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## THE PECULIARITIES OF PROFESSIONAL TRAINING OF PRESCHOOL EDUCATION EXPERTS IN THE USA

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У статті проаналізовано особливості професійної підготовки фахівців з дошкільної освіти у США. Охарактеризовано особливості організації навчального процесу на педагогічних факультетах американських університетів, досліджено професійні функції вихователя.

З'ясовано основні тенденції професійної підготовки вихователів закладів дошкільної освіти у США, сформульовано конкретні рекомендації щодо використання передового досвіду висококваліфікованих педагогічних кадрів в українських закладах вищої педагогічної освіти.

**Ключові слова:** дошкільна освіта, вихователь дітей дошкільного віку, професійна підготовка вихователів.

В статье проанализированы особенности профессиональной подготовки специалистов по дошкольному образованию в США. Охарактеризованы особенности организации учебного процесса на педагогических факультетах американских университетов, исследованы профессиональные функции воспитателя.

Выявлены основные тенденции профессиональной подготовки воспитателей учреждений дошкольного образования в США, сформулированы конкретные рекомендации по использованию передового опыта высококвалифицированных педагогических кадров в украинских заведениях высшего педагогического образования.

**Ключевые слова:** дошкольное образование, воспитатель детей дошкольного возраста, профессиональная подготовка воспитателей.

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In the article features of professional preparation of experts in preschool education in the USA are analysed. The peculiarities of the organisation of the educational process at pedagogical faculties of the American universities are characterized and professional functions of educators are studied.

The basic tendencies of professional training of teachers of preschool education establishments in the USA are found out, concrete recommendations concerning the use of an advanced experience of highly skilled pedagogical cadres in the Ukrainian establishments of higher pedagogical education are formulated.

**Key words:** preschool education, the teacher of children of preschool age, professional training of teachers.

**Problem statement.** Modern civilization challenges make heads of preschool education establishments, methodologists, and educators to apply the creative approaches to the process of organisation of education under the conditions of a kindergarten, stimulate to use the advanced progressive ideas of foreign preschool education, and to introduce the newest technologies concerning educational traditions of Ukrainian preschool pedagogy.

The new Concept of Ukraine's pedagogical education activates the essential content of pedagogical education, its efficient character directed, first of all, at the experts' mastering of practical abilities and habits of the organisation of an education process of preschool age children.

**The analysis of the basic researches and publications.** The researches of contemporary scholars in the field of comparative pedagogy, particularly, by O. Gluzman, T. Desiatov, A. Kaplun, T. Koshmanova, A. Parino-

va, L. Pukhovska, and others prove that similar tendencies are observed in the United States of America.

Cardinal changes in the domestic system of professional education are impossible without absorbing of the international standards of preparation of experts in preschool education, without which the integration of Ukraine into the international educational space is inconceivable. The experience of the developed countries of the world of the professional training in the system of higher education necessitates the introduction of innovations, which are grounded on the best achievements of the foreign science. On this account the experience of the American colleagues specializing in pedagogical education organisation on the best national traditions of preparation of student-future teachers is of particular interest, which basic priorities are directed on associations of personal and functional approaches which much resemble the contemporary preparation of teachers principles in Ukraine.



**The aim of the article.** The article purposes to define prominent features, of achievements and advantages of professional training of teachers of preschool education establishments in American universities, and, also, the possibility of their use in Ukraine.

**Statement of the basic material.** In the USA experts in preschool education receive a general two-year academic education, and in further from two to four years they are taught disciplines which concern psychophysical development of the child.

Graduates receive the certificate and under condition of high level of success have a possibility to continue during the next two years in postgraduate study and, eventually, to receive the scientific degree of Master. A transfer of the preparations teachers of preschool education establishments on the base of universities is very plausible in the near future. Nowadays, the processes of globalisation and informatization of the US preschool pedagogic milieu make necessary a very discussion concerning the trade of a preschool educator. According to American scientists, the preparation of pedagogical cadres is a priority direction of higher education, because the quality education of children can be provided only by competent and high qualified pedagogical cadres [2].

Professional training of students is grounded on the realisation of the next four components of pedagogical process of university:

- training and development of students;
- the process of organization of education in preschool education establishments and schools (a group room);
- the curriculum;
- professional abilities [9].

The following is required from a preschool educationalist:

- to be able to organize an educational environment which includes the use of various pedagogical technologies;
- to carry out inclusive training and education of children in preschool education establishments;
- wide use of creative methods and ingenuity in professional work;
- to communicate with various preschool education establishments (educational centres, organisations, social services, and managerial boards of preschool education);
- to use a sufficient education toolkit in one's teaching activity, to involve different factors into this process: curricula, professional development, cooperation with schools, universities, and communities [11].

The preparation of experts in preschool education in higher educational institutions of the USA is effective enough and is carried out

in two directions: by way of improvement and updating of educational process according to requirements of the contemporary society and by way of introduction of more quantities of subjects of a particular professional direction. The USA experience in this aspect can be transformed to the Ukrainian system of professional education in such a manner that it can acquire its most expedient properties and, at the same time, to keep a balance between high-quality higher pedagogical education and moderate material expenditure for it [12].

The guarantee of an educator's successful pedagogical activity is his erudition, modern outlook, objective self-estimation, pedagogical tact, highly developed professional qualities, psychological and pedagogical competencies, ability to work with children [6].

For a successful realisation of pedagogical activity the teacher should gain the knowledge in preschool pedagogy, child's psychology, individual psychological characteristics, age physiology, preschool pediatrics and hygiene, rules of life protection and health strengthening of children, etc.

This knowledge is necessary to the teacher not as a theoretical capacity, but as a basis for practical abilities necessary in his / her activity:

- to analyze the scientific-methodical literature and advanced pedagogical experience;
- to organize and plan a development of children in different kinds of activities (playing, studying, of everyday life, working, graphic, musical);
- to analyze pedagogical situations and phenomena, children's behaviour and his / her own activity;
- to diagnose development of children, to carry out a new and differentiated training and education on this basis, to objectively estimate consequences of his / her own activity;
- to produce didactic audio-visual aids and manuals, to use them for the purpose of optimisation of different forms of the teaching and educational process;
- to develop the interest in children to the popular spiritual, historical and cultural-national values;
- to propagandize pedagogical knowledge among the parents and society, to get parents to take part in the work of preschool education establishments; to use the inheritance of the national and classical pedagogy effectively;
- to co-operate with the teacher's assistant, musical and physical training instructors, methodologist managing a preschool centre [1].



Psychotherapeutic and psycho-correctional skills of a teacher concerning a support of the child in overcoming of difficulties of personal formation, prevention of interpersonal conflicts, and decreasing and neutralization of psycho-traumatic situations are of great pedagogic value [12].

Of no less value are the following professional functions of the teacher of an establishment of preschool education:

1. The care for children (the care for their health, education of positive emotions, providing of the first medical aid, carrying out physical conditioning, and other improving actions).

2. Cognitive-research activity (studying of children's features, mastering of the advanced experience, new pedagogical technologies).

3. Educational activity (education of good attitude to nature, the surrounding world, to other people, and cognitive interests).

4. Constructional-organizational activity (the process of organisation of education in kindergartens, modelling and management of different kinds of children's activity; pedagogical management of their behaviour and activities).

5. Diagnostic activity (a definition of the level of development of children, conditions of the pedagogical process, results of pedagogical influence, use of correction techniques).

6. Coordinating activity (child care centre and family interaction, use of pedagogically approvable forms of work with parents, a differentiated approach to different family types, etc. [12].

The Ministry of Education of the USA as an administrative body on the federal level, has such accurately regulated functions:

1) assisting in successes of students and their preparation for global competitiveness;

2) cultivating increases of the education level with the help of federally supported researches, estimations and ineducation interchange;

3) providing equal accesses of all citizens to educational institutions;

4) encouraging attraction of the public, parents and students to federal educational programs;

5) improving coordination of federal educational programs;

6) bettering a control system of federal educational actions [8].

Along with the state structures of education administration in the US there is a chain of non-state organisations which carry out various actions for the purpose of improvement of the activity of educational institutions, both on federal and local levels within each

state. The National Association of Experts in Early Childhood in the State Departments of Education (NAECS-SDE) is one of such formations. Its core task is to support the successful development of children of preschool age, and also to monitor the observance of systemic and continuously of training of preschool children from their birth to the age of eight.

NAECS-SDE is a national organisation of workers of the state educational institutions who have major duties in the sphere of education of children of early age. The association assists in granting of high-quality services to children and their families by improvement of regulating documents, curricula, and administration of operating programs. Members of the association have a possibility to exchange ideas and commonly to work for the solutions of nation-wide problems which arise in the field of preschool education of the USA.

NAECS-SDE is registered in the state of Delaware and works on the basis of nation-wide regulatory legal acts. The association's tasks are as follows:

- strengthening of representation of the public in state education administrative bodies, including these on behalf of small children;

- strengthening of communication and coordination between the states in the field of education;

- direct influence and control of the observance of political and legislative decisions concerning education, health protection, and well-being of children and their families;

- promotion of communications and coordination between State departments of education and other establishments and professional organisations which provide an observance of interests and rights of small children [10].

Getting a degree of a junior specialist, students are involved in a system of professional development which provides purposeful process of acquiring of new knowledge and habits connected with the work, duties, or career. It covers all kinds of educational possibilities, beginning from formal term papers in a college, seminars and conferences, to more informal possibilities of training, established on practice. Systems of professional development provide consecutive and unified standards for programs of early education of children and direct introduction of high-quality educational services for all children. Systems are intended for work in all sectors of private and public early education and graduation. A complex systems meet many requirements and standards. Standards and requirements can include registers, alliances, quality ratings, and also requirements concerning



reception of licences and certificates which inform on the character and volume of professional development at the national, state, territorial and local levels. The proof system of professional development directs on advanced experience achievement in early children's programs for all small children. Most of the states have their own systems of professional development [3].

In the course of training the American students – for the purpose of reception of experience and communication habits– widely use modelling of situations, demonstrations, educational trips, exhibitions, educational television, films, records, photos, radio, TV, and computer issues. The application of audiovisual methods in training provides a practical advantage and installations concerning planning, preparations, carrying out and estimations of each section of educational module [4].

Teachers of preschool education establishments who will work with children of early age, take a possibility to receive specialised preparation at a college level [5].

A professional increase of teachers of preschool education occurs basically under such a scheme: survival, consolidation, maturity. Training requirements of teachers change while they gain eventually experience and move upwards in their professional career. The place and term of training which fits the teacher in a certain situation, is to be flexible. The training place should change while the teacher develops. In the beginning of a new stage of a graduate's career, it is necessary for him / her to use all possible potential resources, as his /her personal experience is not sufficient to control the improvement of his / her professional skills and professional increase of the teacher [6].

Each state of the USA has its own educational standards, and each establishment works under its own program.

In usual groups 1-2 preschool children with development problems are engaged. Special teacher work with them on the basis of the individual program, and an educator who has authority over the whole group. Handicapped children take part in the common life of the group, and get a corresponding special help when they need it. The general activity with healthy children can assist a development of their abilities. As a rule, it provides positive results both for the disabled children and for their healthy coevals. Children learn to live in an integrated society, from the childhood gaining socially-communicative experience and developing the feelings of mercy and humanism.

The concept of preschool education in the USA consists in a developments of the per-

sonality of a child through the finding of experience by it. The considerable attention is drawn to the developments of children's creativity and abilities.

The premise of a group room, as a rule, is divided into zones (corners) for the organisation of different kinds of activity: the centres of social drama (plot-and-role playing game), puppet theatre, art, cookery, scientific-mathematical centre, the corner of building and design, etc. It creates conditions for independent work of children at will. The system of preschool education teaches child to be free, independent persons. The equality of abilities, which requires the creation of conditions for steadiness of freedom and order in the course of training and education, insistence and indulgence, concerning each child, is a question of equality of possibilities [7].

A thorough research of the content of the higher pedagogical education in the USA allows the author to confirm about the presence of the following tendencies in preparation of professionals for preschool education:

- balancing of curricula at universities;
- increase of the time of training;
- increase of the period of field practice;
- increase of requirements to competencies of future teachers.

The American experience of professional training of preschool education cadres provides such possibilities for its implementation in the realities of contemporary Ukrainian:

- increment in the quantity of teaching hours for disciplines of the professional direction, as by this indicator the American universities considerably overrun Ukrainian;
- increase in the quantity of the subjects, which are directed to professional training of preschool teachers;
- continuation of field practice period in preschool education establishments [6].

**The conclusions and prospects of further research.** Thus, the carried out research has provided an opportunity to define prominent features of professional training of experts in preschool education in the USA, as well as to analyse the training content at American universities and possibility of use of the advanced experience in Ukraine.

The development of the American system of preschool education was affected by the realisation of "Head Start" program (Head Start, 1965), provides attraction to education, first of all, children of a preschool age from needy families. It contains projects of the help to families of emigrants, seasonal workers, and also indigenous population of America. Head Start has made possible access to reception of medical aid and a healthy food, material support, assistance in employment of jobless



persons. According to this program of attendance of establishment of preschool education is a necessary condition of the introduction of the child to school.

The carried out analysis is far not full and cannot open wholly feature of professional training of teachers in the USA. Standards of professional training which will allow educators to project prospects of the further researches in this direction remain an important and topical problem.

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## ОСОБЛИВІСТЬ ФОРМУВАННЯ СВІТОГЛЯДНОЇ КУЛЬТУРИ МЕДИЧНИХ ПРАЦІВНИКІВ (МЕДИЧНИХ СЕСТЕР) ЯК ВАГОМИЙ ЧИННИК СТАНОВЛЕННЯ КУЛЬТУРИ ОСОБИСТОСТІ

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У статті здійснено аналітичний огляд наукових концепцій щодо експлікації науково-практичних заasad формування світоглядної культури сучасної медичної сестри. Відстежено особливості становлення особистісної культури молодшого медичного персоналу крізь призму таких феноменів світоглядної культури, як свобода і відповідальність, емпатія і сенситивність, гуманність і довіра. Розкрито роль і місце духовних цінностей у контексті психологічного аспекту професійної діяльності працівників медичної сфери. Доведено, що формування світоглядної культури є складним когнітивно-емоційно-дієвим процесом, який постає антиномією механічному засвоєнню певного комплексу знань, навичок і вмінь, позаяк триває протягом усього життя, потребує професійного зростання, творчої самореалізації та морально-етичної практики міжособистісного спілкування.

**Ключові слова:** *сестринська справа, світоглядна культура, відповідальність, емпатія, довіра, цінності, сенситивність.*

В статье осуществлен аналитический обзор научных концепций экспликации научно-практических основ формирования мировоззренческой культуры современной медицинской сестры. Отслежено особенности становления личностной культуры младшего медицинского персонала сквозь призму таких феноменов мировоззренческой культуры, как свобода и ответственность, эмпатия и сенситивность, гуманность и доверие. Раскрыты роль и место духовных ценностей в контексте психологического аспекта профессиональной деятельности работников медицинской сферы. Доказано, что формирование мировоззренческой культуры является сложным когнитивно-эмоционально-действенным процессом,