

PREPARATION OF FUTURE EDUCATORS TO THE ORGANIZATION OF CONSTRUCTIVE ACTIVITIES OF PRESCHOOL CHILDREN

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INTRODUCTION

The training of educators with creative skills and thinking, the ability to diagnose pedagogical phenomena, to select and transform information, in other words – specialists who are sensitive to any pedagogical innovations, must fully meet the modern requirements of national educational institutions and society. The significance of the problem of organizing constructive activity is supported by the norms that govern modern educational institutions: the National Doctrine of the Development of Education in Ukraine in the 21st Century, the Law “On Education”, the Basic Component of Preschool Education, the Presidential Decree “About Measures to Ensure the Priority Development of Education in Ukraine” programs “I am in the World”, “Confident Start” – these documents in the educational space of Ukraine declared constructive activity as one of the priority lines of development of the child¹.

The analysis of the works of D. Bogoyavlenskaya, L. Vygotsky, G. Kostyuk, V. Molyako, V. Rybalki, V. Rusalova, M. Kholodnoy, V. Yurkevich and others testified that to date, despite the intense searches of scientists in the direction of creating the theory of pedagogical design, the issues of its content, structure, functions, content and methodical components of training future educators for the organization of constructive activity of preschool children remain little studied.

1. Readiness of future educators to organize constructive activity of preschool children

It is worth emphasizing that structural and functional plan of constructive activity is essentially a unity of components of analysis, diagnostics, purpose-setting, forecasting, designing, reflection and corresponding functions that

¹ Про навчальну програму розвитку дітей старшого дошкільного віку «Впевнений старт»: Наказ Міністерства освіти і науки, молоді та спорту України від 21 травня 2012 р. № 604 / Міністерство освіти і науки, молоді та спорту України. URL: <https://mon.gov.ua/storage/app/media/npa/5a1fe7ff779d7.pdf>.

create a certain pedagogical technology. The structural content of such technology in the training system for future educators is as follows: purpose (goal setting, task definition); motive (creation of a situation of personal interest of each student in solving the problems outlined together with the task instructor); action (direct execution of tasks); the result and the next reflection.

Among the signs of the formation of the readiness of future educators for the organization of constructive activity of preschool children, groups of competencies have been identified. To the cognitive competencies of students – future educators who will organize the constructive activity of children, the following is attributed: the ability to independently analyze samples of spatial solutions (size of buildings, allocate parts, establish their purpose and spatial placement); on the basis of analysis, to find individual constructive solutions and to plan the design stages; be able to predict the result; be able to find the dependence of the structural properties of the details on their forms; to evaluate reliability, durability, external attractiveness, originality of constructions; explore ways to combine individual parts and adapt them to the needs of the game; compare, think, together find the best designs; be able to exchange game plans and discuss them, determine the sequence of design; independently analyze the given conditions and, according to them, to create their own designs.

Let's emphasize that the content of the concept of “readiness for constructive activity as an element of professional competence of future educators” can be formed in case of proper work, namely: organization of constructive activity modeling the comprehensive application by future educators of psychological and pedagogical knowledge in the new pedagogical situation; implementation of interdisciplinary integration, including through the systematic use of educational and cognitive tasks that construct an interdisciplinary application of knowledge; creation of situations that provide opportunities for self-development and self-realization of the student's personality, development of abilities associated with individual peculiarities of constructive thinking of each person; adherence to additional organizational and pedagogical conditions, which are aimed at increasing the motivation of students to study the profile disciplines, increase their academic activity².

² Ворожбіт-Горбатюк В.В., Попович О.М. Компоненти готовності майбутніх вихователів до організації конструктивної діяльності дітей дошкільного віку. *Науковий вісник Мукачівського державного університету. Серія «Педагогіка та психологія»*. Мукачево, 2015. Вип. 2. С. 37–42.

In order to assess the level of constructive competences of future teachers of preschool educational institutions, we used a five-point scale, where 5 – a high degree of formation; 4 – a sufficient measure of formation; 3 – the average degree of formation; 2 – weak measure of formation; 1 – the main competencies are not formed. With such a scale, we can trace and measure the degree of development of constructive competences among practitioners and future professionals during production practices. It should be noted here that all skills are coordinated with the professional functions of tutors in preschool educational institutions.

Scale number 1: constructive-analytical competencies – ability: to divide pedagogical phenomena into constituent parts – conditions, causes, motives, means, forms of manifestation; to interpret the pedagogical phenomenon in connection with other components of the pedagogical process; to find in psychological-pedagogical literature ideas, conclusions, regularities, adequate to the logic of a particular pedagogical phenomenon; to diagnose a pedagogical phenomenon; ability to allocate pedagogical problem and to determine the ways of its optimal solution; to analyze pedagogical actions of own and other specialists.

Scale number 2: constructive and predictive competencies – ability: to forecast the development of the individual and the collective in general, the dynamics of relationships in the team; to predict the development of qualities, feelings, will and behavior of the individual, possible deviations in its development, difficulties in establishing relationships with peers.

Scale number 3: constructive-design competencies – ability: to highlight the principles of planning, structure and main content of curriculum; to compare examples of perspective, thematic and current plans, distinguishing them in general and specific; determine possible approaches to organization of classes; ability to formulate an algorithm for action plan; Make short and detailed plans by analogy with or without a plan; to make a choice of the strategy of the pedagogical process taking into account the developing and person-oriented orientation; simulate future professional activity as an integral system and determine the place of each element in it; analyze scientific information; build a system for storing information in a convenient form; outline interpersonal relationships; to design the forms, methods and means of education adequate for the purposes; to determine rational types of independent work of children; to design the final result of the system of educational activities and to

determine the objects, methods and means of control; the ability to determine the effectiveness of the proposed plan.

Scale number 4: constructive-communicative competences – ability: to determine the image of the group and the peculiarities of each child's personality; plan the communicative structure of the class; select information, adapt it to the current state of children; to design the reactions of children, to read “the course of thoughts”; adapt to the psychological state of the group, if necessary, to rebuild the course of presentation of the material, the way of its presentation; to pass on to children active positive attitude to the content of constructive activity; to select methods of positive motivation for the process of constructive activity and cognitive-language stimuli with the purpose of activating the language activity of children and managing it (the ability to cause a desire to respond); determine the optimal pace of constructive activity of children in the group.

Scale number 5: project competencies – ability: to plan classes on constructive activity; choose the rational structure of such classes and determine their compositional structure; clearly plan the cognitive material; plan the activity of children; determine the nature of constructive activity; anticipate possible difficulties; plan independent work; rational distribution of labor time, materials, etc.; to determine the methods and techniques of guiding the work of children; anticipate possible improvisations in the course of studies; give an objective assessment of the successes and disadvantages of organized constructive activity; plan self-education and self-improvement.

The developed scales were tested during the passage of pedagogical practice by students of Mukachevo State University. As shown by the analysis of the received materials, the most important students (40% of respondents) consider the ability to plan the content of constructive activity. 20% of students consider the main ability to carry out a psycho-pedagogical and methodological analysis of the material occupations constructive activity. The ability to create a detailed thematic plan of the system of occupations and the ability to include in it a system of independent and practical work allocated 10% of students. Approximately the same number of respondents consider the leader to be able to create original lessons in constructive activities. In the responses, 7% of the respondents identified the main ability to give an objective assessment of the shortcomings and successes of their work, and the ability to prevent possible difficulties for children is considered important by 4% of the respondents.

2. Analysis of students of Mukachevo State University

Analysis of students of Mukachevo State University allowed us to distinguish between them four groups that differ in their relation to constructive activity, the level of pedagogical activity, knowledge of their subject and degree of ownership of constructive competencies.

The first group is characterized by a stable positive attitude towards the teaching profession, which is combined with active work in the direction of organizing constructive activity children of preschool age. They are fluent in didactic material, carefully selected the appropriate information for occupations. This group of educators is characterized by high demands for their work and the organization of constructive activity of children. They believe that the essence of constructive activity is to teach children to construct the environment around themselves. The educators of this group have all constructive competences developed well or excellent, especially key ones.

The second group of educators is characterized by a positive attitude towards the pedagogical profession, a high level of professionally relevant knowledge, and a desire to continuously improve their knowledge. Since their main task is to transfer knowledge and experience, much attention is paid to the methodical aspect of organizing constructive activity; aspire to cause interest in children to new subjects and phenomena. However, the representatives of this group of educators often act stereotyped, many exercises and occupations are similar. More attention is paid to successful children, leaving out the attention of those who do not show distinctly excellent results. The educators of this group have some constructive competences well developed, others are worse. The disproportion in the development of constructive competences significantly reflects on the end results of professional activity - such educators are prone to spontaneous activity.

The following characteristics of educators of the third group are: indifferent attitude to the professional activity and they are not going to change it; individuals are busy with self-improvement, but this does not affect professional practice; they are limited only to educational programs, do not show initiatives in the organization of constructive activities, operate predominantly on the model. The classes of these educators are uniform in structure, among the methods most often used story. For the educators of this group is characterized by narrowing the range of professional interests

and skills, isolation or low inclusion in the structure of the constructive competence.

The fourth group of educators is noted indifferent attitude to pedagogical activity. They are kept in a pedagogical profession by certain circumstances. The content of constructive activity can not be clearly defined. Children to such educators hide their ill-fated relationship. For educators of this group is characterized by a low level of inclusion in the structure of constructive activity³.

During the experimental work, special attention was paid to improving the pedagogical skills of future educators. Conducting a scientific and methodical seminar on the theme “Organization of constructive activity as a condition for the development of children of the senior preschool age” provided for the discussion of observation data, the conduct of the master class, the provision of organizational and methodological advice, preparation and presentation of projects.

It should also be pointed out that in order to stimulate creativity, the future educator should teach children to solve their constructive tasks independently, to replace some details with others; apply the elements of the game in the design process; to jointly find a rational decision to build a structure, coordinate their actions in the process of building and completing it; to look for ways and on this basis to creatively change structures; to emphasize the shape, details, design features of a particular design; build structures and structures for the needs of their own game; have a generalized idea of the objects being constructed; combine the structure into a single plan and use it during games.

The diagnostic technique contained three blocks of tasks in accordance with the components of constructive activity. The block of emotional and motivational component consisted of a number of questions that allowed to determine the emotional attitude to cognitive tasks in the work of the educator and children with different types of constructive material. In the cognitive and content block it was envisaged to study the peculiarities of children’s understanding of the relation of elements of the design with the standards of form, the definition of the spatial arrangement of parts, the planning of their own activities, etc. The tasks of the unit of the transforming

³ Про Національну доктрину розвитку освіти: Указ Президента України від 17 квітня 2002 р. № 347/2002 / Президент України. *Освіта України*. 2002. № 33; *Дошкільнє виховання*. 2002. № 7. С. 4–9.

component were aimed at identifying the future educators of certain volitional qualities of the individual (purposefulness, self-control and self-esteem, persistence, cognitive activity, initiative).

According to the results of the experiment, four levels of readiness of future educators for the organization of constructive activity of preschool children: creative, heuristic, reproductive, adaptive.

The activity of high-level students (13,4%) was characterized by high academic performance and a positive orientation towards constructive activity; developed pedagogical thinking, reflection and creative autonomy; readiness for the transformation of known methods of solving pedagogical problems, situations; the ability to combine and the variability of their solution.

Respondents whose readiness for constructive activity reached a heuristic level (26,7%), were characterized by a pronounced analytical approach to the consideration of pedagogical situations, knowledge of pedagogical factors, phenomena, problems, and individual peculiarities of children; the ability to identify the main contradictions, to put the problem and find ways to solve it. But, compared with the students, classified to the creative level, were less mobile in the selection of non-standard proposals for solving pedagogical problems.

Students with a reproductive level of readiness (48,2%) were predominantly reproductive. The construction of the hypothesis, the choice of methods of pedagogical influence were carried out by students in a known analogy. Independence, initiative and creativity of respondents of this level were limited.

Students whose readiness to organize constructive activity of preschool children was on an adaptive level (11,7%), unstable interest in constructive pedagogical activity prevailed; attempts were made to simplify the situation presented in the task; decisions are made mostly intuitively.

3. Experimental phase of the study

The pilot phase of our study included the implementation of purposeful, informational and procedural components of learning activities. Implementation of the purposeful component was aimed at assimilating professional knowledge and skills, forming a holistic view of their future professional activities. Within the information component, the formation of its important component – the ability of students to independently select and

process the training information. The implementation during the experiment of the procedural component of the training activities involved the development of a comprehensive ability to build a strategy and determine the tactics of solving a task in which the following components are integrated in a holistic and complete manner: analysis, diagnostic goal-setting; prognostication; description of the didactic process in the form of a step-by-step sequence of actions of the teacher and students; a system of control and self-control, assessment and self-assessment, correction and self-correction. Fruitful constructive activity involves the ability to continuous introspection by future educators of life and psychological and pedagogical situations. The results of such self-monitoring and self-analysis help to clearly identify the optimal means, methods, and ways to achieve the tasks. In this aspect, it is interesting to familiarize future educators with the principles of optimization of the pedagogical process. It is important to orient students to learn how to choose the most appropriate means to achieve their goals at the most efficient level with less time resources. This is a significant difference in constructive activity in general. Help in this regard experience the management of thematic or problematic card files.

To create a modular program and experimental constructive pedagogical tasks and tasks aimed at developing the professional competence of future educators, “Pedagogical Design” is proposed, which involves the use of personal-oriented training. Program tasks include the formation of the concept of training for students as an interactive method for the practical study of theories of self-actualization of the individual; allows you to see the possibilities of own growth to make sure that all participants have a lot in common, albeit different from each other; provide for the formation of skills of verbal and nonverbal communication, definition of the position “I am different”, mastery of I-messages, emotional experiences, reflection, empathy, strategy of success.

The course “Methodology of Teaching Pedagogical Disciplines in Higher Educational Establishments” is an integral part of the training of specialists in the educational and qualification level “Master”. The purpose of this course is theoretical and practical training of specialists in the specialty “Preschool education” at the educational and qualification level 8.01010101 – the master

of pedagogical education to teaching pedagogical disciplines in higher educational institutions of I–IV accreditation levels⁴.

The content of the course “Methodology of Teaching Pedagogical Disciplines in Higher Educational Establishments” is integrative and based on the subjects “Introduction to the Specialty”, “General Pedagogics”, “Preschool Pedagogy”, “Fundamentals of Scientific and Pedagogical Research”, “Fundamentals of Pedagogical Skill”, also on pedagogical practice in preschool educational institutions and experience research work of masters. The content of the course broadens the theoretical and practical base of knowledge, skills and abilities associated with the professional and pedagogical activity of a teacher of higher education; highlights legislative and regulatory acts regulating the activities of higher education institutions in general, and the work of the teacher in particular⁵.

Define problems of our study, this training course provides for the following tasks: conscious and solid mastering by the graduates of the specifics and peculiarities of the process of organizing a constructive educational environment in higher educational institutions, methodology and modern methods of teaching pedagogical disciplines in higher pedagogical educational institutions in the context of the activity approach, the content and forms of organization of an independent cognitive, project, constructive activity of students; the acquisition of constructive skills by master students to use theoretical knowledge in the methodology of teaching pedagogical disciplines during the pedagogical practice in a higher educational institution; to structure the content of the educational material by its components, to allocate the knowledge and skills that students must acquire at higher educational institutions; consciously to take forms and methods of teaching and education depending on the purpose of educational activity and individual abilities of students; analyze the training sessions and determine their effectiveness; to form skills of creative and critical thinking, evaluative activity, planning and analysis of classroom and non-auditing work on pedagogical disciplines, educational and scientific-methodical work; search,

⁴ Програма та інноваційні методи вивчення курсу «Методика викладання дошкільної педагогіки» для підготовки магістрів спеціальності «Дошкільна педагогіка»: робоча програма / уклад. Л.В. Артемова. К.: НПУ ім. М.П. Драгоманова, 2001. 42 с.

⁵ Програма та інноваційні методи вивчення курсу «Методика викладання дошкільної педагогіки» для підготовки магістрів спеціальності «Дошкільна педагогіка»: робоча програма / уклад. Л.В. Артемова. К.: НПУ ім. М.П. Драгоманова, 2001. 42 с.

organize, store and summarize the necessary information on course questions.

To master this course, in the methodological aspect, attention is focused on training sessions, modeling, independent cognitive work of students. The elements of the training (role games, method of staging, analysis of a particular situation, method of incidents) are used in the activities of creative groups, which include teachers, students, educators of preschool education institutions.

Thus, the work of the creative group on the problem of “Professional Adaptation of Students” is carried out according to a specific plan, which includes theoretical consideration of the problem, psychodiagnosis (research) of the motivation to enter the pedagogical educational institution, the level of pedagogical vocation, characterological peculiarities, social status of students, individual peculiarities of memory, thinking, etc. To implement the psycho-correction of the identified individual psychological peculiarities that hinder the process of adaptation, interactive games and psychological exercises are used to:

- creating conditions for better and faster acquaintance of members of the newly formed group, familiarization with the principles of the group’s work, developing group values, mastering the game style of communication, launching the process of self-disclosure, determining the personal characteristics of each participant in the game and exercises (“Acquaintance”, “Basket for garbage”, “Telephone of trust”, etc.);

- consolidation of the game style of communication, further self-disclosure, the discovery of the strong qualities (skills, aspirations) that a person accepts, values in himself, which give a sense of inner stability and confidence in himself;

- studying the possibilities to use their strong qualities in their relationships with other people (Sonechko, Paragraf, Gora, Mushrooms, Interview, Waiting-Fear, Strong Qualities);

- the study of different styles of communication, the transition to the analysis of negative qualities of the individual, retrospective self-observation, strengthening psychological penetration into the world of meaningful another, as well as reflection after each task (“Storm”, “Cordon”, “Anonimka”, “Because...”, “Magic word”, “Gestures”, “Reanimator”, “Style of communication”, “I am a message”, “Understand another”, “Pedagogical portrait”, “List of claims”);

– further development of the ability to perceive and understand themselves and others in the process of communicating with them, active self-disclosure, definition of the weak qualities of the group members, mastery of the skills of the statement, I – the message and reception of feedback, communication on the verge of openness, active empathy (“Theater Forum”, “Aquarium”, “Studying I study”, “Information circle”, “Communication in pairs”, “Hot chair”);

– consolidation of own new pedagogical experience (“Thematic association”, “Seven steps to solve the problem”, “Press conference”, “Do as I do”, “Hurricane for those who...”, “Decisive refusal”)⁶.

The analysis of the results of the students’ solving of experimental groups of constructive pedagogical tasks has shown that only 12,61% of them did not cope with the task in full. 34,39% – fulfilled the task partly. Having mastered the general logic of the organization of constructive activity, they failed to realize the functions of each of its components. Due to this omission, the process of solving the problem was complicated by the lack of necessary information in the transition to each subsequent stage of activity. Most students (53%) successfully solved pedagogical tasks: they quite clearly learned the mechanism of constructive activity organization and the sequence of operations and actions, which testifies to their readiness to organize constructive activity of preschool children. Among the students who studied traditional methods, only 6,03% successfully coped with the task. It was revealed that 54,1% of students, solving the proposed problems, failed to conduct their detailed analysis and to find out the logic of the solution, which affected the quality of their results. 39,87% of students failed to complete their tasks.

The quantitative and qualitative analysis obtained during the experimental verification, the results showed that students of experimental groups have made significant positive changes in the formation of constructive operational skills.

The results of the discovery of statistically significant differences (computing the Pearson criteria (χ^2) in the levels of readiness for the constructive activity of students of control and experimental groups showed the following: if at the beginning of the molding phase of the experiment,

⁶ Попович О.М. Самомотивация как основа подготовки будущих педагогов к организации конструктивной деятельности дошкольников. *Europäische Fachhochschule: European Applied Sciences*. 2014. № 3. С. 67–68.

experimental and control samples did not have statistically significant differences at 5% of the significance level $K_{exp} = 1,606$ and $K_{exp} < K_{kr}$ ($1,606 < 12,59$), which became the basis for the adoption of the null hypothesis, then after the formation of the experimental stage of the experiment, they have statistically significant differences: $K_{cr} = 12,59$, $K_{exp} = 21,19$ and $K_{exp} > K_{kr}$, which was the reason for the rejection of the null hypothesis and the adoption of an alternative.

Figure 1 shows the percentage of students of control and experimental groups in terms of their solving of pedagogical tasks showing in points (1 point corresponds to the adaptive level of readiness to the organization of constructive activity of preschool children, 2–5 points – reproductive, 6–9 points – heuristic, 10 –11 points – high creative level) at the beginning and after the formative stage of the experiment.

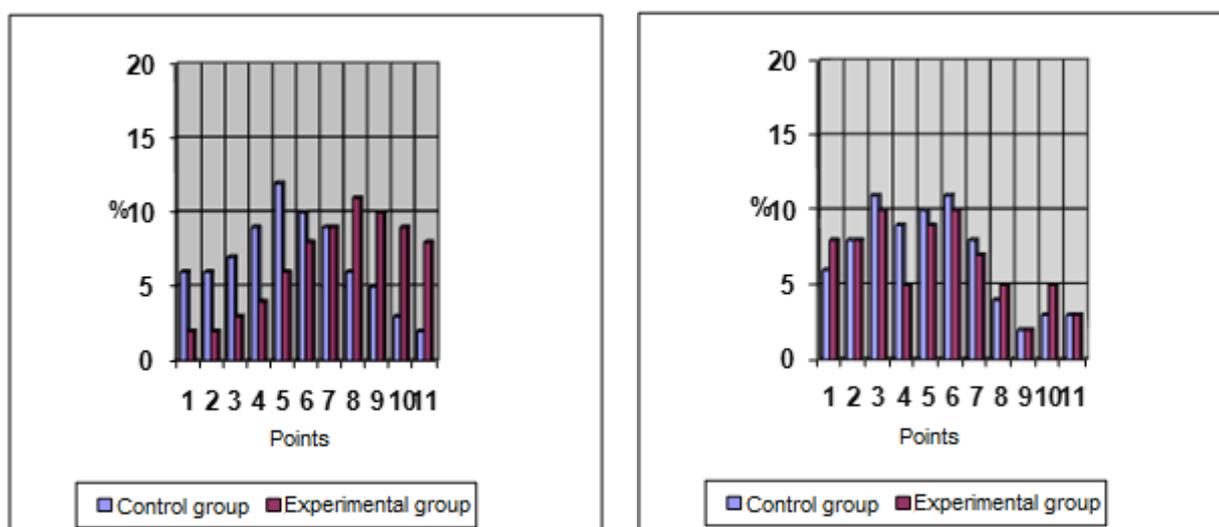


Figure 1. Distribution of students by the level of readiness for the organization of constructive activity of preschool children at the beginning and after the formative experiment

In addition to the quantitative indicators, the final period of the molding experiment was marked by a marked increase in a number of qualitative indicators regarding the formation of the ability of students to organize the constructive activity of preschool children, namely: during the solving of pedagogical tasks, students acquired the ability to be included in a longer-term intellectual search using known They have the position of pedagogical theory; the development of constructive and operational skills ensured the

validity and judgment of judgments, which became a prerequisite for the search and formed the basis for further optimal solution of non-standard pedagogical situations, provided meaningfulness of the chosen paths and means, testified to students' awareness of the content of the task; the activity of educational and cognitive activity of students has increased, it is initiated not so much by the imperative requirements of the teacher as by their subjectively determined aspirations, their interest in forming a high level of their own professional competence.

As shown by the analysis of experimental work, the constructive activity of future educators also manifests itself in the planning and design of methodological meetings, personal performances, which contributes to the improvement of constructive and communicative abilities. Active methodological, scientific research work is motivated by the need for professional self-development, career growth of future educators.

Watching the work of the best educators, it should be noted that they are seriously tuned to each methodological meeting. From the first days, psychologists prepare psychologically for meetings in this way: it is necessary for my work, to clarify the actual materials. Record and study those issues that will be covered at this meeting ("This topic is of concern to me from a number of controversial issues, I should singlely note, write another, on the third question – to clarify"). Speech at the methodical meeting gives an opportunity to check their judgments publicly, to make sure the correctness of their actions. In this case it is necessary: to clearly plan the preparation for the statement (to clarify the topic of the speech, the contingent of listeners, to select the literature, to put the problem in the statement so as to attract the attention of the listeners); read your performance in advance, design questions that may arise in listeners, respond to them.

It is very important for future educators to manage their reports, recommendations, and instructions very useful in terms of developing constructive abilities have been shown in experimental work. The caregiver needs to make several reports directly on his professional activities, as well as on issues that are in close contact with her, for different contingents, with different orientations.

Preparation for the report, preparation of recommendations, instructions is not only practical. It promotes intellectual development. For this purpose it is useful to keep a diary, analyze it. V. Sukhomlinsky wrote about writing a

diary: “Write down every fact that has drawn attention to you, which caused you even some vague guesses”⁷. The development of an experimental model for forming the skills of future educators for organizing constructive activity of preschool children was based on an integrative approach, where the method of creative pedagogical projects was used as the main method.

An example of this work can serve as a model for building a constructive educational environment.

The very structure of the constructive educational environment consists of the integration and synchronous work of the departments of constructive self-study, presentations, methodological departments, research circles.

The department of constructive educational environment is, first and foremost, educational audiences equipped with an interactive whiteboard, computers, stands, shelves, multimedia equipment, and TV. Such a cabinet is intended not only for classroom classes, but also performs functions corresponding to its concept, giving students and teachers opportunities for co-creation, self-development, self-diagnosis and continuous open self-education.

The department of constructive self-study is equipped with computers, which provide all participants of the constructive educational environment of the faculty (students, teachers) access to the Internet, modules (accumulation folders), virtual cabinets of pedagogical practice.

The department of virtual self-study of students consists of nine zones. Each zone has its own functions and purpose. The implementation of functions contributes to the individual acquisition of pedagogical competencies of professional constructive activity. Consider the contents of the office areas. The network room is an Internet network, an internal and a regional (regional educational) network, the main purpose of which is to organize work with scientific and methodological sources, access to educational materials outside the educational institution (in the course of pedagogical practice, in cases where it is not possible to attend classroom classes for valid reasons). Functions are aimed at acquiring constructive skills in the work of information: the search for information, its processing of information.

Basic directions of organization of self-education of future educators: advanced self-education; correction of knowledge, skills, skills; restoration of “gaps” in knowledge; interactive, distance, individualized learning. The

⁷ Попович О.М. Самомотивация как основа подготовки будущих педагогов к организации конструктивной деятельности дошкольников. *Europäische Fachhochschule: European Applied Sciences*. 2014. № 3. С. 67–68.

functions of self-education are aimed at acquiring constructive skills in the following competencies: work with tests; work with training electronic products; work with educational software tools; work with electronic tutorials.

The Department of Appraisal of Potential Opportunities Functionally provides for a dynamic assessment of the knowledge, skills, skills of future educators, which consists of assessing the potential of the student and assessing the result of his educational and cognitive activity. Therefore, the functions of the department are aimed at the acquisition by future teachers of constructive skills of self-checking of knowledge, skills, skills through test control (current, thematic, phased, final, internal, etc.).

The communication department provides for the creation of conditions for the acquisition of future business professionals by the prospective teachers through the viewing (listening) of video, DVD, multimedia (audio) materials with the following discussion in the microgroup; use of e-mail, participation (remotely) in conferences; solving pedagogical situations. Thus, the Communications Department provides constructive skills in finding information and solving problems through counseling, structuring information.

The department of professional constructive creativity is intended for the initial use of the received personal and professional competencies, constructive knowledge, skills and abilities in practice in a real pedagogical situation. The student is invited to actively participate in the construction and design of the educational process of a higher educational institution and a preschool educational institution in the form of: modeling and designing of educational and teaching materials; modeling and designing of presentation material; creation of educational video materials; development of didactic tools, etc.

The main purpose of the virtual office of the presentation – familiarity with the creativity of fellow students, teachers, educators, with the creativity of another faculty; dissemination of their experience; implementation of the results of development of course and diploma studies; exchange of opinions; acquaintance with the course and results of the conducted experiment, the results of the questionnaire, etc. The functional purpose of this department is to create conditions for the acquisition of constructive skills of the following competences: presentation of the created didactic materials; conducting virtual master classes; conducting virtual case classes; conducting virtual thematic meetings with interesting people; virtual discourses; work of round tables.

To orientate in a virtual self-education environment, you can have an ad room where e-learning depositories can be presented; information about

grants, contests, conferences, olympiads, creative meetings, etc. Lessons from psychological unloading helps to acquire communicative competences: to get out of conflict; exit from depression; development of intuition; memory development and more. The organization of self-examination contributes to the study of future potential educators by their future potential in order to build a tree for educational, educational and personal purposes. With the help of virtual testing you can determine: the type of higher nervous activity; the stage of professional burnout and so on.

The organization of educational activities through the testing room will constructively determine the system of self-education of the student, create conditions for self-education, self-realization and self-expression in the process of learning itself. Constructive self-education provides the students with the following opportunities: subject self-study, individualized training (independent study according to the program and requirements according to the approved individual curriculum, interactive training (participation in lectures, practical classes with the use of ICT and rating system of assessment (RCO) under the teacher's conditions); distance learning (access to the network disk of the faculty via the Internet (e-mail, site of the educational institution and moderator), training in microgroups (free form of study in kind) freely formed microgroup of students in accordance with the program and requirements approved at the level of profile departments; external training in accordance with the Regulations on external studies; acmeological training (formation of the "I-Concept" of the student with the help of the given opportunity to present his portfolio); participation in contests, exhibitions, olympiads traditional training, overcoming and preventing gaps in knowledge; advanced self-discipline; completion of passes in order to prepare for the perception of the next lesson (lectures or practical classes); preparation for control of knowledge, skills and abilities of discipline; organization of independent and research work of students.

CONCLUSIONS

Consequently, when creating content and methodological provision of training courses for future educators, it is necessary to take into account the requirements of state programs, educational and qualification characteristics, which summarize the content of education, i. e., reflect the goals of education and training, determine the place of a specialist in the structure of the state economy, the basic requirements for its competence and other socially necessary properties and qualities. The content of the educator's activity

includes constructive-design, organizational-communicative and gnostic (research) components. But, in our opinion, particular attention should be paid to the design-design component, since it depends on the implementation of other components.

Quantitative and qualitative analysis of the results obtained during the experimental verification showed that students had significant positive changes in the formation of the ability to organize constructive activities of preschool children, namely: during the solving of pedagogical tasks, students acquired the ability to be included in a longer intellectual search, using the position of pedagogical theory known to them at the same time; the development of constructive and operational skills ensured the validity and judgment of judgments, which became a prerequisite for the search and formed the basis for further optimal solution of non-standard pedagogical situations, provided meaningfulness of the chosen paths and means, testified to students' awareness of the content of the task; the activity of educational and cognitive activity of students has increased, it is initiated not so much by the imperative requirements of the teacher as by their subjectively determined aspirations, their interest in forming a high level of their own professional competence.

SUMMARY

The issues of the training of future educators to the organization of constructive activities of preschool children, in particular, the readiness of future educators to the organization of constructive activity of preschool children as an integrative quality of the individual determines the ability to consider the development of constructive abilities of children for the purpose of their professional activity have been analyzed in the article. Such readiness is determined by the interaction of motivational, mobilization, content, practical, and emotional components. The expediency of introducing into practice the training of future educators for the organization of constructive activity of preschool children of the complex of exercises on the formation of constructive abilities and qualities (self-mastery, positive perception of reality, etc.), the thought-activity approach to the organization of educational and cognitive activity, the orientation of the pedagogical process on formation pedagogical autonomy, creative individuality, creation of a constructive educational environment of the faculty, living within the framework of the laws of constructive learning has been tested experimentally.

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