

Preparing student teachers for the formation of socially significant values in preschoolers

Preparando alunos-professores para a formação de valores socialmente significativos em pré-escolares

Preparar a los futuros maestros para la formación de valores socialmente significativos en niños en edad preescolar

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ABSTRACT

In connection with the socio-political changes in the life of society, interest in the social aspects of raising children is increasing. Modernity puts the individual in conditions where, without the ability to quickly and adequately respond to reality, it is impossible to realize their own desires and ideas. Qualities such as the ability to manage one's behavior and communication methods, adherence to moral norms and rules in relationships with other people, the desire to be fair, responsible, tolerant, the ability to navigate new circumstances, to feel one's place among other people, to be guided by conscience as an internal moral authority, is the sphere of the child's social development. Social development, which forms the context of ontogenesis, objectively directs it and determines the general content, which is the relationship between socialization and individualization that occurs in the process of activity. Thus, the main purpose of the study is to identify the key features of the process of preparing future educators for the formation of socially significant values in preschool children. For this, the methods of theoretical research of specialized literature were used.

Keywords: Future educators. Pedagogical education. Pedagogy. Preschool children. Socially significant values.

RESUMO

Em conexão com as mudanças sociopolíticas na vida da sociedade, o interesse pelos aspectos sociais da educação dos filhos está aumentando. A modernidade coloca o indivíduo em condições em que, sem a capacidade de responder rápida e adequadamente à realidade, é impossível realizar seus próprios desejos e ideias. Qualidades como a capacidade de gerenciar o próprio comportamento e

métodos de comunicação, adesão às normas e regras morais no relacionamento com outras pessoas, o desejo de ser justo, responsável, tolerante, a capacidade de navegar em novas circunstâncias, de sentir o seu lugar entre outras pessoas, ser guiado pela consciência como autoridade moral interna, é a esfera do desenvolvimento social da criança. O desenvolvimento social, que forma o contexto da ontogênese, o direciona objetivamente e determina o conteúdo geral, que é a relação entre socialização e individualização que ocorre no processo de atividade. Assim, o objetivo principal do estudo é identificar as principais características do processo de preparação de futuros educadores para a formação de valores socialmente significativos em pré-escolares. Para isso, foram utilizados os métodos de pesquisa teórica da literatura especializada.

Palavras-chave: Educação pedagógica. Futuros educadores. Pedagogia. Pré-escolares. Valores socialmente significativos.

RESUMEN

En relación con los cambios sociopolíticos en la vida de la sociedad, está aumentando el interés en los aspectos sociales de la crianza de los hijos. La modernidad pone al individuo en condiciones en las que, sin la capacidad de responder rápida y adecuadamente a la realidad, es imposible realizar sus propios deseos e ideas. Cualidades tales como la capacidad de manejar el comportamiento y los métodos de comunicación, la adherencia a las normas y reglas morales en las relaciones con otras personas, el deseo de ser justo, responsable, tolerante, la capacidad de navegar por nuevas circunstancias, sentir el lugar de uno entre otras personas, ser guiado por la conciencia como autoridad moral interna, es el ámbito del desarrollo social del niño. El desarrollo social, que forma el contexto de la ontogénesis, lo dirige objetivamente y determina el contenido general, que es la relación entre socialización e individualización que se da en el proceso de actividad. Así, el objetivo principal del estudio es identificar las características clave del proceso de preparación de los futuros educadores para la formación de valores socialmente significativos en los niños en edad preescolar. Para ello, se utilizaron los métodos de investigación teórica de la literatura especializada.

Palabras clave: Educación pedagógica. Futuros educadores. Niños en edad pré-escolar. Pedagogía. Valores socialmente significativos.

INTRODUCTION

Today, new requirements are being put forward for preschool education in general and for each educator in particular. Teachers should be creative individuals, innovators of ideas to constantly improve their professional level. The development of the teaching staff depends on the ability to solve professional and personal problems of each participant in the teaching process. Self-awareness, identification of the personal principle through collective cooperation stimulates the transition to the "space of ability" to solve various problems.

The most important period of socialization is the preschool age, when the child not only acquires knowledge, forms his own worldview, but also acquires the skills of self-control, interaction with the team, the ability to solve difficult life situations. It is in the educational process that all the components of personal self-improvement develop, first of all, the need for self-affirmation and self-realization, which is an integral part of the social formation of a modern person. The ultimate goal of upbringing a personality is to prepare it for a complex of roles that is necessary for public life: a citizen, a worker, a public figure, a family man, a comrade. In the process of socialization, a preschool child is introduced to the social environment.

Preschool childhood is one of the main educational resources in terms of its content potential, which is not inferior to any of the subsequent stages of education. The modern system of preschool education is developing as an open, variable, focused on providing quality educational services to families with preschool children. In this regard, the need for a professional educator is becoming more and more acute, capable of taking responsible decisions independently and

predicting their possible consequences, taking into account the changing socio-economic conditions, the general situation in the education system.

This is a teacher who is distinguished by mobility, dynamism, constructiveness, and has a developed sense of responsibility for the fate of children. The content of the professional competence of a modern teacher of a preschool educational institution involves the provision of high-quality pedagogical assistance to parents, the full development of preschoolers, flexible consideration of the needs of each family (Saiko, 2004).

The training of future educators has always been relevant. However, at the present stage of the development of society, increased requirements are imposed on the training of an educator, and the need for high professional competence of workers is increasing. On the one hand, this is due to the emergence of competitive new types and types of preschool educational institutions, and on the other hand, the need to revise preschool education from the standpoint of the federal state standard for preschool education.

The problem of the child's development as a subject of his own life is acquiring special significance today, requires increased attention to the issues of the vital competence of the individual, the formation of his basic qualities, and social maturity.

The basis of personality socialization is social experience, by assimilating which the child carries out his own self-development and self-realization, becomes socially competent. Social competence is a complex multicomponent personality trait, its integral quality, which consists of a complex of emotional, motivational, characterological characteristics and manifests itself in social activity and humanistic orientation.

In the practice of socio-pedagogical and educational activities, socialization is often identified with the processes of development and education. In our opinion, socialization cannot be equated with personality development, which also occurs outside of society. Socialization also cannot be reduced to education. Undoubtedly, the essence of upbringing is to build such relationships between children and society, which ensure their socialization. Moreover, upbringing is currently considered in two aspects. Education in the narrow sense means the process of purposeful influence on the development of the individual in order to prepare him for production, social and cultural activities.

Summarizing the above, we conclude that in the scientific literature, scientists mean by socialization (Rogalskaya, 2008):

- the process of assimilation by an individual during his life of social norms and cultural values of the society to which he belongs;
- the process of assimilation and further development of the individual's socio-cultural experience;
- the formation of personality, training and assimilation by an individual of values, norms, attitudes, patterns of behavior inherent in a given society, social community, group;
- the inclusion of a person in social practice, the acquisition of social qualities by him, the assimilation of social experience and the realization of his own essence through the performance of a certain role in practical activities, etc .;
- socialization is characterized by the fact that it is a continuous and multifaceted process that continues throughout a person's life;
- the most intensive socialization occurs in childhood and adolescence, when all the basic value orientations are laid, the basic social norms and attitudes are assimilated, and the motivation of social behavior is formed.

In general, the analysis of socio-pedagogical literature allows us to assert that "socialization" encompasses all the processes of familiarizing with culture, learning and upbringing, with the help of which a person acquires a social nature and the ability to participate in social life, the individual

assimilates the norms of his group in this way, and through the formation own "I" manifests the uniqueness of this individual as a person.

At the same time, scientists highlight some of its features.

One of the features is due to the fact that the multifaceted process of socialization includes both biological prerequisites (phylogenesis) and the very entry of the individual into the social environment (ontogeny) as a result of active interaction between him and the surrounding social world. In the process of this interaction, social recognition is carried out; social communication; mastering practical skills; active reorganization of the surrounding world.

Modern scientists distinguish the emotional-sensory, motivational-value and activity-behavioral components of social competence.

The emotionally sensory component is due to the ability of children to adequately assess and respond to the emotionally sensory manifestations of others, to perceive themselves in the context of relationships with peers and adults.

The motivational-value component is manifested in the totality of social needs, interests, value orientations of children, subject to a change in social institutions.

Activity-behavioral evidence indicates the child's ability to feel that he belongs to a certain social group, the ability to interact benevolently, to establish joint activities, harmonious relationships with peers, the child's readiness to effectively interact with the people around in the system of interpersonal relations.

The sphere of life activity "People" forms the social competence of a preschooler: the skills of appropriate behavior, a conscious attitude towards oneself as an equal person with other people, interest in people and communication with them, the willingness to perceive social experience, empathy, sympathy, the desire to get to know people, to do good. In addition, indicators of social development of a preschooler should be highlighted on the eve of his admission to school, namely (Yetik, Ozdamar, Bozkurt, 2020):

- quickly gets used to new living conditions;
- is well oriented in a new environment, adapts to its requirements, constructively influences others;
- trusts familiar adults, communicates freely with them, counts on them;
- if necessary, turns to an adult for help; builds friendships with pleasant peers;
- tries to determine his status in the circle of significant peers, declares his capabilities, demonstrates skill;
- coordinates his actions with partners in joint activities, knows how to negotiate, conclude agreements, get out of the conflict with the least effort;
- behaves peacefully, responsibly, can justify their decisions and actions;
- knows the boundaries of socially approved, acceptable and unacceptable behavior;
- takes a balanced approach to contacts with strangers and their suggestions, refrains from communicating with strangers without the permission of relatives and friends.

METHODOLOGY

The purpose of the article is coverage of the main aspects of the social development of the child, the ways of professional training of future educators for the implementation of the socialization of the preschooler. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

RESULTS AND DISCUSSION

The preparation of future educators for the formation of the social and communicative competence of preschool children consists in the development of professional skills and abilities of future specialists, which are so necessary for the improvement of professional and pedagogical activities regarding the communicative development of preschoolers. In accordance with this goal, the following tasks can be defined: to form students' interest and motivational-value attitude towards mastering theoretical knowledge on the social and communicative development of preschoolers; to ensure that students understand the knowledge of the methodology for the development of speech in preschoolers; to teach future educators to plan and analyze their own GCD for the formation of social and communicative development of preschool children.

Based on various pedagogical studies, under the preparation of future educators for the formation of the social and communicative competence of preschool children, we understand the integrative education of the individual, which includes motivational, knowledge and independently professional components, each of which is characterized by a set of criteria and indicators.

Based on the issues considered, we can conclude that the professional position of the future educator is one of the most important conditions for the development of the child's personality. A position is the unity of a person's consciousness and activity, where activity is one of the ways of realizing his basic values.

The development of a teacher's value attitude towards the child and the formalization of this attitude into a humanistic pedagogical position is important for the practice of upbringing, since the position here acts as a kind of regulator of educational activity. Studying the professional position of a teacher-educator is important. It allows you to find out: whether education is a deliberately chosen activity of the teacher (or the teacher is just performing a duty assigned to him by someone); what professional values are formed among teachers (or such values are completely absent and the teacher carries out his work indifferently).

So, after analyzing the theoretical foundations of this study, it is possible to determine what components are included in the training of future educators in the formation of the social and communicative development of preschool children (Bolotov, Serikov, 2003):

- understanding the importance and necessity of the formation of social and communicative development of preschoolers;
- knowledge of psychological and pedagogical mechanisms that stimulate and improve the social and communicative competence of preschoolers;
- the ability to analyze the results obtained in terms of the communicative development of preschool children and the ability to outline the correction of further actions.

At the present stage of development of society, which is characterized by significantly profound changes in all spheres of human life, the educational process singles out the problem of social and communicative development of preschool children as one of their topical issues in our time. The tasks of the development of speech must be solved already at the stage of preschool age, since it is at this age that the intensive development of the personality as such occurs. It should be noted that the speech development of preschool children is an extremely complex multifactorial process, which presupposes appropriate pedagogical guidance. And that is why a qualified specialist who has a high level of both theoretical and practical readiness to implement the communicative development of preschoolers should organize, conduct and monitor the social and communicative development of preschool children. Thus, the professional readiness of the future educator for the formation of the social and communicative development of preschool children is not limited to a set of only knowledge and skills in the field of the question of the formation of the communicative development of preschoolers, but requires their effective application in practice. Training in the professional activity of a specialist, it can be noted that the work is individual and is improved to a greater extent independently. In the system of training future educators on the formation of

research on social and communicative competence, we are talking about increasing the complex of knowledge and skills in the field of speech development of preschoolers, professionally significant personal qualities of the future educator, the development of his creative abilities and the formation of human values.

It is important for the educator to be a guide in the strengths and weaknesses of the development of each child, the ways of individual work with him, the selection of means to optimize this process.

The first phase of a child's socialization is the family. The advantage of the family as an educational team is that the child has the opportunity to constantly observe the behavior of the father and mother, getting involved in real life. In a family, emotionally rich relationships are formed between parents and children of a personal nature. In preschool, the child acquires the social experience necessary for later life among people. The socialization of the child today is one of the main functions of the kindergarten.

The specificity of the kindergarten helps to facilitate the process of a growing personality entering the wide world of real social relations, instilling skills in practical life, its individualization and socialization. Therefore, an important role in this direction is assigned to the personality of the educator. The teacher is faced with the task of consolidating the most stable spiritual qualities of society, which implies the formation of the child's value orientations, starting with the environment, because the process of socialization of the individual at this age is the most intense and effective.

The caregiver is a mediator between the child and the world. A significant factor in the socialization of a child is the children's community, which is based on communication with peers and specific activities of interpersonal relationships. Play, types of joint activities form the child's necessary skills of social interaction, the ability to obey collective discipline and at the same time defend their rights, correlate personal interests with public ones. Education in a team has a positive effect on the formation of a preschooler's personality, his social and emotional development, enriches the experience of life in society, interaction with others, creates conditions for positively directed self-knowledge, self-determination, self-realization and self-affirmation. Therefore, the educator must have certain information about the status of the child in the peer group, its significance for the child's emotional well-being, methods and techniques of effective socialization, especially of "problem" preschoolers. The experts identify pedagogical conditions, the implementation of which will contribute to the formation of social and communicative competence in preschoolers (Table 1) (Tsang, 2020).

Table 1. Basic social and communicative competencies for preschoolers.

No	Basic social and communicative competencies for preschoolers
1	The acquisition by children of the experience of a positive solution to life situations.
2	Perception and commenting on works of art as the basis for an adequate assessment of one's own state and the state of the environment.
3	Developing the ability to recognize and verbalize the state and state of the environment
4	Dramatization of conflict and conflict-free ways of interacting with the environment with their subsequent discussion.
5	The presence of a positive emotional background of life.
6	The use of a complex of adequate pedagogical tools that effectively implement educational goals.

To prepare a child for life in society, the educator must be socially competent himself. To be able to consciously apply different methods of optimal solution to a social problem, to have the ability to sensibly search for ways out of difficult situations, to strive to help the child successfully socialize in different conditions of life. Social education should be aimed at solving problems that arise in the process of a child entering new living conditions, establishing communication and joint activities with others. The task of the educator is not only to help the pet "fit" into real social

conditions, but also to harmoniously combine them with individual desires that are acceptable to the people around him.

Therefore, one of the tasks of the professional training of future teachers is the formation of a socially active educator who is in constant search for effective and rational methods of the educational process aimed at socializing the individual.

The main criteria for the formation of professional and pedagogical skills of students to carry out the socialization of preschool children are (Kopf, Scheele, Winschel, Eelsberg, 2015):

- assimilation and understanding of theoretical knowledge on the problem of socialization;
- the ability to integrate theoretical knowledge with practice; the ability to socialize preschoolers in practice.

The directions of the formation of a system of theoretical knowledge on the problem of socialization include: students' awareness of the social significance of the problem of socialization;

- focus of students on the implementation of the process of socialization;
- focus on self-improvement, on the assimilation of forms and methods of socialization and their practical implementation.

This provides grounds for revising the content of training future specialists in modern preschool institutions, introducing academic disciplines, the study of which would contribute to solving these problems.

Socialization of the personality in preschool childhood is a priority area of preschool education, an important systemic pedagogically weighed process, prolonged in time, content and technological aspects, which allows the child to join the sociocultural process and master the position of the subject of social life. This allowed us to identify the lack of a clear system in planning the appropriate work on the socialization of preschoolers, the insufficient formation of knowledge, skills and abilities of students for the effective socialization of children, we identified a number of pedagogical conditions for solving this problem.

The effectiveness of the readiness of future educators to form the social competence of older preschoolers depends on a number of pedagogical conditions.

So, we have identified the following pedagogical conditions for improving the readiness of future educators to form the social competence of preschool children (Shitova, Maslakov, 2020):

- mastering by students of knowledge and skills that involve the integration of the child into the social environment;
- the formation of practical skills and abilities of students to carry out the process of forming the social competence of preschool children, as well as the foundations of a harmonious perception of the world;
- mastering by future teachers the ability to independently acquire knowledge.

The proposed pedagogical conditions are closely related. Their observance in the educational process of higher education will contribute to the formation of the readiness of future educators to develop social competence in older preschool children. The content of these conditions is determined by the goals, objectives, the nature of future professional activities and constitutes the unity of the theoretical, practical and motivational preparedness of a graduate of higher education to carry out professional activities.

In the structure of the readiness of the future teacher of preschool education, we will include the following five components (Kassabolat, et al 2020):

- 1) motivational component (professional orientation of future educators of preschool education institutions towards the formation of social competence of older preschoolers, the formation of motives, needs for their use);

- 2) a content component (mastering pedagogical, methodological, theoretical and practical knowledge on the formation of social competence and their use in the educational process of a preschool education institution);

3) the operational component (the formation of pedagogical and methodological skills in the formation of social competence of older preschoolers in future preschool teachers of education);

4) a reflexive component (the formation of motives, needs for the use of reflection in the classroom, the mastery of psychological, pedagogical, methodological knowledge, skills, reflection skills and its application in the educational process of a preschool educational institution during classes, awareness of the age and individual characteristics of seniors;

5) an integration component (awareness of the own and potential capabilities of older preschoolers in the process of developing their social competence; the ability to create an individually acceptable methodology for the formation of social competence in older preschool children).

We formed the content of professional training for practical work in the system of dual education in a university on the basis of a systematic activity approach. When developing the content of practical training of students, the following were taken into account:

- the possibility of professional growth of the graduate;
- the adequacy of the future specialist's assessment of his professional activities in direct work with children;
- the ability to make creative decisions in non-standard situations and a creative attitude to teaching.

We have identified the main structural components of the professional readiness of future educators: motivational, cognitive-evaluative, organizational and personal.

The motivational component of readiness includes:

- love for teaching work;
- acceptance of the profession as a value;
- a sense of responsibility, the need to communicate with children, parents, other adults.

The cognitive-evaluative component of readiness provides for mastering the techniques and methods of pedagogical activity based on a deep and solid assimilation of theoretical knowledge, on an understanding of the specifics of working with preschool children.

The organizational-personal component in the structure of students' readiness for pedagogical activity includes professionally important qualities of the personality of a future specialist, the level of force of which we consider as a result of a purposeful long-term process of training, upbringing and self-development of the personality of a future specialist in a preschool educational organization.

The model of training specialists provides for the formation of the following types of professional competence in a future specialist (Haski-Leventhal, Pournader, Leigh, 2020):

- conceptual competence, which implies an understanding of the theoretical foundations of one's profession, the ability to analyze, systematize and formulate a problem, which characterizes the level of mastering theoretical knowledge;
- technological competence - the ability to master the basic professional skills of practical work, including the skills of research, analysis, generalization; integrative competence - the ability to link theory and practice; an understanding of the cultural, economic and social context in which professional activities are carried out;
- adaptive competence - the ability to anticipate and prepare for possible changes that are important within the profession;
- interpersonal competence - the ability to communicate professionally.

The model of training a preschool educator within the university is based on:

- the unity of theoretical and practical components that ensure the success of achieving educational objectives;
- orientation towards an integrative approach in solving theoretical and practical problems in real conditions of professional activity;

- organization of continuous practical activities during the entire period of training. The dual system presupposes the direct participation of all subjects of educational activity in the training of personnel, with their equal responsibility for the quality of training of specialists.

The unit of pedagogical education in our model is not a separate educational unit, but the entire block of academic disciplines studied at the university, while using all the variety of means of various levels that actualize the perception, presentation and understanding of objects of activity, their reflection in the form of technologies, ideas, theories.

The essence of the problem of building technologies in the context of dual training, according to our observations, is a radical renewal of the atmosphere and foundations of the pedagogical process in college, the humanization of teaching disciplines. Among the forms of education, trainings, laboratory classes, and independent activities of students are highlighted, which form a responsible, interested attitude in students to their main activity - mastering a profession in accordance with modern requirements.

Considering that dual education involves the combination of theoretical and practical training in the space of a preschool educational organization, responsible interaction between the subjects of the educational process of the college and the preschool educational institution is an important task. For the implementation of the Dual Learning Program, the implementation of several stages is envisaged.

At the first stage - the stage of preparation for the implementation of the Dual Education Program - regulatory documents are developed. And the most important issue is being solved - work with the staff - the selection of mentors, both for a group of students and individually for each future specialist; determination of a specific organization on the basis of which practical training will take place. Subjects of educational activities conduct joint round table meetings, pedagogical council; hold conferences and organize discussions in order to determine the strategy, technologies and methods of working with students, develop, agree on the Program and schedule of dual education, educational and methodological documentation. As a result - a roadmap for ensuring the educational process within the framework of the implementation of dual education; Regulations "On the organization and conduct of dual education", educational and methodological recommendations, both for students and for mentors, teachers.

At the second stage, the program of dual education is actually being implemented. The third and fourth stages of the dual education program provide for the study of the dynamics of the effectiveness of the educational process, both in the educational space of the college and in the educational space of the preschool educational institution. In addition, the learning outcomes are discussed at a conference with the obligatory participation of students, representatives of the teaching community. A functional system is analyzed that ensures the implementation of the mechanism of interaction between a pedagogical college and social partners.

Conceptual approaches to the content of college practice are based on the following principles (Reyes Chavez, Prado Rodriguez, 2020):

- organic connection of theoretical courses and practical activities. This means the practical application of theoretical knowledge gained in the study of disciplines of general cultural, psychological and pedagogical, subject blocks, understanding their significance for successful professional activity. In the process of professional development of specialists, it is possible both to advance the study of theoretical courses and test them in practice, as well as empirical activity, and then - the comprehension of its results;

- polyfunctionality - the possibility of obtaining specialization in the process of practice as a basis for successful adaptation in changing social conditions. During the training, the student undergoes certain types of practice, which allows him to master skills in various professional roles;

- dynamism - complication and continuity of tasks of various types of activity, in which the student is involved. In the process of practical training, the student is consistently involved in

communicative, organizational, design, research activities and gradually masters such special roles as observer, leisure organizer, teacher assistant, teacher, researcher;

- integrativeness - the complex nature of the practice. Tasks performed by students in various types of practice require combining the knowledge of various training courses;

- problematic - the inclusion of a student in a problem pedagogical situation that requires independent analysis and search for a way to solve the problem.

The main areas of inclusion of students in practical activities are (Sukhodimtseva, Sergeeva, Lukashenko, Pyankov, 2021):

- design of activities (at the first stage, together with a teacher and mentor, later independently);

- diagnostics of the situation of upbringing and development of children (when designing classes with children in kindergarten, use diagnostic techniques that help students get information about the successes or difficulties in socialization of each specific child);

- familiarization with the didactic support of a preschool educational institution (use of the one available to the mentor and in the methodological room for the preparation of classes and educational activities in order to include children from the position of the subject of activity);

- the formation of reflexive skills and abilities (analysis of their own activities in order to determine the successes and mistakes caused by the lack of professional skills or personal qualities).

Note, the dual education program (Aktar, 2020):

1. Focused on the formation of the necessary professionally important personal qualities in students, the development of initiative; on the formation of responsibility and motivation for activity; increasing the level of social responsibility of all subjects - participants in personnel training. Provides a smooth entry into the labor activity of a young specialist.

2. Provides the formation of a corps of mentors, solving the problem of personnel training, taking into account the interests of the customer and modern requirements for the training of specialists. The role of employers who take part in the development of the educational program and the organization of practice (they create training jobs, provide the necessary equipment, etc.) is growing.

3. It makes it possible to make the process of training a preschool educator targeted, mobile and effective, since it takes into account the needs of municipal labor markets and ensures the direct participation of the employer in the preparation of the future educator.

4. In the process of implementing the dual training program, certain problems are identified, including the development of regulatory support for the subjects of activity and the creation of an institute of mentoring, the introduction of an effective system for improving the quality of training of specialists, improving the system of subsidies and grants. The development of a dual system for training specialists involves both organizational interaction between various educational institutions and interaction with other entities: enterprises, organizations, services and departments.

This raises the question of creating a single educational space, which directly or indirectly includes all individuals and legal entities participating and interested in the educational process. The principles for creating such a space are based not so much on administrative measures as on taking into account and searching for mutual interests from the point of view of a market economy. In this case, education acts as a means of developing a specific region, and integration allows, on the one hand, to build successive regional educational programs from kindergarten to advanced training courses for specialists, and on the other hand, to meet the needs of the economy for mid-level specialists. The importance of a preschool educational institution is enormous, therefore, the issue of training a good specialist is so urgent. Small children require increased attention to themselves and, as a result, increased demands on the educator, his readiness to work with children.

CONCLUSION

So, the professional readiness of the future educator to form the social and communicative competence of preschool children, which is understood as an integral neoplasm of the teacher's personality, which is characterized by a set of theoretical, linguistic and methodological knowledge on the communicative development of preschoolers; the formation of communicative skills and communication skills with preschool children, as well as a high level of effective professional activity.

Thus, the professional and pedagogical training of future educators at the university should be systematic, aimed at mastering the following professional and pedagogical skills by students: to understand the role of social formation of preschoolers in the harmonious development of the personality; design and organize the process of socialization; to carry out an objective personal-humanistic approach to the control and assessment of socially significant knowledge, skills and abilities of preschool children; perform actions aimed at socializing preschoolers, form the foundations of a harmonious worldview in them, using effective forms and methods of work; promote the assimilation and reproduction of social experience by children; draw up your own socialization programs for preschool children; cooperate with parents of children, provide them with advice.

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