

ISSN 2300-3170



Wydawnictwo
Międzynarodowej Akademii Nauk Stosowanych
w Łomży

Seria:

Zeszyty Naukowe

Nr 93

NAUKI SPOŁECZNE, HUMANISTYCZNE I PEDAGOGICZNE
Redaktor prowadzący: **dr Wiesław Zawadzki**

Łomża 2024

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**ANALYSIS OF EDUCATIONAL AND PROFESSIONAL STANDARDS
IN SPECIALTY
012 PRESCHOOL EDUCATION (SECOND (MASTER'S) LEVEL)**

Summary

The article describes the structure of documents important for the specialty 012 Preschool education. The content of the Professional Standard «Head (director) of a preschool education institution» is partially disclosed: a list of general competencies that the director of a preschool education institution must possess, as well as labor functions that must be performed by a person holding the above-mentioned position, is presented. In accordance with the work functions, the list of professional competences and abilities for certain types of professional activity of the director of the preschool education institution is disclosed. The main requirements for persons who apply for/hold the position of director of a preschool education institution are highlighted. In addition, the article contains the results of a comparison of the requirements of the Professional Standard «Head (Director) of Preschool Education Institution» and the Standard of Training Future Specialists at the Second (Master's) Level of Higher Education in the Specialty 012 Preschool Education. On the basis of the obtained results, a conclusion was made regarding ensuring the continuity and compliance of the requirements of both documents.

Keywords: preschool education, professional standard, educational standard, training of specialists, master of preschool education

Introduction

During the reformation and the active phase of implementation of the European integration processes, an important role is played by the normalization of the activities of educational institutions in accordance with new state requirements. In this direction, the legislative and executive bodies of state power have taken a number of steps: the new version of the Laws «On Education», «On Preschool Education», «On General Secondary Education», «On Higher Education», etc. has been adopted; developed and approved educational standards for the training of future specialists of various specialties at the levels of professional pre-higher and higher education; developed and approved professional standards for various positions and specialties, etc. In addition, the procedure for the accreditation of the educational and professional program for training future specialists has been changed. The most significant change in this context is the activity of the National Agency for Quality Assurance of Higher Education, whose experts in the process of accreditation study the implementation of educational activities under educational and professional programs. It is important to note that any Ukrainian institution of its own accord has the opportunity to apply to international agencies and undergo accreditation at the same time both at the national and international levels. Equally important for higher education institutions is the fact that all meetings of the National Agency for Quality Assurance of Higher Education take place online with maximum transparency.

Along with this, the consideration of professional standards along with the fulfillment of educational standards for the training of future specialists is perhaps the biggest concern of those responsible for the implementation of educational and professional programs. Graduation departments of specialty 012 Preschool education, which implement educational and professional programs for training future specialists in preschool education at the second (master's) level of higher education, face the same problem. Today, higher education institutions engaged in the training of future specialists in preschool education are guided in their activities by the educational standard for master's training in the specialty 012 Preschool education and the professional standard «Head (director) of a preschool education institution.» We consider it expedient to make a brief analysis of these documents.

Purpose, subject and research methods

The purpose of the study is to clarify the compliance of the requirements of the Educational Standard for the Training of Future Preschool Education Specialists in the specialty

012 Preschool Education at the second (master's) level of higher education with the requirements of the Professional Standard «Head (Director) of Preschool Education Institution».

The subject of the study is the content of the Educational Standard for the Training of Future Preschool Education Specialists in the Specialty 012 Preschool Education at the Second (Master's) Level of Higher Education and the Professional Standard «Head (Director) of Preschool Education Institution».

The methods of theoretical search and processing of information were chosen for the research: analysis - to find out the basic requirements declared by the documents for graduates of the master's degree in the specialty 012 Preschool education and for applicants for the position of director of a preschool education institution; comparison - to establish compliance with the requirements of both documents; generalization - to draw a conclusion regarding compliance with the requirements of the Educational Standard for the Training of Future Preschool Education Specialists in Specialty 012 Preschool Education at the Second (Master's) Level of Higher Education and the Professional Standard «Head (Director) of Preschool Education Institution».

Research results

Since every teacher who holds the position of director of a preschool education institution must already possess a specific list of competencies, let's start with an analysis of the professional standard. The professional standard «Head (director) of a preschool education institution» [2] (hereinafter referred to as the Professional Standard) was developed by the Ministry of Education and Science of Ukraine and approved by the Ministry of Economy of Ukraine (Order No. 620-21). The document consists of the following parts: general information, training and professional development, a list of the legal framework, general competencies, work functions, knowledge, abilities and skills, information on the development and approval of the Professional Standard.

The first part - general information - presents the main purpose of the director's professional activity, the name of the type of profession according to the Classifier, the place of the profession in the organizational and production structure, working conditions, conditions for admission to work, a list of documents confirming professional and educational qualifications.

The second part - training and professional development - contains requirements for initial professional training, advanced training, special and specialized training. The third part of the Professional Standard provides a list of the legal framework that regulates the activity of the head of a preschool education institution.

The fourth part contains a list of six general competencies that a director should have, their characteristics and notation. In the list of labor functions, which is presented in the next part of the document, five labor functions (A, B, C, D, G) are distinguished, the competencies that a manager must possess in order to perform each function qualitatively, as well as a description of the manager's abilities, respectively, for each competence. The next part provides clarification on the list of knowledge, skills and abilities in the context of each ability. Each of the positions has a conventional designation.

The last structural part provides information on the development and approval of the Professional Standard.

We consider it necessary to consider in more detail the competencies that every head of a preschool education institution should possess.

The general competencies of the head of a preschool education institution include: civic, social, cultural, digital, entrepreneurial and ethical. The professional standard defines the following job functions of a manager [2]:

- organization of a healthy and safe environment (function A);
- management of a preschool education institution (function B);
- continuous personal and professional development (function C);
- leadership and partnership interaction (function D);
- strategic development of preschool education institution (function G).

To perform function A, according to the Professional Standard, the head of a preschool education institution must possess the following competencies: health-preserving and design. Performance of function B is possible if the manager has the following competences: operational management of the institution; organizational, methodical and communicative competences. Function C can be realized thanks to the formation of the ability to learn throughout life and information and communication competences, and function D - thanks to leadership and emotional-ethical competences. According to the Professional Standard, such competences as strategic management and development of the preschool education institution, strategic communication and regulatory-legal ensure the performance of the G function [2].

Thus, the Professional Standard contains a set of requirements that must be met by every head of a preschool education institution in Ukraine, regardless of its type and form of ownership.

Since the professional standard among the conditions for admission to work in an institution of state and communal forms of ownership specifies the presence of a document not lower than a master's degree in the field of knowledge Education/Pedagogy. Comparative analysis of higher education standards by specialties of the field of knowledge Education/Pedagogy for the second (master's) level of higher education [3] allows to record the greatest compliance with the Professional Standard of the Standard of Higher Education in the specialty 012 Preschool Education. Let's make a brief overview of the main provisions.

The standard of higher education in the specialty 012 Preschool education (Educational standard) was approved by the order of the Ministry of Education and Science of Ukraine dated April 29, 2020, No. 572. In the context of establishing correspondence and continuity between Educational and Professional standards, consider the list of general and special (professional) competencies. Among the general competencies, the Educational Standard singles out six that are mandatory for educational-professional and educational-scientific training programs for future masters and two more competencies that a graduate of an educational-scientific program must possess (Tab. 1).

Table 1. Reciprocity of general competences of the Standard of higher education in the specialty 012 Preschool education for the second (master's) level of higher education and the Professional standard «Head (director) of a preschool education institution»

Educational standard	Professional standard
The ability to act socially responsibly and consciously	Civil competence
Ability to generate new ideas (creativity).	Entrepreneurial competence
Ability to conduct research at an appropriate level.	–
Ability to abstract thinking, analysis and synthesis.	–
Ability to work in a team.	Social competence
Appreciation and respect for diversity and multiculturalism.	Cultural competence. Ethical competence.
Additionally for the educational and scientific program	–
Ability to identify, pose and solve problems.	–
Ability to search, process and analyze information from different sources.	–

Source: Own study on the basis: Professional standard «Head (director) of a preschool education institution.» <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-profesijnogo-standartu-kerivnik-direktor-zakladu-doshkilnoyi-osviti>, access date 04.08.2023; Standard of higher education in specialty 012 Preschool education for the second (master's) level of higher education. <https://mon.gov.ua/storage/app/media/vyshcha/standarty/2020/05/2020-zatverd-standart-012-m.pdf>. access date 06.08.2023.

As can be seen from Table 1, the Educational Standard provides for the formation of five general competencies specified in the Professional Standard. Among the general competencies of the Professional Standard, only digital competence does not correlate with any of the general competencies of the Educational Standard.

However, in order to draw a final conclusion, let's compare the special (professional) competencies of the Educational Standard with the content of professional competencies necessary to perform the work functions of a head (director) of a preschool education institution (tab. 2).

Table 2. Reciprocity of special (professional) competencies of the Standard of Higher Education in specialty 012 Preschool education for the second (master's) level of higher education and professional competencies of the Professional Standard «Head (Director) of Preschool Education Institution»

Educational standard	Professional standard
The ability to organize the educational process in preschool education institutions using modern means, methods, techniques, and technologies	A.2.1 B2.1 G1.1
The ability to provide methodical support for the educational activities of the preschool education institution	B2.3
The ability to psychologically and pedagogically guide the personal development of children of early and preschool age, in particular, children with special educational needs	A1.3 B2.2
Readiness to organize financial and economic activities of preschool education institutions.	C1.1
The ability to create and put into practice scientific developments aimed at improving the quality of educational activities and the educational environment in the system of preschool, in particular, inclusive education	G1.2
The ability to carry out educational activities in order to increase the psychological and pedagogical competence of educators, parents, and the public	B3.1

Ability to organize cooperation of the preschool education institution with various social institutions, categories of specialists to partnership with parents.	A1.3 G1.4 G1.5 G2.1
The ability to carry out normative and legal regulation of the activities of the preschool education institution, guided by legislative documents and the basics of professional ethics.	A 1.1 A1.2. G1.1 G1.3 G3.1 – 3.4
Ability to self-education, self-improvement, self-realization in professional activities and competitiveness in the labor market.	C1.1 C1.2 D1.1; D1.2; G1.3
Additionally for the educational and scientific program	–
Ability to develop and implement research and innovation projects in the field of preschool education.	–
The ability to organize scientific-experimental and methodical activities in the system of preschool education	–

Source: Own study on the basis: Professional standard «Head (director) of a preschool education institution.» <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-profesijnogo-standartu-kerivnik-direktor-zakladu-doshkilnoyi-osviti>, access date 04.08.2023; Standard of higher education in specialty 012 Preschool education for the second (master's) level of higher education. <https://mon.gov.ua/storage/app/media/vyshcha/standarty/2020/05/2020-zatverd-standart-012-m.pdf>. access date 06.08.2023.

As can be seen from Tab. 2, of the professional competencies identified by the Professional Standard, only informational and communicative competence (B2.1 - B2.3) does not correspond to any of the special (professional) competencies defined by the Educational Standard. However, we note that the Educational Standard contains a list of learning outcomes according to the educational program. Among the twelve mandatory learning outcomes of the educational and professional training program at the second (master's) level of higher education is the following outcome: «To implement information and communication technologies and generate new ideas in the organization of the educational process of preschool education institutions of various types», which makes it possible to state compliance of both standards currently being compared. In addition, it is worth noting that the mixed form of education, the effectiveness of which is discussed in the study of a group of Polish-Ukrainian scientists [1], also contributes to the formation of informational and communicative competence.

Conclusions

Thus, the conducted theoretical analysis of the Training Standard for the specialty 012 Preschool Education at the second master's level of higher education and the Professional Standard «Head (Director) of a Preschool Education Institution» allows us to certify the compliance of the content of both documents, that is, provided that the requirements of the Educational Standard are met, the educational and professional program is fully also takes into account the Professional Standard.

The conducted theoretical research does not cover all aspects of the given problem. We see further exploration in the proof of the assumption regarding the identification of «ability to learn throughout life» as a condition for improving other mandatory competencies, which must be possessed by every director of a preschool education institution, regardless of the number of years in the position.

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