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THE CONTENT AND PECULIARITIES OF PROFESSIONAL COMPETENCE OF EDUCATORS OF PRESCHOOL EDUCATIONAL ESTABLISHMENTS

The article has been devoted to the theoretical substantiation of content and peculiarities of professional competence of educators of preschool educational environment. Based on the analysis of scientific sources and the characteristics of the definition of "competence", we have defined the professional competence of educators as an ability to successfully pursue professional activity on the basis of available theoretical knowledge and practical experience, using innovative knowledge and skills in solving problems of education, upbringing and development of preschoolers. It has been noted that the content of professional competence of preschool educators is determined by the peculiarities of their activity and is characterized by certain indicators; the professional competence of the preschool educator, as a systemic phenomenon, includes a set of competencies that are characterized by the authors.

Key words: educators of preschool educational establishment, competence, vocational training, professional activity, professional competence.

Introduction. National higher education in the context of globalization, taking into account changes taking place in the labor market, has been oriented in its development to qualitative specialist training. Modern preschool education benchmarks impose certain requirements on the professional competence of future educators, and therefore, one of the main tasks of higher educational establishment is to prepare a competent, flexible, competitive specialist to work with preschoolers, able to solve professional

tasks independently and creatively. This actualises the problem of forming the professional competence of future preschool educators and requires additional scientific researches.

Purpose. To substantiate the content and peculiarities of professional competence of preschool educators.

Results. Analysis of the works of national and foreign scientists on the problem of research has made it possible to determine professional competence as an indispensable attribute of effective professional activity of preschool educators. An educator who works with preschoolers is a person who, by the content of his professional activity, must possess a set of special qualities caused by the specificity of this activity. It is known that the process of interaction between the teacher, the pupil and his or her parents is a mutual, creative process and cannot always be done in a clear plan. It requires a constant search for new ways of interaction between all participants of the educational process in the establishments of preschool education. Thus, the content of the professional competence of preschool educators has been determined by the peculiarities of their activity and is characterized by the following indicators: knowledge in the field of preschool education, technological and methodological skills; knowledge of ways to communicate with preschoolers, communication skills; knowledge in the field of pedagogical reflection, reflexive skills.

It is known that one of the main professional tasks of an educator is to create conditions for the harmonious development of preschoolers. In order to solve it, in our opinion, the educator should have the developed professional competence, which includes: respectful treatment to every child, their feelings and needs; ability to communicate with each child; ability to create conditions for free choice of activities by any children, participants in joint activities; ability to create conditions for children to make decisions, express their feelings and thoughts; ability to provide partner support for children, support for children's initiative and independence in various activities; ability to create conditions for positive, friendly relations between children, including those belonging to different national-cultural, religious communities and social groups, and have different (including limited) health opportunities; ability to develop children's

communicative abilities, allowing to solve conflict situations with peers; ability to create conditions for mastering cultural means of activity; ability to organize activities that contribute to the development of thinking, speech, communication, imagination and children's creativity, personal, physical and artistic and aesthetic development of children; ability to evaluate the individual development of each child; ability to interact with parents on child education, involve them in educational activities, including through the creation of educational projects with the family.

Taking into account the analyzed scientific researches, the professional competence of educators has been defined as the ability to successfully pursue professional activity on the basis of available theoretical knowledge and practical experience, using innovative knowledge and skills in solving problems of education, upbringing and development of preschoolers.

Conclusion. In our opinion, the professional competence of preschool educators is a multifactorial phenomenon, which includes a system of theoretical knowledge and methods of their application in specific pedagogical situations, value orientations of the future educator, and integrative indicators of his / her culture (language, communication style, attitude to themselves and their activities, to related fields of knowledge, etc.).