TRAINING OF FUTURE SPECIALISTS IN PRESCHOOL EDUCATION TO ORGANIZE OF ARTISTIC AND SPEECH ACTIVITY OF PRESCHOOLERS

Abstract. The article presents a theoretical analysis of the concept of "artistic and speech activity", which allowed to define it as a macro-activity in which speech is one of the means of expressiveness of various types of art and a means of artistic development and comprehension of the world around. On the basis of theoretical analysis and requirements for competencies in artistic and speech activity of a child specified in the current preschool education programs, the following components are identified: perception of the content of artistic works, reproduction of content and performance, theatrical activity, creative and improvised activity. The main regularities of training a future specialist in preschool education to organize artistic and speech activities of preschoolers are actualized. It has been found that artistic and speech activity is connected with artistic, game and speech macro-activities of a preschool child, which made it possible to define it as a type of activity of children in which speech is one of the means of expressing various types of artistic and creative activities and a means of artistic development and comprehension of the world around them. Based on the theoretical analysis and requirements for competencies in the artistic and speech activity of the child, specified in the current programs of preschool education, the following components are identified: perception of the content of works of art, reproduction of content and performance, theatrical activity, creative and improvised activity. It is determined that the artistic and speech activity of preschool children has the following varieties: fine arts and speech, theatrical and speech, musical and speech, literary and speech, as well as the following features: subjectivity, independence, artistic perception, creativity, imagery, emotionality, intonation. Attention is focused on the fact that future teachers of preschool education institutions should be well versed in: pedagogical technologies for the development of artistic speech, artistic and aesthetic perception of works of art; means of intonational and stylistic expressiveness of speech, a high level of their own speech culture; methods of assessing the level of artistic and speech competence of preschool children.
Key words: future specialists of preschool education, artistic and speech activity, preschoolers, preschool education institution.

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ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ ДОШКІЛЬНОЇ ОСВІТИ ДО ОРГАНІЗАЦІЇ ХУДОЖЬО-МОВЛЕННЄВОЇ ДІЯЛЬНОСТІ ДОШКІЛЬНИКІВ

Анотація. У статті здійснено теоретичний аналіз поняття «художньо-мовленнєва діяльність», що дозволив визначити його як макродіяльність, у якій мовлення – один із засобів виразності різних видів мистецтва й засіб художнього освоєння та осмислення навколишнього світу. На основі теоретичного аналізу та вимог до компетентностей з художньо-мовленнєвої діяльністі дитини, зазначених у чинних програмах з дошкільної освіти, визначено такі її складники: сприймання змісту художніх творів, відтворення змісту й виконавча діяльність, театралізована діяльність, творчо-імпровізована діяльність. Актуалізовано основні закономірності підготовки майбутнього фахівця дошкільної освіти до організації художньо-мовленнєвої діяльності дошкільників. З’ясовано, що художньо-мовленнєва діяльність пов’язана з художньою, ігровою та мовленнєвою макродіяльностями дитини дошкільного віку, що дало можливість визначити її як вид діяльності дітей, у якій мовлення є одним із засобів увіщення різних видів художньо-творчої діяльності й засобом художнього освоєння та осмислення навколишнього світу. На основі теоретичного аналізу та вимог до компетентностей з художньо-мовленнєвої діяльністі дитини, зазначених у чинних програмах з дошкільної освіти, визначено такі її складники: сприймання змісту художніх творів, відтворення змісту й виконавча діяльність, театралізована діяльність, творчо-імпровізована діяльність. Визначено, що художньо-мовленнєва діяльність дітей дошкільного віку має такі різновиди: образотворчо-мовленнєва, театрально-мовленнєва, музично-мовленнєва, літературно-мовленнєва, а також такі ознаки: суб’єктність, самостійність, художнє сприйняття, творчість, образність, емоційність, інтонаційна виразність. Зосереджено увагу на тому, що майбутні вихователі закладів дошкільної освіти повинні добре володіти: педагогічними технологіями розвитку художнього мовлення, художньо-естетичного сприймання творів мистецтва; засобами інтонаційної та стилістичної виразності мовлення, високим рівнем власної мовленнєвої культури; методами оцінки рівня художньо-мовленнєвої компетенції дітей дошкільного віку.
Statement of the problem. Preschool education occupies a special place in the reform process, since it is at this age that the formation of basic personality qualities takes place, mental processes are formed, and the ability to artistic and speech activities is laid. The renewal of the preschool education system involves, first of all, improving the content, forms and methods of training future teachers of preschool education institutions; strengthening its practical orientation, implementing competence-based, activity-based, creative, technological approaches, etc.

A prominent place in this process belongs to the training of future preschool education specialists to organize artistic and speech activities of preschoolers, which is significant in the process of cognitive development of the child, aesthetic mastery of the world. This, in turn, necessitates the search for innovative trajectories in the pedagogical training of future preschool education specialists and requires solving the problem not only at the functional but also at the personal level - forming the readiness of a future preschool education specialist to effectively carry out various activities in the educational process of preschool education institutions in our country.

Analysis of recent research and publications. We consider the problem of forming the readiness of a future preschool education specialist to organize the artistic and speech activities of preschoolers in the context of general professional pedagogical training, the theoretical basis of which is defined in the fundamental research of V. Bondar, N. Volkova, O. Dubaseniuk, I. Ziaziun, O. Kucheryavyi, O. Linnik, V. Lutai, N. Nychkalo, O. Pekhota, I. Pidlasyi, O. Savchenko, S. Savchenko, S. Sysoieva, V. Slastionin, L. Khoruzha and others.

Taking into account the scientific work presented in the dissertations on the professional training of future specialists in preschool education (H. Belenka, A. Bogush, N. Havrysh, L. Halamandzhuk, T. Zharovtseva, A. Zalizniak, I. Kniazheva, N. Levinets, S. Makarenko, V. Nesterenkho, H. Pidkurhanna, N. Syrotych, etc.), creative development of the personality of the future specialist of preschool education (S. Havryliuk, N. Havrysh, N. Holota, O. Lystopad, V. Lisovska, T. Markotenko, I. Onyshchuk, L. Pavlova, N. Syrotych, H. Tymofiejewa, etc.), substantiated one of the key provisions of the study on the relationship and interdependence of the child's personal development and the personal development of the teacher, which is the basis for the idea of personality-oriented training of a future preschool education specialist to organize artistic and speech activities of preschoolers.

The purpose of the article is to reveal the peculiarities of training future specialists in preschool education to organize artistic and speech activities of preschoolers.
Presentation of the main material. The renewal of the system of preschool education involves, first of all, improving the content, forms and methods of training future specialists in preschool education; strengthening its practical orientation, etc. A prominent place in this process belongs to the training of future specialists in preschool education to organize artistic and speech activities of preschoolers, which is significant in the process of cognitive development of children, their aesthetic mastery of the world. This, in turn, necessitates the search for innovative trajectories in the pedagogical training of future preschool education specialists and requires solving the problem not only at the functional but also at the personal level.

The need to train a new generation of teachers capable of personal professional growth is outlined in the Concept of Pedagogical Education Development and leads to the development of new trajectories, models, technologies and methods of professional training of future teachers [1].

The readiness of future preschool education specialists to organize preschoolers' artistic and speech activities belongs to organizational, communicative and didactic skills, which is due to its integrated nature. Various types of activities in the process of professional pedagogical training stimulate artistic and speech development.

According to the National Qualifications Framework, a specialist should have competence "the ability to perform a certain type of activity, which is expressed through knowledge, understanding, skills, values and other professional qualities" [2].

According to F. Bacevich, T. Dridze, S. Sukhykh, N. Stryzhakova, D. Hams, a linguistic personality should consist of the following minimum competence register:

1) personal competence: cognitive independence, intellectual activity, flexibility in the choice of language means, ability to adapt to the situation, choice of optimal strategies for solving problems;
2) discursive competence: flexible use of language skills and communicative abilities in all types of speech activities: listening, speaking, reading, writing;
3) linguistic competence: the ability to express one's thoughts clearly and democratically, taking into account the form of speech, audience, and adequate choice of speech behavior;
4) competence in learning activities and professional self-education [3, P. 125].

If we take this classification as a basis, then artistic and linguistic readiness will appear as a cross-cutting skill that covers all four groups of competencies.

The peculiarities of artistic and linguistic activities are closely related to the manifestation of a child's individuality, they can help to realize the level of his/her individual and linguistic culture. The means of expressiveness of artistic and speech activities help to express an opinion more accurately, to show an emotional attitude to something. Thanks to intonation, a thought acquires a complete meaning in speech. Intonationally inexpressive speech can be the result of various speech
disorders, improper speech education, hearing loss, and underdevelopment of speech hearing. Preschool children need to be able to use intonational expressions correctly in order to convey different feelings and experiences in their speech.

The use of figurative means of artistic works and coherent statements influences the formation of an emotional response in preschool children to the expressive essence of literary and folklore works. It is the mastery of generalizations and allegories contained in phraseology, riddles, fables of figurative meaning, words and phrases that determine the development of children's logical and visual-figurative thinking.

A. Bogush identifies the following tasks for the formation of preschoolers' artistic and speech competence: the educator should acquaint children with folklore works, works of classical writers, works of modern Ukrainian writers, works of foreign authors; teach children to listen and understand the content of works of art; cultivate interest in listening to works of art; teach to answer questions on the content of the listened works; instill the ability to reproduce the content of familiar works in active artistic and speech activities; develop a poetic ear, a desire to learn poems by heart; to develop expressiveness of literary reading in the process of reproducing the content of literary works; to develop value judgments, adequate aesthetic and moral assessments of the behavior of characters; to form independence in artistic and speech and theatrical and game activities; to cultivate selective attitude to the book, neatness in working with the book; to teach to determine the genre of a work of art, memorize its author; to cultivate a careful attitude to the book, the desire to repair books; to involve in the duty in the book corner, to work in the children's library [4, P. 43].

In their turn, N. Havrysh and T. Kotyk identify the following tasks of professional competence of future preschool education specialists: to manage artistic and speech activities of preschoolers in various forms of its organization; to analyze and evaluate the educational process; to read and narrate artistic works expressively. According to them, future preschool teachers should have a good command of: pedagogical technologies for the development of artistic speech, artistic and aesthetic perception of works of art; means of intonational and stylistic expressiveness of speech, a high level of their own speech culture; methods of assessing the level of artistic and speech competence of preschool children [5].

We consider text-centrism to be one of the main ways of organizing information in the process of training future preschool education specialists to organize preschoolers' artistic and speech activities, since the very nature of this activity is related to texts in their broadest sense. The unconditional connection between the quality of artistic and speech activity and the quality of texts and ways of organizing work with them leads to the following regularity: the intensity of individual development of artistic speech of a person depends on the texts that the person perceives and creates.
It should be noted that artistic and speech activity belongs to the artistic type of activity, which is always realized in the context of creative activity and can be accompanied by play and communication, as they are types of macro activities of preschool children. For artistic and speech activity, the features inherent in other types of preschoolers' activities will be fair: play, artistic, speech.

In the study of A. Bogush, N. Havrysh, T. Kotyk, artistic and speech activity of preschool children is defined as "a specific type of activity related to the perception, understanding and reproduction of the content of works of art by children in various types of games and theatrical performances; it is a productive and aesthetic activity (musical, visual, constructive), accompanied by figurative speech and in the process of which different genres of artistic words are used" [6, P. 45].

An interesting definition was proposed in the study by N. Syrotych, who defined artistic and speech activity as a specific type of productive and aesthetic, productive and creative syncretic activity that combines different types of art (fine arts, music, theater, etc.) [7].

In our study, artistic and speech activity of preschoolers is understood as a type of macro activity of children in which speech is one of the means of expressing different types of art and a means of artistic development and comprehension of the world around them.

N. Havrysh successfully defined the content of artistic and speech activities. The scientist defined visual and speech activity as a type of artistic and speech activity in which speech actions are subordinated to the purpose and content of the child's visual activity for its enrichment, direction, stimulation and commentary; music and speech - as one of the types of artistic and speech activities related to the verbalization of musical images (in different types of expression) that a child perceives or reproduces in various ways of musical and rhythmic activity; literary and speech - as perception, elementary analysis of literary works and verbal creativity under the influence of artistic impressions [8].

Artistic and speech activity is connected with artistic, playful and speech macro-activities of a preschool child, which made it possible to define it as a type of children's activity in which speech is one of the means of expressing various types of artistic and creative activities and a means of artistic development and comprehension of the world around. Based on the theoretical analysis and requirements for competencies in the child's artistic and speech activity specified in the current preschool education programs, we have identified the following components: perception of the content of artistic works, reproduction of the content and performance, theatrical activity, creative improvised activity.

The basis of artistic and speech training as a component of professional training of future specialists in preschool education is formed by a single system of general and special knowledge. Their interconnection and interdependence are determined by a systematic approach that ensures the integrity of the functioning of students' preparation for future professional activities.
It should be noted that in the process of professional training of future specialists in preschool education for the organization of artistic and speech activities of preschoolers, the following regularities are actualized:

- the dependence of the success of the creative activity of the individual, in particular, artistic and speech, on the organization of the cultural macro- and microenvironment;
- the dependence of the effectiveness of the development of artistic and speech activities of the future specialist in preschool education and preschooler on the observance of the stages of formation by generalizing empirical actions and creative experience;
- close connection of the artistic and speech activity of the future preschool education specialist with other types of professional activity, interconnection and interdependence of the level of development of the artistic and speech activity of the preschooler and the future preschool teacher, the need to integrate motivational, emotional and value, cognitive and activity components in professional training, the interconnection of the ability to understand, comprehend and create texts and the development of the artistic and speech activity of the child's personality and the teacher.

The readiness of a future preschool education specialist to organize artistic and speech activity of preschoolers is interpreted as an integrated formation of the professional and personal sphere of a future preschool teacher, characterized by the creative orientation of his/her personality, experience of artistic and speech activity, linguistic and didactic awareness, value attitude to children's creativity and speech, which determines the success of its organization in working with preschoolers.

It is also worth emphasizing the pedagogical conditions of training a future preschool education specialist to organize artistic and speech activities of preschoolers, namely:

- creating an emotional and creative context for preparing students to organize artistic and speech activities of preschoolers;
- immersing students in active creative artistic and speech activities;
- ensuring the integration of types of artistic and speech activities in the professional training of a future preschool teacher;
- introducing tasks for the development of preschoolers' artistic and speech activities into pedagogical practice programs;
- applying text-centeredness in the training of a future preschool education specialist to organize preschoolers' artistic and speech activities.

In order to use works of fiction in the process of artistic and speech activities, future specialists in preschool education should adhere to the following conditions: take into account the age-related peculiarities of the child's development; organize daily free-form readings; create book corners (both in preschool education institutions and at home); carefully select literary works (taking into account the
appropriateness of using this work in a children's audience; artistic illustrations and their correspondence to the content of the literary work); conduct conversations about books; organize evenings of fairy tales and riddles; accompany reading with game activities and game techniques; involve parents in the process of developing interest in reading.

In the course of theoretical research, the main regularities of training a future preschool education specialist to organize the artistic and speech activities of preschool children have been identified: the dependence of the success of the student's creative activity, in particular artistic and speech, on the organization of the cultural macro- and micro-environment of the higher education institution; close connection of the artistic and speech activities of the future educator with other types of professional activity; the dependence of the effectiveness of the development of artistic and speech activity of the future educator and preschool child on the observance of the stages of formation through the generalization of empirical actions and creative experience; the relationship between the ability to understand, comprehend and create texts and the development of artistic and speech activity of the child's personality and the teacher.

The main methods that provide the value and emotional context of training a future preschool education specialist to organize children's artistic and speech activities are business and creative games, creative tasks, and solving pedagogical situations. The method of empathy (application) is also effective, the essence of which is that students try to identify themselves with the analyzed subject (pupil, teacher, student, parent), feel and know it from the inside. The expediency of using this method is confirmed by the research of modern scholars who believe that a condition for the successful application of this method is a certain emotional uplift, a state of students that does not arise spontaneously but is specially created by the teacher.

The artistic and speech activity of future specialists in preschool education is the foundation for organizing the artistic and speech activity of preschool children. In the process of artistic and speech activity of future educators, their speech is expressed. Two blocks were chosen as the source base for the expression of future teachers' speech: the first block included works recommended by the Basic Component of Preschool Education for Preschool Children, the second block provided for the acquaintance with works designed for students of 1-4 courses of preschool faculties and focused on the preservation of cultural traditions of Ukraine. The expression of future preschool teachers' speech was carried out according to all educational lines of the Basic Component of Preschool Education, by blocks.

Therefore, the first block of works (invariant part) includes folklore and author's works in accordance with the content of the Basic Component of Preschool Education and the requirements of the variable development programs "Sure Start", "Ukrainian Preschool", teaching and upbringing of preschool children, namely:


The artistic and speech activity of future preschool teachers was carried out taking into account the interdisciplinary connections, disciplines provided for in the curriculum of specialty 012 Preschool Education, including: Ukrainian folklore in preschool education institutions, preschool linguodidactics, methods of forming elementary mathematical concepts, theory and methods of physical education, basics of natural science with methods, methods of organizing artistic and speech activities of children in preschool education institutions, methods of familiarization with the environment, theory and methods of music education, theory and methods of fine arts, etc. The final result of artistic and speech activities of future specialists in preschool education is artistic and speech competence as a complex characteristic of a personality.

Conclusions. The analysis of the practice of modern higher education institutions proves the relevance of the problem, since the training of future specialists in preschool education to organize artistic and speech activities of preschoolers is solved mainly through the introduction of special courses and individual topics in the programs of disciplines of the invariant component of the curriculum. At the same time, the multicomponent structure of future preschool education specialists' readiness to organize preschoolers' artistic and speech activities necessitates an integrated approach to improving the effectiveness of such training.

The conducted research does not exhaust all aspects of the problem of training a future preschool education specialist to organize artistic and speech activities of preschoolers. The problem of finding powerful means of motivating practicing teachers to take an active and creative position in organizing children's artistic and speech activities remains open.

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