

level of complexity and scientific character. To obtain research skills master degree students should perform different types of research activities not only at classes, but also at home. Thus, students' research work involves their self-study. Master's thesis is considered to be the highest and most difficult form of research activities of students obtaining Master degree. It is worth noting that every Master degree student has to write a scientific article basing on the results of the carried out research, presented in the text of master's thesis, and to publish it in a specialized academic journal. Besides, they should take part in scientific conferences in order to expand their professional horizons, obtain skills of scientific discourse and join the scientific space. In order to achieve these goals they learn how to prepare theses, abstracts, acquire their own style of public speech. Besides, having a good command of the English language is one of the most important skills for Master degree students, because a great deal of important and useful information is posted on the websites or is presented in libraries in the original and is rarely translated into Ukrainian.

**Keywords:** future masters, humanities, research activities, scientific article, master's thesis.

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## **FORMATION OF PERSONAL AND PROFESSIONAL QUALITIES OF FUTURE PRESCHOOL TEACHERS FOR PEDAGOGICAL INTERACTION WITH PARENTS**

*The article is devoted to research of a problem of personal and professional qualities formation of future preschool teachers for implementation of pedagogical interaction with parents. The necessity of improving the content and the teacher's work forms in this direction in the process of professional training of future preschool teachers is considered. Different authors' views on the issue of personal and professionally important qualities formation of future preschool teachers to implementation of pedagogical interaction with parents are submitted. It is emphasized that in future pre-school teachers preparation to pedagogical interaction with parents, personal and professional qualities are of particular importance, because their preparedness for pedagogical interaction with parents is a decisive indicator of their further successful professional and pedagogical activity in this direction.*

**Keywords:** personal qualities, professional qualities, future preschool teachers, pedagogical interaction, parents.

**Problem statement.** Reorientation of modern professional and pedagogical education at European standards includes the preparation of a competent professional who is capable to act practically, to use individual techniques and experience of successful operations in situations of professional and social practices.

When forming teacher's personality at higher educational institutions there is a need to study a future professional from the point of view of those qualities, properties, features which provide his/her successful professional activity.

Practice of preschool educational institution work shows that there are considerable difficulties in implementing the process of pedagogical support of a family as the one performing educational, developmental and training functions in children education. Preschool teachers should have the skills of holding a constructive dialogue with parents concerning all problems of education and development of children, ability to unite for joint activity with parents, children and colleagues. Therefore, future teacher's important qualities should be the following: openness to innova-

tions, ability to change creatively according to the requirements of modern times, ability to interact with a family, to deepen the realization of its educational impacts on a child.

**Review of recent researches and publications.** Both foreign and domestic scientists paid attention to the research of personal and professional qualities of a future teacher, namely N. Kuzmin, A. Markova, T. Ponimanska, V. Slaktionin, I. Yusupov.

**The aim of the article** is determining and justification of personal and professional qualities of a preschool teacher for providing pedagogical interaction with parents.

**Major content.** The problem of training future preschool teachers in general and for interaction with parents, in particular, in the conditions of radical changes of socioeconomic life becomes extremely topical. Pedagogical interaction of a preschool educational institution and a family involves creating favourable conditions for children's personal development and growth, organization of active life of a person. The main task of a teacher in the organization of interaction with parents is to strengthen

pedagogical, educational activity of a family, to give it purposeful, socially significant character. Professionalism of a preschool teacher involves, first of all, deep awareness of significance of childhood in human life. The highest form of professionalism of a preschool teacher is professional skill. However, the way of mastering professional skills is long and complex. Professional activity of a future preschool teacher sets high requirements to the complex of teacher's qualities. Accounting these requirements in the course of training future educators in higher educational institutions plays an important role in further professional activity of students [2, p. 29-32].

On the basis of the scientific researches review we understand professional training of future preschool teachers as multicomponent personally and professionally significant process which promotes formation of steady interest in the chosen professional activity, professional competence of a preschool teacher, individual style of professional activity, aspiration to independent development of new pedagogical theories and techniques, tendency to self-improvement. In pedagogical science the set of professionally caused requirements to a teacher is defined by readiness for pedagogical activity. Identification and specification of the professional and personal qualities structure, which promote active professional formation, first, gives the chance to provide comprehensive idea of a profession; secondly, allows to make plans and progress according to requirements imposed to a university graduate by professional activity; thirdly, a higher educational institution obtains scientifically proven data on development of students' qualities needed for effective professional activity in the process of training specialists.

T. Pomimanska highlights the following main personal qualities required in professional activity of a modern teacher of preschool educational institution: ability to reflection and monitoring the results of pedagogical activity, cooperation with a child following the principles of humanization, development of his/her personality; ability to provide emotional and moral support of a child; desire to emotional proximity in communication with a child directed at psychological comfort and timely personality development; desire to fill up knowledge, to be engaged in self-training and self-education for improving pedagogical skill; ability to reveal and take into account children's interests and their right for respect [3, p. 61-62].

Considering the aforesaid it is possible to draw a conclusion that the general quality of teacher's personality necessary for implementation of pedagogical interaction with parents is professional orientation, namely qualities which express a certain attitude of a teacher to the society, the nature, surrounding people, the attitude to pedagogical work and style of pedagogical communication. The center of such orientation is the attitude towards children, love and interest in them.

Personal qualities of a preschool teacher are inseparable from the professional ones, which are acquired in the course of professional training and connected with obtaining special knowledge, abilities, ways of thinking, activity

methods. Among them I. Pidlasyi highlights scientific passion, the love for one's professional activity, erudition, knowledge of a teaching subject, methods of teaching the subject, psychological preparation, general erudition, broad cultural outlook, pedagogical skills, knowledge of technologies of pedagogical work, organizational skills, pedagogical tact, educational technology, knowledge of communication technologies, public speaking and other qualities [4, p. 95].

V. Slastenin highlights such professional qualities of a teacher as interest and love for children, justice, educational vigilance and observation, pedagogical tact, pedagogical imagination, sociability, rigor, dedication, organizational skills, balance, patience, professional working capacity [5, p. 112].

Thus, the following qualities were defined as professionally important qualities of a future preschool teacher for implementing pedagogical interaction with parents:

*Empathy* – comprehension of emotional states of another person in the form of empathy, sympathy. Teacher's empathy is expressed in emotional responsiveness to child's feelings, kindness, care, tact in communication with parents.

*Pedagogical tact* refers to a sense of proportion, which is shown in ability to behave properly, to follow the rules of decency in the interaction with children and their parents. The tactfulness of a teacher means that he/she maintains personal dignity, does not restrain self-esteem of children, their parents, colleagues.

*Pedagogical vigilance* is shown in ability of a teacher to fix essential things in development of a child, to provide prospects, dynamics in forming personality of each pupil and a group of children in general.

*Pedagogical optimism* is based on teacher's deep belief in power, possibilities of each child, the effectiveness of educational work with children and their parents.

The culture of professional communication involves the organization of correct relations in the systems "teacher – child", "teacher – parents", "child – child", "teacher – colleagues"; understanding children, parents and people around; respect for them; creation of a positive microclimate.

Taking into account the aforesaid, it is possible to conclude that modern teacher of preschool educational institution is at the same time a teacher, a tutor, an organizer of activity of children, an active participant of interaction with pupils, their parents and colleagues.

Considering the specifics of professional activity of a preschool educational institution teacher it is extremely important to provide theoretical and practical training of future preschool teachers, whose activities are implemented in the context of family. Its essence is the system of meaningful pedagogical, organizational and methodological measures aimed at providing readiness of future specialists for pedagogical activity of a certain direction.

For achieving these goals, work with future teachers of preschool educational institutions was organized within "Workshop of a Young Specialist" project including the

following stages: educational, educational and methodical, social and pedagogical.

The main objectives of the specified project according to the established stages are:

1) introduction of professional activity to future preschool teachers; helping young specialists to adapt to a new team;

2) formation of professional abilities, experience accumulation, search for the best methods and techniques for working with children and their parents;

3) creating conditions for identifying professional orientation; formation of the style in the work with children and their parents; development of creative abilities in independent and teaching activities.

The first stage of the project involved young professionals' joining the ranks of preschool teachers. At this stage an event was organized for future preschool teachers-beginners called "Admission to Preschool Teachers". At this event young specialists passed various 'tests': sang children's songs, lullabies, marched to the sound of music, played pedagogical situations, solved problem pedagogical tasks. The beginners also got the jotting from the senior mentors "Secrets of the profession" which included recommendations and prohibitions in working with children, parents and colleagues.

The second stage of the project provided students' practical acquaintance with the work of a preschool educational institution. As this stage was one of the most important and difficult, it is necessary to dwell upon the work of future teachers during this period. The students were offered the lectures: "Adaptation of children to preschool educational institution. Interaction of a preschool teacher with parents during the period of adaptation of children", "Live according to the schedule: rules for organization of preschool child's regime", "Pedagogical interaction with preschool child's parents: difficulties and possible ways of their prevention". Various techniques were also applied, such as solution of pedagogical situations, method of imitation of the working day of a preschool teacher, imitation of interaction of a teacher with parents, consultations on certain matters, "brainstorming", solving crossword puzzles. Students also developed plans, summaries of lessons with preschoolers; plans of business games, discussions, consultations, round-table meetings with parents. All this has allowed to deepen the students' knowledge on a specific matter, broaden their horizons, prepare future professionals for practical activities implementation.

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Meanwhile, the main task was the development of special attention to the skills of practical application of theoretical knowledge. Lack of these skills forced future teachers to be engaged in self-education. The student's work in "Workshop of a Young Specialist" also inevitably involved his/her pedagogical activity assessment. Each kind of work was discussed together with the students, their opinions regarding the success and possible errors in the work were expressed. The students had to be the most tactful in their statements, especially if they were critical. It is important to follow the principle of Theodore Roosevelt: "Only the one who does nothing isn't mistaken. Do not be afraid to be mistaken – be afraid to repeat mistakes".

The third stage involved excursions to a preschool educational institution and meetings with experienced preschool teachers and methodologists.

The methodologist of the preschool educational institution focused the future teachers' attention on constant updating of knowledge; mastering the advanced methods and techniques in working with children, their parents, colleagues; learning secrets of education. The assistance in the organization of pedagogical process was one of the main functions of the methodologist.

Meeting talented educators, studying experience of innovative activity and its results has played an important role in the formation of young specialist's pedagogical ideal, and sometimes in its updating.

**Conclusions and prospects for further research in this direction.** Thus, the work of "Workshop of the Young Specialist" contributed to the development of personal and professional qualities of future preschool teachers, namely interest in the profession, active development of methods of working with children and their parents; had positive impact on improvement of professional activity of future specialist; allowed future preschool teachers who had no work experience to receive basic knowledge on bases of pedagogical interaction with parents, to master bases of pedagogical skill in this direction. Participating in the project, future preschool teachers realized the need of realization of pedagogical interaction of a teacher of preschool educational institutions with parents in order to realize themselves completely in the profession and to feel confident about the future. The prospect for further researches involves the formation of personal and professionally important qualities of future preschool teachers for implementation of pedagogical interaction with parents of children from different types of families.

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#### ФОРМУВАННЯ ОСОБИСТІСНИХ І ПРОФЕСІЙНИХ ЯКОСТЕЙ МАЙБУТНЬОГО ВИХОВАТЕЛЯ ДЛЯ ЗДІЙСНЕННЯ ПЕДАГОГІЧНОЇ ВЗАЄМОДІЇ З БАТЬКАМИ

Стаття присвячена дослідженню проблеми формування особистісних і професійних якостей майбутнього вихователя для здійснення педагогічної взаємодії з батьками. Обґрунтовано необхідність удосконалення змісту та форм роботи педагога в цьому напрямку в процесі професійної підготовки майбутніх педагогів. Професійну підготовку майбутніх педагогів розуміємо як багатокomпонентний особистісно та професійно значимий процес, що сприяє формуванню стійкого інтересу до обраної професійної діяльності, професійної компетентності педагога, індивідуального стилю професійної діяльності, прагнення до самостійного опанування нових педагогічних теорій та методик, схильності до самовдосконалення. Подано погляди різних авторів на проблему формування особистісних і професійно важливих якостей майбутнього вихователя для здійснення педагогічної взаємодії з батьками. Відзначено, що особистісні якості педагога невіддільні від професійних, тобто набутих у процесі професійної підготовки та пов'язаних із отриманням спеціальних знань, умінь, способів мислення, методів діяльності. Підкреслено, що в умовах підготовки майбутніх вихователів до педагогічної взаємодії з батьками особистісні та професійно важливі якості набувають особливої значущості, оскільки їх підготовленість до педагогічної взаємодії з батьками стає вирішальним показником їхньої подальшої успішної професійно-педагогічної діяльності в цьому напрямку. Ураховуючи специфіку професійної діяльності вихователя дошкільного навчального закладу, надзвичайно важливо забезпечити теоретичну та практичну підготовку майбутніх педагогів, діяльність яких реалізується в умовах сім'ї. Її сутністю є система змістовно-педагогічних і організаційно-методичних заходів, спрямованих на забезпечення готовності майбутнього фахівця до педагогічної діяльності певного напрямку. Для досягнення поставлених цілей робота з майбутніми вихователями дошкільних навчальних закладів була організована в рамках проекту «Майстерня молодого фахівця» з наступних етапів: освітньо-виховний, навчально-методичний, соціально-педагогічний. Таким чином, робота «Майстерні молодого фахівця» сприяла розвитку особистісних і професійних якостей майбутнього вихователя дошкільного навчального закладу, а саме: інтересу до професії, активному освоєнню прийомів роботи з дітьми та їхніми батьками, справила позитивний вплив на вдосконалення професійної діяльності майбутнього фахівця, дозволила отримати майбутнім вихователям, які не мають досвіду роботи, елементарні знання про основи педагогічної взаємодії з батьками, оволодіти основами педагогічної майстерності в цьому напрямку. Під час реалізації проекту майбутні педагоги усвідомили необхідність реалізації педагогічної взаємодії вихователя дошкільного навчального закладу з батьками вихованців, щоб реалізувати себе повніше в професії та бути впевненими у завтрашньому дні.

**Ключові слова:** особистісні якості, професійні якості, майбутній вихователь, педагогічна взаємодія, батьки.

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#### ФОРМИРОВАНИЕ ЛИЧНОСТНЫХ И ПРОФЕССИОНАЛЬНЫХ КАЧЕСТВ БУДУЩИХ ВОСПИТАТЕЛЕЙ ДЛЯ ОСУЩЕСТВЛЕНИЯ ПЕДАГОГИЧЕСКОГО ВЗАИМОДЕЙСТВИЯ С РОДИТЕЛЯМИ

Статья посвящена исследованию проблемы формирования личностных и профессиональных качеств будущего воспитателя для осуществления педагогического взаимодействия с родителями. Обоснована необходимость совершен-

ствования содержания и форм работы педагога в данном направлении в процессе профессиональной подготовки будущих педагогов. Профессиональную подготовку будущих педагогов понимаем как многокомпонентный личностно и профессионально значимый процесс, который способствует формированию устойчивого интереса к избранной профессиональной деятельности, профессиональной компетентности педагога, индивидуального стиля профессиональной деятельности, стремления к самостоятельному освоению новых педагогических теорий и методик, склонности к самосовершенствованию. Представлены взгляды разных авторов на проблему формирования личностных и профессионально важных качеств будущего воспитателя для осуществления педагогического взаимодействия с родителями. Отмечено, что личностные качества педагога неотделимы от профессиональных, то есть приобретенных в процессе профессиональной подготовки и связанных с получением специальных знаний, умений, способов мышления, методов деятельности. Подчеркнуто, что в условиях подготовки будущих воспитателей к педагогическому взаимодействию с родителями личностные и профессионально важные качества приобретают особую значимость, поскольку их подготовленность к педагогическому взаимодействию с родителями становится решающим показателем их дальнейшей успешной профессионально-педагогической деятельности в этом направлении. Учитывая специфику профессиональной деятельности воспитателя дошкольного учебного заведения, чрезвычайно важно обеспечить теоретическую и практическую подготовку будущих педагогов, деятельность которых реализуется в условиях семьи. Ее сущностью является система содержательно-педагогических и организационно-методических мероприятий, направленных на обеспечение готовности будущего специалиста к педагогической деятельности определенного направления. Для достижения поставленных целей работа с будущими воспитателями дошкольных учебных заведений была организована в рамках проекта «Мастерская молодого специалиста» из следующих этапов: образовательно-воспитательный, учебно-методический, социально-педагогический. Таким образом, работа «Мастерской молодого специалиста» способствовала развитию личностных и профессиональных качеств будущего воспитателя дошкольного учебного заведения, а именно: интереса к профессии, активному освоению приемов работы с детьми и их родителями; оказала положительное влияние на совершенствование профессиональной деятельности будущего специалиста; позволила получить будущим воспитателям, которые не имеют опыта работы, элементарные знания об основах педагогического взаимодействия с родителями, овладеть основами педагогического мастерства в данном направлении. В ходе реализации проекта будущие педагоги осознали необходимость реализации педагогического взаимодействия воспитателя дошкольного учебного заведения с родителями воспитанников, чтобы реализовать себя полнее в профессии и быть уверенными в завтрашнем дне.

**Ключевые слова:** личностные качества, профессиональные качества, будущий воспитатель, педагогическое взаимодействие, родители.

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