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SUBSTANTIATION OF PEDAGOGICAL CONDITIONS FOR PREPARING FUTURE EDUCATORS FOR PATRIOTIC UPBRINGING OF CHILDREN OF SENIOR PRESCHOOL AGE

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Статтю присвячено теоретичному обґрунтуванню педагогічних умов, що забезпечують готовність до патріотичного виховання дітей старшого дошкільного віку майбутніх вихователів. Розкрито поняття «умова», «педагогічна умова». Автор припускає, що формування готовності до патріотичного виховання дітей старшого дошкільного віку буде ефективним, якщо впровадити в навчальний процес такі педагогічні умови: гуманізація професійної підготовки майбутніх вихователів дошкільних навчальних закладів; створення сприятливого освітнього середовища для вироблення в майбутніх вихователів умінь і навичок професійної діяльності; використання ефективних як традиційних, так і інноваційних методів та форм професійної підготовки майбутніх вихователів до патріотичного виховання.

Ключові слова: педагогічна умова, патріотичне виховання, підготовка майбутніх вихователів, діти старшого дошкільного віку.

Статья посвящена теоретическому обоснованию педагогических условий, обеспечивающих готовность к патриотическому воспитанию детей старшего дошкольного возраста будущих воспитателей. Раскрыто понятие «условие», «педагогическое условие». Автор предполагает, что формирование готовности к патриотическому воспитанию детей старшего дошкольного возраста будет эффективным, если внедрить в учебный процесс следующие педагогические условия: гуманизация профессиональной подготовки будущих воспитателей дошкольных учебных заведений; создание благоприятной образовательной среды для выработки у будущих воспитателей умений и навыков профессиональной деятельности; использование эффективных как традиционных, так и инновационных методов и форм профессиональной подготовки будущих воспитателей к патриотическому воспитанию.

Ключевые слова: педагогическое условие, патриотическое воспитание, подготовка будущих воспитателей, дети старшего дошкольного возраста.

Filimonova T.V. SUBSTANTIATION OF PEDAGOGICAL CONDITIONS FOR PREPARING FUTURE EDUCATORS FOR PATRIOTIC UPBRINGING OF CHILDREN OF SENIOR PRESCHOOL AGE

The article is devoted to the theoretical substantiation of pedagogical conditions, which provide readiness for patriotic education of children of the senior preschool age of future educators. The concept of «condition», «pedagogical condition» is revealed. The author assumes that formation of readiness for patriotic education of children of the senior preschool age will be effective if the following pedagogical conditions are introduced into the educational process: the humanization of the professional training of future teachers of preschool educational institutions; creation of a favorable educational environment for the development of professional skills of future educators; use of effective both traditional and innovative methods and forms of professional training of future educators for patriotic education.

Key words: pedagogical condition, patriotic education, preparation of future educators, children of the senior preschool age.

Statement of the problem. One of the important pedagogical tasks defined by the Law of Ukraine «On Pre-school Education» is the upbringing of children's love for Ukraine, respect for the family, respect for folk traditions and customs, state and native language, national values of the Ukrainian people, as well as the values of other nations and people, conscious attitude towards themselves, environment and environment.

Analysis of recent research and publications. The intelligence of domestic and foreign scholars Y. Babansky, A. Verbitsky, A. Dyomin, M. Zverev, I. Zyazyun, N. Kuzmin, I. Lerner, I. Podlasogo, O. Pekhoti, S. Rubinstein I. Frolov, A. Khutorskogo and others is

valuable for the scientific development of the problem.

The ideas of humanistic education were the subject of scientific research and S.A. Amonashvili, G.S. Batishchev, E.V. Bondarevskaya, B.P. Bitinas, V.F. Volodko, K.V. Gavrilovets, B.S. Gershunsky, E.V. Petrushkova and others.

The objective of the study is theoretically substantiate the pedagogical conditions of preparing future educators for the patriotic upbringing of children of the senior preschool age.

Presentation of the main material of the study. In the philosophical dictionary, the «condition» is defined as a category in which



the universal relation of things to the factors, through which it arises and exists, is represented [17, p. 703].

Conditions constitute an environment in which one or another phenomenon or process develops and develops.

Outside of this environment they can not exist. In psychology, under the «condition» is understood a set of phenomena of the external and internal environment, which probably affect the development of a particular mental phenomenon [9, p. 206].

Consequently, the condition is external in relation to the subject of the diversity of the objective world.

Y. Babansky noted that «the effectiveness of the pedagogical process naturally depends on the conditions in which it passes» [2, p. 78].

I. Pidlasyy specifies pedagogical conditions, noting their role in the implementation of the training content, optimizing the forms, methods, approaches, technologies of the educational process as a whole system [13, p. 280].

Alexander Nazarov considers pedagogical conditions as a set of objective features, content, forms, methods, teaching methods and material and spatial environment aimed at solving research problems [11].

According to A. Bahduyevoyi, pedagogical conditions – a circumstance learning and education, which are the result of purposeful selection, design and application of elements of content, methods and organizational forms of education to achieve the teaching goals [4, p. 12].

N. Boritko notes that educational condition – is an external factor, a factor that significantly affects the course of the educational process, to varying extent, constructed teacher, and implies (but does not guarantee) determined the outcome of this process. Pedagogical conditions specifically planned, created, built teacher in objective reality to influence the course of the process, but does not imply causal determinism brutal outcome [5, p. 119].

I. Y Aksarina agrees with the definition of A. Nine [12], which states that the pedagogical conditions – is «a set of objective possibilities of content, forms, methods and ways of improving the efficiency of the educational process, material and spatial environment, providing successful solution to the tasks set and projected in the study». I. Y. Aksarina notes that pedagogical conditions include those that are deliberately created in the educational process and should provide the most effective flow of this process [1, p. 12].

R. G. Gurov understands under the «condition» in the pedagogical sense all that de-

pends on which another; the environment, the situation in which there are and without which there can not be objects, phenomena [6].

Thus, under the pedagogical conditions are understood a set of diverse socio-pedagogical and didactic factors necessary and sufficient for the emergence and rational sustainable functioning of a particular pedagogical system.

Organizational and pedagogical conditions influence the educational process, allow to effectively manage, carry out this process in accordance with the tasks, using selected forms, methods, techniques, set of provisions, observance of which ensures achievement of the goal [10, p. 67].

In our study, the pedagogical conditions for preparing future educators for patriotic upbringing of children of the senior preschool age will be considered as a combination of conditions and factors that will effectively influence the formation and development of all components of patriotism in children of the senior preschool age.

Analyzing the content of the scientific category of «patriotic education», the criteria and indicators of its formation, it is importance in shaping the personality of the future specialist, the importance of purposeful pedagogical influence on the student's personality and the results of the confirmatory stage of the experiment, the following pedagogical conditions of preparation of future educators for the patriotic upbringing of children of the senior preschool age have been substantiated:

1. Humanization of the training of future teachers of pre-school educational institutions.
2. Creation of a favorable educational environment for the development of professional skills of future educators.
3. Use of effective as traditional and innovative methods and forms of professional training of future educators for patriotic education.

Consider the first pedagogical condition that will increase the efficiency of preparing students for the patriotic education of children of the senior preschool age – the humanization of the professional training of future teachers of pre-school educational institutions.

The analysis of scientific research in recent years shows an increasing interest in the problem of humanization of education.

The problem of student training depends on the psychological and pedagogical sphere.

The system of higher education must, above all, ensure the development of the individual, and already the person becomes a bearer of knowledge.



This means that without neglecting the training of professional work, to bring up a modern personality that will be capable of self-improvement and self-development.

Directly or indirectly influences the humanization of the professional training of students on the orientation of education on the development of personality; rethinking the role of a modern teacher in the conditions of introduction of new information technologies and computerization of educational space; the orientation of the educational process to the spiritual development of the individual.

E. Barbina emphasizes that «the task of all training courses in the system of specialist training is to return to the educational process the grain, the essence of folk and classical pedagogy – its humanistic source» [3, p 34]. The humanization of the purpose of teacher training involves targeting the personality of the future teacher, his professional competence, the formation of his spiritual and professional culture [3].

The leading idea of humanizing the professional training of students is the idea of their active role in the development of their own personal and professional abilities and qualities, the strengthening of subjective functions [16, p. 32–39].

The process of formation of the humanistic orientation of the personality of future educators is ensured by a combination of pedagogical conditions:

1) the unity of the formation of humanistic orientation and professional formation of students;

2) the implementation of a personally oriented approach to vocational training in order to form a humanist orientation of a specialist;

3) creation of a moral and positive environment in a higher educational institution;

4) the formation of a personality of a teacher of higher education, capable of teaching students on a humanistic basis, an active and purposeful participation of a teacher in solving problems of forming the humanistic orientation of a person of a future specialist;

5) ensuring the humanistic orientation of students' learning content;

6) improvement of teaching methods on the basis of wider orientation to the personality-activity approach, the problem situation as a special communicative environment, dialogical training.

Ways of preparing future educators for the humanization of the educational space of the DHS are very diverse.

We preferred those with which the formation of the students' moral and aesthetic views and beliefs, the harmonious picture of

the world, and the humane attitude towards reality are mainly formed:

1) the creation of humanitarian and moral situations requiring personal evaluation (discussion of the received impressions in the context of a confidential conversation, a free expression of personal ratings);

2) accumulation of moral and ethical experience (the spiritual and cultural experience is formed in the process of studying all educational disciplines at the institute of pedagogical education; worldview significance is the assimilation of such concepts as «beautiful», «high moral», «high», «noble», «spiritual» etc);

3) inclusion of students in creative and artistic activities within the framework of the charity program «Creating Good»;

4) introduction of aesthetic elements in the organization of the educational process (decoration of student audiences, organization of exhibitions of creative works of students);

5) education of moral feelings (in human feelings reflects the development of man, and the higher his moral upbringing, the higher the degree of the formation of spiritual and moral feelings);

6) the formation of a moral ideal (the formation of a moral ideal is an indicator of the effectiveness of spiritual development of the individual) [8, p. 40].

Thus, the professional training of students in universities should not be limited only to the transfer of certain knowledge and the formation of professional skills.

It should have a close connection with the professional orientation of the individual, from the formation of a certain system of values.

The second condition for the training of future educators for the patriotic upbringing of children of the senior preschool age, we determine the creation of a favorable educational environment for the development of skills and professional skills of future educators.

The analysis of the works of scientists made it possible to find out that the term «educational environment» in pedagogy refers to a set of conditions that affect the formation and functioning of a person in society, the visual and human environment of a person, his abilities, needs, interests, consciousness.

The term «educational environment» also reflects the interconnection of conditions that ensure the formation of a person.

In this case, the presence of the learner in the educational environment, the interaction, the interaction of the environment with the subject (in our case – with the learner) is foreseen.

Scientists believe that the educational environment is able to provide a set of opportu-



nities for self-development of all subjects of the educational process.

Thus, V. Levin identifies the following components of the educational environment:

1) social – provides a load on providing opportunities for satisfying and developing the needs of the subjects of the educational process in the sense of security, in preserving and improving self-esteem, in recognition of society and in self-actualization;

2) spatial-objective – the basic principle of organizing the spatial structure of the educational environment, including heterogeneity and complexity of the environment, the connection of different functional zones, flexibility and controllability of the medium as a bearer of symbolic communication;

3) psychological and pedagogical – is pedagogical provision of developmental possibilities, which is the optimal organization of the system of links between the elements of the educational environment.

In our opinion, it is convincing that B. Bodenko, A. Kurakin, Y. Manuilov, A. Khutorsky, considering the notion «educational environment» as an object of pedagogical research, proceed from the position of continuity of educational process and education.

We agree with the point of view of the above-mentioned researchers, who under the educational environment understand the natural and artificially created socio-cultural environment of a person, which includes the content and various types of educational means, able to provide productive activity of the student, the listener, managing the process of personality development through the creation of favorable conditions for this, which includes the motivation of those who study, the person of the educator, etc.

For example, Mykolaiv V.O. Sukhomlynskiy National University it can be argued that teachers of the faculty of pre-school and elementary education are making every effort to create a favorable educational environment. That is why students, preparing for future pedagogical activity, accumulate creative potential, ready to open up in the process of practical activity. The basis of the educational and professional activities of students. Future teachers are involved in a variety of professional-related relationships. This is facilitated by the use of such forms and methods of organizing educational activities as business and role games, methods for modeling educational project fragments, educational conferences, methodological seminars, lectures-dialogues, various competitions (contest of pedagogical talents and ideas, protection of creative projects, research tasks), independent work of students on the writing of abstracts, glos-

saries, reports, own test variants, the creation of presentations, handouts on specific topics, the creation of a catalog of scientific and methodological sciences spheres, search and research approaches to the acquisition of knowledge, skills and abilities, pedagogical and educational practices at all courses, etc.

Equally important is the third pedagogical condition for the training of future educators for the patriotic upbringing of children of the senior preschool age – the use of effective both traditional and innovative methods and forms of professional training of future educators for patriotic education.

Traditional methods foresee a certain sequence of constructing and mastering the material.

This sequence was based on the principle of «simple» (single concepts) – to more complex (the introduction of concepts in more complex systems of associative relationships).

On this basis judgments and inferences are formed, as well as all operations of thinking (induction, deduction, analysis, synthesis, generalization) are carried out.

These are classical teaching methods (the formation of theoretical thinking). They are aimed at «classical» learning – the purposeful transfer of knowledge and their «repetition» in the reproductive form (students answers to seminars, colloquiums, grades and examinations, assessed by the teacher) [15].

Particular attention deserves innovative forms of study in universities, which contribute to the qualitative training of future specialists.

The Law of Ukraine «On Higher Education» among the main tasks of higher educational institutions provides for «ensuring the organic combination in educational process of educational, scientific and innovative activity» [14].

The most effective of them, as practice has shown, are the following innovative methods: discussions; «brain storm»; business games; role games; case method.

In the practice of higher education, the diversification of educational technologies allows them to actively and efficiently combine them through the modernization of traditional learning and reorienting it to an effective, focused one. This approach focuses on the personal development of future professionals, the ability to capture new experiences of creative and critical thinking, role-play and simulation simulation of finding solutions to educational tasks, etc. ...) [7].

In this context, innovative teaching technology, in our opinion, should be considered as a general-edict process, which consists in using a combination of methods and techniques of joint activity of subjects of the educational



process aimed at achieving the goal of learning, the development of personality and creative-professional knowledge and competencies respectively to the tasks of training new time professionals.

Consequently, innovative teaching methods used in the system of modern educational process include interactive means, forms and methods of educational activity in the interactive information environment of the university.

Conclusion. Thus, the theoretical substantiation of the pedagogical conditions that should ensure the formation of professional skills of future teachers of preschool educational institutions for the patriotic upbringing of children of the senior preschool age has created the preconditions for their implementation in the process of holding the formative stage of the experiment and developed a model for forming the readiness of the future educator for the patriotic upbringing of the children of the senior preschool age.

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