Designing an additional professional program of psychological and pedagogical assistance to families with young children on the basis of a digital information and educational resource

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Annotation. The article presents conceptual approaches to the design of an additional professional program "Psychological and pedagogical assistance to families with young children" on the basis of a digital information and educational resource of the I. S. Turgenev Oryol State University. Special attention is paid to the substantiation of the list of professional competencies necessary for the implementation of psychological and pedagogical assistance to families with young children.

1 Introduction

A distinctive feature of the current socio-economic situation in Russia is a pronounced shortage of places in preschool educational organizations for children under the age of three, which, in turn, actualizes the problem of psychological and pedagogical assistance to families with young children. One of the practically important aspects of this problem is the determination of the adequate content, forms and methods of implementing programs of psychological, pedagogical, methodological and advisory assistance to parents of children who, due to various circumstances, receive preschool education in the family. In turn, the issues of the content, forms and methods of organizing psychological and pedagogical assistance to families with young children are closely related to the issues of training qualified personnel. Due to these circumstances, it is fundamentally important to implement programs for advanced training and professional retraining of teachers of the preschool education system in order to form their readiness to carry out professional activities of this kind.

One of the ways to achieve this goal is to create regularly functioning internship sites on the basis of the country's leading pedagogical universities, which are a more effective form of professional development and professional retraining of teachers for the preschool education system than traditional models. Created on the basis of the Orel State University named after I. S. Turgenev the internship platform is designed to ensure the implementation of an additional professional program aimed at developing the professional competencies of teachers necessary for carrying out educational work with children under three years of age and providing advisory services to families with young children receiving preschool

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education at home. The degree of innovation of the proposed additional professional program is enhanced by the use of a digital information and educational resource. The experience, problems and prospects of using such resources in the education system are reflected in the publications of domestic and foreign authors [1-3].

2 Materialandmethods

The research method was hypothetical modeling. This method involves the creation of a model-an object that is similar in some respects to the prototype and serves as a means of describing and predicting the behavior of the prototype. The need for hypothetical modeling is dictated by the fact that the study of the object itself is impossible, since it does not yet exist, its creation acts as the result of this research project.

The modeling is based on the assumption that the design of an additional professional program aimed at the formation of professional competencies of teachers necessary for providing advisory services to families with young children on the basis of a digital information and educational resource has a number of features, namely: the modular principle of construction; variability, relevance, practice-oriented orientation of the proposed content; the targeted trajectory of the development of professional competencies, taking into account the level of qualification of teachers of preschool education and their educational needs.

3 Resultsanddiscussion

The design of programs for advanced training and professional retraining of teaching staff in order to form their readiness for psychological and pedagogical assistance to families with young children is significantly related to the issues of professional competence formation.

The analysis of the works of Russian and foreign researchers [V. I. Baydenko, G. Bermus, E. F. Zeer, I. A. Zimniya, A. K. Markova, A.V. Khutorskoy, Cl. Beelisle, M. Linard, B. Rey, G. LeBooterrf, L. Turkal, N. Guignon, M. Joras, etc.] showed that at present there is no generally recognized definition of the term "competence" ("professional competence"), but a single semantic field has been developed, including a common understanding of what is competence: a) refers to the personality of the student; b) is not limited to knowledge, skills and abilities, although it is manifested in them; c) it can develop and, accordingly, be diagnosed in a specially organized educational activity of the student, imitating a professional one.

In the theory and methodology of professional education, in particular, in the publications of V. A. Sitarov, professional competence is considered as the goal of professional training and as an intermediate result that characterizes the state of a specialist engaged in professional activity [4].

In the research of N. N. Lobanova, T. V. Krotova, professional competence (in particular, the professional competence of a teacher) is considered as the ability to effectively perform professional activities determined by the requirements of the position, based on fundamental scientific education and an emotional and value attitude to activity. It involves the possession of professionally significant attitudes and personal qualities, theoretical knowledge, professional skills and skills [5, 6].

Thus, pedagogical competence is understood as a systemic phenomenon, the essence of which consists in the unity of pedagogical knowledge, experience, properties and qualities of a teacher, allowing to effectively carry out pedagogical activities, purposefully organize the process of pedagogical communication, personal development and improvement of a teacher.

The starting point of the hypothetical modeling of the result and the process of forming professional competence is the analysis of the professional standard " Teacher (pedagogical

activity in preschool, primary general, basic general, secondary general education) (educator, teacher)", approved by order of the Ministry of Labor and Social Protection of the Russian Federation No. 544n on 18.10.2013. [7]. It provides a description of the labor functions and their content characteristics that determine the necessary and sufficient set of professional competencies, personal characteristics that are important for a professional who is ready for psychological and pedagogical assistance to families with young children.

The main goal of pedagogical activity in preschool education in accordance with the professional standard "Teacher" is formulated as the implementation of pedagogical activity on educational programs of preschool education and organizational and methodological support for their implementation.

It is legitimate to consider this goal and the corresponding list and content of labor functions adequate to the professional activity of a specialist trained to develop and implement educational programs for children under three years of age and provide advisory services to families with young children, including using a digital information and educational resource.

The following additional professional competencies have been established as the most significant in terms of contribution to the formation of teachers ' readiness to carry out psychological and pedagogical assistance to families with young children:

- readiness to design and implement innovative programs for early development of children and technologies for psychological and pedagogical assistance to families with young children;

- is the ability to effectively interact with parents on the issues of early development of children under the age of three, to use modern information technologies, platforms and mobile services for professional communication of teachers with parents [8].

The proposed additional professional program will have a modular construction principle, including theoretical, simulation, project and presentation modules (Table 1).

Table 1. Structure and summary of the additional professional program

Name of the program modules	Levelsofprofessionalgrowth		
	Levelofdevelopment	Experiencelevel	Expertlevel
Module 1. Educational	Technologies of early development of children under the age of three years.	Navigator of educational programs and technologies for the development of children under the age of three.	Design of early development programs for children under the age of three.
	Organization of interaction between teachers and parents during the period of adaptation of young children to the conditions of preschool education.	Technologies of psychological and pedagogical assistance to families with young children.	Designing technologies for psychological and pedagogical assistance to families with young children receiving preschool education at home.

Module 2. Simulation	Review of the best practices of implementing early development programs for children under the age of three in pre-school educational organizations. Mastering practical skills in quasi-real conditions. Solving case problems in the command mode. Modeling of real situations of effective pedagogical interaction with young children and their parents using modern information technologies, platforms and mobile services.
Module 3. Projectplan	Generation of project ideas and selection of project proposals (development and execution of projects for early development programs for children under the age of three years and psychological and pedagogical assistance to families with young children).
Module 4. Presentation	Public protection of projects using modern information technologies, platforms and mobile services.

Its implementation begins with an entrance test, which involves determining the level of formation of professional competencies of teachers of preschool education. According to the results of testing, each trainee is determined by the targeted trajectory of professional competence development, which ensures his professional growth.

The competitive advantage of the projected additional professional program is its pronounced practice-oriented nature, which involves the implementation of full-life cycle projects by interns. In particular, trainees will be given the opportunity to post their own projects that have received a positive expert assessment on the electronic service for providing psychological and pedagogical assistance to parents with young children [9]. Such an organization of training will ensure not only the deepening of the system of psychological and pedagogical knowledge, but also a high level of mastering the operational and technological component of the professional activity of teachers.

4 Conclusions

In the created model of the additional professional program, priority directions for the development of continuous professional education of teachers of the Russian Federation were implemented, including: targeting the targeted satisfaction of educational requests of teachers based on the results of identifying the level of proficiency in professional competencies by individualizing educational trajectories, modeling real educational situations in the learning process, ensuring the integrity of additional professional programs in terms of the continuity of the content of practical and theoretical blocks. The implementation of the designed program and its experimental testing on the basis of the digital information and educational resource of the university is a promising research task.

5 References

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