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TRAINING OF FUTURE TEACHERS FOR PEDAGOGICAL SUPPORT OF LITERARY AND SPEECH ACTIVITIES WITH EARLY AGE CHILDREN

Abstract. *The article reveals the topical issue of training future teachers of preschool educational institutions for pedagogical support of literary and speech activities with early age children. Scientific research in the areas of: training of higher education applicants; features of the development of early age children; support of literary and speech activities as basic for forming the foundation of children's self-identification. The content of the concepts of «literary activity», «speech activity», «development of early childhood», «training of future educators» is specified and detailed. Effective educational forms, methods and techniques are described with higher education students during the course of the academic disciplines «Children's Literature and Speech Development», «Technology of Child Speech Development and Introduction to Literature», «Conscious Learning Workshop». The psychological and pedagogical conditions for the successful implementation of literary activities with students have been determined (the students' love for books and the reading process; the systematic use of the literary word in interaction with young children; planning one's own reading and reading to students as a ritual; maintaining the harmony of spaces: objects in the book / surroundings; the literary environment in the preschool / at home; ensuring emotional contact: adult-child-work-book) and speech activities (possibility of literate, figurative speech as a role model; knowledge of the didactic tasks of each of the components of speech development; an idea of the sources of activation of children's vocabulary; the ability to sincere, empathetic, professional communication with all participants in the educational process; mastery of the techniques of rhetorical art and gentle argumentation). The pedagogical tools in interaction with higher education students majoring in Preschool Education in the context of the formation of relevant professional competencies and personal self-development are outlined. The conclusion is formulated: pedagogical support by higher education students of literary and speech activities with young children provides a solid foundation for the formation of value orientations and self-identification of future citizens of the country.*

Keywords: *training of future educators, higher education students; young children, literary activity, speech activity, psychological and pedagogical conditions; educational forms, methods and techniques, pedagogical tools; self-identification.*

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Introduction. The training of future educators in the context of systemic transformations of higher and preschool education is a process that combines a number of opposite phenomena: statics and dynamics, indifference and triumph, destruction and construction. Currently, we are observing a total replacement and reconstruction of traditional forms and methods of interaction with higher education applicants, which is undoubtedly dictated by the demands of society for a teacher who is able to analyze and evaluate professional situations and his actions in them; to be mobile and flexible, with developed reflective and critical thinking; to have his own opinion and be able to communicate with various participants in the educational process. Instead, we have certain contradictions, in particular, between:

— the state's need for educators of preschool educational institutions with a high level of pedagogical culture and the lack of an effective mechanism to support its demand;

— the innovative activities of most departments of preschool education of higher educational institutions and the lack of motivation of applicants to work in the field of preschool education;

— the need to form appropriate competencies that will allow future educators to support the development of children of early and preschool age, and the insufficient development of theoretical and methodological support for this process, in particular the definition of psychological and pedagogical conditions that contribute to the development of appropriate skills and abilities;

— the importance of awareness by applicants for higher education of value orientations and their own identity, in order to provide professional support for laying the foundations of a worldview in early children, and the lack of scientific developments on planning, deployment and support of literary and speech activities as basic for forming the foundation of children's self-identification.

The significance of the above problem determined the choice of the topic of our study.

The purpose of the article is to theoretically and practically highlight the features of training future educators of preschool educational institutions for planning, developing and supporting literary and speech activities of early childhood children.

The objectives of the article: to clarify and detail the content of the concepts of «literary activity», «speech activity», «development of early childhood children», «training of future educators»; to outline the pedagogical tools in interaction with higher education applicants in the specialty of Preschool Education in the context of the formation of relevant professional competencies.

Analysis of modern research. Our study contains 3 components: training of higher education applicants in the specialty of Preschool Education, «features of the development of early childhood children», «support of literary and speech activities», so we will reveal each of them.

The problem of training future educators of preschool educational institutions in modern conditions occupies a prominent place in scientific research and publications. We share the scientific approaches of N.Gavrysh, O.Gnizidilova, I.Dychkivska, L.Zdanevich, K.Krutyi, S.Kurinna, O.Polovina, O.Semenova, Tuul M., Mikser R., Neudorf E., Ugaste A. and others regarding the renewal of formats of interaction with higher education applicants. The quintessence of the above approaches can be the statement: «The demands of social life encourage teachers to look for effective means to ensure the high-quality formation of both professional skills (hardskills) and socially significant (softskills) in students; to create conditions for full self-disclosure and self-knowledge of future teachers. The majority of the students themselves are not interested in the formal and traditional abstract implementation of their own scientific research, but in the opportunity and desire to demonstrate cognitive and creative abilities, relying on their worldview, life experience, professional foundations obtained at the university, and formed competencies» (Polovina, Kondratets, 2022).

We support the views of scientists on the problem of the quality of a teacher's work (which is a guideline for future specialists), which «depends not only on educational programs and material and technical support of preschool education, but primarily on the formed personality of the teacher, basic values, culture, his professional skills and abilities, relationships with colleagues, pupils, and their parents. In the context of the humanistic paradigm, a modern teacher should strive for self-improvement and promote self-development and self-education, successfully combine theoretical knowledge and practical skills, use the experience of traditional and evidence-based pedagogy, be knowledgeable in modern issues of preschool education, know and apply modern technologies, methods, and actively implement his own pedagogical achievements in work practice, be effective and critical according to the situation, and have objective self-assessment» (Palamar, Naumenko, 2020).

Without a doubt, in order to create an effective space for training a competitive, highly qualified, professionally competent, creative specialist in the labor market, it is important to know

the specifics of training preschool education specialists abroad in modern conditions, the peculiarities of cultural national traditions, which are manifested in the value-target principles of the specified training, structure, content and organization. Because, «each country has accumulated rich experience in organizing such training, which can become an asset for other countries, which allows avoiding mistakes, revealing new approaches to solving a number of pedagogical problems, as well as developing a single educational space» (Mkrtichyan, 2020).

In recent years, a number of dissertations have been defended on the problem of training future educators of preschool educational institutions, in particular: G. Boryn «Preparation of future educators for the formation of artistic and constructive activity of preschool children» (2023), V. Butenko «Preparation of future educators for the formation of health-preserving competence of preschoolers through play activities» (2018), S. Gavrilyuk «Theoretical and methodological principles of professional training of future educators of preschool educational institutions for pedagogical creativity» (2016), I. Dychkivska «Theoretical and methodological principles of training future educators of preschool educational institutions for innovative pedagogical activity» (2018), N. Zakharasevich «Preparation of future educators for role-playing activities of children in preschool educational institutions» (2018), T. Lesina «Theoretical and methodological principles of principles of professional training of future educators for the development of social skills and abilities in preschool children» (2019), N. Myskova «Preparation of future educators of preschool education institutions for the formation of skills in senior preschoolers, oriented towards sustainable development» (2018), S. Nechay «Theory and practice of training future educators for the multifunctional use of music in the auditory development of preschoolers» (2015), O. Popovych «Preparation of future educators for the organization of constructive activities of preschool children» (2017), M. Rogachko-Ostrovska «Preparation of future educators of preschool education institutions for the development of creative speech of preschool children» (2020), N. Trofaila «Preparation of future educators for the emotional development of preschool children» (2019), T. Filimonova «Preparation of future educators preschool educational institutions for patriotic education of children of senior preschool age» (2019), etc., and thematic monographs have been prepared: L. Zdanevich «Model of professional training of future preschool teachers for working

with maladapted preschoolers» (2016), N. Saiko «Professional and pedagogical training of future teachers for the socialization of preschool children» (2020), etc.

As we can see, unfortunately, among the mentioned scientific investigations there are none that reveal the problems of development of support of literary and speech activities of early childhood children. At the same time, we must also take into account certain trends characteristic of modern realities:

— Low level of motivation of applicants for the educational program A2 Preschool Education.

— Outflow of personnel due to the low social and economic status of the educator of a preschool education institution.

— Overcoming educational losses at the level of higher education and secondary education.

— Constant reforms, and therefore the need to update the content of training that meets modern needs.

— Implementation of the Law of Ukraine «On Preschool Education» (2025), which declares the mandatory coverage of early childhood children with preschool education, and the related introduction of new regulatory documents (Polovina, Kondratets, 2026).

Therefore, when planning appropriate forms of interaction with higher education applicants, scientific and pedagogical workers should take into account the above-mentioned trends and make adjustments to the educational programs for training students and the work programs of educational components. If the issue of training future specialists in preschool education is often discussed in certain circles, interpreted, explained, commented on in research publications, then the problem of psychological and pedagogical support for the development of early childhood is an area that, unfortunately, has not been studied much, taking into account the significant changes that have occurred in society, generations of parents, teachers and children.

Currently, there are only a few monographs in Ukraine dedicated to the development of early childhood: «Developing, teaching, raising a child of the third year of life» (authors Kuzmuk L.I. et al.; edited by T.I. Ponimanska; 2015); «Education of early childhood in preschool educational institutions of various types» (authors S. A. Vasilyeva, N. V. Gavrish, V. V. Ragozina. Scientific editor N. V. Gavrish; 2021); Popovych O. M. «Theory and practice of training future educators of preschool educational institutions to work with early childhood children in a sensory-

enriched environment» (scientific editor Prof. L. V. Zdanevich; 2022).

Important for our study is the article by I. Bekh «Early Age: Scientific Principles of Education» and the outline of ten psychological and educational principles regarding young children: 1) the principle of compliance of the educational efforts of significant adults with the current level of formation of the child's ability to distinguish between positive and negative emotional reactions as means of approving or condemning his behavior; 2) the principle of encouraging the child's good actions as the main educational means and an essential part of his life with the corresponding experience of pleasure; 3) the principle of forming a sense of attachment in the child as a mechanism for his identification with significant adults and gaining his own life experience on this basis; 4) the principle of sensitive care of significant adults about the individual needs of the child as a fundamental factor in forming a basic sense of trust in them; 5) the principle of age-related transition from the child's self-expression in play with parents to play «alongside peers», and not together with them; 6) the principle of unobtrusive, but clear restrictions on the child in those areas of life that are potentially or actually dangerous for both the children themselves and the environment; 7) the principle of consistency of the feelings of love and justice of significant adults as a guiding imperative in relationships with children; 8) the principle of the constancy of the efforts of significant adults aimed at raising the child; 9) the principle of support by significant adults of the child's independent verbal achievements as a result of his speech development; 10) the principle of the appropriate age for the formation of the child's communicative (syntactic) capabilities and the emotional-value function of speech as a social source of his ethical and moral experiences and mastery of socially significant behavior (*Bekh, 2021*).

These principles became important in creating a psychological and pedagogical toolkit for future educators to support literary and speech activities with early childhood children.

In the context of the above, a number of articles by scientific and pedagogical workers of the Borys Grinchenko Kyiv Metropolitan University, devoted to the problem of pedagogical support for the development of early childhood, are significant. In particular, the following areas are highlighted: art education — «Art education and artistic development of children from 1 to 3 years old» (Polovina O., Kondratets I.); interaction with parents of early childhood children — «Patronage

of families» (Polovina O., Naumenko M.); fiction and language — «Psychological and pedagogical conditions for the formation of the foundations of reading interest and acceptance of works of art in early childhood», «Psychological and pedagogical support for future educators in creating a literature-centric environment for early childhood children» (Kondratets I.), etc. It is also worth noting the dissertation work, defended under the scientific supervision of the head of the Department of Preschool Education O. Polovina: M. Stadnychuk «Development of creative abilities of children of the third year of life by means of artistic and pedagogical communication».

Planning, development and support of literary and speech activities with young children is also an insufficiently researched and described problem. In Ukraine, the following are conceptually and systematically engaged in this issue: A. Bogush, N. Gavrysh, K. Krutiy, I. Kondratets and others. We share the position of A. Bogush, who claims that the linguistic and literary education of children in modern preschool institutions requires educators to ensure the interaction of two content areas in the organization of the educational process, such as: linguistic and speech and artistic and speech (artistic reading and storytelling) and the interaction of forms of active work with children both in mandatory classes and during free communication with children throughout the day, involving children in various types of activities (educational and speech, artistic and speech, theatrical and game) (*Bogush, 2022*).

Our views are also consistent with N. Gavrysh regarding the correlation between the level of reading culture of adults and the presence of interest in books in children: «Unfortunately, the depreciation of books has already affected several generations. Therefore, modern children are increasingly being raised by adults who do not know poems and fairy tales, are not familiar with folklore — the age-old wisdom of the people, and are not oriented in the modern circle of Children's Reading. In order to influence the reading interests of children, society must first of all worry about the formation of a reading culture in its adult part» (*Gavrysh, Kondratets, 2022*).

In view of the above, there is a lack of textbooks and scientific and methodological manuals that would contain a description of a structured pedagogical toolkit that would ensure high-quality and effective training of future educators of preschool educational institutions for pedagogical support of literary and speech activities with early childhood children.

Therefore, the relevance of the problem identified for the article is obvious and requires careful research and coverage.

Presentation of the main material. Psychological and pedagogical support for the development of early childhood children (from birth to 3 years) is considered as:

1) the ability of a preschool education specialist to comprehensively support the physical and mental development of a child based on professional knowledge about the physiological, psychological and individual characteristics of the development of early childhood children;

2) the ability to create conditions for the full development of mental processes in early childhood children in various types of activities, taking into account the leading types of activity (emotionally oriented communication and subject-manipulative activity) and the laws of development (the basis for the emergence of neural connections is sensory-cognitive activity) in order for the child to accept himself (I am a person) and other people (socialization);

3) a methodical and competent response to crisis situations (the crisis of three years) in the conditions of a preschool educational institution and the readiness to provide professional support to parents of early childhood children (Polovina, Kondratets, 2026).

Based on the above factors, future educators are able to successfully plan any activity with early childhood children, including literary and speech activities.

Literary activity of early childhood children is a type of children's activity that involves interaction with a book and an adult, namely — listening to fairy tales, works of small folklore genres (funny stories, consolations, chukikalki, lullabies, etc.), poems and stories, — examining illustrations, elementary recitation of texts and reproducing plots and is aimed at forming in children an emotional and sensory perception of the literary word and the development of speech.

Literary activity with early childhood children will be successful if future educators take into account a number of psychological and pedagogical conditions:

1) the love of higher education applicants themselves for the book and the reading process;

2) systematic use of the literary word in interaction with early childhood children;

3) planning one's own reading and that of pupils as a ritual;

4) maintaining the harmony of spaces: objects in the book / environment; literary environment in preschool / at home;

5) ensuring emotional contact: adult-child-work-book (Kondratets, 2025).

Therefore, with higher education students in the field of academic disciplines «Children's Literature and Speech Development», «Technology of Child Speech Development and Introduction to Literature», «Conscious Learning Workshop»:

— the methods and techniques «diary of reading impressions», «reading discovery club», «reading club: literary novelties», «reading club: who and what was talked about in literary podcasts», «question box», «brainstorming: ways to create a literature-centered environment», etc. were used;

— a set of reflective exercises «What kind of book am I?», «What type of reader are you?», «Personal cases and a book», «Books of my life», «If I were a fairy tale, what kind?», «My literary tastes», «My feelings from a book», «What kind of literary genre am I?», «If I were a children's writer, then...», etc. were carried out;

— art practices were used: «Lamb in a Bottle» / «Map of My Goals» (drawing therapy techniques), «Basic Senses of a Children's Book» (bibliotherapy techniques), «Sounds of My Impressions from the Work» (music therapy techniques), «Collective Tale of the Treasures of the Literary Environment» (metaphorical associative maps), etc.;

— interactive forms of interaction were organized: the game «SWOT analysis: how is each function of literature for children implemented», the debate «Can children's literature be gifted?», the discussion «What is the role of a folk tale in the upbringing of a modern child?», the quest «Literary Pathfinders», the role-playing game «Children's Academy of the Attentive Spectator»: showing a literary work using various types of theater (on flannelboard, on clothespins, tabletop toy theater, picture theater, finger theater, tantamareska), 3D modeling «Library Center in the Early Childhood Group», etc.;

— modular test papers were offered: «Creating a book trailer for a children's book by one of the modern Ukrainian writers», «Organizing a mini-theater: staging a literary work», «Literary project in a preschool educational institution», «Interactive guide for parents «Debunking myths about the role of books in the life of a modern person», «Different types of questions to the text», «Advertising a literary text», etc.

— tasks were practiced for independent and group work: «Pedagogical piggy bank» (a selection of works of small folklore genres — fun songs, consolations, chukikalki, songs, lullabies — for young children); «Forum-theater» (demonstration by students in turn of «theatrical decorations» with the recitation of works of small folklore genres,

how they thematically fit into the corresponding situation); «Pedagogical Portfolio: Literature-Centered Environment» (accumulation of materials in folders: «Methodological Case» (memoirs, recommendations); «Methodological Laboratory (creation of mental maps, frames, author's games and exercises); «Methodological Cinema» (videos with speeches by specialists, cartoons based on plots of literary works); «Pedagogical piggy bank» (works of fiction); «Literary Wikimedia», etc.

From the above, it is clear that the emphasis was placed on: 1) the formation of a reading culture in higher education students themselves; 2) expanding ideas about the impact of reading and interaction with books on the development of young children; 3) consolidating knowledge about literary genres, in particular, small forms of folklore; 4) the formation of appropriate skills and abilities in planning, developing and supporting literary activities with young children. The above forms, methods and techniques contributed to the formation of a stable motivation for reading in most students, a desire to share what they have read and learn about new literary works, to discover the worlds of Ukrainian and world writers, to memorize and recite poetic texts, etc.

Thanks to the personally oriented approach and flexible system of interactive exercises, students received appropriate pedagogical tools, which allowed them to successfully and effectively plan and develop literary activities of young children during their practical training at preschool educational institutions. Namely:

1) create a literature-centered environment, saturated with books according to the age of children: picture book, cardboard book, toy book, smart book, interactive book, card book, coloring book, *Wimmelbuch*, *DIY* book, construction book, transformer book);

2) encourage students to interact with books, consider illustrations together, ask questions about the plot of literary texts; maintain children's interest in reading and telling them about works of art;

3) popularize rituals associated with reciting poetic texts: at a certain time, in a certain place, in certain situations, in a certain thematic block planned for a specific week;

4) use literary games (oral, desktop-printed, using objects) based on plots of small folklore genres and fairy tales familiar to children, motivate children («Who lost it?», «Puzzles» («Put together a fairy tale / story from the puzzles», «Who got into the wrong fairy tale?», «Whose song is this?», «From which fairy tale are these words?», «In which fairy tales / stories does a cat (bunny, bird, fox, rooster) live?», etc.

Undoubtedly, the implemented professional competencies allowed higher education students to more professionally and consciously support children's activities in literary activities; gain experience in observing various children's manifestations and reactions to literary proposals; independently show creativity in modifying various methods and techniques.

Speech activity of young children is a type of children's activity that is closely related to the perception, understanding and imitation of the speech of an adult (passive vocabulary) and surrounding objects (phonetic imitation); the use of sounds, words, phrases for naming objects and communication (active vocabulary), the formation of readiness to use language to express desires, needs and interaction with the environment. It is obvious that the speech activity of children of this age is conditioned by the processes of cognition, perception (listening) and production (speaking) of information, is the basis of social and intellectual development, where speech skills (automated actions) and abilities (use of language models) are formed.

We have outlined the following psychological and pedagogical conditions for ensuring speech activity with young children:

1) adults' possession of literate, figurative speech, as a role model;

2) knowledge of the didactic tasks of each of the components of speech development (sound culture, vocabulary, formation of grammatically correct speech, coherent speech);

3) an idea of the sources of activation of children's vocabulary (direct communication with children; indirect communication with children — conversation with other adults, but in the presence of children; works of art; speech games and exercises; tradition of reflective discussion of impressions — after reading, after a walk, at the end of the day);

4) the ability to sincere, empathetic, professional communication with all participants in the educational process;

5) possession of techniques of rhetorical art and gentle argumentation.

In order to stimulate future educators to self-development and increase the levels of speech culture, master the methodology of speech development of early childhood children, and form a readiness to provide pedagogical support for speech, communicative and artistic speech activities of early childhood children, the following forms of learning were used:

— interactive forms of interaction: the game «Information Labyrinth» (generalization of infor-

mation about the organization of the vital activity of an early childhood child in the context of implementing communicative development tasks); the game «Webbing» (building up around the keyword associative and logical concepts that are close in content and structure); the game «Methodological Ring» (exercise in correct speech: according to new changes in the «Ukrainian Spelling»); the role-playing game «Methodological Web Conference «Sources of Enrichment of Children's Speech»; Case study (modeling dialogues with a child during various types of activities); role-playing study «Speech exercise and speech game» (presentation: differences and similarities); game «Questions from Chomusiks» (inventing answers to children's questions about the names of specific words); «Open microphone «Why is grammar called the logic of language?» and others.

— modular tests: video with the course of a speech game aimed at forming a sound culture / vocabulary / forming grammatically correct speech of young children; use of educational technologies in the development of speech of young children;

— tasks for independent and group work: «Methodological laboratory» — creation of a «pedagogical memo», «10 speech life hacks for the educator», creation of a system of author's speech exercises and games of various types (verbal, didactic-integrated, desktop-printed, mobile) and on various tasks of speech development of young children; creation of frames «Components of speech development» for the section «Communicative development of the personality», the program «Child-2025», the group «Little ones»; «Methodological and reflective digest» — reading and analysis of scientific articles devoted to the issue of speech development of young children.

The combination of theoretical (lecture) and practical information, ideas, and experience enabled future educators to master the pedagogical tools for planning, organizing, and supporting the speech activity of early childhood children and successfully test them during practical training at preschool educational institutions:

1) ensuring a nationally-centric speech space in the early childhood group with priority

given to the native language and relevant value orientations — love, trust, unity, support, etc.;

2) developing children's motivation to learn new words — through communication, various types of activities, in particular, games and works of art;

3) promoting the assimilation of elementary speech etiquette formulas (greetings, farewells, thanks, apologies) using greeting cards;

4) the use of speech games and exercises, encouraging parents to create original games in order to form a sound culture, grammatically correct speech, coherent speech, and activate the dictionary;

5) the use of integrators that arouse the greatest interest in young children for the development of active speech — musical, artistic and productive, theatrical activities.

Of course, the verification of pedagogical tools for planning and organizing literary and speech activities took place in close cooperation with the parents of the pupils — «faithful and intelligent allies in the education, upbringing, and development of children, because the process of self-knowledge and self-affirmation of the child, the realization of his creative potential in the life perspective are impossible without a certain partnership» (*Child, 2025*).

Conclusions. Therefore, effective preparation of future preschool teachers for planning, organizing and supporting literary and speech activities with early childhood children is possible under the following circumstances: awareness of contradictions in the plane of «state — preschool education — higher education»; changing the format of interaction with students — giving priority to reflective, personally oriented and nation-centered approaches; understanding and compliance with psychological and pedagogical conditions for the development of literary and speech activities with early childhood children; partnership with parents of pupils; providing pedagogical tools for successful support of higher education applicants for the specified types of activities as basic for forming the foundation of children's self-identification and value orientations, which are important for the development of the child's personality as a future member of their own state.

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ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО ПЕДАГОГІЧНОГО СУПРОВОДУ ЛІТЕРАТУРНО-МОВЛЕННЕВОЇ ДІЯЛЬНОСТІ З ДІТЬМИ РАНЬОГО ВІКУ

Анотація. У статті розкривається актуальне питання підготовки майбутніх вихователів дошкільних навчальних закладів до педагогічного супроводу літературно-мовленнєвої діяльності з дітьми раннього віку. Наукові дослідження за напрямками: підготовка здобувачів вищої освіти; особливості розвитку дітей раннього віку; супровід літературно-мовленнєвої діяльності як базової для формування основ самоідентифікації дітей. Конкретизовано та деталізовано зміст понять «літературна діяльність», «мовленнєва діяльність», «розвиток раннього віку», «підготовка майбутніх вихователів». Описуються ефективні форми, методи та прийоми навчання зі здобувачами вищої освіти під час вивчення навчальних дисциплін «Дитяча література та розвиток мовлення», «Технологія розвитку мовлення дитини та ознайомлення з літературою», «Майстерня усвідомленого навчання». Визначено психолого-педагогічні умови успішного здійснення літературної діяльності з учнями (любов учнів до книги та процесу читання; систематичне використання художнього слова у взаємодії з дітьми молодшого віку; планування власного читання та читання учням як ритуалу; дотримання гармонії просторів: предметів у книзі/оточення; літературного середовища в дошкільному закладі/вдома; забезпечення емоційного контакту: дорослий-дитина-книжка) та мовленнєва діяльність (можливість грамотного, образного мовлення як зразка; знання дидактичних завдань кожного із компонентів мовленнєвого розвитку; уявлення про джерела активізації словника дітей; здатність до щирого, чуйного, професійного спілкування з усіма учасниками навчально-виховного процесу; володіння прийомами риторичного мистецтва та стриманої аргументації). Окреслено педагогічний інструментарій взаємодії зі студентами вищої освіти спеціальності «Дошкільна освіта» в контексті формування відповідних професійних компетентностей та саморозвитку особистості. Сформульовано висновок: педагогічний супровід студентами вищих навчальних закладів літературно-мовленнєвої діяльності з дітьми раннього віку забезпечує міцне підґрунтя для формування ціннісних орієнтацій та самоідентифікації майбутніх громадян країни.

Ключові слова: підготовка майбутніх вихователів, студентів вищих навчальних закладів; діти раннього віку, літературна діяльність, мовленнєва діяльність, психолого-педагогічні умови; навчальні форми, методи і прийоми, педагогічні засоби; самоідентифікація.

Стаття надійшла до редакції / Received: 02.04.2026

Прийнято до друку після рецензування / Accepted: 16.04.2026

Опубліковано онлайн / Available online: 30.05.2026