MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

RIVNE STATE HUMANITARIAN UNIVERSITY

AUTHORIZED

Academic Council of Rivne State Humanitarian University

"26" April 2018

Minutes No. 4

APPROVEDELL

Rector of the Rivne State Humanitarian

University

prof Postolovsky R. M.

"26" April 2018

EDUCATIONAL PROGRAM OF HIGHER EDUCATION

HIGHER EDUCATION LEVEL STUDY OF HIGHER EDUCATION BRANCH OF KNOWLEDGE

SPECIALTY

SPECIALIZATION

(ADDITIONAL SPECIALTIES)

first (bachelor) bachelor

01 "Education / Pedagogy" 012 "Preschool education", 055 " Psychology "

Bachelor of pre-school education, educator of children of early and preschool age, practical psychologist of pre-school educational institutions

I. Preamble.

- 1. Educational-professional program of the bachelor of the field of knowledge 01 "Education/Pedagogy" on the specialty 012 "Preschool education" was developed by the chair of pedagogy and psychology (preschool and correctional) named after prof. Ponomansky T.I. Rivne State Humanitarian University before the introduction of the Standard of Higher Education at the appropriate level of higher education. The "24" April 2018, protocol No. 4 was introduced
- 2. Introduced by order of the Rector of the Rivne State Humanitarian University from May 21, 2018, No. 86-01-01, as an interim document to the introduction of the Standard of Higher Education at the appropriate level of higher education by specialty 012 "Preschool Education".
 - 3. Introduced for the first time.
 - 4. Designed by the design team as part of:

project team leader (guarantor of the educational program):

Pavlyuk Tetyana Aleksandrovna, Ph.D. in Pedagogy;

project team members:

Rudenko Volodymyr Nikolaevich, doctor of pedagogical sciences, professor;

Goropaha Natalya Mikhailovnac, Ph.D. in Pedagogy;

Malinovska Natalia Vasylivna, Ph.D. in Pedagogy;

Marchuk Galina Vladimirovna, Senior Lecturer;

5. The educational-professional program has been discussed and approved at the meeting of the academic council of Rivne State Humanitarian University.

Minutes No. 4 of April 26, 2018 in

Head of the Academic Council

of the RSHU

prof. Postolovsky R. M.

II General characteristics

| Higher | The first (bachelor's) level |
|-------------------------|---|
| education level | |
| Higher | Bachelor |
| education | 04 1177 1 1 1 7 7 1 1 1 |
| Branch of | 01 "Education / Pedagogy" |
| knowledge | |
| Specialty | 012 "Preschool education" |
| | None |
| learning forms | |
| Educational | Bachelor of pre-school education, educator of children of |
| qualification | early and preschool age, teacher-speech therapist of pre- |
| | school, general educational and rehabilitation institutions |
| Professional (s) | - |
| qualification (s) | |
| (only for | |
| regulated | |
| professions) | |
| Qualification in | Bachelor of pre-school education, educator of children of early |
| the diploma | and preschool age |
| | Specialization 053 "Psychology" |
| | practical psychologist of pre-school educational institutions |
| Description of | Object of study and activity: pre-school childhood, |
| the subject area | harmonization of child's development, organization of |
| | children's lives in pre-school educational institutions of |
| | different types and families. |
| | The theoretical content of the subject area is based on: |
| | concepts - preschool education, upbringing in pre-school |
| | age, studying in preschool educational institutions, |
| | development of preschool children, leading type of activity |
| | of preschool-age children; on the concepts of subject- |
| | subjective interaction, unity of consciousness, personality |
| | and activity in the development of the child, the unity of |
| | knowledge and communication, developmental education, |
| | the zone of the immediate development of the child, playing |
| | as the leading form of the child's activity; the principles of |
| | humanism, systemicity, culturology, individual |
| | differentiation, personal orientation, activity, perspective, |
| | continuity with regard to the education and development of |
| | children of preschool age; technologies of creative, health- |
| | saving, intellectual, speech, moral, aesthetic, family, |
| | socially-communicative directed education and upbringing |
| | of children of early and preschool age, organization of game |
| | and educational activity with the use of modern information |
| | and communication and multimedia means. |
| | Objectives of training - training of specialists for the |
| | Cojecuves of iranimg - training of specialists for the |

| development, training and upbringing of children of early and pre-school age in educational institutions and families. Methods - practical-theoretical, game, explanatory-illustrative, reproductive, part-search, heuristic, research. Methodologies - methods of preschool education (by type of activity of children of preschool age). Technologies are health-saving, information-communication, game, social-communicative, developmental, diagnostic, propaedeutic, educational orientation, personally oriented, activity, differentiated learning. | | | | |
|--|--|--|--|--|
| activity, differentiated learning. | | | | |
| Possible continuation of education by the degree of higher | | | | |
| education "Master" in specialty 012 Preschool education or | | | | |
| other related specialties. | | | | |
| According to the current version of the National Classifier of | | | | |
| Ukraine: Classification of professions (DK 003: 2010), a | | | | |
| bachelor of pre-school education may hold the following | | | | |
| positions (according to the current edition of the National | | | | |
| Classifier of professions): | | | | |
| 2332 - Educator of preschool educational institution | | | | |
| 2445.2 it is the Practical psychologist | | | | |
| 5131 is Tutor | | | | |
| 2351.2 is an Educator-methodist | | | | |
| 2332 is Methodist from дошкільного education | | | | |
| 2331 - Teacher of elementary educational institution | | | | |
| According to the International Standard Classification of | | | | |
| Occupations 2008 (ISCO-08), a bachelor of pre-school | | | | |
| education may hold the following positions: | | | | |
| 234 – Primary School and Early Childhood Teachers | | | | |
| | | | | |

III The amount of ECTS credits needed to obtain a corresponding degree of higher education

The volume of the bachelor's educational program on the basis of complete secondary education with a term of education of 11 years is 240 ECTS credits, and on the basis of complete secondary education with a term of education of 12 years is 180-240 ECTS credits.

IV List of competencies of the graduate

| Integral competence | Ability to solve complex specialized problems and practical problems in the field of development, education and upbringing of children of early and pre-school age or in the process of study, which involves the application of certain theories and methods of pedagogical science and is characterized by complexity and uncertainty of the conditions. |
|----------------------|--|
| General competencies | 1. Ability to productive (abstract, figurative, discursive, creative) thinking. |
| | 2. Ability to independently search, process and analyze information from different sources, to the free use of means of modern information and communication technologies. 3. Ability to identify, formulate and solve problems, make decisions and act in accordance with moral and ethical and legal norms. |
| | 4. Ability to plan, make forecasts and predict the consequences of their actions and the project organization of activities, to ensure the safety of their own and other participants in the educational process. |
| | 5. Ability to have free communication and cooperation in the |
| | state and native languages (verbally and in writing). 6. Ability to create a team, motivate its members and achieve |
| | common goals. |
| Special | 1. Ability to develop in children of early and pre-school |
| (professional, | age basic qualities of the individual (arbitrariness, autonomy, |
| substantive) | creativity, initiative, freedom of behavior, self-awareness, |
| competencies | self-esteem, self-esteem). |
| | 2. Ability to develop children of early and preschool age as a means of communication and interaction with peers and adults, teaching children of early and preschool age in native and Ukrainian (state) languages. |
| | 3. Ability to national-patriotic upbringing of children of |
| | early and preschool age (love to the Motherland, mother tongue, hometown, respect for state symbols of Ukraine). 4. Ability to form early and pre-school children the skills |
| | of safe and environmentally sound behavior and activities in |
| | everyday life, nature and the environment. |
| | 5. Ability to physical development of children of early and preschool age, correction and strengthening of their |
| | health by means of physical exercises and motor activity. |
| | 6. Ability to organize and guide the game (leading), |
| | artistic and speech and artistic-productive (pictorial, musical, |
| | |
| | theatrical) activity of children of early and preschool age. |

children of early and preschool age with special needs according to their possibilities (inclusive education).

- 8. Ability to use theoretical knowledge and practical skills for the capture of psychological diagnostics bases.
- 9. Ability to render a consultative and psychologically correction help to the pupils of preschool establishment, parents and teachers psychologically.

V. The normative content of the training of higher education graduates, formulated in terms of learning outcomes

Knowledge (Kn)

- 1. Basic knowledge of fundamental sciences, to the extent necessary for the development of professional disciplines.
- 2. Understand and define pedagogical conditions, regularities, principles, goals, tasks, content, organizational forms, methods and means of preschool education.
- 3. Understand, describe and analyze the phenomena of development, education and upbringing of children of early and preschool age using basic psychological and pedagogical concepts and categories.
- 4. Understand nature and know the age-old peculiarities of children with different levels of development in norm, peculiarities of gifted children development, individual differences of children with special needs.
- 5. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age various types of activities (gaming, labor, educational, artistic, etc.).
- 6. To interpret the content and requirements of state documents and programs of preschool education, recommended by the Ministry of Education and Science of Ukraine, to choose adequate methods for their provision.
- 7. To understand the peculiarities of the application of the algorithm of professional actions for the organization of educational process with children of early and preschool age in the conditions of the DHS and the family.
- 8. Understand the peculiarities of working with parents and other subjects of the educational process.
- 9. Basic ideas about the planning of educational work, taking into account the age and individual abilities of children of early and pre-school age, children with special needs and make forecasts on its effectiveness.
- 10. Basic representations in the field of computer

science and modern information technologies.

- 11. Basic ideas about the specifics of the system of education and education of children in different types of pre-school educational institutions.
- 12. Understand the peculiarity of the organization and application of scientific research methods in the field of pedagogy and psychology.
- 13. To understand originality of organization of psychological diagnostics and psychological advising, know modern psychologically diagnostic methodologies.
- 14. Base presentations are in relation to age-old conformities to law of psychical development of man.
- 15. To understand originality of organization of psychological service in establishments of education.

Ability (Ab)

- 1. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational process of the DNZ.
- 2. To build a holistic educational process taking into account the basic laws of its course; to manage its quality, guided by the psychological and pedagogical principles of organization of educational process in the system of preschool education in the realization of the tasks of education, the goals of education and development of children of early and preschool age in the DHS and family.
- 3. Use skills and abilities to preserve and strengthen the psychophysical and social health of children.
- 4. To define tasks and contents of educational work with children of early and preschool age on the basis of the current programs of preschool education.
- 5. To carry out subject-subject interaction and developing interpersonal communication with children of preschool age and personal and socially oriented communication with parents.
- 6. To possess the technologies of developing a subjectgaming, natural-ecological, cognitive, and speech environment in different groups of early and preschool age.
- 7. To apply the whole spectrum of psychological and pedagogical means for realization of tasks of national, spiritual, physical, moral, mental, legal, labor, ecological, economic, gender, sexual, intercultural, aesthetic education of children of early and preschool age.
- 8. To introduce modern development and information

- and communication technologies of education and training in the educational process of preschool educational institutions, to predict their educational effect and to evaluate the achieved results.
- 9. To obtain optimal methods and effective forms and various means of pedagogical influence on children in the process of their education, training and development, and in specific situations of subject-subject interaction of educator with children.
- 10. To carry out various types of planning in a preschool educational institution; to select appropriate forms for plans for the implementation of the tasks of preschool education, and to draw up abstracts of various forms of educational activity taking account age characteristics and individual differences of children, leading factors of development, pre-school principles education of requirements for education and upbringing of children of early and preschool age.
- 11. To have technologies of preschool inclusive education; to be able to organize group and individual education and education of children with special needs.
- 12. To solve issues connected with the organization of a developing educational environment of elementary school.
- 13. To find information and independently to analyse data about individual development of child; determine criteria and indexes of psychical психофізичного development of children on different stages of early and preschool age; to take into the obtained data at the choice of account of studies methodologies and technologies education, determination of zone of actual development of children and creation of zone of the nearest development; to develop the effective individual programs of socialization and adaptation of children of early and preschool age.
- 14. To use modern methodologies of diagnosticating of children of preschool age: the gifted children, children that develop in a norm, children with the special necessities; to estimate the personality achievements of every child; to take into account the individual differences of children and develop creatively-developing, educationally-developing, correction-developing and other address directed technologies and methodologies.

| 1 | 5. To carry out psychological accompaniment of |
|---|---|
| | educational-educator process in preschool educational |
| e | establishment. |

VI. Forms of certification of applicants for higher education

| v1. Forms of certification of applicants for nigher education | | | | | | |
|---|--|--|--|--|--|--|
| Forms of certification | Certification can take the form of: | | | | | |
| of applicants for higher | - public defense (demonstration) of qualification work; | | | | | |
| education | - that / or certification exam (exams); | | | | | |
| Requirements for | Qualification work on specialty 012 "Preschool education" | | | | | |
| qualification work | may be performed by a bachelor's degree in the form of a | | | | | |
| (in the presence) | thesis and defended during state certification instead of a | | | | | |
| | qualification examination in accordance with the procedure | | | | | |
| | established by the Regulations on the organization of | | | | | |
| | educational process at Rivne State Humanitarian University. | | | | | |
| | The list of diploma theses in the specialty is determined by | | | | | |
| | the graduation department at the beginning of the academic | | | | | |
| | year. Subject theses should be directly related to the general | | | | | |
| | object of the activity of a specialist of the corresponding | | | | | |
| | educational level. Students have the right to propose their | | | | | |
| | own topic of thesis. Chiefs of theses may be professors, | | | | | |
| | associate professors, senior lecturers of the graduate | | | | | |
| | department, as well as leading specialists of the industrial | | | | | |
| | sphere of the relevant branch. As a result of successful | | | | | |
| | protection, the applicant may obtain from the examination | | | | | |
| | committee a recommendation for admission to the | | | | | |
| | magistracy for training in the educational-scientific program | | | | | |
| | of the second (master's) level of higher education. | | | | | |
| Requirements for | The qualification exam is a complex examination of the | | | | | |
| attestation / | level of compliance of graduates with the educational | | | | | |
| the only state | standard of specialty 012 "Preschool education" and | | | | | |
| qualifying exam | includes questions on preschool pedagogy, preschool | | | | | |
| (exams) | education methods, child psychology, as well as speech | | | | | |
| (in the presence) | therapy and the clinic of intellectual disorders. Conducted in | | | | | |
| | oral or written form. | | | | | |
| Requirements for | The protection takes place as a public presentation of | | | | | |
| public security | qualifying work, which may be attended by representatives | | | | | |
| (demonstrations) | of other educational institutions and / or employers. | | | | | |
| (in the presence) | | | | | | |

VII Requirements for the system of internal quality assurance in higher education

The quality assurance system education and quality of higher education Rivne State Humanitarian University involves the following procedures and measures:

- 1) definition of principles and procedures for ensuring the quality of higher education;
 - 2) monitoring and periodic review of educational programs;

- 3) annual assessment of candidates higher education, research and teaching and teaching staff Rivne State Humanitarian University and regular publication of the results of such assessments to the official website of Rivne State Humanitarian University, on notice boards and in any other way;
 - 4) providing training educational, scientific and teaching staff;
- 5) providing the necessary resources to the educational process, including independent work of students for each educational program;
- 6) ensuring the availability of information systems for the effective management of the educational process;
- 7) ensuring publicity of information about educational programs, degrees of higher education and qualifications;
- 8) ensuring an effective system of prevention and detection of academic plagiarism in academic workers universities and higher education candidates;
 - 9) other procedures and measures.

VIII. Requirements of professional standards

Missing

IX List of normative documents on which the standard of higher education is based

The standard of higher education is based on the following normative documents:

- 1. The basic component of preschool education in Ukraine [Electronic resource]. -: Access mode: https://mon.gov.ua/.../bazovij-komponent-doshkilnoyi-osviti-na-sajt-ostatochnij.pdf
- 2. Law of Ukraine "On Higher Education" [Electronic resource]. Mode of access: http://zakon0.rada.gov.ua/laws/show/1556-1
- 3. The Law of Ukraine "On Amendments to Some Laws of Ukraine on Education for Inclusive Education" [Electronic Resource]. Mode of access: http://zakon3.rada.gov.ua/laws/show/1324-18
- 4. Law of Ukraine "On Preschool Education" [Electronic resource]. Mode of access: http://zakon4.rada.gov.ua/laws/show/2628-14
- $5.\ Law$ of Ukraine "On Education" [Electronic resource]. Mode of access: http://zakon5.rada.gov.ua/laws/show/1060-12
- 6. Qualification characteristics of positions of pedagogical and scientific-pedagogical workers of educational establishments and educational establishments [Electronic resource] / Ministry of Education and Science of Ukraine // About approval of qualification characteristics of professions (positions) of pedagogical and scientific and pedagogical workers of educational institutions: Order of the Ministry of Education and Science Ukraine No. 665 [Electronic resource]. Access mode: http://zakon.golovbukh.ua/regulations/1521/8456/8457/468632/
- 7. Constitution of Ukraine: Law dated June 28, 1996 No. 254κ / 96-BP [Electronic resource]. Mode of access: http://zakon3.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80
- 8. The concept of national-patriotic education of children and youth [Electronic resource] // On the adoption of the Concept of national-patriotic education of children and youth, Measures to implement the Concept of national-patriotic education of

- children and youth and methodological recommendations on national-patriotic education in general educational institutions: Order of the Ministry of Education and Science of Ukraine dated 16.06.2015 № 641. Mode of access: http://old.mon.gov.ua/ru/about
- 9. Concept of development of inclusive education [Electronic resource] // About approval of the Concept of development of inclusive education: Order of Ministry of Education and Science # 912 of 10.10.10 Access mode: http://osvita.ua/legislation/Ser_osv/9189/
- 10. Concept of the development of continuous pedagogical education [Electronic resource] / Ministry of Education and Science of Ukraine // About the approval of the branch Concept for the development of continuous pedagogical education: Order of the Ministry of Education and Science of Ukraine dated August 14, 2013 Access mode: http://osvita.ua/legislation / Ser_osv / 36816 /
- 11. Concept of development of Ukrainian education for the period of 2015-2025: Project [Electronic resource / Strategic advisory group "Education"; Ministry of Education and Science of Ukraine. Access mode: http://old.mon.gov.ua/ru/prviddil/1312/1390288033/1414672797/
- 12. The National Strategy for the Development of Education in Ukraine until 2021 // About the National Strategy for the Development of Education in Ukraine until 2021: Presidential Decree No. 344/2013 dated June 25, 2013 [Electronic resource]. Access mode: http://www.president.gov.ua/documents/15828.html
- 13. On the introduction of the discipline "Fundamentals of inclusive education": Letter Ministry of Education and Science, Youth and Sport of Ukraine from 18.06.2012 № 1 / 9-456 / Ministry of Education and Science; Youth and Sports of Ukraine. Access mode: http://osvita.ua/legislation/Vishya_osvita/29928/
- 14. On Approval of the Plan of Measures to Ensure the Right to Education for Children with Special Educational Needs in the Educational Space: Order of the Ministry of Education and Science of Ukraine dated 31.12.2015 №1436 [Electronic resource]. Mode of access: http://old.mon.gov.ua/en/about-ministry/normative/4897.
- 15. Classifier of professions (KP) as of March 1, 20155.http://buhgalter911.com/Res/Spravochniki/KlassifikProfessiy.aspx.

Explanatory note to the educational program of higher education of Ukraine

Code and title of specialty 012 "Preschool education"

Higher education level first level (educational-professional) / sixth level (qualification)

Specializations (additional specialties) 053 " Psychology"

The form of study is full-time or part-time

Total volume of credits in the European Credit Transfer and Accumulation System and the term of training of 240 ECTS credits; 4 years of study

Requirements for the level of education of persons who can start full secondary education with a term of education of 11 (or 12) years, junior bachelor of higher education; Higher education of the first level - an educational degree of a bachelor or an educational-qualification level specialist in another specialty; Higher education of the second level - an educational master's degree from another specialty

Table 1
The Matrix corresponds to the NRC descriptors defined by the educational program of competencies.

| Classification of | Knowledg | Ability | Communicat | Autonom |
|-----------------------------|-------------------------|--------------------|--------------------|-------------------|
| competences for NRCs | e | | ion | y and |
| | | | -0 | responsib |
| | | | | ility |
| | General co | ompetencies | | |
| GC 1. Ability to productive | Master the | Be able to | Explain (describe, | То |
| (abstract, figurative, | basic | analyze the | interpret) and | independentl |
| discursive, creative) | knowledge of | pedagogical | present | y choose a |
| thinking. | fundamental | systems of | information on | way to |
| 3 | sciences, in | the past and | phenomena in the | streamline |
| | the amount | creatively | field of education | and |
| | necessary for | transform | and upbringing of | demonstrate |
| | the | their | children of early | information |
| | development | potential into | and preschool age | on |
| | of | the modern | by the | phenomena |
| | professional | educational | corresponding | from the field of |
| | disciplines. Understand | and educational | psychological and | education |
| | and | process of | pedagogical | and |
| | determine | the DNZ. | categories. | upbringing of |
| | pedagogical | the DNZ. | | children of |
| | conditions, | | | early and |
| | patterns, | | | preschool |
| | principles, | | | age. |
| | goals, | | | age. |
| | objectives, | | | |
| | content, | | | |
| | organizationa | | | |
| | 1 forms, | | | |
| | methods and | | | |
| | means of | | | |

| | prosobool | | | |
|---|--|---|---|---|
| | preschool education. | | | |
| GC 2. Ability to independently search, process and analyze information from different sources, to the free use of means of modern information and communication technologies. | Have a basic understandin g of computer science and modern information technology. Understand the peculiarity of organization and application of methods of scientific research in the field of pedagogy and | Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. | Explain and argue certain transformations in the field of development, education and upbringing of children of early and preschool age and directions of their improvement. | Demonstration of personal need for the expansion and updating of information on the content and ways of implementing the development, training and upbringing of children of early and preschool age. |
| GC 3. Ability to identify, formulate and solve problems, make decisions and act in accordance with moral and ethical and legal norms. | psychology. Understand, describe and analyze the phenomena of development, education and upbringing of children of early and preschool age using basic psychologica l and pedagogical concepts and categories. | To build a holistic educational process taking into account the basic laws of its course; to manage its quality, guided by the psychologica l and pedagogical principles of organization of educational process in the system of preschool education in the realization of the tasks of education, the goals of education and development of children of early and preschool age in the DHS and family. | Explain, discuss the essence of the problem in the field of development, teach children of early and preschool age and organize its solution. Explain your choice, prove its expediency on the basis of moral and ethical and professional norms. | Practice discussions and discussions on development al issues, teaching children of early and pre-school age. Follow the decisions taken and bear responsibility for their results. |

| GC 4. Ability to plan, make | To interpret | Implement | Explain and | To |
|------------------------------|-----------------|--------------------------|---------------------|----------------|
| forecasts and predict the | the content | various types | present the | independentl |
| _ | and | of planning | revisions of the | y act in |
| consequences of their | requirements | in a | compilation of | creating |
| actions and to the project | of state | preschool | pedagogical | conditions |
| organization of activity, to | documents | institution; to | forecasts and | for the |
| ensure the safety of its own | and programs | select the | action plans, to | implementati |
| and other participants in | of preschool | | convince them of | on of |
| the educational process. | _ | appropriate forms for | | forecasts and |
| Process | education, | | expediency and | |
| | recommende | plans for the | realism. Ability | plans, to |
| | d by the | implementati | to explain and | involve like- |
| | Ministry of | on of the | demonstrate to | minded |
| | Education | tasks of | the participants of | people in |
| | and Science | preschool | the educational | their |
| | of Ukraine, | education, | process in the | implementati |
| | to choose the | and to draw | system of | on. Ability to |
| | appropriate | up abstracts | preschool | initiate the |
| | methods for | of various | education the | safety of |
| | their | forms of | basis of safe | activities in |
| | maintenance. | educational | activity. | the |
| | To have | activity | | interaction of |
| | basic ideas | taking into | | participants |
| | about | account age | | in the |
| | planning of | characteristic | | educational |
| | educational | s and | | process in |
| | work taking | individual | | the system of |
| | into account | differences | | preschool |
| | age and | of children, | | education. |
| | individual | leading | | |
| | opportunities | factors of | | |
| | of children of | development, | | |
| | early and | basic | | |
| | pre-school | principles of | | |
| | age, children | pre-school | | |
| | with special | education | | |
| | needs and to | and | | |
| | make | requirements | | |
| | forecasts | for education | | |
| | about its | and | | |
| | efficiency. | upbringing of | | |
| | Know the | children of | | |
| | specifics of | early and | | |
| | the system of | preschool | | |
| | education | age. | | |
| | and | | | |
| | education of | | | |
| | children in | | | |
| | different | | | |
| | types of pre- | | | |
| | school | | | |
| | educational | | | |
| | institutions. | | | |
| GC 5. Ability to have free | Possession of | Use of the | Ability to | Freely and |
| communication and | the norms of | state | explain, | independentl |
| cooperation in the state and | broadcasting, | language in | demonstrate and | y use the |
| native languages (verbally | written and | communicati | defend a personal | state |
| | oral speech | on and | position in the | language in |
| and in writing). | activity in the | organization | field of | communicati |
| | state | of interaction | development, | ng and |
| | <u> </u> | | r, | |

| | language in | with children | education and | solving |
|--|--|--|--|---|
| | the context of preschool education | and other subjects of the educational process in the system of preschool education. | upbringing of children of early and preschool age in the state language. | problems of professional activity in the education and upbringing of children of early and preschool age. |
| GC 6. Ability to create a team, motivate its members | Understand the | Provide subject- | Ability to present plans of joint | Ownership of leadership |
| and achieve common goals. | peculiarities of the application of the algorithm of professional actions for the | subject interaction and development al interpersonal communicati on with | work to like- minded people, to assign tasks and responsibilities, to convince the effectiveness of joint actions. Ability to explain | qualities, ability to initiate joint work and take responsibility for the results of the |
| | organization of educational process with children of | preschool children and socially oriented personality | their actions in the team, modify and subordinate them to the team's only | team. Ability to tolerate attitude towards the team |
| | early and preschool age in the conditions of the DHS and family. | and communicati on with parents. | requirements. | members and the results of their actions. |
| Speci | · · · · · · · · · · · · · · · · · · · | onal) compet | tencies | |
| SC 1. Ability to develop in | Understand | To obtain | Ability to explain | Combine and |
| the children of early and | nature and know the | optimal methods and | to the participants of the educational | demonstrate in their |
| pre-school age basic qualities of the individual | age-old | effective | process the | activities a |
| (arbitrariness, autonomy, | peculiarities | forms and | sequence of | variety of |
| creativity, initiative, | of children | various | actions chosen, to | forms and |
| freedom of conduct, self- | with different levels of | means of pedagogical | convince them of the expediency | methods of formation |
| awareness, self-esteem, self- | development | influence on | and effectiveness | and |
| SC 2. Ability to develop | in the norm, peculiarities of development of gifted children, individual differences of children with special needs. | children in the process of their education, training and development, and in specific situations of subject- subject interaction of educator with children. To introduce | Ability to explain | development of children of early and pre-school age basic qualities of personality and methods of stimulating their development and support |
| children of early and | g nature and | modern | to the participants | linguistic |

| communication and | 1 patterns of | al and | process the | on between |
|------------------------------|--------------------------|-------------------|--|-------------------------------|
| interaction with peers and | development | informational | sequence of | children of |
| adults, training of children | in children of | - | selected actions | early and |
| of early and pre-school age | early and | communicati | for the | preschool |
| in native and Ukrainian | pre-school | on | development of | age with |
| (state) languages. | age as a | technologies | children of early | peers and |
| (state) languages. | means of | of education | and pre-school | adults and to |
| | communicati | and training | age as a means of | organize |
| | on and | in the | communication | their |
| | interaction | educational | and interaction | interaction. |
| | with peers | process of | with peers and | To practice |
| | and adults; | preschool | adults, in relation | communicati |
| | possession | educational | to the training of | on and |
| | of the | institutions, | children of early | interaction of |
| | relevant | to predict | and preschool | children of |
| | notions for | their | age, native and | early and |
| | their | educational | Ukrainian (state) | preschool |
| | designation | effect and to | languages, to | age in native |
| | | assess the | convince them of | and |
| | | achieved results. | their expediency and effectiveness. | Ukrainian (stata) |
| | | resuits. | and effectiveness. | (state) |
| SC 2 Ability to notional | Understand | Apply the | Ability to explain | languages. Create |
| SC 3. Ability to national- | and define | Apply the whole | to the participants | situations |
| patriotic upbringing of | pedagogical | spectrum of | of the educational | that |
| children of early and | conditions, | psychologica | process the | encourage |
| preschool age (love to the | patterns, | 1 and | sequence of | early and |
| Motherland, mother | principles, | pedagogical | selected actions | pre-school |
| tongue, hometown, respect | goals, | means for | regarding | children to |
| for state symbols of | objectives, | realization of | national-patriotic | show |
| Ukraine). | content, | tasks of | education of | patriotism |
| | organizationa | national, | children of early | and respect |
| | 1 forms, | spiritual, | and preschool | for national |
| | methods and | moral | age, to convince | values and |
| | means of | education of | them of their | state symbols |
| | patriotic | children of | expediency and | of Ukraine. |
| | education of | early and | effectiveness | |
| | children of | preschool | | |
| | preschool | age. | | |
| | age. | A 7 .1 | A 1 *1*. | |
| SC 4. Ability to create in | Understand | Apply the | Ability to explain | Organize |
| early and pre-school | the | whole spectrum of | to the participants of the educational | situations that stimulate |
| children skills of safe and | peculiarities of working | psychologica | process the | that sumurate the practice |
| environmentally sound | with parents | l and | sequence of | of early and |
| behavior and activities in | and other | pedagogical | selected actions | pre-school |
| everyday life, nature and | subjects of | means for | in the formation | children to |
| environment. | the | forming in | of skills for safe | safe and |
| | educational | children of | and | environment |
| | process. | early and | environmentally | ally sound |
| | Understandin | preschool | sound behavior | behavior and |
| | g the patterns | age the skills | and activities in | activities in |
| | of formation | of safe and | everyday life, | everyday |
| | in children of | environmenta | nature and | life, nature |
| | early and | lly advisable | environment in | and |
| | pre-school | behavior and | children of early | environment. |
| | age skills of | activities in | and pre-school | |
| | safe and | everyday life, | age; to convince | |
| | environmenta | nature and | them of their | |

| | lly- | the | expediency and | |
|---|--|--|--|--|
| | appropriate behavior. | environment. | efficiency. | |
| SC 5. Ability to physical development of children of early and preschool age, correction and strengthening of their health by means of physical exercises and motor activity. | Understand and define pedagogical conditions, laws, principles, goals, tasks, contents, organizationa l forms, methods and means of physical education of children of preschool age. | Use skills and abilities to preserve and strengthen the psychophysic al and social health of children. | Ability to explain to the participants of the educational process the sequence of selected actions for correction, pedagogical support and support of health of children of early and preschool age by means of physical exercises and motor activity, to convince them of their expediency and efficiency | Practice and implement various methods of correction, pedagogical support and support of health of children of early and preschool age by means of physical exercises and motor activity |
| SC 6. Ability to organize and guide the game (leading), artistic and linguistic and artistic-productive (pictorial, musical, theatrical) activity of children of early and preschool age. | Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). | Own the technologies of developing a subject-gaming, natural-ecological, cognitive, and speech environment in different groups of early and preschool age. | Ability to explain to the participants of the educational process the sequence of selected actions on development in children of early and preschool age of the playing (leading), artistic and linguistic and artistic-productive (visual, musical, theatrical) activities, to convince them of their expediency and efficiency | Organize various types of gaming activities for children of early and pre-school age |
| SC 7. Ability to individual and differentiated development of children of early and preschool age with special needs according to their possibilities (inclusive education). | Features of development of children with psychophysic al and speech disorders. | Possess technologies of preschool inclusive education; to be able to organize group and individual education and education of children with special needs. | Ability to explain to the participants of the educational process the sequence of selected actions regarding individual and differentiated development of children of early and preschool age with special needs according to their capabilities, to | Identify the individual opportunities for the development of children of early and preschool age with special needs and involve them in active communicati on and interaction |

| | 1 | | convince them of | with other |
|-----------------------------|----------------|----------------------|---------------------|----------------|
| | | | their expediency | children. |
| | | | and effectiveness | Cilidreii. |
| SC 9 Ability to use | Basic ideas | To find | Ability to explain | Use modern |
| SC 8. Ability to use | about the | information | to the participants | methods of |
| theoretical knowledge and | age-old laws | and | of the educational | diagnosing |
| practical skills for | of human | independentl | process the | children of |
| mastering the basics of | mental | y analyze | sequence of | preschool |
| psychological diagnostics. | development. | data on | selected actions | age: gifted |
| | Know | individual | regarding the use | children, |
| | modern | development | of modern | children who |
| | psychodiagn | of a child; to | methods of | develop |
| | ostic | define | diagnosing | normally, |
| | techniques. | criteria and | preschool | children with |
| | 1 | indicators of | children: gifted | special |
| | | mental and | children, normal | needs; |
| | | psychophysic | children, children | evaluate the |
| | | al | with special | personal |
| | | development | needs; evaluate | achievements |
| | | of children at | the personal | of each child. |
| | | different | achievements of | |
| | | stages of | each child. | |
| | | early and | | |
| | | preschool | | |
| | | age; to take | | |
| | | into account | | |
| | | the received | | |
| | | data when | | |
| | | choosing methods and | | |
| | | technologies | | |
| | | of training | | |
| | | and | | |
| | | education, | | |
| | | determining | | |
| | | the zone of | | |
| | | actual | | |
| | | development | | |
| | | of children | | |
| | | and creating | | |
| | | a zone of the | | |
| | | nearest | | |
| | | development; | | |
| | | to develop | | |
| | | effective | | |
| | | individual | | |
| | | programs of | | |
| | | socialization and | | |
| | | and adaptation of | | |
| | | children of | | |
| | | early and | | |
| | | preschool | | |
| | | age. | | |
| SC 9. Ability to provide | Understand | To carry out | Ability to explain | Solve issues |
| psychological, counseling | the | psychologica | to the participants | related to the |
| and psychological | peculiarity of | 1 support of | of the educational | organization |
| correctional help to pupils | the | educational | process the | of |
| of a preschool institution, | organization | process in | sequence of the | psychologica |
| or a presentourmstitution, | | | | |

| parents and teachers. | of | preschool | chosen actions on | 1 service in |
|-----------------------|----------------|---------------|-------------------|---------------|
| • | psychologica | educational | the | educational |
| | 1 service in | institution. | implementation | institutions. |
| | educational | Take into | of psychological | |
| | institutions, | account the | support of the | |
| | in particular, | individual | educational | |
| | psychologica | differences | process in a | |
| | 1 diagnosis | of children | preschool | |
| | and | and develop | educational | |
| | psychologica | child-centric | institution. | |
| | 1 counseling. | creative- | | |
| | | developing, | | |
| | | educational | | |
| | | development, | | |
| | | correctional | | |
| | | development | | |
| | | and other | | |
| | | address- | | |
| | | oriented | | |
| | | technologies | | |
| | | and | | |
| | | techniques. | | |

Table 2. The matrix corresponds to the educational outcomes defined by the learning outcomes and competencies

| Program learning outcomes | tence | | Gene | eral co | | | | | Specia | | | nal) c | ompe | tencie | s | |
|---|---------------------|------|------|---------|------|------|-------|------|--------|------|------|--------|------|--------|------|------|
| | Integral competence | GC 1 | GC 2 | GC3 | GC 4 | GC 5 | 9 2 9 | SC 1 | SC 2 | SC 3 | SC 4 | SC 5 | SC 6 | SC 7 | SC 8 | SC 9 |
| Basic knowledge of fundamental sciences, to the extent necessary for the development of professional disciplines. | • | • | • | | | • | | • | | • | • | | | | • | |

| Understand and | • | • | • | • | • | • | • | • | • | • | • | • | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| determine | | | | | | | | | | | | | | | | |
| pedagogical | | | | | | | | | | | | | | | | |
| conditions, | | | | | | | | | | | | | | | | |
| patterns, | | | | | | | | | | | | | | | | |
| principles, goals, | | | | | | | | | | | | | | | | |
| objectives, | | | | | | | | | | | | | | | | |
| content, | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| organizational | | | | | | | | | | | | | | | | |
| forms, methods | | | | | | | | | | | | | | | | |
| and means of | | | | | | | | | | | | | | | | |
| preschool | | | | | | | | | | | | | | | | |
| education. | | | | | | | | | | | | | | | | |
| Understand, | • | • | • | • | | • | | • | • | | • | | | | • | |
| describe and | | | | | | | | | | | | | | | | |
| analyze the | | | | | | | | | | | | | | | | |
| phenomena of | | | | | | | | | | | | | | | | |
| development, | | | | | | | | | | | | | | | | |
| education and | | | | | | | | | | | | | | | | |
| upbringing of | | | | | | | | | | | | | | | | |
| children of early | | | | | | | | | | | | | | | | |
| and preschool | | | | | | | | | | | | | | | | |
| age using basic | | | | | | | | | | | | | | | | |
| psychological | | | | | | | | | | | | | | | | |
| and pedagogical | | | | | | | | | | | | | | | | |
| concepts and | | | | | | | | | | | | | | | | |
| categories. | | | | | | | | | | | | | | | | |
| Understand | • | • | | • | • | - | | • | • | | • | • | | • | • | |
| nature and | • | | | • | _ | | | | _ | | | _ | | _ | _ | |
| | | | | | | | | | | | | | | | | |
| know the age- old peculiarities | | | | | | | | | | | | | | | | |
| of children with | | | | | | | | | | | | | | | | |
| different levels | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| of development | | | | | | | | | | | | | | | | |
| in the norm, | | | | | | | | | | | | | | | | |
| peculiarities of | | | | | | | | | | | | | | | | |
| development of | | 1 | Ī | 1 | 1 | 1 | Ī | | I | ĺ | Ī | İ | i | ı | 1 | |
| | 1 | | | | | | | | | | | | | | | |
| gifted children, | | | | | | | | | | | | | | | | |
| individual | | | | | | | | | | | | | | | | |
| individual differences of | | | | | | | | | | | | | | | | |
| individual differences of children with | | | | | | | | | | | | | | | | |
| individual differences of | | | | | | | | | | | | | | | | |
| individual differences of children with special needs. Understand and | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, | • | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). | | • | | • | • | | • | • | • | | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the | • | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, recommended | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, recommended by the Ministry | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, recommended by the Ministry of Education | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, recommended by the Ministry of Education and Science of | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, recommended by the Ministry of Education and Science of Ukraine, to | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, recommended by the Ministry of Education and Science of Ukraine, to choose the | | • | • | • | • | • | • | • | • | • | • | | • | | | |
| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, recommended by the Ministry of Education and Science of Ukraine, to choose the appropriate | | • | • | • | • | • | • | • | • | • | • | | • | | | |
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| individual differences of children with special needs. Understand and define ways to use in the development, education and upbringing of children of early and pre-school age, different types of activities (gaming, labor, educational, artistic, etc.). To interpret the content and requirements of state documents and programs of preschool education, recommended by the Ministry of Education and Science of Ukraine, to choose the appropriate | | • | • | • | • | • | • | • | • | • | • | | • | | | |

| Understand the peculiarities of the application of the algorithm of professional actions for the calcustional process with children of early and preschool age in the conditions of the DHS and family. Understand the peculiarities of working with the children of early and preschool age in the conditions of the DHS and family. Basic ideas about the planning of educational process. Basic count the age and abilities of children of early and preschool age, children with special needs and make forecasts about the street of the conditions of the condi | I Indonetar d 4h | | | | | | | | | | | | | | | |
|--|--|---|----------|---|---|---|---|---|---|---|---|---|---|---|---|--|
| peculiarities of the application of the algorithm of professional actions for the organization of educational work, taking into account the age and educational work, taking into account the age and educational | Understand the | • | • | • | • | • | | • | • | | | • | • | • | | |
| the application of the algorithm of professional actions for the organization of culturational process with a characteristic conditions of the DHS and family. Understand the peculiarities of working with parents and other subjects of the educational process. Basic microst process. Basic microst process. Basic microst process. Basic microst process and individual adultions of children of carly and pre-school age, children with special special control of the computer science and modern information technologies. Basic microst process. Basic measurements and the computer science and modern information technologies. Basic measurements and the computer science and modern information technologies. Basic measurements and the computer science and modern information technologies. Basic measurements and control of the system of children in different types of pre-school education and education and education and education of children in different types of pre-school educational institutions. Understand the peculiarity of organization and precadagogy and | | | | | | | | | | | | - | | | | |
| of the algorithm of professional actions for the organization of educational process with children of early and preschool age in the Basic fides and other subjects of working with parents and other subjects of working with parents and other subjects of the educational process. Basic fides about the planning of educational work, taking into account the grant and abilities of children of early and pre-school age, children with special meeds and make forecasts about its effectiveness. Basic representations in the field of computer science and children of the system of education and education of entildren in different types of pre-school educational institutions. Understand the peculiarity of an opportunities of scientific research in the field of pedpagogy and | | | | | | | | | | | | | | | | |
| of professional actions for the organization of educational process with children of early and preschool age in the conditions of the DHS and family. Understand the peculiardise of process. Basic ideas about the planning of educational work, taking into account the age and individual abilities of educational work, taking into account the age, children with special materials and the planning of educational for early and pre-school age, children with special materials and the planning of educational to the planning of educational work, taking into account the age and individual abilities of educational work is effectiveness. Basic ideas and modern information technologies. Basic representations in the field of computer science and modern information technologies. Basic ideas about the system of education and application of methods of scientific research in the field of organization and application of methods of scientific research in the field of pedagogy and | the application | | | | | | | | | | | | | | | |
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| actions for the organization of educational process with children of early and preschool age in the DIEs and family. Decouliarities of working with parents and other subjects of the educational process. Basic incas about the planning of educational individues of children of early and pre-school age, children with special meeds and make forecasts about its effectiveness. Basic presentations in the field of computer science and modern on technologies. Basic incas and other subjects of the system of education and education of education and education and education and education of education and education and education of education and education of education and education of e | of professional | | | | | | | | | | | | | | | |
| organization of educational process with children of carly and preschool age in the conditions of the | | | | | | | | | | | | | | | | |
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| interaction of | | | | | | | | | | | | | | | | |
| educator with | | | | | | | | | | | | | | | | |
| children. | | | | | | | | | | | | | | | | |
| Implement | • | • | • | | • | • | | | | | | | | | | |
| various types of | | | | | | | | | | | | | | | | |
| planning in a | | | | | | | | | | | | | | | | |
| preschool | | | | | | | | | | | | | | | | |
| institution; to | | | | | | | | | | | | | | | | |
| select the | | | | | | | | | | | | | | | | |
| appropriate | | | | | | | | | | | | | | | | |
| appropriate | | | | | | | | | | | | | | | | |
| forms for plans | | | | | | | | | | | | | | | | |
| for the | | | | | | | | | | | | | | | | |
| implementation | | | | | | | | | | | | | | | | |
| of the tasks of | | | | | | | | | | | | | | | | |
| preschool | | | | | | | | | | | | | | | | |
| education, and | | | | | | | | | | | | | | | | |
| to draw up | | | | | | | | | | | | | | | | |
| abstracts of | | | | | | | | | | | | | | | | |
| various forms of | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| educational | | | | | | | | | | | | | | | | |
| activity taking | | | | | | | | | | | | | | | | |
| into account age | | | | | | | | | | | | | | | | |
| characteristics | | | | | | | | | | | | | | | | |
| and individual | | | | | | | | | | | | | | | | |
| differences of | | | | | | | | | | | | | | | | |
| children, leading | | | | | | | | | | | | | | | | |
| factors of | | | | | | | | | | | | | | | | |
| development, | | | | | | | | | | | | | | | | |
| basic principles | | | | | | | | | | | | | | | | |
| of pre-school | | | | | | | | | | | | | | | | |
| education and | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| requirements for | | | | | | | | | | | | | | | | |
| education and | | | | | | | | | | | | | | | | |
| upbringing of | | | | | | | | | | | | | | | | |
| children of early | | | | | | | | | | | | | | | | |
| and preschool | | | | | | | | | | | | | | | | |
| age. | <u> </u> | | <u></u> | <u></u> | <u> </u> | <u> </u> | <u></u> | <u> </u> | <u> </u> | | |
| Possess | • | • | • | • | • | • | | | | | • | • | | • | | • |
| technologies of | | | | | | | | | | | | | | | | |
| preschool | | | | | | | | | | | | | | | | |
| inclusive | | | | | | | | | | | | | | | | |
| education; to be | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| able to organize | | | | | | | | | | | | | | | | |
| group and | | | | | | | | | | | | | | | | |
| individual | | | | | | | | | | | | | | | | |
| education and | | | | | | | | | | | | | | | | |
| education of | | | | | | | | | | | | | | | | |
| children with | | | | | | | | | | | | | | | | |
| | i | Ī | I | l | I | I | | | | Ī | Ì | | I | I | | |
| special needs. | | | | | | | | | | | | | | | ļ ļ | |

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|-------------------------------|---|---|---|----------|---|----------|---|---|---|---|---|---|---|---|---|---|
| Solve issues | • | • | • | | | | • | | | | | | | | • | • |
| related to the | | | | | | | | | | | | | | | | |
| organization of | | | | | | | | | | | | | | | | |
| psychological | | | | | | | | | | | | | | | | |
| service in | | | | | | | | | | | | | | | | |
| educational | | | | | | | | | | | | | | | | |
| institutions. | | | | | | | | | | | | | | | | |
| To find information and | • | • | • | | | | • | | • | • | • | | | • | • | • |
| independently | | | | | | | | | | | | | | | | |
| analyze data on | | | | | | | | | | | | | | | | |
| individual | | | | | | | | | | | | | | | | |
| development of | | | | | | | | | | | | | | | | |
| a child; to define | | | | | | | | | | | | | | | | |
| criteria and | | | | | | | | | | | | | | | | |
| indicators of | | | | | | | | | | | | | | | | |
| mental and | | | | | | | | | | | | | | | | |
| psychophysical | | | | | | | | | | | | | | | | |
| development of | | | | | | | | | | | | | | | | |
| children at | | | | | | | | | | | | | | | | |
| different stages | | | | | | | | | | | | | | | | |
| of early and | | | | | | | | | | | | | | | | |
| preschool age; to | | | | | | | | | | | | | | | | |
| take into | | | | | | | | | | | | | | | | |
| account the | | | | | | | | | | | | | | | | |
| received data | | | | | | | | | | | | | | | | |
| when choosing | | | | | | | | | | | | | | | | |
| methods and | | | | | | | | | | | | | | | | |
| technologies of | | | | | | | | | | | | | | | | |
| training and | | | | | | | | | | | | | | | | |
| education, determining the | | | | | | | | | | | | | | | | |
| zone of actual | | | | | | | | | | | | | | | | |
| development of | | | | | | | | | | | | | | | | |
| children and | | | | | | | | | | | | | | | | |
| creating a zone | | | | | | | | | | | | | | | | |
| of the nearest | | | | | | | | | | | | | | | | |
| development; to | | | | | | | | | | | | | | | | |
| develop effective | | | | | | | | | | | | | | | | |
| individual | | | | | | | | | | | | | | | | |
| programs of | | | | | | | | | | | | | | | | |
| socialization and | | | | | | | | | | | | | | | | |
| adaptation of | | | | | | | | | | | | | | | | |
| children of early | | | | | | | | | | | | | | | | |
| and preschool | | | | | | | | | | | | | | | | |
| age. | | | | | | | | | | | | | | | | |
| Use modern | • | • | • | • | • | • | | | | | | | | | • | • |
| methods of | | | | | | | | | | | | | | | | |
| diagnosing | | | | | | | | | | | | | | | | |
| children of preschool age: | | | | | | | | | | | | | | | | |
| gifted children, | | | | | | | | | | | | | | | | |
| children who | | | | | | | | | | | | | | | | |
| develop | | | | | | | | | | | | | | | | |
| normally, | | | | | | | | | | | | | | | | |
| children with | | | | | | | | | | | | | | | | |
| special needs; | | | | | | | | | | | | | | | | |
| evaluate | | | | | | | | | | | | | | | | |
| personal | | | | | | | | | | | | | | | | |
| achievements of | | | | | | | | | | | | | | | | |
| each child; take | | | | | | | | | | | | | | | | |
| into account the | | | | | | | | | | | | | | | | |
| individual | | | | | | | | | | | | | | | | |
| differences of | | | | | | | | | | | | | | | | |
| children and | | | | | | | | | | | | | | | | |
| develop child- | | | | | | | | | | | | | | | | |
| centric creative- | | | | | | | | | | | | | | | | |
| developing, educational | | | | | | | | | | | | | | | | |
| development, | | | | | | | | | | | | | | | | |
| correction- | | | | | | | | | | | | | | | | |
| development | | | | | | | | | | | | | | | | |
| acveropment | 1 | ı | | <u> </u> | 1 | <u> </u> | l | 1 | l | l | İ | l | l | l | | |

| and other address-oriented technologies and techniques. | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|--|--|---|---|---|
| To carry out | • | • | • | • | • | • | • | • | | | • | • | • |
| psychological | | | | | | | | | | | | | |
| support of | | | | | | | | | | | | | |
| educational | | | | | | | | | | | | | |
| process in | | | | | | | | | | | | | |
| preschool | | | | | | | | | | | | | |
| educational | | | | | | | | | | | | | |
| institution. | | | | | | | | | | | | | |

Table 3. List of academic disciplines and type of control over cycles of preparation of bachelors on specialty 012 "Preschool education"

| No | Educational discipline | Academic | ECTS | | Co |
|-------|--|------------------|---------|---------------|-----|
| 745 | Educational discipline / | | | type of | |
| | practice | hours | Loans | control | mp |
| | | | | | ete |
| | | | | | nci |
| 1 | 2 | 2 | 4 | <i>-</i> | es |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | | eral training cy | cle | 1 | 1 |
| 1.1. | Ukrainian language (in professional direction) | 90 | 3 | Exam | GC |
| 1.2. | History of Ukraine | 90 | 3 | Exam | GC |
| 1.3. | History of Ukrainian Culture | 90 | 3 | Exam | GC |
| 1.4. | Philosophy | 90 | 3 | Exam | GC |
| 1.5. | New information technologies | 90 | 3 | Test | GC |
| 1.6. | Technical training | 90 | 3 | Test | GC |
| 1.7. | Principles of Ecology | 90 | 3 | Test | GC |
| 1.8. | Bases of medical knowledge | 150 | 5 | Exam | GC |
| 1.9. | Fundamentals of Defectology and Speech Therapy | 150 | 5 | Exam | GC |
| 1.10. | Pediatrics | 210 | 7 | Account, exam | GC |
| 1.11. | Age physiology and valeology | 90 | 3 | Test | GC |
| 2. | Cycle of | professional to | raining | | |
| 2.1. | Psychology is common | 120 | 4 | Exam | SC |
| 2.2. | Psychology of children | 240 | 8 | Account, exam | SC |
| 2.3. | Psychology is pedagogical and ethnopsychology | 180 | 6 | Test | SC |
| 2.4. | Introduction to | 90 | 3 | Exam | SC |
| 2.5. | General pedagogy | 120 | 4 | Exam | SC |
| 2.6. | Pedagogical creativity | 180 | 6 | Exam | SC |
| 2.7. | Safety of life with the basics of labor protection | 90 | 3 | Account, exam | SC |
| 2.8. | Pedagogy is preschool | 300 | 10 | Account, exam | SC |
| 2.9. | History of preschool pedagogy | 120 | 4 | Exam | SC |
| 2.10. | Fundamentals of natural science with the method of familiarizing | 240 | 8 | Account, exam | SC |

| | with nature | | | | |
|-------|--|-----------------|---------|---------------|----|
| 2.11. | Preschool linguodidactics | 270 | 9 | Account, exam | SC |
| 2.12. | Fundamentals of Fine Arts with the method of managing graphic | 240 | 8 | Account, exam | SC |
| 2.13. | Theory and methods of physical education and valeological education | 150 | 5 | Exam | SC |
| 2.14. | Theory and methodology of the formation of elementary mathematical representations | 180 | 6 | Exam | SC |
| 2.15. | Theory and methodology of musical education | 90 | 3 | Test | SC |
| 2.16. | Computer technology in working with children | 90 | 3 | Test | SC |
| 2.17. | Theory and methods of cooperation with families | 90 | 3 | Test | SC |
| 2.18. | Children's literature | 90 | 3 | Test | SC |
| 2.19. | Artwork and design basics | 90 | 3 | Test | SC |
| 2.20. | Psychology of children's creativity | 90 | 3 | Test | SC |
| 2.21. | Culture of speech and expressive reading | 120 | 4 | Test | SC |
| 2.22. | Basics of the scientific research | 90 | 3 | Test | SC |
| | Practi | ical training | | • | |
| 2.23. | Educational practice | 90 | 3 | Test | GC |
| 2.24. | Pedagogical practice in groups of children of early age | 135 | 4,5 | Test | GC |
| 2.25. | Pedagogical practice in groups of children of preschool age | 180 | 6 | Test | GC |
| 2.26. | Industrial practice in pre-school establishments | 270 | 9 | Test | GC |
| | Discipl | line of choice | | | |
| 3. | | eral training c | vcle | | |
| 3.1. | Foreign language (in professional orientation) | 180 | 6 | Exam | GC |
| 3.2. | Economics / Religious Studies / Ethics and Aesthetics | 90 | 3 | Test | GC |
| 3.3. | The history of world civilizations / Values of European civilization | 90 | 3 | Test | GC |
| 3.4. | Jurisprudence / Sociology / Political science | 90 | 3 | Test | GC |
| 4. | Cycle of | professional t | raining | - | • |
| 4.1. | Pedagogy of early childhood | 120 | 4 | Exam | SC |
| 4.2. | Innovative pedagogical technologies in pre-school education | 120 | 4 | Test | SC |
| 4.3. | A method for familiarizing with social environments | 90 | 3 | Test | SC |
| 4.4. | Methodology of learning the second language | 90 | 3 | Test | SC |
| 4.5. | Organizational and | 120 | 4 | Exam | SC |
| | 1 0 | 1 | 1 | | |

| | methodological work in pre- school establishments | | | | |
|-------|--|-----|-----|------|----|
| 4.6. | Anatomy of the central nervous system and GNI | 120 | 3 | Exam | SC |
| 4.7. | Basics of psychotherapy | 90 | 5 | Test | SC |
| 4.8. | Psychological counseling with the psychology of activity | 135 | 6,5 | Exam | SC |
| 4.9. | Psychodiagnostics | 240 | 4 | Test | SC |
| 4.10. | Psychological service in educational institutions | 120 | 5 | Exam | SC |
| 4.11. | Age psychology | 90 | 3 | Exam | SC |
| 4.12. | Inclusive education | 120 | 4 | Exam | SC |

Table 4. Matrix of correspondence with the educational program of competences and disciplines specified in specialty 012 "Preschool education"

| I General Specials | | | | | | | | | | | | | | | | | | |
|--|-------------|-------|-------|-------|-------|------|-------|--------------|-------|-------|-------|-------|--------------|-------|-------|----------|--|--|
| | l n | Gener | al | 1 | | • | • | Specials | | | | | | | | | | |
| | t e g r a l | GC 01 | GC 02 | GC 03 | GC 04 | GC05 | GC 06 | SC 01 | SC 02 | SC 03 | SC 04 | SC 05 | SC 06 | SC 07 | SC 08 | SC 09 | | |
| Ukrainian language (in professional direction) | • | • | | | | • | | | • | • | | | | | | | | |
| History of Ukraine | • | • | | | | | | | | • | | | | | | | | |
| History of Ukrainian Culture | • | • | | | | • | | | | • | | | | | | | | |
| Philosophy | • | • | | • | _ | | | | | | | | • | | | | | |
| New information technologies | • | • | • | | | | | | | | • | | | | | | | |
| Technical training | • | • | • | | | | | | | | • | | • | | | | | |
| Principles of Ecology | • | • | | | | | | | | | • | | | | | | | |
| Bases of medical knowledge | • | • | | | • | | | | | | • | • | | | | | | |
| Fundamentals of Defectology and Speech Therapy | • | • | | | | | | | • | | | | | • | • | • | | |
| Pediatrics | • | • | | | | • | | | | | • | • | | | | | | |
| Age | • | • | | | | | | | | | • | • | | • | | | | |

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|--|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| physiology and valeology | | | | | | | | | | | | | | |
| Psychology is common | • | • | | | | | | • | | | | • | | |
| Psychology of children | • | • | | | | | • | • | | | | • | • | |
| Psychology is pedagogical and ethnopsycholo | • | • | | | | | | • | | | | • | | |
| gy | | | | | | | | | | | | | | |
| Introduction to | | • | • | | | | | | • | | | | | |
| General pedagogy | • | • | | • | | | | | • | | • | | | |
| Pedagogical creativity | • | • | | | | | | | • | | | • | | |
| Safety of life with the basics of labor protection | • | • | | | • | | | | | • | | | | |
| Pedagogy is preschool | • | • | | • | | | • | • | • | | • | • | | |
| History of preschool pedagogy | • | • | • | | | | | | • | | | • | | |
| Fundamentals of natural science with the method of familiarizing with nature | • | • | | | | | • | | • | • | | | | |
| Preschool linguodidactic s | • | • | | | | • | • | • | • | | | | | |
| Fundamentals of Fine Arts with the method of managing graphic art | • | • | | | | | • | | • | | | • | | |
| Theory and methods of physical education and valeological education | • | • | | | | | • | | | • | • | | | |
| Theory and methodology of the formation of elementary mathematical | • | • | | | | | • | | | • | | | | |

| | | | | | 1 | 1 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| representation s | | | | | | | | | | | | | | | | |
| Theory and methodology of musical education | • | • | | | | | | • | | • | | • | • | | | |
| Computer technology in working with children | • | • | • | | | | | | | | • | | • | | | |
| Theory and methods of cooperation with families | • | • | | | | | | • | | • | | | | | | |
| Children's literature | • | • | | | | | | | • | • | | | | | | |
| Artwork and design basics | • | • | | | | | | • | | • | | | • | | | |
| Psychology of children's creativity | • | • | | | | | | • | | | | | • | | | |
| Culture of speech and expressive reading | • | • | | | | • | | | • | | | | | | | |
| Basics of the scientific research | • | • | • | • | • | • | | | | | | | | | | |
| Educational practice | • | • | | | • | | • | | • | • | | • | • | | | |
| Pedagogical practice in groups of children of early age | • | • | | | • | | • | | • | • | | • | • | | | |
| Pedagogical practice in groups of children of preschool age | • | • | | | • | | • | | • | • | | • | • | | | |
| Industrial practice in pre-school establishments | • | • | | | • | | • | | • | • | | • | • | • | • | • |
| Foreign language (in professional orientation) | • | • | • | | • | • | | | | | | | | | | |
| Economics / Religious Studies / | • | • | | • | | | | | | • | | | • | | | |

| D.1.1. 1 | | 1 | | 1 | 1 | | | 1 | | | | | | | | |
|--|---|---|---|---|---|---|----------|---|---|---|---|---|---|---|---|---|
| Ethics and | | | | | | | | | | | | | | | | |
| Aesthetics | | | | | | | | | | | | | | | | |
| The history of world civilizations / Values of European civilization | • | • | | • | | | | | | • | | | | | | |
| Jurisprudence / Sociology / Political science | • | • | | • | | • | • | | | | | | | | | |
| Pedagogy of early childhood | • | • | | | | | | • | | • | | | • | | | |
| Innovative pedagogical technologies in pre-school education | • | • | • | | | | | • | • | • | • | • | | • | | |
| A method for familiarizing with social environments | • | • | | | | | | • | • | • | • | | | | | |
| Methodology of learning the second language | • | • | | | | | | • | • | • | | | | | | |
| Organizational and methodologica l work in pre- school establishments | | • | | | | | | | | • | • | | • | | | |
| Anatomy of the central nervous system and GNI | • | • | | | | | | | | | | | | • | • | • |
| Basics of psychotherapy | • | • | | | | | | | • | | | | | • | • | • |
| Psychological counseling with the psychology of activity | • | • | | | | | | | | | • | • | • | • | • | • |
| Psychodiagnos tics | • | • | | | | | | • | • | | | | | • | • | • |
| Psychological service in educational institutions | • | • | | | | | | | | | | • | | • | • | • |
| | | I | l | 1 | 1 | ı | <u> </u> | I | I | | l | l | l | l | l | |

| Age psychology | • | • | | | • | • | • | | | • | • | • |
|---------------------|---|---|--|--|---|---|---|---|---|---|---|---|
| Inclusive education | • | • | | | • | | • | • | • | • | • | • |