

УДК 378.147.4:373.211.24

PROFESSIONAL SELF-FULFILLMENT FORMATION TECHNOLOGY FOR FUTURE SPECIALISTS OF PRE-SCHOOL EDUCATIONAL INSTITUTIONS IN THE COURSE OF PEDAGOGICAL PRACTICE

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Abstract

The educational technology of forming the professional self-realization for future specialists of preschool educational establishments in the teaching practice is theoretically ground in the article. The aims of the formation of professional self-realization of preschool education future specialists in the teaching practice process are identified. The basic principles of the organization (predictability, step-by-step activity, staging, regulation, feedback, performance, cultural analogy, self-work). The complex of problems is highlighted as the formation of positive motivation for the implementation of educational activities and self-improvement; the disclosure of the nature and content of the preschool education teacher's pedagogical activity in the pedagogical practice, the definition of mechanisms for pedagogical reflection, self-esteem, self-awareness, self-development in the process of forming the readiness for professional self-realization, the creation of conditions for students' professional self-realization in the educational and bringing-up work with children of a preschool age. The conceptual approaches of the research (systematic, activity, competence, axiological, cultural, acmeological, praxeological) are identified.

The technology defined the structural components of training of future preschool education specialists for a professional self-realization (motivational and evaluative, cognitive, reflective-regulatory, creativity) and stages (motivation, process, reflective, creative) and objectives. The expediency and content of each of the selected stages are given.

The tools of the educational technology are such methods as: pedagogical analysis, observation, interviews, discussions, learning products activities, study documentation, electronic portfolio, excursions as well as

forms, master classes, educational exhibitions, synectic session, reflexive training, aimed the formation of student's personality.

Key words: *components; educator; future educator; future specialist of preschool educational establishment; professional self-realization; steps; teaching practice; technology.*

Statement of the problem in the context of modern pedagogical science. Introduction into practical training activities of higher educational institution of technologies, which are based on subject-subject interaction between a teacher and students and aimed at the development of student's internal need in professional growing are considered to be the most efficient in organization of personally targeted growth. On current development stage of Ukrainian education they are aimed at creating operative influences system, which would make the training process sufficiently manageable and predictable while taking into account all round of individual capacities, special features, endeavors and interests of each specific student.

Analysis of recent studies and publications. On current development stage of higher pedagogical education numerous technologies were developed and implemented with a purpose of professional training of students (I. Dobroskok, V. Kan-Kalyk, I. Prokopenko, O. Savenkov, O. Semenog, S. Sysoieva, H. Shaparenko and others).

The word "technology" derives from Greek words "tehne" – mastery, art and "logos" – understanding, training, science.

S. Podmazin believes that one of the most important features of modern training technology is the capability to involve students to active participation at all training stages: motivation, setting goals, designing, organization of action plan implementation, modelling of goal-reaching and success-feeling situations [7, p. 166].

Basic pedagogical technology was studied by N. Gavrysh, V. Yevdokimov, V. Lozova, A. Nisimchuk, O. Piekhota, O. Popova, L. Rybalko, G. Selevko, V. Slastionin and other scientists. The majority of authors see it as an integral process of problem solving on a stage of analysis, planning, organization and evaluation.

The concept of "pedagogical technology" has a wide application in the modern science and has over 300 definitions depending on authors' understanding of the structure and components of the educational process. In this work we will stick to "pedagogical technology" definition by V. Monakhov, who defined it as a detailed model of joint pedagogical activity on designing, organization and conduct of educational process by ensuring comfortable conditions for pupils as well as for a teacher [5, p.13].

We will emphasize that the development of modern educational processes has proved the reasonability of using technological approach, which, in G. Selevko's opinion, opens possibilities for conceptual and designing perception of different areas and aspects of educational, pedagogical and social reality [9, p.182].

In such a way, the modern understanding of "pedagogical technology" concept by the scientists (V. Bepalko, V. Lozova, O. Popova, G. Selevko) is characterized by some of its essential features: clear setting of goals, their specification with orientation to results; preparation of training materials and organization of training process in accordance with previously determined goals; evaluation of current results, correction of training, aimed at reaching goals; final evaluation of results.

The scientists O. Gusak, L. Rybalko, E. Polat, I. Prokopenko name some other features of pedagogical technologies: development of technologies for specific pedagogical ideas; building of technological sequence of pedagogical actions, communications in accordance with targets arranged as an expected result; dialogue-based interaction between a teacher and a student, individualization and differentiation principles, optimal use of human and technical resources; possibility of pedagogical technology elements application by any teacher and guarantees of reaching expected results by all students; availability of mandatory diagnostics procedures involving criteria, indicators and tools for measurement of performance results.

Within Kharkiv professional and pedagogical center, a special place among scientific studies of personal professional self-realization problems is occupied by the study by L. Rybalko "Acmeological basis for professional and pedagogical realization of future teacher" (2008) where the theoretical prove is given to acmeological grounds for professional and pedagogical realization of future teacher, namely: acmeological provisions and ideas defining a goal, tasks, requirements, content, methods, personal self-realization forms [8].

The researcher Y. Glyshko in his study "Value formation of future teachers' self-realization in the process of professional training" (2009) has regarded the issue of creating conditions for self-realization of future teachers as an important mission of the state, and initially explained the combination of organizational and pedagogical conditions for formation of future teachers' self-realization in the process of professional training, aimed at the assurance of stable physical, intellectual and emotional contact of students with master teachers, organization of collective discussion space on professional self-realization, stimulation of creativity, critical thinking, tolerance to unpredictable character of future profession [67].

N. Kazakova in her thesis study "Organizational and methodological grounds for pedagogical practice of primary school future teachers under conditions of graded training" (2005) sees the pedagogical practice as an important

component of professional formation of future teachers, aimed on one hand at fixation and realization, under specially created conditions, of thematic, physiological, pedagogical and methodological knowledge, skills and competences, which are necessary for future professional activity in a school, on the other hand – as a means of creative development and self-development of a future teacher, formation of his/her professionally significant qualities and readiness for innovative pedagogical activity [3].

Despite the fact, that Ukraine has accumulated positive experience in the area of professional and pedagogical training of future teachers, the problem of professional self-realization formation of future specialists at pre-school educational establishments in the course of pedagogical practice was not sufficiently studied by pedagogical theory, and therefore was not duly reflected in the practical activity of higher educational establishments.

Formulation of the article' objectives. The above-mentioned approaches to problem analysis are not controversial. They are rather mutually supportive, therefore their combination can serve as theoretical and methodological basis for the development of pedagogical technology of professional self-realization formation of future specialists at pre-school educational establishments in the course of pedagogical practice.

Methods: analysis of theoretical literature. The purpose of this article is to give scientific reasoning and to develop the structure of pedagogical technology of professional self-realization formation of future specialists at pre-school educational establishments in the course of pedagogical practice.

Presentation of principal material. Pedagogical technology structure was based on the analysis of works by V. Monakhov, I. Prokopenko, L. Rybalko, G. Selevka and others, which emphasize that pedagogical technology construction must reflect the following: strategic (final) and tactical (current) goals and technology's conceptual basis; content part: purpose, content of material corresponding to a purpose; procedural part (technological process): organization of the planned process, methods and forms of educational and formative activity, methods and forms of interaction among pedagogical process subjects, diagnostics and projection methods in educational and formative process.

Based on the studies of the above-mentioned scientists, *pedagogical technology of professional self-realization formation of future specialists at pre-school educational establishments in the course of pedagogical practice* means gradual student's passing up the levels from learning, reflection, application to creative work.

The purpose of the technology provides for professional self-realization formation of future specialists at pre-school educational establishments in the course of pedagogical practice while studying at higher educational establishments.

In order to achieve the goal, the following tasks for students' professional self-realization formation were defined: formation of positive motivation for pedagogical activity and willingness for self-improvement; understanding of the essence and the content of pedagogical activity of a pre-school teacher in the course of pedagogical practice; determination of pedagogical mechanisms of reflection, self-estimation, self-analysis, self-development in the process of professional self-realization formation; creation of conditions for professional self-realization of students in the course of educational and formative educational and formative work with pre-school age children.

Resolution of one issues and problems leads to new ones, which stimulate the development of new forms of professional and pedagogical activity design. The final result of this process provides for well-formed students' professional self-realization as a complex combination of motivation, axiological, cognitive, reflexive, regulative and creative components.

The technology was based on the regulating principles for professional training of future teachers of pre-school aged children, namely: *predictability principle*, targeted at future condition of the subject of training and formation activity; *step-by-step principle*, providing for gradual transition from project idea to formation of goal image and actions image, and therefrom - to action plan and its implementation; *phasing principle*, meaning student's passing up the levels from learning, reflection, application to creative work; *norming principle*, requiring mandatory passing through all stages of professional self-realization formation in the course of pedagogical practice; *feedback principle*, reminding of the necessity of obtaining information on effectiveness of each undertaken procedure for future correction of actions; *efficiency principle*, underlying bottom-line character of professional pedagogical activity, its mandatory orientation towards professionalism reaching result; *cultural analogy principle*, pointing at correspondence of future teachers professional training results to certain cultural samples; *self-development principle*, touching upon the subject of pedagogical interaction as well as creation of new projects resulting from realization of determined goal [13, p. 99].

On the basis of the humanistic paradigm and taking into account current achievements of modern professional education theory and methodology we have defined conceptual approaches to technology of professional self-realization formation of future specialists at pre-school educational establishments providing for the optimization of this process, in particularly: systematic, action-based, competency-based, axiological, cultural, acmeological and praxeological.

While defining technology stages, first of all it was provided that it should cover all underlined structural components of professional self-realization formation of future specialists at pre-school educational establishments (motivating and

axiological, cognitive, reflexive and regulatory, creative), and secondly, the logic of future teacher's training process. Taking this into consideration the developed technology has the following stages: motivating, procedural, reflexive and creative.

The Motivation stage of pedagogical technology stipulates for future teacher's preparation for pedagogical activity and performance of professional functions and responsibilities, creation of conditions for self-realization, self-expression and personal identity of student's personality as a subject of professional activity.

Goal realization requires setting and execution of tasks of students' acknowledgement of pedagogical activity value; images "I'm a teacher", stimulation of an interest to pedagogical activity; formation of students' creative and investigative approach to professional activity; formation of professional motives and professional and pedagogical orientation; creation of axiological attitude towards formation of professional self-realization in the course of practical training.

Personal motivation factor is a driving force of any activity, including learning and cognitive activity of a future teacher in the course of his/her professional training. Professional motivation is specially characterized by its dynamism, caused by the dynamics of needs being the basis of an interest and continuously developing.

Professional motivation dynamism is revealed in the following way: on its first development stage cognitive needs are dominating. As soon as a person discovers the essence of the profession, he/she reveals a need in substantive work, i.e. professional motivation structure involves professional interest. In its turn, the combination of knowledge and practical experience becomes the basis for future teacher's professional orientation.

Taking into account the above-mentioned we can assume that as far as future specialists learn and get acquainted with their professional activity, their image on its different parts is changing, which should lead to axiological attitude towards future profession as a reflection of its adequate image (i.e. image-goal), to well-formedness of students' motivation sphere.

The values, which are driven by a future teacher in the course of his/her professional training, are related to one's world outlook and personal priorities [12, 302].

While getting acquainted with different types of learning and formation work at higher educational institutions and work organization in pre-school educational establishments, the student gets used to the rhythm of pedagogical process, to interaction with children, becomes well aware of the system of professional pedagogical ties and relations. A future teacher in the course of learning practice starts getting a real picture of all joys and difficulties of pedagogical activity. A student learns how to think and act as a pedagogue, which ensures disclosure of axiological subject-object relations with the world, gaining profes-

sional self-realization as a value and vital need, perception of the best teachers' images as guidelines in one's life and profession.

The aim of the *procedural stage* is to ensure mastering of scientific-theoretical and operative knowledge, gaining professional pedagogical skills in the course of the pedagogical practice and in the class.

With a view of the above-mentioned conceptual approaches a pedagogical practice is represented as a pedagogical system with teacher's and student's personalities in the center. In this system, the teacher's activity goal and result is the development of future teacher's personality. A student is regarded as a subject of own professional activity, directed at establishment of comprehensive personal concept: "I am a teacher", "I am a personality", "I am a professional".

The main task of this stage is to ensure two-way connection between theory and practice: the learning process goes from knowledge to professional skills and from practice to understanding theory and rules of pedagogical process. This is reached by combining module practical exercises with "immersion method" with on-going practice in parallel to learning (weekly visiting pre-school educational establishments as practice sites).

An important task of the procedural stage is a training of teachers and tutors at basic pre-school educational establishments as leading methodologists of practical training before the process of professional self-realization formation of future pre-school educationalists.

The necessity of such a task is justified by the fact, that a personality of a leading methodologist of practical training (his/her scientific and pedagogical qualification, high professional competence, moral qualities, responsibility, respectful attitude towards students, interest to their successes, understanding of their problems formation of students' professional self-realization and endeavors etc.) is an important factor of successful professional training of future specialists.

Raising professional and pedagogical level of leading methodologists of practical training at higher educational institutions in general, as well as with regards to, is a topical problem. In this context, according to the results of our pilot research, only 30 teachers (41 %) (73 persons in total) have sufficient professional and pedagogical knowledge and skills in this area. A significant part of teachers accounting for 37 persons (50 %) have never thought of the necessity of special work aimed at formation of professional self-realization of future pre-school specialists; 41 teachers (56 %) do not believe that such a training is necessary at their subject lessons. It was established that professional self-realization concept is familiar to the majority of teachers mostly on an everyday level, and gaining special knowledge on this problem is not practiced at all or occurs episodically.

Taking into account that professional self-realization of future pre-school specialists is an important matter, the issues of its formation for students should

be systematically discussed at department meetings, faculty and scientific councils, and should be included into the working plans of higher educational institutions management.

We can underline the following tasks among the main functional teacher's tasks related to formation of students' professional self-realization: development of tactical goals and tasks in work with future specialists; scientific approach to planning of all types of students' pedagogical practice; consultations and advises as to independent learning of processes, working experience; individualization of work with due account of student's special qualities (his/her preferences, interests, professional direction level, features of character etc.); coordination of teachers' pedagogical requirements, leading methodologists of practical training and pedagogical team of basic pre-school educational institutions; development of every student's professional direction by using all types of collective work.

The whole set of professional pedagogical knowledge and skills required for a teacher to enable successful formation of students' professional self-realization was determined.

Such knowledge include: knowledge of basic concepts related to specialist's professional self-realization problem; knowledge of formation technology of the mentioned professional training component and methodology of reaching this goal.

For successful training of future specialists a teacher has to possess many skills, which in our opinion should be grouped in the following way:

- Setting goals: to set goals at any stage of professional training of future specialists with due account of previous work results and perspectives for future activity;
- planning: to select the most effective forms, methods and means of work with students in the process of their learning, which are necessary for future professional activity with children of pre-school age;
- stimulation: to determine character and specific needs, action motives, level of endeavors of student groups or individual students, to use different pedagogical diagnostics methods; to support and form positive attitude to different types of professional training, to stimulate professional interest using different means of raising inner motivation (stimulation of mental activity, creation of conditions for self-realization etc.); to use external stimulation means (estimation, praise, incentives); to support and develop internal needs in self-learning, self-development and self-improvement;
- communications: to establish pedagogically reasonable interaction with students in formal and informal conditions, which would contribute to realization of established goals and tasks; to determine students' communicative qualities in the process of their training; to create favorable

psychological climate in a group, to act friendly towards colleagues and students;

- reflections: to analyze the results of own activity, to undertake critical self-analysis, to resolve specific methodological tasks; to reveal reasons of difficulties (own and students'), which arose in the process of students' professional self-realization, mistakes and possible ways of their prevention and elimination; to make conclusions based on analysis results and use them while planning future activity;
- control and correction: to control, analyze and assess own activity as to the efficiency of formation of students' professional self-realization in the course of practical training; based on self-analysis, to make timely correction of a revealed problem in the training of future specialists [11, p.70].

The above-mentioned professional skills, personal qualities and execution of functional responsibilities by teachers and leading methodologists of practical training contribute to formation of the quality under study at students.

The main purpose of the *reflection stage* is a transition from external control and evaluation of professional pedagogical actions of students to internal one - self-control and self-estimation.

Realization of reflection stage purpose as to professional self-realization of future specialists at pre-school educational establishments requires resolution of the following tasks: gaining professional reflection skills (self-observance, self-learning, self-analysis, self-estimation); creation of conditions for self-estimation and self-control by students of their personal results in relation to professional self-realization formation process.

Pedagogical reflection as pedagogical activity analysis helps future teacher to look at his/her own work from other person's position, to develop respective attitude towards this work. Pedagogical reflection determines person's attitude to him/herself as a professional, putting his/herself into different pedagogic situations. An ability to compare, match own self-vision with estimations of other participants of an interaction helps a future specialist to realize who he/she is in reality and how he/she is seen and estimated by other people.

In the frame of the reflection stage students need to be equipped with such skills as self-observance, self-learning, self-analysis and self-estimation.

Successful professional formation of a personality requires correct (adequate) self-estimation. Adequate high self-estimation is accompanied by the feeling of self-confidence, correctness of one's actions, loyalty of surrounding people, coping with life difficulties, self-satisfaction and availability of favorable living perspectives. Adequate low estimation enables objective estimation of own disadvantages, it can stimulate active professional self-improvement. Understated self-estimation makes a person irresolute, dependent, requiring mastership and

intercession, external approval; it is accompanied by internal discomfort. Over-stated self-estimation in parallel with comfortable self-apprehension may cause a feeling of self-sufficiency and the end of individual development. [6, p.126].

In both cases self-estimation inadequacy is a source of teacher's discontent with him/herself and surrounding people. It hampers teacher's objective assessment of obtained information from outside position, regular "feedback" practice, correction of own results, which has a negative impact on professional activity in general.

A teacher with adequate self-estimation is normally flexible, non-categorical, tolerant, able to consider others' opinion and interests, which is extremely important for any professional area, and especially for pedagogical activity, where a child is under influence.

A pedagogue with adequate self-estimation is able to counterpoise in difficult and conflict situations, which stimulates personal growth – in order to raise the feeling of responsibility, acknowledgement of own importance, self-regulation development (control of own emotions, reactions, behaviour). Ongoing cultivation of such inner determination gives new impulses for self-discipline and self-development. [4, p.240].

The technology stage under consideration is aimed at student's self-actualization enabling them to reveal their talents, compare themselves with an "ideal" and make self-analysis. Self-analysis in either extent takes place in different types of people's everyday activities and in their thinking of themselves. It is self-comparison that helps to cope with contradictions between student's idea of his/her formed professionally important skills and personal qualities with actual skills and qualities, causing a need in self-improvement.

Based on the above we can state, that an ability of future pre-school educational establishment specialist to make self-estimation, self-actualization, self-observance, self-analysis of professional activity plays an important role in the formation of professional self-realization.

The reason for separating a *creative* stage in professional self-realization formation technology of future pre-school educational establishment specialist is that one of the most important aspects of students training for any future professional activity is ongoing analysis, comprehension, expertise of own actions and conditions; comprehensive, deep and conscious mastering of a profession of pre-school children tutor through an ability for pedagogical creativeness and pedagogical intuition formed at certain level.

A creative stage of the developed technology stipulates for creation of conditions for comprehensive, deep and conscious mastering of a profession of pre-school children tutor through all components of professional self-realization formed at certain level of pedagogical practice.

At this stage the following tasks are resolved: theoretical comprehension of practical activity by students (its goals, tasks, content, methods, technologies), level of gained professional pedagogical skills, level of professional direction of future teachers, their social activeness (interest to pedagogical profession, love to children, pro-activeness, responsible and creative attitude to work); individual pedagogical creativeness at the level of intuition.

A success of professional self-realization is determined by the level of its personal understanding and acceptance. Comprehension of the goals of own professional activity, proactively positive attitude towards based on emotions and values, contribute to actualization of personal professional pedagogical qualities of a teacher, create conditions for ongoing self-learning and self-estimation, self-reflection, self-development, self-affirmation as professional self-realization mechanisms.

In the course of own creative activity a person gets to know oneself and generates emotional attitude towards his/herself; a new self-actualization level stimulates realization of professional pedagogical activity on the level of personally substantial activeness aimed at self-estimation and realization of own professional pedagogical talents. [2, p.162].

Preparation of a teacher for pedagogical creative work makes him/her able to develop creative personality of a child, as well as to own professional and personal self-development being dominative goals of his/her professional training. Preparation of a teacher for pedagogical creative work becomes finalized once it is based on organic combination of general, special and individual. In general terms, it is a part of general pedagogical training of a teacher; in special terms – it has its own specifics caused by particularities and rules of creative process and formation of a creative personality; individually - it reflects training dependence on teacher's personal qualities - [10, p.13].

Some researchers (S. Gilmanov, O. Gubenko, V. Kan-Kalik and others) mark out intuitive, unconscious nature of creative activity. Pedagogical intuition as a heuristic phenomenon exists at all stages of pedagogical creative work.

Organization of a creative stage provides for students' successful results based on the unity of logical pedagogical and emotional creative approaches while resolving different tasks, which allows to develop pedagogic thinking and creative capabilities of a future teacher in general. Formation of integrated pedagogical skills, ability to act in proposed pedagogical circumstances, pedagogical improvisation skills take place.

However, theoretically grounded stages of professional self-realization formation technology stipulate for the development of specific means of reaching this goal in conditions of higher pedagogical educational establishment while organizing learning and professional practical training of students.

The following methods were used as pedagogical technology instruments: pedagogical analysis, observation, talk, discussion, learning activity products, review of documents, electronic portfolio, excursions, master-classes, pedagogical exhibitions, synectic session, reflexive trainings, aimed at formation of student's personality.

Effective forms of work with students included: excursions, master-classes, pedagogical exhibitions, synectic session, reflexive trainings etc.

Conclusions of the study and perspectives of further researches in the given area. In such a way, summarizing of research materials gives grounds for underlining the importance of scientific reasoning and development of a pedagogic technology for professional self-realization formation of future specialists of pre-school educational establishments in the course of pedagogical practice. The developed technology for professional self-realization formation of future specialists of pre-school educational establishments in the course of pedagogical practice provides for motivation, procedural, reflexive and creative stages. The strategic (final) goal of the technology is professional self-realization formation of future specialists of pre-school educational establishments.

Therefore, system-creating category of the developed system is professional self-realization of a future teacher, providing substantive and organizational support of pedagogical practice.

Implementation of the above-mentioned technology in the training and formation process has revealed a number of difficulties, arising for students and leading methodologists of pedagogical practice. The issue of their elimination and prevention will be dealt in our further scientific studies.

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**ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ
САМОРЕАЛИЗАЦИИ БУДУЩИХ СПЕЦИАЛИСТОВ
ДОШКОЛЬНЫХ УЧЕБНЫХ ЗАВЕДЕНИЙ В ПРОЦЕССЕ
ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ**

Аннотация

В статье теоретически обоснована педагогическая технология формирования профессиональной самореализации будущих специалистов дошкольных учебных заведений в процессе педагогической прак-

тики. Определены цели, комплекс задач, принципы организации и концептуальные подходы исследования. Представлены структурные компоненты, этапы подготовки будущих специалистов дошкольных учебных заведений к профессиональной самореализации. Сформулированы задачи работы, обоснована целесообразность и содержание каждого из выделенных этапов. Сосредоточено внимание на инструментарии педагогической технологии.

Ключевые слова: будущий воспитатель; будущий специалист дошкольного учебного заведения; воспитатель; компоненты; педагогическая практика; профессиональная самореализация; технология; этапы.

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ТЕХНОЛОГІЯ ФОРМУВАННЯ ПРОФЕСІЙНОЇ САМОРЕАЛІЗАЦІЇ МАЙБУТНІХ ФАХІВЦІВ ДОШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ У ПРОЦЕСІ ПЕДАГОГІЧНОЇ ПРАКТИКИ

Анотація

В статті теоретично обґрунтовано педагогічну технологію формування професійної самореалізації майбутніх фахівців дошкільних навчальних закладів у процесі педагогічної практики. Визначено мету, комплекс завдань, принципи організації та концептуальні підходи дослідження. Представлено структурні компоненти, етапи підготовки майбутніх фахівців дошкільних навчальних закладів до професійної самореалізації. Сформульовано завдання роботи, обґрунтовано доцільність і зміст кожного з виділених етапів. Зосереджено увагу на інструментарії педагогічної технології.

Ключові слова: вихователь, етапи, компоненти, майбутній вихователь, майбутній фахівець дошкільного навчального закладу, педагогічна практика, професійна самореалізація, технологія.