

стратегії; залежність ефективності процесу підготовки майбутніх вихователів до розвитку дітей передшкільного віку як суб'єктів соціальної дії від професійно-творчого потенціалу студентів.

Розуміючи особливу перспективність тенденції конструктивного використання психолого-педагогічних ресурсів передшкільного віку у соціальному розвитку, вважаємо, що на часі становлення в Україні інституції «педагогічна інтернатура». Це сприятиме динаміці процесу розвитку професійної компетентності вихователів закладів дошкільної освіти за параметром їхньої здатності до розв'язання проблематики формування у вихованців дошкільної зрілості.

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NEW TRENDS IN PRESCHOOL EDUCATION: PEDAGOGICAL DISCOURSE OF PRESCHOOL TEACHERS' PREPAREDNESS

Theoretical and methodological analysis and empirical substantiation of the relationship between the effectiveness of the development of the preschool child as a subject of social action and the ability of the preschool education institution teacher to take into account current trends related to the philosophy of the new Ukrainian school have been realised.

Key words: *preschool social maturity, the teacher of a preschool educational institution, preparedness for the preschool child's social development.*

As a result of the conducted analytical work it is possible to notice that a wide range of scientific research represents various aspects of vocational training of future teachers of preschool educational institutions, in particular concerning competent professional activity (E. Bakhina, A. Bohush, H. Bieliienka, N. Havrysh, L. Zdanevych, Ye. Karpova, K. Krutii, Yu. Rudenko), pedagogization of family education and propaedeutics of social alienation of preschool children (T. Zharovtseva, L. Zdanevych, Yu. Kovalenko, N. Makovetska, M. Prokofieva), the development of pedagogical creativity and professional skills (O. Vyhotska, S. Havryliuk, N. Davkush, O. Lystopad, T. Shvets), introduction of the newest technologies of educational and developmental activity (N. Haharina, N. Hrama, S. Lytvynenko, I. Mardarova, T. Tanko, I. Tribnik, O. Chekan).

Awareness by domestic (L. Ishchenko, S. Kurinna, L. Soloviova, I. Rohalska-Yablonska, etc.) and foreign (M. Varshauder, A. Hohoberydze, M. Derhimendzhi, etc.) researchers of tendencies of value attitude, in particular preschool children's attitude, to the social environment led to the contextual understanding of modern issues of professional pedagogy.

Currently, in the social position of the individual, the need to reduce the potential for aggression is relevant; the problem of propaedeutics of various forms of sociopathy and social parasitism is also exacerbated; the need for nonviolent social communication of the individual increases (M. Bezrukykh, V. Moralov, T. Osypova, V. Sytarov, etc.).

Currently, researchers do not pay attention both to the pedagogical uniqueness of social skills – the foundations of all personal innovations of social grade (social health, social competence, social intelligence, etc.) of preschool children – the most important stage of their preschool maturity, and vocational training of future teachers of preschool institutions to the specified field of activity. After all, despite the transformations of civilization, the modern information society forms a shift in the spirituality of young people, which affects the modification of forms of social relations, the emergence of the phenomenon of impersonal and centered communication, the manifestation of social and cultural selfishness.

Of particular theoretical and practical interest is the effective vocational training of future teachers for the development of preschool children as subjects of social action.

This becomes relevant also in view of the expediency of systematic consideration of those trends that characterize the modern domestic higher school as a social institution for the training of specialists capable of successfully implementing personal and professional purpose.

Our long-term study of university education resources in terms of resolving the contradiction between the modern requirements of Ukrainian society for a child to reach preschool social maturity and the state of personal and professional efficiency of the teacher to develop the child as a subject of social action (*Lessina, 2018*). We assume that it is pedagogically expedient to consider the novelty of those trends that are observed in modern preschool, determining the need for new accents in training future teachers of preschool education.

Scientific achievements of both philosophers (V. Andrushchenko, V. Shynkaruk, etc.) and researchers of modern education (V. Luhovyi, V. Maslov, etc.) testify to the agreement in the interpretation of the concept of «tendency» (from the Latin *tendo* – to pull, to aspire, to direct). It is a generalizing concept that embodies the significant contradictions (conditions, factors, etc.) that have a systematic impact not only on the components of a system, but also on this system in terms of significant impact on the quality of its functioning. At the same time, we understand the system of training of future teachers of

preschool education as a subsystem of reflection of general trends in the domestic educational sphere (the development of education with emphasis on the latest psychological, pedagogical and information and computer technologies, priority of universal values and inadmissibility of national nihilism, partnership between the subjects of the educational process, etc.).

This leads to a natural interest in the scientists' comments on the details of those parameters that allow to take into account the requests of the subjects of the educational and developmental process in terms of different types of preschool education (*Bielienska, 2019*) and constructive experience abroad (*Trystan, 2019*).

The analysis of scientific and pedagogical research on the problem of vocational training of future specialists shows that it is one of the most investigated and, at the same time, still not sufficiently studied. This situation has an explanation related to the historical nature of the concept of «profession», a type of human activity, its ability to use those specific functions (qualified updating of acquired knowledge and production skills during special vocational training), which society relies on, and defined in it the division of labor. In general, the profession is interpreted (profiteer – declares one's business) as something that is a source of livelihood for someone; as a speciality, craft, qualification.

We should add that the relationship between the concepts of «personality» and «profession» established by modern scientists and researchers (in particular, O. Asmolov) acquires a considerable explanatory value, namely: as genus and species. Thus, the understanding of the phenomenon of «vocational training» in isolation from the originality of personal development situations seems to be insufficiently substantiated.

Social and moral development of the individual continues throughout life. Instead, according to scientists (D. Benks, I. Bekh, A. Bohush, Ye. Eidemiller, T. Khiusen, etc.), each age period has its own characteristics that affect the uniqueness of the social development of the individual. That is why the increased research attention is now focused on the personal and professional development of the teacher, in particular, at the main stage of one's vocational training - in the conditions of higher pedagogical school (*Makhynia, 2018*).

The study and generalization of reference and encyclopedic literature allows to clarify the purely scientific content of such close concepts as «education», «training», «vocational training» of the future specialist. Thus, if «education» focuses on the network of educational institutions, where both the process and the result of a special systematic «training – education» affect the efficiency of future professionals, and «training» means a certain stock of knowledge transferred in the learning process and practical activities of skills, experience (through which it corresponds to the English equivalent of «training»), then, according to the researchers (K. Avramenko, S. Goncharenko, A. Kapska, V. Lugovyi, O. Popova, V. Slastyonin, etc.), «vocational training» stipulates «operational», «accelerated» professional development of a future specialist in the appropriate space.

The problem of professional development of a successful specialist has been faced by society since ancient times. The founders of modern professional pedagogy (A. Dubaseniuk, N. Huzii, N. Kichuk, V. Slastonin, L. Khomych, etc.) are united in recognizing that the stage of university training of a future specialist is of basic importance for the professional development of a future specialist in the relevant educational or vocational and training institution, where the «reduction of the distance» between the teacher and the student contributes to the formation of the student's professional identity (*Dubaseniuk, 2016*).

Analytical work done by us on the basis of reference sources, allowed at least to detail the current scientific knowledge about the phenomenology of training a specialist. Thus, at

the level of «relevant vocabulary» it is a system of certain activities that ensures the formation of a purely professional orientation of knowledge, skills, the process of mastering them to achieve success in «work in a particular field», readiness and efficiency for such activities, acquisition of competences in it. At the level of the analysis of pedagogical reference literature, it seems possible to interpret «training» as a process of organized learning of the individual, «aimed at developing the ability to perform certain actions, be engaged in a particular activity that requires appropriate guidance, knowledge, skills and abilities» (A. Osypov, Yu. Shabanova).

There is an opinion (N. Kolesnychenko) about the expediency of the professional training of a future specialist to understand not only a holistic, but also a dynamic and nonlinear pedagogical system, which is also characterized by «functional activity, structural order and ability to self-development»; in addition, the training is characterized by specific patterns, "unity of content, goals and means."

If we try to outline the specifics of general pedagogical training of a future specialist, it is possible as a result of the analysis of modern basic research of O. Abdullina, N. Demianenko, L. Kondrashova, S. Lytvynenko, O. Piekhota, V. Radula, A. Stareva, L. Khomych. Thus, vocational and pedagogical training of a specialist is mostly interpreted as a learning process, the acquisition of general pedagogical and methodological knowledge, relevant skills in practice-oriented work, the formation of one's needs for self-education, self-improvement, self-realization; with this aim to achieve the unity of both pedagogical theory and practice, fundamentality and mobility, scientific and cultural relevance of professional knowledge.

As noted, the phenomenology of vocational training has been actively studied in the scientific discourse of classical educators. The study and generalization of the results of basic research on the scientific understanding of certain aspects of vocational training of future teachers of preschool education, shows, on the one hand, the established diverse pedagogical facts about its essence, priority areas of pedagogical efforts of higher education, and on the other hand, prove the constructiveness of individual theoretical approaches that determine the strategy of formative influence on personal and professional preparedness of students.

Among the fundamental latest research aimed at expanding scientific knowledge about the complex vocational training of students majoring in «Preschool Education», we include the works, in particular, of Yu. Volynets, S. Gavryliuk, O. Lystopad, V. Liubyva, etc.

If we more professionally outline the vocational training of future teachers of preschool education, scientists are mostly united in its interpretation as a multifactorial structure aimed at each student's acquiring «personal meaning of activity, the formation of professional skills, growing interest in working with children and their parents, as well as successful activity». In modern conditions, when preschool education – the starting point of continuing education of the individual - has become mandatory for domestic five-year-old children, the problem of quality vocational training of teachers of preschool education institutions, able to competently solve new problems has been updated. Scientists (A. Bohush, O. Hvozdev, N. Malinovska, V. Mukhina, etc.) consider the professional preparedness of the teacher of the preschool educational institution to motivate the development of the child's preschool maturity, exerting a formative influence on children's general, special, speech training before school to be one of the key problems. Despite the fact that the outlined strategy is clearly identified in the new version of the Basic component of preschool education and has received various degrees of reflection, in particular, in the programs «Sure Start», «Paths in the Universe» and a number of different programs («The

Child», «The Child in Preschool Years», «Ukrainian Preschool», etc.), the accumulated experience of universities (in particular, Ushinsky South Ukrainian National Pedagogical University) in this perspective, there is still no holistic scientific idea of the theoretical and methodological principles of training such a specialist in a modern domestic institution of higher education, nor a practice-oriented pedagogical system of training a competitive specialist.

Almost 20 years have passed since the adoption by the Verkhovna Rada of Ukraine of the third convocation of the current Law of Ukraine «On Preschool Education» №2628-III (Vidomosti Verkhovnoi Rady Ukrainy (VVR), 2001, № 49, Article 259). During this time, significant changes in the subject of regulation have necessitated a conceptually different approach to the structure of this sectoral law and the content of the mechanisms and procedures enshrined in it. There is a need to present the sectoral Law «On Preschool Education» in a new edition. This will create conditions for modernization, strengthening the European principles of functioning and increasing the efficiency of the preschool education system in Ukraine.

Improving the functioning of the preschool education system, increasing the quality of preschool education, expanding access to preschool education with ensuring children's access to quality preschool education in accordance with the Presidential Decree of 08.11.2019 № 837/2019, bringing the Law of Ukraine «On Preschool Education» in line with the Law of Ukraine «On Education», ensuring the development of educational institutions of all forms of ownership, etc.

At the present stage, in accordance with the order of the Ministry of Education and Science of Ukraine, a monitoring study of the quality of preschool education is conducted using the international methodology ECERS (Early Childhood Education Rating Scales) as an important component of assessing the quality of preschool education.

The Ministry of Education and Science of Ukraine is currently holding public consultations on preschool education reform with the assistance of the National Democratic Institute and the Institute «Republic» and with the support of the United Kingdom of Great Britain Government and the Foundation for Good Governance Development. The project conducts public discussions on the benefits of preschool education in the institution, criteria for the quality of preschool education, the organization of the educational process in kindergartens, building an effective network of institutions and introducing alternative forms of preschool education, improving the training of future preschool teachers.

Contributing in this regard is the tendency to actualize the ideas of dual education in the training of future professionals in the vocational and training space of higher education. In fact, it is possible to improve the domestic system of training future teachers of preschool education institutions on the basis of higher education institutions, in particular: National Aerospace University named after M.E. Zhukovsky «Kharkiv Aviation Institute» (Nursery and Kindergarten State Institution of General Development, it has 4 age groups, attended by 110 children); Kherson State University (in 2015 a children's room was arranged on the basis of the dormitory; in addition, the Center for Correction, Rehabilitation and Development of Children and Youth was established); Ivano-Frankivsk National Technical University of Oil and Gas (in 2013 the premises for a preschool group with a short stay (up to 4 hours) were arranged); Sumy State University established a Family Support Center in 2011, within the framework of which the Room for temporary stay of children «Student Stork» operates; A.S. Makarenko Sumy State Pedagogical University (the Center for Early Creative Development of Children «Zernyatko» in the dormitory is created), Pavlo Tychyna Uman State Pedagogical University (there is a Children's Development Center which has

been operating for 6 years in the summer); Borys Hrinchenko University of Kyiv (at the EMC of practical training of students majoring in «Preschool Education» and «Primary Education» there is a Group for Early and Preschool Children's Development; since 2015 the Institute of Human Development of the University has had a Center for Speech Impaired Children «Logo Trainer»); in 2020 on the basis of Izmail State University of Humanities it is planned to create a Multicultural Center for Preschool Children Creative Development and three children's development groups with English, Bulgarian and Romanian languages of communication.

In an effort to ensure successful professional training of future teachers of preschool education in higher education, it is advisable to focus pedagogical efforts (in the words of O. Osadchuk) «on the ability to maintain regulatory parameters» through the formation of students' ability to self-regulation. The latter, as is well known, is interpreted by psychological science as the ability of the individual to control oneself on the basis of perception and awareness of one's mental states and behavior. Thus, the strategy of motivating students to plan and focus on the development of their self-knowledge seems to be the most accepted and pedagogically motivated given the challenges of the time, such as «the ability to create change and perception of change».

The above remarks are in line with the considerations of some foreign researchers who study innovative trends, in particular, in preschool education in Poland (U. Verblevska, D. Meiret, D. Pikhliakh). According to the analysis of the fundamental work of B. Mazhets, which is devoted to the study of the process of preschool education modernization in Poland, the following approach is considered legitimate: the implementation of vocational training of students majoring in «Preschool and Primary Education»; there is already a practice when primary school teachers work in preschool education institutions, and persons with qualifications in the field of preschool education acquire the right to work at Forms I-III of primary school (*Mazhecz, 2018*).

At the same time, those personal and professional qualities of the future teacher of preschool education need scientific explanation, which, on the one hand, are crucial for successful professional activity, and on the other hand, are positioned as a complex integral formation in the integral structure of the student's personality approach.

For a long time, there seemed to be no need for a more meticulous scientific and pedagogical understanding of the «takeaway» of the effectiveness of vocational training of future professionals. Instead, scientists are now closely studying the comparative effectiveness in this perspective of different markers and, above all, they are trying to agree on the question, which pedagogical phenomenon should be considered the most «sensitive». In the context of our study, this parameter was also regarded as fundamentally significant.

Analytical work aimed at clarifying the existing scientific positions on the phenomenon that affects the effectiveness of vocational training of future teachers, shows that researchers often call it «readiness» or «preparedness».

The preparedness of the future teacher for the development of preschool children's social skills is considered in three interrelated areas: as a complex, integrative and dynamic pedagogical phenomenon; personal and professional quality of the future teacher; the result of the vocational training of the receiver of higher education.

Professional preparedness of the future teacher for the development of preschool children's social skills is a complex, integrated and dynamic phenomenon that characterizes a future specialist as a subject of educational and professional activities, who is aware of the basic importance of social skills in acquiring preschool social maturity and is able to implement a pedagogical strategy for the development of preschool children's social skills.

At the same time, the above construct is rightly interpreted as a set of personal and professional qualities, knowledge, skills and abilities acquired by students in the process of vocational training in higher education, ensuring the effectiveness of professional and pedagogical functions related to the development of preschool social maturity of preschool children.

Preparedness as a concept carries a different semantic load in relation to receivers of the of bachelor's and master's degrees, due to the different «class of professional tasks», the solution of which by the specialist is determined by the appropriate qualification. If the basic level of higher education of the teacher provides a kind of professional "framework" of the ability to develop preschool children's social skills (taking into account the important opinion of forerunners (I. Bila) on the priority model of preschool education that can enhance children's creativity), master's degree (the speciality «Preschool Education») brings to the forefront the graduate's understanding of the scientific principles of perfect professional activity aimed at organizing preschool education, able to develop a child as the subject of social action. And this increases the importance of the praxiological approach, within which the special parameter of quality, i.e the perfect professional activity of the master's degree student.

We consider the readiness of the future educator for the development of preschool children's social skills in three interrelated areas. First, as a complex, integrative and dynamic pedagogical phenomenon; secondly, as a personal and professional quality of the future teacher; third, as a result of vocational training of higher education receivers for professional activities.

The content of the key concept «professional readiness of the future teacher for the development of preschool children's social skills» has some differences given the continuum of education in the conditions of bachelor's and master's degree; there are also certain accents in the perspective of training a pedagogical worker in higher education institutions.

Based on the pedagogical essence of the future specialist's training in the studied aspect of professional activity, we believe that it makes sense to proceed from a set of such criteria: motivational and value, cognitive and informational, operational and activity.

The social and imperative component represents a set of personal and professional qualities that should be inherent in a student who acquires the «Preschool Education» speciality in higher school, which is manifested in one's awareness of the dominant importance of preschool children's social development in acquiring preschool social maturity.

Analytical and strategic component is manifested in the activity of students in educational and training activities aimed at the formation (based on knowledge) of abilities, practical skills and abilities as a basis for pedagogically sound choice of model of personal and professional behavior in situations of children's development, subjects of social action. This component reproduces the competent consideration of the logic of solving the pedagogical task (I. Ziaziun, L. Spiryn, M. Stepanovskyi), namely: analysis of the pedagogical situation according to the parameters of awareness of senior preschoolers of the motive of social action and the peculiarities of relationships in society; formulation of tasks aimed at the development of preschool children's social skills, based on the uniqueness of the creative personality of the pupil, preventing stereotypes about the social development of the individual, which have already occurred in practice; development of a constructive scheme of pedagogically motivated actions and their implementation; comparative analysis of the acquired pedagogical results.

The evaluative and reflective component represents the student's identification as a successful teacher of preschool education, capable of constructive development of preschool children's social skills through the transformation and improvement of pedagogical reality and predicting self-efficacy – prerequisites for career growth, positive dynamics of reflexive motives (self-knowledge, self-esteem, self-analysis) in the continuous motivation of future

professional activity.

Outlined components of students' readiness for the development of preschool children's social skills, certain criteria and indicators of manifestation allow, on the one hand, to adjust the volume and content of diagnostic tools, and on the other hand, to judge the necessary and sufficient range of levels of personal and professional quality of future teachers in order to obtain objective empirical data as a basis for analytical work.

Taking into account the above, a systematic research and experimental work were introduced, which aimed to deepen the scientific understanding of the resources of higher education in terms of preparation of future teachers of preschool institutions for the development of social maturity of older preschoolers; it was based on the relevant structural units of Izmail State University of Humanities, Nizhyn Mykola Gogol State University, South Ukrainian National Pedagogical University named after K.D. Ushynsky. Hence, the analytical work, taking into account the structural and component composition of the studied personal and professional quality of students of experimental and control groups and the criterion approach (motivational and value, cognitive and informational, operational and activity), allowed to establish insufficient training of future preschool education specialists, the absence of significant differences in the acquired experimental data of different institutions of higher education, to detail the resources in this regard.

Students who also obtain a master's degree were involved in research and experimental work. This is due to a number of considerations.

Firstly, it is the attempt to take into account the requirements of a system-related approach, an important component of the methodological concept of the initiated research. As noted, this approach requires understanding of the studied construct – «preparedness for the development of preschool children's social skills» – as a dynamic and static pedagogical phenomenon. Having a complex structure, it is manifested differently in the «bachelor – master» subsystem. The master's educational degree provides performance by the expert of other class of professional tasks, and the chosen approach allows to investigate the studied phenomenon in more detail.

Secondly, it is the domestic realities of vocational training. So, in the conditions of simultaneous presence on the labor market of both bachelors and specialists, it is natural for a specialist to make an active effort to obtain a master's degree, and the latter characterizes modern practice.

Thirdly, it is the intensification of European integration processes that are taking place, in particular, in the domestic educational sphere. This determines the priority of the idea of «lifelong learning», explaining the natural interest in the professional growth of the individual through the «bachelor – master» subsystem.

Preparedness acts as an extremely important personal and professional quality of the master's degree receivers, projected on their ability to implement the social and developmental function fundamentally important for the organizer of preschool education.

The pedagogical conditions of future teachers' preparation for the development of preschool children's social skills are determined and substantiated: awareness of future teachers at the level of beliefs of social and pedagogical significance of the development of preschool children's social skills; ensuring positive communication in the «the future teacher – the child – parents», «the student – the student», «the teacher – the future specialist» subsystems; directing practice-oriented educational and professional activities of students to a social partnership with sociologist specialists of the preschool institution and pupils' parents.

The worked out experimental method of preparation of future teachers for the development of preschool children's social skills was implemented in compliance with the principles of subject-subject interaction, student-centeredness, stimulation of social and pedagogical initiatives of future teachers of preschool institutions.

A model of pedagogical strategy of vocational training of future teachers for the development of preschool children's social skills has been created, which makes it possible

to structurally reproduce methodological concepts (methodologically-defining, meaning-making, content-procedural blocks), to represent a concise analogue of conceptual principles (target, diagnostic, resultative blocks), to present a set of pedagogical conditions (semantic core of the model), under which the studied phenomenon acquires positive dynamics, to reflect the character of interrelationship, interdependence and interconditionality between its elements.

In the course of the research and experimental work the leading forms and means of the formation of future teachers as subjects of educational and professional activity aimed at the development of preschool children's social skills (different levels of individual creative tasks, business games, pedagogical essays, lectures) were established. briefings, webinars, trainings, project activities, etc.). At the same time, the basic value of the diagnostic basis (assessment of competent judges, targeted diagnostic methods, case studies, questionnaires, testing, etc.) is proved.

In accordance with the defined criteria for the formation of the studied personal and professional quality of students, there are four levels, according to which the gradation of respondents at the ascertaining and final stages of research and experimental work is done.

As a result of the conducted pedagogical experiment the positive dynamics of the levels of preparation of students with bachelor's and master's degrees is established.

The following regularities of professional preparedness of future teachers for the development of preschool children's social skills are revealed: the conditionality of positive dynamics of students' readiness in relation to the outlined segment of future professional activity by implementing the developed pedagogical strategy; the dependence of the effectiveness of the process of preparation of future teachers for the development of preschool children as subjects of social action on the professional and creative potential of students.

Understanding the special prospects of the trend of constructive use of psychological and pedagogical resources of preschool age in the social development, we consider the formation of the «pedagogical internship» institution in Ukraine to be timely. This will contribute to the dynamics of the process of the development of the professional competence of teachers of preschool educational institutions according to the parameter of their ability to solve the problem of the formation of pupils' preschool maturity.

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