ПІДГОТОВКА МАЙБУТНІХ ВИХОВАТЕЛЕВ ДО РОБОТИ З ОБДАРОВАНИМИ ДІТЬМИ В КОНТЕКСТІ НОВОЇ РЕДАКЦІЇ БАЗОВОГО КОМПОНЕНТА ДОШКІЛЬНОЇ ОСВІТИ УКРАЇНІ

Анотація. У змісті статті проаналізовано особливості підготовки майбутніх вихователів у ЗВО до роботи з обдарованими дітьми. Схарактеризовано основні умови формування випускника спеціальності «Дошкільна освіта» першого (бакалаврського) освітнього рівня. Експериментально доведено важливість підготовки вихователів до роботи з обдарованими дошкільниками серед практикуючих педагогів міста Івано-Франківська.

Теоретично проаналізовано сутність поняття «обдарованість» у психолого-педагогічних дослідженнях. Акцентовано увагу на основних завданнях організації освітнього процесу в закладах дошкільної освіти з обдарованими дітьми відповідно до оновленого Базового компонента дошкільної освіти України (2021 р.). Проаналізовано специфіку формування професійних компетентностей фахівця дошкільної освіти у Стандарті вищої освіти України першого освітнього (бакалаврського) рівня. Схарактеризовано основні умови забезпечення професійної компетентності майбутніх вихователів в організації навчальних компонентів освітньої програми. Обґрунтовано важливість створення освітньої моделі формування якостей випускника, необхідних для роботи з дитячої обдарованості.

Доведено важливість і взаємозумовленість планування та введення освітніх компонентів, ураховуючи формування життєвих компетентностей дітей, прописаних у Базовому компоненті дошкільної освіти України. У ході дослідження залучено комплекс методів: аналізу та синтезу, індукції та дедукції, порівняння, системного аналізу. Використання
We consider the priority tasks in highlighting the interdependence of the formation of professional competence of a preschool education specialist in the Standard of Higher Education in Ukraine. The analysis of recent research shows attention to updating of the content of training of preschool education specialists, in particular in the studies of O. Antonov, G. Belenka, O. Vetrov, N. Gavrysh, V. Demchenko, N. Denysenko, E. Karpova, O. Kononko, N. Lysenko, T. Ponimanska, G. Trygubets, V. Ushmarova and others, the main conditions are aimed at improving the professional training of future specialists in preschool education to work with gifted children. The key objectives of scientists’ research are to create an educational model of forming the graduate’s qualities necessary for work on the development of children’s talents, creating new educational methods for the development of students’ creativity.

The aim of the research is to study the content of educational training of future educators in higher education considering the latest demands of society for gifted children. We consider the priority tasks in highlighting the interdependence of the formation of professional competence of educators combined with the development of life competencies of a gifted child.

RESULTS OF THE RESEARCH

Regarding the problem we raised, it’s worthwhile applying for understanding and identifying the meaning of the concept “children’s talent”. Variants of conceptual solutions for the development of gifted children take place in the works of prominent scientists I. Voloshchuk, Y. Gilbukh, O. Matyushkin, V. Molyako, O. Savenkova. V. Yurkevich’s research is devoted to the problem of predicting the development of a gifted child; problems of development of cognitive and creative sphere of the child’s personality - works of M. Veraksa, O. Dyachenko, V. Petrovsky and others.

In the works of foreign and domestic researchers (V. Davydov, L. Zankov, V. Kilpatrick, E. Meiman, M. Montessori, E. Thorndike, I. Yakimanska etc.) approaches to the content of education of gifted children in various subject areas are offered. (music, painting, physical development, acquaintance with the environment, etc.).

So, based on the analysis of research data on various aspects of the problem of abilities and talents in the psychological and pedagogical literature, we have identified the areas for interpreting the origin of nature of this phenomenon: the first - proving the natural conditionality of abilities; the second - stimulating and ensuring the development of giftedness in the education system and living conditions of children (Lazarovych N.B., 2009).

The problem formulation. The priority task of preschool education regarding the Law of Ukraine “On Preschool Education” and “Basic Component of Pre-school Education in Ukraine” is the complete development of the child’s personality, his/her creative abilities (Bazovyj komponent doshkiljnoji osvity, 2021). This problem is not new. However, not only in practice, but also in the theory of preschool pedagogy, the idea of accepting a child in his/her unique manifestations is still debatable. Due to the undifferentiated content of education and upbringing of children in modern preschool education, which is largely due to the lack of early identification of talent, the abilities of children in the educational process are often not taken into account. Teachers do not have scientifically based and methodically developed tools for identifying and accompanying gifted children. Therefore, there is a need to make changes in the modern concept of the content of training of preschool education specialists with non-standard thinking, who are able to solve new problems of revealing abilities of each child, development of their talents.

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Based on this, the community of educators faces the task of providing preschool education institutions with competent professionals capable of developing children’s talents. In order to study the readiness of educators to work with gifted preschoolers, testing (standardized methods of V. Boyko, E. Rogova) was held among practicing teachers who obtained the second educational level “Master” in “Preschool Education” full-time and part-time department of PNU. The main objectives of the study were to obtain information about the factors influencing the effectiveness of work with gifted children, as well as the impact of personal qualities of the teacher on the effective organization of work with gifted pre-schoolers.

According to educators, children are more likely to show talent in intellectual (logical-mathematical) and creative activities (art). The problems of gifted pre-school children were: “non-standard” behavior, curiosity, hypersensitivity, fear, insecurity and shyness.

In general, according to the results of the study, educators have no difficulty in organizing work with gifted children, but 70% of educators expressed their readiness to improve their skills, in particular on the development of creative potential, organization of work with gifted pre-schoolers, and the desire to get acquainted with international experience working with such children.

Thus, the study of the dependence of the level of educators’ readiness to work with gifted children gave grounds to argue about the importance of forming professionally significant qualities of the teacher’s personality.

The Standard of Higher Education in Ukraine of the first educational (bachelor’s) level defines the structure of professional competence of a preschool institution educator. It consists of health-care, diagnostic-prognostic, planning, educational-developmental, communicative, organizational-pedagogical, controlling competencies (Standart vyshhoji osvity Ukrainy, 2019).

In particular, G. Belenka in her research, defines the concept of “professional competence” as a effective characteristic of education, which is formed in the process of purposeful higher education (Bjeljenjka Gh., 2012).

The formation of professional competence of future educators getting education in HEE involves the ability to develop, teach and educate children of early and pre-school age, the ability to solve specialized tasks, characterized by the complexity of educational approaches (Standart vyshhoji osvity Ukrainy, 2019). Accordingly, the level of a teacher’s professional competence depends on the attitude of the student to educational activities, the type of relationship of the future specialist with all participants of the educational process and so on.

The content of professional training of preschool education specialists is included in the list of educational components, in which the methodological complex of each component includes a list of competencies and methods of their formation. Through the prism of each of them, the goals of the educational process are coordinated and achieved: the formation of personality, training of a modern competitive teacher, a competent educator of pre-school children. Gradual mastering of the content of educational components enables interaction of participants of pedagogical process in various kinds of activity: theoretical mastering of knowledge (lectures, seminars, round tables, discourses, etc.), practical embodiment of abilities and skills in direct work with children in pre-school education establishment (classes, game activity, supervision, project activities, sightseeing tours, etc.), creative application of knowledge and skills of future educators through the integration of forms and methods in the children daily life in preschool establishments (experimental research, master classes, work with parents, training, etc.).

While mastering the system of proposed knowledge and practical skills, the level of prior training, the composition of students’ psychological characteristics, namely their ability to use creatively information and acquired skills in working with children is important.

The method of gradual formation of professional competence of educators of preschool children includes a list of competencies, the acquisition of which can be traced in students learning outcomes. This interdependence is based on the transparency of the content of each educational component, which is especially important for students when choosing disciplines from the selective block of the educational program. Thus, university students independently regulate their preparation for professional activity in-depth studying selected educational components. Therefore, for work with gifted children, the student can gain knowledge not only from the required professional educational components, but also he/she chooses special elective courses with direct study of the content of gifted children’s education, diagnostic methods of children’s abilities, innovative technologies for working with gifted preschoolers, etc.

Thus, we consider the professional competence of a preschool education specialist to be the ability to integrate the acquired knowledge and skills into individual work with each child in order to develop his/her characteristics. The child’s awareness of himself/herself as a gifted person should take place in play, communication, cognitive, subject-practical and artistic activities in complex.

Accordingly, the content of the Basic Component of Pre-school Education in Ukraine, as the main state document, provides a competency-based approach to building an educational process aimed at achieving a socially fixed result - the child’s gaining of physical, mental and moral health, personal values and promoting the development of the child’s personality. (Bazovij komponent doshkiljnoji osvity, 2021p.).

The basics, which are specified in the Basic Component of Pre-school Education in 2021 (updated version) on the construction of the educational process, provide a number of values, namely:

- recognition of self-worth of pre-school childhood, its potential and special role in personal development;
- happy pre-school childhood as a prerequisite for complete development and further self-realization in life;
- respect for the child, the peculiarities of his/her development and individual experience;
strengthening physical, mental and social health of the child;
valuing life and well-being as the ability to value, cherish, nurture, maintain and create safe conditions for oneself and others, creating conditions for a safe environment in the natural, material and social environment;
development of creative talents and abilities;
preserving the traditions of national experience of family and social education enriching the cultural potential of interaction between generations (Bazovyj komponent doshkiljnoji osvity, 2021p.).

That is, the educator faces the main task of building the educational process in the pre-school establishment on the principles of partnership with children, creating the atmosphere of psychological support, intellectual and emotional well-being.

The Basic Component of Preschool Education of Ukraine defines directions for competencies that children should gain in all forms of activity due to educators regularities and the administration of pre-school establishment activity, competence, integrated and personality-oriented approaches to the educational process. Accordingly, the child’s competence is both the result of preschool education and his/her personal progress.

Researching the training of future preschool education professionals to work with gifted children, we found a number of interdependent factors that can be traced in government documents (Basic Component of Pre-school Education in Ukraine, the Standard of Higher Education of Ukraine: first (bachelor’s) level) regarding the influence of competencies (SC) of a graduate of specialty 012 “Preschool education” on the formation of a preschool child’s competences (Table 1).

<table>
<thead>
<tr>
<th>Competences of preschool children in the education lines of the Basic Component of Pre-school Education</th>
<th>Special (professional) competencies of the graduate according to the State Standard of EL “Bachelor”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The child’s personality</strong></td>
<td>A child’s constant motivation expressed in various types of motor activity, increasing the functional capabilities of the body, improving vital motor skills, development of physical qualities</td>
</tr>
<tr>
<td>1. Motor activity</td>
<td>A set of basic knowledge about a person and his/her health, a healthy lifestyle. Constant motivation of ecological and valeological orientation towards self-knowledge and environment, which encourages the use of skills of healthcare behavior. The need to master ways of preserving and strengthening health, focused on self-knowledge and self-realization</td>
</tr>
<tr>
<td>2. Health-care</td>
<td></td>
</tr>
<tr>
<td><strong>The child in the sensory-cognitive space</strong></td>
<td>Familiarity with adult work, expression of interest and respect for professions, the ability to participate in joint work with adults and children. Creative manifestation of oneself in independent subject-practical activity.</td>
</tr>
<tr>
<td>1. Subject-practical</td>
<td>The child’s ability with the help of an adult and independently organize joint activities with peers, establish relationships, creatively implement ideas that are formed in the space of subject-practical, subject-game (mobile, didactic games, games with rules), design and construction, art and productive, household, research, cognitive, sensory-cognitive activities</td>
</tr>
<tr>
<td>2. Technological</td>
<td>Mastering of the basis of logical-mathematical, research knowledge, which is based on the acquired skills and abilities, cognitive experience and provide the child’s ability to use their own sensory system in the process of logical-mathematical and research activities, which is formed in the space of subject-practical, subject-game, design-construction, artistic and productive, economic and household activities</td>
</tr>
<tr>
<td>A child in natural environment</td>
<td>1. Natural and ecological</td>
</tr>
<tr>
<td>2. Skills focused on sustainable development</td>
<td></td>
</tr>
<tr>
<td>Child’s game</td>
<td>actable</td>
</tr>
<tr>
<td>The child in society</td>
<td>Social and civil</td>
</tr>
<tr>
<td>The child’s speech</td>
<td>1. Speech</td>
</tr>
<tr>
<td></td>
<td>2. Communicative</td>
</tr>
<tr>
<td></td>
<td>3. Literary and artistic</td>
</tr>
<tr>
<td>A child in the world of art</td>
<td>1. Art</td>
</tr>
</tbody>
</table>
The child’s personality

2. Personal

It is realized in the child’s creative activity in all specifically children activities and is manifested in the child’s personal qualities - from elementary ideas and a positive attitude of the child to his/her inner world (thoughts, feelings, dreams, desires, motives, plans, goals, aspirations) to the formation of the foundations of her/his worldview and the development of her/his consciousness (cognitive activity, emotional receptivity, positive attitude of actions, thoughts, optimistic experiences, realistic intentions)

SC-2. Ability to develop basic personality traits (arbitrariness, independence, creativity, initiative, freedom of behavior, self-awareness, self-esteem).

The analysis of the content of professional competencies of the Standard of Higher Education of Ukraine of the first (bachelor’s) level, specialties presented in the table makes it possible to plan educational components for high-quality, close to modern demands of pre-school public education training of graduates capable of solving today’s professional tasks. The holistic personal development of a gifted pre-school child is achieved with the help of combination of directions and content of the educational process (educational lines), activities and competencies that reflect the individual experience of the child.

Thus, at the present stage of development of education in Ukraine, the need for consistency in the formation of future teachers’ appropriate competence in organizing work with gifted children with the content of compulsory and elective educational components in accordance with educational and professional programs is the main task of quality teacher training.

RESULTS OF THE RESEARCH

У контексті модернізації вищої школи України ведуться пошуки шляхів удосконалення організації систем управління закладами вищої освіти, акредитації вузів, джерел фінансування, підвищення якості викладання тощо. Процеси, що відбуваються в Європі, змушують поглянути на оновлений шлях педагогічних вузів по іншому і дослідити цілі, зміст, технології освіти педагогічного більш розширено. Сьогодні в Україні умови отримання педагогічної вищої освіти розвиваються дуже стрімко, тому виникає потреба у вивченні освітньо-еuropeйського досвіду.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Поєднання в ході дослідження цих методів сприяло здійсненню грунтовного аналізу значного масиву інформації, що дозволило отримати неупереджені об’єктивні висновки.

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