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PROFESSIONAL READINESS OF FUTURE EDUCATORS TO INTERACT WITH CHILDREN OF PRESCHOOL AGE

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ABSTRACT

This article discusses the importance of the professional readiness of future carers to interact with children of preschool age.

Keyword: Professional readiness, teacher preschool age.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Socio-economic transformations taking place in society make it necessary to reorient the process of professional training of future teachers from the simple assimilation of a certain amount of knowledge and skills necessary for the upbringing and education of children of preschool age to the formation of a free and responsible person mentality, which is expressed in the methodological culture of thinking of a teacher, in the ability to pedagogically expediently think and act.

The relevance of the issue under study is due to the change in the goal of preparing pre-school teachers at the present stage and the requirements for them, focusing on the personality-activity approach in the learning process at a teacher's college, the need to raise the overall intellectual level of future educators.

Practice shows that, on the one hand, the requirements for the teacher — the educator working with a small child — are increasing, emphasizing the social significance and relevance of his profession, and, on the other hand, the low level of professional readiness of educators to interact with children.

In this regard, it is necessary to develop an appropriate methodology for the formation of professional readiness of future educators to interact with children of preschool age, including a set of tasks, practical tasks and exercises that would simulate professional activities in the educational process, thereby ensuring the formation of professional interest, necessary practical skills and abilities to carry out holistic actions - from goal-setting to the analysis of results.

Hence, the central place is occupied by the tasks of forming the professional readiness of the future preschool specialist, which is expressed in creating a favorable psychological climate in the group, establishing humane relations with children and within the children's team (Ya.L. Kolominsky, TS Komarova, A. N. Leontiev, EA Panko and others).

Analysis of the problem under study shows that authoritarian communication style still prevails in practice, which is distinguished by monologue, stereotype in teacher's assessments and behavior, selectivity in contacts, focus on age, rather than on the individual characteristics of children and is ineffective in educational terms. Such a tendency is also found in the work of graduates of the pedcollege, who are more oriented towards mastering ready-made methods for solving pedagogical problems. However, in teaching, as noted by L.G. Semushin, a teacher deals with the most difficult type of professional tasks - problem tasks. Therefore, when solving a pedagogical problem, the solution method is new and unique each time [1, p. 24].

According to A.A. Orlov, the main core of the professional training of future educators should be the leading ideas that determine the general orientation of the activity, and then become their pedagogical convictions. The author believes that the leading ideas are the basic unit of pedagogical thinking and are revealed in the following: understanding the intrinsic value and uniqueness of the child, who is not the object of educational influences, but the subject of communication; knowledge of age and individual characteristics and, in their educational influences, focus primarily on them, “to go from the child”, from his needs, taking into account the “zone of proximal development”; the effectiveness of training depends on emotional contact with the child, on the climate of emotional well-being, and this contact and climate are achieved by properly organized peredodogogicheskie communication with children. Therefore, the teacher should know and understand well the essence and psychological bases of his pedagogical activity [2, p. 153].

Analysis of the research shows that the problem of professional readiness is considered by the authors in various aspects. So, in the works of V.A. Slastenin, a specialist's readiness for activity is defined as a mental state, as one or another degree of compliance of the content and state of his psyche, physical health with the requirements of the activity being performed. At the same time, psychological, scientific-theoretical, practical, psycho-physiological and physical readiness stand out [2, p. 77].

The basis for the selection of the structural components of professional readiness is the concept of V.A. Slastenin, according to which the structure of readiness includes two interrelated components: motivational and value and performing. Accordingly, there are motivational and operational readiness. At the same time, readiness is based on mastering knowledge and skills in the field of professional activity, accumulating initial professional experience.

M.I. Dyachenko and A.M. Stolyarenko believes that in the professional preparedness of a teacher it is advisable to single out two interrelated sides: 1) preliminary, advance, potential readiness as a professional preparedness of an individual for the relevant activity; 2) immediate, momentary, situational readiness as a state of appropriate mobilization, a functioning mindset of the teacher's mind to solve specific tasks in appropriate conditions and circumstances. Therefore, teacher training acts as a process of formation of his psyche sufficient for professional activity, stable, static components his professional background [3, p. 58].

Analysis of the literature allows us to identify the main components of professional readiness for activity, which are presented and characterized in the works of V.P. Kashirina, V.A. Slastenina, G.F. Tretyakov, etc.

So, according to V.A. Slastenin, the main components of a specialist's professional readiness of the psyche are: an indicative, intellectual and cognitive component, which presupposes a certain level of professional development of the cognitive sphere of a specialist's personal: professional perception, thinking, imagination, memory, attention, which Makes up the intellectual-cognitive readiness of a specialist's personality.

From the point of view of gf Tretyakova, psychological readiness for the activity includes: the motivational component as the need to accomplish the task, the interest in the activity; cognitive or cognitive component - understanding the problem, assessing its significance, knowledge of the means to achieve the goal; emotional or affective component - showing a sense of responsibility, inspiration; volitional or arbitrary component - self-management and mobilization of forces, focusing on the task. The important task is the formation of the cognitive component, i.e. understanding of the problem, finding the techniques and means of its solution [4, p. 78].

It can be argued that in the structure of readiness, the motivational sphere is a logical center and determines the professional, pedagogical and cognitive orientation of the personality of the future educator. Hence, the central element of professional readiness is the professional orientation of the individual and professional mastery.

We consider it expedient to single out the professional pedagogical orientation into an independent category and consider it as the core quality of the personality of the future educator.

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