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УДК 378.2:373.2

ПІДГОТОВКА МАЙБУТНІХ ВИХОВАТЕЛІВ ДО РОБОТИ З ОБДАРОВАНИМИ ДІТЬМИ В КОНТЕКСТІ НОВОЇ РЕДАКЦІЇ БАЗОВОГО КОМПОНЕНТА ДОШКІЛЬНОЇ ОСВІТИ УКРАЇНИ

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 розвитку дитячої обдарованості.

Доведено важливість і взаємозумовленість планування та введення освітніх компонентів, урахуваючи 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



такого широкого методологічного спектру уможливило структурування теоретичного матеріалу досліджуваної проблеми з допомогою елементів наочності.

Ключові слова: поняття «дитяча обдарованість», компетентність, заклади дошкільної освіти, вихователі, здобувачі, ЗВО, поняття «професійна компетентність», освітній компонент, знання, уміння, Базовий компонент дошкільної освіти України.

TRAINING OF FUTURE EDUCATORS TO WORK WITH GIFTED CHILDREN IN THE CONTEXT OF THE NEW EDITION OF THE BASIC COMPONENT OF PRE-SCHOOL EDUCATION OF UKRAINE

Abstract. In the article the peculiarities of training of future educators in HEE to work with gifted children are analyzed. The main conditions for the formation of a graduate of the specialty "Preschool Education" of the first (bachelor's) educational level are described. The importance of educators' training to work with gifted preschoolers has been experimentally proven by practicing teachers of Ivano-Frankivsk. The essence of the concept "giftedness" in psychological and pedagogical research is theoretically analyzed. Emphasis is placed on the main tasks of the organization of the educational process in school with gifted children in accordance with the updated Basic Component of Pre-school Education in Ukraine (2021).

The specifics of formation of professional competencies of a preschool education specialist in the Standard of Higher Education of Ukraine of the first educational (bachelor's) level are analyzed. The main conditions for ensuring future educators' professional competence considering educational components of the educational program are described. The importance of creating an educational model of the formation of graduate qualities necessary for work on the development of children's talents is substantiated. The importance and interdependence of planning and introduction of educational components is proved, taking into account the formation of life competencies of children, assigned in the Basic Component of Pre-school Education of Ukraine. The study implied a set of methods: analysis and synthesis, induction and deduction, comparison, systems analysis. The use of such a wide methodological range made it possible to structure the theoretical material of the problem under study with the help of visual elements.

Keywords: the concept of "children's giftedness", competence, preschool education institutions, educators, applicants, HEE, the concept of "professional competence", educational component, knowledge, skills, Basic Component of Pre-school Education in Ukraine.

INTRODUCTION

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 doshkilnoji 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.

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).



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 pre-school 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 (Bazovyy komponent doshkylnychoi 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 1

Competences of preschool children in the education lines of the Basic Component of Pre-school Education			Special (professional) competencies of the graduate according to the State Standard of EL "Bachelor"
Education line	Competence	The essence of competence	
The child's personality	1. Motor activity	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	SC-12. Ability to physical development of children of early and preschool age, correction and strengthening of their health by means of physical exercises and motor activity
	2. Health-care	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	SC-14. Ability to form skills of a healthy way of life as bases of culture of health (valeological culture) of the person.
The child in the sensory-cognitive space	1. Subject-practical	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.	SC-3. Ability to develop curiosity, cognitive motivation, cognitive actions in children of early and preschool age.
	2. Technological	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	SC - 4. Ability to form ideas about the subject, natural, social environment, properties and relations of objects; development of self-awareness («me and my role» in the environment)
	3. Sensory-cognitive	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	
	4. Logical-mathematical		
	5. Research		



A child in natural environment	<p>1. Natural and ecological</p> <p>2. Skills focused on sustainable development</p>	<p>The child's ability to behave in a natural way in various life situations, based on emotional and value attitude to nature, knowledge of its laws formed in the space of cognitive, research work, play activities.</p> <p>The formation of the child's patterns of behavior of a sustainable lifestyle, which are manifested in the formation of initial ideas about sustainable actions and behavior, awareness of the necessity of preserving resources of our planet and personal involvement in it; development of children's effective habits of social behavior, management of natural resources and nature conservation and the desire to do it.</p>	<p>SC-8. Ability to form the skills of ecologically safe behavior and activity in a life, the nature and environment.</p> <p>SC-6. Ability to educate about conscious observance of socially recognized moral and ethical norms and rules of conduct.</p>
Child's game	actable	<p>The child's ability to develop personal potential (physical, mental, social, spiritual), the presence of creative abilities, independence, initiative, organization, the formation of a constant interest in learning about the environment and self-realization</p>	<p>SC-13. Ability to organize and manage play (leading), artistic-speech and artistic-productive (visual, musical, theatrical) activities of children of early and preschool age</p>
The child in society	Social and civil	<p>The value attitude of the child to himself/herself, own rights and rights of others, interpersonal interaction with family members, other people, peers in the social and civic space, to the cultural heritage of the Ukrainian people, representatives of different nationalities and cultures; ability and manifestation of personal qualities, social feelings, love for the Motherland; readiness to participate as much as possible in the democratic processes taking place in children's centers, community, society</p>	<p>SC-16. Ability to instill a tolerant attitude and respect for others, prevention and counteraction to bullying.</p> <p>SC-7. Ability to national-patriotic upbringing of children of early and preschool age (love for the Motherland, native language, native city; interest and respect for state symbols of Ukraine, national traditions, customs, holidays, rituals)</p>
The child's speech	<p>1. Speech</p> <p>2. Communicative</p> <p>3. Literary and artistic</p>	<p>A person's ability to express thoughts, impressions, etc. in any form of speech through verbal and nonverbal means.</p> <p>The child's motivation to interact with peers and adults, the ability to build dialogue in various forms of constructive interaction, maintain partnerships, the ability to express their intentions and desires, to coordinate their interests with others, to negotiate, if necessary, to defend their position.</p> <p>The child's value attitude to a printed or electronic book, artistic word as a cultural phenomenon, developed artistic and aesthetic perception of literary and folklore works, sufficient for artistic communication level of literary awareness, ability to reproduce artistic and aesthetic impressions perceived by various artistic activities.</p>	<p>SC-5. Ability to develop speech as a means of communication and interaction with peers and adults.</p> <p>SC-19. Ability to communicate with children</p> <p>SC-13. Ability to organize and lead (leading), artistic-speech and artistic-productive (visual, musical, theatrical) activities of children of early and preschool age by parents, colleagues.</p>
A child in the world of art	1. Art	<p>Elementary awareness of various arts. The desire and ability to realize in practice their artistic and aesthetic potential to obtain their own unique result of creative activity with the priority of developing the sensory sphere of personality and focus on the formation of life competence during educational and independent artistic activity</p>	<p>SC-11. Ability to form elementary ideas about different types of art and means of artistic expression (word, sounds, colors, etc.) and experience of independent creative activity.</p>



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, ideals, 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).
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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 педагога більш розширено. Сьогодні в Україні умови отримання педагогічної вищої освіти розвиваються дуже стрімко, тому виникає потреба у вивченні освітнього західноєвропейського досвіду.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

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

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Received

03.02.2021 p.

Accepted

22.02.2021 p.