

# **Preparing Future Professionals Primary Education by Teaching Students Vocabulary Ethnology**

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The modernization system of the training future teachers on the basis of timely response to innovative processes that occur in schooling due to the fact that the primary purpose of education is the formation of strong scientific subject knowledge.

The requirements of modern society that are made to the educational process of higher education, providing training of highly qualified professionals in the field of domestic linguistics. Sotsiomovna current situation in the country requires linguistic identity, characterized by scientific style movomyslennya, fluent in their native language, design of new approaches to linguistic and linhvometodychnoyi preparation of future teachers.

Determining trends in the education system are: fundamentalization education, strengthening humanistic orientation, spiritual and general component of the formation of students' systematic approach to analyze complex technical and social situations, strategic thinking, development of social and professional mobility and more.

Given the role of the teacher in teaching and educating elementary school students, shaping their values in relation to the traditions and culture of his people, the problem of quality of training has been and remains extremely relevant.

The result of underestimation the practical part is because of the most graduates do not perceive them self as a teacher and later some of them leave the education sector. Therefore, the formation of student readiness for the implementation of the basic functions of elementary school teacher requires new approaches. For this purpose, we consider it appropriate to emphasize the particular importance of training primary school teachers to work on the assimilation of ethnology vocabulary.

Language and speech is a product of culture and an integral component. That it formed a human personality and creator of cultural values. Shaping the person in terms of spiritual, intellectual and moral, it caters to the needs of society for a number of vital functions, which are practically implemented in speech activity.

The development of speech primary school children is a complex multidimensional problem of modern science, which requires finding effective methods of teaching the native language that would ensure efficiency in forming speech skills of students for active communication in situations of life. The value of the native language as a source of national identity formation confronts the present primary school important task - to bring every child cultural and spiritual heritage of the Ukrainian people, to revive its linguistic wealth, promote their conscious assimilation and use in your own speech.

Ethnology vocabulary is an important semantic, emotional and aesthetic burden, because it saved human and national values, the genetic code of ethnicity. Ethnology vocabulary - is heterogeneous in origin, is a native semantics that reflects the specific features of the culture of every nation in the material realities to ambiguous symbols and can occupy different places in the semantic meaning word - from central to peripheral.

Ethno linguodidactic training the primary school teacher involves the formation of their ethnology, regional, socio-cultural competencies that they should become a future teacher during learning: knowledge and ability to use the features of speech behavior in relevant situations of communication, to ensure a culture of communication, acquaintance with the rules of etiquette, the formation of knowledge and ability of the rules of courtesy, the formation of knowledge and ability to identify and focus dialect peculiarities of speech, forming skills and prepare to present oral feedback about what they saw, heard, experienced.

Ethno speech competence of the teacher, in our opinion, includes three groups of components: 1) understanding and appropriate use ethno cultural words in their speech, emphasizing correctness, accuracy usage, coherence, consistency and argumentation statements, 2) ability to correctly choose the methods, techniques, types work to familiarize children with words, to encourage the use of these words in their own speech, and 3) awareness of belonging to a particular ethnic group, nation, love of native words.

The concept of readiness is defined by scientists (MI Dyachenko, LA Kandybovych, IA Winter) in the process of developing future models of teacher professional future based on received during training knowledge, skills and current level of competence.

During lexical ethnology teachers readily understood N. Yemelyanova set of linguistic, language and ethnology of knowledge and skills that define the professional orientation educational activities, appropriate use of small genres of folklore, folk vocabulary, figurative expressions ethnology focus on teaching children speech activity. The structure of this activity relates academic factors: 1) vocabulary (leksylohichna linguodidactic and awareness of students with methods of dictionary), 2) ethnology (student awareness of Ukrainian folk traditions, with software support of ethnology aspect of educational work with children, wealth and ethnology vocabulary diversity in broadcasting students), and 3) prognostic (ability to plan lexical and ethnology work with children, the ability to be themed vocabulary ethnology vocabulary and use them appropriately in the teaching of speech, the ability to compose scripts Ukrainian national holidays), 4), appreciable regulatory (ability to assess and analyze abstracts of studies and plans for educational work with preschool children, possession of diagnostic methods for detecting the level of children's vocabulary, the ability to evaluate and analyze the scenarios of national holidays in preschools) (Emelyanov & Emelyanov, 2003:9-10).

According L.Mayevskoyi, the conceptual basis for the preparation of future teachers to the profession in ethno-cultural and educational space are: 1) compliance training in HS-date, recognized in international and national regulations and research, 2) the integrity of the contents of Vocational Training training due to the organic unity of structural components model training, and 3) focus on technology development creative thinking of the future teacher, his professional mobility and other important skills necessary for professional work in ethno-cultural and educational space, and 4) the formation of professional research culture as a basis for the transition from the reproductive playback obtained knowledge in common

situations to problem-search method of finding the necessary scientific information and its active use in unusual situations, 5) the formation of productive interdependence of ethno-cultural experience younger students with quality training future teachers in this area.

According I. Shumilova in the process of student learning local history teacher performs the following functions: educational, educational, developmental, organizational, motivational, practical-oriented, theoretical and methodological. After all, it is the fundamentals of historical and regional studies teacher education promotes qualities such as citizenship, patriotism and love for their land, formed a creative approach to the study and use of local historical and educational experience, and personal style activities focus on the teaching profession, respect for the teacher activities, developing communication skills (listening, dialogue, conversation, ask questions, establish personal contacts, etc.), pedagogical tact (for example, exploring the work of the best teachers of the land). Flexible use of tools, methods, techniques that promote active student thinking, constant creative search and update of ideas leads to a deeper and productive absorption of the role and place of local history teacher in the educational process, it was in Nandigram provide a powerful potential for preparing future teachers for this field of activity. Scientists believe that it is the active involvement of students in educational and local history activity promotes active forms and methods in the educational process. Among them special importance to academic modeling problem situations, diverse discussions, business games, challenge and creative teaching and research character holding of round table discussions, conferences, educational readings, exhibitions, defense research and more. The organization of this work contributes to the improvement of knowledge and skills of students with local history work.

Ethno lingua didactica involves preparing students to familiarize them with the basic forms and types of ethnology educational work, review and analysis of video lessons with elements of Ethnology, meeting dialectologists, linguists, folklorists, ethnographers, writers, training lessons, debates, workshops, classes, lessons, competitions , extracurricular activities, theme parties, conferences, staging various ceremonies, sightseeing, theatrical folk festivals and more.

Structure lexical and ethnology teacher readiness of these factors are: from lexical variables: awareness of students with the theoretical foundations of the dictionary, with lexical semantic aspect of working with primary school pupils; ethnology of factors: knowledge of students from Ukrainian folk traditions, customs, holidays, amulets, symbols, etc., the presence of ethnology vocabulary in speech students, its use and understanding, knowledge of proverbs, sayings, tongue twisters, shaped people's statements.

Primary school teachers should be able to direct the educational process and the individual student, build their professional activities so that every student has unlimited opportunities for self-development and high-performance.

*P. Autova* (1996) identifies the principles to be complied with innovation activity of the teacher. These include: 1) the principle of integration of education (includes increased attention to the personality of each child as the highest social values of society, focus on the formation of a citizen with high intellectual, moral, physical characteristics), and 2) the principle of differentiation and individualization of education (adjusts to ensure the conditions for full expression and the development of skills of each student), and 3) the principle of democratization of education (obligation to create conditions for development activity, initiative and creativity of students and teachers) (Autova, 1996:37).

So, ready for effective professional activity in ethno-cultural educational space is an important prerequisite for vocational teacher education, which requires focused training of students to educational support and shaping subjective position of the carrier ethnic culture and development needs interaction with him in the pedagogical space ethnicity.

## *References*

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