

**UDC 378-057.87:005.336.2(045)**

**PRITULYAK L.M.**

*Candidate of Pedagogical Sciences, Associate Professor of the Chair of  
Theory and Teaching Methods of Preschool Education Municipal establishment  
Kharkiv Humanitarian and Pedagogical Academy of the Kharkiv Regional Council  
Ukraine, Kharkiv*

## **FEATURES OF FORMING THE PROFESSIONAL COMPETENCE OF FUTURE EDUCATORS**

*This article deals with the basic concepts, related to the problem of forming the professional competence of future educators child's preschool establishments. The analysis of concept is conducted the definition «professional competence», into account the specific professional activity of future educators and their professional requirements. The features of forming professional competence of future educators are thoroughly considered. The level of scientific development of problem of forming professional competence of future educators is studied.*

**Key words:** *professional competence, competence, future educators, preschool educational establishment, professional activity.*

**Raising of problem.** Traditionally objectives of education were determined by the set of knowledge, abilities and skills which a graduating student must have. This approach today is considered insufficient. Society needs graduates who're ready to be included in the future livelihoods, which are capable in practically solving of life and professional problems. It depends not only on the knowledge and skills and on some additional qualities that are more in line with the understanding of modern educational objectives and are determined by the notion of "professional competence".

The modernization of the education system in Ukraine involves creating a stable mechanism for its development and achieving the main goal - providing a new modern level of education quality.

The success of modernization of education depends largely on the readiness of the teaching staff to implement it. New conditions for the existence of the educational environment, updating the contents of education, innovative forms and methods of teaching, requirements for the quality of knowledge, complications of the organization of classes requires increase in professional competence and forming the readiness of the future educator to perform his professional activities.

The problem of forming the professional competence of future educators is devoted to numerous studies of Ukrainian and foreign authors. Professional competence as a component of professionalism, pedagogical skill, culture, creativity of the future educator is considered by A. Bondarevska, I. Ziazun, I. Isaev, A. Kapska, N. Kichuk, A. Markova, L. Mitina, S. Sysoeva, V. Slastionin, I. Yusupov and others. The works of B. Ananiev, Y. Babansky, I. Bekh, V. Bogoslovsky, A. Bodaleva, L. Bozhovich, F. Honobolin, E. Zeer, I. Zimnya, G. Kostiuk, N. Kuzmina, A. Leontiev, K. Platonova, V. Semichenko were devoted to the formation of professional qualities of the future teacher's personality. In the researches of scientists, the professional characteristics of personality are considered as an organic unity of needs, consciousness, knowledge, emotional-volitional sphere and practical actions aimed at the personal and professional formation of the future educator.

**Goal.** Studying theoretically, emphasizing and analyzing the peculiarities of the formation of the future educator's professional competence; studying the level of development the problem of formation future educators' professional competence of pre-school educational institutions.

**Presenting main material.** Satisfaction of the needs of society demands from the modern educator of the pre-school educational institutions the high culture, deep morality, the formed system of values and beliefs, civic stance, teacher's interest in developing the creative potential of preschoolers, the ability to innovate, self-improvement, professional activity, etc. In this regard, one of the main tasks, along with the formation of a harmoniously developed personality, is the task of forming a professionally competent specialist.

One of the conceptually important ways to manage the quality of the training of graduates of higher pedagogical educational institutions is to implement a competent approach to modernizing the content of professional education. Competency approach means a reorientation of the dominant educational paradigm with a predominantly translated knowledge, the formation of skills for creating conditions for mastering the complex of competencies, which signify the potential, adaptability of the graduate to professional activity in the conditions of modern multifactorial social and political, economical, informative, communicative and intensive space.

It should be noted, that the European educational community has no single clear and unambiguous definition of the concept "competence" as a characteristic of a graduate of a higher educational institution.

Translated from the Latin "competentia" means a range of issues where a person is well-informed, has knowledge and experience. Consequently, a person competent in a particular field possesses the relevant knowledge and abilities that allow him to reasonably judge a certain sphere and act effectively in it. At the same time, professional competence is called individual-psychological education, which includes experience, knowledge, psychological readiness.

Competence can be regarded as the ability of the individual to self-fulfillment in a particular field of human activity, which is ensured by the internal maturity of the individual and the availability of his necessary competencies (social permissions associated with an external assessment of his maturity level).

Considering this problem, first of all, it is necessary to determine what professional competence is, to reveal its structure and conditions of its formation. It should be noted that at present there is no unambiguous definition of the definition «professional competence». An overview of psychological and pedagogical literature and other information sources [2; 4; 6], devoted to this problem shows that it is possible to highlight several approaches to the definition of "professional competence". Thus, for example, foreign researchers, this definition is often considered as "in-depth knowledge", "the state of adequate

performance of the task", "ability to actual implementation of activities", "effectiveness of action" [3; 6; 7].

Consequently, professional competence is the level of awareness, authority of the teacher, which allows him to solve productively educational tasks that arise in the process of preparing a qualified specialist, the formation of the personality of another person.

The works devoted to the professional competence of the teacher, at different times and various authors [3; 5] there are a variety of interpretations of professional competence. This is a psychic state that allows to act independently and possess the ability to perform certain labor functions, and the level of education and the general culture of the individual, and the unity of theoretical and practical readiness for the implementation of pedagogical activities, and the integration of experience, theoretical knowledge and practical skills, and also the personal qualities of educator. Based on the aforementioned, the professional competence of the teacher can be interpreted as the integrative features of the personality of the pedagogical worker of the preschool educational institution, which characterizes his knowledge in the psychological and pedagogical and subject areas of knowledge, professional skills and skills, personal experience.

If we talk about the professional competence of the future educator, the meaning of the concept is invested in the personal capacity of a graduate pedagogical university, allowing independently and effectively solve pedagogical problems. Necessary for solving certain pedagogical problems is assumed knowledge of pedagogical theory, the ability and readiness to apply its provisions in practice.

In this case, it is necessary that the future educator is aimed at the prospect of work, open to dynamic enrichment with the necessary knowledge, self-confident and able to achieve professionally meaningful results.

This general characteristic of the professional competence of the future educator in the literature is specified by variants and models of professionally meaningful personality traits.

Professional competence of the future educator is the formation of various aspects of pedagogical activity and pedagogical communication in which the personality of the future educator is self-actualized at the level, which provides steady positive results in the education and development of preschoolers.

Some authors [4; 7] believe that the competence of the future educator includes such personal qualities as initiative, responsibility, diligence, purposefulness, self-confidence. It seems to others that it is necessary to include in the structure of competence also the motivational-value sphere, which largely determines the level of mastery of knowledge. Thus, the listed components of professional competence mean the maturity of a person in professional activities, in professional communication, in the formation of the personality of a professional, his personality.

The formation of the professional competence of a future specialist is carried out through the content of education, which includes not only the list of educational subjects, but also the professional skills and skills that are formed in the process of mastering the subject, as well as at the expense of the active position of the student in social, political and cultural life. All this, in a complex, forms and develops the personality of the future educator in self-development and self-improvement, which would ensure effective functioning as a professional in the "man-man" system.

The training of a competent specialist who meets the requirements nowadays, with the qualities, knowledge, skills necessary to be competitive and capable of adapting, is impossible without the construction of an appropriate training system on a scientific basis.

Investigating the problem of forming future educators' professional competence, we specify the approach to competence, taking the specifics of the educators' professional activity in the children's educational institution and professional requirements for educators.

Thus, teachers of preschool educational institutions are responsible for the preservation of life, physical and mental health of children in accordance with the law.

It should be noted that in the pedagogical process the educator of the children's educational institution performs the most qualified pedagogical functions:

- responsible for the upbringing, children's health and physical development,
- conducts the national and patriotic, cultural and mass work with them,
- engaged in strengthening the health and intellectual development of children.

Professional competence of future educators is largely determined by the formation of their pedagogical knowledge, abilities and skills, personal and professional qualities.

The analysis of the peculiarities of professional activity allows to consider the professional competence of the future educator as a system of professional characteristics of the individual, which determine the success of pedagogical activity. These characteristics are:

- cognitive competence, which includes the completeness and systematic knowledge about the basics of functioning of the children's educational institution, as well as knowledge of the essence, optimal forms and methods of organizing the educator's work, knowledge of the basics of upbringing children;
- motivational and value competence, which consist of the level of awareness by the future educator his personal and social significance, optimal organization of future professional activity, the presence of professional motivation and emotional, appraisal attitude to the effectiveness of own work;
- creativity and activity competence, which includes the degree of professional skills formation.

**Conclusions.** Modern society is actively developing and as a consequence, it raises the increased demands for the teacher's personality and for the educators of the children's educational institution. The level of requirements for culture and

spiritual needs changes in relation to the professional, psychological and pedagogical preparedness of the future educator.

A professional competence is a key multidimensional problem in a pedagogical, psychological and professional spheres. Determination of essence of professional competence of future educators is characterized by the ambiguousness of interpretations, that testifies to complication and contradiction of analysable problem. The concept of future educator's professional competence expounds unity of theoretical and practical readiness to realization the pedagogical activity and characterizes the professionalism.

### **Literature**

1. Большой толковый социологический словарь. М., 1999 (составители: Д. Джери, Дж. Джери).
2. Гончарова-Горяньська М. В. Соціальна компетентність дошкільнят: поняття, зміст, шляхи розвитку / М. В. Гончарова-Горяньська // Єдність особистісного і соціального факторів у виховному процесі навчального закладу : матеріали Міжнар. наук.-практ. конф. / Нац. ун-т імені Т. Г. Шевченка. – Полтава, 2004. – С. 82-88
3. Исаева, Т. Е. Классификация профессионально-личностных компетенций вузовского преподавателя / Т. Е. Исаева // Педагогика. – 2006. – № 9. – С. 55-60.
4. Компетентнісний підхід: рефлексивний аналіз застосування / Н. М. Бібік, Б. Хасан // Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи : Бібліотека з освітньої політики : колективна монографія / під заг. ред. О. В. Овчарук. – К. : К.І.С. , 2004. – С. 45-51.
5. Нечипоренко Л. С., Г. Ф. Пономарьова, Я. В. Подоляк. Сучасна педагогіка : навчальний посібник / Л. С. Нечипоренко, Г. Ф. Пономарьова, Я. В. Подоляк. – Харків, 2007. – 216 с, с. 135

6. Хуторской А.В. Ключевые компетентности как компонент личностно-ориентированной парадигмы образования // Народное образование. - 2003.- № 2.

7. Эльконин Д. Б. Понятие компетентности с позицией развивающего обучения. Красноярск. 2002.

### References

1. Bolshoi tolkovyi sotsjologicheskij slovar. M., 1999 (sostavytely: D.Dzhery, Dzh. Dzhery).

2. Honcharova-Horianska M. V. Sotsialna kompetentnist doshkilniat: poniattia, zmist, shliakhy rozvytku / M. V. Honcharova-Horianska // Yednist osobystisnoho i sotsialnoho faktoriv u vykhovnomu protsesi navchalnoho zakladu : materialy Mizhnar. nauk.-prakt. konf. / Nats. un-t imeni T. H. Shevchenka. – Poltava, 2004. – S. 82-88

3. Isaeva, T. E. Klassifikacija professional'no-lichnostnyh kompetencij vuzovskogo prepodavatelja / T. E. Isaeva // Pedagogika. – 2006. – № 9. – S. 55-60.

4. Kompetentnisnyi pidkhd: refleksyvnyi analiz zastosuvannia / N. M. Bibik, B. Khasan // Kompetentnisnyi pidkhd u suchasni osviti: svitovyi dosvid ta ukrainski perspektyvy : Biblioteka z osvithoi polityky : kolektyvna monohrafiia / pid zah. red. O. V. Ovcharuk. – K. : K.I.S. , 2004. – S. 45-51.

5. Nechiporenko L. S., G. F. Ponomar'ova, Ja. V. Podoljak. Suchasna pedagogika : navchal'nij posibnik / L. S. Nechiporenko, G. F. Ponomar'ova, Ja. V. Podoljak. – Harkiv, 2007. – 216 s, s. 135

6. Hutorskoj A.V. Kljuchevye kompetentnosti kak komponent lichnostno-orientirovannoj paradigmy obrazovanija // Narodnoe obrazovanie. - 2003.- № 2.

7. Jel'konin D. B. Ponjatie kompetentnosti s poziciej razvivajushhego obuchenija. Krasnojarsk. 2002.



**ПРИТУЛЯК Л.М.**

*кандидат педагогічних наук, доцент кафедри теорії та методики  
дошкільної освіти Комунального закладу «Харківська гуманітарно-  
педагогічна академія» Харківської обласної ради*

*Україна, Харків*

## **ОСОБЛИВОСТІ ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУНІХ ВИХОВАТЕЛІВ**

*У статті розкрито базові поняття, пов'язані з проблемою формування професійної компетентності майбутніх вихователів дитячих дошкільних установ. Наведено результати аналізу поняття «професійна компетентність» з урахуванням специфіки професійної діяльності майбутнього вихователя та професійних вимог до нього. Докладно розглянуто особливості формування професійної компетентності майбутніх вихователів. Вивчено рівень наукової розробленості проблеми формування професійної компетентності майбутніх вихователів дошкільних навчальних закладів (ДНЗ).*

**Ключові слова:** *професійна компетентність, компетентність, майбутні вихователі, дошкільний навчальний заклад, професійна діяльність.*