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## Teaching professional competence in preschool education

### Професійна компетентність вихователя у дошкільній освіті

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#### Abstract


The article clarifies the theoretical foundations of the content of the teacher's professional competence; we will single out the types of professional competence of the educator in the context of readiness to work in the environment of the preschool education institution, on which the maturity and formation of the specialist are based in professional activity. At various stages of our research, the following general scientific research methods were used: theoretical and empirical. The professional competence of the educator in the context of readiness to work in the environment of the preschool education institution was studied, its main components were substantiated; the skills that the teacher's professional competence should include are listed; the stages of formation of professional competence of future educators are shown. In accordance with the modern educational conditions of the formation of the professional competence of the teacher, the structure of the system of professional training of teachers of


#### Анотація


У статті з'ясовано теоретичні основи змісту професійної компетентності вихователя; виокремимо види професійної компетентності вихователя у контексті готовності до роботи в середовищі закладу дошкільної освіти на яких ґрунтується в професійній діяльності зрілість і сформованість фахівця. На різних етапах нашого дослідження застосовувалися такі загальнонаукові методи дослідження: теоретичні та емпіричні. Досліджено професійну компетентність вихователя у контексті готовності до роботи в середовищі закладу дошкільної освіти обґрунтовано її основні компоненти; перераховано вміння, які повинна включати професійна компетентність вихователя; показано етапи становлення професійної компетентності майбутніх вихователів. Відповідно до сучасних освітніх умов формування професійної компетентності вихователя розглянуто структуру системи професійної підготовки вихователів закладів дошкільної освіти. Під час експериментального

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preschool education institutions is considered. During an experimental study (we surveyed students of pedagogical specialties), we discovered the effectiveness of using Wiki-technologies for the formation of the professional competence of an educator in the context of readiness to work in the environment of a preschool educational institution.

**Keywords:** formation of professional competence of a teacher in a higher education institution, readiness for work, preschool education institutions, Wiki technology, digital technologies.

## Introduction

Civilizational challenges of modern times generally require significant changes in the system of training specialists. Special importance in the world education policy is attached to the activity of the teacher because it is the teacher who implements the state policy of the development of national science, the creation of the spiritual and intellectual potential of the nation, and the development of personality culture. The formation of an innovative modern education system provides an opportunity for the development of all education systems, for the preparation of a new generation of teachers, in particular for the preschool education system, where there is also an update of the content, a restructuring of the interaction in the "educator-preschooler" system.

In the system of preschool education, innovative educational directions make high demands on the professional competence of the educator, requiring a new type of teacher. In the life of society, stable and long-term progress is impossible without changing the attitude towards the formation of professionals in the first, preschool, is the most important link of education. Because the child's cognitive interests will be formed at an early age, so he will continue to work on the improvement of the entire state in general and his own intelligence, in particular Yurii Kalichak (2018), throughout his life.

Because preschool education is an important emphasis in the healthy psychophysiological development of children, and their upbringing and is an important stage in the life of every individual, we note that this process, at the first stage of a child's life, is the responsibility of both teachers and parents with whom the child communicates directly to the period of youth, starting from an early age. Therefore, for the effective and efficient upbringing and education

дослідження (ми проводили анкетування студентів педагогічних спеціальностей) ми виявили ефективність використання Wiki-технологій для формування професійної компетентності вихователя в контексті готовності до роботи в середовищі дошкільного навчального закладу.

**Ключові слова:** формування професійної компетентності вихователя у закладі вищої освіти, готовність до роботи, заклади дошкільної освіти, Wiki-технологія, цифрові технології.

of preschool children, it is necessary to ensure professional quality training of future preschool teachers, providing them with advanced theoretical knowledge for future pedagogical activities and providing opportunities for their innovative practical training, because preschool children need such a qualified teacher, which will ensure an effective educational process in a preschool education institution (Bezliudna & Muzyka, 2023).

Therefore, in connection with the need to train a competitive, competent specialist for further effective work in the dynamically changing conditions of a children's educational institution, who will be able to independently solve professional tasks, creatively approach their solution, will be ready for self-improvement and constant self-education, we believe that he has the professional competence of the teacher should be formed in the context of readiness to work in the environment of the preschool education institution. And this is the main task of modern higher education.

In the article, we considered the main issues, such as:

1. Theoretical foundations of the content of the teacher's professional competence in the context of readiness to work in the environment of a preschool education institution.
2. Types of professional competence.
3. The main components of a teacher's professional competence.
4. Basic skills are inherent in the professional competence of the educator in the context of readiness for work.
5. Stages of the process of developing the professional competence of future educators.

6. The structure of the system of professional training of teachers of preschool education institutions.
7. Finding out the level of readiness of future educators of preschool education institutions for partnership interaction is a necessary condition for the formation of the professional competence of a specialist in the context of his readiness to work in the environment of a preschool education institution.
8. Determination of the state of formation of the teacher's professional competence in the context of readiness to work in the environment of the preschool education institution.
9. Implementation of information and communication technologies, modern digital technologies, use of convenient and effective information and communication technology services, one of which is Wiki technology, in the educational process of the institution of higher education to form the professional competence of the educator.
10. The effectiveness of using Wiki technologies for the formation of the professional competence of an educator in the context of readiness to work in the environment of a preschool education institution.

### Literature review

Global changes taking place in the world lead to the restructuring of views, habits, psychology, beliefs, social roles, and moral values of future teachers of preschool education institutions. Therefore, it is timely, in the format of the implementation of psychological and pedagogical support for educators, to consider the change of emphasis in the paradigm of work with the pedagogical staff of preschool education in the conditions of the modernization of the education system T. Telychko (2020). The author established that psychological and pedagogical support necessarily involves interaction and cooperation and is a complete, continuous process. The main components (psychological and organizational-educational (pedagogical) of psychological-pedagogical support of professional training of future educators are singled out. For the professional training of future teachers of preschool education institutions, a program of psychological and pedagogical support has been developed, which contributes to the motivation of achieving success, increasing the tolerance of a specialist, forming ideas about oneself as a successful person, career orientations, and reducing

resistance. The system of principles and methods of organization and construction of practical and theoretical activities is disclosed.

L. Zdanevych, O. Kurylo, & O. Popovych (2019) devoted their research to the problems of developing the creative potential of future educators and the training of future specialists in preschool education institutions. The important tasks of higher education institutions regarding the development of the creative personality of the teacher of the preschool education institution to develop the creative personality of the preschool child are singled out. The means, techniques, and methods of scientific research, with the help of which the future specialist receives new knowledge about real reality, are listed.

The analysis of the content of the concepts "competence" and "competence", their components, and their essential application can be seen in the works of many scientists. O. Koshil (2018), taking into account the definitions of the basic concepts "competence", "competence", and "design", examines the concept of "project competence" and shows future educators the features and algorithm of the formation of project competence in the process of professional training. For the formation of project competence in future educators, automatic content and technological support have been developed, which effectively affects the specified process. Reveals the essence of the concept of "professional competence of a preschool teacher" by L. Mashkina (2019) and substantiates the main components of professional competence, describing the stages of formation of this competence. The importance of communicative, developmental, prognostic, diagnostic, and other types of competencies for the educator of preschool children is shown. The role of the main components of professional competence is shown: substantive, motivational, reflective, personal, etc. The stages of formation of professional competence of future educators of preschool children are described during the educational process. The content and ways of forming the professional competence of preschool education specialists were considered by Yu. Kalichak (2018). The author defines the components of professional competence; innovative approaches to the organization of professional training of future educators of preschool children were analyzed; taking into account the latest approaches to raising children, the conditions for their creative self-realization in the field of preschool education are substantiated. The impact of modern concepts of preschool education on the training of highly qualified

specialists is shown, effective approaches to the organization of the educational process in preschool education institutions are substantiated: personally oriented, competence-based, and activity-based. The content of the concepts and methods of science is revealed, and their scope of application is shown.

Scientists K. Shovsh, O. Bida, & A. Margitych (2022) raise topical issues of professional training of future preschool education specialists. In the professional training of educators of preschool education institutions, the authors show ways of developing new approaches to the methods and technologies of professional training of future educators and outline the components of the formation of professional qualities of professional training of future educators. Qualitative training of a preschool teacher includes interdisciplinary and intra-disciplinary integration, implementation of personal activity, and systemic approaches. The essence of the approaches to the organization of the educational process in institutions of higher pedagogical education, which are necessary for the training of preschool teachers: axiological; personally oriented; competence; humanistic; interdisciplinary; technological; and activity. Also, various approaches to the professional training of future teachers of preschool education institutions are highlighted, aspects of their development of professional and personal qualities of A. Anishchuk's (2020) personality is shown. The main principles of organizing the process of their professional training are theoretically justified for future specialists in preschool education. Attention is focused on the principle of integrability, which is the basis for improving the content of education and ensures high-quality teacher training. Effective educational technologies and stages of professional training of preschool specialists are highlighted, and the essence of the competence approach with the aim of a high level of training of a competitive specialist is revealed. Ways of learning, carrying out certain activities, methods of achieving results are shown.

To increase the level of professional training of preschool teachers, scientists suggest the use of information and communication technologies and the use of distance learning in education. In particular, O. Anisimova (2021) was offered a toolkit of information and communication technologies, participation in project activities, the creation of a joint media product, the use of electronic and mobile applications, communication using blogs, social networks, chat correspondence, the use of ICT tools in the

process of emotional stability, in the work of the Discussion Club, restoration of working capacity, presentation of the results of pedagogical research in the format of a webinar, adjustments for future activities. In the system of professional training of future educators, the possibilities of using distance learning are characterized, and the components of professional training are shown: invariant, fundamental, and variable. The methods of scientific research in relation to the selected research problem are determined, as a set of defined techniques, rules, norms, methods of learning a certain object or phenomenon.

In the context of professional training of future teachers to work with children of preschool age, V. Bezliudna, & Ya. Muzyka (2023) investigated and highlighted the features of the development of higher pedagogical education in the USA. Based on various approaches to the professional training of future teachers, the authors followed the stages of development and establishment of higher pedagogical education. In the context of working with preschool children, understanding the modern features of the professional training of teachers, scientific intelligence in the USA is relevant, which is useful for students, teachers, and scientists, to get acquainted with the historical context of the development of higher pedagogical education in the USA.

So, in the analyzed works, we see a timely change of emphasis in the paradigm of working with the pedagogical staff of preschool education in the context of the modernization of the education system in the format of the implementation of psychological and pedagogical support for educators. Scientists devoted their research to the problems of developing the creative potential of future educators and training future specialists of preschool education institutions. Scientists clarified the essence of the concepts "competence" and "competence", "design", "project competence", "creativity", "personality", "creative potential of an individual", "professional competence of a preschool teacher", "professional competence" and the justification of the creative potential of future educators of preschool education institutions are presented; the peculiarities of the content of pedagogical education and its structure in the USA are described, modern trends in higher pedagogical education are outlined, the influence of political and socio-economic factors on the process of professional training of educators is highlighted.

Due to the unconditional importance of modern research, the problem of the formation of professional competence among future teachers of preschool educational institutions is insufficiently researched and requires new approaches to its solution, systematization, and theoretical generalization. The formation of professional competence in the process of studying professional and professionally oriented disciplines, using computer technologies, requires special attention.

However, as evidenced by the analysis of psychological and pedagogical literature, there are no works in the modern scientific space that would systematically investigate the issue of training future teachers of preschool education institutions.

We consider such a situation unsatisfactory in terms of the scientific understanding of pedagogical problems given the public demand for the training of a new generation of teachers capable of working in an innovative educational environment, showing innovative thinking in the field of professional activity, in particular in preschool education.

The expediency of the work is also determined by the need to resolve several contradictions revealed in the research process between:

- approval of a new philosophy of education, which aims to form a personality with a high level of culture, mobility, creativity, adaptability to socio-economic changes, and insufficient awareness of the potential of educational innovations to achieve the set goal;
- recognition of the role of preschool childhood as a self-valuable stage of a person's life, during which not only prerequisites are formed, but also leading personality traits that will determine his direction, behavior, and activities throughout his life, and the dominance of stereotypes in the choice of content, forms, methods, technologies of education and education of preschool children;
- a social order to create an innovative educational and educational environment for preschool education and the real state of readiness of preschool teachers to solve this problem;
- the need for modern pedagogical practice to ensure the preparation of future teachers of preschool institutions for professional competence and the lack of a substantiated scientific and methodological system that

would ensure the formation of the readiness of future educators for innovative pedagogical activities at the stage of obtaining professional education.

So, the relevance, theoretical and practical significance of the problem of professional competence of future preschool teachers, its insufficient scientific development, as well as the need to resolve the identified contradictions determined the choice of the topic of our article.

**The aim of the study.** Identification of ways of forming the professional competence of the educator in the context of readiness to work in the environment of the preschool education institution.

### Methodology

The research was carried out using a mixed approach, with quantitative and qualitative methods: theoretical – elaboration of methodological provisions of scientific sources for clarification, comparison, systematization of theoretical bases and concepts of research, to determine the state of solving the problem of the formation of professional competence of the educator; to analyze and clarify the practical work of institutions of higher education in order to identify the level of formation of the professional competence of the educator in the context of readiness to work in the environment of the preschool education institution; design of technologies, content, forms, methods of formation of professional competence of the educator; analysis and synthesis to determine the formation of the educator's professional competence, the development of the educator's creative potential; distinguishing the types of professional competence of the educator in the context of readiness to work in the environment of the preschool education institution, on which the professional maturity and formation of the specialist is based; examination of the process of formation of professional competence of future educators and substantiation of its main components; empirical – questionnaires, interviews to find out the level of readiness of future educators of preschool education institutions for partnership interaction, which is a necessary condition for the formation of professional competence of a specialist; determination of the state of formation of the educator's professional competence in the context of readiness to work in the environment of the preschool education institution; a written and oral survey to investigate the effectiveness of using Wiki technologies to form the professional

competence of an educator in the context of readiness to work in the environment of a preschool education institution and pedagogical design to study the patterns of development of the educational process; a pedagogical experiment with the aim of identifying the level of formation of the teacher's professional competence in the context of readiness to work in the environment of a preschool education institution.

A pedagogical experiment was carried out to evaluate the level of preparation of future educators for collaborative interaction. The survey covered 156 people who obtained a degree in higher education "Bachelor".

Students in the 1st year of study showed the following levels: 8.57% of respondents have a highly formed level of readiness for partnership interaction, 53.82% have a sufficient level, 32.58% have a contradictory level, and 5.03% have an initial level. In the 2nd year of study, there is an increase in the number of higher education graduates with a highly developed level. In the 3rd year of training, the indicators of readiness for partnership interaction are as follows: 8.93% of respondents have a highly formed level of readiness, 51.98% have a sufficient level, 32.89% have a contradictory level, and 6.2% have an initial level. In the 4th year, respondents showed the following results: 7.84% of respondents have a highly formed level, 54.28% have a sufficient level of readiness for partnership interaction, 32.89% have a conflicting level and 4.99% have an initial level. Therefore, during 4 years of study, indicators of readiness of future teachers of preschool education institutions for partnership interaction changed insignificantly.

During the experimental study, a questionnaire was developed for students of higher education and educators. 65 students majoring in "Preschool Education" and 23 teachers of preschool education institutions took part in the study.

Therefore, the analysis of the questionnaires showed that practicing educators and higher education students have not developed professional competence in the context of readiness to work in the environment of a preschool education institution, they are not sufficiently familiar with modern digital technologies, technological approaches, and experience difficulties in choosing practical tasks and exercises in class and practical activities.

To foster professional competence in future educators in the context of their readiness to work in the environment of a preschool education institution, we proposed the introduction of information and communication technologies, modern digital technologies into the educational process of a higher education institution, work was carried out on the application of convenient and effective information and communication services in the educational process communication technologies, one of which is Wiki technology.

Results of the survey: 64.2% of respondents have undergone adaptation to Wiki technologies; 78.3% of respondents liked using modern technologies; 88.6% of respondents are satisfied with Wiki technologies; 49.8% of respondents did not necessarily want to use Wiki technologies; 92.7% of respondents emphasize the social benefits of Wiki technologies; 89.6% of respondents are satisfied with the frequency and effectiveness of teacher communication with students; 24.2% of respondents see a negative feature of Wiki technologies; 23.1% of respondents note the information load, which is associated with an increase in the amount of homework, the need to independently process a lot of information, the use of different educational Wiki platforms by different teachers, and insufficient feedback from teachers.

During the experimental study, we found that the use of Wiki technologies is effective for the formation of the professional competence of the educator in the context of readiness to work in the environment of the preschool education institution.

The research was carried out based on activity, system, personal, and competence approaches.

The survey was conducted online using the Google Forms service, which made it possible to compile statistics for each question and track the answers received.

## Results and discussion

### **Theoretical foundations of the content of the teacher's professional competence in the context of readiness to work in the environment of a preschool education institution.**

In the professional training of future teachers of preschool education institutions, there is a need, which is caused by the development of new

approaches to methods and technology in the professional training of future specialists.

An integral component of the professional training of future educators in the context of readiness to work in the environment of a preschool education institution is the formation of professional qualities, which are one of the most important factors in the professional suitability of a specialist. They not only briefly characterize the abilities of an individual, developing in the process of learning and practical training, but also organically enter into their structure (Chagovets, 2015). Today, scientists consider the training of future specialists in preschool education as a multifactorial structure, the main task of which is the formation of each student's professional skills, the professional competence of an educator, the personal meaning of activity in the context of readiness to work in the environment of a preschool education institution and the constant growth of the teacher's interest in working with children, parents, development of success in activities (Yaroslavtseva & Kuchai, 2020).

#### **Types of professional competence.**

Let's distinguish the types of professional competence of the educator in the context of readiness to work in the environment of the preschool education institution, on which the maturity and formation of the specialist are based in a professional activity:

- socio-psychological competence is defined as the property of an individual to effectively interact with people, which aims to improve interpersonal relationships in the education system (choose adequate methods of communication, and the ability to navigate in social situations);
- in the combination of knowledge, communication skills, and non-verbal skills lies communicative competence;
- as the ability to communicate productively in the conditions determined by the existing pedagogical system, professional and pedagogical competence is considered (Bielienka, 2011).

The specified main types of professional competence of the educator in the context of readiness to work in the environment of the preschool education institution require clarification by the peculiarities of his professional activity.

We consider the professional competence of a teacher to be the ability to act successfully in solving professional tasks based on knowledge, skills, and practical experience. "The professional competence of an educator involves a set of professional and personal qualities necessary for successful pedagogical activity" (Kalichak, 2018).

#### **The main components of a teacher's professional competence.**

Investigating the professional competence of a teacher in the context of readiness to work in the environment of a preschool education institution, we substantiate its main components (Chagovets, 2015):

- a content component aimed at promoting the successful professional activity of a teacher including educational innovations in his system of professional knowledge;
- the motivational component includes the desire to work in the preschool field, positive motivation for future activities in the field;
- the personal component includes a person's professional and personal qualities, including creativity, adaptability, empathy, flexibility, initiative, love for children, etc.;
- the operational component provides mastery of innovative pedagogical technologies and professional thinking, enables the teacher to acquire the skills to solve various pedagogical tasks and problems that are necessary for successful pedagogical work with preschool children;
- the reflective component is such a component of professional competence that enables the educator to reflect, as well as to carry out the processes of self-development, self-improvement, and self-discovery.

#### **Basic skills inherent in the professional competence of the educator in the context of readiness for work.**

The professional competence of a teacher in the context of readiness to work in the environment of a preschool education institution should include the following skills:

- creation of an atmosphere of personal communication for the educator in the context of readiness to work in the environment of the preschool education institution;
- ensuring the child's activity in various directions: physical activity, cognitive activity, speech activity, etc.;

- the ability of the educator to apply models of those types of activities in the context of readiness to work in the environment of the preschool education institution, which the preschooler needs, including educational activities, games, communication, etc (Puhach et al., 2021).

The preparation of future educators in the context of readiness to work in the environment of a preschool education institution and the formation of their professional competence is carried out during their studies at a higher education institution, which includes not only educational activities but also practical activities, i.e., the future educators undergo various types of pedagogical practice and auxiliary sources acquisition of professional skills, knowledge, skills (attending seminars, trainings, conferences, reading additional literature, etc.) (Ivanchuk et al., 2023).

#### **Stages of the process of developing the professional competence of future educators.**

The process of developing the professional competence of future educators in the context of readiness to work in the environment of a preschool education institution consists of several stages.

1. stage. The student acquires the basis of professional competence in the first years of study, mastering certain motivational and basic knowledge, and informational components, in particular from professional disciplines.
2. stage. The process of developing the professional competence of future educators is carried out thanks to the development of psychological and pedagogical, general cultural, communicative, creative competencies (Holovan, 2008).
3. stage. Realization of professional needs takes place, the knowledge of educators is deepened and systematized in the context of readiness to work in the environment of a preschool education institution.

4th stage. Formation of professional competence of future educators in the context of readiness to work in the environment of a preschool education institution in post-graduate education. (Mashkina, 2019).

#### **The structure of the system of professional training of teachers of preschool education institutions.**

By the modern educational conditions of the formation of the teacher's professional competence in the context of readiness to work in the environment of a preschool education institution, we will consider the structure of the system of professional training of teachers of preschool education institutions.

It consists of three interconnected (fundamental, invariant, variable) structural elements.

The modern educational model of three constituent structural elements (three-subject relations) involves the introduction of a third subject of the information and communication pedagogical environment into the traditional educational model (teacher and learner). In this way, an innovative system of fundamental professional training is formed: "teacher – learner – information and communication pedagogical environment", in which all components are equal active subjects of the educational process, which is the first constituent structural element. The information and communication pedagogical environment changes the functions and roles of all subjects of education, taking over their functions in fundamental training. It is the task of the fundamental training of the educator in the context of readiness to work in the environment of the preschool education institution that is to ensure optimal conditions for the education of multifaceted and flexible scientific thinking, mastering the modern methodology of understanding reality and the scientific information base, creating an internal need for self-development and self-education throughout life.

The second constituent structural element is invariance (characterized by significant stereotypy, and stability), dominated by: a focus on preserving traditions, independence from external influences; convergence and integrability of processes, their generalization and integrity; desire for order and heredity; and insufficient flexibility (Ratsul et al., 2017).

The third component is variability: innovative orientation, flexibility, accessibility to new technologies and sciences; dynamics and differentiation of internal processes, their divergence, specificity, and dismemberment; the dominance of differentiated knowledge; dependence and instability from external



changes. All three component structures of the system of professional training of preschool teachers are closely interconnected. A separate element, its quality affects the general indicator of the teacher's professional competence in the context of readiness to work in the environment of a preschool education institution (Bida et al., 2019).

We see the implementation of the structural components of the system of professional training of preschool teachers in the acquisition of soft skills that will help the future teacher to improve his level of professionalism. This is a lifelong process of dynamic personality transformation (Anisimova, 2021).

**Finding out the level of readiness of future educators of preschool education institutions for partnership interaction, which is a necessary condition for the formation of professional competence of a specialist in the context of his readiness to work in the environment of a preschool education institution.**

The level of mastery of each, considered by us, the component of the balanced system of professional training of teachers of preschool education institutions makes it possible to determine partnership interaction, which is a necessary condition for the formation of professional competence of the educator in the context of readiness to work in the environment of the preschool education institution.

Therefore, we conducted research at the Faculty of Pedagogy. Purpose: to find out the level of readiness of future educators of preschool education institutions for partnership interaction.

The survey covered 156 people who obtained a bachelor's degree.

We present the obtained results:

Students in the 1st year of study showed the following levels: 8.57% of respondents have a highly formed level of readiness for partnership interaction, 53.82% have a sufficient level, 32.58% have a contradictory level, and 5.03% have an initial level.

In the 2nd year of study, there is an increase in the number of higher education graduates with a highly developed level: 10.94%. But at the same time, we observe a decrease in respondents to 47.92% of those who have a sufficient level of readiness for partnership interaction; 35.5% of

respondents with a conflicting level of readiness for partnership interaction, and 5.64% of respondents with an initial level of readiness for partnership interaction.

In the 3rd year of study, the indicators of readiness for partnership interaction are as follows: 8.93% of respondents have a highly formed level of readiness, 51.98% have a sufficient level of readiness for partnership interaction, 32.89% have a contradictory level of readiness for partnership interaction, 6.2% have the initial level of readiness for partnership interaction.

In the 4th year, respondents demonstrated the following results: 7.84% of respondents have a highly formed level of readiness for partnership interaction, 54.28% have a sufficient level of readiness for partnership interaction, 32.89% have a contradictory level of readiness for partnership interaction, and 4.99% have the initial level of readiness for partnership interaction. Therefore, during 4 years of study, indicators of readiness of future teachers of preschool education institutions for partnership interaction changed insignificantly.

An analysis of possible reasons why students do not experience a significant increase in the level of preparation for joint interaction during 4 years of study is made. Students show some frustration with the practical component of their profession. During the survey, higher education seekers expressed a discrepancy between the expectations of partnership interaction at the stage of admission to the institution of higher education and the state of real professional training. We suggest that in institutions of higher education, not enough attention is paid to partnership interaction on the part of teachers, which is unacceptable in the further professional activity of future teachers of preschool education institutions. Therefore, it is worth paying attention to the issue of partner interaction when studying at a higher education institution, during the academic period, which is favorable for consolidating knowledge, improving skills, and developing partner interaction skills. Based on the results of the research, we affirm the necessary development of a working system for the formation of future educators of preschool education institutions of the qualities necessary for effective professional activity.

**Determination of the state of formation of the teacher's professional competence in the context of readiness to work in the environment of the preschool education institution.**

During the experimental study, a questionnaire was developed for students of higher education and educators. 65 students majoring in "Preschool Education" and 23 teachers of preschool education institutions took part in the study.

The following results were obtained.

The majority (57.8%) of educators and (71.6%) of students answered the question of the questionnaire "How do you understand the concept of "professional competence of an educator": not exactly and not specifically, educators and students of higher education have a generalized idea about the essence of the concept.

The question of the questionnaire "What innovative techniques and methods of work do you use with children for their development?" was aimed at finding out the innovativeness of the teacher's work. The obtained results are as follows: 77.3% of educators use creative tasks, didactic games, and handouts (illustrations, visualization); 28.2% use schematic teaching aids in their work; and only 11.9% of educators use digital technologies in their work with children. Students' answers varied. In addition to the mentioned techniques and work methods, they used in practice: simulation of game situations (64.2%), interactive forms of work (49.9%), project method with children of older preschool age (42.4%), only 14.5% used digital technologies when working with children.

To the question "Which tasks, in your opinion, ensure the formation of a teacher's professional competence in the context of readiness to work in the environment of a preschool education institution," the answers of teachers and students of higher education practically did not differ. 48.7% of respondents noted that this is a task that develops thinking; 32.3% pointed to tasks that activate mental activity; 47.5% noted the significance of game tasks for the ability to compare, analyze, compare situations and objects; 22.3% pointed to tasks with clearly developed action algorithms; 14.5% showed exercises for the development of intelligence and thinking; the use of digital technologies was indicated by 17.9% of respondents. The analysis of the questionnaires shows that practicing

educators and students of higher education during practice use traditional forms of working with children do not sufficiently use online platforms for the educational process, and are not sufficiently familiar with modern digital methods of child development.

The next question of the questionnaire asked to find out what difficulties higher education students and teachers of children's institutions face when preparing for classes with preschool children. The analysis of questionnaires showed that 47.3% of educators and 65.7% of higher education students experience difficulties in choosing practical tasks for children; 27.8% of educators and 44.2% of students of higher education find it difficult to motivate children to work in class and interest children in performing the proposed tasks; 18.3% of educators and 21.2% of students of higher education experience difficulties in being able to explain the material to children in a comprehensible and understandable way; 11.2% of educators and 7.2% of higher education students answered that they experienced difficulties in the older group in conducting classes with children.

Therefore, the analysis of the questionnaires showed that practicing educators and higher education students have not developed professional competence in the context of readiness to work in the environment of a preschool education institution, they are not sufficiently familiar with modern digital technologies, technological approaches, and experience difficulties in choosing practical tasks and exercises in class and practical activities.

In addition, the difficulties faced by students and teachers during preparation for classes were discussed.

- inability to reconcile one's own actions with the actions of other people;
- inability to adjust the content and forms of partner interaction under the goal of partner interaction;
- insufficient formation of a person's volitional sphere, communicative and organizational abilities;
- assertiveness of behavior, the ability to appropriately say "no" without insulting the opponent, make demands and constructively conduct dialogue; make a request, etc.

**Implementation of information and communication technologies, modern digital technologies, use of convenient and effective information and communication technology services, one of which is Wiki technology, in the educational process of the institution of higher education to form the professional competence of the educator.**

To foster professional competence in future educators in the context of their readiness to work in the environment of a preschool education institution, we proposed the introduction of information and communication technologies, modern digital technologies into the educational process of a higher education institution, work was carried out on the application of convenient and effective information and communication services in the educational process communication technologies, one of which is Wiki technology (Kravchenko et al., 2022).

The use of information and communication technologies can automate information processing, provide access to reliable sources of information, accelerate optimal decision-making, and relieve a person of routine work in all areas of human activity. Such a process is the driving force of the development of society. The Internet becomes a necessary environment for a person, where the modern educational process is carried out, and it expands the framework of the educational process of using information and communication technologies. The most effective and convenient information and communication technology service is Wiki technology. "Wiki technology is a tool for rapid creation and editing of collective hypertext. Wiki technology maintains links between different pages by intuitively creating links to other pages and displaying whether those pages exist. Wiki technology aims to engage visitors in a continuous process of creation and collaboration that constantly changes the appearance of the site. Wiki technology brings to the educational process such pedagogical forms and methods as cooperative learning, discussions, role-playing and business games, situational analysis, the project method, etc. (Lystopad et al., 2023).

Wiki technologies give greater freedom to students of higher education and teachers, allowing them to expand the independent work of students of higher education and teachers to use creative approaches in teaching; provide an opportunity to use this service in classes, to create creative collective projects within the educational group, projects with participants of other educational groups, where the interaction

of the teacher and students is at the center of the educational process.

Therefore, for the formation of the teacher's professional competence in the context of readiness to work in the environment of a preschool education institution, digitalization of education must become an effective tool in his future professional activity, without weakening communication skills; without complicating his life in the profession; allowing to intensify work with preschool children (Lystopad et al., 2023).

**Research on the effectiveness of using Wiki technologies for the formation of the professional competence of an educator in the context of readiness to work in the environment of a preschool education institution.**

To investigate the effectiveness of using Wiki technologies for the formation of the teacher's professional competence in the context of readiness to work in the environment of a preschool education institution, and to identify the degree of satisfaction with the Wiki technologies format, a questionnaire was conducted among students of pedagogical specialties.

The survey was conducted online using the Google Forms service, which made it possible to compile statistics for each question and track the answers received. The questions were developed to determine the effectiveness of using Wiki technologies.

**Survey results:**

64.2% of respondents were adapted to Wiki technologies;  
 78.3% of respondents liked to use modern technologies, to work together in a team, to be able to make changes to the site;  
 88.6% of respondents are satisfied with Wiki technologies;  
 49.8% of respondents did not necessarily want to use Wiki technologies when studying all educational disciplines, other respondents had the opposite opinion (Wiki technologies should necessarily be used);  
 92.7% of respondents emphasize the social benefits of Wiki technologies;  
 89.6% of respondents are satisfied with the frequency and effectiveness of teacher communication with students;  
 24.2% of respondents see a negative feature of Wiki technologies (reduction of eye contact, live communication, personal attention of the teacher,

social interaction with teachers and other students of higher education, student group atmosphere);

23.1% of respondents note the information load, which is associated with an increase in the amount of homework, the need to independently process a lot of information, the use of different educational Wiki platforms by different teachers, and insufficient feedback from teachers. "This problem can be solved with the help of online consultations and closer communication with teachers through messengers. The main advantage of Wiki projects is that the quality of the content is controlled by the virtual community" (Lystopad et al., 2023) surveyed students of pedagogical specialties.

We have analyzed the advantages and disadvantages of using Wiki-technologies in the formation of the professional competence of educators.

As a result, the most effective advantages of Wiki technologies for the formation of professional competence of educators are highlighted. This is primarily: implementation of effective information interaction; creation of an effective educational information environment for the formation of professional competence of educators based on Wiki technology; organization of effective management and pedagogical supervision; providing access to information resources for all participants in the educational process; formation of network communities.

Disadvantages of using Wiki-technologies in the formation of professional competence of educators: privacy issues; copyright and intellectual property; the unreliability of information; the impossibility of structuring; duplication of information; with the help of a text communication channel, making it difficult to express emotions; psychological problems of Internet communication: aggression in the network, Internet addiction, etc.

## Conclusions

We clarified the theoretical foundations of the content of the teacher's professional competence; let's distinguish the types of professional competence of the educator in the context of readiness to work in the environment of the preschool education institution, on which the maturity and formation of the specialist are based in professional activity.

The professional competence of the educator in the context of readiness to work in the environment of the preschool education institution was studied, and its main components were substantiated.

The skills that should include the professional competence of an educator are listed; the stages of formation of professional competence of future educators in the context of readiness to work in the environment of a preschool education institution are shown.

By the modern educational conditions of the formation of the professional competence of the teacher, the structure of the system of professional training of teachers of preschool education institutions is considered. The level of readiness of future educators of preschool education institutions for partnership interaction, which is a necessary condition for the formation of professional competence of a specialist in the context of his readiness to work in the environment of a preschool education institution, has been clarified.

The state of formation of the educator's professional competence in the context of his readiness for work is clarified.

The importance of introducing into the educational process of a higher education institution: information and communication technologies, modern digital technologies, and the use of convenient and effective services of information and communication technologies, one of which is Wiki technology to form the professional competence of an educator, is shown.

A study of the effectiveness of the use of Wiki technologies for the formation of the professional competence of the educator in the context of readiness to work in the environment of the preschool education institution was conducted.

We have formulated recommendations for improving the professional competence of educators: formation of a flexible system of continuous teacher education; formation of a methodical environment for educators; professional interaction with colleagues, participation in group and collective innovative forms of methodological work; the educator's innovative approach to improving the level of professional competence; self-educational activity (planned and episodic) of the educator with the aim of improving professional

competence; compilation of the educator's creative portfolio; self-development, self-education, self-improvement of professional competence; reflection of own activity; creation of an informational and educational space for improving the professional competence of educators with equal access of all educators to informational and educational resources; readiness of educators for innovative activities, priority of educational technologies; organization of research and research work of educators with the aim of improving professional competence; raising the cultural and general educational levels of educators.

Further work will be focused on the practice of using collaborative learning, in which students of higher education study in groups, cooperate, and discuss issues with students and teachers, which develops teamwork skills, communication skills, and the ability to self-develop.

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