

# Preparing Future Specialists of Preschool Education for the Development of Conscious Citizenship and Environmental Values of Students

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## Abstract

The main purpose of the study is to analyze the specifics of training future preschool education specialists for the development of conscious citizenship and environmental values of students. The methodology includes a number of theoretical methods of analysis. The importance of the issue of professional training of a specialist in a preschool institution is proved, along with an increase in the general and professional culture of a teacher, his readiness to work in alternative institutions for preschool children, it is necessary to develop creative pedagogical thinking, independence, motivational and value attitude to the profession, readiness for further self-education. Based on the results of the research, the key aspects of training future preschool education specialists for the development of conscious citizenship and environmental values of students were determined.

**Keywords:**

## 1. Introduction

One of the leading tasks of educational institutions is the formation of students' ability to reflect, the ability to manage themselves on the basis of perception and awareness of their own mental states and behavior. In this regard, an important component of improving the professional training of the future educator is to involve him in scientific study, analysis, evaluation and regulation of his own activities during the training period. To solve this problem, it is necessary to rethink the structure of the pedagogical activity of the educator from the standpoint of identifying analytical elements in its

components and, on this basis, to substantiate the psychological and pedagogical conditions for the formation of students' skills of self-regulation of pedagogical activity. The development of conscious self-regulation of the pedagogical activity of future educators is due to the need to form mechanisms for self-regulation of preschoolers. Understanding the importance of self-regulation of teachers in solving the problems of ensuring the physical and mental health of children, a favorable microclimate in the group determines professional self-regulation as a qualification requirement for the personality of preschool education.

The teacher is a model and example of behavior for children, his personality is the most important educational tool. The educator influences them with all the qualities of his personality, with all his behavior. The psychological climate in the group, the emotional comfort of each child, the nature of the relationship between children, and the success of the child in activities largely depend on the educator. The main purpose of the study is to analyze the specifics of training future preschool education specialists for the development of conscious citizenship and environmental values of students.

## 2. Methodology

The article is based on theoretical provisions on aspects of preparing future specialists in preschool education for the development of a conscious

citizenship and environmental values of students. To solve the tasks set, the following methods of scientific research were used to prepare future specialists in preschool education for the development of a conscious citizenship and environmental values of students: methods of analysis, synthesis and formalization; system-structural analysis; abstract-logical method - for the implementation of theoretical generalizations and formulating the conclusions of the study.

### 3. Research Results and Discussions

Currently, the training of future specialists in preschool education is considered by scientists as a multifactorial structure, the main task of which is to acquire by each student the personal meaning of activity, the formation of professional skills, the ever-growing interest in working with children and their parents, as well as the development of academic performance [1-5].

The following prerequisites for the effective implementation of the professional functions of a teacher of a preschool education institution can be distinguished:

- 1) gnostic-research, aimed at studying the individual and personal characteristics of children; collection and analysis of the facts of their behavior, establishing the causes and consequences of the actions of pets; designing the development of the personality of each child and the children's team as a whole; assimilation of advanced experience, new pedagogical technologies;
- 2) educational, which is implemented in the development and implementation of the content of education and training, the selection of new forms and methods for the formation of a child's attitude to nature, the world around him, other people and himself, interest and culture of knowledge;
- 3) design and organizational, aimed at organizing the pedagogical process in a preschool educational institution; the use of new forms that ensure the effective development of children; modeling and management of various types of their activities; pedagogical management of their behavior and activity;
- 4) diagnostic, which consists in determining the level of development of children, the state of the pedagogical process, the tasks of educational work with children and parents, the results of their own

pedagogical work and their compliance with the requirements of the time; use of corrective techniques; 5) coordinating, ensuring the unity of the work of the preschool educational institution and the family to create the full potential of the educational environment, favorable for the formation of an independent, creative personality of the child; the use of pedagogically appropriate forms of work with parents based on a differentiated approach to different types of families [6-9].

Modern development priorities of the Ukrainian state put forward new tasks of reforming the educational industry and, above all, its first link - preschool education. The implementation of changes determined by regulatory documents, including the state standard - the Basic component of preschool education, should be provided by highly qualified teaching staff, whose training takes place in the higher education system.

At the level of modern requirements, a teacher of a preschool educational institution is a specialist who strives for self-improvement in accordance with the ideas of humanization of education, who knows and is able to use the achievements of science in practice, compose his own original methods of teaching children, work in new political and economic conditions, implement effective forms of pedagogical work with parents and the public. For successful pedagogical activity, he must be erudite, with a modern worldview, with objective self-esteem and professional qualities, have a psychological and pedagogical education, pedagogical tact. The future teacher-educator should combine modern knowledge, professionalism and social activity, possess a complex of moral qualities: humanism, high culture, politeness, honesty, exactingness.

The main factors influencing the preparation of future preschool education specialists for the development of a conscious citizenship and environmental values of students are shown in Fig.1.

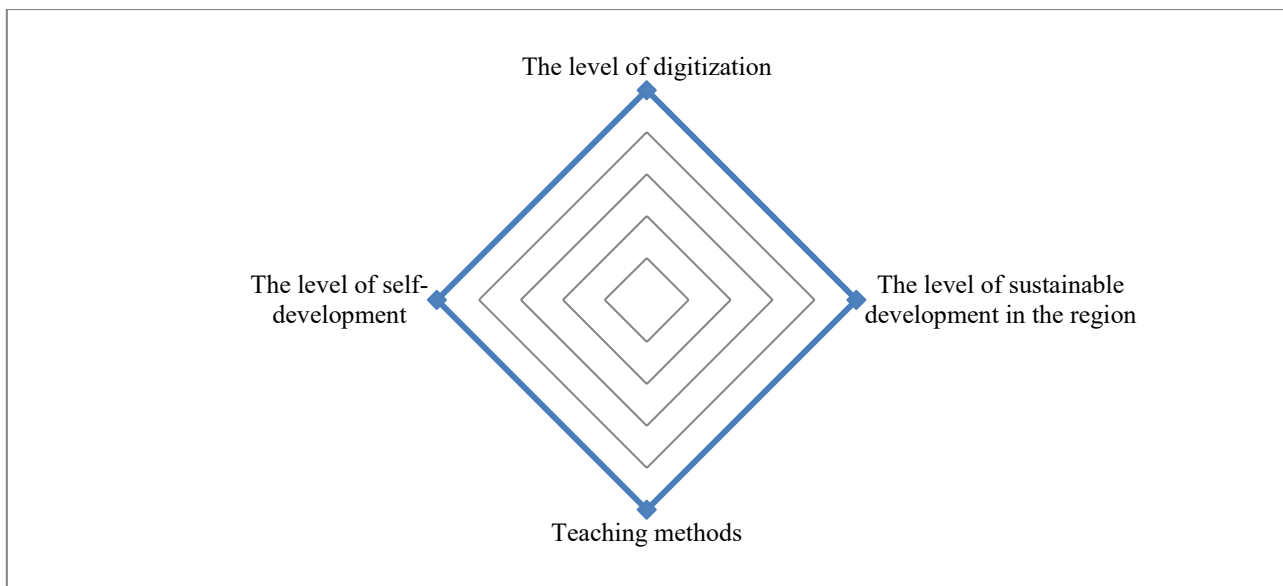


Fig.1. The main factors influencing the preparation of future preschool education specialists

The professional training of a teacher of a preschool educational institution should be integral in the entire education system, form professional and personal qualities, knowledge and skills, and ensure the effective implementation of the main functions of a specialist teacher in the future. The professional training of the future educator implies awareness in the psychological, pedagogical and professional fields of knowledge, the development of professional skills, the formation of personal experience and the acquisition of general education and erudition, which together will allow us to speak of a specialist aimed at prospects in his work, own culture, self-confident and able to achieve high results in professional activities.

Modern pedagogical work requires new professional competencies from the educator, focusing efforts and time not only on recognizing their needs, but also on mastering and introducing them into pedagogical practice, which requires changes in the content and technologies of professional training of future teachers of preschool educational institutions. The basis for changing the teaching technology is a personal-activity approach, which encourages the improvement of pedagogical education through the intensive introduction of new pedagogical technologies into the educational process, which answer the question "How to teach?",

changing its wording: "How to ensure personal development?" [10-15].

An important direction of the pedagogical process in the professional training of students is the use of modeling in two aspects: in the activities of the teacher and the educational activities of students, as a means of successfully organizing the assimilation of knowledge in preschool pedagogy and other pedagogical disciplines. The technology of modeling education is considered as an effective means of self-actualization of students. The future specialist must learn to choose from the arsenal of pedagogical methods exactly the most suitable approaches for him; creatively use the experience of colleagues in the new conditions, forming in the educational process their own style, their position, relationships.

Consequently, the effective professional training of a teacher of a preschool educational institution provides for integrity, consistency, coordination, which is ensured, in particular, by the implementation of the technology of modeling education, which is considered in modern pedagogical science as an effective means of self-actualization of students. In our opinion, the priority form of organization of education today should be the independent cognitive activity of students - future teachers of preschool educational institutions. Only such a change in emphasis will allow in the future to

form their own personal approach to the fulfillment of educational tasks and to find their own methods of professional activity. That is, success will come only when a person with his own inclinations, interests and views, who has mastered the methods of organizing independent work, will be at the center of the initial process.

The modern period of development of the education system is characterized by an increase in the requirements for the quality of professional training of future educators of educational institutions, who are the first to involve the child in cognitive activity, lay the foundations for their personal development. Preschool education institutions need educators who are capable from a scientific point of view, based on the age and individual characteristics of children, to plan and organize a pedagogically appropriate system of work, to carry out subject-subject interaction with children aimed at their development and self-development, to regulate and correct the results of the educational process with taking into account feedback. The growth of requirements for the quality of professional training and personal characteristics of future preschool teachers actualize the search and implementation of new approaches to the implementation of the updated content of vocational education, the main result of which is the formation of professional competence of the individual. Therefore, one of the urgent tasks of modernizing the system of preschool education is the development of integrated training in the system of vocational education for future teachers of preschool education.

#### 4. Conclusions

Summing up, it should be noted that in the question of the nature of the activities of the senior educator, we single out five of its main functions: organization, planning, control and assistance, pedagogical analysis. The implementation of these functions in the educational process of a preschool institution depends, firstly, on the ability of the senior educator to properly plan and analyze their own activities, identify strengths and weaknesses in it, and outline ways for professional self-improvement. The manifestation of the above skills in professional activities is an indicator of the development of self-regulation of a teacher of preschool education.

One of the main reasons for the difficulties that occur in the activities of the educator is, in our opinion, the lack of formation of self-regulation skills and, as a result, the teacher's lack of focus on the development of self-regulation in himself and his pupils. Psychological data indicate that the state of the teacher has a limit of mental health resources, so he needs to be able to consciously and effectively use and restore his strength. Consequently, the teacher must be able to manage his behavior and mental state, relieve tension and irritability in any, the most difficult situations, fully relax and replenish energy in the shortest possible time intervals. Through these skills, self-regulation of the mental states of a specialist is carried out, the development of which provides a favorable emotional climate in the group, increases the effectiveness of interaction between the participants in the pedagogical process. The professional activity of teachers of preschool education has its own specifics. It is often accompanied by the constant immersion of the teacher in the society of preschool children, a certain emotional background of tension, irritation, oversaturation.

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