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## Professional training of future teachers of preschool education institutions to implement the development of child's abilities

### Професійна підготовка майбутніх вихователів закладів дошкільної освіти до здійснення розвитку здібностей дитини

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#### Abstract

The article deals with the problem of professional training of future teachers of preschool education institutions to implement the development of child abilities in the modern information society. Attention is paid to the impact of childhood education on achieving significant success in various fields of Science and Art in the future. The analysis of the works of scientists allowed us to generalize the interpretation of the categories: "makings", "abilities", "giftedness". The foundation of a creative personality is its creativity, the determinant of which is the activity of the individual as a search and transformative activity that is not stimulated from the outside. The introduction of information and communication technologies affects the education system, causing significant changes in the content and methods of teaching. The tasks that should be based on the use of information and communication technologies in preschool education are presented. The functions should be performed by modern information and communication technologies in the educational and

#### Анотація

У статті розглядається проблема професійної підготовки майбутніх педагогів закладів дошкільної освіти до реалізації розвитку здібностей дитини в умовах сучасного інформаційного суспільства. Приділено увагу впливу навчання в дитинстві на досягнення значних успіхів у різних галузях науки і мистецтва в майбутньому. Аналіз праць науковців дозволив узагальнити тлумачення категорій: «задатки», «здібності», «обдарованість». Зазначається, що вроджені задатки дитини можуть реалізуватися лише в активній життєдіяльності особистості, у сприятливому середовищі, під впливом належного виховання та навчання. Основою творчої особистості є її творчість, детермінантою якої є активність особистості як пошуково-перетворювальна діяльність, що не стимулюється ззовні. Існує шість основних параметрів креативності. Підкреслено значення педагогічної практики у професійній підготовці майбутніх педагогів закладів дошкільної освіти для

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information environment of preschool educational institutions.

**Keywords:** professional training, information society, future educators, pedagogical practice, preschool age.

## Introduction

One of the strategic directions of the state-building process in Ukraine at the present stage is the reform of the higher education system. The educational process in higher education institutions is organized taking into account the scientific and pedagogical potential, material and educational-methodical base of the institution of higher education, modern information technologies and one of the most important components in teacher training is pedagogical practice. Education focuses on the formation of an educated, harmoniously developed personality capable of constant updating of scientific knowledge, professional mobility and rapid adaptation to dynamic processes in the educational and socio-cultural spheres, branches of techniques and technology, management systems and labor organization in a market economy.

We must train an innovative educator who will be able to introduce new approaches, new technologies, new thinking, and attitudes to working with children in the modern information society into the educational process.

Modernization of the education system in Ukraine is caused by changes in the socio-economic and socio-cultural spheres of our society, whose needs for a competent person put forward increased requirements for the construction of a personal value system, as a result of which pedagogical science faces the need to rethink traditional attitudes among children and young people.

## Literature Review

N. Liubchenko, O. Prokopenko,  
A. Vynogradova, E. Chernyshova (2012)

реалізації розвитку здібностей дитини в умовах сучасного інформаційного суспільства. Впровадження інформаційно-комунікаційних технологій впливає на систему освіти, спричиняючи значні зміни у змісті та методах навчання. Представлено завдання, які мають базуватися на використанні інформаційно-комунікаційних технологій у дошкільній освіті. Функції мають виконувати сучасні інформаційно-комунікаційні технології в освітньо-інформаційному середовищі дошкільних навчальних закладів.

**Ключові слова:** професійна підготовка, інформаційне суспільство, майбутні вихователі, педагогічна практика, дошкільний вік.

revealed the content of the All-Ukrainian School of innovation of leading, scientific-pedagogical and pedagogical workers, proposed a number of theoretical questions on the formation of an innovative educational space of preschool education and highlighted the innovative experience of preschool educational institutions of Ukraine, which are participants in the school of innovation. The main task of preschool education and upbringing is to provide conditions for the real, versatile development of the child with the aim of raising an active, creative personality. The basis of the new education system is its preschool component. Access to higher education takes its roots from preschool education, because it is the basis for the unified development of future citizens of Ukraine, the basis for the creation of a modern educational process.

V. Koshel & N. Yurchenko (2019) analyzed general innovation trends in the context of European integration and globalization processes in the field of higher education, in particular pedagogical education. Scientific and pedagogical literature on the use of innovative technologies for self-improvement of future teachers of preschool education institutions in their professional activities is analyzed. Attention is focused on modern technologies for the formation of professional competence of the future teacher. The article examines a number of contradictions in modern pedagogical theory and practice regarding the use of innovative pedagogical technologies for self-improvement of preschool teachers in their professional activities. That is why the problem of the quality of professional training of future teachers in the conditions of the educational process of institutions of higher education is no less

important than changes in preschool education. The teacher of preschool children is called to establish before the child the world in all its manifestations, to help him enter this world without fear, with real interest and love.

A. Bida (2012) argues that many extremely gifted people did not realize their capabilities due to unfavorable educating in childhood. The article shows that there is no consensus on the types of giftedness and their signs, but the article presents the results of research by scientists that make it possible to summarize the materials of gifted children: academic giftedness; intellectual giftedness; special giftedness; creative talent; general giftedness.

I. Voloshchuk & M. Evtukh (2009) reveal the mechanism of creativity. Scientists believe that creativity is provoked by the need to understand and improve. These needs, being conscious and unsatisfied, contribute to the accumulation of negative emotions.

V. Moliako & O. Muzyka (2006) believe that a feature of giftedness of preschool children is the reflection of their own abilities and the possibility of their development, a conscious distinction between their own and imitative actions, awareness of the transfer of imitative and inventional actions. The perfection of imitative activity combined with the ability to consciously purposeful use of inventions as means of creativity is evidence of the formation of creative orientation and one of the key indicators of the development of creative abilities of the individual.

L. Onofriyчук (2020) defines media education as a process of development and self-development of an individual using mass media, which aims to develop a culture of communication, the ability to consciously perceive, realize and interpret media texts in order to expand general and professionally significant knowledge, creative and communicative abilities of a future preschool education specialist. In the article, the authors consider the media literacy of the future preschool education specialist in the context of the ideas of the New Ukrainian School. Emphasis is placed on the problems of preschool education in the conditions of modern society.

L. Shisholik (2015) considers it necessary to use information and communication technologies in preschool educational institutions, which is an enriching and transformative factor, which is one of the ways to update the content of education

according to modern requirements. The article emphasizes that during the formation of a new system of education, focused on entering the world information and educational space, this process is accompanied by substantial changes in the pedagogical theory and practice of the educational process, connected with the introduction of changes in the content of learning technologies, which must be true to the latest technical reserves and help the harmonious entry of the child into the information society.

**The purpose.** The purpose of the article is to improve the training of future teachers of preschool education institutions to implement the development of child abilities in the modern information society.

### Methodology

To achieve the purpose, theoretical research methods were used: study and analysis of philosophical, psychological, pedagogical, methodological literature, normative sources, scientific heritage of domestic and foreign scientists on the problem of research to outline the conceptual boundaries of the phenomenon under study and its semantic load; logical and system analysis, classification, analogy, induction, deduction, generalization of scientific, theoretical and practical data.

Active use of pedagogical innovations by educators has become an integral part of the development process of almost every modern preschool educational institution. The main functions of a preschool education teacher are to educate, teach and develop preschool children using various forms, methods, technologies, and work tools. The training of the teacher, his knowledge, experience, the formation of his professional skills, culture, and the realization of creative potential should be aimed at the implementation of these methods.

The training of educators outlines the creation of a set of psychological and pedagogical conditions for increasing competence in the scientific-methodical and organizational-content fields of professional education, based on the system of professional training taking into account the ripe problems of preschool education.

Strengthening the requirements for the professional competence of specialists determines the improvement of the quality of their training, revision of the content and teaching methods, the introduction of effective

pedagogical technologies and teaching methods, the introduction of the latest educational parts into professional training, we consider all these provisions in our article.

## Results and Discussion

Despite the expansion of the indicated areas of research, the problem of the professional training of future educators of preschool education institutions to achieve the development of the child's abilities has not found proper scientific and methodological development. Contradictions are obvious, in particular: the idea of a new philosophy of education, which recognizes the child's right to be himself and the traditional pedagogical position of treating children primarily as objects of educational influence (Rogalska, 2009).

N. Lifareva (2003) notes in the textbook "Personality Psychology", establishing the role of childhood in the formation of personality, that in early childhood, personality traits are formed as a result of the interaction of genotype and environment, and then develop on the basis of socio-psychological laws. "At preschool age, the makings are formed, but the sensitive period of development of abilities based on them continues until the end of school" (Stratan-Artyshkova, Kozak, Syrotina, Lisnevska, Sichkar, Pertsov, & Kuchai, 2022).

V. Maliako & O. Muzyka (2006) exploring abilities, creativity and giftedness, note that makings are an innate education, and abilities are acquired. Initially, abilities are not the reason for a person's success in activity, but a consequence of the development of inclinations in activity. By being involved in the activity, the subject mobilizes its makings, which are restructured, fused and create a qualitatively new education – abilities.

It is the professional training of future educators of pre-school education institutions to achieve the development of the child's capabilities, the child's interaction with what surrounds him – mastering the language, assimilation and application of the knowledge and skills accumulated by generations of people – the source of his formation based on the general capabilities of the human brain and individual aptitudes of various abilities. The concepts of "abilities" and "giftedness" should not be associated with the idea of a ready – made gift of nature: – only a prerequisite, one of the conditions for the development of mental properties. The formation and development of

abilities is necessarily an introduction to classes, the riches of culture, it is the work of the child, his perseverance, passion for business. And, of course, a lot depends on the caregiver: whether he will be able to support, direct, inspire the child in time. No makings in themselves determine its future" (Bida & Chychuk, 2017).

In the practice of preschool teachers, it is customary to give approval for the exact reproduction of a given type of activity by a child, and not for its differences (creative actions). However, one of the conditions for the development of creative abilities of preschoolers in productive activities is the recognition and approval of adults not only imitative, but also creative actions. Scientists suggest that the development of creativity and creative abilities of preschool children is carried out on the basis of value regulation of imitation.

I. Voloshchuk believes that that a person is born with certain intellectual endowments, which are manifested in the form of general and special abilities, that intellectual endowments grow in the form of analytical and synthetic abilities of an individual, and that is why it is worth taking into account in the professional training of future educators of pre-school education institutions to achieve the development of the child's abilities. Analytical abilities of an individual are the basis of cognitive activity, the key to his successful learning. Synthetic abilities are responsible for the creation of new ideas and are the basis of the creative activity of an individual (Voloshchuk, 1998).

We note that as a result of the development of abilities, such traits as kindness, responsiveness, hard work, and the like are previously laid down in the child's character. They are formed and fixed in children's games, in accessible types of work – this is in early and preschool childhood. Those traits in the character of a child of this age that are constantly reinforced are supported by. It should also be noted that gifted children aged about four years are characterized by early development, good memory, quickly accumulate vocabulary, and show interest in certain activities.

We consider the concept of "giftedness" through the prism of motivational, emotional, individual and other personal qualities. In the process of analyzing the works of scientists - teachers, psychologists - various approaches to the problem of giftedness features were revealed, because of which it can be concluded that a child's giftedness is an ability to a certain type of

activity that develops based on natural inclinations. In addition, it is a complex phenomenon of the human psyche, including the unity of intelligence, creativity and motivation, develops in creative activity, and is determined by the motivation of educational activities.

As for the generalized position of scientists in determining the essence of the category "creativity", it can be noted: creativity is determined by the activity of a person aimed at creating qualitatively new material and spiritual values, has social significance, is marked by uniqueness, originality, provides for certain personal characteristics (skill, imagination, intuition, etc.) (Voloshchuk & Yevtukh, 2009).

The analysis of the works of scientists makes it possible to generalize the interpretation of the category "abilities" - individual psychological properties of the individual, thanks to which a certain activity is realized and its success is ensured. The development of abilities is determined by the makings - innate anatomical and physiological features of a person. The ease and speed of mastering knowledge and skills depends on their development (Bida & Chychuk, 2017).

A creatively gifted child needs an adult who is ready to see a creative personality in her, to give her a violin or a paintbrush, to support her initiative, to approve her originality, which must be taken into account during the professional training of future teachers of preschool education institutions to achieve the development of the child's abilities. The kid is ready to use the experience of his teacher and imitate his idol. It is important to remember that the innate inclinations of a child can be realized only in the active life of an individual, in a favorable environment, under the influence of proper educating and training. Therefore, an artistically gifted child from the tribe of Central Africa will never become an artist just because he does not get his hands of paints with which he could express his inner world (Bila, 2008).

Professional training of future educators of preschool education institutions for achieving the development of the child's abilities must take into account that it is of great importance for the formation of a creative personality as a conscious social being that at each stage of its development it occupies a certain place in the system of social relations available to it (in families kindergarten, school, at work), performs increasingly complex duties. The foundation of a creative personality is its creativity, the determinant of which is the

individual's creative activity as an unstimulated search and transforming activity.

Creativity is the ability to abandon stereotypical ways of thinking. Creativity as a natural creative potential of a person is determined genetically. There are six main parameters of creativity identified:

- 1) ability to identify and pose problems;
- 2) ability to generate a large number of ideas;
- 3) flexibility – producing a variety of ideas;
- 4) originality – the ability to produce distant associations, unusual responses, and respond to stimuli in a non-standard way;
- 5) ability to improve the object by adding details;
- 6) the ability to solve problems, that is, the ability to analyze and synthesize (Klymenko & Flys, 2018).

Scientists assign a significant role in the development of a child's abilities to others: parents, educators, and teachers. The combination of childlike spontaneity and adult experience can give a special creative impulse if an adult manages to act like a real master jeweler who cuts a diamond, removes excess and makes it shine. Most famous people who have achieved significant success in various fields of Science and Art have already received a thorough education in early childhood. Thus, G. Leibniz received such knowledge from his father by the age of six that after his early death he could independently continue his education: at the age of eight he learned Latin, at eleven he knew Greek, and at fifteen, he entered the Leipzig University; Mozart was a prodigy (Bida & Chychuk, 2017).

We emphasize the importance of pedagogical practice in the professional training of future teachers of preschool education institutions for the implementation of the development of child abilities in the modern information society. The purpose of teaching practice provides: to create conditions for the student, future specialist in preschool, sufficient knowledge and skills necessary for a modern teacher; to help the student understand the factors that affect the process of teaching (learning) (children, types of educational institutions, cultural context, curriculum, educational material, technical means of teaching, traditions). Educational practice is an integral part of professional training and ensures a smooth transition from study to work, in order to avoid confusion and inability to manage the situation during the first meeting with the group. Novice educators need

strong support and guidance (Kuchai, Skyba et al., 2022; Kuchai et al., 2022).

A new approach to the organization of pedagogical practice is formed on the following principles: the key tasks of pedagogical practice are to develop individual pedagogical abilities of students; pedagogical practice is an integrated part of all theoretical training programs in a higher educational institution and, above all, disciplines of the psychological and pedagogical cycle. This combination of theory and practice ensures a comprehensive correlation of theoretical knowledge with teaching activities. Pedagogical practice is carried out in partner kindergartens of higher pedagogical institutions. Pedagogical practice contributes to the elimination of the barrier between the theory and practice of training educators, the development of students' self-activity and ensuring their creative activity in the implementation of the development of child abilities in the modern information society.

Interesting is the characteristic of V. Bazurina types of pedagogical practices in the UK which is necessary for the professional training of future educators of pre-school education institutions to achieve the development of the child's abilities. There are two approaches to its implementation: block practice and serial practice. Serial practice lasts one day a week for several weeks. Educational institutions try to combine serial and block practice to develop students' professional competence. Practice in preschool institutions contributes to ensuring permanent ties between higher education institutions and preschool institutions, allows future educators to delve into the process of education and training of children, helps to establish pedagogically appropriate relationships with children and colleagues, leads to the possibility of developing the child's abilities in the modern information society (Bazurina, 2006; Kuchai, Yakovenko et al., 2021).

During teaching practice, students should introduce interactive learning methods used by teachers of higher education institutions. Various approaches to combining students in pairs and small groups allow us to significantly activate their educational activities both in practical classes on the methodology and in the process of conducting seminars during intern practice.

Paying great attention to the development of analytical abilities of intern students, P. Sheal offers to teach them how to set: what, how, why, and why happens in class. According to the

British researcher, observation training should take place in three stages:

1. Diagnostic observation. At this stage, a preliminary discussion of the next lesson is held, monitoring the activities of the trainee and children in the lesson and discussing the lesson.
2. Formative observation. This stage involves observation at a new level, namely the concentration of observation on the implementation of developmental purposes.
3. Summary observation. At this stage, general (diagnostic and developmental) monitoring of the course of the lesson is carried out, and the results of the work are summed up.

Three stages of training the trainee's observation are carried out in subgroups of 3-4 people; the time for which they must express their thoughts, comments, suggestions is strictly regulated, that is, they are required to make concise, precise statements, which contributes to the formation of skills to highlight the main thing, to focus on it. (Kuzminskyi, Bida & Kuchai, 2018).

A creatively gifted child needs an adult who is ready to see him as a creative person, give him a violin or paintbrush, support his initiative, and approve of originality. The kid is ready to use the experience of his teacher and imitate his idol. It is important to remember that the innate inclinations of a child can be realized only in the active life of an individual, in a favorable environment, under the influence of proper educating and training (Bila, 2008).

The results of research by V. Moliako and O. Muzyka (2006) indicate that preschool children's awareness of random productive inventions and their further purposeful use to obtain creative results is one of the mechanisms for developing creative abilities in imitation. It is revealed that random inventions occur at any stage of mastering activities due to the inability of preschool children to accurately reproduce the actions of an adult. However, if at the initial stages of mastering the activity, children are guided by imitating the actions of an adult and reject random inventions, then when the task is completed perfectly, inventions arouse the interest of both the child and his peers. Because of repeated successful inclusion of random inventions in the content of activities, children were aware of their value as a means of obtaining recognition for creative results.

Also, in the professional training of future preschool educational institutions to achieve the

development of the child's abilities, it should be taken into account that a sign of the giftedness of preschoolers is the reflection of their own abilities and the possibilities of their development, the conscious differentiation of their own and imitative actions, the awareness of the transfer of imitative and inventive actions. Reflection as one of the mechanisms of activity regulation requires a sufficiently high level of development of abstract thinking, as it involves "detachment" from one's own processes (Moliako & Muzyka, 2006). Therefore, professional training of future teachers of preschool education institutions should also take place in line with the development of the abilities of educational applicants in the modern information society.

Informatization of education is a large space for the manifestation of creativity of teachers, which encourages them to look for new, non-traditional forms and methods of interaction with children; it helps to increase children's interest in learning, activates cognitive activity, and develops the child comprehensively. Knowledge of new information technologies will help the teacher feel comfortable in the new socio-economic conditions. The use of a computer, multimedia and other technical means in the classroom for the purpose of educating and developing the child's creative abilities, forming his personality, enriching the intellectual sphere of a preschooler allows us to expand the capabilities of the teacher.

Summing up, we can conclude that it is necessary to implement information and communication technologies during the professional training of future educators of pre-school education institutions to achieve the development of the child's abilities, because their implementation:

- helps to improve the professional level of teachers, encourages them to look for new non-traditional forms and methods of teaching, and show creative abilities;
  - helps to increase children's interest in learning, activates cognitive activity, improves the quality of assimilation of program material by children;
  - contributes to improving the level of pedagogical competence of parents, their awareness of the activities of preschool institutions and the results of a particular child, cooperation between parents and preschool education institutions;
  - the introduction of information and communication technologies in the educational process of preschool institutions
- allows you to make classes attractive and modern thanks to the design of the information provided;
- computer technologies help to consolidate children's knowledge, skills, and abilities, solve cognitive and creative tasks;
  - the use of information and communication technologies makes it possible to model and solve various problem situations;
  - helps you check the correctness of children's answers, complete tasks using the screen;
  - the use of multimedia in teaching not only increases the speed of information to children and increases the level of its assimilation, but also contributes to the development of such processes as attention, memory, thinking, imagination, speech, develops a sense of color, composition, participates in the intellectual, emotional and moral development of children.

The use of information and communication technologies in the professional training of future educators of preschool education institutions to achieve the development of the child's abilities and in a preschool educational institution is an enriching and transforming factor, which is one of the ways of updating the content of education in accordance with modern requirements. (Shisholik, 2015).

The application of information and communication technologies in the professional training of future preschool educators to achieve the development of children's abilities and in preschool education should be based on solving the following tasks: development of multimedia electronic educational resources, electronic educational and methodological complexes, electronic control and measurement materials; introduction of electronic educational systems and development of methodical aspects of e-learning technology based on them; taking into account the components of the quality management system during the organization of educational environments.

Among the basic components of the network of the information environment of the institution of higher education for the professional training of future teachers of pre-school education institutions for achieving the development of the child's abilities and the institution of preschool education that will apply computer technical innovations, the following can be distinguished:

- a full-fledged multifunctional media library that covers multimedia, interactive educational programs from various branches

of Education, Science and Culture, educational and methodological materials on the main areas of preschool education, designed for different age categories of pupils;

- a virtual online library that provides ample opportunities for all participants in the educational process of a preschool institution to use the necessary information, organized into sections;
- information or editorial and publishing center that will provide creation, support and updating of websites, educational, creative, search, research, experimental projects, publication of informational publications, newspapers, methodological and educational manuals, etc.;
- catalog of information databases that contain comprehensive organizational, meta-consulting information on the implementation of educational and creative projects;
- an electronic library of methodological materials, search, research, and experimental works on various sections of the preschool education program is structured (Lyubchenko, Prokopenko, 2012).

It is the older preschool age that is characterized by manifestations of criticality, which is expressed in the desire to find and clarify mistakes and inaccuracies. And the rapid development of the media acutely raises questions about the training of future specialists in preschool education to achieve the development of the child's capabilities, because it is on them that the development of preschoolers' critical thinking, communicative skills and adequate self-evaluation of their statements and actions, their own capabilities and achievements in various activities depends.

Let's single out the reasons for the priority and relevance of media education that have a positive effect on the professional training of future teachers of pre-school education institutions for achieving the development of the child's abilities: the high level of media and the saturation of modern societies with mass media; the ideological importance of the media and their influence on the consciousness of the audience; rapid rate of growth in the amount of media information, strengthening of its management mechanisms and its distribution; the intensity of media penetration into the main democratic processes; increasing the importance of visual communication and information in all spheres; the need to educate students and orient them to

meet future requirements; strengthening of national and international processes of information privatization (Onofriychuk, 2020; Polishchuk, Khlystun, Zarudniak, Mukoviz, Motsyk, Havrylenko & Kuchai, 2022).

## Conclusions

The emergence of creativity in preschool age are determined both by the peculiarities of mastering the content of the activity itself by future teachers of preschool education institutions, and by the peculiarities of relationships with the environment and depends on their preparation. When professional training of future educators of pre-school education institutions for the achievement of the development of the child's abilities, it should be taken into account that the driving force behind the refusal to imitate the actions of an adult and the transition to the conscious inclusion of inventions in the activity is the possibility of satisfying the need for recognition by means of inventive and creative imitation.

The driving force behind the refusal to imitate the actions of an adult and the transition to the conscious inclusion of inventions in activities is the ability to meet the need for recognition by means of investment and creative imitation. Parents and educators should help develop the creative abilities of preschoolers. Therefore, improving the training of future preschool teachers in the process of teaching practice is an important task of our time.

The article deals with the problem of professional training of future teachers of preschool education institutions to implement the development of child abilities in the modern society.

The importance of pedagogical practice in the professional training of future teachers of preschool education institutions for the implementation of the development of child abilities in the modern information society is emphasized.

The tasks that should be based on the use of information and communication technologies in preschool education are presented.

The functions should be performed by modern information and communication technologies in the educational and information environment of preschool educational institutions. Let us highlight the reasons for the priority and relevance of media education in preschool educational institutions and in the professional

training of future educators of pre-school education institutions to achieve the development of the child's abilities.

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