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## THE STRUCTURE OF PROFESSIONAL COMPETENCE OF PRESCHOOL ENGLISH TEACHERS

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### ABSTRACT

The professional competence of a teacher is characterized by awareness their role in modern society, a high level of knowledge in the special and related fields, possession of theoretical knowledge and practical pedagogical skills, creative emotional attitude towards the chosen profession. This article is devoted to the structure of preschool English teachers' professional competence.

### KEYWORDS

Professional competence, preschool, theoretical knowledge, practical pedagogical skills, pedagogical situations, directed exercises.

### INTRODUCTION

Formation of professional competence of a preschool teacher educational institution is based on the concept of humanistic approach, developing and student-centred learning; the main attention is paid directly to the personality of the teacher.

Important meaning is the desire for self-knowledge, self-development and self-education, since in the field

of preschool education the teacher is about there is the same key figure that determines the direction and quality further development of the child.

Thus, the pedagogical potential of the teacher, his orientation the availability of each child and the increase of professional competence, adoption of the position of active self-education and self-education,



development pedagogical reflection and thinking are essential characteristics of a person who decides to connect his professional activities with work in preschool educational institutions.

Necessary conditions for the formation of a professional competence of a foreign language teacher should be considered communicative orientation of training, a combination of theoretical knowledge and practical experience, a high level of proficiency in the language being studied, the ability to adapt their speech experience in relation to students studying given language.

An important role is played by a positive attitude towards children, and creative approach to learning, and extensive knowledge of the field of pedagogy, psychology, country studies, cultural studies, linguodidactics and intercultural communications.

Since the modern educational system of a pedagogical university involves the training of a qualitatively new specialist with high adaptive abilities who can independently to determine the ways of realizing their professional tasks, we were the conditions necessary for the organization of an effective process were identified formation of professional competence of an English teacher preschool institutions, namely: English language integration subjects of the aesthetic cycle, pedagogical reflection, practical orientation of professional pedagogical activity, including use of visibility, practical adaptation, creativity, application of the principles of building the pedagogical process in preschool institution.

Based on the given conditions, goals, objectives and content of the integrated course "Early English Language Learning", aimed at the formation of professional competence of the teacher English language of preschool institutions, and developed a

complex pedagogical situations and professionally oriented exercises, contributing to the formation of basic and special competencies.

Particular importance in the complex is given to the use of the process integration of English with other fields of knowledge. Pedagogical situations are called upon to systematize acquired students professional knowledge, skills and learn to apply them in practice under conditions as close as possible to the real pedagogical activity. Let us give examples of some pedagogical situations:

1. Situation/illustration. Brainstorm and identify advantages and disadvantages of early English language training. Present your ideas in a group and you work on a common list of pluses and cons.
2. Situation of choice. Study articles, psychologists, and educators on the topics of early teaching English. Formulate your opinion based on of what you have read. Are you challenging or against early learning?
3. Micro-situation. Recall a vivid presentation, thanks to which you quickly and well remember any language material. Why was this presentation so effective? List of aspects of an effective presentation.
4. Situation-task. Check out the textbooks designed for preschool children. Based on these textbooks, consider plot characters that you could use in class. Will the heroes be wearing what? What will they look like, what can they do? What are their functions in the classroom?
5. Sample situation. Answer the questions about the process of preparing the lesson English to preschool children. Consult experienced as a tormentor, you answered the questions correctly.

6. Analogous situation. Analyse the recommendations for compiling programs. Make up a sample program based on age characteristics of pre-schoolers, their interests and developmental level.

7. Situational task. In mini-groups, develop possible classification of games. Give examples of games in accordance with your classification.

8. Situation-exercise. Divide the instructions for the children into groups. According to the purpose of their use (commands, praise, reproach, to attract attention).

9. The situation is a problem. Little children do not always behave appropriately during the game. Discuss problem situations in groups and suggest your solution.

10. Project. Choose a children's play and act it out. Distribution of roles, preparation of costumes. Describe the process of working on this production. Think about how you can organize this staging of children of preschool age.

11. Situation with initial information. Read the beginning of the instructions for game "Pass the ball"; complete the explanation of the rules. In pairs, read your variant y each other and compare, adequately and they are at the beginning and at the level perceptions of preschool children.

Examples of professionally directed exercises:

a) Students are acquainted with terms Total Physical Response; discuss the theoretical provisions about the features of using this method in the process of teaching English to pre-schoolers. Rhymes, sets of lexical units are offered, which are necessary imagine and work out with the help of physical exercises.

b) When working with songs, students are asked to come up with musical tools that children can make themselves, from scrap materials, and then use these instruments when playing the song in English language. Applied tasks, demonstrate ready and musical instrument in as a sample. Next, the students present the performance of the songs musical accompaniment, trying to imitate the situation in a group of children preschool age.

c) The author of the study developed a textbook "Teaching Younger Learners" in English, containing a complex of pedagogical situations and professionally oriented integrated exercises, and also texts of foreign and Russian teachers and methodologists for formation of a theoretical knowledge base, terminological dictionary and list of scientific pedagogical and methodological literature for self-study.

The analysis of the obtained results allows us to state that the students experimental groups trained within the framework of the integrated of the course "Early learning of English", have a high level the formation of special and basic competencies that are component and professional competence of an English teacher preschool institutions.

## CONCLUSION

The students of the control groups demonstrated fragmentary knowledge and some skills in the field of relevant competencies that turned out to be insufficient for the implementation professional activities of an English language teacher of preschool institutions. They had trouble in performing professionally directed tasks, which indicates the lack of formation professional competencies in the field of teaching English to children preschool age.

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