International Journal of Evaluation and Research in Education (IJERE)
Vol. 11, No. 3, September 2022, pp. 1125~1133
ISSN: 2252-8822, DOI: 10.11591/ijere.v11i3.22594

The role of self-learning in the practical training among preschool teachers

Larysa Zdanevych[1], Leonida Pisotska[1], Nataliia Honchar[1], Nataliia Myskova[1], Nataliia Kazakova[2]
[1]Department of Pre-School Pedagogy, Psychology and Professional Methods, Faculty of Pre-School Education and Psychology, Khmelnytskyi Humanitarian-Pedagogical Academy, Khmelnytskyi, Ukraine
[2]Department of Pedagogy, Faculty of Pre-School Education and Psychology, Khmelnytskyi Humanitarian-Pedagogical Academy, Khmelnytskyi, Ukraine

Article Info

Article history:

Received Jul 23, 2021
Revised May 31, 2022
Accepted Jun 29, 2022

Keywords:

Activity component
Cognitive component
Motivational component
Preschool education
Reflective component
Self-learning

ABSTRACT

The article examines conditions for effective implementation of self-learning program in the training preschool teachers. The following research methods were used: pedagogical experiment, testing, observation, activity analysis, Kolmogorov-Smirnov test, Student's t-test. An independent variable of the experiment was the self-learning program of preschool teachers developed through quality feedback and self-analysis. The professional competence of preschool teachers is studied through a system of components: motivational, cognitive, activity and reflective. Motivational and reflective components are less developed than cognitive and activity ones. It was found that the self-learning program is more effective for the development of cognitive, activity and reflective components, while the motivational component was less developed. It is established that the basic conditions for the effectiveness of professional self-learning is feedback from the program developer and ensuring quality pedagogical reflection of one's actions. The following blocks of material were the most problematic for the assimilation of in the developed course: the physiological characteristics of children, speech and thinking of preschoolers, various aspects of the organization of learning and play in preschool education. The data can be used in the self-learning practice of preschool teachers and students to stimulate professional development. Further prospects for the study of the problem include improving the self-learning program for implementation in higher educational institutions. It is important to optimize the ways of development of preschool teachers' pedagogical reflection. The development of standardized forms of assessment of acquired competencies is worth noting.

Corresponding Author:

Larysa V. Zdanevych
Department of Pre-School Pedagogy, Psychology and Professional Methods, Faculty of Pre-School Education and Psychology, Khmelnytskyi Humanitarian-Pedagogical Academy
139 Proskurivskoho Pidpillia Street, 29000, Khmelnytskyi, Ukraine
Email: larysazdanevych@gmail.com

1. INTRODUCTION

There is no doubt that quality education is the key to effective reform and development of all areas of public policy. In this context, one of the key benchmarks is the implementation of the continuity principle of the educational process, which involves a productive connection of different stages of personality development. Therefore, preschool education serves as a kind of foundation, which determines the quality of implementation of the next levels. So, an important task is the quality training of specialists in the relevant field (teachers, psychologists, physical coaches). The basic component of preschool education [1] identifies

the main educational areas that are key to the development of compulsory learning outcomes and competencies of preschool children. It is obvious that the provisions of the State Standard define new requirements for the training of specialists, which, in particular, are specified in the Standard Program of Professional Development of Preschool Teachers.

The problem of quality training of preschool teachers becomes urgent under the modern conditions, as it must take into account current challenges and requirements of today. Integration into the European educational space involves the training of highly qualified teachers capable of effective self-development throughout life. Without proper support and scientific justification, professional self-learning can turn into a disordered accumulation of poor-quality information, which only distorts professional competence. This situation determines the theoretical and practical significance of research on the role of self-learning to improve the professional competence of preschool teachers.

In general, self-learning is explained as a process of self-acquisition of knowledge and experience in a particular field [2]. The importance of self-study for the training of specialists in the field of education is a topical subject of modern pedagogical research. In particular, researchers emphasize the exclusive role of self-study for the professional development of students majoring in pedagogy [3]. Research on the problem of self-learning of teachers will help to optimize the process of practical training in general, as it allows to better analyze the personal and social factors of professional self-development.

Self-learning is not only a tool for self-development, but also a kind of goal of professional teacher training [4]. In this case, the key mechanism of the process is reflection. That is, analysis of their own actions, ways of thinking and speaking is important for the effectiveness of self-learning. Self-observation and self-analysis provide a qualitative understanding of the structure of self-learning and its effectiveness.

The effectiveness of reflection as a basis for self-learning is increased by keeping diaries by participants in the process. The so-called reflective magazines allow learning the thoughts and problems of students, as well as adjust the educational process. Qualitative self-analysis of one's own education with the use of reflective reports provides an opportunity to choose structured or unstructured forms of reporting. It is also important to vary the questions for reflection, which will avoid the automatic filling of diaries and journals [5]. In general, the scientific study of cognitive, affective, motivational aspects of reflection in the process of professional training of teachers is insufficient [6]. Studies of collective self-learning of teachers provide grounds for identifying the conditions for the effectiveness of the process; understanding the learning situation and ensuring a sense of cohesion of participants [7]. Ensuring these requirements is the task of course moderators, who must provide effective feedback.

The study of the effectiveness of self-learning of teachers in the context of the implementation of the rhizomatic approach is worth noting [8]. In this case, the concept of "rhizome" is explained as a training system that does not have a holistic center, and its elements can be independent of each other. Such self-study does not provide a clear plan, and the choice of topics is governed by interest and practical relevance. Researchers have come to the conclusion about the importance of such components of teacher self-learning as motivation, level of acquaintance with the course, pedagogical experience, the program and traditions of the course, the clarity of goal setting.

In the context of the studied problems, research by Shaparenko [9] deserves attention, where self-education is considered as an important component of personal self-improvement of students in the major Preschool Education. Self-education of future preschool teachers is defined as a specially organized independent systemic cognitive activity aimed at personally significant educational goals, satisfaction of cognitive interests, cultural and professional needs. In this case, self-study is considered as a basic component of self-education, which provides an update of the motives for obtaining new knowledge.

The development of effective self-learning ability in preschool teachers is closely connected with the mechanisms of professional and personal self-development developed during study in higher education institution (HEI). The basis of the pedagogical system of personal self-improvement of future preschool teachers are the following aspects: i) Target refers to clear definition of the purpose and objectives of the program; ii) Methodological refers analysis of conceptual approaches, mechanisms and principles of personal self-improvement of future teachers; iii) Theoretical and descriptive means definition of the theoretical essence of personal self-improvement of students; iv) Technological means determination of functions, content and organizational support of the developed program; v) Methodical refers to definition of key pedagogical conditions of personal self-improvement of future preschool teachers; vi) Diagnostic-reflective means selection of criteria and indicators of the studied phenomenon, selection of a set of reliable diagnostic tools to test the effectiveness of the program [9]. These stages of the development of personal self-improvement can be used during the creation of a self-learning program for preschool teachers.

Thus, the analysis of theoretical sources allowed to determine the terminological basis, the main mechanisms and factors of the process of self-learning, to describe the specifics of self-learning in a particular field of training. It is established that in the context of preschool education, the problem of self-

learning, as a rule, is studied in the plane of preparation of students. At the same time, the issue of self-education of preschool education specialists after graduation has not been studied. We see the possibilities of solving this problem in the appeal to theories of professional self-development, concepts of reflection and communication in the pedagogical process, ideas about the structure of the teacher's personality. The main way to study the mechanism of improving the self-learning of preschool education professionals is to conduct a formative experiment that will provide relevant empirical data. Analysis of such empirical data is the basis for creating a holistic theory of self-learning of preschool education professionals. The aim of the article is to investigate the conditions of effective implementation of self-learning in the practical training of preschool teachers. Hence, the research objectives are to: i) Determine the conditions for the effective implementation of self-learning in the practical training system of preschool teachers; ii) Analyze the effectiveness of the impact of self-learning on the development of components of professional competence in preschool teachers.

2. RESEARCH METHOD

To achieve the aim and fulfill the objectives of the study, a psychological and pedagogical experiment was planned and conducted, where questionnaires, testing and activity analysis were used as auxiliary methods. The experimental hypothesis reflects the importance of organizing feedback and constant reflection for increasing the effectiveness of self-learning of preschool teachers. An independent variable is a self-study program for preschool education professionals designed to provide quality feedback and self-analysis. The dependent variable is the professional competence of preschool teachers, which is studied through the following components: motivational, cognitive, activity and reflective. Three levels were determined for each component: high, medium, and low. Manifestations of each of the components were determined using specially selected diagnostic tools: i) Motivational was determined by test "Level of Satisfaction with the Profession" [10]; ii) Cognitive was employing test technologies to determine the level of knowledge of future preschool teachers (the tests of different content were conducted in the primary and secondary diagnostics, but they were of similar topic) [11]; iii) Activity was determined by observation; and iv) Reflective was investigated by a questionnaire to determine the level of pedagogical reflection. We note that the basis for the development of tests to test professional knowledge and observation of the activity component were the parameters and indicators of the methodology for checking the quality of preschool education ECERS-3 [12].

The experimental (EG) and control groups (CG) were formed out of preschool teachers of Kyiv. Quantitative composition of samples was included 107 people (control sample) and 112 people (experimental sample). The age of the subjects is 22-55 years. The condition for participation in the experiment was the voluntary consent of preschool teachers. The study was conducted during 2020-2021 and included the following stages: i) Conducting an initial empirical section, which aims to establish the levels of certain components of professional readiness; ii) Conducting experimental impact; iii) Implementation of repeated diagnostic sections; iv) Comparison of the obtained data to determine the efficiency of self-learning in practical training of preschool teachers; and v) Drawing conclusions.

The research involved the following methods: i) Pedagogical experiment; ii) Testing; iii) Observation; iv) Activity analysis (determination of features of performance of reflective reports); v) Kolmogorov-Smirnov test to verify the compliance of the statistical series with the normal distribution; and vi) Student's t-test to determine the significance of the identified differences.

The developed system of self-learning is based on the method of assessing the quality of the preschool educational environment (ECERS-3). This approach has allowed to bring self-learning process in line with modern educational requirements. In particular, the structure of the program includes materials on the following topics: Equipment of preschool establishment, preschool child physiology, speech and thinking in preschool age, game and learning in preschool establishment, social interaction of preschoolers, basic issues of preschool education. The study of each topic involves a theoretical (text and video materials) and practical block, consisting of tests and practical assignments (analysis of educational situations, solving pedagogical problems). The total duration of learning the program is three months.

In the control sample, the role of the experimenter was reduced to the provision of materials and diagnostics (participants could study the course in any order). In the experimental sample, materials for the new topic were provided after the previous one. Each session of transfer of materials was accompanied by an introductory word of the experimenter (10-15 minutes), which performed a motivational function. Besides, after completing the topic, research participants had to fill out reports where it was necessary to self-analyze their activities for compliance of the results with the purpose. Reflective reports were sent to the researcher. Let us note that the subjects submitted not control assignments, but the results of the analysis of their own independent activities. The participants of the study interacted through video and e-mail platforms. That is, the program implementation took into account the requirements of quarantine restrictions.

3. RESULTS

First, it is advisable to analyze the features of the formative experiment, which will ensure the adjustment of further research. The reserachers can identify the following main problems that arose during the implementation of the study: i) Lack of sufficient motivation to complete the self-learning program; ii) Low discipline and ability to self-regulation of some participants, which prevented the full assimilation of the proposed material (especially in the control sample); iii) Destructive behavior of some participants such as passive aggression, conflict, ironic attitude to the experimenter, arrogance; iv) Organizational problems (difficulties in uniting all members of the experimental group to provide general instructions); and v) Technical problems (more typical for older subjects) such as the quality of the internet, the availability of technical means of communication.

Let us note that some people agreed to participate in the experiment then refused to continue working and could not complete the self-learning course. These participants were not taken into account in the results of data processing (six people in the control sample and 15 people in the experimental sample). We can state that a larger number of failures in the EG is due to the specifics of the self-learning program, which involves constant self-analysis and writing reflective reports.

Upon analyzing the results of observation of the participants of the pedagogical experiment and their reports, we can identify the following types of behavior of EG members, which was recorded at the beginning of the study:

i) Calm, motivated, show active cognitive interest in providing feedback, quite communicative. They ask many questions in the briefing process. They write detailed self-reports. There are 13.08% of EG members (14 people) belonging to this type.
ii) Do not show active external interest but are quite careful about the material of the program and honestly carry out reflection. They have no need for close communication with the course moderator. This type of activity includes 36.45% (39 people).
iii) Insufficiently responsible attitude to self-learning. The reports are characterized by formalism and lack of in-depth analysis. Such behavior may be related to non-destructive manifestations during the experiment. We recorded 14.95% (16 subjects) with such features.
iv) Unstable in assimilating self-learning programs. They are characterized by cyclical manifestations of process efficiency (careful assimilation of the material alternates with amorphous, indifferent attitude to the materials of the program. This tendency can be explained by insufficient motivation of participants and lack of clear concentration on the material, that is constant distraction for personal problems. This type includes a fairly significant proportion of EG (26.17% or 28 subjects).
v) They are characterized by a pronounced destructive attitude, manifested in conflict, covert aggression, ironic and sarcastic remarks about the researcher's actions. In our opinion, the motives for such behavior may be the top position of the specialist, which is manifested in an overestimation of their own professional qualities. They do not show interest in the study. They follow self-learning program insufficiently responsible with low quality. Write short, superficial self-reports. We identified 9.35% of subjects (10 people) with signs of this behavioral type.

In the course the self-learning program, the position of some participants became more constructive, which provided for greater concentration on the materials of the program and increasing the quality of self-analysis. At the same time, the reverse tendency was recorded in seven people, when the productive position was replaced by fatigue, decreased cognitive motivation and the quality of reflection. When analyzing the content of self-reports of the subjects, it was found that the most problematic topics for specialists were preschool child physiology, speech and thinking in preschool age, game and learning in preschool establishment. Difficulties, in particular, were manifested in the completion of practical assignments that consolidate the learned information. The content of the self-learning program for preschool teachers was ECERS-3-based.

The analysis of reflective letters revealed a number of trends. Qualitative reflection on their successes was characterized by an extended description of their actions and the quality of learning. It should be noted that the participants in the study further described their successes and, at the same time, only stated the fact of failure. Even subjects who demonstrated better self-analysis rarely specified the reasons for the results. Low reflection rates were determined by the fragmentary nature of the analysis. Sometimes, such letters consisted of only a few simple sentences. Too emotional reflective letters were also recorded, when the report simply described one's own experiences in the process of self-learning.

The generalized results of the research are presented in Table 1. First, we analyze the data of the primary diagnostic section, which show the level of the components of professional competence of preschool teachers. The motivational component reflects the level of satisfaction with the profession, the focus on self-improvement, the effectiveness of motivation to perform professional duties. The medium level of motivational component of professional competence dominates in the studied groups (57.14% and 61.32%).

Low indicators of the component were recorded in almost a third of the subjects (28.57% and 28.4%). A high level of motivational component was found in 14.29% and 10.28% of both groups. The results indicate an insufficient level of the motivational component of professional competence of preschool teachers. The identified trend can be explained by a number of factors includes the lack of favorable conditions for professional development of professionals, emotional burnout, and insufficient financial incentives.

Table 1. Dynamics of the levels of components of professional competence of preschool teachers under the influence of the self-learning program

Components of professional competence	Development levels	Control group				Experimental group			
		Before program		After program		Before program		After program	
		%	Number of people	%	Number of people	%	Number of people	%	Number of people
Motivational	Low	28.57	32	25.89	29	28.4	30	8.41	9
	Medium	57.14	64	60.72	68	61.32	66	66.36	71
	High	14.29	16	13.39	15	10.28	11	25.23	27
Cognitive	Low	6.25	7	0.89	1	8.41	9	1.87	2
	Medium	57.14	64	42.86	48	51.40	55	32.71	35
	High	36.61	41	56.25	63	40.19	43	65.42	70
Activity	Low	11.61	13	5.36	6	10.28	11	1.58	3
	Medium	54.46	61	50	56	54.21	58	41.72	44
	High	33.93	38	44.64	50	35.51	38	56.7	60
Reflective	Low	33.4	37	31.25	35	32.71	35	6.54	7
	Medium	61.2	69	64.29	72	60.75	65	57.01	61
	High	5.4	6	4.46	5	6.54	7	36.45	39

The cognitive component of professional competence reflects a set of professional knowledge of preschool teachers. The predominance of the average level of the studied component was revealed (57.14% and 51.4%). Low indicators of the cognitive component are insignificant (6.25% and 8.41%). A high level of professional knowledge of preschool teachers was found in 36.61% and 40.19% of the samples. The results obtained are due to the fact that the study involves individuals who have experience in teaching and therefore demonstrate good indicators of basic information. In general, the indicators of the cognitive component of professional competence of teachers are higher than motivational one but require further development.

The activity component of the professional competence of preschool teachers reflects the availability of professional skills and abilities to fulfil professional tasks. The predominance of the medium level in the studied groups continues to be observed (54.46% and 54.21%). Low indicators of the studied component were found in 11.61% and 10.28% of specialists. A high level of activity component of professional competence was recorded in 33.93% and 35.51% of preschool teachers. The initial indicators of the studied component are quite high, but slightly lower than the level of the cognitive component. That is, the knowledge of preschool teachers is not always embodied in specific practical skills and abilities.

The reflective component of professional competence is manifested in the ability to productive pedagogical introspection, is the basis of effective professional self-assessment and the formation of the self-concept. The studied component is the least developed in the structure of professional competence of preschool teachers. The dominance of the medium level of the surveyed employees continues to be recorded (61.2% and 60.75%). The low level of the studied characteristics is expressed as 33.4% and 32.71% of the studied specialists. High levels of the reflective component were found in only 5.4% (six people) and 6.54% (seven people) of the samples. Low indicators of the ability to pedagogical self-analysis indicate the lack of a conscious attitude to professional activity. Problems with the development of reflection can affect the effectiveness of pedagogical activities and opportunities for self-development.

Thus, the medium level of the components of professional competence prevails among preschool teachers. The identified trend indicates certain problematic aspects in the structure of the studied phenomenon, which necessitates the organization of development work. We will analyze the results of studying the effectiveness of the impact of the self-study program on the components of professional competence of the control and experimental groups. In CG there is a slight decrease in the low level of the motivational component (from 28.57% to 25, 89%), while in EG this figure varies from 28.4% to 8.41%. The change in the percentage of persons with an average level in both samples, in general, is insignificant (from 57.14% to 60.72% in the first group and from 61.32% to 66.36% in the second). The high level of the motivational component in CG decreased in only one subject after the program implementation. In EG, the increase in the percentage of people with a high level is quite noticeable ranged from 10.28% to 25.23%. That is, a self-learning program that provides feedback and reflective reports is effective for the professional motivation of preschool teachers. At the same time, the simple assimilation of information materials does not have a pronounced effect on the professional motivations of an individual.

It is interesting that the developed self-study programs demonstrated a pronounced effectiveness of the development of cognitive component of professional competence in both samples. Analysis of CG results revealed the following trends: i) Low level decreased from 6.25% to 0.89%; ii) The medium level decreased from 57.14% to 42.86%; iii) The high level increased from 36.61% to 56.25%. At the same time, in EG the dynamics of the low level of the cognitive component involves a change in seven individuals (from 8.41% to 1.87%). The change of the medium level of surveyed EG occurred in 20 people (from 51.4% to 32.71%). The increase of high indicators of the studied structure occurred in 27 preschool teachers (from 40.19% to 65.42%). That is, regardless of the availability of feedback and reflective reports, the self-learning program of preschool teachers has proved to be effective in terms of acquiring new professional knowledge. At the same time, the data analysis allows stating that in the experimental group these changes are more pronounced compared to the control sample (approximately 5%).

Similar results were recorded in changes in the activity component of professional competence of preschool teachers. In CG, the difference in the change in the low level of this component before and after the experiment is 6.25%, while this figure is 8.7% in EG. The difference between the high level of the activity component in the control group is 10.71%, and in the experimental group this figure is 21.16%. Changes in the average indicators of professional skills are also more significant in EG (from 54.21% to 41.72%), compared with the results of CG (from 54.46% to 50%). Thus, self-learning has a positive impact on the development of the activity component of professional competence in preschool teachers. At the same time, unsystematic, unstructured assimilation of material without proper reflection on their achievements is less effective for professional development.

In the control group, no significant changes in the reflective component were recorded as a result of the implementation of the experimental program. The percentage of subjects with low levels of this component decreased from 33.4% to 31.25%. The percentage of people with an average level of pedagogical reflection increased from 61.2% to 64.29%. The number of studied specialists with high values of this component even decreased slightly (from 5.4% to 4.46%). Thus, the simple accumulation of professional information does not cause any shifts in the development of pedagogical reflection. In the EG, there is a significant positive change in the reflective component of professional competence. In particular, the low level of the studied component decreased by 26.17%, the medium changed by 3.74%, and high level increased by 29.91%.

To confirm the hypothesis about the effectiveness of the developed self-learning program for the professional competence of preschool teachers, the student's t-test for dependent samples was used. Let us note that the use of this statistical tool was justified by a preliminary calculation of the indicators of the Kolmogorov-Smirnov test, which helps to determine the nature of the distribution of the obtained quantitative data. It is established that all available statistical series correspond to the normal distribution, that is it is expedient to use the parametric criterion. Student's t-test was chosen for dependent samples, which allows determining the significance of the differences between the results of primary and secondary diagnostics. The results of statistical analysis are presented in Table 2. The coefficients marked with an asterisk characterize the significance of differences at the level of p=0.05, and indicators with two asterisks reflect the significance of differences at the level of p=0.01.

Table 2. Indicators of student's t-test components of professional competence of preschool teachers

Components of professional competence	Student's t-test	
	Control group	Experimental group
Motivational	1.18	2.12*
Cognitive	2.17*	2.84**
Activity	2.38*	2.78**
Reflective	0.23	2.93**

It was found that in the control group the motivational and reflexive components of professional competence did not change significantly (t=1.18, t=0.23). At the same time, significant shifts (p=0.05) are recorded in the cognitive and activity components (t=2.17.18, t=2.38). In the experimental group, significant changes were recorded for all studied components. Let us note that the relevance of differences in the motivational component of professional competence is at the level of p=0.05. At the same time, other obtained values are the basis for the conclusion about more significant changes of cognitive, activity and reflective components at the level of p=0.01 (t=2.84, t=2.78, t=2.93). Therefore, statistical data processing confirms the results of the analysis of the identified percentage trends of the samples.

4. DISCUSSION

The motivational and reflexive component of professional competence of preschool teachers have lower levels than cognitive and activity. The developed self-learning program, which provided feedback and mandatory self-analysis of their results, proved to be effective. Self-learning is more effective for the cognitive, activity and reflective component of professional competence of educators, while professional motivation develops more slowly. Even self-learning which did not involve reflection and interaction with the researcher is effective for the development of professional knowledge, skills, and abilities.

The data should be characterized in the context of the problem of self-efficacy of preschool teachers. It is established that self-belief, positive attitudes towards professional activity increase cognitive and emotional indicators of professional competence of preschool teachers [13]. Personality motivation indicators are influenced by job satisfaction, material factor, age of the preschool teacher [14]. We can assume that the importance of the material factor of professional development increases significantly under the conditions of permanent socio-economic crisis.

An important aspect is the identification of problematic topics in the program of self-learning of specialists. These data should be considered in the context of the results of other researchers. In particular, the conclusions on the greater focus of preschool education workers on managerial aspects are worth noting, while the search for the optimal educational strategy and means of motivating children is not sufficiently actualized [15]. It was established in the course of our research that the issues of learning and game of preschoolers, as well as their cognitive development are quite problematic for assimilation by specialists.

Low indicators of the reflective component can also be associated with the specifics of training in HEIs. In particular, about 30-40% of students majoring in preschool education are characterized by a low level of the structure of professional reflection, which is a prerequisite for negative trends in teaching [16]. The obtained results are consistent with the data on the importance of cognition and understanding of teachers' self for effective self-learning [17]–[19]. The pedagogical reflection is the basis of quality professional development of the employee, so the practice of self-reports is relevant and effective for the development of self-analysis skills [20], [21].

The effectiveness of self-learning should be considered in the context of self-educational competence [22]. At the same time, self-educational competence of preschool teachers is considered as an integral phenomenon that provides a stable internal motivation, the formation of professionally significant personality traits, the acquisition of skills and abilities of independent work aimed at the ongoing process of professional development. The formation of this structure takes place during the period of professional training in HEI and is consolidated in the process of professional activity. Self-learning activity on the basis of external evaluation is formed through the inclusion of elements of self-learning in the pedagogical process, mastering the techniques of independent cognitive activity [23]. In our opinion, the implementation of a self-learning program in HEI can also be effective. In case of organizing self-learning of students, the urgency of the identified conditions increases significantly.

The need to provide quality feedback as a condition for the effectiveness of self-learning is confirmed by the development of a sound program for managing personal professional development of future preschool teachers [24]. Given the organization of a positive socio-psychological atmosphere, external control will reinforce and strengthen the self-control of the subjects of self-learning. The following methods are also effective in the process of teacher self-development: the method of problem situations, project teaching methods, business games, role-playing games, round table method, research method, method of "group dialogues". It is necessary to look for ways to implement these tools in the context of distance and blended education [24]–[27]. The role of feedback in the practical self-learning of preschool teachers is also demonstrated by the example of self-mastery of methods of teaching mathematics [28]. The relevance of self-learning in the training of preschool teachers to teach children various elements of art is substantiated [29].

The study confirms the importance of the specifics of mental structure for the development of professional competence. The main internal conditions of successful self-learning of an educator are awareness of the need for self-improvement, purposefulness, discipline, systematicity, independence, reflexivity, creativity of the cognitive sphere [30]. These qualities were taken into account in motivating participants and developing a strategy of reflective reports. The study confirms the effectiveness of self-learning in the practical training of preschool teachers and do not contradict the latest scientific research.

5. CONCLUSION

The approval of the basic component of preschool education places new requirements on the training of specialists, which provide for the modernization of existing approaches. The urgency of the idea of continuous professional development is growing, which provides for active self-learning after graduation in the process of practical training of employees. Self-learning can be explained as a process of self-acquisition of knowledge and experience in a particular field. That is, the formation of personal structures is

of great importance for the effectiveness of this process. Scientific literature focus on the exclusive role of self-learning for the professional development of teachers.

It is established that the medium indicators of development of components of professional competence dominate in preschool teachers. Satisfaction with their profession and the ability to pedagogical self-analysis are less developed than the cognitive and activity components. That is, the instrumental basis of professional competence of educators is more developed than personal structures. It is established that self-learning is especially effective for the development of cognitive, activity and reflective components of professional competence, while professional motivation develops more slowly. The key conditions for the effectiveness of professional self-learning are feedback from the program developer and ensuring quality pedagogical reflection of their own actions. The self-learning of educators should be improved in the direction of clarifying the physiological characteristics of children, the cognitive development of preschoolers, the organization of learning and playing in preschool education. The obtained results can be used both in the practice of postgraduate education and during training in pedagogical HEIs. The developed program needs improvement of the development of professional motivation. The range of topics included in the self-learning program also requires clearer structuring. We see further prospects for the study of the problem in the improvement of the self-learning program and its modernization for students of HEIs. It is also important to optimize the ways of development of pedagogical reflection in preschool teachers. In particular, it is possible to develop standard forms of assessment of acquired competencies.

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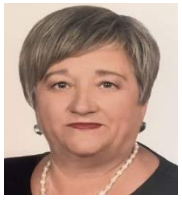
BIOGRAPHIES OF AUTHORS

Larysa Zdanevych is a Doctor of Pedagogical Sciences, Professor, Head of the Department of Preschool Pedagogy, Psychology and Professional Methods Faculty of Preschool Education and Psychology of Khmelnytskyi Humanitarian-Pedagogical Academy, Ukraine. She has 30 years of experience in scientific and pedagogical work in higher education institutions. Her research interests and topics of publications are focused on preschool, primary and inclusive education, history of preschool pedagogy; training of future educators, modernization of the content of higher and preschool education, innovative technologies in preschool and higher education. She can be contacted at email: larysazdanevych@gmail.com.



Leonida Pisotska is a Candidate of Pedagogical Sciences, Associate Professor, Dean of the Faculty of Preschool Education and Psychology of Khmelnytskyi Humanitarian-Pedagogical Academy. Her research interests: training of the future specialists in preschool education to teaching professionally-oriented disciplines of the preschool cycle, features of preschool education management in the region and Ukraine, modernization of the content of preschool education, etc. She can be contacted at email: leonida_ps@ukr.net.

Nataliia Honchar Candidate of Pedagogical Sciences, Associate Professor of the Department of Pre-school Pedagogy, Psychology and Professional Methods of the Khmelnytskyi Humanitarian-Pedagogical Academy. In 2015 defended a thesis on specialty "Theory and Methods of Vocational Training" on the topic "Formation of preparedness for future pre-school educators to use interactive technologies". Her research interests: training of future specialists in preschool education in terms of modernization of the content of higher and preschool education in Ukraine; features of the use of innovative technologies in the training of future educators. She can be contacted at email: natali.educs@yahoo.com.

Nataliia Myskova Associate Professor of the Department of Pre-school Pedagogy, Psychology and Professional Methods, Faculty of Pre-school Education and Psychology, Khmelnytskyi Humanitarian-Pedagogical Academy, Ukraine; Candidate of Pedagogical Sciences/PhD (2018); Associate Professor (2020). Her current research interest includes specialists of preschool education, preparation of future educators, education for sustainable development, pedagogy of empowerment, skills directed to continuous development, including in the context of upbringing children of preschool age. She can be contacted at email: myskova1979@ukr.net.

Nataliia Kazakova is an Associate Professor of the Department of Pedagogy of Khmelnytskyi Humanitarian-Pedagogical Academy. Scientific degree and academic title: Candidate of Pedagogical Sciences (2005), Associate Professor (2007). Her research interests: pedagogical practice in a higher education institution; ethical dimensions of the pedagogical profession; theory and technology of working with different categories of children of preschool and primary school age. She can be contacted at email nat_vikt@ukr.net.