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THE WAYS OF FORMATION OF PROFESSIONAL SKILL OF THE EDUCATOR IN THE KINDERGARTEN

The problem of pedagogical skills remains one of the key in pedagogy. The teacher has always been and will remain a central figure in the educational process.

Many scientists have studied the issue of professionalism of an educator. Among them we can single out S. Rusova, A. S. Makarenko, I. A. Zyazyun, I. Skomorovska, and Yu. P. Azarov.

The purpose of our study is to reveal ways of formation of professional skill of the educator in the kindergarten on the examples of well-known scientists.

Nowadays an educator is one of the most important professions because it forms a person's personality. Today we need not just an educator, but a teacher-researcher, a teacher-psychologist, a teacher-technologist, a teacher-innovator. That is why, students of pedagogical colleges must form their professional skills.

Before talking about professional skills, we have to find out who the master is. A master is a professional in his field, a man by vocation [1]. So, according to D. F. Nikolenko the skill of a specialist involves the ratio of knowledge and skills with the ability to possess them [2]. Psychologists G.O. Lublin and S.E. Kulachkivska consider that components of the pedagogical skills of a kindergarten teacher are intuition, inspiration, and talent [3].

Taking all these scientists' ideas into consideration, one of the ways to form the professional skills of an educator is self-criticism and self-improvement. Some psychologists believe that the leading skill of educators is the ability to critically evaluate themselves and their professional activities. This is one of the most important conditions for productivity.

Moreover, we think an educator must master certain personal qualities to acquire professional skills. Here is an example of what an educator should be according to S. Rusova:

- “He must have the widest possible professional and general education, material independence; full political rights; independent respect in citizenship.
- Possess such traits: love for children; paying special attention to their responsibilities as teachers, being willing to sacrifice their peace for their pets; being physically healthy, having a calm, cheerful mood; never losing balance in relationships with children; having a high general and professional education; being able to sing folk songs; being able to draw; having considerable knowledge of literature, their native and world; having a high understanding of life and good, a heart sensitive to good and beauty; being able to establish a native between the child's native home and the children's institution» [4].

The pedagogical abilities of an educator play a rather important role in acquiring professional skills. The important research on the problem of formation of pedagogical

abilities was conducted by N.V. Kuzmina. The researcher believes that the ease of acquiring knowledge and skills in a particular activity depends on abilities, but these mental properties develop in the process of this activity itself [3]. We believe that this ability is the result and prerequisite for the development of the educator in the kindergarten.

We have created a questionnaire for students of Berdychiv Pedagogical Professional College. The students were asked to answer such questions as:

- Do you use the personal qualities that S. Rusova calls for in your work?
- What role do you think the pedagogical abilities of an educator play in acquiring professional skills?
- What qualities, in your opinion, should be inherent in the educator of the kindergarten?
- What way of formation of professional skills would you suggest?

On the basis of our own sociological surveys, we found out which way of forming the professional skills of an educator is closer to the students of Berdychiv Pedagogical Professional College. Due to the results of the survey we found out that 73% of respondents are familiar and willing to use personal qualities in their work which S. Rusova calls for and appreciate the pedagogical abilities of the educator. The other 27% are not very interested in this problem, they believe that the main thing in the work of an educator is to have the higher education. Some of 73% respondents singled out such qualities as: never losing balance in working with children, evaluating their work well and paying special attention to their work. Respondents suggested another way to form professional skills. It is pedagogical creativity. They paid attention to pedagogical creativity because an educator is not only a teacher, but also an actor, artist, and sculptor as every lesson for an educator is a play where he or she is both a hero and a screenwriter. Respondents also emphasize that it is necessary to use various ways of forming professional skills in order to be effective in their work.

To conclude, we consider an educator is one of the most important professions because it forms a child's personality. Today an educator is a teacher-researcher, a teacher-psychologist, a teacher-technologist, a teacher-innovator in one person. In the future we can expand, deepen this study and analyze other ways of forming the professionalism of the educator in the kindergarten.

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