

The peculiarities of conceptual approaches to the pedagogues' preparation problems of preschool education in Poland

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Abstract

The article deals the conceptual approaches to the problems of educational training of teachers of preschool profile in Eastern Europe, particularly in Ukraine and Poland. In presented article the author takes into account the scientific standards of higher education and a common European educational space.

Keywords: *conceptual approach, goals of education, values of education, continuity of education, technology of educational training*

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1. Problem definition.

Problems and conceptual approaches of pedagogues' preparation of preschool education in the European countries and Ukraine are topical within the framework of studied problem. So far, the future of pedagogical education is determined by the processes of euro integration and globalization. Social and economical changes in society, entry of Ukraine to the international educational field considerably increase the requirements to the quality of specialists' preparation, their professional competence and competitive ability and also the requirements of higher education restructuring, renovation of its status, content and structure.

2. Analyze of the recent investigations and publications.

To the development of conceptual principles of future pedagogues are dedicated works of O. Antonova, L. Ahmedzianova, I. Bekha, O. Piekhota, S. Honcharenko, N. Demianenko, I. Ziaziuna, V. Luhovyi, E. Luzik, H. Kozlova, V. Kuzia, O. Oleksiuk, L. Puhovska. Important aspects of the problem of professional preparation of future educators are presented in the works of L. Artemova, T. Ponimanska, L. Pozdniak, N. Bordovskoho, V. Iadeshko etc., specifically the following aspects are : determination of job analyzes of future specialist (O. Panko, L. Pozdniak), the essence and structure of professional competence of educator of preschool age children (H. Belienka), influence of pedagogical practice on professional formation of students (N. Horopakha, T. Ponimanska), drawing up of new study programs and plans (E. Vilchkovskyi, A. Bohush, T. Komarova, O. Shcherbakova, V. Iadeshko etc.) Determined have been in the thesis researches (T. Zharovzev, O. Piahota, T. Tanko, H. Trozko ets) the content, stages, compositional analyses of professional

pedagogical preparation and proposed have been different models of its realization. The whole range of publications of Ukrainian scientists shows that the preparation of pedagogues of preschool education should meet all requirements of the present time, because namely educators should perform all those tasks that society assigns to the modern educational institutions. These tasks are: formation of physically healthy, educated person with high moral and ethical qualities, development of skills, interests, aptitudes, that will give a possibility to function as an culture beam, active subject of social relations who is able to study at the educational institutions and to develop personal skills.

3. Aim of the article is to analyze conceptual approaches to the problem of preparation of pedagogues for pre-educational section in the countries of Eastern Europe, particularly in Ukraine and Poland, taking into account standards of higher education and general European educational dimension.

4. Presentation of the main material.

System of education in Ukraine is on the threshold of fundamental changes. Peculiarities of these changes are new understanding of aims and values of education, perception of the necessity of its permanency and also new conceptual approaches to the development and usage of study technologies. Social and economical changes in society, integration of Ukraine to the international education dimension considerably increase the requirements to the quality of specialist's preparation, their professional competences and competitive ability and also the requirements of higher education restructuring, renovation of its status, content and structure.

According to the Ukrainian law "About education" (2004) [26, p. 21-52]; "About preschool education" (2001) [25, p.159]; "About higher education" (2014) [23, p. 168-221], State program "Teacher" (2002), National doctrine of education development (2002), Conceptual principles of development of pedagogical education in Ukraine and its integration to the European educational dimension (2004), modern system of education needs specialists of innovative type, who can constantly develop their professional skills, realize educational standards, implement new pedagogical technologies. New requirements to the professional competence to pedagogical human resources cause the search of main mechanisms for increasing their effectiveness and professional preparation.

One of the ways to solve mentioned above problem within the framework of Ukrainian integration to the world's and general European educational dimension is a fundamental analyze, conceptualization, proper estimation of world's pedagogical idea and conduction of scientific investigations directed on improvement of higher education, finding ways for its further effective development.

Preparation of future educators for preschool age children, who are destined to have humanistic values, moral skills and high pedagogical values, has its own specifics and is based on the main didactic principles of process design of professional preparation at higher educational institution.

Nowadays the problem of new methods implementation of the professional preparation of pedagogues for the system of preschool education is very topical. That is why according to the tasks of our scientific investigation we will study conceptual approaches to the problem of pedagogues'

preparation for the system of preschool education in Ukraine and in the Countries of Eastern Europe, specifically in Poland, which has similar history and culture.

Main approaches to the preparation of future pedagogues were studied by N.Diusheieva, I. Kostikova, L. Moskaliova, M. Pryhodij, H.Strohanova, V. Sharko etc. Some approaches were analyzed in the works of L. Bukavynzeva (culturological approach), N. Vereshchagina, L.Barny, M.Barny and A. Stepaniuk (competence approach), N. Zelenko (integrative approach), O. Mitina (environmental approach), A. Malykhina (synergistic approach).

In the scientific literature on methodology of pedagogy there are different notions of the term “approach”. For example, in the dictionary on methodology of O. Novyov and D. Novykov is stated that on the one hand the approach is determined as a certain basic principle, basic position, main statement or belief (integral, complex, system, synergistic etc.) and on the other hand as the direction of study of the subject matter of research (historical, logical, conceptual, formal etc.).

There are different approaches. Particularly according to O. Otych in the modern pedagogical science together with traditional methodological approaches, that are firmly established in the scientific researches on problems of humanistic pedagogy (personal, individual, differentiate, action-based, axiological, anthropological, existential, akmeological, context, competent etc.) modern social and educational realia are more conformed with new methodological approaches (polysubjective, creative, mediological, semiotic, hermeneutical, civilizational, holistic). Other approaches to the preparation of pedagogues are stated by V. Sharko: humanistic, akmeological, praxeological, competence, synergetic, systematic, axiological, hermeneutical, culturological, action-based, reflexive, technological, individual – oriented, integrative, andragogical, adaptational, contextual. Such variety gives a possibility to scientists to choose a certain approach. But taking into account that fact that it is very difficult to understand the subject matter of the research from the point of view of just one approach, scientists very often rely on several approaches. Thus, N. Diusheva when studying professional preparation of future teachers, offers to use system, competence-activity and technological approaches. L. Proianenkova relies on competence and activity approaches. According to I. Kostikov for effective professional preparation of pedagogues the following approaches are crucial: system, personal, activity-based, competence, informational and synergetic.

In such a way, analyzed conceptual approaches of the specialists’ preparation in Ukraine motivate us to study the subject matter and the importance of preparation of pedagogues in the countries of Eastern Europe. Having analyzed investigations of eastern European scientists, we can name approaches to the organization of study process, which are widely used abroad: technological; approach of pedagogical interaction, collaboration and associate creative work; individual and activity-based; conceptually-processual; task-based; dialogical, competence, individually-differential; imitational and actable. As we can see, there are some similar approaches to the future pedagogues’ preparation in Ukraine and in the countries of Eastern Europe. But in our research it is necessary to determine the peculiarities of their usage in each country.

The basis of **technological approach** to the organization of study at the higher educational institutions of the countries of the Eastern Europe, specifically Bulgaria, Russia, Poland, Belorussia and Ukraine forms unity of pedagogical interaction and active cognitive activity of students.

Technological approach to students' study organization in the majority of the countries in this region allows students to get an opportunity to form aims and tasks, to plan, to organize work and make administrative decisions, to control and estimate obtained results.

In the whole range of countries (Bulgaria, Moldova, Ukraine) the leading idea of organization and implementation of the study process is **pedagogical interaction** in the system "teacher-students". The main point of this process is to formulate creative study task, solving of which will provide mutual planning, modeling and development of solutions, to perform the task with the help of different approaches and to make conclusions about the effectiveness of work results. Psychological strategy of interaction in the study process is an inclusion of each student to the study, when he can rely on personal experience. Notable for pedagogical interaction is that during classes the situation of psychological comfort is created, the possibility of cognitive and emotional direction of a student, his self-expression and self-activity.

Individual and activity-based approach to the organization of students' study is the most topical in the system of higher pedagogical education in Moldova, Russia, Romania and Ukraine. The main principles of Individual and activity-based approach are development and self-development of students' personality by indicating their personal skills as a subject of cognition and thematic activity. The main element of studied approach, which is widely used in the eastern European countries, is **individually-oriented situation**, where a student is searching for personal and professional interest, building an image and model of his life activity, estimating results of creative search for effective ways of self-development. The source of student's experience is everything that is connected with the sphere of student's personality direction: motives interests, needs, aims. Individual-based situation is widely used in organization of the study process at the pedagogical universities in Russia (V. Serykov, I. Iakymanska).

The basis of **conceptual and procedural approach** to the study process at the higher pedagogical institutions in Bulgaria, Moldova, Russia, Romania and Ukraine is the coherence of content and organizational forms, methods and tools of pedagogical interaction, directed on formation of active cognitive activity of a student. Conceptual and procedural approach combines study information and elements of the mastering process. This approach, the same as technological, gives a possibility to prepare students for independent professional activity with the reliance on personal initiative and strength and gives them the freedom of professional actions.

Task-based approach to the teaching in Russia, Romania, Ukraine plans to add to the study plan tasks that activate mental processes, form the ability to operate with theoretical knowledge in the practical situations, to use them when solving study tasks, to comprehend and see applied principles in professional activity. The most famous scientific schools, that implemented task approach are scientific and pedagogical schools of Sh. Amanoshvilli (Georgia), P. Erdnieva, S.Lysenkova (Russia), H. Balla, V. Shatalova (Ukraine). Thus according to O. Hluzman task approach to the investigation and to the formation of mutual activity of pedagogues and students is an effective way to form an idea about the integrity of pedagogical process in its conceptual, procedural, methodological and technological aspects. Knowledge of tasks solving algorithm, the main

principles of teaching technologies form understanding of pedagogical peculiarities of the situation and ways of its solving in the process of practical pedagogical activity [17, p.250].

Dialogical approach to the teaching process in Moldova, Russia and Ukraine plans the implementation of hypothesizes, questions, models, creation of question image, variant image, that are instruments of creation visible images of contradictions, paradoxes, difficulties. This approach to the study process should be implemented in the form of dialogue with questions and thinking. It will help students to solve task independently. Thus dialogical approach to the study is an orientation of educational activity on partial reproduction of sequence of thoughts, search methods and solutions of raised problems.

Individual and differential approach to the organization of teaching process at the higher pedagogical educational institutions of Bulgaria, Russia, Romania and Ukraine is the basis of preparation of creative pedagogue. Individualization of the study process comes out as procedural side of the teaching process. The peculiarities of the study process at the higher educational institution are the combination of individual approach with collective and group forms of teaching work. Nowadays the individual approach is studied as a form of communication between student and teacher when pedagogical approach directed on helping the future teacher to identify his own personality, develop skills and abilities to find own activity style in different situations (Бабин, В.Ликова, p. 125]. Individual and differential approach stimulates the realization of potential possibilities for students and has a positive influence on cognitive activity and its professional formation. According to the Romanian scientist Paul Sherban Ahachi the aim of individual and differential approach is to help future pedagogue to self-actualize in the chosen profession, to understand personal professional skills and abilities, to know how to use them creatively and productively in the practical activity. It stresses that individual approach to the university teaching uses methods, that influence on certain personality taking into account its personal abilities and skills, creation conditions that would help professional skills development, obtaining of certain knowledge, skills, realization of needs and interests of future pedagogues.

Orientation of the university teaching, directed on the student's personality and job specification model of student's future specialty, determine the necessity of **imitational and actable approach** to the organization of teaching process at the higher pedagogical educational institutions in Russia, Moldova and Ukraine. Game-based forms and methods within the framework of preparation of future pedagogues allows to take into account requirements of chosen specialty, to create situations with the help of which students could master communication culture, pedagogical thinking and also the ability to solve educational tasks fast and effective. Realization of imitational and actable approach to the teaching process provides substitution of traditional technology by more efficient and rational one, the basis of which is formed by imitational and actable modeling. Imitational and actable activity stimulates creativity of students. Imitational and actable teaching approach contains conditions for preparation of creative and active, capable to see the perspective, to formulate a problem and to solve it independently, to realize a strategy of professional activity and technique of communicative behavior of alumnus of higher pedagogical institution. Imitational and actable approach is widely used in the system of higher education of Russia. Thus, T. Akbashev, Doctor of

Science, Professor formulated “development cooperation technology” in the basis of which there is a process of formation of mutual activity during the study process by each participant.

Nowadays **Competence approach** to the teaching process organization at higher educational institutions is leading in the preparation of specialists in the context of Bologna Declaration. Countries of Eastern Europe realize the main ideas of competence approach, taking into account the peculiarities of national system development of higher educational and cultural traditions. Competence approach is considered as priority orientation of teaching on the realization of education aims: competence, self-determination, self-actualization, socialization and formation of creative personality of future pedagogues [51]. Competence approach as a new conceptual guide, arouses interest of international pedagogical community. Thus, one of the main directions of international organization’s activity (UNESCO, UNCF, Council of Europe, European organization of cooperation and development, International department of standards), that take care of problems of international education development, is to perform a range of initiatives, directed on scientific and methodical, organizational and monitoring support of the preparation process of international specialists on the basis of competence approach.

System approach to the investigations of teaching process at the higher educational institutions is relatively new field of knowledge in the Eastern European countries. According to the research results of S. Arkhanhelskoho, O. Hluzmana, S. Honcharenka, I. Lerner, A. Mishchenko, V. Semichenko, V. Slastionova, V. Iakunina we can state that the personality of modern pedagogue is formed within the framework of the integral pedagogical process. Only under this condition the preparation of pedagogue can be performed, who has developed system vision on educational process as an integral phenomenon and who is ready for its implementation.

Changes that took place in the Ukrainian system of higher education, created conditions for the autonomy of higher educational institutions in solving many problems of educational activity, that cause the necessity to build internal system of future pedagogues preparation and specialists of preschool education. According to our reckoning, the development and explanation of integral system of methodical preparation of future specialist of preschool education should be based on modern foreign and domestic experience of pedagogues preparation.

Thus, in the process of investigation the author within the framework of interuniversity agreements with higher educational institutions of Poland and Romania (Jan Kochanowski University of Kielce (Poland), Pedagogical University of Cracow (Poland), Academia Pomorska in Slupsk (Poland), State Higher Vocational School Memorial of Prof. Stanislaw Tarnowski (Poland), Radom Academy of Social and Technical Sciences (Poland), Stefan cel Mare Suceava University (Romania), I. A. Cuza University of Iasi (Romania)) tried to study the system of specialists preparation of preschool education. Studied have been topical problems of pedagogues’ preparation for the system of preschool education in the process of organization and carrying out round-table conferences, symposiums, scientific conferences, student and teacher exchanges, taking part in scientific internships, practices, studying scientific data basis and communication. The conclusion of carried out work was the conference, held on the May 27-29 under the auspices of Yuriy Fedkovych Chernivtsi National University and Stefan cel Mare Suceava University with the participation of

mentioned above Universities of Poland, Romania and Ukraine on the topic “Topical problems and perspectives of preparation future specialists of preschool education within the framework of Ukrainian integration to the European educational dimension”.

Taking into account all mentioned above information we see the necessity to describe in details conceptual approaches to the preparation of the future specialists of the preschool education in Poland. These approaches were studied on the base of the following universities: Jan Kochanowski University of Kielce, Maria Curie-Skłodowska University in Lublin, Pedagogical University of Cracow, Academia Pomorska in Slupsk , Vocational School Memorial of Prof. Stanislaw Tarnowski in Tarnobrzeg within the framework of the interuniversity agreements signed between the department of Pedagogy Psychology and Preschool education with the correspond Departments of the mentioned above universities in Poland. The work of Higher educational institutions in Poland is performed according to general European standards of higher education quality and organization of pedagogues’ preparation. To implement progressive ideas into domestic system of preschool education we will give consideration the most widespread classifications of pedagogical preparation conceptions and also the most substantiated scientific theories and empiric models of this field of education that nowadays are used in Poland. To study the problem more detailed we should also answer the following question: Are theoretical conceptions taken into account in the process of creation of modern organizational framework, that prepare pedagogues?

Taking into account that fact that the character and the field of activity of future pedagogues are subjected to constant changes in the Pedagogical science we will give a consideration to the different orientations, conceptions and tendencies in the preparation of teachers. There are certain criteria of classification in the Pedagogical literature, which should be taken into account, when creating classification of pedagogical education conceptions. Structural - organizational aspect is very often considered to be the main classification criteria when describing pedagogical education. In this case the university education, general professional education and special education are defined the most frequent. This approach studies significant problems, but not the most important in terms of education, that is why we will not be delving into this approach. Classification efforts of pedagogical education are often based not on organizational, but on other principles and thus take into account other criteria [43, p.171]. Therefore V. Okon [43, 14-45] writes about conceptual basis of concepts’ classification of teachers’ preparation. Taking into account the concept of study process, it has the following models of pedagogical education: progressive, personalistic and competence models. According to the first model in the process of teacher’s preparation an important place should be taken by the content of the teaching material, directed on the creation of problem situations, development of cognitive and creative activity of students and also direction of their activity on the study process. K. Dimec-Balzerek stresses “that this concept of pedagogical education requires serious psychological preparation of social pedagogues taking into account personal qualities as for example sensibility to problems, psychological readiness to solve problems, openness to the new information, flexibility of thinking and activity process and also the ability to the innovational and creative thinking.”

According to the second model there should be chosen a certain plan which will first of all be assisting in personal development of a teacher. According to this concept a pedagogue should be

many-sided to create an example for children and youth to follow. The third model of priority meaning attach the significance to the formation of professional knowledge and skills of teachers. In this model the emphasize is put on instrumental and pragmatic preparation, that first of all take into account methodical aspect.

According to H. Kviatkovska the main principle of conceptions' classification are the main goals of pedagogical preparation. She specifies technological, humanitarian and functional education. Mentioned above main theoretical orientations of pedagogical education have a lot of similar with classification of T. Levovytskyi, in the basis of which there are main types of pedagogical activity. Taking into account this criteria we can distinguish general education, personalistic education, pragmatic education, specialized education, progressive education, many-sided education.

According to the **Concept of general education** pedagogue should have rich general knowledge. Good prepared teacher is a person with good general education, erudite, who orients in the main fields of knowledge.

According to the **Concept of personalistic education** individual features are crucial for effective realization of pedagogical tasks. Well educated teacher is a person with a formed need to develop his interests, skills and abilities. Besides that a teacher should be a so called "individuality", person who is an example for children to follow. Such education first of all is directed on the teachers personality.

According to the **Concept of pragmatic education** the main goal of teachers' preparation is to teach future pedagogues the huge number of different didactic and educational skills, that they will need in every day work. The ability to use this skills and the sphere where such skills can be used are the main factors of teacher's professional success.

The Concept of specialized education. Taking into account that fact that during the last couple of years there is a growing amount of information for students to master, there should be specialized preparation of pedagogues, which is relatively narrow, but gives deep knowledge. In this case education is subjected to the general concept of specialized education.

In the **Concept of progressive education** the priority is given to the preparation of teachers to solve different problems that arise in school life. So called problem education has a big future because knowledge constantly change and professional skills need improvements. Effective pedagogical preparation of teacher helps to indicate problems and find the right solution. In this field pedagogues should be prepared to work under complicated and unknown conditions.

The many-sided preparation of pedagogues includes all elements of mentioned above types of education. All experts of pedagogical education acknowledge that this concept is the closest to the complex ideal education, but at the same time it is the most difficult to implement. But taking into account mentioned above list of necessary professional qualifications we should acknowledge that effective education can be given to the alumni of higher educational institutions only by the many-sided, prepared teacher.

Analyzed condition of pedagogical education at the higher technical institutions in Poland induce the necessity to describe in this paragraph concepts of pedagogical education that exists in other countries. Taking into account that these concepts include global problems of modern education, we should acknowledge that these concepts also deserve the attention of Ukrainian pedagogues, who prepare specialists. The main principle of the concepts' choice is the accuracy of their theoretical principles and also an attempt to perform their practical verifications. Value of these concepts is first of all in their ability to help the formation of main instructions which will assist in improvement of pedagogical education in Poland and Ukraine.

Authors of **Module conception of pedagogues' preparation** are Alitsia Kotusevych and Henryka Kviatkowska. This theory is valuable because it was used in the practical activity of polish higher educational pedagogical institutions. Fundamental principle of studied concept is the formation of plan, dictated by actual professional needs of the teacher, that appeared from his professional tasks and also topical problems of students as a future teachers. Besides that, there has been adopted a principle in the module concept of education: basis of obtaining knowledge should be performance of different practical actions (in real or created situations) and also different intellectual procedures, such as: proof, conclusion, abstracting, generalization etc.

Module concept of pedagogues' preparation leads to realization the necessity of personalization of education's aims. The adoption of this principle form an explication of the psychological regularity formula, according to which a person can completely identify oneself only with the help of personal inceptions and takes part in the realization of personal aims or of those aims he took part in. The consequence of realization of this principle is transferring of the accent from the study process to the student's personality, strengthen of the role of independent study and also limitation of external help. Student independently chooses ways of studies, thematic, forms of seminars and also forms of active work.

In the analyzed concept the special attention is paid to the method of cognition. It should be performed in the process of student's activity in the certain pedagogical realia and also to give an ability to understand and interpret complicated phenomenon of life. Authors of the concept stresses that pedagogical cognition is relative. The result of such cognition is the regularity that has a statistical character. It can lead to the fact that certain pedagogical situation considered by teacher can go beyond known rules. To realize the main principles of the concept developed have been certain ways of work with a program. The first stage of this work is in identification of knowledge and experience of a student which is the main indicator of content and form of study. The second stage is in realization of certain tasks. The third stage is in the presentation of obtained experience. It leads to structuring of this experience. Presenting solutions to the tasks, student shows obtained knowledge and skills. On this stage appear the first efforts of generalization, that form elements of theory. The aim of this stage is not to study certain theory system but to realize what have been achieved by personal activity. Fourth stage is directed on obtention of theoretical consciousness. Thus student interprets gathered information and experience. On this stage of work the stress is made on the cognition of theoretical conceptions. The fifth stage is the stage of formal theory implementation. It can be held in different ways, for example through review of certain book

paragraph or teacher's lecture. The important thing on this stage is to show the connections between theoretical statements and student's experience.

Having studied module concept of teacher preparation we should also mention reflections appeared in the result of empiric examination. Thus attention should be paid on the type of experience offered to student. It must be complicated and adequate to the difficulties of future pedagogical work. H.Kviatkovska claims that "easiness of the study, obviousness of thoughts determine the next level of perception of pedagogical situations by teacher; this perception very often makes the content banal".

Realization of the module program also demonstrates the connection between knowledge obtained practically and formally. One of the main principles of the concept expects the obtention of benefits from obtained experience. Authors of the concept state that "current knowledge can be significant basis of the study and also considerably complicate it".

Undeniable advantages of this concepts are:

- The possibility to realize individual interest of student and also teacher. A student besides obligatory education component has the possibility to choose different directions of study;
- To create a possibility for a teacher to be the subject of pedagogical activity. The teacher makes the program and can apply it to the certain needs of students; analyze of observations shows that subjects of pedagogical and psychological course fulfill personal needs of students and arouse more interest; their value is in the formation of professional interest;
- Flexibility and openness that give a possibility to change an old plan for the new one, depending on the specifics of certain study process;
- Accurate determination of study results, with the help of which students and teachers know what they are expected from.
- Focusing not only on mastering pedagogical, psychological or sociological material but also on solving pedagogical problems; in this process interdisciplinary thinking is natural and distinctive.

The main disadvantage of analyzed conception is that modules are more suitable for pursuing goals, which are easily to implement. Module is without any doubts more effective in the professional preparation then in the formation of cognitive skills and interpretation of complicated problems of human relationship.

On the basis of held analyze we can claim that Education in Poland is in the state of dynamic changes. Data given in the Ukrainian pedagogical literature also shows the necessity for changes in pedagogues' preparation in Ukraine. Taking into account that the state of education depends of pedagogues' preparation, there is a necessity to change the non-effective polish pedagogical education, which doesn't meet the needs of contemporaneity. Mentioned above problem have already attracted people from this field of education. Appeared first attempts to implement new models of education at the higher educational institution. T. Levovytskyi claims that starts the new period of coexistence of different models including maybe all types of models, built on analyzed above concepts of pedagogues preparation. New models appear, particularly those

where special attention is paid to the educational problems, formation of civic position, interpersonal communication. There will probably be attempts to combine different concepts and models of pedagogical education. It is important that the representatives of new pedagogical education both in Poland and Ukraine base their search on pedagogical knowledge, take into account proved by the experience facts on the basis on theoretical models and on the basis of teleological and axiological questions, not organizational and financial questions.

3. Conclusions

Thus, the subject matter of preparation of future specialists of preschool education at the higher educational institution should become the formation of innovational educative environment which is foreseeing the change of organization of the education's plan and aiming to integrate into the world's educational dimension; implementation of progressive pedagogical ideas of pedagogues at the higher pedagogical educational institutions in the countries of Eastern Europe, complex improvement of professional skills of future specialists through mastering innovational types of activity, the ability to implement study activity through the choice of the aim, plan, methods and tools of its realization; the ability to use reflexive activity, procedures of self-cognition, self-examination and self-esteem; the ability to gather efforts to change situation, to predict possible results, namely to develop academic mobility. For the realization of qualify specialists' preparation the important thing is to use conceptual approaches. Each approach is efficient and necessary for organization of activity at the higher educational institution and in the future it will help specialist to project pedagogical activity, to adapt to the constantly changing environment and to implement effectively an educational process at preschool educational institutions.

Specifics of foreign systems of professional preparation of specialists of preschool education are determined by socio-cultural and educational peculiarities by reporting to educational experience (Eşi, 2010). At the same time we can describe common features in the development of professional preparation of educators abroad, they are: aspiration to professionalization of pedagogues and promotion of their social status, increasing requirements to the professional preparation of future educator of preschool educational institution, transferring professional preparation of specialists, who will work with children of preschool age to the field of higher education; open access to the employment process at schools on the positions of educators of junior school; individualization of study, taking into account personal peculiarities of students in the process of professional preparation; increasing the status of preparation future educators of preschool education. In such a way, the main tendencies of improvement of educators' preparation system in Ukraine and foreign countries can determine the government's understanding of the priority role of preschool education, necessity for qualify preparation of educators and the proper attention to the socialization measures of preschool age children.

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