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

APPROVED BITH

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",

053 " 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

Head of the Academic Counc

of the RSHU

prof. Postolovsky R. M.

II General characteristics

	characteristics
Higher	The first (bachelor's) level
education level	
Higher	Bachelor
education	
Branch of	01 "Education / Pedagogy"
knowledge	
Specialty	012 "Preschool education"
Restrictions on	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
the diploma	early 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-
L	

	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						
	development, training and upbringing of children of early and pre-school age in educational institutions and families.						
	<i>Methods</i> - 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.						
Academic	Possible continuation of education by the degree of higher						
graduate rights	education "Master" in specialty 012 Preschool education or other related specialties.						
Employment of graduates (for	According to the current version of the National Classifier of Ukraine: Classification of professions (DK 003: 2010), a						
regulated	bachelor of pre-school education may hold the following						
professions -	positions (according to the current edition of the National Classifier of professions):						
obligatory)	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 educational qualification level junior specialist, degree of education, junior bachelor of higher education is 180 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	 Ability to productive (abstract, figurative, discursive, creative) thinking. 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.

- 7. Ability to individual and differentiated development of 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; 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 into account age characteristics and differences of children, leading factors of development, pre-school basic principles of education and 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 and психофізичного development of children on the different stages of early and preschool age; to take into the obtained data the account at choice of methodologies and technologies of studies and 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.
- 15. To carry out psychological accompaniment of educational-educator process in preschool educational establishment.

VI. Forms of certification of applicants for higher education

Forms	of	certification			
of appli	ican	ts for higher			
educati	on				

Certification can take the form of:

- public defense (demonstration) of qualification work;
- that / or certification exam (exams);

Requirements qualification work (in the presence)

qualification work on specialty 012 "Preschool education" may be performed by a bachelor's degree in the form of a 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 180 ECTS credits; 3 years of study

Requirements to the level of education of persons who can start education Educational qualification level Junior specialist, degree of education junior bachelor University

Table 1

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

Classification of		A 1.:1:4	Communicat	A t o o
	Knowledg	Ability	Communicat	Autonom
competences for NRCs	e		ion	y and
				responsib
				ility
				IIIty
		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
	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
	disciplines.	and	psychological and	field of
	Understand	educational	pedagogical	education
	and	process of	categories.	and
	determine	the DNZ.		upbringing of
	pedagogical			children of
	conditions,			early and
	patterns,			preschool
	principles,			age.
	goals,			
	objectives,			
	content,			
	organizationa			
	1 forms,			
	methods and			

	means of	<u> </u>		
	preschool			
	education.			
		Determine	E1-11	Damanatia
GC 2. Ability to	Have a basic	Determine	Explain and argue	Demonstratio
independently search,	understandin	the task and	certain	n of personal
process and analyze	g of	content of	transformations	need for the
information from different	computer	educational	in the field of	expansion
sources, to the free use of	science and	work with	development, education and	and updating
means of modern	modern	children of		of
information and	information	early and	upbringing of	information
communication	technology.	preschool	children of early	on the
technologies.	Understand	age on the basis of	and preschool age and directions of	content and
teemologies.	the			ways of
	peculiarity of	current	their	implementin
	organization	programs of	improvement.	g the
	and	preschool		development,
	application of methods	education.		training and
				upbringing of
	of scientific			children of
	research in			early and
	the field of			preschool
	pedagogy			age.
	and			
	psychology. Understand,	To build a	Empleia discuss	Practice
GC 3. Ability to identify,	describe and	holistic	Explain, discuss the essence of the	discussions
formulate and solve		educational		and
problems, make decisions	analyze the phenomena		problem in the field of	discussions
and act in accordance with	of	process taking into	development,	on
moral and ethical and legal	development,	account the	teach children of	development
norms.	education	basic laws of	early and	al issues,
	and	its course; to	preschool age and	teaching
	upbringing of	manage its	organize its	children of
	children of	quality,	solution. Explain	early and
	early and	guided by the	your choice,	pre-school
	preschool	psychologica	prove its	age. Follow
	age using	1 and	expediency on the	the decisions
	basic	pedagogical	basis of moral	taken and
	psychologica	principles of	and ethical and	bear
	1 and	organization	professional	responsibility
	pedagogical	of	norms.	for their
	concepts and	educational		results.
	categories.	process in the		
		system of		
		preschool		
		education in		
		the		
		realization of		
		the tasks of		
		education,		
		the goals of		
		00000001	<u> </u>	

		education		
		and		
		development		
		of children of		
		early and		
		preschool		
		age in the		
		DHS and		
CC 4 Ability to observe and a	To intermed	family.	Evaloin and	То
GC 4. Ability to plan, make	To interpret	Implement	Explain and	
forecasts and predict the	the content	various types	present the revisions of the	independentl
consequences of their	and	of planning in a		y act in
actions and to the project	requirements of state	preschool	compilation of	creating conditions
organization of activity, to	documents	institution; to	pedagogical forecasts and	for the
ensure the safety of its own		select the	action plans, to	implementati
and other participants in	and programs		convince them of	on of
the educational process.	of preschool education,	appropriate forms for	expediency and	forecasts 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	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		Caucation.
	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		
			l	L

	the system of	preschool		
	education	age.		
	and	uge.		
	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
and in writing).	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
	language in	with children	education and	solving
	the context of	and other	upbringing of	problems of
	preschool	subjects of	children of early	professional
	education	the	and preschool age	activity in
		educational	in the state	the education
		process in the	language.	and
		system of		upbringing of
		preschool		children of
		education.		early and
				preschool
CC (Al-114- AA-	Understand	Provide	A hility to procent	age.
GC 6. Ability to create a	the	subject-	Ability to present plans of joint	Ownership of leadership
team, motivate its members	peculiarities	subject	work to like-	qualities,
and achieve common goals.	of the	interaction	minded people, to	ability to
	application	and	assign tasks and	initiate joint
	of the	development	responsibilities,	work and
	algorithm of	al	to convince the	take
	professional	interpersonal	effectiveness of	responsibility
	actions for	communicati	joint actions.	for the
	the	on with	Ability to explain	results of the
	organization	preschool	their actions in	team. Ability
	of	children and	the team, modify	to tolerate
	educational	socially	and subordinate	attitude
	process with	oriented	them to the team's	towards the
	children of	personality	only	team
	early and	and	requirements.	members and
	preschool	communicati		the results of
	_		l	their actions.
	age in the	on with		then actions.
	age in the conditions of	on with parents.		then actions.
	age in the conditions of the DHS and			their actions.
	age in the conditions of the DHS and family.	parents.		then actions.
Special SC 1. Ability to develop in	age in the conditions of the DHS and	parents.	tencies Ability to explain	Combine and

the children of contrond	nature and	optimal	to the participants	demonstrate
the children of early and	know the	methods and	of the educational	in their
pre-school age basic		effective		activities a
qualities of the individual	age-old peculiarities	forms and	process the	
(arbitrariness, autonomy,	of children	various	sequence of actions chosen, to	variety of forms and
creativity, initiative,	with different	means of	convince them of	methods of
freedom of conduct, self-	levels of			formation
awareness, self-esteem, self-		pedagogical influence on	the expediency and effectiveness	and
esteem).	development in the norm,		and effectiveness	
,	peculiarities	children in the process		development of children of
	of	of their		
	-	education,		early and pre-school
	development of gifted	training and		-
	children,			age basic
	individual	development, and in		qualities of
	differences			personality and methods
	of children	specific situations of		of and methods
	with special	situations of subject-		stimulating
	needs.	subject-		their
	necus.	interaction of		development
		educator with		and support
		children.		and support
SC 2. Ability to develop	Understandin	To introduce	Ability to explain	Initiate
_	g nature and	modern	to the participants	linguistic
children of early and	psychologica	development	of the educational	communicati
preschool age as a means of	1 patterns of	al and	process the	on between
communication and	development	informational	sequence of	children of
interaction with peers and	in children of	-	selected actions	early and
adults, training of children	early and	communicati	for the	preschool
of early and pre-school age	pre-school	on	development of	age with
in native and Ukrainian	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	their expediency	Ukrainian
		results.	and effectiveness.	(state)
				languages.
SC 3. Ability to national-	Understand	Apply the	Ability to explain	Create
patriotic upbringing of	and define	whole	to the participants	situations
children of early and	pedagogical	spectrum of	of the educational	that
preschool age (love to the	conditions,	psychologica	process the	encourage
1		l	I	l

Motherland, mother	patterns,	1 and	sequence of	early and
	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.			
SC 4. Ability to create in	Understand	Apply the	Ability to explain	Organize
early and pre-school	the	whole	to the participants	situations
children skills of safe and	peculiarities	spectrum of	of the educational	that stimulate
	of working	psychologica	process the	the practice
environmentally sound	with parents	1 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
	_	behavior and		
	pre-school		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	environment.	efficiency.	
	behavior.	**	A1.99.	D
SC 5. Ability to physical	Understand	Use skills	Ability to explain	Practice and
development of children of	and define	and abilities	to the participants	implement
early and preschool age,	pedagogical	to preserve	of the educational	various
correction and	conditions,	and	process the	methods of
strengthening of their	laws,	strengthen	sequence of	correction,
health by means of physical	principles,	the	selected actions	pedagogical
exercises and motor	goals, tasks,	psychophysic	for correction,	support and
	contents,	al and social	pedagogical	support of
activity.	organizationa	health of	support and	health of
	1 forms,	children.	support of health	children of
	methods and		of children of	early and
	means of		early and	preschool
	physical		preschool age by	age by means
	education of		means of physical	of physical
	children of		exercises and	exercises and
	Cimulen Oi		exercises and	exercises and

	mmagal-aa1	T	motor activity	moto:
	preschool		motor activity, to	motor
	age.		convince them of	activity
			their expediency	
			and efficiency	
SC 6. Ability to organize	Understand	Own the	Ability to explain	Organize
and guide the game	and define	technologies	to the participants	various types
(leading), artistic and	ways to use	of	of the educational	of gaming
linguistic and artistic-	in the	developing a	process the	activities for
productive (pictorial,	development,	subject-	sequence of	children of
musical, theatrical) activity	education	gaming,	selected actions	early and
	and	natural-	on development	pre-school
of children of early and	upbringing of	ecological,	in children of	age
preschool age.	children of	cognitive,	early and	
	early and	and speech	preschool age of	
	pre-school	environment	the playing	
	age, different	in different	(leading), artistic	
	types of	groups of	and linguistic and	
	activities	early and	artistic-	
	(gaming,	preschool	productive	
	labor,	age.	(visual, musical,	
	educational,		theatrical)	
	artistic, etc.).		activities, to	
			convince them of	
			their expediency	
			and efficiency	
SC 7. Ability to individual	Features of	Possess	Ability to explain	Identify the
and differentiated	development	technologies	to the participants	individual
	of children	of preschool	of the educational	opportunities
development of children of	with	inclusive	process the	for the
early and preschool age	psychophysic	education; to	sequence of	development
with special needs	al and speech	be able to	selected actions	of children of
according to their	disorders.	organize	regarding	early and
possibilities (inclusive		group and	individual and	preschool
education).		individual	differentiated	age with
		education	development of	special needs
		and	children of early	and involve
		education of	and preschool age	them in
		children with	with special	active
		special	needs according	communicati
		needs.	to their	on and
		110000	capabilities, to	interaction
			convince them of	with other
			their expediency	children.
			and effectiveness	
SC 8. Ability to use	Basic ideas	To find	Ability to explain	Use modern
•	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	sequence of selected actions	age: gifted
	Know	individual		
	KIIUW	marvidual	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
	teemiques.	indicators of	children: gifted	special
		mental and	children, normal	needs;
		psychophysic	children, children	evaluate the
		1 0	· · · · · · · · · · · · · · · · · · ·	
		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		
		adaptation of		
		children of		
		early and		
		_		
		preschool		
SC 0 Abilita to married	Understand	age. To carry out	Ability to explain	Solve issues
SC 9. Ability to provide	the	psychologica	to the participants	related to the
psychological, counseling			of the educational	
and psychological	peculiarity of	1 support of educational		organization of
correctional help to pupils	the		process the	
of a preschool institution,	organization of	process in	sequence of the chosen actions on	psychologica 1 service in
parents and teachers.		preschool educational		educational
	psychologica	cuucatioliai	the	cuucationai

T	I		I
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								nal) c	ompe	tencie	S	
	Integral competence	GC 1	GC 2	GC 3	GC 4	GCS	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.	•	•	•			•		•		•	•				•	

T7 3 (3 3	ı	ı	1	1	1	ı										
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																
gifted children,																
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,																
educational.	I	1	1	1	1	i		i e			i l	i l		i l		1
artistic, etc.).																

				1	1									
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														
methods for														
their provision.														
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 family.														
Understand the		_			_		_			_				
	•	•			•		•			•				
peculiarities of														
working with														
parents and														
other subjects of														
the educational														
process.														
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 about														
its effectiveness.														
Basic	•	•	•		•	•	•							
representations	•													
in the field of														
computer														
science and														
modern														
information														
technologies.														
	1	i	1	i	1		l		l	l			1	1

Basic ideas	•	•	•		•	•	•				•				
about the															
specifics of the															
system of															
education and															
education of															
children in															
different types of															
pre-school															
educational															
institutions.															
Understand the	•	•	•			•									
peculiarity of															
organization and															
application of															
methods of															
scientific															
research in the															
field of															
pedagogy and															
psychology.		1		-	1	1									
Understand the	•	•		•										•	•
peculiarity of															
organization of															
psychological															
diagnosis and															
psychological															
counseling, to															
know modern															
psychodiagnosti															
c techniques.															
Basic ideas	•	•	•	•									•	•	•
Basic ideas about the age-	•	•	•	•									•	•	•
Basic ideas about the age- old laws of	•	•	•	•									•	•	•
Basic ideas about the age-	•	•	•	•									•	•	•
Basic ideas about the age- old laws of human mental development.	•	•	•	•									•	•	•
Basic ideas about the age- old laws of human mental	•	•	•	•	•								•	•	•
Basic ideas about the age- old laws of human mental development. Understand the		•	•	•	•								•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of		•	•	•	•								•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of		•	•	•	•								•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological		•	•	•	•								•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in		•	•	•	•								•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational		•	•	•	•								•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions.	•	•	•	•	•								•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the		•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational and	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational process of the	•	•	•	•	•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational process of the DNZ.	•	•	•		•			•	•				•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational process of the DNZ. To build a	•	•	•	•	•		•	•	•	•	•	•	•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational process of the DNZ. To build a holistic	•	•	•		•		•	•	•	•	•	•	•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational process of the DNZ. To build a holistic educational	•	•	•		•		•	•	•	•	•	•	•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational and educational process of the DNZ. To build a holistic educational process taking	•	•	•		•		•	•	•	•	•	•	•	•	•
Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational process of the DNZ. To build a holistic educational process taking into account the	•	•	•		•		•	•	•	•	•	•	•	•	•
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Basic ideas about the age- old laws of human mental development. Understand the peculiarity of organization of psychological service in educational institutions. To analyze the pedagogical systems of the past and creatively transform their potential into the modern educational process of the DNZ. To build a holistic educational process taking into account the	•	•	•		•		•	•	•	•	•	•		•	•

		1													
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															
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goals of															
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development of															
children of early					1										
and preschool					1										
age in the DHS					1										
					1										
and family.		ļ		ļ	ļ										
Use skills and	•	•		•	1						•	•	•		
abilities to					1										
preserve and					1										
strengthen the															
psychophysical															
and social health															
of children. Use															
skills and					1										
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preserve and strengthen the psychophysical and social health of children.															
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preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool	•	•	•	•	•	•		•	•	•					
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis	•	•	•	•	•	•		•	•	•					
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool	•	•	•	•	•	•		•	•	•					
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current	•	•	•	•	•	•		•	•	•					
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of	•	•	•	•	•	•		•	•	•					
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool	•	•	•	•	•	•		•	•	•					
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of	•	•	•	•	•	•		•	•	•					
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education.			•		•	•									
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement	•	•	•	•	•	•	•	•	•	•	•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject- subjective			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of			•		•	•	•				•			•	
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preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of preschool age and personally			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of preschool age and personally and socially			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of preschool age and personally and socially oriented			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of preschool age and personally and socially			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of preschool age and personally and socially oriented communication			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of preschool age and personally and socially oriented communication with parents.	•	•				•				•				•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of preschool age and personally and socially oriented communication with parents. Own the			•		•	•	•				•			•	
preserve and strengthen the psychophysical and social health of children. Determine the task and content of educational work with children of early and preschool age on the basis of current programs of preschool education. To implement subject-subjective interaction and developing interpersonal communication with children of preschool age and personally and socially oriented communication with parents.	•	•				•				•		•	•	•	

developing a															
subject-gaming,															
natural-															
ecological,															
cognitive, and															
speech															
environment in															
different groups															
of early and															
preschool age.															
Apply the whole	•	•	•	•	•		•	•	•	•	•	•			
range 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.															
To introduce	•	•	•		•	•	•					•	•		
modern	•	•	_			_						•	•		
modern															
														Ī	
development															
development and information															
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development and information and communication technologies of education and training in the educational process of a preschool															
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development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the															
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to															
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the		•			•			•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and various means of	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and various means of pedagogical	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and various means of pedagogical influence on	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and various means of pedagogical influence on children in the	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and various means of pedagogical influence on children in the process of their	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and various means of pedagogical influence on children in the	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and various means of pedagogical influence on children in the process of their education,	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. 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 information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. To obtain optimal methods and effective forms and various means of pedagogical influence on children in the process of their education, training and development,	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. 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	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. 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	•	•	•	•	•		•	•	•	•	•	•			
development and information and communication technologies of education and training in the educational process of a preschool educational institution, to predict their educational effect and to evaluate the achieved results. 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	•	•	•	•	•		•	•	•	•	•	•			

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interaction of																
educator with children.																
	_	_	_		<u> </u>	_	<u> </u>									
Implement various types of	•	•	•		•	•										
planning in a																
preschool																
institution; to																
select the																
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.																
Possess	•	•	•	•	•	•					•	•		•		•
technologies of																
preschool																
inclusive																
education; to be																
able to organize																
group and																
individual																
education and																
education of																
children with																
special needs.																
Solve issues	•	•	•				•								•	•
related to the																
organization of																
psychological																
service in																
educational																
institutions.							<u> </u>									
To find	•	•	•				•		•	•	•			•	•	•
information and																
independently																
analyze data on																
individual																
dorrolomment of a			1	i	i	i		1	i	i					1	
development of a child; to define							1									

		1	1	1	1	1	1	1	1	1				
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														
P														
age.														
age. Use modern	•	•	•		•	•							•	•
Use modern	•	•	•	•	•	•							•	•
Use modern methods of	•	•	•	•	•	•							•	•
Use modern methods of diagnosing	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age:	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children,	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who develop	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who develop normally,	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who develop normally, children with	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who develop normally, children with special needs;	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who develop normally, children with special needs; evaluate	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who develop normally, children with special needs; evaluate personal	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who develop normally, children with special needs; evaluate personal achievements of	•	•	•	•	•	•							•	•
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	•	•	•	•	•	•							•	•
Use modern methods of diagnosing children of preschool age: gifted children, children who develop normally, children with special needs; evaluate personal achievements of	•	•	•	•	•	•							•	•
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	•	•	•	•	•	•							•	•
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	•	•	•	•	•	•							•	•
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	•	•	•	•	•	•							•	•
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	•	•	•	•	•	•							•	•
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-	•	•	•	•	•	•							•	•
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-	•	•	•	•	•	•							•	•
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,	•	•	•	•	•	•							•	•
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 childcentric creative-developing, educational	•	•	•	•	•	•							•	•
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,	•	•	•	•	•	•							•	•
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-	•	•	•	•	•	•							•	•
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	•	•	•	•	•	•							•	•
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 and other	•	•	•	•	•	•							•	•
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 and other address-oriented		•	•	•	•	•							•	•
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 and other address-oriented technologies and		•	•	•	•	•								•
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 and other address-oriented technologies and techniques.		•	•	•	•	•								•
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 childcentric creative-developing, educational development, correction-development and other address-oriented technologies and	•	•	•	•	•	•						•	•	•

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	type of	Co
	practice	hours	Loans	control	mp
					ete
					nci
					es
1	2	3	4	5	6
1.	Gene	eral training cy	cle		
1.1.	Ukrainian language (in professional direction)	90	3	Exam	GC
1.2.	History of Ukrainian Culture	90	3	Exam	GC
1.3.	Philosophy	90	3	Exam	GC
1.4.	New information technologies	90	3	Test	GC
1.5.	Fundamentals of Defectology and Speech Therapy	150	5	Exam	GC
1.6.	Pediatrics	120	4	Test	GC
1.7.	Age physiology and valeology	90	3	Test	GC
2.	Cycle of	professional to	raining		
2.1.	Psychology is common	90	3	Exam	SC
2.2.	Psychology of children	120	4	Account,	SC
		120	7	exam	
2.3.	Pedagogical creativity	180	6	Exam	SC
2.4.	Pedagogy is preschool	300	10	Account,	SC
				exam	
2.5.	History of preschool pedagogy	120	4	Exam	SC
2.6.	Fundamentals of natural science			Account,	SC
	with the method of familiarizing	240	8	exam	
0.7	with nature				0.0
2.7.	Preschool linguodidactics	270	9	Account,	SC
2.0	E 1 (1 CE: A (id			exam	0.0
2.8.	Fundamentals of Fine Arts with	240	0	Account,	SC
	the method of managing graphic	240	8	exam	
2.9.	Theory and methods of physical			Account	SC
L.7.	Theory and methods of physical education and valeological	150	5	Account, exam	SC
	education education	130	3	CAAIII	
	Caucution]	

2.10.	Theory and methodology of the			Account,	SC
	formation of elementary	180	6	exam	
	mathematical representations				
2.11.	Theory and methodology of	00	2	Test	SC
	musical education	90	3		
2.12.	Theory and methods of	120	4	Test	SC
	cooperation with families	120	4		
2.13.	Culture of speech and expressive	120	4	Test	SC
	reading	120	4		
2.14.	Basics of the scientific research	90	3	Test	SC
2.15.	Inclusive education	90	3	Test	SC
	Practi	ical training			
2.16.	Industrial practice in pre-school	270	0	Test	GC
	establishments	270	9		
	Discip	line of choice			
3.		eral training c	ycle		
3.1.	Foreign language (in			Exam	GC
	professional orientation)	180	6		
4.	_	professional ti	raining		<u> </u>
4.1.	Innovative pedagogical			Exam	SC
	technologies in pre-school	120	4		
	education				
4.2.	A method for familiarizing with	0.0		Test	SC
	social environments	90	3		
4.3.	Methodology of learning the	00	2	Test	SC
	second language	90	3		
4.4.	Organizational and			Test	SC
	methodological work in pre-	120	4		
	school establishments				
4.5.	Anatomy of the central nervous	120	3	Exam	SC
	system and GNI	120	3		
4.6.	Fundamentals of Mathematical	90	3	Test	SC
	Statistics	70	3		
4.7.	Psychology of activity	150	5	Exam	SC
4.8.	Psychological counseling	150	5	Account,	SC
				exam	
4.9.	Age psychology	120	4	Exam	SC
4.10.	Pedagogical psychology	120	4	Exam	SC
4.11.	Psychophysiology	120	4	Test	SC
4.12.	Психологія особистості	90	3	Test	SC
4.13.	Basics of psychotherapy	150	5	Test	SC
4.14.	Psychological service in	120	5	Exam	SC
	educational institutions	120	3		
4.15.	Special course	90	3	Test	SC

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

I General Specials Specials																		
	l n	Gener	al	ı	1	1	Ī	Specials										
	t e																	
	g r a	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		
	1																	
Ukrainian language (in professional direction)	•	•				•			•	•								
History of Ukrainian Culture	•	•				•				•								
Philosophy	•	•		•									•					
New information technologies	•	•	•								•							
Fundamentals of Defectology and Speech Therapy	•	•							•					•	•	•		
Pediatrics	•	•				•					•	•						
Age physiology and valeology	•	•									•	•		•				
Psychology is common	•	•							•				•					
Psychology of children	•	•						•	•				•	•				
Pedagogical creativity	•	•								•			•					
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 representation s	•	٠						٠			•					
Theory and methodology of musical education	•	•						•		•		•	•			
Theory and methods of cooperation with families	•	•						•		•						
Culture of speech and expressive reading	•	•				•			•							
Basics of the scientific research	•	•	•	•	•	•										
Inclusive education	•	•						•		•		•	•	•	•	•
Industrial practice in pre-school	•	•			•		•		•	•		•	•	•	•	•

establishments																
Foreign language (in professional orientation)	•	•	•		•	•										
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	•	•	•	•	•									•	•	•
Fundamentals of Mathematical Statistics	•	•							•	•	•	•		•	•	•
Psychology of activity	•	•		•	•	•					•	•	•	•	•	•
Psychological counseling	•	•						•	•					•	•	•
Age psychology	•	•	•	•	•							•		•	•	•
Pedagogical psychology	•	•						•	•	•				•	•	•
Psychophysiol ogy	•	•									•	•	•	•	•	•
Психологія	•	•				•	•	•	•				•		•	•

особистості														
Basics of psychotherapy	•	•				•	•				•	•	•	•
Psychological service in educational institutions	•	•	•						•	•	•	•	•	•
Special course	•	•				•	•	•				•	•	•