

Professional Training of Preschool Educators: Forms and Methods

Streszczenie. W artykule przedstawiono podstawowe formy (ogólne, specjalne i ich odmiany) oraz metody szkolenia zawodowego przyszłych nauczycieli edukacji przedszkolnej. Autor wskazuje na to, co jest komponentami szkolenia zawodowego przyszłych nauczycieli (orientacja społeczna i zawodowa, samokształcenie, połączenie samokształcenia z działaniami zawodowymi, kompetencje zawodowe oraz umiejętności zawodowe i opanowanie) oraz definiuje podstawowe pojęcia metod i form szkoleniowych przyszłych nauczycieli przedszkoli. W artykule dokonano uogólnień wynikających z omawianych stwierdzeń. Przeanalizowano ponadto proces szkolenia nauczycieli (pedagogów, nauczycieli). Autorka wskazuje typ współczesnego nauczyciela, którego pożąda współczesny świat, a także odpowiednie formy i metody kształcenia, które należy zastosować w ich przygotowaniu do przyszłej pracy zawodowej.

Abstract. The article outlines the basic forms (general, special, and its varieties) as well as methods of professional training of future teachers of preschool education. The author addresses the components of the professional training of future educators (social and professional orientation, self-education, connection of self-education with professional activities, professional competence and professional skills and mastery). The researcher reviewed the basic concepts training methods and training forms of future preschool educators. In order to achieve this purpose, the generalizations that follow from the discussed statements were made. The process of teachers' training (educators, teachers) to work was analyzed. The author draws a conclusion on the kind of a modern teacher who is required by the modern world and emphasizes that the appropriate forms and methods of training should be applied in their education.

Słowa kluczowe: formy szkolenia, metody szkolenia, zajęcia zawodowe, pedagog przedszkolny, szkolenie zawodowe.

Keywords: training form, training method, professional activities, kindergarten educator, professional training.

Introduction

Personal development of a preschool educator who is going to work in a kindergarten requires a purposeful system of their training. Since the introduction of the Law of Ukraine "On Preschool Education", a legal basis for the functioning of the system of preschool education has been created, and the main approaches to the organization, content,

software and methodological support of educational process in a preschool educational institution have been outlined.¹

Radical changes in the society have ensured actual conditions for democratization and humanization of school. Latest educational strategies are being developed intensively; the processes that are taking place nowadays in teachers' training and practice are being considered in another way; the future prospects of the main directions of education development are being outlined. The sources of the mechanism of the self-development of preschools and primary schools are an indispensable component of the teachers' activity and their innovation.²

One of the main requirements of modern university education is the formation of a holistic view of a modern human, a professional, their goal and social role, the order of their education as well as human and social expectations of education. Education is increasingly focused on "the free development", high culture, creativity, independence, mobility of future professionals, which requires a qualitatively new approach to the development of a future professional.³

Analysis of recent research and publications demonstrated that quite a few papers are devoted to various aspects of future teachers' training. Academic papers of foreign scholars (W. Barnett, R. Pianta, S. Ryan, M. Stawiak-Ososicska, D. Stipek,) and homeland ones (O.Ye. Antonova, O.A. Dubasenyuk, L.V. Zdanevych, M.P. Leshchenko, Yu.V. Kosenko, N.I. Machynska, I.Yu. Pidlypnyak, S.O. Sysoieva) prove that there are various problems in their training. Researchers pay special attention at the theoretical and methodological principles of future teachers' training.

The topicality of the problem predetermined the purpose of the article that lies in revealing such concepts as *training form* and *training method*, theoretical analysis on professional training of future teachers and the theoretical and practical specification of the forms and methods of training future educators of preschool institutions.

Teacher's education is an objectively existing training process (teaching and learning), that includes acquiring professional knowledge of future teachers, developing appropriate skills, forming their positive social and cognitive needs of self-development, self-education, self-improvement and self-realization; ensuring unity of educational theory

- 1 Serheeva V.F. *Process approach to training future preschool educators* [electronic resource] / V.F. Serheeva. – 2014 – Access to the resource: <http://esnuir.eenu.edu.ua/bitstream/123456789/5098/1/simulator%20training.pdf> – 13 sec.
- 2 Lytnyov V.Ye. *Innovative experience of teachers of preschool and primary educational institutions in Zhytomyr region: a collection of scientific and methodological papers I* under the general editorship of V.Ye. Lytnov, N.Ye. Kolesnyk. – Zhytomyr: Self-employed individual Levkovets, 2012. – [electronic resource] / V.Ye. Lytnyov. – 2015. – Access mode: <http://eprints.zu.edu.ua/17595/> – p.456.
- 3 Machynska N.I. *Teacher's education of the graduates of the higher education establishments of the non-teaching – profile: a monograph* / N.I. Machynska; edited by S.O. Sysoieva, a Doctor of Pedagogical Sciences, a Professor, a correspondent member of the NAES of Ukraine. – Lviv: Lviv State University of Internal Affairs, 2013. – P. 416.

and school practice, scientific and fundamental nature, cultural correspondence, mobility of knowledge for this purpose.⁴

I.Yu. Pidlypnyak considers that a system of professional training of future teachers is a coherent set of structural elements that are interconnected in certain links and relationships, interact with each other and form a coherent unity. The author notifies that in the course of their preparation at university, professional development of a future teacher involves not only mastering the certain amount of knowledge and skills, but also their personal self-improvement, activation of professional positions and upbringing such qualities as sociability, tact, and criticality. A factor of success of educator's professional activity is the development and the integrity of their personality. The level of preparation to work in a mixed-age group is determined by the formation of the necessary knowledge, abilities and skills.⁵

In order to specify the content and determine the basic forms and methods of professional training of future educators, it is noteworthy to provide a definition of such terms as a *form* and a *method*.

Based on the research of the scholars (A.I. Kuzminskyi, V.L. Omelianenko, V.V. Yahupov), O.B. Kovalchuk and S.Ya. Kohut determine the form of learning organization as a limited in time and space interdependent activity of teachers and pupils. The authors find such form of studying as a didactic category, which means the external side of the educational process that is associated with a number of pupils, time and place of study, as well as the procedure for its implementation.

In historical perspective, there are the following forms of studying:

- Individual
- Group
- Class-set
- Bell-Lancaster
- ECTS.⁶

Studying the issue of forms of professional training of a future preschool educator, we prove that the foundation of this educational phenomenon is precisely the form of training.

In a higher pedagogical educational institution, the process of teaching and learning is organized in various ways, including:

- lectures (introductory, thematic lecture, survey, final lecture, problem-based lecture, lecture-visualization, pair lecture, the lecture with the beforehand planned mistakes, lecture-press conference)

⁴ Ibidem. – P. 158.

⁵ Pidlypnyak I.Yu. *Training of the future professionals in the area of preschool education* [electronic resource] / I.Yu. Pidlypnyak. – 2014 – Access to the resource: http://dspace.udpu.org.ua:8080/jspui/bitstream/6789/2931/1/Pidhotovka%20maibutnikh_vykhovateliv_do_formuvannia_matematychnoi_kompetentsii_doshkilnykiv_zasobamy_informatsiino_komunikatsiinykh_tekhnolohii%20%282%29.pdf – 7 p.

⁶ Kovalchuk O.B., Kohut S.Ya. *Psychology and Pedagogy: a manual* / Orysyia Kovalchuk, Svitlana Kohut; [under the general editorship of L. Kovalchuk]. – Lviv: Ivan Franko LNU publishing center, 2009. – 624.

- practical trainings and laboratory work, workshops (seminars, proseminars, seminars proper, special seminars);
- individual classes;
- consultations;
- independent work of students under the supervision of a teacher;
- different kinds of practice.⁷

Studying the problem of future teachers' professional training, it is advisable to pay attention to teaching methods that are a part of the pedagogical process.

Method is a way of construction and justification of a system of philosophical knowledge, a set of methods and operations of practical and theoretical understanding of reality. The background of a method traces back to practice. Methods of practical human actions were initially consistent with the characteristics and laws of reality, with the objective logic of things it dealt with. Thus, a method is a set of specific rules, methods, techniques, standards of knowledge and action. It is a system of regulations, guidelines and requirements that must orient the researcher at solving a particular problem, achieving a certain result in a particular field.⁸

The common classification of methods are the following:

- according to the source of knowledge (D.O. Lordkipanidze, Ye.A. Holand, N.M. Verzilin);
- according to the nature of logic knowledge (I. Ya. Lerner, M.M. Skatkin);
- according to the problematic levels of learning and the level of learning (M.I. Mahmutov);
- according to the level of training management (P.I. Pidkasytstyy, V.F. Palamarchuk, V.I. Palamarchuk);
- according to the didactic purposes and objectives (V.A. Onyshchuk).⁹

N.P. Volkova divides teaching methods into general and special ones. In accordance with another classification she divides them into the methods of acquired knowledge and the research-based method. According to the origin of information the author defines such methods as: a) verbal methods, b) visual methods, c) practical methods; and according to the purpose she considers: a) methods of obtaining new knowledge, b) methods of skills formation, c) methods of knowledge application in practice, g) methods of creative activity, d) methods of solidifying knowledge and skills, e) methods of verification and assessment of knowledge, abilities and skills.¹⁰

⁷ Fitsula M. *Introduction to the teaching profession: Handbook for students of the higher educational teaching institutions*. – The third edition, reviewed and complemented. – Ternopil: Educational book – Bohdan, 2005. – 168.

⁸ Kremen V.H. *Encyclopedia of Education / Academy of Pedagogical Sciences of Ukraine*; V.H. Kremen, a chief editor. – Kyiv: Yurinkom Inter, 2008. – 1040 p.

⁹ Kovalchuk O.B., Kohut S. Ya. *Psychology and Pedagogy: a manual / Orysyia Kovalchuk, Svitlana Kohut*; [under the general editorship of L. Kovalchuk]. – Lviv: Ivan Franko LNU publishing center, 2009. – 624 p.

¹⁰ Volkova N.P. *Pedagogy: A Handbook for university students*. – Kyiv: "Academy" Publishing Center, 2003. – 576 p. (Alma Mater).

In her studies, N.I. Machynska considers teaching methods of B. Zavin as ordered ways of interconnected activities of educators and pupils, aimed at mastering the content of vocational education, its values as personal ones, developing the ability to react under the constantly changing conditions.¹¹

Fulfilling the task of training a future professional promotes the implementation of active learning methods in the learning process (in our case, these are the method of professional training of future teachers), which are reflected in the problem-developmental education.

N.P. Volkova considers that the problem-developing education is a system of regulatory principles, commitment and problems, rules of interaction between teacher and pupils, choosing and finding out the methods and the techniques of creating problematic situations and solving educational problems.¹²

A system of methods of problem-developmental education is based on the principles of commitment (reflecting anticipated, planned results of the consciously organized activity), binary (consists of activity of a teacher and their students) and problematic character (determine the level of complexity of the material and its difficulties in mastering). It consists of a demonstration (demonstration teaching), a dialog (dialogic teaching), a heuristic method (heuristic conversation), a research-based method (research-based task), and programmable method (programmed objectives).¹³

A method (from Greek, it is a way of research or cognition), is a way of practical and theoretical understanding of reality, predetermined by the laws of the considered object.¹⁴

Based on the theoretical analysis of the concepts of "training method" and "training forms" of a future educator, we offer our own definition of the aforementioned terms.

The method of future preschool educators' training is an educational phenomenon which predetermines that the activities of a teacher and students are interrelated, aimed at mastering a system of knowledge acquisition and skills, the formation of their professional development, self-improvement and preparation for professional activities.

The form of future preschool educators' training is a way of organizing learning activities governed by a specific, predetermined schedule; the outward expression of a coherent teacher and students performed in a specific order and in a certain mode.

It is advisable to consider the components that make professional training of a preschool teacher impossible, even in the system of the most effective selection of forms

11 Machynska N.I. *Teacher's education of the graduates of the higher education establishments of the non-teaching profile: a monograph* / N.I. Machynska; edited by S.O. Sysoeva, a Doctor of Pedagogical Sciences, a Professor, a correspondent member of the NAES of Ukraine. – Lviv: Lviv State University of Internal Affairs, 2013. – 416 p.

12 Volkova N.P. *Pedagogy: A Handbook for university students*. – Kyiv: "Academy" Publishing Center, 2003. – 576 p. (Alma Mater).

13 Volkova N.P. *Pedagogy: A Handbook for university students*. – Kyiv: "Academy" Publishing Center, 2003. – 576 p. (Alma Mater).

14 Honcharenko S.U. *Ukrainian dictionary of teaching terms*. – Kyiv: Lybid, 1997. – 206 p.

and methods. We find that they include students' self-development, creativity, commitment to professional activities, the formation of labor and professional skills, development of professional orientation.

The natural connection between the system of organization of students' self-improvement and their integral readiness for professional activity is present in a stable relationship between its structural components. Among them, O.H. Kucheryavyi distinguished:

- 1) ensuring the conditions for the students' perception of the expert's model and knowledge of the theory and technology of professional self-education, the development of professional identity and the need for self-education;
- 2) providing direct organization of students' self-education of the whole set of general and specific professionally important skills and traits;
- 3) promoting and correcting the self-education activity of the future teachers during consultative assistance;
- 4) professional adaptation.¹⁵

Research conducted by O.H. Kucheryavyi led to the conclusion that the psychological mechanisms of adequacy of self-education processes and creativity have the same nature and structural organization.¹⁶

The author distinguishes four integral characteristics of students' professional self-education:

1. Unity of conscious attitude of the future expert to the system of knowledge of general and specific skills and qualities to the self-education.
2. The focus of activity in the self-education on the formation of an integrated readiness for independent educational activity.
3. Practical preparedness for self-education activities.
4. Stepwise and multilevel nature of professional organization of professional self-education as a creation process.¹⁷

O.H. Kucheryavyi notes that the training of future teachers at the methodological level is featured by unitary, specific and general components. The functions of the unitary component are performed by a special (specific) training, the special component – by the in-depth professional psycho-pedagogical proper training, the general component – by comprehensive and general (basic psycho-pedagogical) training. Basic and psycho-pedagogical training forms the students' knowledge, skills and qualities that are important for the future professionals, and special training develops specific skills.¹⁸

15 Kucheryavyi O.H. *Principles of the organization of professional self-education of the future educators of preschools and primary schools* / O. Kucheryavyi // Education and Management. – V.4 – № 1-2. – 2000 (2001). – P. 115-120.

16 Ibidem. – P. 115-120.

17 Kucheryavyi O.H. *Principles of the organization of professional self-education of the future educators of preschools and primary schools* / O. Kucheryavyi // Education and Management. – V.4 – № 1-2. – 2000 (2001). – P. 115-120.

18 Ibidem. – P. 115-120.

L.O. Nychayeva believes that individual's education is impossible without social and professional-pedagogical orientation of the individual teacher, which includes social activity, citizenship, and love for profession, as well as creative approach, responsible attitude to one's duties. Inevitable professional qualities of a preschool teacher should be teaching tact and innovation. He/she must apply a certain amount of scientific and general knowledge. The researcher finds out that the identity of an educator has a huge impact on a child-preschooler. Therefore, it is necessary to train such teacher, who would be able to be a sample to follow (in behavior, way of life), to encourage self-improvement.¹⁹

B.P. Brychok determines the following stages of development of professional orientation of a future teacher-researcher:

- interest in profession as a reflection of the needs to obtain it;
- raising sustainable interest in professional activity;
- promoting focus on the formation of the basic teaching skills;
- complex formation of professionally significant qualities of students;
- formation of the needs for teaching activities and the responsibility for its performance.²⁰

Modern educational activity requires teacher's new professional competencies, focusing time and efforts not only on the understanding of their needs, but also their mastering and implementing in the teaching practice, which requires changes in the content and technologies of future teachers' training.²¹

S.O. Sysoieva defines the important tasks of teachers' training:

1. Extending and deepening knowledge under the rapidly changing world conditions (demonstration of the qualitatively new professional competences and personal qualities as well as mastering new technologies and processing methods that affect the quality of human life, his/her knowledge of the world, networking with other people).
2. Awareness of development trends of the rapidly changing world, understanding the need for change and accepting changes require teacher's readiness for lifelong learning.
3. Introducing the idea of the continuity of teacher's education by using new information technologies.
4. Development of teacher's creative skills, promoting the readiness for pedagogical creativity, realization of the teacher's needs in the creative development, which requires the introduction of new forms of his/her training and postgraduate education,

¹⁹ Nychayeva L.O. *Preschool education at the turn of the XXI century* / L.O. Nychayeva // *Post methodology*. – № 5 (31). – 2000. – P. 50-51.

²⁰ Brychok B.P. *Professional development of future teachers* / B. Brychok Primary School. – № 11. – 2000. – P. 1.

²¹ Sysoieva S.O. *Modern aspects of training teachers* / S. Sysoieva // *Pedagogy and Psychology*. – № 4. – 2005. – P. 60-66.

including problem-informative lectures as an important component of the module-rating system of training.

5. Understanding the dependence of the consequences of teaching practice on the level of his/her mastery.²²

Conclusions and suggestions

Consequently, in order to ensure successful teaching activity, an educator must be an erudite with a modern outlook that is able to conduct objective self-assessment, have certain professional qualities, psychological and pedagogical literacy, and a teaching tact. A future kindergarten educator should combine current knowledge, professionalism and social activity, have a set of moral and ethical qualities, humanism, high culture, politeness, honesty, and be demanding.²³

We consider that training of future teachers is provided in different organizational forms; it aims at the development of the subjective aspects of the professional and supports teacher's individual development, a sense of professional identity as well as professional and educational values that define professional duties, readiness for self-development and lifelong acquisition of skills and knowledge.

Therefore, professional training of future preschool educators is ensured by means of a skillful combination of organizational forms and active learning methods. The professional formation of a future teacher depends on his/her self-education, creativity, readiness for professional activities, the formation of labor and professional skills, and development of professional orientation. A future professional should be able to self-improve and self-train.

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²² Ibidem. – P.60-66.

²³ Sysioieva S.O. *Modern aspects of training teachers* / S. Sysioieva // *Pedagogy and Psychology*. – № 4. – 2005. – S.60-66.

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