

COMPONENTS, CRITERIA AND QUALITATIVE INDICES OF FUTURE EDUCATORS TO FORMING IN CHILDREN OF 5-7 YEARS THE EXTRAORDINARY ATTITUDE TO PEERS

The article considers the various approaches in the study of readiness for pedagogical activity in the establishment of preschool education in general and the social and moral education of children before school age in particular. Based on the analysis of scientific research in the structure of the readiness of future educators of pre-school institutions to form in children of 5-7 years of benevolent attitude to their peers, its components are identified and substantiated: personal-motivational, cognitive, activity-oriented, reflective-evaluative. Each component is characterized by a certain criterion and includes a group of qualitative indicators. All the components, criteria and indicators of the readiness of future educators are interrelated, interdependent and necessary for the formation in the children of older preschool age of a benevolent attitude towards their peers.

Key words: benevolent attitude towards peers, preparation of future specialists of preschool education, readiness, components, criteria, readiness indicators.

КОМПОНЕНТИ, КРИТЕРІЇ ТА ПОКАЗНИКИ ГОТОВНОСТІ МАЙБУТНІХ ВИХОВАТЕЛІВ ДО ФОРМУВАННЯ У ДІТЕЙ 5-7 РОКІВ ДОБРОЗИЧЛИВОГО СТАВЛЕННЯ ДО ОДНОЛІТКІВ

У статті розглянуті різнобічні підходи у дослідженні готовності до педагогічної діяльності в закладі дошкільної освіти загалом та соціально-морального виховання дітей передшкільного віку зокрема. На основі аналізу наукових досліджень у структурі готовності майбутніх вихователів закладів дошкільної освіти до формування у дітей 5-7 років доброзичливого ставлення до однолітків виділені та обґрунтовані її компоненти: особистісно-мотиваційний, когнітивний, діяльнісний, рефлексивно-оцінний. Кожен компонент характеризується певним критерієм та включає групу якісних показників. Усі компоненти, критерії та показники готовності майбутніх вихователів взаємопов'язані, взаємообумовлені і необхідні для формування у дітей старшого дошкільного віку доброзичливого ставлення до однолітків.

Ключові слова: доброзичливе ставлення до однолітків, підготовка майбутніх фахівців дошкільної освіти, готовність, компоненти, критерії, показники готовності.

Changes in the education system begin with the implementation of the concept „New Ukrainian School“, which is based on a preschool link. Experts have proved that the upbringing and development of a growing personality in the period of pre-school childhood, is the foundation of its further education and formation as a person. The quality of this foundation is largely due to the quality of professional activity of teachers working with preschoolers, their professional competence and psychological readiness for working with pre-school children. In view of this, in Ukraine there is a need to find new resources for improving the quality of training of specialists, including future educators of pre-school establishments, and their professional competence.

The question of readiness for professional activity of a specialist is an important psychological and pedagogical problem, which requires a detailed theoretical analysis and practical research. This is due to the fact that the activities of preschool institutions are a special type of professional activity, the content of which requires the need for deep pedagogical investigation, good organizational skills, the ability to perform an educational process in creative way taking into account the psychology of the children's team, social and family conditions in which a growing person is brought up.

The educator is the main organizer of the educational process in the institution of preschool education, it depends on him not only the education and training of children, but also the development of their moral convictions, the acquisition of life social experience, skills of interpersonal interaction. According to some experts, the skills developing of positive relationships among preschoolers, possibly depends upon the appropriate targeting of adults, awareness of their responsibility in this area of educational work. In view of the above, the effectiveness of forming children in a friendly attitude towards peers in a certain way depends on the readiness of the future teacher of the institution of preschool education to exercise pedagogical influence on the growing personality, his humane attitudes, personal beliefs, creative abilities, professional flexibility.

The problem of vocational training has always been the focus of pedagogical attention. In studies I. Bekh, who emphasized the morals of the educator as an important factor in the educational process. The specialist noted that „the teacher as a person is in the centre of the educational process, which in its psychological essence is appropriate organization of the relationship between adults and the child. From the first contact with the child, the teacher must mentally predict her personal reaction to all situations that make up the space of his educational activities“ [1, p. 145-146].

In recent years, special attention has been focused on various aspects of the problem of the formation of the teacher's professional competence, which became the subject of research by T. Dobudko, I. Zyazyun, O. Zapesotsky, N. Lobanova, A. Markova, L. Mitina, V. Oliynyk, S. Sysoev, N. Talyzina, E. Shyyanov and others.

The analysis of researches (K. Angelovsky, V. Bepalko, A. Boyko, N. Damsha, I. Zyazyun, N. Kichuk, R. Prima, A. Stolyar, R. Sculsky, M. Shkil) testifies to the active interest of scientists in the problem of professional training of future teachers in general and specialists in preschool education (G. Belenka, O. Bohinich, T. Knysh, N. Kolosova, N. Levinets, M. Mashovets, V. Nesterenko, L. Plethenitska, T. Ponimanska, etc.) in particular.

The study of psychological and pedagogical training of educators in the system of continuous education and introduction into practice of preschool institutions of personally oriented technologies of education are worthy of note: L. Artemova, I. Bekh, A. Bogush, N. Havrysh, V. Lozova, L. Lokhvytskaya and others.

An analysis of recent research in modern pedagogical theory and practice has revealed a number of contradictions between the need of modern society in specialists who are able to form in a 5-7 year old children benevolent attitude towards peers and the current state of professional training of future educators in higher education institutions; the interest of scientists in the problem of training specialists in preschool education and inadequate development of teaching and methodological support for the formation of benevolent attitude towards peers in children of the senior preschool age; the program of the entry of Ukrainian higher education into the European educational

space and the real ability of young professionals to ensure the implementation of the acquired competencies.

The urgency of the problem under study requires consideration of the components, criteria and indicators of readiness of future educators for the formation of 5-7 years old children of a friendly attitude to their peers.

The aim of the article is to characterize the components, criteria and indicators of readiness of future educators for the education of a benevolent attitude towards peers in children 5-7 years old.

Depending on the effectiveness of the educational process in the institution of preschool education, the specialists (L. Artemova, G. Bieliienka, N. Havrysh, L. Lokhvytska, T. Ponimanska and others) emphasize the quality of preparation of a new generation of pedagogical staff of the preschool education department, emphasizing that the educator – a significant adult, a person, on which depends not only the education and training of children, but also to a certain extent the development of their personal values, moral beliefs, the acquisition of social life experience, skills interpersonal relationships [3; 11].

In the scientific works of I. Bekh, I. Kolesnikova, E. Shiyanova it is noted that in the educational process of the institution of preschool education the personal and professional qualities of the teacher are interdependent. A teacher with a positive “I-concept” not only represents an example of optimistic perception of children to children, but also is able to take mature professional decisions, to find adequate alternatives to behaviour, to show genuine attention and care for a growing personality [1; 11].

The foregoing gives grounds for recognizing that the formation of a friendly attitude towards peers for children requires actualization of the teacher's personal position and the training of a specialist based on the formation of humane ideological positions, beliefs, creative abilities, and professional flexibility.

The results of the analysis of the literature allow to state that scientists in different ways determine the structural components of the readiness of future educators for educational activities in the direction of socio-moral education.

Investigating the preparation of students for the humanistic upbringing of children of the senior preschool age in the structure of readiness T. Ponimanska identified the following components and indicators:

- motivational (the desire to become a human-educator, a high level of professional-pedagogical motivation; the priority of humanistic values as the main goals, content and methods of pedagogical activity);

- cognitive (mastering theoretical and methodological knowledge in pedagogy, psychology, understanding of the essence of the humanization of the educational process, methodical competence);

- activity (the formation of professional skills and abilities of humanistic interaction with children, the ability to organize relationships);

- reflexive (awareness of oneself as a participant of humane acts and organizer of a humanistic educational environment; experience of significance of humane educational activity as a process of subject-subject interaction; analysis of contradictions arising in the process of humanistic education, and ways of overcoming them; ability to assess their own the role in the humanization of the pedagogical process, the desire for self-improvement) [11].

G. Bielienska substantiated the criteria of professional competence of future educators, conditionally dividing these criteria into two groups: external and internal.

External can be perceived by all others, as they are manifested as a result of the work of a specialist, can be fixed and evaluated. They manifest themselves at the level of behaviour and activity. Each of the criteria is determined by indicators and manifestations. These include: the quality of mastering the system of general-cultural and professional knowledge; mastering systems of generalized and more specialized professional actions (methods, methods of activity), ways of their transfer and finding – professional skills and abilities; performance and stability of the result achieved.

The G. Bielienska's criteria attributed to the group of internal ones is more hidden. They manifest themselves at the level of relationships and psychological states, not always can be clearly identified and appreciated by others and indicate self-actualization of the individual. We will talk about the following criteria: orientation; mastering ways of controlling their mental processes (emotions, will, etc.) and their leading activities (in terms of studying at universities); self-esteem

According to the expert, the presence and optimal development of all or five components will indicate a high level of professional competence, four – good, three – mediocre, and below three – low [3, p. 125].

Significant for our scientific search is A. Kurchatova's study, which defines the criteria and indicators for assessing the levels of preparedness of future educators for the upbringing of a respectful attitude toward the father in children of the senior preschool age:

- professional-motivational (awareness of future educators of the need to raise a respectful attitude toward the father in the children of the senior preschool age, the presence of positive motivation for the upbringing of a respectful attitude toward the father in children of the senior preschool age);

- cognitive (awareness of state normative documents on family upbringing of children; awareness of future educators about the forms and methods of work with parents in preschool educational institutions; awareness of folk Ukrainian traditions in relation to his father);

- creative activity (ability to involve parents in educational work with children in a preschool educational institution; ability to develop educational activities in a preschool educational institution in order to attract parents to work together to raise respectful attitude towards parents in children of the senior preschool age);

- evaluative-reflexive (the presence of an adequate self-esteem of his preparedness to work with parents of children to raise a respectful attitude toward his father; the availability of an adequate mutual evaluation of the preparedness of future educators to work with parents in the education of a respectful attitude toward his father) [5, p. 51].

The training of future educators to work with parents on moral education of children of the senior preschool age, according to A. Zaliznyak's research, covers the following components:

- motivationally valuable, which has the following components: motives, interests, needs, motives, goals, arrangements, which involves the formation of students' motivation-value attitude and interest in working with parents of moral education of children of the senior preschool age, pedagogical enthusiasm in the choice of profession, the conviction in its necessity, the need to engage in it, improve it, learn, and also promotes satisfaction with the educational professional activities, the desire to transfer their knowledge and skills to parents of senior preschool children;

- meaningful Gnostic, which involves the conscious assimilation of forms, methods of working with parents, a certain set of professional knowledge, includes awareness of scientific and methodological literature on moral education of children of the senior preschool age and the interaction of preschool institutions and families, develops intellectual, communicative, organizational skills, forms the ability to self-development, self-examination, responsibility;

- procedural-performing, components of which are skills (gnostic, design, constructive, organizational, communicative) and skills, which involves developing them in the process of practical work of the future educator with parents of moral education of children of the senior preschool age [4, p.9].

Noteworthy are the V. Yailenko's conclusions about the readiness of future educators of pre-school establishments to work on the moral education of children determines the combination of components:

- communicative-speech – related to the definition of the formation of a future specialist skills: to establish a positive relationship with children, to deepen understanding, and then be able to explain to children the essence of the basic universal values and moral and ethical categories; to build dialogues and polishes with children; on the basis of work with literary works to form moral and ethical beliefs; to analyze the behaviour and behaviour of children; use communicative means of influencing moral consciousness and behaviour of children; have moral and ethical vocabulary; to implement an individual approach and to show goodwill in communication;

- cognitive-axiological – provides general professional and special knowledge that is necessary for the effective realization of the tasks of moral education of children of preschool age: knowledge of the basic regularities and features of moral development and moral education of children; modern approaches in determining the content and basic forms, methods and means of forming moral and ethical concepts in children of preschool age, etc.;

- Organizational-methodical – contains a system of skills and skills necessary for the teacher to implement the moral education of children, namely: the selection of appropriate methods, tools and forms of work and their effective use, the development of the content of moral and ethical pursuits, etc. ;

- socio-psychological – forms the basis for the implementation of other structural components. This component determines the professional-psychological the orientation of the personality, the nature of the attitude of the future educator to the work of moral education of children of preschool age, personal moral values and beliefs. Socio-psychological component involves students' awareness of the significance of the formation of the morally-conceptual logo sphere of future educators, the need to implement tasks regarding the moral education of preschoolers [14, p.119-120].

To determine the components of readiness of future teachers of pre-school establishments to form children 5-7 years of benevolent attitude to peers, we used the S. Rubinstein's doctrine, which is distinguished in the structure of the personality orientation – realized in the needs, interests, ideals, beliefs, dominant motives of behaviour, behaviour and outlook; knowledge, skills, skills acquired in the process of life and cognitive activity; individually – typological properties of the personality, which are realized in the temperament, character, abilities [13].

Significant for our scientific search is the K. Platonov's doctrine, which identified four main substructures in the structure of the person:

1) the substructure of orientation, which combines the orientation, attitude and moral qualities of the individual;

2) the substructure of experience, which includes the knowledge, skills, skills and habits acquired in the individual experience through learning, but with a noticeable influence of biologically predetermined properties of the individual, it is also called an individual culture, preparation;

3) substructure of forms of reflection, which covers the individual features of individual mental processes or mental functions as forms of reflection. The influence of biologically determined features in this substructure is even more pronounced. It is formed by way of practice;

4) biologically predetermined substructure: temperament, sexual and age characteristics, pathological changes. These elements depend on the physiological and morphological features of the brain [10, p. 144].

On the basis of the analysis of scientific researches (G. Bielienska, A. Zaliznyak, A. Kurchatova, T. Ponimanska, V. Yailenko) in the structure of readiness of future teachers of pre-school institutions for the formation of children 5-7 years the friendly attitude to peers, we have identified the following components: personality-motivational, cognitive, activity and reflexive-estimation. Structural components are organically interconnected, mutually interacting and mutually interacting. Let's particularize their content in more detail.

The personal and motivational component of the readiness of future educators of pre-school education institutions to form a friendly attitude to peers in children 5-7 years, we identified the first and system-forming, which is connected with the need to take into account the personal attitude and motives of students, which encourage them to master the basics of future professional activities, consciously relate to educational work with children, to exercise cognitive activity.

Motivation is the driving force behind professional activity and in scientific thought it is characterized by complexity and multidimensionality. Thus, O. Leontiev identified two types of motivation: the primary, which manifests itself in the form of needs, instincts, and secondary, which is manifested in the form of motives. The specialist noted that the motive as a form of motivation arises only at the level of the individual and provides the necessary activity to achieve the goals [6].

A. Markov identified four groups of motives that ensure the effectiveness of pedagogical activities: 1) the motives of understanding the purpose of the profession; 2) motives of professional activity, oriented both on the process and on the result of professional activity; 3) the motives of professional communication (the prestige of the profession in society, social cooperation, interpersonal communication); 4) the motives of identifying the personality in pedagogical activity (motives for development and self-realization, motives for the development of individuality) [7, p. 74].

The statement by R. Prima that considers motivation as a multidimensional subsystem of the individual that influences a person as a whole, rather than on particular aspects of his behaviour, and is based on motives – concrete aspirations, motives, and reasons for the actions of the individual is significant [12, p. 116].

According to O. Pekhota, motives may be ideals, professional interests, convictions, social settings and professional values of the teacher, in particular the system of its terminal and instrumental values. The scientist envisages the definition of goals to be achieved (goal values), and the specific qualities of an individual that need to be used to achieve them (values-means).

The values of professional activity of educators are related to their value orientations. It is worth noting that value orientations (according to V. Slastonin) – this is a selective, relatively stable system of interests and needs of the individual, aimed at a certain aspect of social values. They are a special type of ideological orientation, a kind of social orientation of man, representations about ideal, morality and beauty. Determinants of values are the conditions of a person's life and its psychological peculiarities: individual-typological features, predispositions, abilities. These values have a significant impact on the style of thinking and activity of the teacher, the flow of emotional and motivational processes, as well as the formation of his interests [9, p. 44].

Thus, the training of future educators of pre-school establishments to form a friendly attitude to peers in 5-7 years children involves the focus of the educational process of higher education on the formation of students relevant personal values orientations that determine the effectiveness of actions aimed at raising the basic qualities of a growing person, in particular benevolence as well as appropriate professional motivation.

The criterion for the personality-motivational component, we determined the personal orientation for the formation of a friendly attitude to peers in 5-7 years children, and its indicators: the level of vocational and pedagogical motivation, the desire to become a benevolent teacher; emotional attitude towards the child as a subject of benevolent interaction; the priority of humanistic values as the main goals, content and methods of pedagogical activity; availability of value orientations that promote the education of a friendly attitude among preschoolers; orientation on empathic-personal interaction with pupils

The cognitive component combines general professional and special knowledge about the purpose, forms and methods that are necessary for the formation of 5-7 years old children of friendly attitude to their peers.

Knowledge constitutes the basic element of any type of education. As T. Ponimanska noted, for the successful implementation of pedagogical activity the educator must acquire knowledge of preschool pedagogy, child psychology, individual psychological characteristics, age physiology, preschool paediatrics and hygiene, rules of protection of life and strengthening of children's health. At the same time, it is necessary to master the information that at the general theoretical level reveals the purpose, tasks, principles, content of upbringing and education of children, as well as optimal conditions, forms, methods and means of implementing the educational process, the organization of games, intellectual and physical labour, artistic creativity, arrangement of children's living space. The specialist emphasized that this knowledge is necessary for the teacher not as the theoretical luggage, but as the basis for the practical skills required in his activity.

Significant is the statement of O. Krugliak that one of the tasks of professional training is to teach the future teacher to integrate the knowledge gained during the study of adjacent courses, to find ways of realization between the substantive connections in the future pedagogical activity.

According to the findings of specialists (G. Shchukina, K. Izard), integration of knowledge from basic psychological and pedagogical, special disciplines and related courses is a prerequisite for the professional and cognitive interest of future educators in their activities.

G. Bielienska claims to modern day caregivers of preschool children as follows: due to the wide scope of empirical awareness of contemporary preschoolers in all spheres of

life, the educator should act as a carrier of encyclopaedic information for them, as an accomplice in its processing, transformation and internalization of children, to be a partner in communication and behaviour pattern [3, p. 51].

The training of future educators for the formation of a friendly attitude towards peers in children 5-7 years consists in the legal acquisition of students by theoretical knowledge and their application in practice.

We determined the criterion of the cognitive component knowledge about the content of the benevolent attitude towards peers in children 5-7 years, and its indicators: possession of the conceptual and terminological content of the category „benevolent attitude“ (completeness, clarity); the ability to correctly identify and differentiate the benevolent attitude, the ways of its manifestation; knowledge of the main characteristics of the benevolent attitude towards peers in children 5-7 years old; the notion of benevolence as an integrative quality of the individual; theoretical and methodological knowledge in pedagogy, psychology, methods of preschool education.

The operational component is considered expedient to disclose from the standpoint of a competent approach in vocational education. A number of specialists (G. Bieliienka, N. Bogdanets-Biloskalenko, O. Boginich, Y. Volynets, O. Kovalenko, M. Mashovets, N. Melnyk, O. Polovina) emphasize the transition from a knowledge paradigm geared towards the transfer of a certain amount knowledge to competency-activity, which is aimed at forming the need for constant replenishment and updating of knowledge, development and improvement of skills and abilities of professional activity [2, p. 23].

Relevance of the problem of competence-oriented education is determined by the time and requirements of society; It is developed by well-known international organizations, in particular UNESCO, UNICEF, UNDP, the Council of Europe, the Organization for European Co-operation and Development, the International Department of Standards. In the modern system of education there are significant changes that are related to the search for updating its contents, the restructuring of interaction in the system „pedagogue-child“, the emergence of various types and types of institutions of pre-school education, etc.

Undoubtedly, innovative educational directions in the system of pre-school education impose significant requirements on the competence of the educator, and hence to the content and technologies of its preparation. G. Bieliienka defined the professional competence of the teacher of the institution of preschool education as an ability to solve the tasks of professional activity on the basis of professional knowledge and skills, which are integrated with the development of personal professional qualities, among which the leading is love for children, which is combined with demanding, empathy and communicative. Its structural components are motives, systemic knowledge, professional skills and professionally relevant personal qualities. Such qualities as a result of gaining professional experience are fixed and eventually rank among the components.

In the conditions of graduate training in a higher education institution, the professional competence of the graduate is determined by the basic and is considered as the ability to transform personal and educational achievements (knowledge, skills, professional qualities) into the area of professional activity [2, p. 41].

Experts (V. Slastonin, E. Shyyanov) noted that the formation of skills depends on the conditions of learning, the organization of the process of exercising, on individual characteristics, previous experience, theoretical knowledge, inclinations and abilities,

awareness of the purpose of the task, understanding its content and methods of execution. Ability is a person's willingness to successfully carry out certain activities based on knowledge and skills. Knowledge is the form of existence and systematization of the results of human cognitive activity. Skills are automated components of human conscious action that are produced in the process of its implementation. However, the sign of the formation of skills is the quality of action, and not its automation. Skill is considered as an action brought about by multiple exercises to perfection of execution [9, p. 40].

It is the system of pedagogical skills necessary for the organization of educational work on the formation of children of the senior preschool age friendly attitude to peers is included in our activity component of readiness.

The criterion of the activity component, we determined the possession of students by the method of forming children 5-7 years of friendly attitude to peers, and its indicators: the formation of professional skills and skills of benevolent interaction with children, the ability to organize benevolent relationships; possession of a method of forming a friendly attitude to peers on the basis of a person-oriented approach; the ability to design (plan) work on forming a benevolent attitude towards peers in children of the senior preschool age; the ability to find optimal solutions to the pedagogical impact on the child, stimulating the expression of a benevolent attitude towards peers.

Reflective and evaluation component consists of awareness, comprehension, evaluation and forecasting of the process and results of educational activity, definition of its directions on a qualitatively new level.

The term "reflection" translated from Latin means reflection on its internal state. In modern philosophical understanding, reflection is interpreted as the principle of human thinking, the substantive consideration of knowledge itself, the critical analysis of its content and methods of knowledge, the activity of self-knowledge, revealing the internal structure and specificity of the spiritual world of man. Psychology considers reflexion as a process of self-knowledge by the subject of his inner world, the state of mental processes.

In the context of our study, reflection as a process of self-knowledge allows teachers to realize the true essence of forming a benevolent attitude towards peers, to understand the motives of both their own actions and the motives of the behavior of the pupils, to imagine the possible consequences of personal influence and role in the educational process, and to assume their responsibility for the development of a healthy personality of pupils (N. Kuzmina, V. Slobodchikov).

According to Y. Trofimov, for educators of pre-school educational institutions, reflexive skills are an effective tool for professional activity, that's why they create a space for modeling possible scenarios for the development of pedagogical situations, contribute to timely detection of errors and their elimination based on the results of self-analysis.

According to O. Padalka's research, the reflexive component manifests itself in the ability to form the need for self-perfection and self-reflection, the ability to take practical steps in this direction; in the presentation of oneself and the assessment of this idea; in the ability to control their own activities; in professional orientation; in awareness of the correctness of the activity and its operational composition; in self-education; in self-knowledge of the subject of his own mental states and acts; in self-appraisal of professional activity [8, p. 108].

A number of researchers highlight the concept of professional reflection, considering it as one of the mechanisms of teacher self-regulation, as the ability to engage in self-analysis, that is, the ability to critically rethink its own experience (G. Polyakova); as an important psychological mechanism of correction of professional behaviour in pedagogical communication (L. Gaponenko); as an analysis by a teacher of his own mental state, aimed at his professional self-improvement, which is the key to the development of personality (R. Tour). Thus, pedagogical reflection is the awareness of the teacher himself as a subject of activity: his peculiarities, abilities, how his children, parents, colleagues, administration perceive it. At the same time, it is an awareness of the goals and structure of its activities, the means of its optimization.

The reflexive component reflects the skills and abilities of the analysis of the pedagogical process, its correction, forecasting development; the ability to predict possible needs and problems. The function of the reflexive component is the development of self-control skills and self-esteem, the ability to objectively correlate the level of development of personal qualities with socio-pedagogical norms.

Consequently, the criterion of the reflexive and evaluative component, we determined the ability to self-evaluation and self-analysis, and indicators: arbitrariness and depth of awareness of their own image „I“ as a teacher with a certain level of benevolence; ability to carry out self-monitoring and self-analysis of their own role in the formation of 5-7 year old children friendly attitude to their peers; the formation of the need for professional self-improvement, the desire to increase its level of benevolence; the ability to analyze the behaviour and behaviour of children, to predict such actions to correct the detected deviations; awareness of students about the importance of forming a friendly attitude towards peers in children 5-7 years old.

All criteria for the readiness of future educators of pre-school establishments to form children of 5-7 years the benevolent attitude towards peers are closely interconnected, interdependent, necessary for the formation of personal relationships. At the same time, vocational training leads to the acquisition of new professional knowledge and skills, to self-development and self-improvement.

The selected criteria do not exhaust the whole variety of qualitative characteristics of the readiness of students to form a benevolent attitude towards the peers of children of the senior preschool age, but in the context of our study they are the most significant.

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