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REQUIREMENTS FOR FORMING THE SOCIAL COMPETENCE OF TEACHERS OF PRESCHOOL EDUCATIONAL ESTABLISHMENTS

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Abstract

The article is devoted to the analysis of requirements for forming the preschool teachers' social competence. Based on the analysis of scientific sources socially competent teacher's special features of the character are determined. The directions of professional assistance to children are determined on the basis of knowledge about minors' characteristics from different social strata. The essence of the competent teacher's professional readiness to work with children of all social categories is defined. At the same time the characteristic features of modern preschool children are named. The practice of pedagogical activity is analyzed and typical problems and shortcomings in social work with children of preschool age are determined. The article substantiates the necessity of reviewing requirements and improving the system of professionally oriented training of future teachers. The author proves the necessity of arming future specialists with knowledge on philosophy, psychology, correctional and social work, and developing students' needs and readiness for self-education and self-education.

Key words: social competence, teacher of children of preschool educational establishments, current status, requirements.

Statement of the problem of the context of modern pedagogical thought and its connection with important scientific and practical tasks. Modernization of the educational sector requires a clear vision of the development strategy of our country, strengthening

of its national competitiveness, achievement of sustainable socio-economic development and high standards of living. In the conditions of the rapid global transformation of the world one of the key tasks is to provide educational services in qualified professionals to the needs of the community. To a large extent, such requests relate to the problems of youth socialization in Ukraine.

In accordance with legislation of young people's social formation, it is a process of multifaceted inclusion of youth in life of the society, perception and assimilation of knowledge, rules and norms of life, search for a suitable place in the society, adaptation to the implementation of a number of social roles.

Developing civilian society needs people who can creatively realize themselves and effectively interact in all social spheres, work productively in different social groups and teams. Consequently young people professional training in particular, the formation of the future specialist social competence, ensures the readiness of the graduate to professional activity, the ability to change and adapt to the new needs of labor market, operate information, actively influence events, effectively interact with the environment is actual. Educational establishments as open socio-pedagogical systems promote the socialization of student youth and its development on the basis of socially significant norms, values and traditions. Each higher educational establishment is called to create conditions for the formation of students' key competences, including social, which helps their socialization and successful life in a socially heterogeneous society.

Thereby the problem of future teachers' social competence formation in preschool education establishments gains special significance because the professional educational system should promote effective youth's adaptation, adaptation to changing social conditions, the development of values and practical skills. Given this it is necessary to adjust the modern educational process at the higher education establishments in order to create the optimum conditions for the formation of students' social competence.

Analysis of recent researches and publications. The studies of training specialists problem in pedagogical higher

educational establishments was devoted to the works of such authors as O. Abdullina, A. Aleksyuk, H. Alova, L. Artemova, Yu. Babanskyi, V. Bepalko, I. Bohdanova, A. Bohush, V. Bondar, N. Chepielieva, N. Huzii, E. Karpova, N. Lysenko, L. Mitina, O. Moroz, N. Nychkalo, H. Pidkurhanna, S. Sysoieva, O. Sharov, V. Verhasov, L. Vovk, M. Yarmachenko, I. Zyaziun and others. These studies, revealing the content, methods, forms, new technologies of students' learning, process of forming future teachers' professional skills and individual traits, provided an opportunity to consider the content and methodology of forming specialist's professional competence in conditions of advanced training at the present stage of educational development.

Such scholars as I. Babyna, P. Bachynskyj, V. Barkasi, I. Bekh, N. Bibik, A. Bogush, I. Bondarenko, O. Dubasenyuk, N. Dvornikova, G. Gavryshchak, L. Khoruzha, V. Kremen, O. Lokshyna, O. Ovcharuk, O. Pometun, O. Savchenko, T. Smagina, S. Sysoieva, Yu. Tatur, G. Tereshchuk, S. Trubacheva, S. Vitvitska, M. Yevtukh and many others have chosen the competence approach as a subject of scientific research in educational system. Pedagogical education of Ukraine entered the stage of reformation, preserving the acquired national experience and gradually entering the world educational space. There are some new problems which need to be solved; one of them is the problem of forming the social competence of teachers of preschool children.

The problem of individual's social competence research is the study subject of native and foreign scientists in the field of philosophy, psychology and pedagogy (K. Abulkhanova-Slavska, P. Anokhin, O. Asmolov, V. Davydov, S. Rubinshtein, V. Shadrykov, F. Vasylyuk, L. Vyhotskyi etc.).

The researchers highlight various aspects of the phenomenon of social competence, namely: approaches to its interpretation (A. Arhayl, P. Berelson, A. Holdshtein, E. Koblyanska, V. Kunitsyna, Dzh. Raven, Yu. Zhukov etc.); some individual personality traits and psychological factors, which determine social competence, conditions and factors of its socialization (I. Kon, A. Mudryk, A. Petrovskyi,

A. Venher, B. Vulfov etc.), social thinking and intelligence, patterns of personality behavior (D. Hilford, N. Kentor, B. Salliven, R. Sternberh, E. Torndaik, Yu. Yemelianov etc.) etc.

Selection of previously unsettled parts of the general problem that is devoted to this article. The problem of vocational training of preschool education specialists was highlighted in the works of L. Artemova, G. Belenkova, A. Kononko, T. Ponimanska, L. Semushina and others. Significant contribution to the socio-pedagogical aspects of this problem belongs to such domestic researchers as O. Kononko, V. Kuzmenko, T. Ponimanska, I. Rogalska-Yablonska, O. Savchenko S. Ulachkovska, and others. At present, the problems of updating the content of education, creating the proper conditions for the child's socialization, optimal development and education are intensively studied. The problem on forming future teachers of preschool establishments has not received any comprehensive coverage yet, despite the diversity of the studied areas in the professional training sector of future preschool teachers (N. Denisenko, N. Grama, R. Kondratenko, L. Mashkin, E. Vilchkovsky, L. Zagorodnia etc).

The purpose of the article is to present the requirements for forming the social competence of teachers of preschool educational establishments.

Presenting main material. There are significant changes related to the search for updating its contents, the restructuring of interaction in the system «teacher the child», the emergence of different types and kinds of preschool establishments in modern system of preschool education. Undoubtedly, innovative educational directions in the system of social preschool education and education put forward considerable demands on the teacher's competence and consequently, on the content and technologies of its preparation.

Preschool childhood is significantly different from all subsequent periods of humans' lives, not only the dynamism of development and its significant influence on individual's formation but also relative freedom: the activity the child is engaged in, is mostly chosen from its wish, is emotionally rich, give space for imagination

and creativity. The area of child's freedom began to narrow with changes in the structure of the family, the environment of the child's life, as well as the increase of the requirements of primary school to preschool children and the quality of child's preparation to school. Children change accordingly with the change in the social space of childhood. According to research data (sociological, psychological, pedagogical) the following is typical for modern preschool age children: in the field of psychophysical development the general weakening of the physical forces of the body, hypodynamia, frequent diseases (O. Bohinich, N. Denysenko, M. Kuryk, N. Semenova, L. Svarkovska, E. Vilchkovskyi).

Comments to the basic component indicate the vast majority of preschool children suffer from a lack of movement, are not tempered and characterized by low endurance. In an extremely responsible period of the organism formation the psyche and the personality children's life goes through complicated conditions. Children of preschool age are acquainted with the curricula and professional training programs in the higher educational establishments, where future preschool teachers are trained. New special courses which are concerning the issues of valeological education of children, the individualization of educational process in the establishments of preschool education, training of teachers for work with children with special needs, pedagogical education of parents, etc are introduced. This is due to the fact that modern teachers must have the necessary competencies both for working with healthy and weak children, as well as with those with special needs, because Ukraine is actively beginning to introduce the inclusive education in preschool educational establishments. The work with pupils' parents comes to the fore which based on publications in numerous popular scientific mass-media; insulting the unordinary and speed of children achievements by certain author's methods of early development often choose the wrong strategies for the education and training of their own children. Modern teachers need to be able to explain the difference between child's development and education to parents in an affordable level, making it so tactfully and reasonably that parents would perceive the information and take the right steps

in establishing the interaction with the child and teachers of preschool educational establishments, ensuring the child's development in accordance with its needs and opportunities [1].

Considering the development of modern preschoolers, it is impossible to ignore such concept as acceleration. Acceleration or accelerated development is a phenomenon that has been faxed and observed over the past 100 years occurs almost among all peoples of the globe. Nowadays scientists talk about both biological and social acceleration. The child's social environment stimulates its intellectual development by providing a large amount of information and means of its assimilating. The intellectual sphere of modern child develops in advance compared with others.

First of all it is necessary to form the ability for active mental activity and not to assimilate a lot of information. The leading specialists in the field of preschool children's mental education M. Podiakov rightly emphasized that at the present stage it is necessary to give children the key to the realization of knowledge, and not to seek an exhaustive amount of knowledge, as was the case in the traditional system of mental education. This approach is based on the Basic Program for the Development of the Child of the Preschool Age «Me in the World», according to which the existence of the child should be organized «... in a way that will promote the development of cognitive thinking» [4]. At the same time, the teacher should be the carrier of encyclopedic knowledge accessible to the age, understanding, interests and needs of the child.

The field of psycho-emotional development for modern children of preschool age is characterized by increased emotional sensitivity, developed intuition, great intellectual activity. The preschooler's memory has its peculiarities: it does not have a purposeful memorization, because arbitrary processes are not developed. Spontaneous memorization and recollection are principal. «Child's memory is its interest» as it is said by psychologists.

No less important for the personality development in the mental process is attention. Preschoolers can easily remember what attracts their attention and makes a strong emotional impression. In modern

society, the most striking for them is the information that comes from multimedia. From the early age, children receive information from the TV screen, spending a significant amount of time in front of the screen. The computer enters their lives unreasonably early. The Internet technologies have become a natural part of the lives of children and modern youth. The inability to work with the computer and navigate the Internet space in modern society is compared with the inability to write and read. Although a number of researchers such as L. Chaynova Yu. Horvyt, S. Ivanova, O. Korehanova, N. Kyrychenko, L. Marholis, S. Novosolova, Ye. Zvaryhina, etc. substantiate the positive impact of computer training programs on the development of logical thinking and creativity of the child, the study of authors such as L. Chuprii, O. Petrunko, S. Semchuk, argue that the harm from the use of computer technologies in working with children is much larger. The Mass media allow the child to learn the world around, to get acquainted with how people live in different parts of the globe. According to the information received and, as a result of it, there are changes in perception of life. Plans, dreams of children in modernized societies are formed with orientation not only on norms, values, and characteristics of their immediate environment, but also on those samples that attract themselves, remaining inaccessible [3].

While the children's memory develops in meaningful activity, and not in contemplation and actions in the imaginary computer world, the overload of their imagination with impressions from virtual reality is not a positive phenomenon.

It is important to have an idea of positive behavior patterns that children can receive only in the process of interaction with adults and children is important for the formation of moral feelings. Children's restrictions on constructive communication, independence and initiative generate their disobedience, ranging from stubbornness, negativism, and intransigence to selfishness and pride. Children of preschool age have active thinking. It is easier for them to do something than to tell about it, because they have not developed verbal thinking yet, they are not able to solve imaginary tasks. As a result, there is distinction between what the child does and the way it explains its actions.

Preschoolers' intellectual development is carried out systematically, taking into account the children's individual characteristics, needs, abilities and interest. The main directions of the teacher's work are sensory development of child, the formation of elementary system of knowledge about the surrounding world in productive activities, initial skills in various activities (gaming, labor, educational, artistic, development of language and speech). Modern teachers of preschool children should act as carriers of encyclopedic information for children, as well as partners for its processing, transformation and internalization of children, to be partners in communication and behavior patterns.

Despite the fact that the perception of child is superficial, memory is not steady, and attention is weak, children's mind works continuously and effortlessly. Preschool children show increased sensitivity to the tone of conversation, the mood of the interlocutor, the attitude towards others, especially parents and caregivers. Therefore the personal teacher's orientation for each pupil acquires a meaningful value in the process of their preparation and serves as a guarantee of success in development.

There are significant changes in the nature of communication between the child and adults and peers, game activities in the preschool age. High sensitivity to emotional communication which is characteristic of an early age is preserved but mostly during common subject, gaming or domestic activities with adults. There is not enough sympathetic attention to children they need adults to participate in their actions, to show an understanding of their interests, activities and judgments. In practical interaction, children, following adults, learn substantive actions, thereby achieving a certain level in the development of the skills in particular activities. However due to modern parents' heavy workload, joint family affairs and not well-informed in matters of joint activities importance for the child's development, the practical interaction between the elder and younger family members is minimized, which affects children's psycho-emotional sphere. Children become alienated, irritable and often aggressive. Adults (parents and teachers) state the increased

aggressiveness of modern preschool children, which is manifested in their inadequate behavior. The aggression detected by children of preschool age is often their unconscious reaction to the protest against adults' misunderstanding of children's needs.

At the stage of preschool childhood child's active need in communication with coevals is formed. If earlier coeval was perceived as an object of the surrounding reality, now child regards it as an equal entity with whom it is interesting to play or engage in other activities.

Modern children spend more time in front of a TV or computer screen than in the interaction with other children. This is especially true for those children who do not attend preschool educational establishments. Although the proportion of games decreases in preschool educational establishments due to the increased adults' attention to children's educational activities. Classes in preschool educational establishments and additional (music, foreign language, logic-mathematical, philosophy, sports) outside in the evening hours, at the will of parents, reduce opportunities for children to play free games. By content and character the playing activity of modern children differs from the playing activity of the twentieth century children. Moving games are gradually replaced by didactic. When in preschool establishments mobile, didactic, plot-role games are organized by teachers, in children's yards children are not playing them. The role-playing games are surely replaced by electronic games (computer games) that do not require partners and immerse children in the virtual world. The computer combines different capabilities and is able to simulate various games, and is a child partner that can respond to the actions and inquiries that they need.

Teachers should understand that the basic social needs of child of the preschool age which are love, kindness, adults' attention, games and communication with coevals, bright experiences, knowledge acquisition should be provided in conjunction with the adults and coevals of the activity communication, game and labor. And multimedia technologies should be used only for teaching children and if necessary in order to prevent child from being detached from

his or her real life. On the other hand psychologists believe that it is sometimes dangerous to recommend some parents to pay more attention to their child. A. Kocherga noted the fact that a significant part of modern teachers and parents are in the world of excessive information and a part of it is information about the ways that ensure the rapid and qualitative child's development. The possibilities of using various forms and methods of influence and development of the child have expanded. Therefore increased activity in the interaction of the adult and the child sometimes becomes as dangerous as the lack of such activity [2].

Another problem which teachers are faced by is children's upbringing from different social strata of society. Political and economic changes of Ukraine which took place at the turn of the millennia led to changes in the social structure of Ukrainian society. All children of our society are subject to some educational influence. After all the educational process is multifactorial. It takes place in a family, a preschool establishment, a school, an out-of-school institution, with all the formal and informal contacts of the child with other people, its access to literature, art, and media perception. Person's educational success depends on the influence of a number of factors and conditions. However this does not diminish the role of a professional teacher who acts as a kind of coordinator, commentator, opponent, filterer of all educational influences on a child. A teacher is a person who mediates the influence of society on a child and is a buffer or antistresser, which protects child from undesirable effects of the surrounding world.

Complex social structuring of a society must consciously be taken into account teacher. Starting a pedagogical activity after graduation the specialist first adapts to its conditions. Depending on them teacher begins to pursue professional development improving knowledge and skills acquired, developing the personal qualities necessary for work with different social groups children and parents. The impulses of professional self-improvement of a specialist are in its social environment. Depending on the kind of children the teacher works and determines which knowledge is lacked and which

personality traits need to be developed and improved to achieve success in professional activities. The driving forces of this process are love for children, awareness of the significance of their profession for society in general and for each specific child.

The graduated education system implemented in Ukraine is aimed at continuously increasing the level of social competence of a specialist which should be carried out by educational establishments and in the process of independent work on oneself in practice. So the teacher must understand along with the authority of goodness, it must have the authority of force. Working with children teacher cannot wait the family's help and support it must realize that it will lead a competition with the child's environment. Working with children, socially competent teacher should develop its interest in some sort of productive or artistic work because on the basis of respect for it as a person who can not only speak but also do something with its own hands can deserve respect and trust. The collaborative teacher and pupil's work is the best basis for their mutual understanding and the key to the effectiveness of further educational effects.

Most of all children appreciate the intelligence of teacher, the level of its aesthetic development. If they attend a musical or artistic school, they react positively to musical and artistic abilities and achievements of their teacher, etc. Mentor must have at a very high (artistic) level some practical skills: embroidery, beading, playing musical instruments, drawing, etc. Then it will be able to surprise and capture the attention of its favorites, use its interest in building a developing interaction.

Strong will and the ability to regulate emotions, pedagogical optimism and love combined with diligence will help to work as a socially competent teacher with children for whom there is often no authority. Ways of gaining authority and establishing mutual understanding with the pupil are solved only on an individual level and require the teacher's ability to improvise, ironize, transform the complex pedagogical situation into a comic, control their feelings and much more.

In our understanding the social competence of students of higher education establishments is an integrative characteristic of the individual which includes a valuable understanding of social reality, specific qualities, abilities, readiness for self-determination, the application of social knowledge and skills in various fields of activity and social responsibility for the results of their professional work. Therefore a socially competent teacher should have special features working with children [5]. It is difficult to find such a universal pedagogue who would be able to combine all of them by itself. However based on the knowledge gained on the characteristic features of children of different layers of society a future specialist can pre-select for itself a field of professional activity and a group of children that can be helped. Although in the vast majority of cases, the circumstances of life adjust the initial choice. Therefore the teacher should be prepared to work with all children, to have methods of differentiated and individualized training, to constantly monitor and self-correct its own teaching activities, to replenish knowledge, improve professional skills. The main features of teacher's character should be love for children, sociability, developed empathy, optimism and perseverance, kindness and sincerity, the ability not to stay on the achieved, but to step forward and forward along with its pupils. Preschool children in Ukraine need a teacher who helps them understand this complex world around, find their place in it and develop their potential abilities.

Conclusions of the research and perspectives of further exploration in the studied direction. The analysis of the characteristic features of modern children of preschool age are: emotional sensitivity, imbalance of the nervous system; mental activity and significant intellectual awareness; steady interest and attraction to computer games, home appliances; differences in value orientations, which are conditioned by their belonging to families with different levels of well-being.

Teachers are mostly not prepared to take into account these peculiarities in the educational process of preschool educational establishments. The professional knowledge and skills acquired by

them in the process of basic vocational training and practical experience working with children do not fully ensure the implementation of the children's development objectives. Professionally significant qualities of teachers need to be reviewed and refined in line with the challenges of contemporary society and the needs of children, but the main must be the love of children, which permits every child to take with all its individual peculiarities; communicative, which allows to establish contact with the child and use it for its development; empathy, which makes the process of interaction between the teacher and child intimate and emotionally painted and provides the effectiveness of educational effects.

It is obvious that teachers of preschool children are short of knowledge on philosophy, psychology, correctional and social work. Regarding the readiness to work with children belonging to different strata of society, this question is only beginning to be studied in the theory of preschool education. In particular T. Zharovtseva considering the problem of the readiness of pedagogical universities graduates to work with disadvantaged families, defines it as an integral system of stable integrative personal entities (qualities) which has hierarchical peculiarities for each graduate of an institution of higher education and allows him to provide in the process of pedagogical activity interaction with children and their parents. Supporting her opinion about the individual character of personal professional qualities of preschoolers, we predict the success of using an individually oriented system of work with students in the educational process of higher educational establishments.

Not always graduates of higher pedagogical educational establishments are ready for self-upbringing and self-education these two interrelated forms of self-improvement. And since modern preschoolers live in an environment that is constantly changing, complicated and developing, then, accordingly, the mobility of the teacher's reactions to these changes that determine development is also required. After 5–10 years, educators can state the new features of preschoolers and create new teaching methods, learn new forms of interaction with children, if they realize that professional competence

has no stage of completion, needs constant improvement and further development.

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ТРЕБОВАНИЯ К ФОРМИРОВАНИЮ СОЦИАЛЬНОЙ КОМПЕТЕНТНОСТИ ВОСПИТАТЕЛЕЙ УЧРЕЖДЕНИЙ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ

Аннотация

Статья посвящена анализу требований по формированию социальной компетентности воспитателей учреждений дошкольного образования. На основе анализа научных источников определены особые черты характера социально компетентного педагога. Определены направления профессиональной помощи детям на основе знаний о характерных особенностях несовершеннолетних из разных общественных слоев. Определена сущность профессиональной готовности компетентного педагога к работе с детьми всех социальных категорий. В то же время названо характерные черты современных детей дошкольного возраста. Проанализирована практика педагогической деятельности и определены типичные проблемы и недостатки в социальной работе с детьми дошкольного возраста. В статье обоснована необходимость пересмотра требований и совершенствования системы профессионально ориентированной подготовки будущих воспитателей. Автором доказана необходимость вооружения будущих специалистов знаниями по философии, психологии, коррекционной и социальной работы, а также выработка у студентов потребности и готовности к самовоспитанию и самообразованию.

Ключевые слова: социальная компетентность, воспитатель детей учреждений дошкольного образования, современное состояние, требования.

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ВИМОГИ ДО ФОРМУВАННЯ
СОЦІАЛЬНОЇ КОМПЕТЕНТНОСТІ ВИХОВАТЕЛІВ
ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ**

Анотація

Стаття присвячена аналізу вимог щодо формування соціальної компетентності вихователів закладів дошкільної освіти, котрі сприятимуть пізнанню навколишнього світу дітьми, розкриттю та реалізації їхніх здібностей та потенційних можливостей. На основі аналізу наукових джерел визначено особливі риси характеру соціально компетентного педагога. Окреслено напрями професійної допомоги дітям на основі знань про характерні особливості неповнолітніх з різних суспільних прошарків. Визначено сутність фахової готовності компетентного педагога до роботи з дітьми всіх соціальних категорій, що передбачає володіння основними технологіями диференційованого та індивідуалізованого навчання, навичками контролю й самокорекції власної педагогічної діяльності, поповнення знань, удосконалення професійних умінь.

Визначальними рисами соціально компетентного вихователя вважаємо: любов до дітей, комунікабельність, розвинена емпатія, оптимізм і наполегливість, доброта й щирість, вміння не зупинятися на досягнутому.

Водночас названо характерні риси сучасних дітей дошкільного віку серед яких: емоційна чутливість, неврівноваженість нервової системи; розумова активність і значна інтелектуальна обізнаність; стійкий інтерес і тягіння до комп'ютерних ігор, побутової техніки; відмінності у ціннісних орієнтаціях, зумовлені приналежністю до родин з різним рівнем добробуту.

Проаналізовано практику педагогічної діяльності та визначено типові проблеми й недоліки у соціальній роботі з дітьми дошкільного віку, тісно пов'язані з неготовністю до врахування вікових та індивідуальних особливостей дошкільників, недостатністю фахових знань та вмінь, набутих у процесі базової професійної підготовки, відсутністю практичного досвіду соціальної роботи з дітьми, що не забезпечує повну реалізацію завдань розвитку та виховання дітей.

У статті обґрунтовано необхідність перегляду вимог і вдосконалення системи професійно орієнтованої підготовки майбутніх вихователів у світлі формування їхньої соціальної компетентності відповідно до викликів сучасного соціуму та потреб дітей, ширшого впровадження принципів гуманізації, індивідуалізації й толерантності (основними мають стати любов до дітей, що дозволяє прийняти кожну дитину з усіма її індивідуальними особливостями); комунікативності (дає змогу встановити контакт з дитиною для її розвитку); емпатії (надає взаємодії вихователя і дитини інтимно-емоційного забарвлення), покликані підвищити ефективність виховного впливу.

Автором доведено необхідність озброєння майбутніх фахівців знаннями з філософії, психології, корекційної та соціальної роботи; вироблення у студентів потреби й готовності до самовиховання та самоосвіти як передумов самовдосконалення; опанування й поширення новітніх методик навчання, форм взаємодії з дітьми, безперервного підвищення професійної компетентності, постійного вдосконалення, особистісного й професійного розвитку педагогів.

Ключові слова: соціальна компетентність, вихователь дітей закладів дошкільної освіти, сучасний стан, вимоги.