Methodology Expert, Social Teacher, Practical Psychologist, self-education of teachers, construction of individual plans of self-development of instructors.

Frontal: seminar and practicum, pedagogical councils, consultations, brainstorming, reviews and competitions, viewing of open classes, business games, discussion club, creative workshops, round table discussion, trainings, etc.

Educational and upbringing activities of methodical work in the college of art orientation are regulated by the following associations of pedagogical workers: Pedagogical Council of the College, Small Pedagogical Council, Methodical Council, Methodical Associations, Cycle Commissions, school "Young Instructor".

Pedagogical Council is a collegial governing body that is a professional educational organization in the college. It provides the development and improvement of educational and upbringing activities, improving professional excellence and creative growth of instructors.

Every instructor engaged in educational activities (administration, instructors, accompanists, support staff), from the moment of hiring until the termination of the contract is a member of the Pedagogical Council.

The subject of Pedagogical Councils is developed by a group of teaching methodology experts and is included in the annual Work Plan of the college. The preparation of the meetings of the Pedagogical Council is carried out by permanent and temporary social and professional associations of instructors, which perform in the period of preparation of the Pedagogical Council the powers assigned to them by the representatives of the College Administration. The moderator has the right to involve any employee of the college to hold a Pedagogical Council.

Pedagogical Councils are universal, where several issues related to the activities of the college are considered, and specialized, for example, a Small Pedagogical Council, where some issues under one topic are submitted for consideration.

The Methodical Council is a pedagogical public collegial body of internal management, which promotes the formation of a creative approach to pedagogical activity. The Methodical Council promotes the decision of psychological and pedagogical problems of activity and promotes complex development of educational system of college.

The Methodical Council of the college of art orientation is guided in its activities by the "Regulations on the Methodical Council", in addition, the Methodical Council contributes to the provision of educational and upbringing processes.

The Methodical Council is an advisory body on the organization of methodical work in the college; it coordinates the work of substructures of the methodical service, aimed at developing methodological support of the educational process and implementation of innovations, methods, techniques in the professional activities of instructors.

The following groups of Methodical Councils are distinguished in the practice of pedagogical activity of the college of art orientation:

1. Traditional (authoritarian, dogmatic), for example, differ mainly in the use of verbal methods, the traditional nature of the content, the authoritarian style of communication between the administration and instructors.

2. Modern intensified (modernized, modified), for example, workshop, conference, creative report.

3. Non-traditional (alternative), for example, a business game in the form of a collective creative work, a “round table discussion”, a debate, discussion, presentation, auction, festival.

The Methodological Association is a professional association (group) of instructors, specialists, scientists, administrative and other employees, created to jointly solve complex problems.

Traditionally, Methodological Associations of instructors of one or more similar profiles of activity are created. Instructors therein are engaged, first of all, in methodical work: development of methods on educational subjects (disciplines), discussion of various receptions, methods, forms, techniques, technologies of training and education on actual subjects.

The main forms of work of the Methodological Association are:

- meetings at which members of the Methodological Association speak;
- discussion of current issues;
- review of novelties of scientific and methodical literature;
- preparation, holding of demonstrations, competitions, performances;
- methodical training of instructors;
- providing methodological assistance to instructors.

The Cycle Commission is an association of instructors of a number of related disciplines, taking into account the structure of the curriculum and areas of training of students.

The purpose of the Cycle Commissions is to provide a process for organizational and methodological support of the implementation of educational and professional programs, as well as improving the professional level of instructors.

The School “Young Instructor” is a structural element of the college’s methodological service system and a subject of internal management in the college. This School is a form of training a young specialist in the period of entering the position and his professional development. The purpose of the school is to quickly adapt young instructors to the conditions of work in the college, their professional development and further development.

The effectiveness of methodical work depends on its organizational system, continuity, purposefulness, consistency, organic connection with the educational process in the educational space of the college.

Criteria for evaluating the results of methodical work in the college consist of the following:

- increasing the satisfaction of instructors with their activities;
- positive psychological and pedagogical climate in the college;
- high interest of instructors in creativity and innovation;
- mastering modern methods of teaching and education;
- positive dynamics of the quality of education and upbringing of students;

- high level of professional activity of instructors;
- timely dissemination of advanced pedagogical experience;
- qualitatively organized system of advanced training;
- timeliness of advanced training.

The generalizing algorithm of the organization of methodical activity includes:

- preparation of educational and methodical documentation;
- activity of Pedagogical Council and Methodical Associations;
- staffing problem groups with instructors, who ensure the development of advanced pedagogical experience in the problem and its promotion among all instructors;
- organization of self-education, conducting theoretical, practical and methodical seminars;
- work of college instructors on the methodological theme of the college;
- demonstration of work experience through open events, exhibitions of works by instructors and students;
- personal example of the college administration;
- collection and processing of the received information (by means of various diagnostic techniques);
- prompt practical assistance to the College Administration and Methodological Associations of Instructors working on the chosen topic;
- summarizing each stage of work and setting new short and long-term prospects;
- adjustment of the educational process in the course of various methodical classes in the system of methodical work;
- encouraging creative workers, creating an atmosphere of friendliness, cooperation and mutual assistance.

Thus, methodical work occupies a special place in the system of functioning of the college of art orientation, as, above all, contributes to the activation of instructors, the development of their professional activities and, accordingly, improve and develop professional communication skills. And all forms of methodical work are aimed at raising and improving the skills and abilities of instructors and the development of their creative potential.

5. Conclusions

The organization of methodical work in the college covers a number of important functions: study, analysis of the status of work, taking into account the new social order, choice of goals and specific tasks, planning content, forms and methods, ways and means to achieve goals, incentives, providing specific assistance to instructors based on the results of diagnosis, verification of performance, analysis and evaluation of results.

The question of the organization of methodical work in the college of art orientation is currently relevant and in demand because there are new requirements for the organization of the educational process and further radical changes in the education system.

The methodical work includes almost all types of activities of the college staff, its structures, each instructor, which are aimed at improving the quality of training of students, improving the educational process and its control, training of employees.

The system of methodical work formed in college is characterized by flexibility, has multilevel character and covers all components of educational and upbringing processes. It contributes to the rapid formation and growth of pedagogical professionalism, excellence and methodological competence of instructors. It should also be emphasized that the college has

developed a system of methodological work in which there are resources for innovation and application of educational innovations.

Thus, given the above, it can be stated that instructors in the process of functioning of methodical work in modern communication systems these days. Instructors need to use different channels of transmission and reception of information within their professional activities, and this should be facilitated by the organization of methodical work in the educational environment of the college of art orientation. In the perspective of further scientific research we consider it necessary to investigate the development of skills of professional communication of instructors of colleges of art orientation in the conditions of methodical work.

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