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**ПСИХОЛОГО-ПЕДАГОГІЧНІ ОСНОВИ ФОРМУВАННЯ  
КОМУНІКАТИВНОЇ КУЛЬТУРИ МАЙБУТНІХ ВИХОВАТЕЛІВ ЗДО:  
МІЖДИСЦИПЛІНАРНИЙ ПІДХІД**

**Анотація.** У статті акцентовано увагу на тому, що в процесі професійної підготовки необхідно забезпечити належний рівень формування комунікативної культури майбутніх вихователів закладів дошкільної освіти (ЗДО), а також обґрунтовано її психолого-педагогічні основи в контексті міждисциплінарного підходу. Проаналізовано різні підходи до трактування понять «культура спілкування», «етика спілкування», «комунікативна культура», «комунікативна компетентність». З метою формування комунікативної культури майбутніх вихователів ЗДО важливо реалізувати гуманістичну парадигму освіти, яка передбачає партнерську взаємодію учасників освітнього процесу, студентоцентризм у широкому розумінні, різноманітність видів діяльності здобувачів освіти, особистісно орієнтований стиль спілкування, взаємодію і доброзичливу вимогливість.

Міждисциплінарний підхід у контексті досліджуваної проблеми забезпечує системність, цілісність та інтеграцію наукових знань для ефективного формування комунікативної культури майбутніх вихователів. Визначено психологічні основи означеного процесу під час вивчення дисциплін психолого-педагогічного циклу та методик викладання окремих дисциплін із урахуванням міждисциплінарного підходу, зокрема, збагачення змісту освітніх компонентів відповідними науковими знаннями про сутність понять «комунікація», «спілкування», «комунікативна культура», вивчення вікових та індивідуально-психологічних особливостей спілкування з дітьми дошкільного віку, з їхніми батьками та іншими особами освітнього процесу ЗДО, засвоєння правил та етичних норм спілкування; використання інтерактивних форм і методів навчання під час засвоєння програмного змісту дисциплін; взаємодія учасників освітнього процесу на засадах партнерської педагогіки. Провідною ідеєю статті є те, що в дітей дошкільного віку активно формується культура мовлення (фонетично і орфоепічно правильна і чиста вимова звуків, слів і фраз, володіння культурною нормою



мови тощо), тому важливо, щоб вихователь ЗДО був взірцем для наслідування і досконало володів комунікативною культурою.

**Ключові слова:** комунікативна культура, комунікація, майбутній вихователь, заклад дошкільної освіти (ЗДО), професійна підготовка, міждисциплінарний підхід, заклад вищої освіти, освітній компонент, освітній процес.

## PSYCHOLOGICAL AND PEDAGOGICAL BASICS OF FORMING THE COMMUNICATIVE CULTURE OF FUTURE EDUCATORS OF IPE: AN INTERDISCIPLINARY APPROACH

**Abstract.** The article focuses on the fact that in the process of professional training, it is necessary to ensure the proper level of forming of the communicative culture of future educators of institutions of preschool education (IPE), and also substantiates its psychological and pedagogical foundations in the context of an interdisciplinary approach. Various approaches to the interpretation of the concepts "culture of communication", "communication ethics", "communicative culture", "communicative competence" have been analyzed. In order to form the communicative culture of future teachers of IPE, it is important to implement a humanistic paradigm of education, which involves partnership interaction of participants in the educational process, student-centeredness in the broad sense, a variety of activities of education seekers, a personally oriented style of communication, interaction and benevolent demandingness.

An interdisciplinary approach in the context of the researched problem ensures systematicity, integrity and integration of scientific knowledge for the effective forming of the communicative culture of future educators. The psychological foundations of the specified process during the study of the disciplines of the psychological-pedagogical cycle and the teaching methods of individual disciplines, taking into account the interdisciplinary approach, are determined, in particular, the enrichment of the content of educational components with relevant scientific knowledge about the essence of the concepts of "communication", "communicative culture", the study of age and individual-psychological features of communication with preschool age children, their parents and other persons of the educational process in the IPE, assimilation of rules and ethical norms of communication; the usage of interactive forms and methods of learning during mastering the program content of the disciplines; interaction of participants in the educational process on the basis of partner pedagogics. The main idea of the article is that the culture of speech is actively formed in preschool age children (phonetically and orthographically correct and clean pronunciation of sounds, words and phrases, mastering the cultural norm of language, etc.), accordingly, it is important that the teacher of IPE was a role model and perfectly possessed communicative culture.

**Keywords:** communicative culture, communication, future educator, institution of preschool education (IPE), professional training, interdisciplinary approach, institution of higher education, educational component, educational process.

### INTRODUCTION

**The problem formulation.** Improvement and reform of the modern educational system in Ukraine increases the requirements for the training of specialists in institutions of higher education. There is a need to update the content, forms, methods and techniques of teaching in order to form a competitive specialist – highly moral, competent, creative, active, successful, ready to perform professional tasks in modern conditions. At the same time, the teacher's ability to interact with other participants in the educational process, communicate, and solve various issues that ensure the effectiveness of children's development, education, and upbringing is becoming more important. Therefore, in the process of professional training, it is necessary to ensure the proper level of forming of future teachers' of preschool educational institutions communicative culture.

The regulatory documents highlight the key tasks of institutions of higher education to ensure effective training of future teachers. The Laws of Ukraine "About Education", "About Higher Education", "About Preschool Education" contain general provisions on the organizing of the educational process at various levels and requirements for its quality. Instead, the State Standards of Higher Education single out general and special (specialist) competencies that a future teacher of institution of preschool education should master. Analyzing general competencies, the Standard of Higher Education at the first (bachelor) level states that a future teacher must be able to "communicate in the state language both orally and in writing; ...be ready for interpersonal interaction" (Standard of higher education of Ukraine, 2019, p.8). In line with the raised problem, among the special competencies we single out "the ability to communicate with children, parents, colleagues" (Standard of higher education of Ukraine, 2019, p.8). The success of the forming of other professional competencies also depends on the future teacher's communicative skills and abilities, the ability to communicate with other participants on the educational process.

**Analysis of recent research and publications.** The analysis of scientific researches and modern publications proved that the raised problem has repeatedly become the subject of scientific investigations, psychological-pedagogical and methodical studies. Basic aspects of the professional training of future preschool education specialists are presented in the works of L. Artemova, N. Gavrysh, L. Zdanevych, K. Krutii, N. Lysenko, O. Mysyk, M. Oliinyk, T. Ponimanska, T. Tanko, and others. Theoretical and methodical features of the personality forming of the future educators and, in particular, their communicative training were studied in the works of G. Bielienska, L. Zagorodnia, A. Klieba, L. Moroz-Rekotova, S. Titarenko, A. Kharkivska, and others. Despite the significant achievements of home scientists, the issue of improving the process of developing the future educators' communicative culture need additional attention, taking into account the psychological regularities of teaching in the context of an interdisciplinary approach, based on the principles of partnership interaction of all participants in the educational process.



**RESEARCH AIM AND TASKS** – theoretically substantiate the psychological and pedagogical basics of the forming of future educators' communicative culture in the process of their professional training; to single out the conditions for the implementation of an interdisciplinary approach for the effective forming of the communicative culture of future teachers of institutions of preschool education.

**RESEARCH METHODS:** analysis, synthesis and generalization of normative and legal documents, psychological-pedagogical and methodical literature and interdisciplinary studies of the problem of forming the communicative culture of students, the essence of key concepts; identification of psychological foundations and modeling of ways of successful forming of communicative culture of future teachers of preschool educational institutions in the context of an interdisciplinary approach in the educational environment of modern institutions of higher education.

### RESULTS OF THE RESEARCH

In the scientific literature, a number of concepts related to the raised problem are used, namely: "communication culture", "ethics of communication", "communicative culture", "communicative competence", etc. The characteristics of the content of the listed concepts are given in the studies of A. Kolomiets, A. Lytvyn, A. Mudryk, V. Safianova, A. Kharkivska, T. Chmut, and others. The generalization of the results of scientific investigations confirms that the "culture of communication" integrates values, qualities, norms, behavioral stereotypes, mentality in its content and is determined by general norms of etiquette, culture of behavior, language, emotions and feelings, non-verbal means, psychological culture of communication subjects, etc. Instead, the "ethics of communication" defines the ethical dimension of the listed characteristics, limited to the behavioral level. Accordingly, the components of communication culture are communicative settings, knowledge of ethics and psychology of communication, the ability to apply this knowledge in communicative situations (Rudenko L., 2015, pp. 34-35). The category "communicative culture" in scientific intelligence is also understood as a component of general culture, as a component of the professional culture of an individual or a teaching team, as a personal phenomenon that contains a number of knowledge, abilities and skills, motives and interests aimed at communicative interaction with other people.

A comprehensive study of the raised problem is given in the scientific investigations of A. Kharkivska. The researcher interprets the concept of "culture" as "a set of spiritual and material values of an individual; a certain level of personality development, individual possession of knowledge, skills, views, beliefs, norms related to a certain field" (Kharkivska A., 2021, p. 46). A. Kharkivska defines communicative culture of the future preschool educator as "a set of personal communicative qualities and skills, characterized by the presence of appropriate abilities, a system of knowledge of the basics of both native and foreign languages, age and individual psychological features of the preschooler's development, norms, rules and principles of communicative culture adopted in society, standards of communicative behavior in children's and pedagogical multicultural teams for successful interaction and mutual understanding with different categories of preschool age children, parents of children, colleagues, administration, partners of institution of preschool education, management and self-government bodies with the help of verbal and non-verbal means of communication" (Kharkivska A., 2021, pp. 56-57). The given definition presents the multifaceted nature of the studied concept, covers the directions of its usage for the performance of professional tasks, communication with the participants of the educational process in the institution of preschool education, emphasizes the importance of the problem and the need for the forming of a communicative culture during the professional training of future educators.

A number of scientific studies presents the components of the communicative culture of future educators. In A. Klieba's dissertation, the components of the informative-communicative culture of future preschool teachers are established. These are: motivational, cognitive, activity, self-regulatory (Klieba A., 2018). A. Kharkivska in the structure of communicative culture of future educators singles out communicative-reflexive orientation, communicative literacy, ethics of communication, cross-cultural interaction, communicative and organizational readiness (Kharkivska A., 2021, p. 60). The above mentioned approaches to determining the components of communicative culture testify to the need for the forming of a defined quality in various dimensions, during the mastery by students of educational components of general and professional training, passing various types of pedagogical practice, in situations of direct communication on the basis of subject-subject interaction, etc.

The successful forming of the communicative culture of future teachers is ensured by the implementation of the humanistic paradigm of education in institutions of higher education. In the context of the specified paradigm, partner interaction of participants in the educational process, student-centeredness in the broad sense, variety of activities of education seekers, personally oriented communication style, interaction and benevolent demandingness are ensured.

The humanistic paradigm determines the choice of appropriate methodological approaches, principles of learning. M. Oliinyk focuses attention on the principles of professional training of future preschool education specialists and singles out a number of methodological approaches, namely: competence-based, humanistic, person-oriented, technological, contextual, axiological, reflective, etc. (Oliinyk M., 2016, p. 15). A. Kharkivska focuses on child-centered, systemic, andragogical, activity-based, linguo-didactic and cultural approaches to the forming of communicative culture of future preschool teachers in the conditions of the master's degree (Kharkivska A., 2021, p. 100).

The listed methodological approaches determine the basic principles of forming and development of the communicative culture of future educators. As evidenced by the analysis of the theory and practice of higher education, the forming of the communicative culture of future educators should be based on general didactic and special principles of learning (Rudenko L., Kharkivska A., Klieba A.). We appropriately refer to the general didactic ones principles of scientificity, cultural relevance, humanization, problem solving, continuity, consistency, variability, systematicity and integrity, student subjectivity, etc. Special principles are focused on the direct process of forming the communicative culture of future



teachers in institutions of higher education. These include the following principles: unity of general and communicative culture, communicative partnership, reflexivity of communicative activity (Kharkivska A.); self-development of personality in communicative activity, unity of consciousness and activity in communicative interaction; integrity of communicative functions of the future specialist (Rudenko L.). The principles of the second group are directly oriented to the method of forming the communicative culture of future teachers and take into account the psychological aspects of forming the communicative environment of a higher educational institution, and they ensure personal readiness for professional communication and interaction.

An interdisciplinary approach in the context of the researched problem ensures systematicity, integrity and integration of scientific knowledge for the effective forming of the communicative culture of future teachers. Let's consider the features of this approach in the context of modern scientific research.

According to S. Sysoieva, "research in the modern field of education cannot be carried out solely on the basis of the methodology of pedagogy. Increasingly, when studying the functioning of the education sphere, educational phenomena and processes, the need to involve the methods and cognitive field of other branches of science is felt" (Sysoieva S., 2017, p. 28). On this occasion, O. Krasovska notes that "interdisciplinary connections in the pedagogical process are connections between educational disciplines of different fields of knowledge. For example, connections between the disciplines of the humanitarian cycle: cultural studies, philosophy, pedagogics, history, sociology, or connections between the educational disciplines of the subject block: theoretical foundations of speech, physical, musical, ecological, mathematical, artistic development of children are the connections, that lead to the forming of a holistic vision of the pedagogical process and the personality of the child" (Krasovska O., 2015, p. 27).

In the scientific researches of A. Kolot, two main formats of implementation of the interdisciplinary approach in the modern educational process are presented. The first format informally unites academic disciplines without violating their independence, uniqueness, originality. At the same time, the differentiation of sciences is preserved, and their unification is carried out at the methodological and instrumental levels. According to the second format, interdisciplinarity appears as a real tool for the unification of sciences (disciplines), the emergence of integrated products, projects, interdisciplinary research objects, the further mastery of which is fundamentally important for both science and education (Kolot A.). The results of the analysis of scientific research (Kolot A., Krasovska O., Sysoieva S.), theory and practice of professional training of future educators confirm that interdisciplinarity is implemented in such directions: implementation of innovative models of professional training of future educators; modernization of the content, forms and methods of educational activity in the process of professional training of future teachers; modeling of the educational environment of an institution of higher education on the basis of integration, interconnection and interpenetration of various fields of knowledge, etc.; creation of new methodological structures for solving complex tasks of pedagogical training of future preschool specialists.

In the context of the forming of the future educators' communicative culture, it is necessary to take into account the psychological foundations of this process when studying the educational components of the psychological-pedagogical cycle and teaching methods of separate disciplines, and at the same time rely on an interdisciplinary approach.

The content of professional training for getters of the first (bachelor) level of higher education (specialty 012 Preschool education) at Vasyl Stefanyk Precarpathian National University covers a number of educational components of the psychological-pedagogical cycle (general psychology, children's psychology, pedagogical psychology, ethnopsychology, etc.), as well as methodical educational components. Each of them has significant potential for forming the foundations of communicative culture, enriching students' knowledge about the peculiarities of professional communication and interaction, and developing the ability to effectively use communicative potential for solving professional tasks.

The results of the analysis of the syllabuses and work programs content of the psychological-pedagogical cycle disciplines of future educators' professional training testify that the problem of communicative training of students is presented in a thorough and versatile manner. For example, in the syllabus of the educational components "General Psychology" and "Children's Psychology" during the forming of general and special competencies of getters, among others, the following types are provided: the ability for interpersonal interaction, the ability for communicative interaction with children, parents, colleagues; in the syllabuses "Familiarization of children with the social environment" and "Methodology of conducting classes in Ethnography", in addition to the above, we highlight the ability to develop speech in children of early and preschool age as a means of communication and interaction with peers and adults. One of the components of the listed competencies is communicative culture, the mastery of which by a young teacher ensures an understanding of the individual, psychological and age-specific features of the development of preschool age children, involves the assimilation of norms, rules and principles of communication and interpersonal interaction, standards of communicative behavior, literacy, communication ethics, intercultural interaction. Accordingly, it is stated in the program learning results that future bachelors will have the ability to carry out subject-subject interaction and developmental interpersonal pedagogical communication with preschool age children, personally oriented and socially oriented communication with parents, as well as to possess the technologies of organizing a developmental subject-game, natural-ecological, cognitive, speech environment in various groups of early and preschool age (Standard of higher education of Ukraine, 2019).

Due to the fact that children of preschool age are actively developing the sound culture of speech (phonetically and orthographically correct and clean pronunciation of sounds, words and phrases), mastering of the cultural norm of speech, etc.), it is very important that the teacher of IPE was a role model and perfectly possessed communicative culture. In the process of studying the educational component "Methodology of conducting classes in Ethnography" with the help of works of Ukrainian folklore (lullabies, nursery rhymes, proverbs, sayings, fun games, fairy tales), students study the peculiarities of the development of children's speech, which gradually forms in pupils the ability to use various means of



reproduction and transmission of speech information, select the right words, master the figurative system of speech, its expressiveness. The availability of small genres of Ukrainian folklore, a high level of interest in them is often associated with positive emotions of children, which has a good effect on the development of their communicative culture. For this purpose, it is important that folklore becomes an integral part of children's communication in the conditions of a suitable developmental environment (Marchii-Dmytrash T., 2022, pp. 111-112).

The specificity of the interdisciplinary approach in this case, in particular, is that the future educator, armed with knowledge about the psychophysiological and individual characteristics of preschool age children, who knows how to choose the necessary methods, techniques and means in accordance with the form of work, possesses folklore material, can emotionally and expressively present it, quickly achieves contact with children, more successfully instills in them skills related to routine moments, more interestingly organizes game activities and becomes an active participant in the child's speech development. Students should also strive to master artistic means (declaring, singing, dancing, playing folk instruments), which will increase children's interest in oral folk art and activate their communicative culture.

The variety of classes and emotional saturation of educational events both in content and form enriches children's active vocabulary, cultivates a sense of national dignity, instills love and respect for their land, national culture, native language, folk traditions, Ukrainian people, it is important in the process of forming a personal communicative culture (Marchii-Dmytrash T., 2022, p. 117).

The relevance and practical significance of the above mentioned is confirmed by the fact that every educator should "focus on the positive qualities of other people, treat everyone carefully as an individual, be able to understand the emotional state of the interlocutor, be able to motivate the communication partner to achieve the set goal, etc." (Krul L., Matisyak M., 2022, p. 87). An important prerequisite for this is the forming of the communicative culture of future educators in the process of their professional training. During mastering of disciplines, this process is carried out in different ways. Let's outline them.

1. Enrichment of the content of educational components with relevant scientific knowledge about the essence of the concepts "communication", "communicative culture", their varieties and peculiarities; study of age and individual psychological characteristics of communication with preschool age children, their parents and other persons involved in the educational process of the institution of preschool education; development of modern researches in the fields of pedagogics and psychology regarding effective subject-subject interaction of participants in the educational process, assimilation of rules and ethical norms of communication. For example, the content of the discipline "General Psychology" provides for the study of individual psychological characteristics of the personality, familiarization with the essence of the concepts "temperament", "character", the peculiarities of their manifestation in activities and communication with other people. Instead, the content of the educational component "Children's psychology" focuses on study of temperament and character in terms of age and individual manifestations in preschool childhood. In this way, future teachers develop the ability to take into account certain peculiarities in situations of pedagogical communication, to understand manifestations of one or another type of temperament and to take them into account in the educational process in IPE.

2. The usage of interactive learning forms and methods in the process of assimilation the program content of educational components. Since interactive methods are focused on cooperation and active communication of participants in the educational process, it is appropriate to use them in classroom work, to combine different forms of learning organization (frontal, group, pair, and individual). The implementation of interactive teaching methods helps students to form the experience of productive cooperation, the ability to negotiate, to choose a common solution, to communicate in compliance with the relevant ethical and social norms. In this aspect, the interdisciplinary approach is implemented in an instrumental format, since interactive methods are quite universal, it is advisable to use them during the study of different disciplines, for different age categories of education seekers.

3. Interaction of participants in the educational process on the basis of partner pedagogics; communication between teachers and students taking into account equality, voluntary interaction, responsibility, empathy, mutual respect, tolerant attitude towards each other, mutual understanding. It is partnership interaction that provides a positive atmosphere in the educational process, contributes to the achievement of the goals and tasks of the educational process, and also enriches the experience of students and develops their communicative culture in the general sense.

### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

Therefore, the communicative culture of the future educators is manifested in their need to interact with other members of the educational process in order to develop their personal characteristics, creative potential, partnership relations, which is gradually forming in the process of professional training in IHE during studying various disciplines.

We note that the proposed article does not cover all aspects of the investigated problem. In particular, the peculiarities of the interdisciplinary approach in the training of future educators of early (preschool) age children require further analysis.

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*Received*  
*Accepted*

17.03.2022  
08.04.2022