

**TRAINING OF THE FUTURE SPECIALISTS OF PRE-SCHOOL EDUCATION:
LEARNING THE EXPERIENCE OF THE REPUBLIC OF POLAND**

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STUDYING THE EXPERIENCE OF THE REPUBLIC OF POLAND**

The authors of the article showed the peculiarities of training of specialists of pre-school education in the Republic of Poland. It is revealed that today one of the leading trends in the development of education in Ukraine is the tendency towards European integration. The important task of integration is also the promotion of the spiritual rapprochement of European peoples, the overcoming of existing in our time, mutual insults, distrust and hostility. The article emphasizes that at the beginning of the XXI century in most European countries, as well as in the Republic of Poland and Ukraine, began the reformation of education systems, in particular higher education.

The article states that today according to the requirements of the Bologna Process in the Republic of Poland, the training of the future specialists in pre-school education is carried out in two legal-administrative systems – state and private; in two environments: academic (universities, higher professional schools, higher pedagogical schools) and educational (the teacher's colleges with the status of higher schools); in three forms: full-time, part-time, evening; at 2 levels of higher education, the licentiate training (3 years), complemented by a master's degree (2 years), or the only master's degree programs (5 years), as well as postgraduate training.

It is mentioned that in higher education establishments of Poland training of the future specialists of pre-school education is carried out in the specialty "Pre-school education and pedagogy of primary education". The qualification "Teacher of Pre-School Children" (they are also called in the country as teachers) is integrated with the preparation of the primary school teacher. We believe that it has significant positive aspects: it significantly saves the cost of financial resources (there is no need to spend extra funds for the second higher education), and also the future pre-schoolers have a wide choice of career opportunities; it has a positive impact on the continuity and succession of the education system between pre-school and primary education. Therefore, in our opinion, it is expedient to introduce such training experience at the pedagogical faculties of institutions of higher education in Ukraine.

Keywords: pedagogical education; training; specialists of pre-school education; Republic of Poland.

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**ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ ДОШКІЛЬНОЇ ОСВІТИ: ВИВЧАЄМО
ДОСВІД РЕСПУБЛІКИ ПОЛЬЩА**

Автори статті висвітили особливості підготовки фахівців дошкільної освіти у Республіці Польща. У статті акцентовано, що на початку XXI ст. у більшості країн Європи, а також у Республіці Польща та Україні, почалося реформування систем освіти, зокрема вищої освіти.

Вказано, що сьогодні відповідно до вимог Болонського процесу в Республіці Польща у підготовці майбутніх фахівців дошкільної освіти здійснюється в двох юридично-адміністративних системах; у двох середовищах: академічному і освітньому; у трьох формах; на 2 рівнях вищої освіти.

Ключові слова: педагогічна освіта; підготовка; фахівці дошкільної освіти; Республіка Польща.

Formulation of the problem. Today, one of the leading trends in the development of education in Ukraine is the tendency towards European integration. The leaders of the European Union believe that the development of a single educational strategy is a prerequisite for the economic unification of Europe and social stabilization

of the EU countries. It is about creating a specific, clearer mechanism of integration policy in the mentioned area and, first of all, about the unification and standardization of the national education systems. An important task of integration is also the promotion of the spiritual rapprochement of the European peoples, the overcoming of existing in our time, mutual

insults, distrust and hostility. At the beginning of the XXI century in most European countries, as well as in the Republic of Poland and Ukraine, began the reform of education systems, in particular higher education. These reforms, despite the fact that each country has its own education system, political structure, economy, industry, culture, the state of science development, etc., have common approaches concerning the modernization of the structure of education, the improvement of its content, the methods of educational and upbringing work, the dissemination of scientific research in this area, increasing financing for its further development [2].

Analysis of research and publications. In the last decade, the Ukrainian scholars have actively pursued the research on the development of pedagogical education in the Republic of Poland (K. Bynitska, E. Vilchkovskiy, T. Krystopchuk, V. Pasichnyk, I. Kuzma, O. Yankovych and others). At the same time, the problem of training of the future specialists in pre-school education in the Republic of Poland has not yet become the subject of comparative-pedagogical researches.

Goal of the article is to analyze the system of training of the future specialists of pre-school establishments of the Republic of Poland.

Today in Ukraine there is a problem regarding the queue for the placement of children in a kindergarten and the lack of qualified specialists in pre-school establishments. So, according to the State Statistics Service, as of January 1, 2016, the coverage of pre-school children (3 – 5 years) by pre-school educational institutions in Ukraine was 74%. The percentage of coverage of children of 5 years of age by pre-school educational institutions was 70.6. On average, in Ukraine there are 117 children for 100 places in kindergartens. At the same time, according to the operational data of regional education authorities, by the end of 2015 more than 90 thousand children were in the queue for placement in a kindergarten (Informational and analytical materials on the issues of preparation for 2016 – 2017 academic year). Currently, the state educational policy is aimed at expanding the possibilities for the creation and operation of pre-school educational institutions of various forms of ownership, creation of additional places in the already functioning pre-school educational institutions, commissioning of new buildings, restoration of activity of institutions used for other purposes, etc. [3, 2].

Considering the need for domestic pre-school education in highly skilled professionals, we will consider the experience of training educators in the Republic of Poland, which has significant achievements on this issue.

Today, in accordance with the requirements of the Bologna Process in the Republic of Poland, two degrees of higher education are used in the training of the future pre-school educators: the first – three-year professional training (licentiate) and the second – based on the level of two-year master's degree training courses [9, 51 – 59].

It should be noted that in accordance with the provisions of the Decree of the Ministry of Education and Sport of the Republic of Poland of September 7, 2004, it is established that upon graduation from the 1st degree of a licentiate, a graduate of the pedagogical faculty of a higher education institution can only work as an educator of pre-school children or a teacher of primary school (I – III classes) [11].

In our opinion, the characteristic feature of the Polish system of teacher training is the fact that it is only partially conducted and controlled by the pedagogical faculties at universities. The pedagogical faculties conduct training for pre-school educators, primary and special education teachers, who will work with children with special educational needs. The professional training of teachers who will work in secondary and high school is conducted in other departments, depending on the discipline that will be taught by the future teachers [1, 66].

It should be noted that in the institutions of higher education in Poland the specialty of the educator of pre-school children (in the country they are also called teachers) is integrated with the preparation of a teacher of primary school. This practice is used in many countries of Europe, because such an approach, in our opinion, has significant positive aspects: it significantly saves the cost of financial resources (there is no need to spend additional money for obtaining secondary higher education), also, the future specialists of pre-school education have bigger career opportunities; it has a positive impact on the continuity and succession of the education system between pre-school and primary education. Therefore, in our opinion, it is expedient to introduce such training experience at the pedagogical faculties of institutions of higher education in Ukraine.

The training of the future pre-school education specialists in the Republic of Poland takes place in three directions: 1) scientific – in the context of the content of training; 2) pedagogical-methodical – in the context of forms, methods and means of work; 3) methodological – refers to the pioneering and research functions, which should make complementary integrity [4; 5; 6].

Training of pre-school education specialists in the Republic of Poland is carried out in two legal-administrative systems – state and private; in two environments: academic (universities, higher

**TRAINING OF THE FUTURE SPECIALISTS OF PRE-SCHOOL EDUCATION:
LEARNING THE EXPERIENCE OF THE REPUBLIC OF POLAND**

professional schools, higher pedagogical schools) and educational (teacher's collegiums with the status of higher schools); in three forms: full-time, part-time, evening; at 2 levels of higher education, the licentiate training (3 years), complemented by the master's degree (2 years), or the only master's degree programs of training (5 years), as well as postgraduate training.

The study has academic character, implemented within one subject of specialization and complemented by pedagogical training (270 hours) in psychology, pedagogy and didactics, as well as 150 hours of pedagogical practice. In some higher education institutions, according to the European requirements, two-subject training is introduced. Thus, the main standard of teacher training in Poland became the level of five-year study in higher education institutions [8].

The training of pre-school education specialists is carried out on the day-time and part-time forms of training. Student and Licentiate degree specialty "Preschool Education and Primary Education" in a higher educational establishment should obtain basic theoretical knowledge of general psychology and pedagogy in order to perform professional functions in the process of education, upbringing, development, support of harmonious development of the child, individualization of the learning process, satisfying the special educational needs of children, organizing social life in the age group, class, school and environment, collaborating with other teachers, parents and the public; subject didactics to effectively carry out educational activity and to develop children's interest in cognitive activity and support of the intellectual development of children through skillful selection of active methods, teaching methods and teaching aids, as well as the ability to teach and assess educational achievements and knowledge of children and own pedagogical activity; to use information technology in education [1, 62 – 63].

At the second master's level, the purpose of training is to expand the pedagogical knowledge acquired earlier and training of pedagogical staff to study at the III level of education (doctoral studies), as well as to obtain theoretical knowledge and skills for further self-education. This applies, in particular, to teaching methodology of pedagogical research, writing master's thesis and teaching own lectures. Master students study current problems of sociology and psychology, cultural anthropology, modern philosophical and ethical concepts and logic. Learning at the second master's degree lasts for two years, i.e. 4 semesters. To receive the second degree "Master" it is necessary to obtain the first degree licentiate [1, 63]. During obtaining the second

master's degree in the sphere of pre-school education and primary education, graduates expand and deepen their pedagogical knowledge and professional competencies. To obtain the II master's degree in this specialty, it is compulsory to continue studying at least one of the specializations (primary education or pre-school education) obtained at the first licentiate degree [10]. However, students of the pedagogical faculties of the second master's degree of all specialties without pedagogical training will have the opportunity to receive this training in accordance with clause 1 of clause 3 of the Decree of the Minister of Education dated March 12, 2009 (On the detailed qualifications required for teachers with changes and additions) within the framework of the additional, partly paid module in pedagogical training [11]. Also, the training of the future primary school teachers is carried out at the level of postgraduate pedagogical education.

We will analyze the curriculum of postgraduate education in the specialty "Pre-school Education and Primary Education". The training of the future specialists consists of 2 blocks: the block of basic educational subjects and the block of special subjects. The basic educational subjects in the university are the general pedagogy, psychology of human development, theory of education and theory of upbringing. The block of special subjects includes the following disciplines: voice statement; elements of family law and care; information technology; pre-school pedagogy; pedagogy of primary education; method of pre-school education; writing a diploma project; environmental education with teaching methods; musical education with teaching method; Polish studies education with teaching methods; artistic-technical education with teaching methods; health-saving educational technologies with teaching methods; pedagogy of fun; methods of integrated training; artistic education; pedagogical diagnostics; basics of pedagogical therapy; methods of therapeutic work; interpersonal communication. The duration of training includes 3 semesters, 410 academic hours + 150 hours of pedagogical practice [12].

Conclusions. So, having studied the experience of training future specialists in pre-school education in the Republic of Poland, we can come to the conclusion that today in the country the most important task of training the teacher is the formation of a highly qualified specialist. The graduate on specialty "Educator of Children of Pre-School Age and Primary School Teacher" should be prepared for the comprehensive implementation of the teaching, educational and organizational tasks and the introduction of integrated training. Additional qualifications include the training on the chosen by

**TRAINING OF THE FUTURE SPECIALISTS OF PRE-SCHOOL EDUCATION:
LEARNING THE EXPERIENCE OF THE REPUBLIC OF POLAND**

the student specialty to the competent transfer of the obtained knowledge, self-improvement and updating, as well as the integration of this knowledge with other school subjects.

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