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PECULIARITIES OF THE PROFESSIONAL TRAINING OF THE MODERN PHYSICAL EDUCATION INSTRUCTOR FOR PRESCHOOL CHILDREN

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In modern realities, the urgent task of developing programs for managing the process of a person's formation as a professional, specialist, and citizen is increasingly facing preschool pedagogy; a harmoniously developed highly spiritual personality, capable of fully realizing their potential for their own benefit and that of society as a whole. Not long ago, a specialist was evaluated according to the level of his qualifications. Today, it is no longer enough to acquire a certain qualification, nowadays it is necessary to be professionally competent, to learn the ability and ability to solve constantly arising tasks and problems [3, p. 45].

In the psychological and pedagogical literature, considerable experience has recently been accumulated on the problem of competence, which was highlighted in the pedagogical studies of N. Bibik, O. Bilyakovska, E. Bondarevska, B. Gershunskyi, Yu. Kalichak, and A. Khutorskyi. In the works of these authors, competence is associated with the level of education of a specialist and his general cultural competence, and it is also considered as a complex system that includes knowledge, abilities, skills and professionally important qualities of a true professional in his field. The substantiation of the components of the professional competence of a modern physical education instructor of preschool children, recognition of the conditions that stimulate his professional growth is an extremely important problem in the modern conditions of the functioning of the preschool education system.

The concept of «professional competence of a teacher» demonstrates the personally significant abilities and capabilities of a

specialist that allow him to independently and extremely effectively solve pedagogical tasks formulated by himself or by the administration of a preschool education institution. In order to carry out the specified activity, a teacher (physical education instructor of preschool children) needs to have a thorough knowledge of pedagogical theory, be able to and be ready to apply it in practice. Thus, pedagogical competence can be understood as the unity of the theoretical and practical readiness of the physical education instructor of preschool children to carry out his professional activity.

Competence is an evaluative category, it characterizes a person as a subject of specialized activity in the system of social development of labor, bearing in mind the level of development of his ability to make qualified judgments, make adequate responsible decisions in problem situations, plan and perform actions that lead to rational and successful achievement of set goals [1, p. 66].

A slightly different approach to the interpretation of the concept of «competence» in the scientific works of N. Sergienko, according to whom «competence» expresses the meaning of the traditional triad «knowledge, ability, skills» and serves as a connecting link between its constituent components. The acquisition of professional competence by a physical education instructor of preschool children consists in the fact that professional knowledge must be formed at the same time at all levels: methodological, theoretical, methodical, technological.

This requires properly developed professional thinking, the ability to select, analyze and synthesize the acquired knowledge in order to achieve the pedagogical goal, to holistically imagine the technology of their application. Constituent components of professional competence proposed by O. Bilyakovska [2, p. 56], form the figure of an ideal professional, who personifies public demands and needs, reflects the requirements for a physical education instructor of preschool children of a modern preschool education institution.

Cognitive technological (special competence in a professional subject, namely in the discipline «Methodology of physical education

and valeological education of preschool children» covers the following elements:

- deep knowledge, qualification and experience of practical activity in the field of discipline;
- knowledge of ways to solve technical and creative tasks;
- harmonization of scientific subject and worldview-methodological, didactic, psychological knowledge;
- mastering the modern psychological and pedagogical tools for the multifaceted study of the preschooler's personality;
- use of adequate and appropriate methods of pedagogical management [2, p. 56].

Methodological competence, in particular, involves the assimilation by the physical education instructor of preschool children of new methodological and pedagogical ideas, the latest approaches to the education process in modern personal-oriented, developmental, creative technologies, mastery of various methods, techniques and forms of training organization.

Communicative situational competence includes the following components:

- knowledge, abilities, skills and methods of partner interaction between participants of the educational process;
- taking into account by the physical culture instructor the age, psychological, and individual characteristics of preschoolers; the ability to see a child as an individual, to respect his opinion;
- combination of demandingness with respect for each preschooler, tact and tolerance in interpersonal relationships.

Social competence includes the following characteristics of a physical education instructor:

- his achievement of a high level of awareness of social problems and requests, methods of interaction with society;
- the ability to find information and confidently construct behavior to achieve a balance between one's needs, expectations, the meaning of life and the demands of social reality;

- the ability to always be ready to make a choice, take responsibility, boldly show initiative.

Psychological pedagogical competence aims to have the following components:

- skills of psychological and pedagogical diagnosis;
- the ability to conduct individual work based on the received results of pedagogical diagnostics;
- the ability to identify personal characteristics of preschoolers;
- the ability to determine and take into account the child's emotional state;
- the ability to competently build relationships with colleagues, pupils, parents, etc.

Predictive reflective competence includes the ability to construct the trajectory of the preschooler's development, to carry out the individual development of the pupil; the ability to technologically forecast, design, plan the course of the educational process.

Self-psychological competence involves the formation of the following skills: awareness of the level of one's professional activity, one's special, methodical and communicative abilities, potential;

- ability to see shortcomings in professional activity;
- desire for self-improvement;
- the ability to determine tasks and a trajectory for one's own self-education and self-improvement.

Information technology competence includes the following elements of expertise:

- having developed skills in working with information and computer technologies;
- the ability to apply rational methods of search, analysis, adequate selection, systematization, and use of information;
- absolute independence in creating various test tasks.

Management competence aims to:

- mastery of the physical education instructor of preschool children in methods, techniques of organizing one's own activities and effective activities of preschoolers;
- management of the process of pupils' assimilation of basic physical education knowledge;
- determining the goals of the educational activity, obtaining information about the level of achievement of the programmed goals of the activity;
- the ability to exert a corrective influence on various methods of educational activity.

Cooperative competence (competence in joint creativity) involves the ability of a physical culture instructor to productively and harmoniously organize the educational interaction of a group of like-minded people to achieve a common, meaningful goal.

Multicultural competence includes the physical education instructor's knowledge of cultural and national heritage, the mentality of representatives of various nationalities, the achievements and achievements of the Ukrainian people, a tolerant attitude towards the culture and traditions of representatives of other nations.

Valeological, as one of the most important, competencies ensures the organization of a healthy lifestyle in the physical, social, mental and spiritual spheres, the organization of one's own work and implementation, the implementation of the health-preserving function of the personal development of a preschooler, that is, the provision of appropriate conditions for the normal life activities of pupils.

General cultural competence involves achieving a high level of development in social, professional and spiritual life; education in the field of teaching discipline, high erudition and culture of behavior.

Thus, the professional competence of a physical education instructor of preschool children is an integrated property of a person who possesses a complex of professionally significant qualities for a specialist, has mastered a high level of scientific, theoretical and practical training for creative pedagogical activity and effective interaction with

pupils in the process of pedagogical cooperation based on implementation and application of modern technologies to achieve high results.

The development of professional competence is part of the responsibilities of the physical culture instructor himself, as he consciously regulates the standards of his behavior based on the acquired pedagogical experience.

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