

Standardization of Education Levels in Russia: Problems of Continuity and Professional Readiness of Staffing Support

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Abstract

Background/Objectives: The article studies the professional readiness of educational staff to implement the Federal State Standards of Preschool Education in the context of standardization of educational process in Russia. **Methods/Statistical Analysis:** A new approach is developed to the evaluation of professional readiness of the teaching staff of preschool education institutions, as well as professors and students of universities and teacher training colleges to implement new generation standards focused on the content of the preschool education standards. **Findings:** Data obtained in the study were formed as a result of individual questioning of 378 respondents. The study results made it possible to define levels of professional readiness of different educational staff to implement the standards of preschool education: Negative (low level), adaptive (low average level), intuitive (average level), technological (high average level), and creative (high level). The study empirically identified the well-formed of components of professional readiness of the teaching staff and students of universities and colleges: Cognitive, motivational, activity, among which only the latter component was formed in a half (50%) of respondents. The authors have determined that the increase of professional readiness of personnel to implement the federal state standards of preschool education depends on the development of the activity component and formation of a creative (high) level. **Application/Improvements:** Activity approach imposes requirements for professional readiness in terms of selection and organization of students' activities at different levels of education, activation and formation of their positions of subjects of cognition, work and communication.

Keywords: Federal State Standards of Preschool Education

1. Introduction

1.1 Introduce the Problem

The strategic goal of the state policy of the Russian Federation in the field of education is the improving availability and quality of education corresponding to the requirements of innovation economic development, modern requirements of society, family and the person.

One of the modern trends in the development of educational content in Russia is its standardization, which is caused, first of all, by the need to create the country's general teaching space which should ensure the improvement of the quality education at various levels

and in different types of educational institutions. This raises the problem of continuity of educational standards.

1.2 Explore Importance of the Problem

Standardization of the content of education is due to challenge of Russia related to its entry into the global culture that requires taking into account trends in the development of educational content in international educational practice. Education standardization in Russia "highlights" also the problem of transition from the Anglo-Saxon model, which aims to achieve results in the educational process, where the main thing is the academic results of the students, to a student-oriented

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social-pedagogical concept that forms the basis for the school education and preschool one of Finland, Sweden and some other countries and is based on the principles of humanization. The new ideology of preschool education and personality-oriented model of the pedagogical process based on the recognition of a child's personality emphasizes that the preschool education being the first sector in the system of continuous general education should ensure a holistic development of the child's personality, his socialization, formation of elementary culture of activity and behavior, formation of his intelligence and general culture. These values form the basis for improving the content of the educational process. The assimilation of subject knowledge and skills is regarded more as a means and results of learning, rather than as its main objective.

The concept of a standard derives from the English word "standard" meaning a norm, sample, measure. According to V.S. Lednev¹, the standard of education is a system of basic parameters that are accepted as the state norms of education, reflecting the social ideal and taking into account the possibility of a real person and the education system to achieve this ideal. In this sense, the standardization of education in the developed countries of the world has been for a long time carried out through the development of educational plans and programs, the establishment of a certain level of education.

Along with the Law "On Education in the Russian Federation"², the standard of education is the main regulatory document, which develops and specifies such feature of education as the level, identifies the methods and forms of measurement and interpretation of study results. It is through the standard that the required level of education is maintained, and its continuous reproduction and improvement corresponding to society development prospects are ensured.

The main principles of the new generation standards are those of continuity and development, which means that the federal state educational standards shall ensure the unity of the Russian Federation educational space, the continuity of the basic educational programs, including the levels of preschool, primary and general education and the whole system of basic educational programs: From preschool to professional ones. The integration of content of standards for different levels of education means the process of linking, interpenetration and interaction between the individual levels of education ensuring the continuity and integrity of the educational process.

Continuity between the levels of education is seen at the present stage as one of the conditions of continuous human education. Continuing education is understood as an interrelation, coherence and potential of all system components (goals, objectives, content, methods, means and forms of education) at each educational level in order to ensure continuity in the development of the subject of the educational process. Continuity between the levels of education should be regarded as the construction of a single meaningful line ensuring effective development and coordination of all components of methodical work (goals, objectives, content, methods, means and forms of organization of training and education) at each level.

The problem of continuity in education is complex; its resolution requires the joint efforts of specialists in various fields: heads, kindergartners, teachers, psychologists, speech therapists, etc. It cannot be defined simply as the relationship between the individual elements of the educational process, but as an internal organic link between the general physical and the spiritual issues, internal preparation for the transition from one stage of personality formation to another³.

1.3 Describe Relevant Scholarship

In this regard, a number of theoretical and empirical studies have been carried out, even though they do not cover the whole range of problems of implementation of the preschool education standards and do not address the issue of continuity of standards at different levels of education in Russia. Analysis of the sociological research data has showed the degree of satisfaction of parents with the preschool education system, as well as factors that hinder the creation of an effective mechanism of a problem-oriented analysis of the preschool educational system and the choice of the best directions of its development in Moscow⁴. The empirical findings of the study demonstrate that the parents' need for various services of training, education and development of children of preschool age exceeds the range and scope of services provided by preschool institutions. The paper identified the following factors that impede the choosing current trends in the development of preschool education by its heads: Insufficient funding; lack of funds to stimulate additional functions of teachers and kindergartners; unwillingness of teachers and kindergartners to perform additional duties; poor knowledge of teachers and kindergartners of the methods of problem-oriented analysis, etc.

A group of authors in⁵ carried out a research in the framework of one of the projects of modernization of teacher education aimed at strengthening the practical orientation of preparation of future teachers at the bachelor level in the field of study “Psycho-pedagogical Education” (Kindergartner). The research was performed by the Faculty of Preschool Pedagogy and Psychology of the Moscow state pedagogical University. The authors of the research carried out a considerable work on the analysis of current requirements for teachers, contained in the professional teacher standard, preschool education standard requirements for staff, and competencies as per the standard of higher education. The results of the analysis compared with the similar analysis carried out by the other performers of other projects (Herzen State Pedagogical University of Russia, I. N. Ulyanov State Pedagogical University of Ulyanovsk and others), have brought us to the conclusion that a bachelor cannot perform all the labor actions defined by professional teacher standards, some of them can be performed by kindergartners having a long working experience or higher education level.

1.4 State Hypotheses and their Correspondence to Research Design

Analysis of works devoted to the conditions of implementation of the preschool education standards has made it possible to formulate a general scientific problem of our research, the main contradiction of which consists in the lack of continuity in the standardization of the different levels of education in Russia and, in particular, in the standards of secondary vocational and higher education in connection with the adoption of the preschool education standards. This problem brings forth another problem: the improvement of teacher training system in the conditions of reforming of education in Russia. This necessitates finding a qualitatively new ways and means of formation of psycho-pedagogical and professional readiness of the teacher to implement the new generation standards in various fields of study: Teacher education, psycho-pedagogical education, special (defectologic) education in the system of vocational and higher education in view of the introduction of preschool education standards.

The lack of continuity in the standardization of different levels of education in Russia makes it possible to hypothesize that the way to solve this problem lies in the

focusing on the preschool education standards, because the preschool childhood is the most important and most difficult stage of development of the child's personality. It is in preschool age that the basic qualities of the personality are formed, such as speech, key social skills: multiculturalism, respect for others, acceptance of social roles and ethical standards, commitment to the health and safety of life, i.e., a mature personality. If during this period the child's life is psychologically comfortable, then his further studying in the school and the whole life will be successful.

The purpose of this study was to analyze the federal state educational standards of different levels of education in connection with the introduction of s for the continuity of their content, as well as to evaluate the psycho-pedagogical and professional readiness of teaching staff to implement the standards of preschool education and considerate their role at different levels of the educational process.

One of the research objectives was to isolate the invariant components in educational standards of different levels, verify their content in order to find the intersection spheres: Continuity. Another objective of the study consisted in the empirical study of the professional readiness of teachers of different levels of the educational system of the Russian Federation and of different specialties (teachers, heads of preschool institutions, professors of university and secondary vocational educational institutions, future teachers and kindergartners, psychologists, speech therapists) to implement the preschool education standards, as well as in the consideration of their role in the standardization and integration of the content of the general Russian educational space.

2. Method

To solve the problems set in the study and verify the hypothesis, a number of methods were used: Analysis of scientific literature on the issue of research, empirical methods: observation, expert evaluation, author checklists and questionnaires, statistical data processing methods.

2.1 Identify Subsections

The empirical base of the study was a selective sociological survey being representative for Russia, conducted in the Lipetsk region. The representativeness of the study

and reduction of sampling error was conditioned by a sufficiently high homogeneity and predetermined good organization of the target audience, presence of sufficiently detailed information about the specific features of the general totality and typicality of the Lipetsk region in its structure. The study was conducted by written survey of the whole sample among professors and students in all institutions of higher education and secondary vocational education of the Lipetsk region teaching students in the field of “Preschool Education” (P. P. Semenov-Tyan-Shansky Lipetsk State Pedagogical University, I. A. Bunin State University of Yelets, Teacher College of Lebedyan), as well as mechanical sample among the heads, kindergartners, psychologists, speech therapists of 11 preschool education institutions of the city of Lipetsk and 20 regional institutions of the Lipetsk region. In total, there were 378 people who participated in the survey.

The study was conducted during 2016 and consisted of three stages:

- The first stage consisted in the assessment of the current state of the problem, accumulation, definition of scientific apparatus and the research program, clarification of the general hypothesis and special research objectives.
- The second stage included the development of an empirical study program, questionnaires making up, pilot study, the results of which were examined, adjusted, discussed and clarified. The intermediate results of the study were analyzed.
- The third stage included the systematization and summarization of the theoretical and practical results of the study; the achieved results were formed as scientific publications, research reports, guidelines and scientific-methodical programs.

In domestic psychological and pedagogical studies, there are different approaches to defining the essence, content, structure, dependence and possibility of formation of a professional (psychological and pedagogical) readiness of the teacher: the general theory of development and activity⁶⁻⁸; the idea of a systematic approach⁹⁻¹⁰; the psychological theory of professional personality development¹¹⁻¹⁴; the well-grounded methodology of educational research¹⁵⁻¹⁷; the idea of humanization and humanitarization of education¹⁸⁻²⁰.

Common factors of formation of professional readiness of the teacher are based on the following

conceptual approaches: Activity-based²¹⁻²³; job-based²⁴⁻²⁶; subject-oriented²⁷⁻²⁹; and acmeological³⁰⁻³².

Studies of psychological and pedagogical (professional) readiness of the teacher are conducted in different directions: the content of professional and pedagogical activity of the teacher^{25,33,34}; formation of professional requirements for teachers in the context of new educational standards;^{9,35-37} attitude to the pedagogical activity with the successful solving of the main problems of the educational process³⁸⁻⁴¹; willingness to get involved in certain activities⁴²; and the ability to pedagogical activity²⁶.

A. G. Asmolov³⁸ interprets the willingness as an attitude from the viewpoint of activity, describing it as an “activity stabilizer” or “factor of behavior energy”. The goal-oriented attitude is understood by the author as the willingness of the subject to first of all do the things that correspond to his goal arisen after the receiving of a specific task. In his view, the leading level of attitude regulation of the activity is the level of semantic attitudes, which is actualized by the activity purpose and represents a form of personal meaning as a readiness to carry out a goal-oriented activity in a certain way.

As can be seen from the above know by us definitions of the “readiness” concept, the authors reveal the individual features of the concept. Understanding the “readiness for pedagogical activity” category is interpreted ambiguously in psychological and pedagogical literature.

V. A. Slastenin³⁸ associates in his research the concept of “professional readiness” with the concept of “competency”, noting at the same time, the focusing of the learning process on the needs and capabilities of the individual, where the formation of social competencies in the learning process is related to the global, central goal of any educational system”.

According to T. M. Sorokina⁴³, the unity of the theoretical and practical readiness of the teacher to realization of educational activities makes his professional competency. The concept of “readiness”, as well as the concept of “competency”, includes not only cognitive component and operational, i.e., technological (activity) component, but also motivational, ethical, social, and behavioral ones.

In the opinion of I. A. Zimnyaya³⁷, in terms of its substantive features, the concept of professional competency gets close to the concept of professional readiness and consists of the following components:

- Cognitive competency component: Awareness and knowledge about the content of competency; experience in manifestation of competency in different regular and unusual situations, i.e., its behavioral aspect,
- Motivational component of readiness for the manifestation of competency, which is seen as a manifestation of subjective capacities of the specialist,
- Activity-related component of readiness as a professional and pedagogical performance: ability to carry out various models of preschool education in accordance with the preschool education standards.

Foreign studies related to issues of the implementation of educational standards in practice emphasize mainly the flexibility and mobility of the process of standardization, its focus on topical, sometimes “short-term” educational needs⁴⁴⁻⁴⁵. The readiness of teachers to implement educational standards at various levels is generally understood as the ability to teach others, to ensure the quality of educational processes⁴⁶⁻⁴⁷. The issues of structuring of professional readiness and its level features are practically covered by these papers^{48,49}. Unfortunately, we can notice among foreign research the lack of works containing reasonable conceptual approaches to the problems of continuity of the content of educational standards of different levels and to the professional readiness of teachers to implement them.

3. Results and Discussion

There was a study of professional readiness to implement the preschool education standards attended by heads, kindergartners, psychologists, speech therapists of preschool educational institutions, professors of pedagogical colleges and higher education institutions, as well as students studying in the field of preschool education and primary education. We can interpret the results.

First of all, the assessment was given to the degree of managerial and professional readiness of heads of preschool education institutions, as it is from them that the implementation of the standards depends in many respects. In addition, the heads’ professional readiness for the implementation of preschool education standards indirectly determines the readiness of kindergartners, psychologists, speech therapists of preschool educational institutions.

When assessing the state of the motivational component of readiness for the implementation of the preschool education standards, it should be noted that most of heads have refrained from assessing its impact on the efficiency of the educational process in preschool institutions (66%) and have been skeptical about its efficiency. Only 17% of respondents have shown positive motivation in respect of the implementation of the standards. This is related, in our opinion, to a number of objective reasons and subjective ones, including:

- Inadequate amount of time passed after the adoption of the standards for the evaluation of the results of their implementation.
- Not deep enough and insufficiently adequate understanding of the requirements of the standards, which caused many errors in preschool educational practice.
- Weak development of pedagogical reflection making it possible to notice at the proper times the errors and distortions in the implementation of the standard, and corrects them in a proper way.
- Lack of material and technical conditions corresponding to the requirements of the standards.
- Improper selection of teaching staff for the implementation of the standards.

Thus, the survey among the heads of preschool institutions has shown that most of them have the best formed cognitive component that includes the knowledge and understanding of the structure and content of the standards.

The level of formedness of the activity-related component is well below the formedness of the cognitive component, as many of the requirements of the standards cannot be fulfilled for objective and subjective reasons. State of the motivational component is expressed in the prevailing doubts of the heads regarding the efficiency of the standards (66%).

The assessment of the preschool institutions heads’ readiness for the implementation of educational activities in the conditions of implementation of the preschool education standards has shown that they are experiencing difficulties in the design and planning of the educational process and the implementation of different models of preschool education in accordance with the standard. This is consistent with other survey form data and evidences of adequate assessment of difficulties in their professional activities. Most of the heads surveyed (67%)

have shown good knowledge of regulations governing the introduction of preschool education standards (which is quite natural for managers), however, the analysis of the cognitive component of professional readiness for the implementation of the standards has shown that not all heads have fully and deeply studied this document: 33% have not been confident in their knowledge of the structure and content of the standards, 67% have given wrong answers.

The survey has revealed that managers are experiencing considerable difficulties in the organization of object-spatial environment. At the same time, 100% of respondents have correctly identified the purpose of object-spatial environment. Almost all the heads are experiencing the biggest difficulties in the organization of inclusive education, as this is a new phenomenon for preschool education institutions.

Among the most successfully implemented educational areas in their preschool education institutions, managers have indicated a "Physical development". The following educational areas are equally successfully implemented: "Social and communicative development", "Cognitive development", "Artistic and aesthetic development", a little less successful area is "Speech development". The priority of the educational field such as "Physical development" is explained, above all, by the traditional focus of preschool educational institutions on the state of health of the child and his physical development. Speech development is one of the most difficult areas, causing considerable difficulties for teachers, applying quite high requirements to the speech and, in general, to the communicative culture of teachers themselves. The heads of preschool institutions emphasize this aspect on the basis of the downward trend in the level of speech (and communication) culture in the society, which is manifested, unfortunately, in the professional culture of the modern kindergartners.

In the field of educational process design activity, the greatest difficulties experienced by the heads of preschool institutions consist in the development of basic educational program, designing individual educational path of the child, elaboration of educational activities of different types and cultural practices (based on partial programs). It is still difficult for managers and their deputies to organize this work in preschool education institutions as an integrated system (work is often carried out fragmentarily), and encourage teachers to perform self-education and self-development, which has a particular pedagogical significance for the compilation of

the basic educational program.

Summarizing the results of the survey of heads of preschool educational institutions, we have to state the unevenness of formedness of professional readiness to implement the adopted federal educational standards.

The cognitive component as a theoretical psychological and pedagogical part of the professional readiness of heads of preschool educational institutions is formed by 98%. Surveyed managers are confident in their understanding of the theoretical foundations of the standards and demonstrate awareness of the ways of its implementation, thereby indicating that their cognitive component of readiness is completely formed.

The motivational readiness component as a professional pedagogical position is formed in a smaller part of managers (17%), 83% do not believe in the positive effect of the introduction of preschool education standards on the development and education of children, and have doubts that it contributes to the improvement of the educational process. This is probably the reasons why the respondents demonstrate a casual attitude to professional and pedagogical self-education and self-development.

The activity-related component of readiness for the implementation of the preschool education standard as professional and educational efficiency is also formed only in half of heads (50%) of preschool institutions. The rest of managers are experiencing difficulties in the development of basic educational program, in designing an individual educational path of the child, in instructing parents and in the implementation of inclusive education (Figure 1).

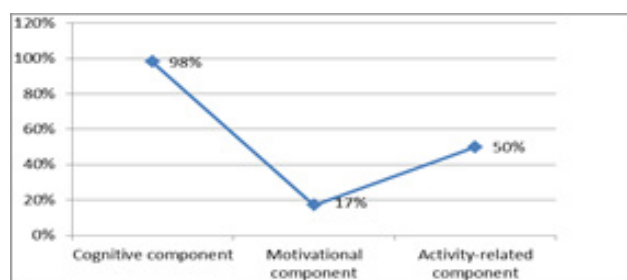


Figure 1. Components of professional readiness for the implementation of preschool education standards of heads of preschool educational institutions.

The survey has revealed the managers' objective and subjective difficulties in the implementation of the standards.

The objective difficulties are as follows:

- Providing scientific-methodical, organizational and pedagogical support for the preschool education institutions.
- Lack of materials and equipment; lack of facilities for the activity carrying out (planning errors, etc.).
- Lack of funding for the implementation of the standards.

The structure of the subjective difficulties of kindergartners in the implementation of the standards of preschool education is associated with cognitive, motivational and activity-related components of readiness.

The cognitive component as a theoretical psychological and pedagogical part of the professional readiness of kindergartners of preschool educational institutions is formed by 98%.

The motivational readiness component as a professional pedagogical position is formed in most of kindergartners (79%), 21% do not believe in the positive effect of the introduction of preschool education standards on the development and education of children, and have doubts that it contributes to the improvement of the educational process.

The activity-related component of readiness for the implementation of the preschool education standard as professional and educational efficiency is also formed in a little more than half of kindergartners (66%) of preschool institutions. The rest of kindergartners, just like their managers, are experiencing difficulties in the development of basic educational program, in designing an individual educational path of the child, in instructing parents and in the implementation of inclusive education (Figure 2).

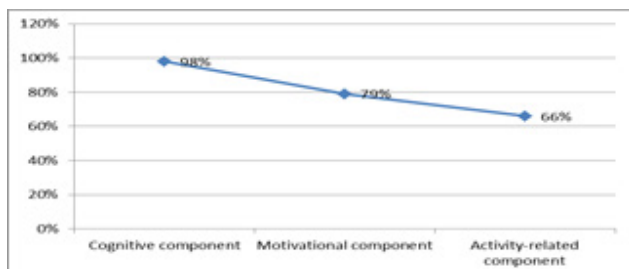


Figure 2. Components of professional readiness for the implementation of preschool education standards of kindergartners of preschool educational institutions.

In our opinion, the weak activity-related readiness

to implement the standards of preschool education significantly reduces the cognitive component of professional readiness of kindergartners.

When assessing their own readiness for the implementation of educational activities in the conditions of implementation of the standards of preschool education, psychologists indicate full readiness for implementation of the activity-related readiness component and cognitive one. At the same time, their motivational readiness component is only implemented by half (50%).

We have revealed the objective and subjective difficulties in the implementation of the standards of preschool education faced by psychologists.

The objective difficulties include the following:

- Providing scientific-methodical, organizational and pedagogical support for the preschool education institutions.
- Lack of materials and equipment; lack of facilities for the activity carrying out (planning errors, etc.).
- Lack of funding for the implementation of the preschool education standards.

The structure of the subjective difficulties in the implementation of the preschool education standards is determined by the cognitive, motivational and activity-related components of readiness:

- The cognitive component as a theoretical psychological and pedagogical part of the professional readiness of psychologists is also formed by half (50%). Despite the fact that 50% of surveyed psychologists believe in their understanding of the theoretical foundations of the preschool education standards, they show a superficial knowledge of the ways and means of implementing the federal standard of preschool education, insufficiently comprehended and based on traditional approaches.
- The motivational component as a professional pedagogical position is formed only in a half (50%) of surveyed psychologists, others do not believe in the positive effect of the introduction of preschool education standards on the development and education of children, and have doubts that it contributes to the improvement of the educational process. Thus, the respondents have a casual attitude to professional and pedagogical self-education and self-development.
- The activity-related component of readiness for

the implementation of the preschool education standard as professional and educational efficiency is also formed in a half of psychologists of preschool education institutions. The rest of psychologists have difficulty in the development of basic educational program, in designing an individual educational path of the child, in instructing parents and in the implementation of inclusive education (Figure 3).

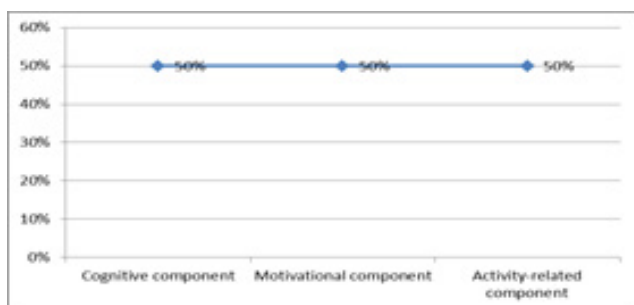


Figure 3. Components of professional readiness for the implementation of preschool education standards of psychologists of preschool educational institutions.

We have also evaluated the professional readiness of speech therapists to implement the standards of preschool education. There have been the objective and subjective difficulties revealed in the implementation of the preschool education standards by speech therapists.

The objective difficulties of the respondents include the following:

- Providing scientific-methodical, organizational and pedagogical support for the preschool education institutions.
- Lack of materials and equipment; lack of facilities for the activity carrying out (planning errors, etc).
- Lack of funding for the implementation of the preschool education standards.

The structure of the subjective difficulties in the implementation of the preschool education standards is related to the cognitive, motivational and activity-related readiness.

- The cognitive component as a theoretical psychological and pedagogical part of the professional readiness of speech therapists of preschool educational institutions is fully formed (100%). Surveyed speech therapists are confident in their understanding of the theoretical foundations of the standards and demonstrate awareness of the ways and means to

implement them, indicating thereby the absence of difficulties in cognitive terms.

- The motivational component as a professional pedagogical position is formed only in a half (50%) of respondents, the remaining surveyed speech therapists do not believe in the positive effect of the introduction of preschool education standards on the development and education of children, and have doubts that it contributes to the improvement of the educational process. Thus, the respondents show a superficial motivation for professional and pedagogical self-education.
- The activity-related component of readiness of speech therapists for the implementation of the preschool education standard as professional and educational efficiency is also formed in a half of them (50%).

The rest of speech therapists have difficulty in the development of basic educational program, in designing an individual educational path of the child, in instructing parents and in the implementation of inclusive education (Figure 4).

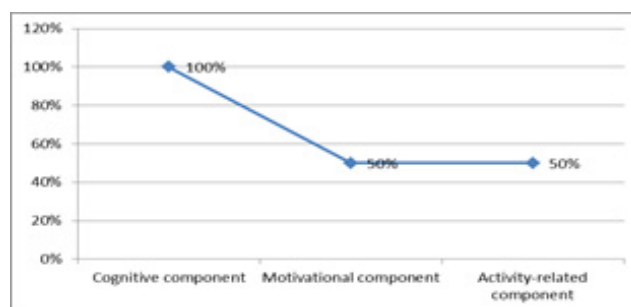


Figure 4. Components of professional readiness for the implementation of preschool education standards of speech therapists of preschool educational institutions.

In our opinion, the weak formedness of professional and pedagogical position as a manifestation of motivational readiness for the implementation of the preschool education standards significantly reduces the level of cognitive component of professional readiness and, ultimately, psychological and pedagogical performance.

When ranking difficulties in the implementation of the standard as per their significance, the majority of speech therapists indicated the following:

- Need for creation of a developing environment, which would fully correspond to the requirements of preschool education standards.

- Insufficient material and equipment support.
- Poor teacher's motivation for innovation professional activities.
- Difficulty in instructing parents in order to improve their vision of the features and methods of teaching children with speech disorders.
- Insufficient number of teaching and research materials corresponding to the standards (tests, didactic materials, control and measuring instruments).

The results of the survey of professors of higher education institutions and secondary vocational education institutions allow for the following conclusions.

All surveyed professors are fully confident that they know the standards of preschool education and have no subjective difficulties in cognitive, motivational and activity-related fields of professional readiness to implement the standards of preschool education.

Most of surveyed professors:

- Are well familiarized with the requirements concerning the implementation of the Program.
- Are focused on the implementation of the content of educational areas; on the specifics of national, social, cultural and other conditions; on partial educational programs and the full development of the child in all educational areas on the basis of the emotional well-being and a positive attitude toward the world, toward himself and toward others.
- Are focused on the three main sections of the program: Objective, content and organization.
- Are aimed overwhelmingly at ensuring a developing object-spatial environment.
- Opt for the implementation of various educational programs; and in the case of the inclusive education they opt for the necessary conditions for it in order to provide the possibility for self-realization, to ensure communication and collaboration of children and adults, protecting and promoting their health, taking into account the characteristics and correcting the shortcomings of their development.
- Are fully aware that the Organizational Section of the Program should contain a description of the material and technical support of the Program, provision of teaching materials and means of training and education, as this section contains the description of everything necessary for the Program implementation.
- Are focused primarily on social-communicative and

cognitive development of children, as this is part of their professional activity.

- Demonstrate the full readiness for implementation of cognitive, motivational and activity-related readiness components, assessing their own readiness for the implementation of educational activities in the conditions of implementation of the preschool education standard as good enough.
- Believe that the positive effect depends on the improvement of the quality of education of preschool children and improved didactic conditions of education in preschool education system.

On the basis of the survey of professors, the following indicators of high professional readiness have been identified:

- Cognitive readiness: Knowledge of regulations governing the introduction of preschool education standards; knowledge of the specifics of the design and planning of the educational process in the conditions of the introduction of preschool education standards.
- Activity-related readiness: Ability to implement various models of preschool education in accordance with the preschool education standards.

We conducted a survey of "Preschool Education" students of P. P. Semenov-Tyan-Shansky Lipetsk State Pedagogical University, I. A. Bunin State University of Yelets, and Teacher College of Lebedyan in order to examine their readiness for the implementation of the federal state educational standards of preschool education.

The survey has shown that 95% of final year students studying off-campus, 90% of on-campus students of P. P. Semenov-Tyan-Shansky Lipetsk State Pedagogical University, 62% of students of I. A. Bunin State University of Yelets, 100% of students of Teacher College of Lebedyan know and understand that the basis of the preschool education standards is the principle of personal-developmental and humanistic nature of the interaction of adults and children, and childhood diversity support.

27% of students of I. A. Bunin State University of Yelets believe that the standards are based on the principle of modernization and optimization of preschool education, and only 4% of the students surveyed believe that the co-operation of preschool institutions and other social institutions is one of the main principles of the preschool education standards.

Thus, approximately 86% of students know and

understand that the basis of the preschool education standards are based on the principle of personal-developmental and humanistic nature of the interaction of adults and children, and childhood diversity support.

Question about the main objectives of the standards has shown that about 65% of higher education students are aware that they is aimed at ensuring by the state of equal opportunities for every child in obtaining quality preschool education. 87% of higher education students and 57% of students of pedagogical college have named correctly educational areas implemented in the Program of standards. 91% of on-campus students of Lipetsk State Pedagogical University, 81% of graduates of Yelets State University, 71% of Teacher College students know and understand that the content of these educational areas depends on age and individual characteristics of children. Nevertheless, 64% of third-year students of these institutions believe that the competency of teachers of preschool educational institutions influences the content of the educational areas of preschool education standards.

95% of final year students studying off-campus in P. P. Semenov-Tyan-Shansky Lipetsk State Pedagogical University are aware of the fact that "content-related section includes a description of the educational activities in accordance with the child's development directions presented in five educational areas". 60% of graduate students of I. A. Bunin State University of Yelets are sure that the content-related standards section contains specifications important for the elaboration.

90% of off-campus study students and 90% of in-campus students of both universities are aware of the fact that the "inclusive education should be aimed at the mastering of the Program by children with disabilities".

High level of knowledge about the developing object-spatial environment of preschool educational institutions (90%) has been shown by the students of Teacher College; low level (9%) has been demonstrated by students of the State University of Yelets Department of Preschool Education.

Survey results show that approximately 63% of all surveyed students of pedagogical college and universities know and understand the content of the preschool education standards.

When evaluating the fulfillment of objectives of educational areas, the students of both universities and pedagogical college equally demonstrated their sufficient competency in social and communicative, cognitive,

artistic and aesthetic, speech and physical development of preschool children. Students of distance learning have assessed their competency in social and communicative development of children as quite sufficient. At the same time, they are experiencing difficulties in fulfillment of the objectives of artistic and aesthetic development of preschool children.

All in-campus students successfully used during their teaching practice a combination of traditional and innovative forms of work with the family of pupils. Creation of single educational space for a child in kindergarten and at home on the basis of cooperative relationship was a priority when answering this question. Off-campus students demonstrated sufficient competency in the following targets of cooperation with the child's family: "The use of traditional forms of interaction with the family of pupils", "the use a combination of traditional and innovative forms of interaction with the family of pupils", "interacting with parents with account to family typology", "regular provision of information to the family about implementation of the Program".

When assessing the degree of formedness of targets of inclusive education, all students highlighted the high level of "acceptance of the child, regardless of his capacities and achievements", "creation a comfortable psychological environment for all children, regardless of the state of their physical and mental health", "organization the comprehensive joint education of children with different levels of development and health", "cultivation in preschoolers of compassion and tolerance in the conditions of diversity of norms of mental development".

It should be noted that in-campus students of both universities are not sufficiently informed on the implementation of inclusive education (12%).

When assessing their own professional readiness to implement the standards of preschool education, all students studying off-campus demonstrated knowledge and understanding of the content of regulations governing the introduction of preschool education standards; specifics of design and planning of the educational process in the conditions of the introduction of the standards; ability to implement various models of preschool education in accordance with the standards introduced.

The study has shown that 63% of students of pedagogical college and universities know and understand the contents of the standards and are ready to

implement them in practice, 62% of graduates know and understand the features of the design and planning of the educational process in the conditions of the introduction of preschool education standards. 51% of in-campus students of pedagogical college and universities are ready to implement various models of preschool education in accordance with the preschool education standards. Nevertheless, in spite of the substantial and significant methodological support of the introduction of preschool educational standards by developers (guidelines, manuals, etc.), the results of the survey of students leads to the conclusion that about 40% of students are at risk and are not ready to implement the standards.

Summarizing the results of the study of professional readiness of staff for the implementation of the federal state educational standards of preschool education, it is possible to draw the following conclusions about the structural components of this type of readiness:

- The cognitive readiness component as a theoretical psychological and pedagogical part of the professional readiness of respondents is formed in more than half of them (65%). They are confident in their understanding of the theoretical foundations of the standards and demonstrate awareness of the ways and means to implement them, indicating thereby the absence of difficulties in cognitive terms.
- The motivational component as a professional pedagogical position is also formed in a half (50%) of respondents, the remaining respondents do not believe in the positive effect of the introduction of preschool education standards on the development and education of children, and have doubts that it contributes to the improvement of the educational process. Thus, all respondents show a superficial motivation for professional and pedagogical self-education.
- The activity-related component of readiness of all respondents for the implementation of preschool education standards as professional and educational efficiency is formed in a half of them (50%).

The rest of respondents have difficulty in the development of basic educational program, in designing an individual educational path of the child, in instructing parents and in the implementation of inclusive education (Figure 5).

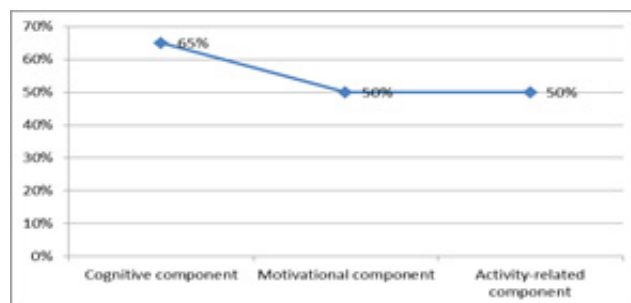


Figure 5. Components of professional readiness of staff for the implementation of preschool education standards.

On the basis of the results of the study, we can distinguish five levels of readiness of all survey participants (students of pedagogical college and universities, heads, kindergartners, psychologists, speech therapists) to implement the standards of preschool education:

- Low (negative) level: Lack of knowledge about the basic provisions of the standards, use in pedagogical process of ready-made solutions without critical thinking; negative attitude toward the importance of the implementation of the standards; insufficient internal need to improve the one's own teaching skills.
- Low average (adaptive) level: Isolated, poorly understood in practical terms ideas about the main provisions of the standards, tendency to use stereotypes and ready-made solutions without creative thinking; indifference to the standards as innovation.
- Average (intuitive) level: Certain ideas about the content of the standards, elaboration of various forms of development and educational work based on intuition and common sense; internal readiness to accept the need for implementation of the standards as a useful innovation.
- High average (technological) level: Fairly clear understanding of the basic provisions of the standards, ability to design and implement various forms of development and educational work with children in accordance with the requirements of the standards on the basis of ready-made samples by understanding and interpreting them, positive attitude toward the need to implement the standards.
- High (creative) level: System, firm and accurate understanding of the content of the standards, using it creatively in the design, development and

implementation of various forms of development and educational work with children in accordance with the requirements of the standards, steady interest in the implementation of the standards, self-improvement and self-realization in the process of development of innovative activity, critical attitude toward it.

Summing up the results of questioning the staff of preschool institutions, students of pedagogical college and university, it should be emphasized that in general all groups of respondents are dominated by an intuitive (average) level of professional readiness to implement the standards of preschool education in the pedagogical process (Figure 6).

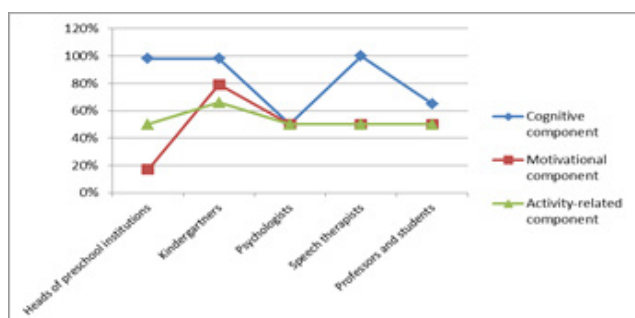


Figure 6. Formedness of components of the respondents' professional readiness for the implementation of educational standards of preschool education.

4. Conclusion

The results of our empirical research witness that the activity-related component of professional readiness of the respondents to implement the standards of preschool education, as professional and pedagogical performance, is quite weak.

Therefore, under the process of education standardization, professional readiness (competency) of the staff of educational institutions for the professional activity related to the implementation of new generation standards at different levels should be carried out using an activity approach, according to which the individual qualities of the student are the result of converting the external objective activity into the internal one: Mental. Activity approach makes it possible to identify the main results of education, expressed in terms of the key targets

of students' personality development and the formation of universal methods of their training and educational activities, which, in turn, should be the basis for the selection and structuring of educational content. Activity approach imposes requirements for professional readiness as per the selection and organization of students' activities at different levels of education, activation and formation of their positions of subjects of knowledge, work and communication.

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