



Professional development of the teacher in the light of European integration processes

Професійний розвиток педагога в світлі
євроінтеграційних процесів

Edited by prof. Tsvetkova Hanna

За наук. ред. проф. Ганни Цветкової

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процесів**

Edited by prof. Hanna Tsvetkova

За наукової редакцією професора Ганни Цветкової

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Монографія вміщує чотири розділи, кожен із яких висвітлює актуальну педагогічну проблему сучасної педагогічної освіти: підготовка майбутніх педагогів у світлі євроінтеграційних спрямувань; досвід європейських країн у підготовці педагогів; феномен дитинства та взаємодія з родиною в сучасному освітньому просторі; особистість в інноваційному просторі професійного розвитку. Видання адресоване ученим-дослідникам, вихователям, учителям-практикам, науковцям-початківцям і всім небайдужим до проблем дитинства, сучасного батьківства, розвитку освіти України в часи її сутнісного реформування, переносу навчальних пріоритетів, зміни освітньої парадигми, поступової адаптації до вимог сучасного суспільства.

The monograph contains four sections, each of which highlights the current pedagogical problem of modern pedagogical education: preparation of future teachers in the light of European integration goals; the experience of European countries in the training of teachers; the phenomenon of childhood and interaction with family in the modern educational space; personality in the innovative space of professional development. The publication is addressed to researchers, educators, teachers-practitioners, novice scientists and everyone who is indifferent to the problems of childhood, modern parenthood, the development of Ukraine's education in the time of its essential reformation, the transfer of educational priorities, changes in the educational paradigm, gradual adaptation to the requirements of modern society.

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DIAGNOSTICATION OF VALUABLE-SIGNIFICANT ORIENTERS OF FUTURE PEDAGOGES

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Abstract. The article presents the theoretical basis, methodology and results of experimental research of the value orienters of students - future preschool teachers. The authors compare and analyze the results obtained with the students of the first and fourth year of baccalaureate, as well as undergraduates and teachers of a higher education institution. It has been determined that the professional values of students of different courses vary and undergo changes in the process of professional training, but there are also unchangeable ones, which unite both freshmen and their teachers. These include education, communicativeness, and benevolence. Such values correspond to the European ones and testify that the entry of Ukraine into the European space is a logical step of a civilized state. Preschool pedgoues who are at the origins of personality formation, being guided by certain values, are capable of educating young people who will realize their potential successfully in a multicultural society.

Key words: preschool teachers; students; values; value paradigms.

ЦІННІСНО-СМИСЛОВІ ОРІЄНТИРИ МАЙБУТНІХ ПЕДАГОГІВ

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Анотація. У статті презентовано теоретичне підґрунтя, методологія і результати експериментального дослідження ціннісних орієнтирів студентів – майбутніх дошкільних педагогів. Автори порівнюють і аналізують результати, отримані в роботі зі студентами першого і четвертого курсу бакалаврату, а також магістрантами і викладачами вищого навчального закладу. З'ясовано, що професійні цінності студентів різних курсів різняться між собою і зазнають змін в процесі фахової підготовки, проте є й незмінні, такі, що об'єднують як першокурсників, так і їхніх викладачів. До них відноситься освіченість, комунікативність, доброзичливість. Такі цінності відповідають європейським і свідчать, що входження України до європростору є логічним поступом цивілізованої держави. Дошкільні педагоги, що стоять біля витоків формування

особистості, керуючись визначеними цінностями, здатні виховати молодь, що успішно реалізується у полікультурному соціумі.

Ключові слова: дошкільні педагоги; студенти; цінності; ціннісні смисли.

Relevance of research. On the path of Ukraine's integration into the European educational space, the national education system faces the task of training pedagogical personnel of a new type - not only competent in their field, but above all, adaptive to constant changes of the society, mobile, capable of constant personal development, open to broad communication, etc. Relevant and controversial remains the problem of developing a strategy for the development of professional training of pedagogues, including pre-school ones. In the works of Ukrainian scientists V. Andrushchenko, G. Atanov, G. Bielenka, V. Bondar, N. Nychkalo, V. Ognevyuk, S. Sysoyeva are defined the priorities for training new generation specialists: the compliance of their professional skills with the needs of the society and the needs of children, the consistency of personality qualities and aspirations to the requirements of social development.

The National Strategy for the Development of Education in Ukraine for the period up to 2021 states that one of the directions of strategic changes in the vocational training system is to provide conditions in the state for pre-school teachers to obtain higher professional education at an educational and qualification level not lower than a bachelor [15].

The document emphasized that the modernization of the content of pre-school education is also carried out through the introduction of an updated Basic component of pre-school education [11]. The strategy for the development of pre-school education is seen in: the resumption of the work of the pre-school education institutions closed in previous years, the expansion of their network to the full satisfaction of the needs of the population; one hundred percent coverage of compulsory preschool education of children of senior preschool age through a variety of forms of its receipt; creation of optimal organizational and pedagogical, sanitary and hygienic, educational and methodological, material and technical conditions for the functioning of pre-school education institutions; improving the network of educational complexes of the type "pre-school

education institution — general educational institution”, the opening of groups and pre-school institutions of various types and forms of ownership, the formation of groups with short-term stay of children and the like; updating the content, forms, methods and means of teaching, educating and developing children of preschool age in accordance with the requirements of the Basic component of pre-school education and a child’s development program [11].

It is clear that it is impossible to implement this strategy without a team of competent preschool teachers. Therefore, the issue of developing and implementing a new strategy for training such specialists is relevant. The implementation of a new strategy for the preparation of teachers of preschool education is largely connected with the formation of their valuable-significant orienters.

Since Ukraine has confidently chosen the way to the European integration, when developing the strategic objectives of reforming the education system, domestic scientists are guided by generally accepted European documents, such as “Children in Europe” [19, p. 2-4], “Requirements for professional competence of preschool teachers” [20., p. 27] in which the requirements for the value orientations of preschool teachers were formed.

Thus, the issue of improving the quality of vocational training of preschool teachers and ensuring their professional improvement and self-development “throughout life” as the foundation of quality services in the field of preschool education and the basis for implementing the basic principles of the “European approach”, goes through all the basic documents that deal with on the creation of the European dimension of pre-school education (European approach) and the development of the European politics of childhood (European politics of childhood); the requirements for pedagogues working with preschool children are reflected in the “Children in Europe” educational policy document (2008). Bucharest Communiqué “Using our Potential with the Best Benefits: Consolidation of the European Higher Education Area” off 2012, Inkhchon World Education Forum Declaration “Education 2030”; “Providing general

inclusive and equitable quality education and lifelong learning” dated May 2015, etc.

Therefore, the issues of studying the value orienters of the modern student youth – future preschool teachers are relevant, since the value orienter is the starting point of the activity and must be taken into account in the process of the future specialist training.

Analysis of the recent research and publications. Modern Ukrainian scientists L. Artemova, G. Bieliienka, A. Bogush, I. Dychkivska and others pay attention to the problem of high-quality renewal, improvement and development of professional training of specialists in pre-school education. Thus, in her scientific works L. Artemova emphasizes the prioritization of such value orientations of future specialists in the pedagogical sphere as the desire for professional and personal self-development through the subjectivization of the concept of “education throughout life” [1]. In turn, G. Bieliienka notes that in the process of professional training of preschool specialists, the formation of professional competence as a realized ability of a person to solve tasks of professional activity on the basis of professional knowledge and skills that are integrated with the development of personal and professionally significant qualities, among which leading is love to children combined with exactingness, empathy and communication [4]. The main requirements for the professional competence of the teacher of a preschool education institution in the context of the needs of the modern preschool child, the researcher also refers such values as: developing moral and volitional qualities, self-development in activity, tolerance in cooperation with all participants of the educational process, etc. [4].

According to L. Pukhovska's research, in the countries of Western Europe, the priorities for the development of professional education for preschool teachers were identified as the need to increase their competence, to form professional values that are considered as requirements for the teacher: special knowledge in subjects, pedagogical skills, mastering related

competences, creating safe creative schools culture / perception of reflective practice [16].

It is probably quite difficult to give a specific definition and carry out the assessment of the competences of a teacher at any stage of his or her career impartially, neutrally, universally and fixedly. In general, the competencies of the 21st century, defined in the Organization for Economic Development and Cooperation document “Specification and Definition of Key Competences”, are multifaceted and take into account the values of modern post-industrial society [23]. According to the document of the European Trade Union Committee for Education (European Trade Union Committee for Education (ETUCE)) with the educational policy, the competences of a pedagogue should be formed at a high level, widely traced in professional characteristics at different stages of a career [21, p. 44].

The purpose of the article is to highlight the progress and results of the study of the value paradigms of young people who have chosen a pedagogical educational institution for professional training and see themselves in the future as professional pre-school teachers.

The results of the study. The image of a real Teacher is an image with which many people have positive memories and a desire to imitate him. V. Sukhomlynskyi, a teacher-humanist [18], defined the leading feature of the teacher - creativity as a person’s vision of his or her inner world, first of all his or her mind, the tension of intellectual forces, understanding and creating beauty with one’s own work.

A. Makarenko [10] stated that every pedagogue, if he or she is well-prepared and demonstrates diligence, can achieve pedagogical mastery and realize creative ideas. In his opinion, a master of pedagogical profession is a person with broad outlook, responsive, benevolent, principled, who effectively uses new forms and methods of teaching and educational work in his or her practice, who restructures easily, gets rid of unproductive forms and methods, and also seeks to share experience with everyone.

Given the fact that preschool childhood plays a special role in the development of the personality, it is extremely important who carries out the psychological and pedagogical support of the child during this period. A preschool teacher who realizes his pedagogical abilities creatively, develops and strengthens the internal desire for self-improvement, sees the sense not only in an independent creative search, but also in a collective one, is able to provide the child with optimal development conditions. A pedagogue's readiness for creative search with children, the ability to create an atmosphere of productive knowledge, depend on his awareness and level of knowledge of the range of pedagogical skills, knowledge of methods of preschool education, deep motivation for pedagogical activity.

Significant for our research are the views on the profession of the pedagogue S. Amonashvili [2]. He demonstrated to the totalitarian society of those times that a teacher could be a friend of a child, teach without evaluation, that it was necessary to develop individual tasks for each pupil, the survey system could be stressless, it was possible to activate the child's cognitive activity, develop creativity through problem situations, gaming tasks and interesting questions. He proved that an educator, a pedagogue must rationalize the educational space and the educational process, create an atmosphere of constant intellectual search by himself.

Valuable in the context of our study is the opinion of V. Ognevyuk [12; 13], that a pedagogue who forms a creative person must be an innovator in his or her essence. Only then, new ideas and progressive principles of working with children will help him or her to create new pedagogical technologies, to introduce various innovations into the educational process. In this way, it is possible to direct the education system towards increasing its efficiency.

Systemically, the issues of the professional training of future educators were considered by G. Bielienska [3], O. Boginich [3], V. Bondar [7], I. Bech [5; 6], Y. Kosenko [9] and others. These studies provided an opportunity for the

implementation of the content and technologies of forming professional competence of a specialist in conditions of graduate education.

According to academician I. Zyazyun [16; 8] the acquisition of pedagogical professionalism begins precisely in student years. This is facilitated by daily hard work at the development of one's capabilities to pedagogical activity, the formation of a professional position, and the ability to communicate with children. Therefore, the concept of studying at a higher educational institution means not only the acquisition of knowledge, but also the development of creative abilities, the formation of professional qualities and skills that will help in self-realization of a future pedagogue's personality.

The special qualities of a pedagogue, which determine the effectiveness of the formation of creative professional abilities, include:

1. Inner unity, integrity of an individual, which contributes to the construction of a clear hierarchy of motives that determine his or her orientation. This orientation is characterized by the dominant goals and objectives set by the person, his or her leading idea.

2. The capability to professional reflection, which covers the processes of self-knowledge and self-examination, and gives an opportunity to look at one's actions "with a stranger's eyes".

Summarizing the above provisions, we offer an axiological portrait of a modern pedagogue: the presence of critical thinking, the formation of skills of cultural normative judgments, orientation to universal values, a position of deep understanding, acceptance and positive attitude towards people, the ability to be a guide, attendant; in the basis of pedagogical activity there must be feelings dictated by conscience.

Given the complexity and multidimensionality of the problem, its research was conducted at various scientific levels. In choosing the methodological basis, we used the methodology analysis proposed by I. Blouberg and E. Yudin, which contains four levels: philosophical methodology, general scientific level of methodological analysis, specific scientific methodology, technological level.

The philosophical level of the methodology of the study was provided by the use of ideas of the sense bearing paradigm of education, which was substantiated in the studies of O. Asmolov, O. Dmytriyeva, I. Abakumova, Ye. Belyakova, P. Schwanenflugel, V. Zhelanova, E. Lindeman, J. Thompson [12; 13]. According to the sense bearing orientation of education, the purpose of professional training is the formation of professionally significant qualities of a specialist, enabling him or her to acquire a value relation to a profession based on the actualization of personal sense bearing experience. The realization of this idea required the determination of students' value orientations at different stages of training and their consideration in creating a model of personal and professional qualities of a graduate.

The general scientific level of the methodology is ensured by the provisions of the axiological approach (I. Bech, N. Epstein, P. Inglehart, M. Kagan, F. Lape, A. Mehrabian, V. Ognevyuk) that allowed to substantiate the notion of value sense as a core of neoplasm of professional development. Based on the analysis of European and national educational normative documents, the case of value paradigms of a pre-school education pedagogue was formed with the help of methods of abstraction and idealization.

At the specific scientific level, an acmeological methodological approach was applied (K. Abulkhanova-Slavskaya, O. Anisimov, O. Bodalyov; V. Vakulenko, A. Derkach, N. Kuzmina, V. Ognevyuk, L. Horuzha), which allowed the development of individual and professional models for the development of a future preschool pedagogue focused on constant self-improvement and the ability to self-realization, self-regulation and self-organization [12]. Since the acmeological approach is characterized by prognosticity and orientation towards the design of productive models of professional activity (V. Vakulenko), we have used the modeling method (S. Arkhangelskyi, V. Bepalko, B. Sovetov, O. Dakhin, Yu. Frolov, V. Dokuchayev, O. Yevtuh, Yu. Shapran, V. Kulkarni, etc., and forecasting the individual development of the future teacher of preschool education, taking into account the value paradigms of his or her professional training [12; 14].

Technological level of the research is represented by the subject approach (B. Ananyev, K. Abulkhanova-Slavskaya, S. Rubinstein, G. Aksyonova, A. Brushlynskyi, O. Gogoberidze, G. Schwerdt, A. Wuppermann, M. Murphy, T. Brow, O. Linnik) [4]. Considering the subjective features: conscious activity, ability to reflect, freedom of choice and responsibility for it, the ability to purpose-making, uniqueness (O. Leontyev, M. Kagan, S. Rubinstein, etc.) allowed the involvement of the educational process subjects into determining the common values of professional paradigms [4].

For empirical research in accordance with the subject approach, the method of focus groups was chosen which was effectively applied in a number of studies (Krueger, Morgan, Sherraden, Punch). Law et al., Davis; Linville et al., S. Ivashnjova) in order to collect the data related to the feelings and thoughts of people in the similar conditions [23].

The processing of the results was carried out using methods of ranking, systematization and generalization. For a visual demonstration of the research results, a sociometric method was used that allowed to submit the results of the study, processed with the use of mathematical methods, in the form of tables, diagrams and graphs.

In psychology, K. Abulkhanova-Slavskaya, O. Asmolov, I. Bekh, M. Boryshevskyi, M. Weber, T. Vilyuzhanina, Zh. Virna, D. Leontyev, S. Maksymenko, M. Rokych, V. Romenets, T. Tytarenko, V. Frankl and others consider the problem of value orienters of a person, his or her vital paradigms and their development in the process of studying.

In order to clarify the essence of the concept of “value paradigm” we will analyze different approaches to understanding the concepts of “value” and “paradigm”. It should be noted that the analysis of the concept of “value” for a long time has been the object of research of various branches of science, which is reflected in a large number of concepts and theories. However, for the entire time of the existence of the term “value” in the world science, leading scholars could not reach a unified thought and overcome the various voices, defining and

operating this concept. The complexity of determining the essence of the phenomenon of “value” is due to its ambiguity and objective characteristics. In the literature we find more than a hundred definitions of the concept of “value”, in which different approaches to its interpretation are offered.

Scientists of various branches of science define value as “significance”, “function”, “form”, “relationship”, “need”, “belief”, “activity”, “social phenomenon”, “norm”, “natural object”, “Condition”, etc. Let us consider the most significant approaches to understanding of value in our study.

In most philosophical, cultural and sociological studies, value is seen as the relationship between subjects and objects (A. Karmin, M. Kagan, A.Ruchka) as a norm regulating the behavior of a person (N. Bagdasaryan, V. Tugarynov) as a social phenomenon (M. Kagan), as a product of the life of a society or social groups (A. Abisheva, G. Andreyeva) [12].

The German philosopher R. Lotze, who introduced the investigated concept into science, reveals the essence of values, on the one hand, by the divine forces, which give them absolute content, on the other – by the subjective experience of each person. In this definition, in our opinion, very precisely is disclosed the versatility, diversity, majesty of this concept, stemming from its absolute content.

Actual today is the understanding of the value of F. Nietzsche as a physiological condition of a certain lifestyle preservation. In addition, the process of creation, the generation of values, according to the author, is subject only to the chosen person – an overman.

According to T. Parsons, values are the object of interest, a certain mode of action of the subject and a major factor in the social integration of mankind. Values are standard samples that define in a universalistic terms the orientation scheme desired for the system as a whole, and not dependent on a particular situation or on a particular function inside the system. The main function of values, in the author's opinion, is the legalization of normative order in society. One cannot but agree with the opinion of the scientist on the significance of

values as some standard samples for normal healthy functioning of society. The destruction of the value system, which is particularly relevant today, leads to various problems in the life, functioning and development of society. In this context, the values of a pedagogue, broadcasted on his or her pupils, play a significant role in the progress of the society.

V. Tugarynov gives a rather simple, but essentially capacious definition saying that values are the objects, phenomena and their properties that are needed (necessary, useful, pleasant, etc.) by people of a certain society or class and by individual as a way to meet the needs and interests. For our study of the essence of value paradigms, the opinion of the scientist is that the values as a phenomenon of nature and society are not only what exists but also what needs to be done and what should be fought for. According to the analysis of scientific literature, the understanding of the essence of values is associated with the concepts of sense of activity, needs, assessments, ideals, norms, attitudes of the individual. We consider it expedient to conduct an analysis of approaches in comparing the concepts of value and paradigm in our study.

In the works of I. Bech, O. Lentyevev, N. Tkachova the problem of paradigms (social or personally-individual) is connected with the problem of the choice of values. V. Frankl places these concepts on the same plane by their meaning in human life, considering them equally important and necessary: “To be a human means to be converted to the paradigm that requires implementation, and to values that require implementation” [5, p. 73].

According to M. Kazakina, the concept of meaning, paradigm and value are completely inseparable, but not identical. The paradigm itself creates value. Consequently, value and paradigm arise in the interaction of the objective world with the needs of a person. We consider the author’s views on the meaning and concepts interaction to be the most accurate.

On the basis of the analysis of scientific sources, we define the *value paradigm* as *the sense and life orientations* of the individual, consisting in the

unity of life goals, emotional richness of life and satisfaction with self-realization.

The formed value and sense sphere of the educator of preschool children presupposes the availability of accepted universal human, professional and individual values-knowledge, values-senses, values-incentives in their harmonious interconnection. In our opinion, the central place in this individually hierarchical system should be the personalized sense of comprehensive knowledge and development of a preschool child. It is he who determines the humanistic orientation of the educator's personality.

The leading idea of our study is the provision that every pre-school pedagogue in the process of professional training must self-identify as a constantly evolving person. Personal value-sense self-determination, is the initial, defining from all types of self-determination, since it sets the personally significant vector of achieving a certain level of social relations with society, on the basis of which the needs are formed in the professional field, and professional self-perfection is carried out.

Taking into account the aforementioned theoretical approaches, the students of different courses in the field of preschool education and their teachers were diagnosed to determine the existing values of a preschool pedagogue. To obtain a conditional "value-sense" portrait of an educator of preschool children, we invited four groups of respondents to take part in the study: freshmen students (90 people); students of the fourth (final) course of bachelor's degree (80 persons), master's degree students (30 people) and university teachers who are engaged in their professional training (46 persons). A total of 246 people participated in the qualifying phase of the study.

To this end, the students were asked a questionnaire: "What, in your opinion, should be the professional values of a preschool teacher?". The values proposed in the questionnaire were determined on the basis of the works of V. Sukhomlinskyi, I. Zyazyun, N. Tarasevych. Of the 25 listed professional values, it was proposed to select the 20 most important for respondents. The values

offered to the respondents were: the amount of education, good organization, communicativeness, creativity, benevolence, emotional balance, ability to self-improvement, pedagogical intuition, cognitive interest, pedagogical optimism, respectfulness, initiativity, adaptability, artistry, freedom of choice, sense of humor, civil responsibility, empathy, mobility, acceptance of multicultural social medium, ability to persuade, professional observation, volitional style of problem solving, determination, mobility.

The determination of the adequacy of the content of this part was carried out using mathematical statistics. For a steady advantage, one or two other values should have scored 2/3 or more votes of respondents. Subsequently, each of the respondents had to evaluate each of the 20 selected values (ranked) by the criterion of significance and importance for the professional activity of the preschool pedagogue.

To the first group of values in the general hierarchy we attributed the values that got the maximum score (values of positions 1-7). These values determine the leading “value-sense” orientation of the individual in the professional activity of the educator.

Among the values, the respondents of all groups have unanimously placed the value of “Amount of education” as their first priority. In addition to it, the first group of values included such common for all respondents senses and life values as “Good organization”, “Communicativeness”, “Creativity”, “Benevolence”. There were differences in evaluations of the value of “Ability to self-improvement”, which was attributed to the first group by teachers and undergraduate students. “Emotional balance”, which points to the emotional stability of the individual, was not named in the first group of values by the undergraduates who attributed it to the 10th position.

The middle of the hierarchical system (second group: positions 8-14) belongs to a large group of values, which in the eyes of respondents become essential for the individual, but they appear to be minor in comparison with the first ones. This group included: “Pedagogical intuition”, “Cognitive interest”,

“Pedagogical optimism”, “Respectfulness”, “Initiativity”, “Adaptivity”, “Artistry”.

The third group of values (positions 15-20) includes the following values: “Freedom of choice”, “Sense of humor”, “Civil responsibility”, “Empathy”, “Mobility”, “Acceptance of a multicultural social medium”.

No place was given to such values as professional observation, wit, related to social perception, and to the values that point to dynamism - a volitional style of problem solving and determination. The generalized scale of a preschool pedagogue’s professional values rating, compared by the groups of respondents, is presented in Table 1.

Table 1

Scale of a preschool pedagogue’s professional values rating in terms of groups of respondents

	Place in the rating	1-year students	4-year students	undergraduates	teachers
The 1 st group of values	1	Amount of education	Amount of education	Amount of education	Amount of education
	2	Creativity	Good organization	Communicativeness	Communicativeness
	3	Good organization	Communicativeness	Good organization	Benevolence
	4	Emotional balance	Creativity	Benevolence	Good organization
	5	Communicativeness	Benevolence	Creativity	Ability to self-improvement
	6	Cognitive interest	Pedagogical intuition	Emotional balance	Creativity
	7	Benevolence	Pedagogical optimism	Ability to self-improvement	Emotional balance
The 2 nd group of values	8	Ability to self-improvement	Cognitive interest	Respectfulness	Respectfulness
	9	Pedagogical intuition	Ability to self-improvement	Pedagogical intuition	Pedagogical intuition
	10	Initiativity	Emotional balance	Pedagogical optimism	Empathy
	11	Pedagogical optimism	Initiativity	Pedagogical optimism	Pedagogical intuition
	12	Respectfulness	Respectfulness	Artistry	Cognitive interest

	13	Adaptability	Adaptability	Initiativity	Sense of humour
	14	Artistry	Civil responsibility	Freedom of choice	Freedom of choice
The 3rd group of values	15	Freedom of choice	Artistry	Adaptability	Artistry
	16	Civil responsibility	Sense of humour	Sense of humour	Adaptability
	17	Sense of humour	Freedom of choice	Empathy	I Initiativity
	18	Mobility	Mobility	ь Civil responsibility	Acceptance of a multicultural social medium
	19	Acceptance of a multicultural social medium	Acceptance of a multicultural social medium	Mobility	Civil responsibility
	20	Empathy	Empathy	Acceptance of a multicultural social medium	Mobility

As it can be seen from the data in the table, only one type of values can be attributed to the “general standard”, namely: “Amount of education”. There is a coincidence of values evaluations in four equal positions among teachers and graduates (amount of education, communicativeness, respectfulness, freedom of choice), as well as the proximity of positions of grades by masters and teachers: many of them differ only in one adjacent position (good organization, benevolence, creativity, emotional balance, etc.).

Despite the fact that students of the first and fourth years have a coincidence in four positions and in the choice of values (amount of education, respectfulness, adaptability, mobility), three of the selected values are at the bottom of the ranking (12; 13; 18). In general, in the choice of values, there is a discrepancy between the value orientations of students of the 1st year and other years (which they are in reality), as well as among the evaluations by different groups of students.

Of little significance for the representatives of the 1st and 4th years was “empathy”, which was located on the last - the twentieth position.

According to the table, we can also state that our respondents of the first and fourth years are the most unanimous in assessing the significance of professional values such as “mobility”, “respectfulness” and “adaptability”, “acceptance of a multicultural social medium”.

In general, it became clear that the professional values of students of different years of studies vary and undergo changes in the process of professional training, but there are also unchangeable ones, which unite both freshmen and their teachers. These include amount of education, communicativeness, benevolence. Such values are in line with European standards and show that Ukraine's accession to the Euro-space is a logical progress of a civilized state. Preschool pedagogues who stand at the origins of the formation of an individual, being guided by certain values, can educate young people that is successfully implemented in the multicultural society.

Conclusions from the study and perspectives of further exploration in this direction. On the basis of the obtained results, in the future, in the educational process of a higher educational institution a system of pedagogical influences on students - future educators of preschool children was constructed with the purpose of correction of their value sphere and formation of professional competence. The results of the study will be presented in the following presentations.

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PEDAGOGICAL CONDITIONS OF FORMING LEADERSHIP QUALITIES OF THE FUTURE PEDAGOGUE IN THE CONDITIONS OF EURO INTEGRATION

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Abstract. The research considers the theoretical aspects of the problem of forming the leadership qualities of a future preschool teacher in the process of professional training in the institution of higher education. The analysis of scientific approaches to the disclosure of the essence of concepts «leader», «leadership», «leadership qualities» and features of their formation are revealed. The future preschool teacher during his studies at a higher education institution must deeply master a certain set of leadership qualities that will allow him successfully realize his creative potential in practice. The components of formation of leadership qualities of the future preschool teacher, namely: theoretical component, organizational-practical and value-oriented, are considered. The pedagogical conditions of formation of leadership qualities of future preschool teachers in the process of professional training are singled out.

Key words: pre-school education; leader; leadership skills and abilities; vocational training of preschool teacher; formation of leadership qualities; pedagogical conditions.

ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ МАЙБУТНЬОГО ПЕДАГОГА В УМОВАХ ЄВРОІНТЕГРАЦІЇ

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