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**PECULIARITIES OF PROFESSIONAL DEVELOPMENT OF EDUCATORS
ON THE BASIS OF HUMAN-CENTERED AND CHILD-CENTERED APPROACHES**

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In the article the author analyzes the features of professional development of educators on the basis of human-centered and child-centered approaches. It was found that the implementation of the ideas of personal-developmental education raises the question of the need for compliance of professional qualifications of nursery school teachers with modern world trends in the development of higher pedagogical education. The essence of the concept “competence” as well as the concept “educational competence” is defined as an assessment category that characterizes the teacher as a subject of educational activities in the education system and requires professionalism, pedagogical knowledge, skills, professional positions and attitudes necessary for an active and productive professional activity. In the context of the study, it was proved that pedagogical interaction with preschool children is extremely necessary in the activities of educators, which directly reflects a special form of communication between the subjects of the educational process, including the educator and the child. This is a direct contact between the educator and the preschooler, which affects the formation of the child’s personality, their development and upbringing, behavior, feelings and emotional state, and so on. The author of the article notes that human-centered and child-centered approaches in pedagogical design are based on the need to create conditions for self-improvement and wholesome development of all participants in pedagogical interaction through knowledge of human nature and patterns of their development. Accordingly, there is a development and enrichment of intellectual abilities of subjects of educational activity, their creative thinking and energy for creative activity, spiritual and moral forces, development of value orientations, which is the main purpose of the projected transformations. The paper proves the relevance of using the method of pedagogical design on the basis of human-centered and child-centered approaches, which are the basis of the project structure, which provides binding goals and objectives, description of expected outcomes, audit of available resources, etc. It is clear that the problem of personal and professional growth is one of the current problems of educational science in general and educational professional activity in particular. The author concludes that the most important conditions for the harmonious development of preschool children are the personal professional growth of future nursery school teachers on the basis of human-centered and child-centered approaches. Thus, the main task in the process of professional development of nursery school teachers for preschool children is to help preschool children develop life competence, ideals, values, improve their abilities and so on.

Keywords: child-centered approach, human-centered approach, pedagogical design, professional development, preschool education institutions.

Харківська А.І. «Особливості професійного розвитку вихователів на засадах людиноцентристського та дитиноцентристського підходів»

У статті автором проаналізовано особливості професійного розвитку вихователів на засадах людиноцентристського та дитиноцентристського підходів. З’ясовано, що впровадження ідей особистісно-розвиваючої освіти актуалізує питання про необхідність відповідності фахової кваліфікації педагогічних працівників дошкільної освіти сучасним світовим тенденціям розвитку вищої педагогічної освіти. Сутність поняття «компетентність», а також поняття «освітня компетентність» визначається як оціночна категорія, яка характеризує вихователя як суб’єкта освітньої діяльності в системі освіти та вимагає наявності професійності, педагогічних знань, навичок, професійних позицій та установок, необхідних для активної та продуктивної професійної діяльності. У контексті дослідження доведено, що вкрай необхідною у діяльності вихователів є педагогічна взаємодія із дітьми дошкільного віку, яка безпосередньо відображає особливу форму спілкування між суб’єктами освітнього процесу, тобто вихователем і дитиною. Це безпосередній

контакт між вихователем і дошкільником, який впливає на формування особистості дитини, її становлення, розвиток і виховання, поведінку, почуття й емоційний стан тощо. Автор статті зазначає, що людиноцентристський та дитиноцентристський підходи в педагогічному проектуванні базуються на необхідності створення умов для самовдосконалення та повноцінного розвитку всіх учасників педагогічної взаємодії через пізнання природи людини та закономірностей їх розвитку. Відповідно при цьому спостерігається розвиток і збагачення інтелектуальних здібностей суб'єктів освітньої діяльності, їх творчого мислення та енергії для креативної діяльності, духовно-моральних сил, розвиток ціннісних орієнтацій, що є основною метою прогнозованих перетворень. Доведено актуальність використання методу педагогічного проектування на засадах людиноцентристського та дитиноцентристського підходів, які є основою структури проекту, що передбачає обов'язковість цілей і завдань, опис очікуваних результатів, ревізію наявних ресурсів тощо. Автор приходить до висновку, що найважливішими умовами забезпечення гармонійного розвитку дошкільнят є особистісний фаховий ріст майбутнього вихователя на засадах людиноцентристського та дитиноцентристського підходів. Отже, основною задачею у процесі професійного становлення вихователів дітей дошкільного віку є формування у дошкільнят життєвої компетентності, ідеалів, цінностей, розвитку їх здібностей тощо.

Ключові слова: дитиноцентристський підхід, людиноцентристський підхід, педагогічне проектування, професійний розвиток, заклади дошкільної освіти.

Problem statement. In modern conditions, in a period of significant socio-economic and political changes is the creation of a new type of social relations with all their features and contradictions, exacerbation of social problems, deterioration of the culture of the population, which is removed from involvement in high moral and cultural values in all vital areas. This situation has led to increased levels of social tension and conflict, led to a sharp social differentiation, worsened spiritual relations in society. All these processes are the impetus for reforming the educational system, the goal of which should be subordinated to the main mission of education – to consider a person in general and the child in particular as the highest social value.

Today's children will take on the challenges of society's most complex global problems in the future. Accordingly, for such achievements they need to receive the education that will not only exist but also change their environment. In this case, the nursery school teacher acts as a source of development of the preschoolers, sets the parameters of their growth in society, the formation of the child as a comprehensively developed harmonious personality. Personalizing in the child, the nursery school teacher transforms preschooler's personal meanings, changes behavior, fills the world of child's values [5].

Thus, there is a need to strengthen the child-centered aspect during the training of future nursery school teachers, which makes the problem of training of nursery school teachers one of the priorities, focusing on the problem of primary formation and full, harmonious development of personality in conditions of preschool education.

Analysis of recent sources and publications. Issues related to the use of humanistic, personality-oriented and child-centered approaches to personality development have been the subject of research by A. Makarenko, V. Sukhomlynskyi, Yu. Babanskyi, V. Bespalko, I. Bekh, O. Vyshnevskyi, V. Kremyn and others. A. Bohush, N. Havrysh, N. Kichuk, N. Lysenko, N. Manzhelii, T. Naumenko, V. Pabat, T. Ponimanska, O. Polishchuk, T. Tanko studied the cognitive activity and independence of preschool children in the context of humanistic changes in the system of preschool education. However, let us agree with the position of I. Aprilevo, A. Chagovets, H. Shaparenko and other authors, who, when examining the problems of training of future pre-school teachers on the basis of the implementation of the principles of accessibility, human and child-centeredness in pre-school education, say, that «despite all the diversity and richness of the scientists' understanding of the problem of preparing future educators as individuals for various forms of professional activity The pre-school education sector has not yet sufficiently studied the problem of educating future ECE teachers in the context of accessibility, Human and child-centred» [17, p. 8].

Statement of the main research. One of the current areas of research is the study of the process of becoming a person as a subject of work and professional activity at the stage of professional training. After all, modern processes of modernization of preschool education bring to the fore not the formal affiliation of the nursery school teacher to the profession, and their

personal position, which provides a conscious choice of pedagogical specialty [23]. «Anthropocentrism is a manifestation of humanistic tendencies in education, science and other spheres of life. As V. Kremen notes, «The current state of human existence in its spiritual dimensions fixes the stage of its transition from a locally stable to an integrative level. This is the «acute» period of social history, when there is a change in the spiritual and cultural consciousness of civilization, which necessitates the reorientation of education to new dimensions of human spirituality. Given the changes that have taken place in the world, in society, in the state, it is necessary to focus education and upbringing on their human dimension, ie on human-centeredness. From this point of view, the task of national education is to characterize a person's existence in his personal uniqueness, which focuses the educational activity in his pedagogical polyphony on the development of creative potential, based on reason, knowledge, wisdom, «feeling», «knowledge of the heart». On everything that turns a person into a person. This is the credo of modern «education of anthropocentrism»» [13; 2, c. 118].

The anthropocentric approach allows us to consider the process of professional development of future nursery school teachers through the prism of the formation of their personality as a source of development of the child's personality.

As V. Kremen rightly points out, «the basis of human-centeredness is spirituality – this is a vital ingredient for human dignity and self-sufficiency, without which it is impossible to create a modern developed Ukrainian state. Since the bearer of spirituality is man, the content of the national idea is the philosophy of man-centrism» [16, p. 168].

According to O. Vishnevsky, child-centeredness is «a humanistically oriented approach to the formation of a new person – an active, energetic one whose mind and soul are in good spirits» [3, p. 10]. B. Kovalchuk considers child-centrism to be «a philosophy of human creativity, the activity of which is conditioned by the unity of the mind and soul. Psychology focuses on the fact that social influences on a person are transformed into his/her inner conditions which, together with biology, contribute to the activity of a person, which creates his/her uniqueness» [7, p. 32].

According to V. Liashchuk, the human-centered approach is an important component of the personal approach in pedagogy, its basis is a set of basic theoretical principles about personality and practical methods that contribute

to its understanding as a whole, study, creation of conditions for their self-development, self-actualization [14]. According to A. Kramarenko, «the human-centric approach is the main prerequisite for the further development of society as a whole and the individual development of man as a person in particular, is an unconditional indicator of progress» [11, c. 166].

The implementation of ideas of personal-developmental education, based on the principles of human-centered and child-centered approaches, raises the question of the need for professional qualifications of nursery school teachers to modern world trends in higher pedagogical education. Throughout the preschool childhood, one of the main «authors» of the development of the child's personality is a nursery school teacher, whose personal space sets and determines the specifics of personal tumors of children involved in the educational process.

A teacher who understands that the natural in the child is an amateurish and motivating factor, so it is he who is called to ensure the coordinated action of natural laws and pedagogical laws. And, since the modern child is placed in such conditions, when for success and enjoyment he is forced to be more informed, more developed, «cool», this becomes the stimulus that encourages self-improvement and self-development [16, p. 169].

This, in turn, necessitates the formation of professional competence and skill, development of personal qualities of future professionals in this specialty on the basis of human-centered and child-centered approaches, which, in turn, will lay the foundation for harmonious full development of personality, creativity, holistic values, in accordance with the age periodization, the ability to cooperate and respect the heritage of generations, etc. Accordingly, all the above will ensure the comprehensive development not only of the personality of future nursery school teacher as competent professionals, but also contribute to the modernization of the entire educational system. A. Kharkivska also agrees with this position, noting that «the growth of a teacher's professional skills to a level that meets the demands of modern life is one of the main conditions for modernizing the educational system» [21].

At the same time, nursery school teachers are an obligatory link in the formation of future personalities. This, in turn, changes the requirements for the level of their personal and professional development. Thus, the main issue in the educational process is not so much the provision of learning conditions for various disciplines, as

personal professional growth, expansion of professional competencies. As A. Kharkivska emphasizes, «Professional competence of an individual as a basis for readiness for activity in a specific field is the most important condition for ensuring the creative nature of activity, personal development of a teacher» [20].

This focuses the attention of researchers and practitioners on the process of personal professional development of nursery school teachers on the basis of human-centered and child-centered approaches, because their creative potential is a real contribution to the culture of children who interact with them and promote their personal growth.

In this regard, the question arises about the need to form on the basis of human-centered and child-centered approaches the type of personality of the future nursery school teacher, who will take responsibility for their own active self-development.

However, the humanistic creative personality of the nursery school teacher is not the result of personal efforts alone. Accordingly, based on the work of Ukrainian and foreign scientists in this field, a number of indicators of personal growth of the future nursery school teacher can be identified.

The movement towards anthropocentrism in general and child-centeredness in particular is a characteristic feature of modern education, which is significantly influenced by the social transformations taking place in society today. Accordingly, today the recognition by mankind of the importance of full-fledged development of personality determines new approaches to the organization of the institute of education.

Professional training of future nursery school teachers allows to build pedagogical activity effectively, from the point of view of the formed position of the specialist [4]. However, if it is not based on the principles of human-centered, and especially child-centered approach, such training does not provide a full understanding of the pedagogical interaction of future nursery school teachers with children, and, accordingly, cannot fully form the pedagogical competence of future nursery school teachers. It should also be noted that «peoplecentredness has been dictated by the need of the hour to develop leadership qualities in educators. The ethos of leadership contributes to this, involving equitable treatment, fair relationships with all co-workers and setting realistic goals for people, taking into account their

capabilities, trust and delegation of responsibilities at all levels of the service, giving the widest possible initiative without concern for details, willingness to take risks, stimulation of courageous thinking» [6, p. 33].

Before defining the essence of the notion of pedagogical competence, let us define the notion of competence. «O. Competence means specifically structured (organized) sets of knowledge, skills, abilities and attitudes that enable a future practitioner to recognize, i.e. to identify and solve problems independently of the context of the problem that is characteristic of a certain area of professional activity» [23]. Accordingly, in terms of professional competence of future teachers of pre-school education G. Bjeljenka and O. Polovina state that «it is the ability to solve professional tasks on the basis of knowledge and skills that are integrated with the development of personal professional and meaningful qualities» [23]. Pedagogical competence is an evaluative category that characterizes a teacher as a subject of educational activity in the educational system and provides for the presence of professional, psychological and pedagogical knowledge, skills, professional positions and attitudes of a teacher necessary for active and productive professional activity [5].

It can be stated that today there is a contradiction between the requirements for pedagogical competence of nursery school teachers. Namely, between the formation of professional consciousness, which determines the choice of a certain professional position, and insufficiently developed technology of assistance needed during personal and professional changes in the training of nursery school teachers.

Note that this contradiction can be resolved by turning to pedagogical design. «T. Podobiedova defines pedagogical design as an activity aimed at creating a project as an innovative model of educational and spiritual system that consists of a number of successive stages – forecasting, modeling, designing and implementing the pedagogical project» [18, p. 141]. It is an external source, feeds the «launch» of the mechanisms of self-organization of the individual through the inflow of information, energy from the outside and stimulate internal resources. With its help in a zone of pedagogical attention are entered: professional interests, motives, values of installation of consciousness; cognitive, social, active, personal competencies; professionally significant personal potential (observation, attentiveness, creativity, critical thinking, etc.) [25].

According to V. Lysovi's pedagogical projection is «a complex task, which is solved taking into account the socio-cultural context of the problem analyzed, and in which social and cultural, psychological and pedagogical, technical and technological and organizational and management aspects interact and complement each other»[14].

Thus, the stimulating effect on the individual cannot be provided without building a holistic, consistent system of pedagogical actions. That is why pedagogical design is one of the main aspects of increasing the productivity of professional training of future nursery school teachers.

The human-centered and child-centered approaches in pedagogical design are the basis of the project structure, which provides for the binding goals and objectives, a description of the expected results, an audit of available resources, and so on.

The method of pedagogical design in the process of professional development of nursery school teachers is used to create a new kind of system and at the same time the processes for the implementation of the intended on the basis of the existing state and the forecast of the desired results [8].

These methodological approaches in pedagogical design are based on the need to create conditions for self-improvement and full development of participants in the pedagogical interaction through knowledge of human nature and the laws of their development. Accordingly, the development and enrichment of intelligence, creative energy, spiritual and moral forces, the development of value orientations is the main goal of the projected transformations.

As A. Bogush notes. Bogush states that «the implementation of the child-centered approach in pre-school education involves recognizing the child as a central figure in the educational and educational process, which is regarded not only as the transfer of passive knowledge and skills to the child, skills and know-how, but also getting children involved in active self-study and investigative activities, creating conditions for developing logical thinking in children and stimulating their creativity» [1, p. 19]. Nowadays, it must be said that today child-centredness is gaining new meaning. As President of the Ukrainian National Academy of Education, V. Kremin argued that «child-centredness in education is when education and training are based on the development of each child's natural attributes. ... it is necessary to bring

each child's education and training as close as possible to their essence, to their particular abilities, and to the individual's future life trajectory. I call this phenomenon 'child-centeredness in education'»[12; 22, p. 78].

The opinion of M. Nabok is correct, who notes that «child-centeredness in modern education is considered as one of the factors of development and qualitative breakthrough in the national education system. Its introduction is due primarily to the fact that modern conditions of society at the beginning of the third millennium with its new philosophy of communication, new prospects and risks, require the school to take new approaches to the problem of forming an active, active, successful personality. Developed physical and moral qualities, active civil position, ability to productive professional activity» [16, p. 165–166].

In the opinion of O. Fedya believes that «child-centredness defines pedagogical communication with the child at the level of emotional and spiritual connections and the search for children's trust, kindness and love as the necessary conditions for the process of building a human personality. The emotions and feelings that the pupil experiences «here and now», irrespective of our correct «pre-school lessons» and educational aspirations, the distribution of activities and planned activities. The idea of actualizing the emotional and sensory component in psychotherapeutic influence is one of the first in the development of the pedagogical natural therapeutic concept»[19, p. 14].

Adults in their activities, in acts of communication and interaction transmit value systems, encouraging the child to develop. The development of the preschooler's personality is carried out through the ideal representation of a «significant adult». But the nursery school teacher becomes important for the development of the child only when they are a self-sufficient person who has chosen from many possible leading motives – «the opportunity to grow».

The contribution of an adult can be different – from the assimilation of external manifestations, which is a superficial level of personalization, to the impact on the inner world of the child, which is the basis of the most important structural formations of their personality. The ability to personalize is provided not only by the richness of the individual, but also a high level of personal growth of the future nursery school teacher, reflecting the level of professional competence of the future nursery school teacher and their readiness for professional activity.

The nursery school teacher, whose professional training took place on the basis of human-centered and child-centered approaches, personalizing in children, carries out the transformation of their personal meanings, behavior, ways of working, attitudes and orientation. In this case, the educator should not just lead the child, guide her in the right direction, set her up for any activity in the right direction, but also follow her accordingly, be in order, keep up with her, support her in her self-directed activity, help her to solve tasks and problems independently, regulate her actions in unconsidered situations which could have negative consequences, i.e. to fully enter the world of the child in order to understand her and her actions and behaviour. The same process is called pedagogical support, when the education and development of the child's personality has an indirectly important role, apart from the parents, and the teacher. Famous theorist and practitioner V. Sukhomlinsky stated: «Accepting – understanding – helping - loving - contributing and enjoying success – developing better moral values – the main credo of humanistic pedagogy», and thus, the credo of the educator himself as a true expert in his work, a mentor, etc. [6].

Summarizing all the above, it is necessary to emphasize the opinion of M. Nabok, who asserts that «child-centeredness is at the heart of the idea of change in education in general, and not just in general secondary education. The idea of child-centeredness should be central to educational reforms and modernization of all components of the national education system. After all, the separation of each child's essence and features creates opportunities for the maximum approximation of education and upbringing of this child to its specific abilities. In general, this is what an educational institution can and should do – to help a child get to know himself, to develop on the basis of his natural inclinations. The personality formed in this way in adulthood will have more opportunities for successful self-realization, and, as millions of people will work together, it will ensure the dynamic development of society based on humanism and democracy. Ultimately, this will be an assessment of the effectiveness of educational reforms» [16, p. 169].

Transmission of personal indicators of nursery school teachers is carried out in real acts of pedagogical interaction. Interacting with the child, the nursery school teacher transmits their subjectivity, realizing the need to be a person and forming such a need and ability in the

child. «Pedagogical interaction is a particular form of communication between the actors in the educational process, in the process and as a result of which the mutual enrichment of the intellectual, emotional, and active spheres of the participants takes place. The subjects of the pedagogical process are active participants in the pedagogical interaction that influence its course and result. These are activities between a teacher and a trainee which are characteristic of a particular activity (playful, educational, constructive, creative, work-related, etc.), and the teacher and trainee work together to achieve a common goal and result. This interaction makes both of them subjects of the pedagogical process, and their relations become subsumptive» [9, p. 171].

Nursery school teachers with different levels of personal indicators (content, nature and intensity) affect children differently. It is therefore clear that «the educator's individual-oriented interaction in professional life is a manifestation of a democratic style of work with a positive and sensitive attitude towards children, which has a humanistic orientation, value orientation to the child, her personal and individual development» [9, p. 172].

This influence transforms children's behavior, relationships with peers, evaluation of their activities. It is a contribution to the development of the child's personality and provides individual representation of the nursery school teacher in the preschoolers.

Conclusions. The problem of personal and professional growth is one of the urgent problems of pedagogical science in general and pedagogical professional activity in particular. «The quality of professional training of future educators is a desired result of the educational process, which is characterized by interconnection and interaction between the specific components of the structure of professional training ...» [10, p. 89]. The urgency of the problem of professional development of nursery school teachers as the basis for the development of the child's personality is due to the fact that the most important conditions for harmonious development of preschool children are personal professional growth of future nursery school teachers on the basis of human-centered and child-centered approaches. Thus, the main task in the process of professional development of nursery school teachers is the formation of preschool children's life competence, ideals, values, development of their abilities and so on.

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