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## JUSTIFICATION OF THE SUBSTANCE OF FUTURE EDUCATORS PROFESSIONAL FORMATION REQUIRED FOR THE PRE-SCHOOL CHILDREN PREPARATION FOR SCHOOL

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### **Abstract**

*The article deals with the problem of preparing children for school and the content of professional training of the future teacher. The indicators of child's readiness for school are the complex of qualities and characteristics that attest to the achievements in the child's development. These indicators should be considered as the diagnostic basis for the training, developmental and educational activities of educators. The readiness to schooling is understood by as the necessary and sufficient level of mental and social development of a child for the mastering a school academic curricula. Is is one of the most important results of the personality's mental development in the preschool period of childhood. The fundamental nature of knowledge implies the depth and breadth of general philosophical, cultural, psychological and pedagogical, special knowledge received by a future educator. The psycho-pedagogical training provides: knowledge of the main provisions of pedagogical and psychological science; understanding the nature and regularities of the educational process, linkages between training, education and personality development at each age stage. Preparing for school involves general and special training. The first is physical, intellectual, personal and volitional readiness, and the second is the willingness to be involved in the assimilation of subject knowledge, skills and abilities. The very same readiness for learning at school is seen as an integrative result of these activities, that is the end of early childhood and contributes to the conditions and requirements of schooling.*

**Keywords:** *training, readiness, preschool education, teacher.*

**Statement of the problem in the context of modern pedagogical science.** The modern stage of the professional training development is marked by the revision of the requirements to a teacher which

results in the holistic consideration of the personal and professional qualities of an educator, the formation of a new competence-based model of the professional allowing for the socio-economic, cultural and political conditions, and the globalization, informatization, and multiculturalism tendencies.

The modern stage of ideas about the substance of the professional and pedagogical training is based on the understanding of the social and productive role of the future educator. And it does not provide just for the fundamentalization in the pedagogical education, but also for the development of the professionally important qualities and competencies, in particular — the ability to resolve independently the non-standard professional tasks, thinking alternatively, and have the never-ending thirst for the improvement of the professional activity (A. Verbitsky, O. Hluzman, S. Hodnik, I. Ziaziun, T. Ivanova, L. Kondrashova, N. Nychkalo, E. Piekhota, V. Serikov, M. Choshanov, O. Shcherbakov et al.). Generally speaking, that is the task of preparing the specialist able to carry out social and productive functions, and ensuring his subjective and personal development. Today we can talk about the already formed concept of competencies that begins to play a significant role in the matters of the professional education and formation of the modern specialist. The review of the studies of the researchers of the second half of the twentieth century, namely: I. Adamek, Sh. Amonashvili, M. Bezrukikh, T. Benova, R. Bure, M. Docheva, B. Zeltserman, S. Kozlova, E. Kravtsova, V. Kudryavtseva, M. Poddyakova, G. Zuckerman, V. Yadeshko et al., demonstrated that the problem of preparing children for school is actual for the foreign countries and ex-USSR states.

However, the review of the wide range of sources suggests that the historically pedagogical aspects of the formation of ideas and experience of the preparation of the preschool children for studies at the general education schools were not covered enough in the psychological and educational research.

**Analysis of recent studies and publications.** In the system of the ongoing training, being currently built in Ukraine, the preschool and elementary school are getting high social significance. They

are the initial links in the formation and development of the full citizen personality (L. Artemov, I. Bekh, A. Bogush, N. Havrish, N. Hlukhova, A. Goncharenko, L. Dolynska, O. Kononko, K. Krutiy, S. Kulachkivska, S. Ladyvir, M. Mashovets, Z. Plokhiiy, T. Ponimanska, O. Savchenko et al.).

According to the current conditions, the priority area of the pre-school and primary education is to find the ways to update the substance and improve the technology of the training and educational process, to increase its efficiency and ensure the continuity, specifically in the preparation of children for school.

**Formulation of the article' objectives.** The aim of the article is to consider the problem of preparing a child for school, and the vocational training of the future educator. The indicators demonstrating that a child is prepared to school include the whole set of qualities and characteristics pointing out at the progress in the child development. These indicators should be considered as a diagnostic basis for the educational, developmental and educational activity of educators. The preparedness for a school implies the required and sufficient mental and social development of a child towards mastering a school study program. This is one of the most important outcomes of the personality mental development during the preschool childhood.

**Presentation of principal material.** The substance of the pedagogical education, according to the requirements and recommendations of the competency-based approach, is defined by the industry standards of the higher pedagogical education and the standard of the higher education, and covers the fundamental, psychological and educational, professional, methodical, informational and technological, practical and socio-humanitarian training.

Thus, the fundamental training involves studying the theoretical basics of the specialty in accordance with the requirements to the level of the academic training of the teaching employee of a relevant profile, and it is based on the latest achievements of science. It focuses not only on the amount of the received knowledge on the subject of teaching and psychological and pedagogical subjects, but also on the accuracy, regularity, mobility and manageability, enabling

the graduates to react flexibly to the school challenges, and to be always ready to address the educational problems in a creative way [1]. The fundamentalization of knowledge envisages the depth and breadth of general philosophical, general cultural, psychological and pedagogical, as well as the expert knowledge got by future educators with the defined hierarchy of facts, laws, axioms, principles and other components, enriched by the flexible system of relations, increasing the degree of knowledge applicability in practice.

The psychological and pedagogical training includes: proficiency in the key provisions of the pedagogical and psychological sciences; awareness of the nature and patterns of the training and educational processes, and interrelation of the education, training and personal development at every age; a substantial methodical training, good command of educational techniques; a deep belief in the necessity and importance of the individual psychological and pedagogical knowledge, professional skills, the desire and ability to use them in a profession way; personal social training, humanity, tact, exacting requirements to oneself. The substance of the psychological and pedagogical training is determined by the fundamental educational disciplines: the pedagogy; the introduction to specialty; the didactics; the theory of education; the history of pedagogy; the art of teaching; the comparative pedagogy; the social pedagogy; the modern educational technologies; educational qualimetry, etc.; the psychology (general, developmental, educational, social); the history of psychology; the psychology of management; the psychology of the professional activity, so on.

An important sphere for the educator professional preparation is the training in the information and technology area, which involves learning the basics of the computer science, new information technologies and their use in the educational process: special courses (the basics of computer science, information technology, information and communication methods of training, etc.), and some sections of the professional techniques.

The methodical preparation involves studying methods of teaching subjects and the methods for educational activities. It is

provided through the study of the psychological and pedagogical disciplines, and the undertaking of educational, internship or teaching practices, the methodologically oriented teaching of the fundamental disciplines [3].

The practical training is an organic component of the future teacher professional development. It is aimed at the deepening of the academic knowledge through practical training; at developing the knowledge and skills of the practical activities in educational institutions; and at the formation of the creative and research approach to educational activities. The practical training is carried out through practical training (professional) and internship or teaching practices. The forms, duration and timing of the practice are defined for each education and qualification level, allowing for specialties specifics. In the overall time budget, the practice share should be up to 16%.

The social and humanitarian training covers the following areas: Ukrainian Folklore, philosophy, politics, sociology, history, jurisprudence, economics, sports and health promotion, environment, culture, religion, ethics and aesthetics, and foreign languages. Those areas are matched by the following regular subjects such as: the Ukrainian studies, the philosophy, the political science, the sociology, the history of Ukraine and Ukrainian culture, the law, the economics, the physical culture, the basic medical sciences and health of children (valeurology), the ecology, the cultural studies, the religions studies, the ethics and aesthetics, the Ukrainian language (for the professional purposes), the foreign languages (for the professional purposes) and others. For the students specialized in the pre-school education the aforesaid training includes the general socio-humanitarian and economic subjects, as well as the natural and science disciplines, that serve as a basis for the formation of the general culture of the future specialist.

So, the analysis we carried out in respect of the formation of the substance of the future educator professional training, enabled us to identify the presence of two key trends defining the its structure and nature ever since the formation of the national education system;

it is the fundamentalization of the professional and pedagogical knowledge and expertise, plus the competence-based approach.

Let us analyze the concepts of the “preparation” and “readiness” for school. Preparing children for school is a comprehensive task that covers all the areas of the child life. Inside this aspect, there are different approaches:

1. Studies aimed to develop the knowledge and skills of pre-school children that will be required for studying at school [3].

2. Studies of the new formations and changes in the child psychology.

3. Studies of the genesis of the certain components of the training activity and finding the ways of their development [2].

4. Studies of the child skills to conscientiously adapt his actions when fulfilling consecutively the verbal instructions of the adult [1]. That skill is associated with the ability to operate the general methods for the fulfillment of the verbal instructions of the adult.

We can highlight the following criteria that should be met when determining if the child is “*ready*” for school:

1. Understanding the peculiarities of the children psychological development to design an individual approach to them in the course of their training and education.

2. Identifying the children not ready for school in order to undertake the necessary efforts for their development to prevent their poor achievements at school [2].

3. Distributing the future first-graders by the classes in accordance with their “zones of the proximal development” that will allow each child to develop in its optimal mode [3].

4. Suspending for a year from the studies commencement of the children not ready for studying at school (it is possible just for the children aged 6) [1].

Based on the study, the special groups intended for the “slowly developing children” can be created and in which the child will be able to get prepared for the beginning of the systematic studies at elementary school.

Thus, we have demonstrated that in the scientific and pedagogical vocabulary they often use as the synonyms the terms “preparing for school”, “readiness for school”, “school maturity”, and there are certain differences in the interpretation of the respective concepts. The comprehensive analysis, the correlation and comparison of the definitions provided in the psychological, educational, and philosophical literature and reference materials enabled us to reveal the correlation of the basic concepts. So, the “preparation for school” we understand as:

- the complex of the pedagogical efforts aimed at the development of a child (physical, psychological, mental, emotional, moral and conative, and social);
- the creation of the prerequisites for the formation of the basis for the general training skills and knowledge (organizational, intellectual, communicative) that would enable the child to get the comprehensive personal development to become the subject of the future training activity.

At the same time, the result of the preparation is, in our opinion, the child readiness for studying at school.

One of the most important results of the mental development during the pre-school childhood is the psychological readiness of the child for studying at school. I. Kulagina highlights two aspects of the psychological readiness — personal (motivating) and intellectual readiness for school. The two aspects are important for both the education activity of the child be successful and his fastest adaptation to the new conditions, as well as his painless joining the new system of relations.

Almost all children aged 5-7 are ready for studies, they are willing to go to school. However, the majority of them are dominated by the external motivation: “I will have my own school bag”, “I will go to school with a bouquet of flowers”, and others. It is the aspiration that will allow to overcome the crisis typical for a 7-year old child, since joining the school marks the transition to the new socially significant and socially valued activities. It is very important that those changes in a child’s life be consistent with his internal needs.

From a number of reasons causing the difficulties of the adaptation period the teachers single out some specific features of the preschool age. The easy accommodation to the new environment (including the temperature profile, the daily routine, and the objects environment which taken together will represent the physiological readiness) is hampered by the imperfect ability to adapt and the high vulnerability of the child's body because of its morphological and functional incompleteness. Due to the slow increase in the children nervous system efficiency the need to change their lifestyle drastically requires the great nervous tension that causes the mental stress.

We used various tasks, games and other things in our work. In those games, the children had to select pictures based on the task set. Largely, they included the travelling games like "Journey to the "Fairy-Tale Heroes" books exhibition", "Far journeys", "Journey to the city". The pictures were placed in either the hall or the other room where the "travelers" had to go. That let them have some autonomy which increased their interest in the game and enriched gaming freedom. After counting-out rhyme, the children were divided into several groups (consisting of four or five kids) in accordance with the objectives of the game. Each group, which included two kids, received the task: one group had to identify what vegetables are grown on the field and to pick out the appropriate picture, the second — the fruit that grow in the garden, and the third — to name domestic animals and others. The other children were waiting for the "travelers" who, after coming back, placed pictures on the stands and told them about the pictures, naming the category to which the animal belonged, i.e. they had to operate the general concepts.

The second group included the game like "Tell me everything what you know about the object". The children got the "pictures-letters", which they had to "read". This category including the games like "School", "Sports", "Store", "Fruit and vegetable market", "Guessing", "Puzzles", "Story-games", "Auto", and so on.

The third group included the game like "Tell me what these things have in common", e.g. "What is the same and what is the different".



The educator placed various items on the table (vegetables, fruit, flowers, etc.) and proposed to find what they have in common, why they are different, and tell about it. By using the instruction “First, tell me the difference between these things, and after that — what they have in common” the sequence of their story was set. The children were not just listening to their mates, but they were encouraged to add something to the stories and correct mistakes.

When repeating the game, we gave the children two “pictures-sheets” with the images of the various items and proposed them to tell what they have in common and what is the difference, and to which category they belong. The games of this type contributed to the rooting of the children ability to analyze, synthesize, combine items into one category based on the comparison, and finding their common or similar features.

So, by playing the games, we proposed for the lessons, the children due to the games idea and actions not just reinforced the teaching material (their knowledge about the objects, their names, features, quantity, and their position in the space), but also enriched their vocabulary with the — names of the qualities or quantity, position in the space, and actions, i.e. they in practice mastered the vocabulary and grammatical forms. Learning the concepts of objects, their properties and their correct naming, is the basis for the thinking and speaking skills development.

In order to make the didactic games contribute to the achievement of the goal, we held them in a way to let them stay as the real games with the designed purpose, actions and rules, so that those games would make them happy, enabled them to demonstrate their proximity, creativity and self-reliance in solving the problems.

The analysis of the experiment outcomes enables us to assert that at the beginning of the school studies, based on the various forms and methods of the child preparation for school in cooperation with their parents, 24% of the future first-graders demonstrated the high level of the readiness, while 44% — the average level and, the low level — 32% of the pupils. At the end of the experiment, in the process of the psychological and pedagogical training of the first-

graders, and continuing cooperation with the families, the high level of adaptability was demonstrated by 32% of the first-graders, 52% — the average, and 16% — the low level.

**Research conclusions and perspectives of further studies in the area of investigation.** The received data allow us to assert that using the games substantially improved the children readiness for studies. It occurred due to addressing the problem of sequence in the preparation of a child for school thanks to ensuring the systemic approach to the problem solution, introduction exercises we developed into the training process that ensure the continuity in the contents of the pre-school and primary education, in the training methods and forms of education organization between the pre-school education, as well as through the teaching the first-graders parents how to prepare their children for school and help them in their adaptation for school studies. The preparation for school envisages the general and special training. The former is the physical, intellectual, personal and conative readiness, and the latter — is the readiness to assimilate the knowledge and skills on the subject. The readiness of the child for school studies is considered as the integrated result of the activities that the child has at the end of its pre-school childhood and makes it easier for the child to adapt to the conditions and requirements of studies at school.

*Subsequently*, we see our job in the introduction of the psychological and pedagogical training for the first-graders to be held after the classes so that to facilitate their better adaptation to the school studies.

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### **ОБОСНОВАНИЕ СОДЕРЖАНИЯ ПРОФЕССИОНАЛЬНОГО СТАНОВЛЕНИЯ БУДУЩИХ ВОСПИТАТЕЛЕЙ К ПОДГОТОВКЕ ДОШКОЛЬНИКОВ К ШКОЛЕ**

#### **Аннотация**

Рассмотрена проблема подготовки ребенка к школе, и к содержанию профессиональной подготовки будущего воспитателя. Показателями подготовленности ребенка к школьному обучению выступает комплекс качеств и характеристик, которые свидетельствуют о достижении в развитии ребенка. Эти показатели следует рассматривать как диагностическую основу учебной, развивающей и воспитательной деятельности воспитателей. Под готовностью к школьному обучению понимается необходимый и достаточный уровень психического и социального развития ребенка для освоения школьной учебной программы. Это один из важнейших итогов психического развития личности в период дошкольного детства. Фундаментализация знаний предусматривает глубину и широту полученных будущим воспитателем общефилософских, общекультурных, психолого-педагогических и специальных знаний. Психолого-педагогическая подготовка предусматривает: знание основных положений педагогической и психологической науки; осознание сущности и закономерностей учебного и воспитательного процессов, взаимосвязей обучения, воспитания и развития личности на каждом возрастном этапе.

**Ключевые слова:** подготовка, готовность, дошкольное образование, воспитатель.

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**ОБҐРУНТУВАННЯ ЗМІСТУ ПРОФЕСІЙНОГО СТАНОВЛЕННЯ**  
**МАЙБУТНІХ ВИХОВАТЕЛІВ ДО ПІДГОТОВКИ**  
**ДОШКІЛЬНИКІВ ДО ШКОЛИ**

**Анотація**

*Розглянуто проблему підготовки дитини до школи, та змісту фахової підготовки майбутнього вихователя. Показниками підготовленості дитини до шкільного навчання виступає комплекс якостей і характеристик, які свідчать про досягнення в розвитку дитини. Ці показники слід розглядати як діагностичну основу навчальної, розвивальної та виховної діяльності вихователів. Під готовністю до шкільного навчання розуміється необхідний і достатній рівень психічного та соціального розвитку дитини для освоєння шкільної навчальної програми. Це один із найважливіших підсумків психічного розвитку особистості в період дошкільного дитинства. Фундаменталізація знань передбачає глибину та широту отриманих майбутнім вихователем загальнофілософських, загальнокультурних, психолого-педагогічних і спеціальних знань. Психолого-педагогічна підготовка передбачає: знання основних положень педагогічної й психологічної науки; усвідомлення сутності й закономірностей навчального й виховного процесів, взаємозв'язків навчання, виховання й розвитку особистості на кожному віковому етапі.*

**Ключові слова:** вихователь; готовність; дошкільна освіта; підготовка.