

**Vakhitova Galiya H.**

*Candidate of Pedagogical Sciences, Associate Professor, Department of Pedagogics and Methodology of Primary Education, Tomsk State Pedagogical University, Tomsk (RF).*

*E-mail: Galiya2000@mail.ru*

## **THE FORMATION OF PROFESSIONAL COMPETENCE OF THE TEACHER OF PRESCHOOL EDUCATION IN THE SYSTEM OF ADDITIONAL EDUCATION**

**Abstract.** The aim of the article is to consider the issues of professional competence formation of the teacher of preschool education in the system of additional education; the necessity of educational space extension of preschool children is proved.

**Methods.** The author relies on the technique of the competency approach to teacher preparation pre-school education, while using both theoretical and empirical research methods. The methods involve the retrospective analysis of research works of Russian scholars on pedagogics and psychology; empirical methods – pedagogical diagnostics on the basis of questioning, analysis of psycho-pedagogical diagnosis.

**Results.** In the course of pedagogical diagnostics in order to determine whether the content of teacher competence features educational activities in terms of pre-school education it was found that among the most important qualities required of a teacher of preschool education, the respondents allocate humanely-personal and communication skills, functional literacy and reflective skills; majority of respondents found it difficult and/or do not know how to put into practice the polysubjective principle, which is very important at the level of pre-school education. The process of skills formation is described to carry out student teaching on the basis of the proposed principle. It is suggested to put students – the future teachers into the teaching process or real professional work in phases.

**Scientific novelty and practical significance.** The author gives the classification of groups of professional competence indicators of the teacher of preschool education. Ways for the decision of the priority problems defined in Federal State Educational Standard of Pre-school Education (FSES PE) in a context of the polysubjective approach are shown; each participant of educational process acts as its active member.

The author of article considers additional education as a perspective direction of development of preschool pedagogics, which despite the gathered wide experience of children development by means of additional educational services, has not been considered yet as the complex phenomenon and a resource of optimisation of preschool preparation of children. Attention is drawn to the fact that yet now, the deep comparative analysis of the performance efficiency with preschool children of the general and additional educational institutions hasn't been carried. It is also required to design the system of expert assessment and working out of diagnostic procedures for defining the productivity of experts training programs of an additional education; and conformance inspection of these programs due to specifications of Federal State Educational Standard of Pre-school Education (FSES PE). Such research works will help to provide the maximum achievement of a purpose of preschool pedagogics – complex development of intellectual, spiritually-moral, creative and physical potential of children.

**Keywords:** teacher of preschool education, professional competence, educational environment of preschool children.

### References

1. Abdullina O. A. Obshhepedagogicheskaja podgotovka uchitelja v sisteme vysshego pedagogicheskogo obrazovanija. [General pedagogical preparation of teachers in the system of higher pedagogical education]. Moscow: Publishing House Education, 1990. 141 p. (In Russian)
2. Antologija pedagogicheskij mysli Rossii XVIII veka. [Anthology of pedagogical thought in Russia in XVIII century]. Ed. by I. A. Solovkov. Moscow: Publishing House Pedagogy, 1985. 480 p. (In Russian)
3. Antologija pedagogicheskij mysli Rossii vtoroj poloviny XIX – nachala XX veka. [Anthology of pedagogical thought of Russia in the second half of XIX – beginning of XX century]. Ed. by P. A. Lebedev. Moscow: Publishing House Pedagogy, 1990. 608 p. (In Russian)
4. Asmolov A. G. Strategija sociokul'turnoj modernizacii obrazovanija: na puti k preodolenija krizisa identichnosti i postroeniju grazhdanskogo obshhestva. [Strategy of socio-cultural modernization of education: on the way to overcome an identity crisis and building a civil society]. *Voprosy psihologii. [Psychology Issues]*. 2008. № 1. P. 65–86. (In Russian)
5. Vakhitova G. H. Osobennosti podgotovki pedagoga predshkol'nogo obrazovanija na osnove kompetentnostnogo podhoda. [Peculiarities of preparation of teacher of preschool education on the basis of competence approach]. *Materialy Respublikanskoj nauchno-prakt. konf. [Materials of the Republican Scientific-Practical conference]*. 2013. Ust-Kamenogorsk. P. 173–177. (In Russian)

6. Vakhitova G. H. Psihologo-pedagogicheskie aspekty kompetentnostnogo podhoda v sisteme vysshego professional'nogo obrazovanija. [Psychological and pedagogical aspects of competence approach in the system of higher professional education]. *Vestnik Tomskogo pedagogicheskogo universiteta. [Bulletin of Tomsk State Pedagogical University]*. 2011. № 10 (112). P. 9–13. (In Russian)
7. Vatchkov I. V. Polisub'ektnyj podhod k pedagogicheskomu vzaimodejstvu. [Multisubject approach to pedagogic interaction]. *Voprosy psihologii. [Psychology Issues]*. 2007. № 3. P. 16–29. (In Russian)
8. Zeer E. F. Psihologija professional'nogo razvitiya. [Psychology of professional development]. Moscow: Publishing House Academy, 2007. 428 p. (In Russian)
9. Simnaya I. A. Kljuchevyje kompetentnosti kak rezul'tativno-celevaja osnova kompetentnostnogo podhoda v obrazovanii. [Key competences as effectively target the basis of competence approach in education]. Moscow: Issledovatel'skij centr problem kachestva podgotovki specialistov. [Research Centre of Staff Training Quality Issues]. 2004. 32 p. (In Russian)
10. Mitina A. M. Psikhologija professional'nogo razvitiya uchitelya. [Psychology of professional development of teachers]. Dokt. diss. Moscow. 1995. 49 p. (In Russian)
11. Pozdeeva S. I. Osobennosti gumanitarnogo upravlenija innovacijami dlja stanovlenija professionalizma pedagoga nachal'noj shkoly. [The Humanitarian Features of Innovation for the Teacher Competence Formation at Primary School]. *Vestnik Tomskogo pedagogicheskogo universiteta. [Bulletin of Tomsk State Pedagogical University]*. 2013. № 9 (137). P. 194–197. (In Russian)
12. Tikhomirova O. V. Professional'naja kompetentnost' pedagoga kak uslovie realizacii osnovnoj obrazovatel'noj programmy doskol'nogo obrazovanija. [Professional competence of the teacher as a condition of implementation of the basic educational programs of preschool education]. *Detskij sad: teorija i praktika. [Kindergarten: theory and practice]*. 2012. № 4. P. 78–84. (In Russian)
13. Hutorskoi A. V. Innovacionnyj aspekt kompetentnostnogo podhoda v obrazovanii. [Innovative aspect of the competence approach in education]. *Nauchnoe nasledie T. I. Shamovoj i ego vlijanie na reshenie aktual'nyh problem sovremennogo obrazovanija: sbornik statej. [Scientific heritage of T. I. Samovol and its influence on the decision of actual problems of modern education]*. Collection of articles]. V. 1. Moscow, 2011. P. 79–83. (In Russian)
14. Shadrikov V. D., Karpov A. V., Kuznetsova I. V. Professionalizm sovremennogo pedagoga: metodika ocenki urovnja kvalifikacii pedagogicheskikh rabotnikov. [Professionalism of a modern teacher: methods of assessing the level of professional skill of pedagogical employees]. Moscow, 2011. 168 p. (In Russian)

## References

1. Abdullina O. A. Obshhepedagogicheskaja podgotovka uchitelja v sisteme vysshego pedagogicheskogo obrazovanija. [General pedagogical preparation of teachers in the system of higher pedagogical education]. Moscow: Publishing House Education, 1990. 141 p. (In Russian)
2. Antologija pedagogicheskoy mysli Rossii XVIII veka. [Anthology of pedagogical thought in Russia in XVIII century]. Ed. by I. A. Solovkov. Moscow: Publishing House Pedagogy, 1985. 480 p. (In Russian)
3. Antologija pedagogicheskoy mysli Rossii vtoroj poloviny XIX – nachala XX veka. [Anthology of pedagogical thought of Russia in the second half of XIX – beginning of XX century]. Ed. by P. A. Lebedev. Moscow: Publishing House Pedagogy, 1990. 608 p. (In Russian)
4. Asmolov A. G. Strategija sociokul'turnoj modernizacii obrazovanija: na puti k preodolenija krizisa identichnosti i postroeniju grazhdanskogo obshhestva. [Strategy of socio-cultural modernization of education: on the way to overcome an identity crisis and building a civil society]. *Voprosy psihologii. [Psychology Issues]*. 2008. № 1. P. 65–86. (In Russian)
5. Vakhitova G. H. Osobennosti podgotovki pedagoga predshkol'nogo obrazovanija na osnove kompetentnostnogo podhoda. [Peculiarities of preparation of teacher of preschool education on the basis of competence approach]. *Materialy Respublikanskoj nauchno-prakt. konf. [Materials of the Republican Scientific-Practical conference]*. 2013. Ust-Kamenogorsk. P. 173–177. (In Russian)
6. Vakhitova G. H. Psihologo-pedagogicheskie aspekty kompetentnostnogo podhoda v sisteme vysshego professional'nogo obrazovanija. [Psychological and pedagogical aspects of competence approach in the system of higher professional education]. *Vestnik Tomskogo pedagogicheskogo universiteta. [Bulletin of Tomsk State Pedagogical University]*. 2011. № 10 (112). P. 9–13. (In Russian)

7. Vatchkov I. V. Polisub'ektnyj podhod k pedagogicheskomu vzaimodejstviyu. [Multisubject approach to pedagogic interaction]. *Voprosy psihologii*. [Psychology Issues]. 2007. № 3. P. 16–29. (In Russian)
8. Zeer E. F. Psihologija professional'nogo razvitija. [Psychology of professional development]. Moscow: Publishing House Academy, 2007. 428 p. (In Russian)
9. Simnaya I. A. Kljuchevye kompetentnosti kak rezul'tativno-celevaja osnova kompetentnostnogo podhoda v obrazovanii. [Key competences as effectively target the basis of competence approach in education]. Moscow: Issledovatel'skij centr problem kachestva podgotovki specialistov. [Research Centre of Staff Training Quality Issues]. 2004. 32 p. (In Russian)
10. Mitina A. M. Psihologiya professional'nogo razvitiya uchitelya. [Psychology of professional development of teachers]. Dokt. diss. Moscow. 1995. 49 p. (In Russian)
11. Pozdeeva S. I. Osobennosti gumanitarnogo upravljenija innovacijami dlja stanovlenija profesionalizma pedagoga nachal'noj shkoly. [The Humanitarian Features of Innovation for the Teacher Competence Formation at Primary School]. *Vestnik Tomskogo pedagogicheskogo universiteta*. [Bulletin of Tomsk State Pedagogical University]. 2013. № 9 (137). P. 194–197. (In Russian)
12. Tikhomirova O. V. Professional'naja kompetentnost' pedagoga kak uslovie realizacii osnovnoj obrazovatel'noj programmy doskol'nogo obrazovanija. [Professional competence of the teacher as a condition of implementation of the basic educational programs of preschool education]. *Detskij sad: teorija i praktika*. [Kindergarten: theory and practice]. 2012. № 4. P. 78–84. (In Russian)
13. Hutorskoi A. V. Innovacionnyj aspekt kompetentnostnogo podhoda v obrazovanii. [Innovative aspect of the competence approach in education]. *Nauchnoe nasledie T. I. Shamovoj i ego vlijanie na reshenie aktual'nyh problem sovremennogo obrazovanija: sbornik statej*. [Scientific heritage of T. I. Samovol and its influence on the decision of actual problems of modern education]. Collection of articles]. V. 1. Moscow, 2011. P. 79–83. (In Russian)
14. Shadrikov V. D., Karpov A. V., Kuznetsova I. V. Professionalizm sovremennogo pedagoga: metodika ocenki urovnja kvalifikacii pedagogicheskikh rabotnikov. [Professionalism of a modern teacher: methods of assessing the level of professional skill of pedagogical employees]. Moscow, 2011. 168 p. (In Russian)