

# Future Kindergarten Teacher Training for the Introduction of Early Career Guidance in Preschool Education Institutions

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## ABSTRACT

The article highlights the peculiarities of future kindergarten teacher training for preschool children's awareness formation about adults' professional activities. The theoretical and methodical foundations of the investigated issue are summarized. The effectiveness of pedagogical conditions for the professional training of students has been experimentally verified. An experimental study to verify the effectiveness of the specified pedagogical conditions was carried out in 2022–2023 in three stages of pedagogical research: ascertainment, formative, and control. The results of experimental work with students majoring in specialty 012 Preschool education at Poltava V. G. Korolenko National Pedagogical University have been presented. The study covered 80 respondents. The analysis of the obtained data gives reason to believe that after conducting the formative stage of the experiment in the control phase of the experiment, 18% of future kindergarten teachers had a low level of readiness to perform career guidance work, an average level – 45%, and a high level – 37% of students. The effectiveness of the implemented pedagogical conditions has been established.

**Keywords:** future kindergarten teacher training, early career guidance, children of preschool age.

## INTRODUCTION

Modern society is undergoing dynamic and transformational changes, which poses the task of the higher education system to ensure future kindergarten teacher training to face new challenges of preschool children's development effectively. One of these challenges is the introduction of preschoolers' early career guidance into the educational process of preschool education institutions.

The career guidance system started in Ukraine at the beginning of the 20th century, and it went through a difficult path of formation, with changes in theoretical and methodological principles. In the «Concept of the State System of Career Guidance of the Population», career guidance is justified as a system of interrelated economic, social, medical, psychological, and pedagogical measures aimed at activating the process of professional self-determination and realization of a person's ability to work, identifying their abilities, interests, opportunities and other factors affecting the choice of a career or a change in the type of labor activity.

The future kindergarten teacher needs to have a clear idea of the career guidance in preschool education institutions, which has a propaedeutic character and is aimed at stimulating children's early interest in adults' professional activities, its consolidation, and expansion of knowledge about the world of professions.

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A synthesis of research on early career guidance for preschoolers reveals several crucial aspects explored by different scholars. (Antonova et al., 2017) emphasized the importance of introducing children to adult professions, arguing that understanding their basic roles and functions helped preschoolers to form basic ideas about the world of work. (Dubovyk et al., 2021; Sulaieva, 2021) expanded on this discussion by highlighting the importance of modern learning technologies where children learn about the adult world through play and hands-on activities. The studies by (Hidayat et al., 2017; Hnizdilova et al., 2021; Dubovyk et al., 2023; Kılıç, 2023) considered specific methods of career guidance for preschoolers, focusing on interactive activities, including combining games, watching cartoons, reading children's literature, etc. In addition (Esysa Anesty et al., 2022) considered the necessity to train teachers to effectively implement career guidance programmes, emphasizing the need for appropriate skills and knowledge.

Modern research on early career guidance for preschool children has significantly deepened the understanding of this process. (Maria Cristina Ginevra et al., 2024) have developed a programme that demonstrates that structured, age-appropriate tasks can stimulate children's interest in careers. (Andrea G. Eckhardt and Susan Stolle, 2024) in the manual «Little Masters – Early Career Guidance for Preschool Children» have presented educational materials for early childhood career guidance and a wide range of suggestions for educational work with preschool children.

Considering the relevance and lack of the topic study, we consider it necessary to reveal this issue in more detail.

## MATERIALS AND METHODS

The aim of the study is to highlight the content of elective courses. Their study contributes to future kindergarten teachers' readiness formation to introduce early career guidance into the educational process of preschool education institutions and reveal the impact of the specifics of the authors' methodology of teaching elective courses on the quality of kindergarten teacher training.

An experimental study to verify the effectiveness of the specified pedagogical conditions was carried out in 2022–2023 in three stages of pedagogical research: ascertainment, formative, and control. To study the pedagogical conditions of future kindergarten teacher training for the introduction of early career guidance in preschool education institutions, it was essential to characterize the structural components of the readiness of the problem under study, to study the state of future kindergarten teachers' readiness to introduce career guidance into the educational process of preschool education institutions.

We assessed the current state of formation of future kindergarten teachers' readiness for career guidance introduction in preschool educational institutions according to selected criteria and indicators. The level of future kindergarten teachers' readiness to use the forms, methods, and tools of career guidance was determined by summarizing the results of monitoring students' educational work, surveys, questionnaires, testing, exercises, didactic tasks, and expert independent assessments.

To establish the level of the personally oriented criterion, we conducted a survey and questionnaire of first- and third-year students of the Faculty of Pedagogical and Art Education majoring in specialty 012 Preschool education at Poltava V. G. Korolenko National Pedagogical University. The study covered 80 respondents. We had the goal of determining how future kindergarten teachers understand the meaning of the concepts «career guidance», «preschoolers' early career guidance» and «introduction of children with professions»; and whether they show interest in the introduction of career guidance work in preschool education institutions; whether they show interest in their pedagogical growth, mastery of new technologies and knowledge.

For the set purpose, we have used various research methods. Each method was chosen following the specific objectives of the study. To establish the level of the personality-oriented criterion, we conducted a survey and questionnaire among students. It allowed us to efficiently collect a large amount of data from many respondents, which gives us an idea of their subjective opinions, knowledge and attitudes.

To study the level of formation of the epistemological and value criterion, we used a questionnaire, group interviews, and essay writing. They allowed us to provide a deeper understanding of how students conceptualize career guidance and its importance. Group interviews were used to obtain a deeper qualitative understanding of students' early career guidance and its application in preschool education. Essay writing allowed participants to reflect on their understanding of career guidance and their role as future teachers.

To analyze the activity-behavioral criterion, tests, questionnaires, and essays were used to assess how well students can apply theoretical knowledge in practical activities. Tests were used to evaluate the participant's knowledge and understanding of specific pedagogical conditions related to career guidance.

The advantage of tests was that they provided a structured and quantitative assessment of knowledge, which was crucial for assessing the activity-behavioral criterion. The essay allowed respondents to engage in deep reflection, which could reveal more complex thought processes and attitudes, making it suitable for evaluation both the epistemological and value-based criteria.

## RESULTS AND DISCUSSION

Future kindergarten teacher training for the introduction of early career guidance into the educational process of preschool education institutions is a purposeful process of students acquiring the necessary system of theoretical knowledge about the peculiarities of preschool children's career guidance; practical abilities and skills, regarding the introduction of career guidance forms, methods, and tools in the educational process of preschool education institutions; willingness to form preschoolers' interest in various professional fields, identify and promote their inclinations and interests development.

We determined the main structural components of future kindergarten teacher training to carry out career guidance work in preschool education institutions: target component, content component, operational and activity component, control and evaluation component.

The target component has involved the definition of the purpose and objectives, the solution of which will affect the effectiveness improvement of future kindergarten teacher training for the introduction of early career guidance in the educational system. This component is one of the determining factors. It affects all other components. The main goal is to prepare kindergarten teachers for the introduction of early career guidance in the educational process of preschool education institutions. Considering the revealed goal, the following tasks arise:

- to enrich theoretical knowledge about the formation peculiarities of ideas about professions in preschool children;
- to stimulate students to learn about the issue of preschoolers' career guidance and its usage in their pedagogical activities;
- to form skills and abilities to use forms, methods, and means of preschool children's career guidance;
- to foster students' desire for self-development and self-improvement.

The content component involved the definition of knowledge and skills that future kindergarten teachers should possess to introduce early career guidance:

- knowledge of the historical aspects of the issue of preschoolers' labor education development; fundamentals of labor education, its purpose, content, and tasks; the method of familiarizing preschool children with professions, work activities, place and tools of labor; the method of using didactic, plot-role, computer games, fragments of cartoons, literature, and didactic pictures in the process of career guidance of preschool children;

- knowledge of the forms and methods of educational work, which are expediently applied in the educational system for enriching children's ideas about the division of labor and social roles from the standpoint of gender;
- knowledge of the latest technologies and means of career guidance for preschoolers;
- knowledge of the principles of gender loyalty and gender equality while forming ideas about professions in preschool children; about the reasons for the appearance of gender stereotypes in the choice of professional activity.

In the process of mastering elective courses, students have developed a set of skills:

- the ability to analyze normative documents regulating the content of preschoolers' ideas formation about the adults' careers;
- the ability to differentiate professions by work tools, place of work, and professional actions;
- the ability to organize career guidance with preschool children in preschool education institutions;
- the ability to choose effective forms, methods, and means of career guidance work in preschool education institutions;
- the ability to use didactic, computer, story role-playing games as a type of game activity and a method of deepening preschoolers' ideas about adults' professional activities;
- the ability to select samples of literary works and animated films with career guidance content and use them in the educational process in preschool education institutions;
- the ability to use group work forms of the preschool education institution with families during preschoolers' industriousness and knowledge about the adults' professional activities.

A crucial place is given to the operational and activity component because it reflects the processuality of kindergarten teacher training for the introduction of career guidance in the preschool education institution, through the usage of various forms, methods, and means of working with preschool children and the parent team. It should be noted that the active, pedagogical interaction of students and a lecturer, whose relations are built on trust and sincere relations, is of significant importance in this process.

The control and evaluation component is an inseparable component of educational activity. It provides information about the outcome of comparing the obtained results with

the standard (image-goal) and thereby creates the conditions for their adjustment, that is, ensures the establishment of feedback between those who teach and those who learn. The lecturer can use oral and written evaluation, express evaluation, verification of the written problematic questions and situations, written vocabulary works, verification of completed practical tasks, preparation of abstracts and slide presentations, and modular control works for evaluation. A prominent place in this work is occupied by self-evaluation because it is the evaluation of the obtained learning results that directs the student to knowledge and self-improvement. The control and evaluation component involves evaluation made by the lecturer and student self-evaluation of the results achieved in accordance with the tasks set.

A necessary component of ensuring the practical implementation effectiveness of kindergarten teacher training for the introduction of career guidance of preschool children is the creation of appropriate pedagogical conditions that contribute to the effectiveness of student training improvement in a higher education institution.

The analysis of the pedagogical and methodical literature made it possible to identify three main pedagogical conditions for future kindergarten teachers' readiness formation to introduce early career guidance into the educational process of preschool education institutions:

1. Professional and personal direction of the integrated content of professional future kindergarten teacher training for professional activity.
2. The presence of positive motivation among future kindergarten teachers to introduce career guidance in the educational system.
3. Future kindergarten teachers' encouragement to self-educate to achieve their learning goals successfully.

Each of the specified pedagogical conditions should be considered in detail.

The *first pedagogical condition* of future kindergarten teachers' readiness formation for the introduction of career guidance has been determined by us as «professional and personal direction of the integrated content of professional future kindergarten teacher training for professional activity». In particular, we have enriched the educational courses with thematic sections related to the issue of preschoolers' early career guidance. We have filled the learning material of the following courses with career guidance content: «Preschool Pedagogy» and «Actual Issues of Preschool Education». The following topic has been added to the course «Preschool Pedagogy» of the first (bachelor's) level: «General

characteristics of preschool children's career education». The topic «Preschoolers' education in work» has been added to the course «Actual Issues of Preschool Education» taught at the second (master's) level.

We have also developed elective courses for undergraduate students. They are the following: «Theory and Methods of Forming Preschoolers' Ideas about Professions» and «Preschoolers' Early Career Guidance». The purpose of studying the course «Theory and Methods of Forming Preschoolers' Ideas about Professions» is to master the fundamentals of the educator's professional activity in the field of labor education of preschoolers, to prepare future kindergarten teachers to carry out career guidance work with preschool children, using the latest means of familiarizing children with professions. The course objectives are the following: the development of future kindergarten teachers' ability to introduce children to adults' professional activity; the formation of the ability to teach a child to differentiate professions according to work tools, place of work, and professional actions; the ability to use various methods as a means of familiarizing children with professions; development of students' individual personal and professional qualities, which will influence the success of their further professional activities.

As a result of studying the course «Theory and Methods of Forming Preschoolers' Ideas about Professions», the student should determine the purpose, tasks and leading categories of introducing children with adults' labor and professions; know the history of developing the issue of introducing children with adults' labor; describe the content of the methodology in different age categories of children; know the requirements, conditions, structure of knowledge about professions formation; distinguish and apply forms (classes, excursions), methods (verbal, visual, practical), means (cartoons, didactic games, books) of career guidance; know the classification of professions depending on subject of work, means of work, professional environment, working conditions; know the professions that have appeared in the new labor market; demonstrate knowledge of classical methods of introducing children to professions, as well as demonstrate knowledge of the latest methods, technologies and means of introducing children to professions (correction tables, project method, cartoons, workbooks) and the ability to apply them in practical activities; analyze the content of modern development programs regarding the issue of introducing children with professions; be able to choose effective methods and means of career guidance for the implementation of the tasks of the Basic component of preschool education; plan and effectively implement career guidance work with preschool children, taking into account

their individual characteristics, implement a differentiated approach to the organization of the educational process in preschool education institution; conduct role-playing game management, project children's results in didactic games.

The purpose of teaching the course «Preschoolers' Early Career Guidance» is to prepare highly qualified specialists to introduce early career guidance into the educational process of preschool education institutions. The objectives of studying this course are the following: formation of students' knowledge about the peculiarities of conducting career guidance events with preschool children, development of skills to use forms, methods, and means of career guidance work in their pedagogical activities; development of skills to analyze and use best practices and innovations of preschool education; foster a desire for self-improvement and development.

As a result of studying the course «Preschoolers' Early Career Guidance», the student should determine the purpose, tasks, and leading categories of preschool children's career guidance; know the content of preschoolers' career guidance method for different age categories of children; know the requirements, conditions, and structure of the career guidance process for preschoolers; distinguish and apply forms, methods, means and innovative technologies of preschool children's career guidance; demonstrate knowledge of professions classifications; use various measures of career guidance work in their activities; reveal knowledge of interaction forms with the parent team in the process of early career guidance and their involvement to create a comfortable subject-developmental environment.

Therefore, by mastering the fundamentals of preschool children's early career guidance, future kindergarten teachers learn to form preschoolers' primary interest in the world of professions and interest in a definite field of professional activity.

The implementation of the second pedagogical condition «the presence of positive motivation among future kindergarten teachers to introduce career guidance in preschool education institutions» has occurred as a result of the consistent formation of a system of theoretical knowledge among students about the peculiarities of introducing career guidance in preschool education institutions, due to breadth of their pedagogical experience. Thus, the key means of meaningful influence on future kindergarten teachers' professional competence while studying the fundamentals of career guidance have been given special attention. They are the following: stimulating students to implement forms, methods, and means of career guidance work in preschool education institutions based on authors' works (didactic games, tables, pictures); the ability to find professions that correspond to the age category of children, their cognitive interests and the

modern labor market; preparation by students of summaries of various activities aimed at introducing children with adults' professional activities.

We used both traditional and innovative forms of education to work with students. In particular, within the course «Theory and Methods of Preschooler's Ideas about Professions Formation» the following lectures were held: «Theory of Children's Labor Education in Historical Retrospect», «Children's Education in Labor», «Content of Work with Children of Older Preschool Age to Introduce with Adults' Labor», «Using Methods of Introducing Preschool Children with Adults' Professional Activities Within the Educational Process of Preschool Education Institutions», «Means of Ideas About Professions Formation in Preschoolers», «Features of Applying the Principle of Gender Equality in the Process of Forming Ideas About Professions», «Relationship Between the Teacher and Families in the Process of Introducing Children with Professions». While teaching this course, we paid specific attention to such a classic form of teaching as a lecture-visualization, which involved visualizing the presentation of lecture material forms using audio-video technology. Reading a lecture-visualization within the academic course consisted of extensive or short-term commenting on visual materials, presentation slides, computer games, websites, fragments of cartoons, diagrams, tables, etc.

Along with classical forms, we also used innovative information and communication technologies. In particular, the lecturers posted the course materials and practical tasks on the Moodle distance learning platform and conducted multimedia lectures using the Zoom application. Thanks to ICT, theoretical information at lectures came not only from the lecturer, but also with the help of text, sound, and images. With the advent of multimedia materials, it became possible to include video sequences, fragments of speeches by educators in the field of preschool education, and the use of interactive games «Kahoot», «Flippiti» to check the learned material. The visual addition helped to draw attention to the presentation of the material, activate students, and inspire them to acquire knowledge, and motivate and direct them to deepen their knowledge.

While conducting practical classes, we relied on the students' pedagogical experience gained during observations of the teacher's activities, and internships, which helped the students, perform various tasks better and encouraged them to think. During the study of the course «Preschoolers' Early Career Guidance», students completed the following tasks: «Select one article on the issue related to preschool children's career guidance on the Internet and analyze it», «Remember who you wanted to be in childhood. Did your thoughts

come true (describe)?», «Write why you made this choice of profession?» Among the various forms, we also used group work; in particular, students jointly performed the following tasks: developed a synopsis of an excursion to introduce children to professions, a sample questionnaire for parents «Formation of children's knowledge about professions in the family», acted out a fragment of a parent meeting, etc.

The implementation of the third pedagogical condition «encouraging future kindergarten teachers to self-educate to achieve their learning goals successfully» also took place within independent learning of the course «Theory and Methods of Preschoolers' Ideas About Professions Formation», «Preschoolers' Early Career Guidance». We emphasize that during independent learning the knowledge acquired by students expands and deepens. For example, while studying the course «Theory and Methods of Preschoolers' Ideas About Professions Formation», students performed the following tasks for independent learning: «Following the program requirements, develop a survey of children's awareness of adult professions», «Create independently according to the topic of the lesson a didactic and a story role-playing game with a description of the rules and methods of its usage», «Develop a didactic game to develop children's desire to work and respect the work of others», «Select didactic and story role-playing games for the education of children's gender equality, describe the method of their usage». Studying the course «Preschoolers' Early Career Guidance», students performed the following tasks: «Create three story role-playing games with a description of the rules and methods of their usage according to the theme of the lesson», «Develop an outline of parent meetings, the purpose of which is to form parents'

knowledge about preschool children's career guidance» etc.

Also, during independent learning, students actively used ICT, namely, creating didactic materials with the help of various services, preparing presentations for performances, and editing videos. For example, the following tasks were done: «Choose two professions and present them (work tools, special clothing, the meaning of work and its result, etc.)», «Choose examples from cartoons in which attention would be paid to the formation of hard work importance in children or introduction with professions», «Choose cartoons that could be used for the formation of gender tolerance and equality in children», etc.

The identified components (motivational, cognitive-value, competence-based) made it possible to distinguish the criteria for diagnosing kindergarten teachers' readiness (personally oriented, epistemologically-valued, and activity-behavioral) (Table 1).

We had the goal of determining how future kindergarten teachers understand the meaning of the concepts «career guidance», «preschoolers' early career guidance», and «introduction of children with professions»; whether they show interest in the introduction of career guidance work in preschool education institutions; whether they show interest in their own pedagogical growth, mastery of new technologies and knowledge. During the survey, the students' majority expressed a desire to implement career guidance with preschool children in the future. However, a significant number of respondents (62%) were not aware of the platforms and services on which they could independently develop their pedagogical skills.

**Table 1: The structure of future kindergarten teachers' readiness of for the introduction of early career guidance**

Components	Criteria	Indicators
Motivational	person-oriented	the interest in introducing career guidance in preschool education institutions;
		understanding the concept of «preschool children's career guidance» and recognizing the importance of its implementation in the educational process;
		striving for own pedagogical growth, mastering new technologies and knowledge;
Cognitive-value	epistemological value	familiarity with the content, forms, and methods of preschool children's career guidance;
		knowledge of the essence of career guidance in preschool education institutions and recognition of the expediency of introducing career guidance for preschoolers in modern preschool education;
Competent	activity-behavioral	formation of key competencies regarding preschool children's career guidance;
		future kindergarten teachers' knowledge of the mechanisms for introducing preschoolers with professions and mastering the methods of career guidance;
		the ability to self-monitor and self-assess the usage of career guidance methods with preschool children.

As a result of the analysis of the survey and questionnaire data, we confirmed the fact that a significant number of respondents had an insufficient level of personally oriented criterion development. The majority of students had insufficient ideas about the specifics of career guidance in preschool education institutions. 38% of the respondents experienced significant difficulties in determining the tasks of career guidance in preschool education institutions.

Investigating the state of epistemological-value criterion formation, we used questionnaires, the group interview method, and essays. The experiment results proved that the criterion was not well-formed in both groups. 36% of respondents had insufficient knowledge about the content, forms, and methods of introducing children to professions.

The best results were found for the activity-behavioral criterion, for which we used a test, a survey, and an essay. A significant part of the respondents (46%) had difficulties in choosing methodical tools for introducing preschool children to professions. Students had problems with modeling classes and game activities of career guidance content. However, students were able to name games (37%), cartoons (28%), literary works (18%), and modern information technologies (11%), which can be used in the process of preschoolers' early career guidance.

The generalization of the results of the ascertaining stage of the research experiment made it possible to determine three levels of future kindergarten teachers' readiness to introduce early career guidance into the educational process of preschool education institutions: high, medium, and low. The results of the experimental work testified to the insufficient correspondence between the requirements for future kindergarten teachers regarding the implementation of career guidance activities with preschool children and the realistic level of their training in this professional activity.

The analysis of the results obtained at the ascertainment stage of the research made it possible to determine that the students were interested in the introduction of career guidance in preschool education institutions and were familiar with some methods and means of introducing preschool children to professions. However, the majority of students had insufficient knowledge about the content and methodology of career guidance in preschool education institutions.

The purpose of the formative stage of the experiment was to implement the pedagogical conditions proposed by us for the formation of the future kindergarten teachers' readiness to introduce early career guidance into the educational process of preschool education institutions.

The formative experiment involved the teaching courses that were aimed at forming the future kindergarten teachers' readiness to introduce career guidance in preschool education

institutions, which did not go beyond the work plan, and in the control group – according to traditional education. We tried to balance all other conditions that could influence students' readiness formation.

For the implementation of the courses «Theory and Methods of Forming Preschoolers' Ideas about Professions» and «Early Career Guidance for Preschoolers», an essential stage is the development and implementation of educational and instructional materials specially adapted to the needs of students and teachers.

The next step is to develop the course content and create the relevant training materials. These materials include sets of theoretical and practical assignments, guidelines for organizing classes and performing practical exercises, as well as, developing presentations and other multimedia tools for visualizing information. The materials are created to facilitate the learning process and provide students with the necessary resources for successful learning and appropriate application of the material in practice. The development of such materials is an important component of effective course delivery and contributes to the quality of the educational process. Namely:

- the coursework programme for students of the first (bachelor's) level of higher education;
- syllabus of the elective educational component;
- reference lecture notes;
- methodological recommendations for practical classes;
- test tasks to ensure current and module control of knowledge;
- criteria for assessing students' academic knowledge.

An essential component of course implementation is the involvement of students in learning, where they can apply the knowledge and skills they have acquired. To ensure that students master their subjects in depth, they actively use teaching and learning materials as part of their extracurricular activities. This helps them prepare for practical classes and complete independent tasks.

To assess the effectiveness of learning, criteria have been developed and student feedback is provided. Each course topic has a clearly defined didactic objective, questions for discussion during classes, recommended reading, and tips aimed at better understanding the material and preparing for discussions and independent work. Established criteria for assessing assignments help students determine their level of learning and improve their learning efficiency.

The final stage is the continuous improvement of the programme based on the data obtained and the dissemination of experience through conferences and publications.

We conducted a control experiment to investigate the effectiveness of the implementation of pedagogical conditions for the formation of future kindergarten teachers' readiness to use career guidance with preschool children.

## CONCLUSIONS

The analysis of the obtained data gives reason to believe that after conducting the formative stage of the experiment in the control phase of the experiment, 18% of future kindergarten teachers had a low level of readiness to perform career guidance work, an average level – 45%, and a high level – 37% of students. Comparative results of ascertainment and control experiments are shown in Fig. 1.

The analysis of the received data showed that there were significant changes in the formation of readiness for the implementation of early career guidance in EG, while the general level did not change among the respondents of CG. Thus, it was possible to conclude the effectiveness of the specified pedagogical conditions in shaping future kindergarten teachers' readiness to introduce early career guidance in the educational process of preschool education institutions.

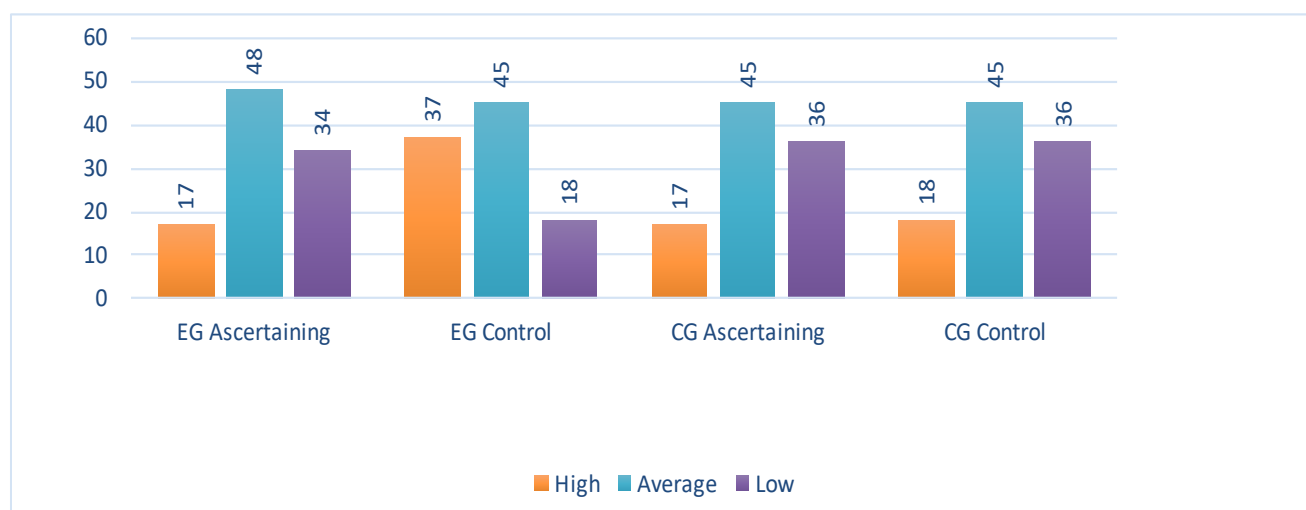
The dynamics of the level of future kindergarten teachers' readiness formation to use career guidance with preschool children according to three criteria (personally oriented, epistemologically valuable, and activity-behavioral) at the beginning and the end of the experiment had a positive character. It allowed us to conclude the effectiveness of the specified pedagogical conditions for future kindergarten teachers' readiness formation to introduce early career guidance into the educational process of preschool education institutions.

The results of the study are essential for the preparation of future educators for the implementation of early career guidance in the educational process of preschool education institutions. They can become the basis for the development of training courses that will familiarise students with the specifics of implementing career guidance work with preschool children.

These findings highlight the importance of early career guidance, emphasizing its role in shaping children's professional readiness and ensuring that they make informed choices about their future profession.

It should be noted that the results of the study have certain limitations, which are that it was conducted on a limited sample (80 students majoring in the specialty 012 Preschool Education at Poltava V. G. Korolenko National Pedagogical University), which may not fully reflect the general picture of future educators' readiness in other educational institutions. There may also be external factors, such as student motivation, which were not taken into account in the study. Using only certain methods of data collection may limit the depth of analysis and not allow for a full consideration of the diversity of opinions and experiences of respondents.

Future research focuses on the development of new methods that will increase the effectiveness of training future educators to implement early career guidance in the process of preschool education. It will allow the curriculum to be adapted to the needs of the modern learning environment, ensuring quality training of educators.



**Fig. 1. The general level of future kindergarten teachers' readiness for the introduction of early career guidance into the educational process of pre-school education institutions at the beginning and end of the experiment**

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