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TECHNOLOGY FOR PREPARING FUTURE PRESCHOOL TEACHERS FOR PROFESSIONAL ACTIVITY BASED ON A COMPETENCY-BASED APPROACH

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Abstract

The modernization of teacher education requires the development of effective pedagogical technologies that ensure the readiness of future preschool teachers for professional activity in rapidly changing educational contexts. A competency-based approach has become a key methodological foundation for teacher preparation, as it focuses on the formation of integrated professional competencies rather than the accumulation of fragmented knowledge. This article examines the technology for preparing future preschool teachers for professional activity based on a competency-based approach. The study emphasizes the importance of aligning educational content, teaching methods, and assessment practices with the professional competencies required in preschool education. Particular attention is given to the role of practice-oriented learning, reflective activities, and interactive pedagogical methods in developing professional readiness. The article argues that a competency-based technology in teacher education contributes to the formation of pedagogical, communicative, and reflective competencies essential for effective preschool teaching. The findings highlight that systematic implementation of competency-based training technologies enhances the quality of professional preparation and supports the development of flexible, competent, and socially responsible preschool teachers.

Keywords: competency-based approach, preschool teacher education, professional competence, pedagogical technology, teacher preparation

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Introduction

The preparation of future preschool teachers is a strategically important task in modern education, as the quality of early childhood education largely depends on the professional competence of educators. Preschool teachers play a crucial role in supporting children's cognitive, social, emotional, and physical development, which requires a high level of pedagogical mastery and professional responsibility. In recent years, educational systems have increasingly recognized that traditional knowledge-oriented models of teacher education are insufficient for preparing teachers to meet contemporary professional demands. As a result, the competency-based approach has gained prominence as a methodological foundation for teacher preparation.

The competency-based approach focuses on the formation of integrated competencies that combine knowledge, skills, values, and personal qualities necessary for effective professional activity. In the context of preschool teacher education, this approach emphasizes the development of pedagogical competence, communicative ability, creativity, and reflective thinking. Future preschool teachers must be able not only to understand theoretical concepts of child development and pedagogy but also to apply them effectively in real educational situations. This requires a transformation of teacher education technologies toward more practice-oriented and learner-centered models.

The relevance of competency-based training in preschool teacher education is reinforced by ongoing educational reforms that prioritize quality, inclusivity, and innovation. These reforms call for teachers who are capable of adapting to diverse learning environments, collaborating with families and colleagues, and engaging in continuous professional development. Consequently, higher education institutions face the challenge of designing pedagogical technologies that support the systematic development of professional competencies in future teachers.

Pedagogical technology in teacher education can be understood as a structured system of methods, forms, and tools that ensure the achievement of planned educational outcomes. When grounded in a competency-based approach, such technology emphasizes active learning, reflection, and the integration of theory and practice. For future preschool teachers, this involves engaging in simulated

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professional situations, pedagogical practice, project-based learning, and reflective analysis of teaching experiences.

This article aims to analyze the technology for preparing future preschool teachers for professional activity based on a competency-based approach. It explores the conceptual foundations of competency-based teacher education, examines key elements of pedagogical technology, and considers their role in developing professional readiness. By addressing these issues, the study seeks to contribute to the improvement of teacher education practices in preschool education.

Main Part

The implementation of a competency-based approach in the preparation of future preschool teachers requires a comprehensive pedagogical technology that integrates educational goals, content, methods, and assessment. Such technology is designed to ensure that graduates acquire not only theoretical knowledge but also the ability to apply this knowledge effectively in professional contexts. In preschool teacher education, this involves creating learning environments that reflect real pedagogical situations and encourage active engagement.

A key component of competency-based training technology is practice-oriented learning. Future preschool teachers benefit from early and continuous exposure to professional practice, which allows them to observe, analyze, and participate in educational activities. Through pedagogical practice, students develop practical skills related to lesson planning, classroom management, and interaction with children. These experiences support the gradual formation of professional competence and help bridge the gap between theory and practice.

Interactive teaching methods play a significant role in competency-based preparation. Methods such as problem-based learning, role-playing, case analysis, and collaborative projects enable students to engage in active problem-solving and decision-making. In the context of preschool education, these methods help future teachers understand the complexity of pedagogical work and develop flexibility in responding to children's needs. Interactive learning also

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fosters communication skills and teamwork, which are essential for professional activity.

Reflection is another essential element of competency-based pedagogical technology. Reflective activities encourage future teachers to analyze their learning experiences, evaluate their strengths and weaknesses, and set goals for professional growth. Reflection supports the development of self-awareness and professional identity, which are critical for effective teaching. In teacher education programs, reflection can be integrated through journals, discussions, and feedback sessions following pedagogical practice.

Assessment within a competency-based framework focuses on evaluating students' ability to demonstrate professional competencies in authentic contexts. Rather than relying solely on traditional examinations, competency-based assessment includes observation, performance tasks, portfolios, and self-assessment. These methods provide a more comprehensive understanding of students' professional readiness and support their continuous development.

Overall, the technology for preparing future preschool teachers based on a competency-based approach creates conditions for holistic professional development. By integrating practice, interaction, and reflection, this technology supports the formation of competent educators capable of meeting the demands of modern preschool education.

Conclusion

The preparation of future preschool teachers based on a competency-based approach represents an effective response to contemporary challenges in teacher education. This approach shifts the focus from the transmission of isolated knowledge to the development of integrated professional competencies that are essential for successful pedagogical activity. The analysis presented in this article demonstrates that competency-based pedagogical technology provides a structured and systematic framework for achieving these goals.

The implementation of such technology enhances the professional readiness of future preschool teachers by emphasizing practice-oriented learning, interactive teaching methods, and reflective activities. These elements enable students to

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develop practical skills, critical thinking, and professional self-awareness, which are crucial for effective work in preschool settings. As a result, graduates are better prepared to address the diverse needs of children and adapt to changing educational environments.

The success of competency-based teacher preparation largely depends on the professional competence of teacher educators and the institutional support provided by higher education institutions. Teacher educators must be able to design and implement pedagogical technologies that align with competency-based principles and support active student engagement. Institutional conditions, including access to preschool practice settings and methodological resources, also play a significant role.

In conclusion, the technology for preparing future preschool teachers based on a competency-based approach should be considered a priority direction in teacher education. Its systematic application contributes to the improvement of educational quality and supports the formation of competent, reflective, and responsible preschool teachers. Such an approach not only meets current educational standards but also creates a foundation for continuous professional development in early childhood education.

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