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The formation of the professional competence of the educator as a condition for the positive image of Preschool Education Institutions : Literature review

Abstract. In wartime, the Ukrainian pedagogical community is aware of the country's critical need to train qualified professionals. Despite the difficult circumstances, the youth of Ukraine is actively involved in the educational process aimed at educating and training highly qualified teachers for preschool education institutions, which is an important step in countering aggression and ensuring the future development of the state. The purpose of the article was to substantiate the importance of developing the necessary competencies of teachers to ensure quality educational services in preschool education institutions. The methodology of the study was based on the analysis of scientific literature and comparison of modern educational practices to determine effective approaches to the development of teachers' professional competences in preschool education. The concept of "competence" was described in the article and the role of the educator in the modern educational space of the preschool institution education was characterised in it. The peculiarities of the formation of a positive image of the PEI and its influence have been clarified by effective interaction between the teacher and the pupils for the assimilation of knowledge and formation of relevant competencies in preschool children. In order to effectively implement the assigned tasks, to educate children's cognitive interest, the teacher must possess professional competencies that will allow them to properly organise the educational process in the modern PEI. This includes the ability to interact with other teaching staff, organisation of work by parents, monitoring and evaluation of the results of educational activities for preschoolers, use of innovative technologies, as well as adaptation to changes in the modern educational environment. The article focused on the fact that in the structure of professional competence of future teachers of preschool education institutions is distinguished several components are distinguished by scientists: psychological, theoretical, technological, and effective by scientists. The results obtained can be used by teachers to improve interaction with children, organise work with parents, and introduce innovative technologies in the modern educational environment

Keywords: institution of preschool education; teachers of preschool education; professional competences; preschool children; professional activity; pedagogical skill

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INTRODUCTION

The professionalism of a preschool teacher is determined by his ability to organise the educational process, create a favourable atmosphere for the development and learning of children, and apply innovative methods and approaches. It is also important to be able to understand the individual characteristics of the child to help with the development of emotional intelligence and personality formation. The important place is occupied by effective interaction with parents, colleagues, and the resolution of conflict situations; the ability to build partnerships; readiness for continuous learning; professional development; and the ability to take a creative approach in organising classes. Increasing the requirements for the professional training of teachers is also determined by the stratification of Ukrainian society, as well as the emergence of different types of preschool education institutions, both in terms of functions and form property.

In this connection, there is a need to create a positive image of IPE, the teaching team as a whole, and each educator in particular (Aronova, 2020). Society sets certain requirements for the professional and personal qualities of the educator. First of all, he must have a special pedagogical education, knowledge of methods of preschool education and development of children, the ability to plan and organise the educational process, and knowledge of child safety rules and hygiene standards. Also, a teacher must have love for children, patience, benevolence, stress resistance, and the ability to quickly resolve conflict situations (Vynnychuk, 2020).

The main issues of the research problem were studied in the works of Ukrainian and foreign scientists. Yes, analysis of the concept “competence” is disclosed in the scientific publications of V. Bereka & L. Pisotska (2022). Their works also reveal the issue of professional training of preschool education workers. The question of the formation of individual components of professional competence for teachers of a preschool education institution was investigated by G. Belenka (2021). The authors also consider the European vectors of a new strategy for training preschool teachers. The essence of the professional image of a specialist and the features of his effective self-presentation were considered by M. Burdukalo (2020). However, in authors’ opinion, the question of the formation of the educator’s skills to effectively demonstrate his knowledge, skills and personal qualities, which increases the trust and authority of colleagues, parents and pupils, needs additional study. O. Stayenna (2022) offers a tool for evaluating the professional activity of an educator in the form of a special card that contains criteria for a comprehensive analysis of the work of preschool education specialists. This approach allows to structure the assessment process, which is important for methodologists and the administration of preschool education institutions, as it contributes to an objective assessment of the effectiveness of the educator’s work.

The research of V. Bozhko (2015) and Y. Bordyug (2017) is devoted to the current problems of the teacher’s

competence as an important modern requirement. They note that in the conditions of rapid changes in pedagogy and increasing requirements for the quality of educational services, educators must possess not only theoretical knowledge but also practical skills that will help them work effectively with children, support their development, and meet educational needs. The authors T. Husak (2019) and A. Klochko (2020) emphasise the fact that an educator must be not only a competent specialist but also flexible, ready to constantly improve his knowledge and skills. In their works, the key stages of the professional growth of educators, which include the formation of various pedagogical competencies, are considered. Researcher L. Nikiytyuk (2018) in all their works considers self-education as a key element of the professional development of educators. It allows the educator to quickly respond to new pedagogical challenges, implement modern methods, technologies and maintain the high quality of educational services. In their research, Y. Paskevskaya (2021) deal with the definition of criteria and indicators of teacher competence. They note that this provides an objective approach to assessing the skills and knowledge of educators.

The main points on which researcher S. Sukhorukova (2020) emphasises are the appearance of teachers and their communication skills. They also consider the peculiarities of planning various activities in modern preschool education institutions. Researchers N. Tsibulyak (2019) and N. Vasylenko (2021) analyse the specifics of professional competence and readiness of kindergarten managers for innovative activities. They note that these are important components that are interconnected and determine the effectiveness of management and the development of the educational process in the conditions of modern challenges. A significant contribution to the organisation of the educational process at the institution of preschool education, the teacher’s methodical competence, and innovative forms of methodological work were contributed by A. Bugaichuk (2021) that substantiated theoretical views on the problem of the organisation of educational space, cooperation with parents, provision of methodical materials of teachers, etc. The quality of preschool education, the proper development of a preschool child, directly depends on the professionalism of the teacher, the level of his development professional competence. In the works of all these researchers, in opinion, the concept of “image of a modern preschool education institution” “professional competence of a teacher” needs additional clarification, as well as an in-depth characterisation of the conditions of parents’ choice of a kindergarten for their child, the peculiarities of reaching the heights of the specialists’ pedagogical skills.

The purpose of the article was to substantiate the peculiarities of the educator’s professionalism institution of preschool education, the level of development of his professional competence as a necessary condition for a positive image of a preschool education institution. This study used a number of theoretical methods to examine the problem at hand. The analysis of the scientific

literature involved a thorough review of relevant publications, which allowed us to identify current trends and research gaps in this area. Synthesis facilitated the integration of various sources, creating a holistic view of the problem and combining various data. Comparison helped to clarify the differences between theories and approaches, while classification helped to structure information, identify patterns and systematise data. Generalisation allowed for broader conclusions to be drawn, transforming specific findings into general principles for a deeper understanding of the problem under study.

THE ROLE OF EDUCATORS IN ENSURING QUALITY PRESCHOOL EDUCATION: COMPETENCIES, RESPONSIBILITIES, AND CHALLENGES

In European pedagogical education, T. Telychko (2020) proves that child-centred education is actively promoted as a paradigm that is concretised through the formation of professional competence. Therefore, the teacher must be well versed in the organisation and content of activities in the kindergarten in different directions, since his work is aimed at the comprehensive development of the child. Understanding these aspects ensures effective upbringing and education of preschool children. A teacher who has a deep understanding of these issues ensures the successful development of children and creates conditions for their comfortable stay in kindergarten. The universally recognised competencies of the educator who is a master of his craft are in-depth knowledge in the field of pedagogy and psychology, support and motivation of pupils to learn, overcome difficulties, and support their initiative and independence; responsibility and discipline; and a creative approach to their activities (Romanyuk, 2022). In modern days, preschool education institutions need teachers who are able to plan and organise a pedagogically appropriate system of interaction in scientific positions, based on the age and individual characteristics of children, to carry out subject-subject organisation of work with children, which will be aimed at their development and self-development, and will regulate and adjust the course and results of the educational process taking into account feedback (Tsibulyak, 2019).

The teacher is a key specialist in the preschool education system, he is responsible for the organisation and implementation of the educational process in institutions of preschool education. The main purpose of its activity is to ensure the high quality of education and development of children from 3 to 6 years old. It is necessary to establish important aspects of the activity of the educator in the institution of preschool education. First, the educator is looking for a strategy and a pedagogical concept of the educational process. He develops plans and programs for the development of children, taking into account their individual characteristics. The teacher, together with other colleagues, creates an educational environment that promotes the development of cognitive, social, and emotional

skills of children (Mozyrko, 2021a). Secondly, the teacher provides pedagogical support to other teachers in institutions. He can organise trainings, seminars, and consultations for colleagues in order to improve their professional competence. An important part of this work is the exchange of experience and the implementation of modern pedagogical approaches. Thirdly, the educator monitors the results of educational work and conducts an analysis of their impact on children's development. It develops tools for evaluating children's achievements and monitoring their progress (Lytvynenko, 2021). In general, the teacher is the main link in the preschool system of education, which improves the quality and harmonious development of children, promotes professional growth of other educators, and achieves his educational goals. Organisational activity of the educator in the space of the preschool institution education is one of the key components of his work. This activity is directed to ensure the effective functioning of the preschool institution and optimisation of the educational process. The genesis of the problem of the educator's organisational activity in education in the space of the preschool education institution depends on socio-historical events, which influenced the development of this area:

- Changing approaches to preschool education. Throughout the history of development preschool education in different countries, there have been changes in approaches to the upbringing and education of preschool children. This led to the need to adapt the educator's activities to new educational trends and methodology.

- Growth of pedagogical requirements. Modern science and society leave preschool institutions with high requirements for the quality of education and development of children. A specialist must provide for a variety of needs for children, including inclusive education and development of social and emotional skills.

- The role of information technologies. The use of modern technologies in education requires the ability to organise and implement these technologies in the educational process, as well as provide pedagogical support for educators.

- The necessity for constant professional growth. Educators should definitely improve their qualifications and practice new pedagogical methods and approaches to meet modern educational requirements.

- Requirements of the social environment. Educational institutions must respond to the needs of society and parents that have changed over time, especially with military events in Ukraine. The educator must respond to sociocultural changes and adapt organisational processes under their influence (Gerasimenko & Doroshenko, 2022).

The special requirements for the teacher are determined by the essential role of the preschooler period of development in the process of personality formation. A teacher must be aware of the responsibility for the kid's childhood, own a high level of development of empathy, immediacy, emotional balance, creative imagination, spiritual generosity, etc.

THE PROFESSIONAL COMPETENCE OF PRESCHOOL EDUCATORS: KEY QUALITIES, READINESS, AND INSTITUTIONAL IMAGE

A feature of the work of a teacher who interacts with children of preschool age is the significant load on his psychophysiological sphere. Therefore, to be a professional, significant qualities of a teacher include high efficiency, endurance, and balance. According to L. Artemova (2021), such a teacher-specialist can be considered professionally competent if they have thorough knowledge, have developed creative abilities, have perfect professional skills, have self-awareness, have pedagogical thinking, and have the skills of self-study and self-improvement. From a psychological and pedagogical point of view, it is appropriate to consider the educator as the key figure of preschool education, because he must define individual trajectories of a preschool child's personal development according to her age, physiological, and psychological characteristics. The educator, within the scope of his professional duties, must actively work also in the intellectual, social, physical, aesthetic, and personal development. As part of his professional duties, there are questions about caring for the psychological well-being of children, attention to their inner world, feelings, experiences, hobbies, and interests. The specified requirements are especially consistent with the future teacher, who must receive thorough psychological and pedagogical training during training knowledge and ability to be timely. The modern teacher must constantly look for new approaches to education and upbringing, try the latest pedagogical methods, implement technologies, and adapt them to the needs of modern children. It should also help children find answers and solutions, promoting the development of their independence, critical thinking, and creative abilities (Bereka & Pisotska, 2022).

The scientist G. Belenka (2021) in her works convinces us that the teacher who works in a preschool education institution is the best example for children. The structure of the teacher's professional competence, except for worldview personal positions, deep awareness, and practical skills, necessarily includes professionally important personal qualities. They provide the ability to act freely, confidently, and tolerantly depending on the available necessity and needs of the surrounding life. Analysing the views of different scientists on the problem of components of professional competence in the field of pedagogy, note that, having different scientific views, researchers emphasise such basic components of pedagogical activity. Modern teachers agree with the opinion of H. Mozyrko (2021b) that "a modern educator of preschool children is a professional teacher who focuses on the achievements and innovations of psychological and pedagogical science, possesses a variety of developing technologies for raising and teaching children, is capable of self-development and self-improvement, self-modelling, and self-projection in various spheres of life". This researcher singles out the following components of a professional teacher's competence: cognitive, professional-technological, informational,

communicative, and methodical. In the opinion of the authors of this study, the work of H. Belenka (2021) is quite valuable, which is in the structure of professional competence of future teachers of institutions of preschool education that distinguishes several components, which are presented as types of readiness:

- Theoretical readiness (the future teacher must be ready to apply a variety of pedagogical methods to ensure an effective educational process);

- Methodical readiness (includes the ability to develop educational programs and lesson plans and adapt them to the needs of a specific group of children);

- Psychological readiness (this is the ability to detect and understand the emotional state and behaviour of children, as well as to help them solve internal problems and conflicts)

- Reflective readiness (ability to analyse one's actions and their results, evaluate one's own pedagogical experience, learn from one's mistakes, and improve);

- Creative readiness (ability to generate new, original approaches to organising classes and solving pedagogical tasks) (Belenka, 2021).

The following criteria of competence include the socio-pedagogical activity of the educator. They are the advisory assistance to parents, the creation of conditions for children's socialisation, and the protection of interests and rights. These criteria are determined by the following indicators: knowledge of the main documents about the rights of the child and the responsibilities of adults in relation to children, as well as the ability to conduct explanatory pedagogical work with parents and other employees of the preschool education institution. Considering professional training of future educators, T. Telychko (2020) identifies four main components of their professional competence. The component of motivation and will includes goals, needs, motives, and values. It stimulates the creative expression of personality in the profession and ensures the manifestation of interest in professional activity. Knowledge about the methods of pedagogical activity to a greater extent is determined by their functional component, which is necessary for the design and implementation of certain pedagogical technologies. The communicative component of competence includes the ability to express an opinion clearly and be well understood, the ability to persuade and argue, the ability to present evidence and analyse, the ability to convey rational and emotional information, and the establishment of interpersonal relationships. The reflective component manifests itself in the ability to consciously control the results of one's activities and improve one's own level of development, has personal achievements, and the formation of such qualities and properties that awaken children to show creativity, initiative, focus on cooperation, and a tendency to introspection (Vasylenko, 2019).

Authors agree with the opinion of V. Bereka (2022), which is professional; the teacher's competence determines his pedagogical skill. Individual pedagogical abilities, without which educational activity is impossible, have

to become the leading qualities of a teacher. They include, for example, communication (the ability to use simple, accessible language for children, taking into account their age and level of development). This applies not only to vocabulary but also to intonation, pace of speech, facial expressions, and gestures. And this also includes professional communication (a number of communication skills and strategies that allow the educator to successfully fulfil his professional duties) (Bereka & Pisotska, 2022). Considering all of the above, the need for thoroughness is increasing study of the problem of the image of the preschool and vocational education institution competence of the educator of preschool children, developmental features, and his professionalism. The problem of the image of a modern educational institution is the the problem of finding, developing, and applying managerial, methodological, pedagogical, cognitive, and artistic and aesthetic means of creating a positive image of the educational institution. Under the condition of the formed positive image, the educational system becomes more presentable for teachers, because it can to provide them with stability and social protection, job satisfaction, and professional development. Authors are convinced that the stable positive image of the institution allows the parents of pupils to make sure of the correctness of their choice. Personal and professional qualities play a significant role in this process of the competence of the educator who works directly with children, using modern educational technologies in their interaction. In the author's opinion, clarification of the role and place of the educator's professional competence in creating the image of the IPE is an urgent and insufficiently studied problem.

CONCLUSIONS

Specialists in the field of preschool education are of the opinion that the lack of pronounced abilities can be

compensated by the development of such important professional qualities as diligence, systematic work on oneself, conscientious attitude to one's duties, etc. A positive image facilitates an educational institution's access to better resources: financial, informational, human, etc. Having formed a positive image, the educational institution under equal conditions becomes more attractive for teachers, because it can provide them with stability and social protection, job satisfaction, and professional development. This is an important condition for the European direction of preschool education, its organic unity with ideas from the New Ukrainian school in the post-war period. The formation of a positive image of a preschool education institution is an important process that affects the reputation of the institution, the trust of parents, and the choice of it as a place for raising and educating children. The positive image helps to attract the new students, increase the level of satisfaction of the parent team, and contribute to the development of the institution thanks to sponsorship investments. Further research could focus on methods of forming a positive image of preschool education institutions and their impact on the quality of educational services. Studies of the effectiveness of resource mobilisation strategies and their role in creating a stable working environment for teachers are also promising.

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CONFLICT OF INTEREST

There is no conflict of interest.

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Формування фахової компетентності вихователя як умова позитивного іміджу закладу дошкільної освіти: огляд літератури

Анотація. В умовах воєнного часу українська педагогічна спільнота усвідомлює критичну потребу країни у підготовці кваліфікованих фахівців. Молодь України, незважаючи на складні обставини, бере активну участь у освітньому процесі, спрямованому на виховання та підготовку висококваліфікованих педагогів для закладів дошкільної освіти, що є важливим кроком у протистоянні агресії та забезпеченні майбутнього розвитку держави. Метою статті було обґрунтування важливості формування необхідних компетентностей педагогів для забезпечення якісних освітньо-виховних послуг у закладах дошкільної освіти. Методологія дослідження спиралась на аналіз наукової літератури та порівняння сучасних освітніх практик для визначення ефективних підходів до формування професійних компетентностей педагогів у дошкільній освіті. У статті розкрито поняття «компетентність», схарактеризовано роль вихователя в сучасному освітньому просторі закладу дошкільної освіти. З'ясовано особливості формування позитивного іміджу ЗДО, вплив ефективної взаємодії вихователя і вихованців на засвоєння знань та формування відповідних компетентностей у дітей дошкільного віку. Щоб ефективно реалізувати поставлені завдання, виховати у дітей пізнавальний інтерес, педагогу потрібно володіти фаховими компетентностями, що дозволять належним чином організовувати освітній процес у сучасному ЗДО. Це включає в себе уміння взаємодіяти з іншими педагогічними працівниками, організацію роботи з батьками, моніторинг та оцінку результатів освітньої діяльності дошкільників, використання інноваційних технологій, а також адаптацію до змін у сучасному освітньому середовищі. У статті акцентовано увагу на тому, що в структурі професійної компетентності майбутніх вихователів ЗДО науковці виокремлюють декілька складників: психологічну, теоретичну, технологічну, результативну. Отримані результати можуть використовуватись педагогами для покращення взаємодії з дітьми, організації роботи з батьками та впровадження інноваційних технологій у сучасному освітньому середовищі.

Ключові слова: заклад дошкільної освіти; вихователі ЗДО; діти дошкільного віку; професійна діяльність; педагогічна майстерність