

Development of future pedagogues' professional competence of a pre-school educational establishment in the sphere of literary education of pre-school children

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Abstract. The given article considers the problem of perfecting professional competence of a future pedagogue of pre-school establishment in the sphere of literary education. There have been analyzed innovatory conceptions relying on the ideas of transprofessional, interprofessional and multiprofessional students' training. The necessity of partly using the ideas of transprofessional education in the process of training future pedagogues of a pre-school educational institution in the sphere of pre-school children's literary education has been revealed and grounded. As a research task there has been made an attempt to suggest and theoretically ground a complex of practical and pedagogic conditions defining scientific, program and methodic, pithy components of future pedagogues' preschool professional training in the sphere of pre-school children's literary education.

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Introduction

As present fundamental changes conditioned by the process of modernization of higher professional education in Russia inevitably have influence on changes and renewal of qualification demands and characteristics of modern pedagogues, the central place in which is given to general, professional and special professional competences.

The main prerequisite of a pedagogue's successful fulfillment of his professional functions is his personal professional competence. In the usual interpretation this definition should be understood as a level of professional training reached by a specialist and expressed in the firm positively motivated attitude to the professional ability of solving various professional tasks exceeding the limits of stereotyped approaches and techniques of the activity [1]. Earlier we examined some aspects of formation and development of a future pedagogue's creative potential under the conditions of a higher educational institute based on students' research work when studying socially limited vocabulary [2].

In accordance with FSES [3] projecting the complex of a future pedagogue's professional competence should be carried out by the expert association consisting of scientists, specialists of the system of higher professional education, leaders of the managerial staff, educational institutions. It can be explained by the fact that a competent pedagogue who has not only a definite, special professional training but is capable of displaying his initiative adopting independent solutions and working in the innovatory space, etc.

Expansion of limits of professional belonging gave a new impulse to the development of actual and perspective kinds of a future pedagogue's activity and the corresponding competences. In this connection in scientific literature of a professional and pedagogic profile there has begun appearing conceptions of innovatory approaches to the organization of educational process in a higher school based on the ideas of transprofessional, interprofessional and multiprofessional training. Abroad in particular they are presented in the work of Y. Paue [4], R. M. Harden [5].

The ideas of transprofessional education can be partly introduced in the process of future pedagogues' training of a preschool educational institution in the sphere of pre-school children's literary education. The given necessity is caused by the necessity of forming person's readers' culture at the pre-school level of education as it is literature that possesses a special potential in person's spiritual and moral upbringing, in developing moral qualities, civil self-consciousness, communicative abilities, emotional and integral attitude to the environment. Really modern pre-school children having access to TV, computer, social nets largely have no needs in books and the potential laid in them remains unrealized.

Besides the attempt undertaken earlier to suggest a new technology on forming pre-school children ethnocultural knowledge after getting acquainted with fiction [6] is integrally connected with the mentioned by our native researcher E. A. Maksimova the requirements "which are close to the

requirements of the specialist with a wide outlook and active civil position” [7, p. 30].

In this connection the object of the research work is the description of scientifically grounded pedagogical conditions for the development of a future pedagogue’s professional competence in a pre-school educational institution in the sphere of pre-school children’s literary education, his readiness to act within the limits of professional branches under the conditions of professional mobility.

The main part

The problem of future pedagogues’ professional training is an urgent problem not only for the European countries but also for Russia [8; 9; 10; 11]. The specificity of the Russian system of future pedagogue’s professional training for pre-school institutions is defined by the sociocultural and educational peculiarities.

The component parts of literary education (Native literature, Russian literature, Foreign literature studied in the course of Russian literature in Russian) constitute the system of polycultural education which is considered nowadays as an important part of modern general education contributing to children’s mastering knowledge about other cultures, understanding the common and the particular in traditions, a way of life, cultural values of peoples, youth’s upbringing in the spirit of respect of other cultural systems. This algorithm of cultural immersion provides a successive identification of an educated personality on ethnic, civil and world scales. In addition fiction is available for various kinds of reading. They have the so-called “Leerstellen” which each individuum fills it proceeding from his own subjective living experience though naturally representatives of various cultures comprehend and understand one and the same text differently [12, pp.84-85].

The educational peculiarities of the national system of professional training lie in the competent approach to modelling the whole process of future pedagogues’ training and projecting its result. Students’ readiness for professional activity in the sphere of preschool literary education presupposes a number of formed professional competences [13], including mastering the principles of speech professional culture (CPC-3), readiness to apply modern methods and technologies including informational ones providing the quality of educational process on a concrete educational level of a concrete educational institution (CP-2); the ability to reveal and use the possibilities of regional, cultural educational atmosphere for organization of cultural and educational activity (CP-11).

Realization of the tasks on forming and developing professional competence of a future pedagogue of a preschool educational institution in the sphere of pre-school children’s literary training demands observing a number of conditions.

The first condition is defined by us as an elaboration of scientific provision. The methodological basis of future pedagogues’ literary education is the works of the didacts of higher school (B. S. Yershunsky, V. V. Kraevsky, I. Ya. Lerner and others) in pedagogical forecasting; the results of the scientific investigations of the psychologists and pedagogues V. I. Dyachenco, A. F. Spirina, V. D. Shadrikova and others on the problems of perfection of teachers’ professional training; the ideas of composition and structure of training laid in the works of L. S. Vyigotski, P. Ya. Galperin, I. I. Ilyasov, the results of the higher school methodologists considering the questions of special and methodological students’ training, in particular, how special methodology puts the ethnoorientated approach in the process of acquainting pre-schoolchildren with fiction as namely in fiction (first of all in fairy tales) since it is in fiction that there are ethic constants [14] which include religious beliefs and practice, language, general understanding of the course of history, common predecessors, common historical homeland.

The second condition consists of the elaboration of the contents of future pedagogues’ professional training in the sphere of pre-school children’s literary training consists is of two component parts: theoretical including general theoretical, general didactic, grounded notions and practical guiding students’ attention of mastering the fundamentals of professional skills and habits, technologies, methodic techniques which are necessary for arranging classes with children for getting acquainted with literary heritage including ethnocultural context.

The third condition presupposes creation of a program and methodic provision. Within the frame work of the complex model of future pedagogues’ literary training it is necessary to study such subjects as “children’s literature and technologies of pre-school literary education”, “pre-school educational programmes”, “practical work on elocution reading”. They are supported by the module programmes, oriented on the complex of essential problems connected with the realization of literary education, dictated by the time and the change of education paradigm (“children folklore”, pre-school literary development in the kindergarten and the family”, “pre-school theatrical activity”, “formation of pre-school children’s” attitude to the cultural heritage of the region (on the material of children’s literature).

The social cultural problem is of great importance in teaching subjects: the place of literature in a child's life, consciousness, soul, the role of literature in the development of a pupil's personality, comprehension of preschool children themselves in the role of the bearer of the definite culture. Great attention is paid to one of the active tasks of teaching literature, bringing children to reading, upbringing a qualified reader as one of the forms of counterworking mass culture. Using modern educational technologies is no less an important condition for successful mastering different aspects of the contents of the future preschool pedagogues' professional training in the sphere of literary education of preschool children. The range of technologies is rather broad: informational, multimedia, problematic lecture, dispute, discussion, conference; case-study, creation of thematic portfolio, projective technology; "Debates", "Pedagogical workshop, trainings, co-education, "Dialogue of cultures", development of subjective position, expression of one's own position in the sphere of interethnic relations, development of critical thinking by means of reading and writing, increasing cultural sensitiveness..

The fifth condition is practice oriented character of literary training for future pedagogues. Practical training should be carried out in the process of quasi-professional and educational and professional activity. The former allows to immerse a student into quasi-professional space (imitation modelling, analysis and solution of professional tasks, case-study, cultural assimilators). The latter is aimed at the solution of professional and transprofessional tasks in real pedagogical reality during the pedagogical practice by means of fulfilling projects, organization of classes, connected with preschool literary education, projecting and realization of the technology of literary education, work with preschool children's parents, cooperation with other preschool educational institution.

Conclusion

It is quite evident that the quality of the process of the formation of future pedagogues' readiness for carrying out professional activity in the field of literary education is largely defined not by the volume of learnt contents but by the system of methods, techniques, technology of professional training, the quality of pedagogical process. A student has to understand for himself that the ways of forming the reading culture for preschool pupil's personality is carried out not only through the renewal of the educational content but through elaboration of adequate strategies.

Results

Thus the process of development of professional competence of the future pedagogues' competence in the sphere of literary education of preschool children must take into account the conditions defining scientific, program and methodic, pithy components of professional training, take into account modern educational technology and have practice oriented character. Following the above mentioned trajectory in modelling the whole process of training and projecting the results of students' professional competence will permit to solve the scientific and theoretical task aimed at training preschool pedagogues in the sphere of literary education of preschool children, meeting the requirements of the contemporary stage of education development.

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