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**THE CONTENT OF PROFESSIONAL TRAINING OF FUTURE
EDUCATORS AT CHILDREN'S INSTITUTIONS: COMPETENCY
BUILDING APPROACH**

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**СОДЕРЖАНИЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ
ВОСПИТАТЕЛЕЙ ДЕТСКИХ УЧРЕЖДЕНИЙ; КОМПЕТЕНТНОСНЫЙ
ПОДХОД**

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Annotation. The Content of professional training of future educators at children's institutions: competency building approach. The article considers the problems of the competence approach. And the ability to distinguish between academic disciplines and areas of training of future teachers through the introduction of three main disciplines: social-humanitarian, psychological-pedagogical and professional. The list of subjects for each direction of training foresees different volume and content appropriately designed specialization. Competency building approach provided the ability to distinguish between academic disciplines and areas of training the future teacher through the introduction of three main disciplines: social-humanitarian, psychological-pedagogical and professional.

Key words: *competency building approach; competence.*

Аннотация. Содержание профессиональной подготовки будущих воспитателей детских учреждений: компетентносный подход. В статье рассмотрены проблемы компетентносного подхода. И возможность разграничить учебные дисциплины и направления подготовки будущего учителя путем введением трех основных циклов дисциплин: социально-гуманитарных, психолого-педагогических и профессиональных. В перечне дисциплин для каждого направления подготовки предусмотрены разные объемы и содержание соответственно спроектированной специализации. Компетентносный подход предоставил возможность разграничить учебные дисциплины и направления подготовки будущего воспитателя путем введением трех основных циклов дисциплин: социально-гуманитарных, психолого-педагогических и профессиональных.

Ключевые слова: *компетентносный подход; компетенция*

Introduction. In the conditions of multicultural relations, informatization of all spheres of life, the formation of the Ukrainian state, market reforms, changes in moral climate, the exacerbation of social problems, the essence of professional teacher preparation is in the development of "teacher-European" as the man who first is opened to the world, respectful to different cultures and aims to dialogue with other cultures; secondly, who is mobile in his development and operation, i.e. is capable of change, to perceive a new, systematic thinking, understanding interrelationships and interdependencies in social development; third is a professional in his field, which is characterized by personal responsibility for his continuous professional development.



scholarly and creative practice. All these qualities are complemented by typical for Ukrainian national culture humanistic traits and values [4].

As the analysis of different scientific approaches shows, an ideal way of creating an effective training model, which has successfully adapted to new economic conditions, is based on the competence approach. Today, the professional teachers' training of children's institutions is carried out by higher education institutions, which differentiate for names, status, legal form, capacity to confer degrees and qualifications. Namely, pedagogical colleges, pedagogical industrial and classical universities. An approximate ratio is: pedagogical universities - 38.2% classic universities and academies - 47.2%, humanitarian universities - 7.3 %, educational institutions - is 7.3 % [3].


Domestic practice has formed two models of professional teachers' competence at children's institutions respectively to two different institutions of teacher education. Classical universities prepare a subject-teacher, with emphasis on the fundamental nature; the one who owns the material at a high level, has a broad scientific outlook and is prepared to conduct research in the subject area. Pedagogical universities / institutes, unlike the classic ones, are oriented by a more thorough methodological and practical training, prepare the teacher, who owns the whole arsenal of methodological and psycho-pedagogical methods of influence on the student. The resulting two types of teachers organically fit into the new economic reality, and well complement each other because they have different sets of trade disciplines and able to apply them in appropriate niches of the education system - as a subject teacher in comprehensive schools of a new type, or specialized classes in schools [1].

The content of professional-pedagogical training includes the normative part as a component of state standard and the sample, as determined by higher education institutions and is focused on the internal diversification.

Competency approach provided the ability to distinguish between academic disciplines and areas of training of future teachers through the introduction of three main disciplines: social-humanitarian, psychological-pedagogical and professional. The list of subjects for each direction of training foresees different volume and content appropriately designed specialization.

The determination of the extent of theoretical knowledge and practical skills of the specialist is carried out on the basis of qualification characteristics, which take into account the results of scientific and technological progress at a certain stage of society development, as well as the specific characteristics of each profession. The content of pedagogical education is determined by the branch standards of higher pedagogical education and standards of higher education and provides fundamental, psychological-pedagogical, professional, methodological, informational, technological, practical and socio-humanitarian training [3].

We note that fundamentalization of knowledge provides the depth and breadth of receiving the philosophical, cultural, psychological-pedagogical and special knowledge by future teachers, in which a certain hierarchy of facts, laws, postulates, principles, and other components, enriched with a flexible system of relations that enhance the applicability of knowledge in practice. The fundamental training focuses



principles of science, humanism, democracy, succession and continuity, independence from political parties, other social and religious organizations.

- Thus, competency approach is based on the model of the expert, highlighting its general and special. Focusing on the end result of the educational process, this approach directs it to the formation of readiness for effective use of internal and external resources (information, human, material, personal). In the training of future teachers of philological specialties (Ukrainian language and literature; Russian language and literature; foreign literature, foreign languages, native languages) competency approach takes into account indicators of the willingness and ability of a graduate to the educational and scientific-research work of students in the field of linguistics and literary studies as components of model of professional competence. Professional competence of future teacher of philological disciplines can be represented as an integrative personal education, formed on the theoretical knowledge, practical skills, linguistic and pedagogical abilities, value orientations, integrative indicators of speech and communication style, which determines the readiness of teachers to implement quality teaching and the implementation of its leading features.

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