Vocational Training of Preschool Teachers

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The problem of communication in the information society is one of the most important. First of all, it is related to the educational sphere, because it aims at providing a comprehensive preparation of a person for the modern life in the world of various connections, communicative opportunities of social relations. Professional communication is the main form of the pedagogical process, the productivity of which is determined by the goals and values of communication accepted by all its subjects as the norm of individual behavior. It is revealed in the process of joint communication activity of people (subject-subject interaction), mediated by the exchange of information, in the process of which each of its participants acquires universal experience, social, pedagogical, communicative, moral and other values, knowledge and ways of communicative activity. He identifies, reveals and develops his own mental qualities, is formed as a person and as a subject of communication. In this sense, communication, communicative activity are important factors in a person's mental development.

Keywords: *communication, pedagogical language of the teacher, professional competence, linguistics, language culture.*

Introduction

At the present stage of development of Ukraine a special attention has been paid to the problem of creation of such an educational system, which would ensure the formation of personality of a new type with a high level of spirituality and culture, having the ability to think creatively, to identify his position among the others, to respond flexibly to changes in the environment and to be able to create them. One of the tasks of modernization of education in Ukraine is the formation of the linguistic personality, who would possess the abilities and skills to use language tools freely and creatively in terms of his needs, interests and intentions. Therefore, special importance is paid to the problem of training in the field of preschool education, which has been designed to ensure the education of active linguistic personality (Goncharenko, 2006), which would be

characterized by the mature desire to express himself, his capabilities, to reveal his individuality, peculiarity, his abilities, aptitudes and desires. The teacher possessing a high level of communicative linguistic competence should appear in pre-school institution as there is an urgent need to refocus the ultimate goal of mastering the native language from gnoseological aspect (rules, linguistic notions, and the like) to «communicative pragmatic» aspect, in terms of which the language will be primarily an instrument of self-expression and means of communication (Yermolenko, Matsko, 1995). One way of solving this problem is the professional training of the future teachers to develop communicative and speech skills of preschool children. So it requires new directions in the students' professional training.

Methods

The following methods in the scholarly research process have been used:

- General scientific – analysis, systematization, classification to summarize information from scholarly sources, which present the problems of the influence of Ethno-Pedagogy on the formation of a conscious citizen;
- Comparative – predicting the implementation of these methods of education and their creative use in modern education.

Discussion

A modern specialist of preschool education should not only speak competently, as noted by A.M. Bogush, but to be speech competent person who is able to use language adequately and appropriately in particular situations, expressing his thoughts, desires, intentions, requests and the like, to use intonational means of expressiveness of speech (Bogush, 2006), to own a system of knowledge, abilities and skills needed to help the child to solve interpersonal issues of verbal communication, to create such conditions under which the child will feel a desire to express his thoughts, feelings, moods, share them with peers and adults. At the same time, such specialist has to possess a high level of speech culture, mobility, subjective readiness for lifelong learning, as well as to have the ability of self-improvement, and to have a creative attitude to teaching. High speech culture of a preschool teacher is an important part of his professional skills, erudition, intelligibility. T.M. Kotyk has singled out the factors that effectively contribute to the formation of readiness of professional speech of future specialists. These factors comprise the structure and technology of learning, basing on the following principles: professionally oriented approach to the organization of learning, differential-systemic language

training, the formation of vocational readiness, the integration of system-descriptive and communicative-activity approaches to the construction of educational courses, and didactic resonance. Formation of vocabulary readiness, as the author notes, includes the following stages: formation of linguistic, linguo-didactic, communicative competence by means of purposeful use of disciplines of linguistic and linguo-didactic cycles, combined on the basis of professionally oriented educational training; • correction of acquired knowledge, skills, abilities in vocational activity, mastering the skills and abilities of pilot projects with children; bringing the training to the final state by means of a special workshop on the methodology of teaching the Ukrainian language, which is closely related to the disciplines of the linguistic and linguo-didactic cycles that have been previously studied and practiced (Kotyk, 1996).

The communicative aspect of pedagogical activity has been investigated by N. Kuzmina, O. Shcherbakov, V. Kahn-Kalyk, O. Leontiev, L. Savenkova and others. Partially, aspects of this problem have been disclosed in the publications by N. Volkova, S. Doroshenko, M. Andrianov, B. Kandynskyi, G. Pocheptsov and others.

Some studies have been devoted to vocational training, in particular, to the general communicative and vocational training of the teacher. We believe that the communicative component is an indispensable issue of the vocational training of preschool educators. This is due to the educational tasks of developing children's language ability (The basic component of preschool education, 1999), and the need to master the specifics of the teacher's communication.

New conceptual approaches to language education of children is the task to develop language ability, which is interpreted in the context of the formation of speech competence, requires appropriate teachers' training for professional and methodical activity. Such training, according to A. Bogush, covers the formation of different types of competences: linguistic, speech, communicative, vocational, vocational-communicative (Bogush, Gavryk, Kotyk, 2002).

Mastering the course «Preschool Linguodidactics» (theory and methodology of teaching children their mother tongue) as a professional methodical discipline, presupposes the formation of the following factors of professional competence: theoretical and methodological, linguistic, cognitive, linguodidactic, projective and diagnostic, corrective and axiological (Preschool didactics, Bogush, Gavryk, Kotyk, 2002). Their combination determines the content and structure of professional and methodological training of the preschool teacher/instructor, needed for the development of children's language abilities. At the same time, the

effectiveness of the use of linguomethodic competences depends on the level of formation of the teacher's professional language, his ability to carry out communicative, educational-communicative interaction with children.

Professional training of future teachers involves the mastery of the whole complex of communicative-speech skills. I.A. Lutsenko has developed the concept of training of future teachers the formation of the preschoolers' communicative-speech activity. The main role has been assigned to the pedagogical communication, the ability to hold speech in the context of person-oriented approach to teaching. Pedagogical speech embraces: didactic, educational, organizational, expressive, ethical, aesthetic, function of influence, ability to be a voice partner of a preschooler (Lutsenko, 2001). Future educators should be familiar with the speech characteristics of the sexes, because this knowledge will help optimize speech activity of the preschoolers in same-sex and opposite-sex groups. The identification of the child with the representatives of the relevant sex group, the desire to meet social, speech standards is an important condition for personal development of kids. For a long time, this work has been virtually ignored in Ukrainian curriculums, so the teachers had to self-navigate the issues related to the gender of a child. The modern vision of this problem requires teacher's knowledge concerning the formation of the traits of femininity and masculinity, use of speech means in respect of representatives of different sexes. Sex features in the speech of boys and girls must be taken into account by the teacher in the process of formation the preschoolers' communicative skills. Studying the course «Theory and Methodology of Development of the Native Language», future teachers should acquire knowledge and skills to:

- monitor, evaluate, analyze their own speech, to vary the speech statement in accordance with the goals;
- to master the methods and techniques of pedagogical influence, which develop flexibility and the adequacy of the speech behavior of a child, develop his ability to analyze emotional and informational content of communicative situations;
- to apply the acquired elements of diagnostics of the child's speech development , taking into consideration the child's history of life, age, sex and individual peculiarities;
- to choose samples of different genres of folklore, fine arts and literary works, to develop the imagery of speech;
- to model such communicative situations, which would require the child's flexibility, variability and creativity when using means of communication; to create a favorable communication environment;

- to develop children's language skills, speech experience of interaction with adults and peers;

- to foster in children respect for native language, culture of verbal communication;

- to carry out professional verbal communication with children on the principles of humanization and democratization, as well as person-oriented approach and the like.

Linguodidactic principles of using communication, as a leading methodological tool for language learning and language development, are the provisions of the communicative-activity approach. In particular, its implementation at the stage of preschool childhood is associated with the maximum approximation of the educational process, its components: objectives, content and methods to the real processes of communication, the development of communication as an activity, teaching children specific speech ways to achieve communicative goals in life situations when talking to the adults and peers, using spontaneous speech practice throughout the child's life in a pre-school setting for the purpose of communicative competence.

Its optimality and developmental potential is ensured by the high level of professional mastery of the components of educational and developmental communication by the teacher (Lubina, 2001).

The psychological principles of the formation of vocational and communicative skills as a condition for effective language learning and the development of children's speech are the studies by L. Vyhotskyi, O. Luria, S. Rubinstein, O. Zaporozhets, M. Lisina, T. Pirozhenko on the influence of an adult when communicating with a child and development of child's speech, as well as the interconnection of speech and communication development.

Specificity of professional activity of preschool teachers, who work with children of preschool age, puts forward its requirements to the most important characteristics that should be inherent in their speech, namely: spirituality, ability to lead the dialogue, content, orientation, normativity, imagery, emotionality (Wolfovski, 2001). We believe that spirituality is the main characteristic that should be inherent in pedagogical speech. Regarding the spiritual-pedagogical rule of «say things which can remain in the child's soul forever» the pedagogical spirituality is, first and foremost, the importance of each word addressed to the child, the anticipation and use of its influence and educational opportunities.

The need to study the pedagogical speech of the teacher, as a factor in the development of children's speech, was pointed out by E. Tikhieva and O. Fleorin. In particular, E. Tikhieva singled out both «cultural» and her own

methodical requirements for teacher's speech. She pointed to the need to reconcile the structure and content of speech with the age and development of children, their interests and experience, to regulate the pace and power of voice, to have methodical skills, the ability to apply techniques to influence the speech of children in different situations of communication. Especially modern is E. Tikhieva's demand for the caregiver's expression in his speech of interest, attention, love for the child, care for him/her.

The structure of the speech environment includes purposeful language learning and language development. K. Krutii considers the artificial speech environment as a methodical tool and distinguishes in the structure of the «educational speech environment» specially organized speech activity, joint activity of the adult and the child, independent speech activity. In the context of modern speech communication theory, we consider it necessary to broaden the meaning of the concept of «speech environment», and thus to encompass the totality of the means of speech communication and the conditions under which it occurs. It is important to take into account the fact, that the level of personal development environment created by the teacher depends on the nature of communicative orientation (dialogical or monological), style of communication (Bekh, 2003).

A modern feature of professional speech communication is its personal orientation. Such pedagogical communication satisfies the expectations of the child and urges the child to subject-subjective relations with the adult. It is based on the satisfaction of children's need for communication: understanding, compassion and empathy, the constructive use of the child's natural need in a good attitude of people who are meaningful to him/her. And as a consequence – the achievement of developmental effect in the communicative-speech sphere, the formation of internal motivational mechanisms of communication: the need for communication with adults and peers, the development of motives for communication, interests.

Communication at the personal level is possible, according to O. Leontiev, provided the teacher has personal motives for communication. This determines such a relevant area of study of pedagogical communication, as the formation of value-motivational determinants of interaction with children. Studies have shown that the degree of a teacher's benevolent attitude to children influences his or her choice of communication style – authoritarian or democratic. In particular, the kindness of a caregiver is a preference for a positive, emotional tone, the ability to mitigate negative appeals; flexibility – taking into account age and individual characteristics, status of the child in the group, refusal of stereotypical treatment; validity, motivation of the preschool teachers'

appeals, fairness of assessment testifying the reasoning. Speech means of communicative influence of teachers of authoritarian style are proactive negative assessments of a global character, non-tactful and rigid forms of treatment, stereotyped template assessments. It has been found that the style of communication is expressed in some form of speech, sometimes only because the teacher has no other examples, life and professional experiences of using humanistic speech communication. According to M. Lysina, specialized speech communication of an adult with a child serves as a communicative factor – a special, indispensable condition of its general and mental development. Specifically, the potential for speech development at an early age is the type of contact that is organized by an adult: emotional, voice and joint contact. These specific contacts create the optimal climate for the first words to appear, encourage the child to accept the speech task and to identify the means for solving it (Lisina, 2005).

In the psychological and pedagogical literature, the term «contact» is used to mediate the concept of «communication». Thus, characterizing the needs of the adults in communication, M. Erastov emphasizes the need for psychological contact, namely: personal, emotional, cognitive, activity. O. Kirichuk distinguishes between such types of contact as: spatial, mental, social and pedagogical. L. Savenkov introduces emotional and cognitive contacts into his structure, which he considers as the stages of development of pedagogical communication.

Analysis of different classifications of contact, as a structural unit of communication, shows that they can be implemented independently, serve as a prerequisite for the emergence of the following, more complex, to form a different purpose structure. Thus, a specific structure of specialized speech communication, aimed at creating conditions for the emergence and development of speech, is formed by contacts of an adult with a young child. We believe that these contacts are also vital in the process of communication with pre-school children, but they should be developed at a higher level than in early childhood, at linguistic, substantive and organizational levels, that should be deepened and developed. In such a condition, they can be considered as the sought-after structure of the communicative factor in the development of language ability in preschool children.

Emotional contact with an adult emerges in children shortly after birth and develops peculiarly. The criterion for making emotional contact is a positive emotional state of a child in the presence of an adult and the expression of affection addressed to him. The influence of emotional contact on speech development at an early age is determined by the fact that before speaking a child prompts the desire to imitate an adult, to do what

he/she does (Lisina, 2005). Emotional contacts are the main content of the situational-personal form of communication. But with the transition to higher forms of communication, their importance does not diminish, but rather increases, as the commitment of the child and the adult to one another in more complex forms of communication involves the assessment of practical actions and intellectual efforts, ability to engage in interesting activities and the level of understanding achieved. At preschool age, emotional contacts continue to act as an impulse for speech communication, as an atmosphere of emotional comfort is a prerequisite for the development of a child's language ability. Therefore, emotional contact, as a form of psychological contact, the stage of pedagogical contact, which directly influences the origin and nature of speech flow, is a necessary component of the structure of personal speech communication, which provides effective deployment of other types of contact.

An important component is the adult's contact with the child in the process of joint action. At an early age, practical contacts have a positive effect on the organization of the orientation of the child in the speech situation. Through such contact, the child identifies the key components of the situation – the adult, the subject of communication, oriented in the communicative-speaking task that he puts before her (Lisina, 2005). The experience of joint practical actions allows the child to master the next higher form of communication – situational-business, in which she learns ways to solve new communicative-speaking tasks. The positive impact of business contacts that are based on the interaction of speech and practice, in older preschool age is determined by the object-oriented nature of communication that arises in connection with the activities engaged in children: subject, play, work. The implementation of joint practical actions involves the organization of teacher's practical and speech interaction with children and children with each other. At the same time, the content of practical activity is the subject of organized communication. The tutor makes an interactive contact and through communication guides the practical activity of children, while developing their speech. Otherwise, the subject of his special educational actions is the achievement of speech interaction between children, the teaching of interactive activities of speech communication – planning joint actions, the exchange of business influences. Therefore, contacts in the course of joint actions in communication with children of preschool age turn into a more complex form of contact – interactive, in the course of which there is interaction between the educator and children, children with each other, and also in the interaction there is development of different types of children's activities.

The next component of the communication factor is voice contacts. At an early age, their importance in maintaining communication lies in the fact that they are an expression of the affective attitude of the adult and the child to one another, presenting him/her the possibility of using the sounds of voice for communication (Lisina, 2005). Voice contacts do not last long, and when the child learns first words, speech contact occurs between him/her and the adult. Speech contacts introduce the child into the world of language, communication, and open opportunities for speech in solving various tasks of life. The success of a speech interaction with a child during contact depends on the teacher's ability to interpersonal accommodation. Adaptation to the child, as a speech partner, can be either prepared or spontaneous, short-term or long-lasting. The understanding of the teacher's early and pre-school children's speech is based on prepared accommodation, during which the selection of content, forms of speech utterances and linguistic means takes place. The techniques of spontaneous adaptation involve changing of the rate of speech, voice, repetition of the question, reformulation of the question addressed to a particular child, correct answer, reflection of children's speech in the teacher's speech.

Speech contacts are pivotal in the structure of personal speech communication. The influence of teacher's communication on the development of language ability in children is most fully revealed here.

At times, students underestimate the role of language and speech process in their professional development and daily communication, although this is where their role is extremely high. Very often the responsibility for misunderstanding during communication is transferred to the partner, although both interlocutors use depleted vocabulary, carelessly formulate thoughts, poorly possess expressive means of communication, facial expressions and mime.

The term «culture of speech» is used to define a particular level of embodiment of speech in everyday oral and written communication. Important characteristics of the culture of speech are correctness, content, appropriateness, sufficiency, logic, accuracy, clarity, brevity, simplicity and emotional expressiveness, imagery, colorfulness, purity, emotionality. Proper pronunciation, free, easy operation of a word, avoidance of vulgarisms, words-parasites, stress on the main thoughts, phonetic expressiveness, intonational diversity, clear diction, measured pace of speech – are necessary elements of the language culture of personality. Formation of correctness is provided by trainings (exercises), work with dictionaries, special linguistic literature, writing of texts, listening and analysis of correct speech (Volkova, 2006).

Conclusions

Formation of the language personality of the preschool child requires a preschool teacher's practical skills necessary for the creation of the speech developing environment which would encourage children to express their feelings by verbal means. The students study theoretical course during the lectures and through independent study of basic and additional literature. Students must not only learn the material theoretically, but also develop skills to apply the theory in practice.

Effective mastering of knowledge and skills is possible only when there is the combination of different types and forms of work. Seminars are advantageously carried out with the use of active forms of learning. These forms are debates, discussion of abstracts and reports prepared by the students. The seminar-discussion is organized as the process of dialogic communication between teacher and students, in which a future specialist learns to express his thoughts accurately, gets the opportunity to defend his own point of view. Effective form of seminar is the discussion suggested by the students about the challenges that the future caregiver can face in practice. Using the principle of 'the round table' promotes the growth of students' speech activity, increases the number of the statements, the opportunity to bring everyone into the process of communication appears. These types of work contribute to the development of communicative abilities of students, encourage them to voice interaction. Classroom work is combined with students' independent work, which involves theoretical study of the required material, in particular scientific and pedagogical heritage, as well as practical implementation of several tasks aimed at consolidation of the acquired speech knowledge and skills. An important direction in the training of future specialists is the students' internship in preschool, where they have the opportunity to apply the acquired knowledge and skills and to become familiar with all aspects of the profession of an educator. Such an organization of learning will facilitate students to acquire the skills, necessary for the formation of the speech personality of a preschooler, namely:

- the ability to treat the word not only as a tool for child's reproduction of the information that had been heard from an adult, but as a way of revealing child's inner world;
- remember that the word is an individual category;
- be able to differentiate the concepts of «language» and «speech», give priority to the speech development of preschoolers, teach them to speak, to convey a variety of life experiences through words;
- focus not only on the active vocabulary as the main indicator of speech development of a preschooler, but also take into account the passive

vocabulary, since it is an important indicator of the personal formation of a pupil;

- to develop a speech personality in a broad life context;

– - to give more space in the life of the child to personal communication;

- to relate the development of speech to all spheres of the child's life: «Nature», «Culture», «People», «I», enrich the vocabulary of the child with new vocabulary (Kononko, 2005).

The vocational training of students is largely implemented in practical and seminar classes. The principle of joint activity in the process of group educational work is best implemented there, which provides collective efforts and conditions for the formation of students' communicative skills. During their conduct, the main task of the teacher is to create adequate professional motivation by identifying connections-transitions to future professional activity as a creative process. Therefore, the most effective forms of learning organization are the classroom and research activities (the ability to review, abstract, make annotations, reports, speeches). At the seminar, each student builds his or her presentation in one way or another according to the classical scheme: introduction – presentation – conclusion. Therefore, it is difficult to avoid repetition in the students' answers, there is actually a general conversation at 'the round table', and each student can speak with a broad thought and give a short reply, express approval, agreement or disagreement (Kurliand, Khmeliuk, Semenova, 2005).

Forming a socially active personality requires the use of non-standard forms of pedagogical interaction. One of the examples is a game as a means of developing the creative potential of a future specialist. Game activities perform the following functions: stimulating (arouses interest among students); communicative (mastering elements of communication culture of future specialists); self-realization (each participant of the game realizes his abilities); developmental (development of attention, will and other mental qualities); entertaining (having fun); diagnostic (detection of deviations in knowledge, skills, behavior); corrective (making positive changes in the personality structure of future professionals).

Game methods are multifaceted, and each of them contributes to the development of a particular skill in one way or another. Taking this into consideration, exercise games (crosswords, puzzles, quizzes), game discussions, game situations, role-playing and business training games have been singled out. Role play encourages students to reorient themselves. They realize that they are not just students who reproduce the content of the material studied to the audience, but people who have certain rights and responsibilities and they are responsible for the decision made. Teacher-

student relationships are replaced by player-player relationships, in which participants provide each other with assistance, support, creating an atmosphere that facilitates the assimilation of new material, students' acquisition of a particular activity (Fitsula, 2006).

Realization of educational-educational interaction, pedagogical influence of the educator on children is carried out by means of speech, so its specificity significantly influences the effectiveness of the communicative process. Because of this, the culture of speech is an important indicator of teacher's professionalism. Every teacher should constantly work on improving his or her pedagogical skills, minding that the results of his work depend on it. Therefore, it is necessary to pay more attention to the development of speech, to increase the requirements to his language culture, to develop the skills of effective communication, oratory.

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