

УДК 378.147:373.2.011.3-051]-027.561

Vita Butenko

Sumy State Pedagogical University named after A.S. Makarenko

ORCID ID 0000-0002-3578-8147

DOI 10.24139/2312-5993/2025.03/013-022

DEFINITIVE CHARACTERISTICS OF THE PROBLEM OF TRAINING FUTURE EDUCATORS OF PRESCHOOL EDUCATION INSTITUTIONS TO PROFESSIONAL ACTIVITIES

The article analyzes the key concepts of the problem of training future educators of preschool education institutions. The views of modern scientists and dictionary data are summarized and the essence of the categories that make up the terminological field of the study is revealed – “training”, “readiness”, “professional training”, “professional training of future educators”, “readiness of future educators to professional activities”. The analysis of approaches to the essence of the specified categories allowed us to interpret “readiness of future educators for professional activity” as a complex integrated quality that combines motivational and value orientation to pedagogical work, the appropriate level of theoretical knowledge, practical skills and abilities, as well as personal qualities necessary for effective interaction with preschool children. It has been established that the issue of professional development of preschool education specialists is considered by scientists in research within the framework of various aspects, which are systematized according to the main directions: competence-based, functional-practical, industry-specific.

Key words: *training, readiness, professional training, professional training of future educators of preschool education institutions, readiness of future educators for professional activity.*

Introduction. The modern transformation of the educational space requires qualitatively new approaches to the training of future educators of preschool education institutions. The focus is not only on professional competence, but also on personal readiness to perform complex educational functions in the context of changes and growing social demands. The variety of approaches to interpreting the concept of “training of future educators of preschool education institutions”, the blurring of definitive boundaries and the lack of systematicity in reflecting its structural and content characteristics actualize the need to clarify the terminological basis of the study. It is the definitive characteristic of the problem that is a necessary methodological step for building a holistic understanding of the specifics, goals, objectives and components of the process of training future educators in modern conditions.

Analysis of recent publications indicates a steady interest of domestic researchers in the problem of training for professional activity. This issue was reflected in the scientific research of O. Abdullina, A. Aleksiuk, Ya. Boliubash, O. Boichenko, V. Bondar, B. Hershunskyi,

S. Honcharenko, K. Durai-Novakova, V. Yevdokymov, M. Yevtukh, I. Ziaziun, L. Kondrashova, O. Mishchenko, T. Sadova, V. Slaktionin, V. Shcherbyna and others. Various aspects of professional training of future educators of preschool education institutions are revealed in scientific investigations of such researchers as V. Atorina, H. Bielienka, O. Bobyrieva, I. Davydchenko, M. Demchenko, I. Dychkivska, A. Dmytrenko, O. Domaniuk, T. Zharovtseva, L. Kidina, A. Lazarenko, N. Myskova, V. Nesterenko, R. Savchenko, T. Telychko, I. Tymofieieva, N. Trofaila, A. Tsypliuk and others. Despite the considerable number of studies, we find it appropriate to specify the essence of the main concepts that make up the conceptual and categorical apparatus of pedagogical research.

The aim of the article is to carry out a definitive characterization of the problem of training future educators of preschool education institutions, outlining its conceptual field and essential guidelines.

Research methods. The validity of the results obtained is confirmed using the following *theoretical* methods: analysis of psychological, pedagogical and methodological literature related to the research problem, systematization, generalization, structural and functional analysis.

Research results. The key to the successful development of children at the stage of preschool childhood is high-quality professional training of future educators of preschool education institutions, which involves formation of theoretical knowledge and practical skills necessary for effective activity in the conditions of the modern educational space. To understand the features of the professional training of future educators of preschool education institutions in modern conditions, we consider it appropriate to analyze the key concepts of the study. In this context, special attention is paid to the interpretation of such categories as “training”, “professional training”, “professional training of future educators”, “readiness”, “readiness of future educators for professional activity”.

The study focuses on the characteristics of the concept of “*training*” as a key category of our research. Relying on dictionary data allows us to distinguish the following definitions: the process of accumulation and development of knowledge, skills, abilities, guidelines and other personal qualities necessary for the successful and responsible performance of professional functions (Pobirchenko, Syniavskyi, Serhieienkova, 2007, p. 140); the stock of knowledge, skills, experience acquired in the process of training, practical activity (Busel, 2005, p. 767).

As a result of scientific research, it was possible to outline the most commonly used approaches to *interpreting the essence of the concept of "training" proposed by modern researchers*. Thus, according to the interpretation of O. Pekhota and N. Prasol, "training" is a purposeful activity or a set of actions aimed at ensuring the readiness of someone or something to perform certain tasks or participate in a specific process, which involves implementation of a set of organizational, educational and training measures necessary to achieve the set goal (Pekhota, Prasol, 2015, p. 349). The scientist T. Sadova notes that the term "training" can have two main aspects: firstly, as a process or activity that includes a series of actions aimed at achieving a certain goal, and, secondly, as the result of these actions, which is manifested in the achieved readiness of a person or system to perform specific tasks (Sadova, 2009, p. 330). Within the framework of our study, it is appropriate to turn to the approach of O. Boichenko, who interprets the concept of "training" in the framework of pedagogical science as a purposeful process of forming and developing professional knowledge, skills, abilities and personal qualities that ensure the effective implementation of future pedagogical activities (Boichenko, 2014).

Summarizing the views of modern scientists and dictionary data, we can conclude that the concept of "training" is a multifaceted and multidimensional process that encompasses both the acquisition and improvement of knowledge, skills and abilities, and the development of personal qualities necessary for the effective implementation of professional pedagogical tasks.

The analysis of the pedagogical literature showed that the concept of "training" is usually not used in isolation but is part of the broader concept of *"professional training"*. One of the most comprehensive definitions of this concept is provided by T. Tanko, according to which this content construct is interpreted as a system of organizational and pedagogical measures that contribute to the formation of a professional orientation in an individual and development of the necessary knowledge, skills, abilities and readiness for professional activity (Tanko, 2004, p. 16). Researcher T. Lisovska suggests characterizing the phenomenon as a special process aimed at the purposeful transfer of knowledge, skills, abilities and value orientations to an individual, the acquisition of which ensures his readiness to carry out a certain professional activity (Lisovska, 2016, p. 104). The approach of Yu. Zubtsova, who interprets the concept of "professional training of a teacher" as a system of organizational and pedagogical measures implemented in a higher

education institution with the aim of forming general and special (professional) competences necessary to ensure the readiness of an individual to perform professional functions (Zubtsova, 2021, p. 214), is noteworthy.

Based on the analysis of the above scientific approaches, within the framework of the study, the concept of “professional training” is interpreted as a holistic and purposeful process that ensures formation of a system of knowledge, skills, abilities, value orientations and professionally significant qualities in an individual necessary for the effective implementation of professional activities.

Given that the central figure of our scientific exploration is the future educator, it would be appropriate to turn to *the vectors of research on his professional training* in the domestic scientific discourse. The issue of professional development of preschool education specialists is considered by scientists in research within various aspects, which can be systematized by main directions.

The competence direction, which focuses on the formation of professional competence of future educators in the context of the modern model of degree education, is revealed in the research of scientists: V. Atorina (2021), H. Bielienka (2012), O. Bobyрева (2023), I. Davydchenko (2018), M. Demchenko (2020), A. Dmytrenko (2021), L. Kidina (2012), R. Savchenko (2014), T. Telychko (2021), I. Tymofieieva (2017) and others.

Functional-practical direction covers research related to preparation for the implementation of individual professional functions, in particular, to the formation of primary ideas about the natural environment (O. Hrab, 2025); economic education of children (N. Hrama, 2003); innovative pedagogical activity (I. Dychkivska, 2018); formation of goodwill in children of senior preschool age (O. Domaniuk, 2019); interaction with disadvantaged families (T. Zharovtseva, 2006); formation of digital competence in children of senior preschool age (A. Lazarenko, 2024); formation of skills focused on sustainable development in senior preschoolers (N. Myskova, 2018); formation of healthy lifestyle skills in children (V. Nesterenko, 2003); socialization of children (N. Saiko, 2004); education of environmentally motivated behavior (I. Trubnyk, 2009); creation of a health-preserving environment (A. Tsypliuk, 2017), etc.

A specialized area relates to training within the framework of individual educational areas of preschool education: basics of preschool children’s computer literacy (S. Diachenko, 2009); scientific and research activities of children (Yu. Zubtsova, 2021); design of the educational

environment of a preschool education institution (O. Koshil, 2021); speech and communicative activities (I. Lutsenko, 2013); formation of mathematical competence in different age groups (I. Pidlypniak, 2014); constructive activities (O. Popovych, 2017); musical-pedagogical training (T. Tanko, 2004); emotional development of preschoolers (N. Trofaila, 2019); patriotic education (T. Filimonova, 2019); use of poetic works in the process of artistic and speech activity (O. Shvets, 2018) and others.

The presented systematization demonstrates the multifaceted nature of scientific approaches to the study of future educators' training in the context of modern challenges of preschool education.

Based on the conducted content analysis of the research, the most widely used interpretations of the phenomenon of *“professional training of future educators”* in the Ukrainian scientific space were identified:

– “a holistic educational process aimed at forming the ability of future educators to acquire knowledge, professional skills, professional thinking, and development of personal qualities that will stimulate self-development and self-improvement in further professional activity” (Prokopenko, Mkrtichian, 2019, p. 148);

– “a purposeful process within the framework of the general professional and pedagogical training of future educators in higher education institutions, aimed at forming theoretical and methodological knowledge and skills necessary for effective interaction with preschool children in order to develop their emotional sphere and prevent emotional distress” (Trofaila, 2019, p. 91);

– “a holistic complex of structural elements that are interconnected, interact with each other and form a holistic unity” (Bielienka, 2011, p. 286);

– “a multifactorial, specially organized educational process, the result of which is an individual's readiness to effectively carry out professional activities in the field of preschool education based on a set of certain competences, knowledge, skills, and abilities (Koshil, 2021, p. 34).

Taking into account the scientific approaches presented above to the formulation of *“professional training of future educators”* and the specifics of their future professional activities, within the framework of this study, the specified content construct will be interpreted as a holistic, specially organized and systematically directed educational process in a higher education institution, which ensures formation of a complex of theoretical knowledge, professional and methodological skills, professional competences, personal qualities and value orientations in future specialists

necessary for the effective implementation of pedagogical activities in the conditions of modern preschool education.

The consideration of the dissertation research (I. Dychkivska, 2018; O. Domaniuk, 2019; O. Koshil, 2021; N. Trofaila, 2019; T. Filimonova, 2019 and others) allowed us to establish that the key result of professional training is *readiness*. Various aspects of this phenomenon are reflected in reference and scientific sources.

Thus, in the “Big Explanatory Dictionary of the Modern Ukrainian Language” this concept is defined as “the state of readiness and desire to do something” (Busel, 2005, p. 257), which emphasizes not only the potential for action, but also internal motivation. At the same time, the Encyclopedia of Education notes that readiness is “a special mental state that encompasses mobilization of a person’s psychological and psychophysiological resources and is aimed at the successful implementation of a certain activity” (Kremen, 2008, p. 136).

In scientific-psychological discourse, the concept of “readiness” is interpreted as a holistic psychophysiological state of a subject that precedes activity and ensures its effectiveness. In particular, M. Variia states that readiness is “a state of mobilization of psychophysiological systems that occurs before the implementation of a certain activity” (Variia, 2009, p. 991). The compilers of the “Psychological Dictionary” N. Pobirchenko, V. Syniavskiy, O. Serhieienkova define this phenomenon as “an instruction focused on performing a certain action, which assumes the presence of appropriate knowledge, skills, abilities, as well as the ability to counteract difficulties that may arise during its implementation, and to give the activity a personal meaning” (Pobirchenko, Syniavskiy, Serhieienkova, 2007, p. 140).

Particular attention deserves the statement that readiness is one of the determining conditions for the successful implementation of any type of activity, and in the professional and pedagogical context its importance increases due to the complexity and multidimensionality of the educational process. Therefore, in the scientific and pedagogical environment we find a variety of approaches to defining this phenomenon. In particular, researcher L. Rybalko considers readiness as an integrative personal characteristic that encompasses changes in thinking, self-awareness and intellectual and psychophysiological qualities that contribute to productive pedagogical activity (Rybalko, 2008, p. 9). In L. Kondrashova’s interpretation, this phenomenon appears as a combination of moral and psychological components, including professional and moral beliefs, emotional stability,

optimism, self-control, work capacity and the need for self-education, which ensures the effective implementation of the pedagogical function (Kondrashova, 2006, p. 54). In her study, scientist T. Hurkova interprets the above definition as “a holistic system and a result of the pedagogical process” (Hurkova, 2020, p. 325). Taking into account the definitions given, we will outline readiness as an integrated personal characteristic that reflects the state of mobilization of knowledge, skills, psychophysiological resources, motivational attitude and value orientations of the applicant, which ensures the ability to effectively, consciously and responsibly perform certain activities, in particular professional-pedagogical, in accordance with the requirements of the modern educational environment.

Sharing the scientific position of I. Dychkivska, it is worth noting that the researcher considers professional readiness as a natural result of purposeful special training, processes of self-determination, obtaining education and self-education, upbringing and self-upbringing. In this context, the concept of “professional readiness” is interpreted by her as a mental, active-acting state of a person, which appears as a complex qualitative characteristic and a system of integrated properties, which performs a regulatory function in professional activity and ensures its effectiveness (Dychkivska, 2004, pp. 276-277). We also share L. Sushchenko’s opinion that professional training is an integral part of professional education, since it is it that ensures formation of professionalism in the education applicant, which, in turn, is the key to his competitiveness in the modern labor market (Sushchenko, 2003, p. 28).

The conducted analysis allows us to consider training as a mechanism for forming readiness for professional activity, and *readiness* as its final result and an integral indicator of quality. A similar position is held by T. Zharovtseva, who defines readiness both as a goal and as a result of professional training (Zharovtseva, 2006, p. 13).

Based on the views presented above, we define “*readiness of future educators for professional activity*” as a complex integrated quality that combines motivational and value orientation towards pedagogical work, an appropriate level of theoretical knowledge, practical skills and abilities, as well as personal qualities necessary for the effective interaction with preschool children. Such readiness ensures the ability of future specialists to comprehensively implement professional functions, adapt to changes in the social and educational environment, and use innovative approaches in the educational process of preschool children.

Conclusions. Therefore, implementation of a definitive characterization of the future preschool educators' training made it possible to form a holistic view of the thesaurus of the study, to outline its conceptual field and essential guidelines.

REFERENCES

- Беленька, Г. В. (2011). *Формування професійної компетентності сучасного вихователя дошкільного навчального закладу: монографія*. Київ: Київський ун-т ім. Б. Грінченка (Bielienska, H. V. (2011). *Formation of professional competence of a modern preschool educator: monograph*. Kyiv: Borys Grinchenko University).
- Бойченко, О. В. (2014). Сутність поняття «підготовка майбутніх учителів фізико-математичних дисциплін» на сучасному етапі. *Наука і освіта*, 1, 79-82 (Boichenko, O. V. (2014). The essence of the concept of "training future teachers of physics and mathematics" at the present stage. *Science and Education*, 1, 79-82.). URL: http://nbuv.gov.ua/UJRN/NiO_2014_1_17
- Бусел, В. Т. (укл. і гол. ред.) (2005). *Великий тлумачний словник сучасної української мови*. Київ: Ірпінь: ВТФ «Перун» (Busel, V. T. (comp. and chief editor) (2005). *A large explanatory dictionary of the modern Ukrainian language*. Kyiv: Irpin: VTF "Perun").
- Варій, М. Й. *Загальна психологія*. Київ: Центр учбової літератури (Varii, M. Y. *General Psychology*. Kyiv: Center for Educational Literature).
- Гуркова, Т. (2020). Дефініція поняття «готовність» у психолого-педагогічній літературі. *Педагогічні науки: теорія, історія, інноваційні технології*, 9 (103), 317-329 (Hurkova, T. (2020). Definition of the concept of "readiness" in psychological-pedagogical literature. *Pedagogical Sciences: Theory, History, Innovative Technologies*, 9 (103), 317-329).
- Дичківська, І. (2004). *Інноваційні педагогічні технології*. Київ: Академвидав (Dychkivska, I. (2004). *Innovative pedagogical technologies*. Kyiv: Akademydav).
- Жаровцева, Т. Г. (2006). *Теоретико-методичні засади підготовки фахівців дошкільної освіти до роботи з неблагополучними сім'ями: монографія*. Одеса: Черкасов (Zharovtseva, T. H. (2006). *Theoretical and methodological principles of training preschool education specialists to work with disadvantaged families: monograph*. Odesa: Cherkasov).
- Зубцова, Ю. Є. (2021). Підготовка майбутніх вихователів дітей дошкільного віку до науково-дослідної діяльності. *Інноваційна педагогіка*, 37, 213-217 (Zubtsova, Yu. Ye. (2021). Training future educators of preschool children for scientific and research activities. *Innovative Pedagogy*, 37, 213-217).
- Кондрашова, Л. В. (2006). *Професійне становлення майбутнього вчителя: монографічний огляд*. Кривий Ріг (Kondrashova, L. V. (2006). *Professional development of the future teacher: a monographic review*. Kryvyi Rih).
- Кошіль, О. П. (2021). *Підготовка майбутніх вихователів до проектування освітнього середовища закладу дошкільної освіти (дис. ... канд. пед. наук: 13.00.04)*. Київ (Koshil, O. P. (2021). *Preparation of future educators for designing the educational environment of a preschool education institution (diss. ... candidate of pedagogical sciences: 13.00.04)*. Kyiv).
- Кремень, В. Г. (2008). *Енциклопедія освіти*. Київ: Юрінком Інтер (Kremen, V. H. (2008). *Encyclopedia of Education*. Kyiv: Yurinkom Inter).

- Лісовська, Т. (2016). Проблема професійної підготовки майбутніх фахівців з дошкільної освіти у вищих навчальних закладах. *Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Педагогічні науки*, 2, 101-108 (Lisovska, T. (2016). The problem of professional training of future specialists in preschool education in higher education institutions. *Scientific Bulletin of V. O. Sukhomlynsky Mykolaiv National University. Pedagogical Sciences*, 2, 101-108). URL: http://nbuv.gov.ua/UJRN/Nvmdup_2016_2_22.
- Пехота, О. М., Прасол, Н. О. (2015). Підготовка майбутнього вчителя до впровадження педагогічних технологій в умовах інтеграції у світовий освітній простір. *Проблеми та перспективи формування національної гуманітарно-технічної еліти*, 42 (46), 348-355 (Pekhota, O. M., Prasol, N. O. (2015). Preparation of a future teacher for the implementation of pedagogical technologies in the context of integration into the global educational space. *Problems and prospects for the formation of a national humanitarian and technical elite*, 42 (46), 348-355).
- Побірченко, Н. А., Снявський, В. В., Сергєєнкова, О. П. (Уклад.). (2007). *Психологічний словник*. Київ: Науковий світ (Pobirchenko, N. A., Syniavskiy, V. V., Serhieienkova, O. P. (comp.). (2007). *Psychological dictionary*. Kyiv: Naukovyi svit).
- Прокопенко, І. Ф., Мкртчян, О. А. (2019). Сучасні дослідження проблеми професійної підготовки майбутніх вихователів у педагогічній теорії та практиці. *Педагогіка та психологія*, 61, 146-164 (Prokopenko, I. F., Mkrtychian, O. A. (2019). Modern studies of the problem of professional training of future educators in pedagogical theory and practice. *Pedagogy and psychology*, 61, 146-164).
- Рибалко, Л. С. (2008). *Акмеологічні засади професійно-педагогічної самореалізації майбутнього вчителя* (автореф. дис. ... докт. пед. наук: 13.00.04). Харків (Rybalko, L. S. (2008). *Acmeological foundations of professional-pedagogical self-realization of a future teacher* (abstract of the dissertation ... doctor of pedagogical sciences: 13.00.04). Kharkiv).
- Садова, Т. А. (2009). Професійно-педагогічна підготовка: дефінітивний аналіз проблеми. *Педагогічні науки Херсонського державного університету*, 51, 326-332 (Sadova, T. A. (2009). Professional and pedagogical training: a definitive analysis of the problem. *Pedagogical Sciences of Kherson State University*, 51, 326-332).
- Сущенко, Л. П. (2003). *Професійна підготовка майбутніх фахівців фізичного виховання та спорту (теоретико-методологічний аспект): монографія*. Запоріжжя: Запорізький державний університет (Sushchenko, L. P. (2003). *Professional training of future specialists in physical education and sports (theoretical and methodological aspect): monograph*. Zaporizhzhia: Zaporizhzhia State University).
- Танько, Т. П. (2004). *Теорія та практика музично-педагогічної підготовки майбутніх вихователів дошкільних закладів у педагогічних університетах* (дис. ... докт. пед. наук: 13.00.04). Харків (Tanko, T. P. (2004). *Theory and practice of musical-pedagogical training of future educators of preschool institutions in pedagogical universities* (diss. ... doctor of pedagogical sciences: 13.00.04). Kharkiv).
- Трофаїла, Н. Д. (2019). Сучасна професійна підготовка майбутніх вихователів у системі дошкільної освіти України. *Педагогіка формування творчої*

особистості у вищій і загальноосвітній школах, 65, Т. 1, 89-92 (Trofaia, N. D. (2019). Modern professional training of future educators in the preschool education system of Ukraine. Pedagogy of formation of a creative personality in higher and general education schools, 65, Vol. 1, 89-92).

АНОТАЦІЯ

Бутенко Віта. Дефінітивна характеристика проблеми підготовки майбутніх вихователів закладів дошкільної освіти до професійної діяльності.

У статті проаналізовано ключові поняття проблеми підготовки майбутніх вихователів закладів дошкільної освіти. Узагальнено погляди сучасних вчених та словникові дані й розкрито сутність категорій, що складають термінологічне поле дослідження – «підготовка», «готовність», «професійна підготовка», «професійна підготовка майбутніх вихователів», «готовність майбутніх вихователів до професійної діяльності». Здійснений аналіз підходів до сутності зазначених категорій дозволив трактувати «готовність майбутніх вихователів до професійної діяльності» як складне інтегроване утворення, що поєднує в собі мотиваційно-ціннісну налаштованість на педагогічну працю, належний рівень теоретичних знань, практичних умінь і навичок, а також особистісні якості, необхідні для ефективної взаємодії з дітьми дошкільного віку. Встановлено, що питання професійного становлення фахівців дошкільної освіти розглядається вченими в дослідженнях в межах різноманітних аспектів, які систематизовано за основними напрямками: компетентнісним, функціонально-практичним, галузевоспеціалізованим.

Ключові слова: підготовка, готовність, професійна підготовка, професійна підготовка майбутніх вихователів закладів дошкільної освіти, готовність майбутніх вихователів до професійної діяльності.

УДК 378.147.091.31-059.2:373.3.011.3-051

Ольга Васько

Сумський державний педагогічний університет імені А. С. Макаренка
ORCID ID 0000-0001-5241-0958

Оксана Білер

Сумський державний педагогічний університет імені А. С. Макаренка
ORCID ID 0000-0001-9969-3289
DOI 10.24139/2312-5993/2025.03/022-038

МОДЕЛІ ТА ТЕХНОЛОГІЇ ГРУПОВОЇ ВЗАЄМОДІЇ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ВЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ

У статті розкрито актуальність та педагогічний потенціал моделей групової взаємодії у професійній підготовці майбутніх учителів початкових класів. Здійснено аналіз кооперативних і колаборативних підходів до організації навчання, обґрунтовано гібридну модель структурованої інтерактивної лекції в умовах дистанційного навчання. Визначено її переваги для формування фахових і соціально-комунікативних компетентностей студентів. Виокремлено низку факторів, що впливають на ефективність групової взаємодії, та окреслено напрями вдосконалення освітньої моделі. Матеріал буде корисним викладачам педагогічних закладів вищої освіти, науковцям, розробникам освітніх програм.