



## CRISIS CHALLENGES IN SOCIETAL DEVELOPMENT AND THE PECULIARITIES OF PREPARING PRESCHOOL EDUCATION SPECIALISTS IN THESE CONDITIONS

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### ABSTRACT

**Objective:** The objective of this study is to assess the principal features of professional and personal training for future preschool education specialists in crisis situations, outline the forms of training, and analyze the viewpoints of future specialists and their educators on the practical aspects of this issue.

**Theoretical framework:** The study builds upon existing theoretical frameworks related to professional and personal training for educators, crisis situations in the field of education, and the specific context of preschool education.

**Method:** The research employs methods such as analysis, synthesis, generalization of information, and the analytical and bibliographic approach. An online survey is conducted to gather practical insights into the training of future preschool education specialists in crisis conditions.

**Results and conclusion:** The findings of the research shed light on the principal features of professional and personal training for future preschool education specialists in crisis situations. The study highlights various forms of training that are effective in preparing specialists to navigate crises. The analysis of survey results provides valuable insights into the perspectives of future specialists and their educators regarding the most significant practical aspects of training in crisis conditions.

**Implications of the research:** The study's findings have several implications for the field of preschool education. It emphasizes the importance of incorporating crisis preparedness and management into the training curriculum for future preschool education specialists. This can help them develop the necessary skills and knowledge to handle various crisis situations effectively.

**Originality/value:** This study contributes to the existing body of knowledge by specifically focusing on professional and personal training for future preschool education specialists in crisis situations. It offers insights into the practical aspects of training and provides valuable perspectives from both future specialists and their educators.

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**Keywords:** Crisis Challenges, Societal Development, Preschool Education, Education Specialists, Professional Training, Personal Training.

## DESAFIOS DA CRISE NO DESENVOLVIMENTO SOCIAL E AS PECULIARIDADES DA PREPARAÇÃO DE ESPECIALISTAS EM EDUCAÇÃO PRÉ-ESCOLAR NESSAS CONDIÇÕES

### RESUMO

**Objetivo:** O objetivo deste estudo é avaliar as principais características do treinamento profissional e pessoal dos futuros especialistas em educação pré-escolar em situações de crise, delinear as formas de treinamento e analisar os pontos de vista dos futuros especialistas e de seus educadores sobre os aspectos práticos dessa questão.

**Estrutura teórica:** O estudo se baseia em estruturas teóricas existentes relacionadas ao treinamento profissional e pessoal para educadores, situações de crise no campo da educação e o contexto específico da educação pré-escolar.

**Método:** A pesquisa emprega métodos como análise, síntese, generalização de informações e abordagem analítica e bibliográfica. Foi realizada uma pesquisa on-line para reunir percepções práticas sobre o treinamento de futuros especialistas em educação pré-escolar em condições de crise.

**Resultados e conclusão:** Os resultados da pesquisa lançam luz sobre as principais características do treinamento profissional e pessoal de futuros especialistas em educação pré-escolar em situações de crise. O estudo destaca várias formas de treinamento que são eficazes na preparação de especialistas para enfrentar crises. A análise dos resultados da pesquisa fornece informações valiosas sobre as perspectivas dos futuros especialistas e de seus educadores em relação aos aspectos práticos mais significativos do treinamento em condições de crise.

**Implicações da pesquisa:** Os resultados do estudo têm várias implicações para o campo da educação pré-escolar. Ele enfatiza a importância de incorporar a preparação e o gerenciamento de crises no currículo de treinamento dos futuros especialistas em educação pré-escolar. Isso pode ajudá-los a desenvolver as habilidades e os conhecimentos necessários para lidar com várias situações de crise de forma eficaz.

**Originalidade/valor:** Este estudo contribui para o conjunto de conhecimentos existentes ao focar especificamente o treinamento profissional e pessoal de futuros especialistas em educação pré-escolar em situações de crise. Ele oferece insights sobre os aspectos práticos do treinamento e fornece perspectivas valiosas tanto dos futuros especialistas quanto de seus educadores.

**Palavras-chave:** Desafios de Crise, Desenvolvimento Social, Educação Pré-Escolar, Especialistas em Educação, Treinamento Profissional, Treinamento Pessoal.

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## 1 INTRODUCTION

In today's rapidly evolving world, societies often encounter complex challenges and crisis situations that profoundly impact their development. These crisis challenges have far-reaching consequences, affecting various sectors, including education. The field of preschool education, responsible for laying the foundation of a child's learning journey, is not immune to these challenges. The preparation of preschool education specialists becomes particularly critical in navigating the intricacies of crisis conditions and ensuring the provision of quality education. The term "crisis challenges" encompasses a wide array of disruptive events and circumstances that significantly hinder societal progress and functioning. These challenges can arise from economic recessions, political instabilities, social unrest, natural disasters, public



health emergencies, or other unforeseen factors. Such crises have a profound impact on the education sector, disrupting teaching and learning processes, infrastructure, resources, and overall educational outcomes.

In the realm of preschool education, crisis challenges present unique obstacles that demand tailored approaches to adequately prepare education specialists. Preschool education plays a pivotal role in shaping the cognitive, social, and emotional development of young children. Consequently, the ability of preschool education specialists to effectively navigate crisis situations and adapt their pedagogical practices becomes paramount in ensuring uninterrupted and high-quality education for young learners.

This article seeks to explore the intricacies of preparing preschool education specialists amidst crisis conditions, with a specific focus on the context of Ukraine. Ukraine, like many other countries, has encountered its fair share of crisis challenges, ranging from political instability to socioeconomic fluctuations. Understanding the specific circumstances and requirements associated with preparing preschool education specialists in such conditions is crucial for developing effective strategies and interventions to maintain educational standards and support the holistic development of young learners.

The purpose of the research is to determine the standpoint of future preschool education specialists and their educators regarding the key features of training future specialists in the field of preschool education in crisis situations.

## 2 LITERATURE REVIEW

The inevitable changes taking place in the world economy, science and technology pose essential and complex tasks for modern education: to educate and cultivate a comprehensively developed, independent, self-sufficient person who is guided in life by his knowledge and beliefs, can live and act effectively in conditions of changing coordinates, directing his efforts to constant self-improvement. Such a person should be able to search for the optimal way of personal development and professional improvement, carry out innovative activities in the conditions of dynamic development of society (Dong, 2018).

In particular, children of preschool age are one of the most vulnerable groups of the population in the conditions of martial law (Kryshtanovych et. al., 2022). Consequently, the adults accompanying them must possess the necessary knowledge to ensure normal conditions for an unprotected preschool child who is in a state of constant stress, development and learning (Ksonzhyk et. al., 2021). In new social conditions, children forcibly resettled from the zone of active hostilities face the problem of social adaptation (Semenets-Orlova et. al., 2022). Therefore, the educator should be able to relieve feelings of anxiety, tension, fear, insecurity and establish the process of the child's full socialization (Enochsson & Ribaeus, 2021).

Currently, a significant task of preschool education is to unite the efforts of authorities, educational institutions and the public to ensure the necessary conditions for the development, upbringing, full socialization of children and the creation of a safe educational environment (Alzghoul, et. al., 2023). In the conditions of the crisis in many world countries, the organization of work with personnel has also changed, particularly, preschool teachers' professional development, and informational and methodological support (Forsling, 2021).

The crisis state of preschool education institutions nowadays is expressed through the deterioration of their activities (Tsaras et. al., 2018). They are becoming uncompetitive in the educational market, which can lead to a reduction in work or the liquidation of the educational institution (Lindeman, Svensson & Enochsson, 2021), (Mangen, Hoel, Jernes & Moser, 2019).

A preschool educational institution, as the initial link in the educational system, is the establishment ensuring the implementation of the child's right to preschool education, his physical, mental and spiritual development, social adaptation and readiness to continue learning



(Braz et. al., 2023). Currently, the status of educational institutions is determined by the quality of the educational services they provide (Iatsyshyn et. al., 2020). Accordingly, heads and the pedagogical staff are faced with the task of searching for meaningful landmarks, new forms of learning that determine the identity, “own face”, mission and vision of the institution (Magen-Nagar & Firstater, 2019). In this context, educational leaders and pedagogical staff are called upon to explore and implement alternative methodologies, approaches, and strategies that align with the evolving needs of the preschool education system (Semenets-Orlova et. al., 2022). This may involve incorporating innovative educational technologies, leveraging interactive and experiential learning methods, and fostering collaborative and project-based activities (Koliadenko et. al., 2022).

Currently, in the conditions of social changes, the role of a teacher, including of preschool education institutions, is changing significantly (Bakhov et. al., 2021). He is not perceived as the only mentor and source of knowledge, but as a coach, tutor, and moderator on the child’s individual educational path (Ladonko et. al., 2023). A modern teacher should constantly acquire and generalize new knowledge from various sources (Strikha et. al., 2021). He should possess knowledge transfer technologies in such a way that children develop the ability to search for information, produce, compare, systematize and use new knowledge in life. This requires a new way of thinking, a new perception of the pedagogical process on the part of the teachers (Mertala, 2019), (Parker, 2022).

Given the orientation of professional activity in the preschool education sphere, scientists interpret the preschool education specialist’s professional competence as the ability to solve problems of professional activity based on professional knowledge and skills integrated into developing personal and professional significant qualities. Scientists define motives, system knowledge, professional skills and professionally significant personal characteristics as structural components of professional competence (Turner, Cardinal & Burton, 2017).

### 3 METHODS

A comprehensive study was conducted to examine the contemporary trends in training future preschool education specialists, specifically in the context of crisis situations. The study involved surveying a total of 342 students and 211 teachers who were enrolled or teaching in the specialty of "Preschool Education." The participants were selected from 23 higher educational institutions located in the Chernihiv, Vinnytsia, Zhytomyr, and Kyiv regions of Ukraine.

To conduct the research, the Mentimeter service was utilized as a tool. Mentimeter is an online platform that allows for the creation and administration of surveys, quizzes, and interactive presentations. This service was chosen as it provides a user-friendly and efficient way to collect data from a large number of participants across different locations.

The survey aimed to gather information about the current practices and strategies employed in training future preschool education specialists, specifically focusing on how these approaches address crisis situations. The participants, both students and teachers, were asked a series of questions related to their educational experiences, the curriculum content, teaching methods, and the preparedness of future specialists to handle crises in preschool settings.

The survey responses were collected and analyzed to identify common patterns, trends, and areas of improvement in the training of preschool education specialists during crisis situations. The findings from this study are expected to contribute valuable insights and recommendations for enhancing the educational programs and practices in preparing future professionals in the field of preschool education in Ukraine.



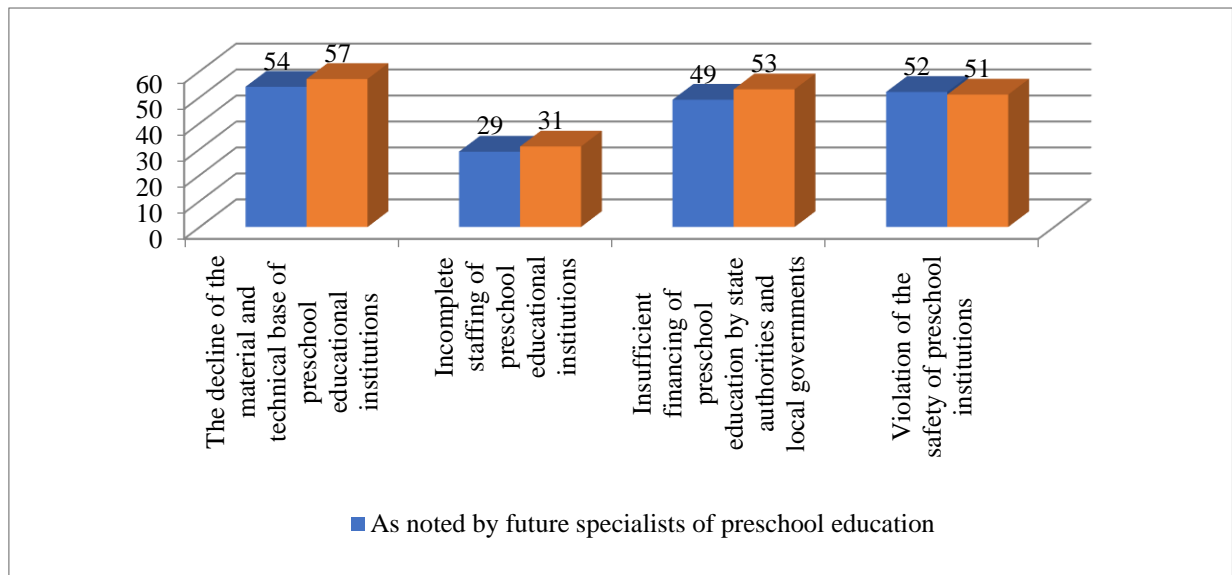
## 4 RESULTS

During the online survey, respondents were provided with a structured questionnaire that encompassed various aspects of the research topic. They were asked to rate the priority or importance of individual components of the raised issues using a percentage scale ranging from 0% to 100%. This rating system aimed to capture the participants' perceptions and subjective assessments regarding the significance of different elements within the context of the study.

The questions posed to the respondents covered a wide range of topics relevant to the training of future preschool education specialists in crisis situations. These may have included the effectiveness of existing teaching methods, the adequacy of the curriculum in addressing crisis scenarios, the level of preparedness of future specialists to handle emergencies, the availability of support systems and resources, and any potential gaps or areas that require improvement.

By utilizing the percentage-based rating system, the survey aimed to gather quantitative data that could be analyzed to identify trends, patterns, and areas of emphasis within the research area. The responses provided valuable insights into the priorities and perceived importance assigned by the participants to different components of training future preschool education specialists in crisis situations. This information can contribute to evidence-based decision-making and guide the development of strategies and interventions to enhance the training programs for future professionals in the field of preschool education.

According to the perspectives of the survey participants, it is evident that in the current context of intensified crisis phenomena affecting numerous countries worldwide, the exploration of training-related issues for preschool education specialists should commence by understanding the most prominent adverse transformations occurring in the preschool sphere as a consequence of these crises. The participants highlighted several major negative changes within the preschool education system resulting from social, political, and security crises on a global scale (Figure 1).



**Figure 1:** The most significant negative changes in the system of preschool education caused by crisis phenomena of an economic, political and security nature, %

**Source:** Prepared by the authors (2023).

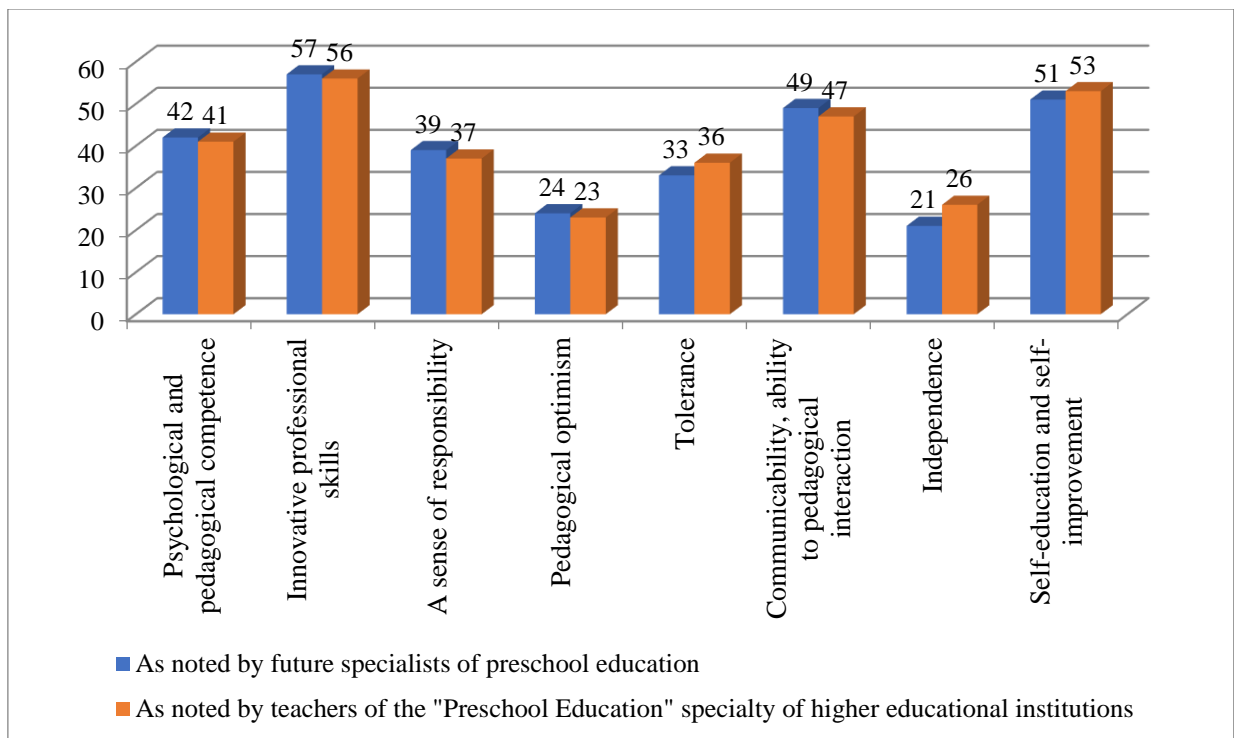
According to the survey participants, the exacerbation of crisis phenomena in various countries has led to significant negative changes within the preschool education system. These changes, as identified by the respondents, include:



**Decline of the material and technical base of preschool educational institutions:** The participants highlighted a deterioration in the infrastructure, equipment, and resources available in preschools. This decline may encompass inadequate facilities, outdated teaching materials, limited access to technology, and insufficient learning resources. Such shortcomings can impede the effective delivery of quality education and limit the learning opportunities for young children.

**Violation of the work safety of preschool institutions:** The participants expressed concerns about compromised safety standards within preschools. This may involve issues related to the physical safety and well-being of children, such as inadequate security measures, unsafe playgrounds, or lack of proper supervision. Additionally, it could include concerns about the well-being and protection of the preschool staff, such as inadequate training, insufficient protocols for emergency situations, or exposure to hazardous environments.

These two identified negative changes reflect the impact of crises on the material and operational aspects of preschool education. The decline of the material and technical base hampers the ability to provide a conducive learning environment, while violations of work safety jeopardize the well-being of both children and staff members. Understanding these challenges is vital for implementing measures that can improve the infrastructure, resources, and safety protocols in preschool institutions, ensuring a safe and nurturing environment for early childhood education. According to the survey participants, several crucial professional and personal competencies were identified as essential for training teachers to work effectively in preschool educational institutions during crisis situations. These competencies were depicted in Figure 2, highlighting the key findings of the survey.



**Figure 2:** The most significant directions of a pedagogical worker's competency-based training, considering the necessity to work effectively in preschool educational institutions in crisis situations, %

**Source:** Prepared by the authors (2023).

**Innovative professional skills:** The participants recognized the significance of teachers possessing innovative skills to adapt and respond to crisis situations. These skills may involve the ability to develop creative and flexible teaching methods, utilize technology effectively, and design adaptable lesson plans that can accommodate changing circumstances. By embracing



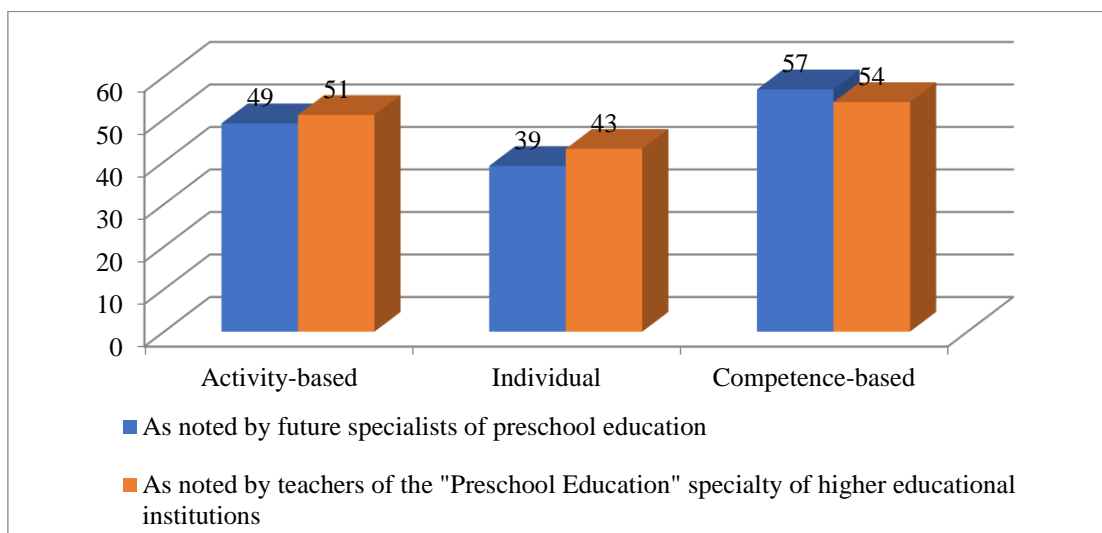
innovation, teachers can enhance their instructional approaches and overcome the challenges posed by crises.

**Communicability and ability to pedagogical interaction:** The survey respondents emphasized the importance of effective communication and strong pedagogical interaction skills for teachers working in preschool settings during crises. These competencies encompass the ability to establish positive relationships with children, parents, and colleagues, facilitate clear and empathetic communication, and actively engage with diverse stakeholders. Effective communication promotes collaboration, understanding, and the creation of a supportive environment for all involved.

**Self-education and self-improvement:** The participants recognized the need for teachers to possess a commitment to continuous self-education and self-improvement. This competency involves a proactive approach to professional development, staying updated on relevant research and best practices, and seeking opportunities for personal growth. By continuously expanding their knowledge and skills, teachers can enhance their ability to navigate crisis situations effectively and provide high-quality education to preschoolers.

These identified competencies highlight the multifaceted nature of teacher training in the context of crisis situations. Innovative professional skills enable teachers to adapt their instructional methods, while effective communication and pedagogical interaction foster a supportive learning environment. Furthermore, a commitment to self-education and self-improvement ensures that teachers remain responsive to evolving challenges and maintain their professional competence. By emphasizing and fostering these competencies, teacher training programs can better prepare future specialists to address the unique demands and complexities of preschool education during times of crisis.

During the survey, the respondents determined the effectiveness of one of the three most important methodological approaches (Figure 3):



**Figure 3:** Comparative evaluation of the effectiveness of methodical approaches to training a preschool education specialist, %

**Source:** Prepared by the authors (2023).

Among the methodical approaches to training a preschool education specialist, the most effective are the activity-based and competency-based approaches, according to the survey participants' standpoint.

According to the survey participants' standpoint, the activity-based and competency-based approaches emerged as the most effective methodological approaches in training future



preschool education specialists. These approaches garnered recognition for their ability to prepare educators to effectively navigate crisis situations in preschool settings.

The activity-based approach focuses on active learning and hands-on experiences. It emphasizes engaging students in practical activities, problem-solving tasks, and interactive learning experiences. This approach allows future preschool education specialists to develop essential skills and knowledge through direct engagement, promoting experiential learning and critical thinking. By integrating practical activities into the training process, this approach equips educators with the necessary tools to handle crisis situations effectively in real-world scenarios.

The competency-based approach, on the other hand, centers around developing specific competencies required for effective preschool education. It focuses on identifying and cultivating the essential skills, knowledge, and attitudes that are crucial for success in the field. This approach emphasizes outcome-based learning, where educators acquire and demonstrate the required competencies through practical application. By aligning the training process with specific competencies relevant to crisis situations, this approach equips future specialists with the necessary tools to address challenges and provide optimal support to preschoolers in crisis scenarios.

The recognition of the activity-based and competency-based approaches as the most effective methodological approaches indicates their potential to address the complexities and demands of crisis situations in preschool education. These approaches prioritize active learning, practical experiences, and the development of essential competencies, enabling educators to adapt, respond, and excel in challenging circumstances. By leveraging the strengths of these approaches, training programs can effectively prepare future preschool education specialists to navigate crisis situations, ensuring the safety, well-being, and educational development of young children.

During the survey, the most effective modern forms of the educator-pedagogue's methodical training in crisis conditions were determined (Figure 4).

Based on the participants' responses, the following forms were identified as the most effective:

**Meetings of creative groups:** The survey participants recognized meetings of creative groups as a highly effective form of training for educators in crisis conditions. These gatherings provide a platform for educators to collaborate, share ideas, and collectively problem-solve. Creative group meetings encourage innovative thinking, foster a supportive community, and enable the exchange of best practices. By participating in such meetings, educators can learn from one another, gain fresh perspectives, and develop strategies to effectively address crisis situations in preschool settings.

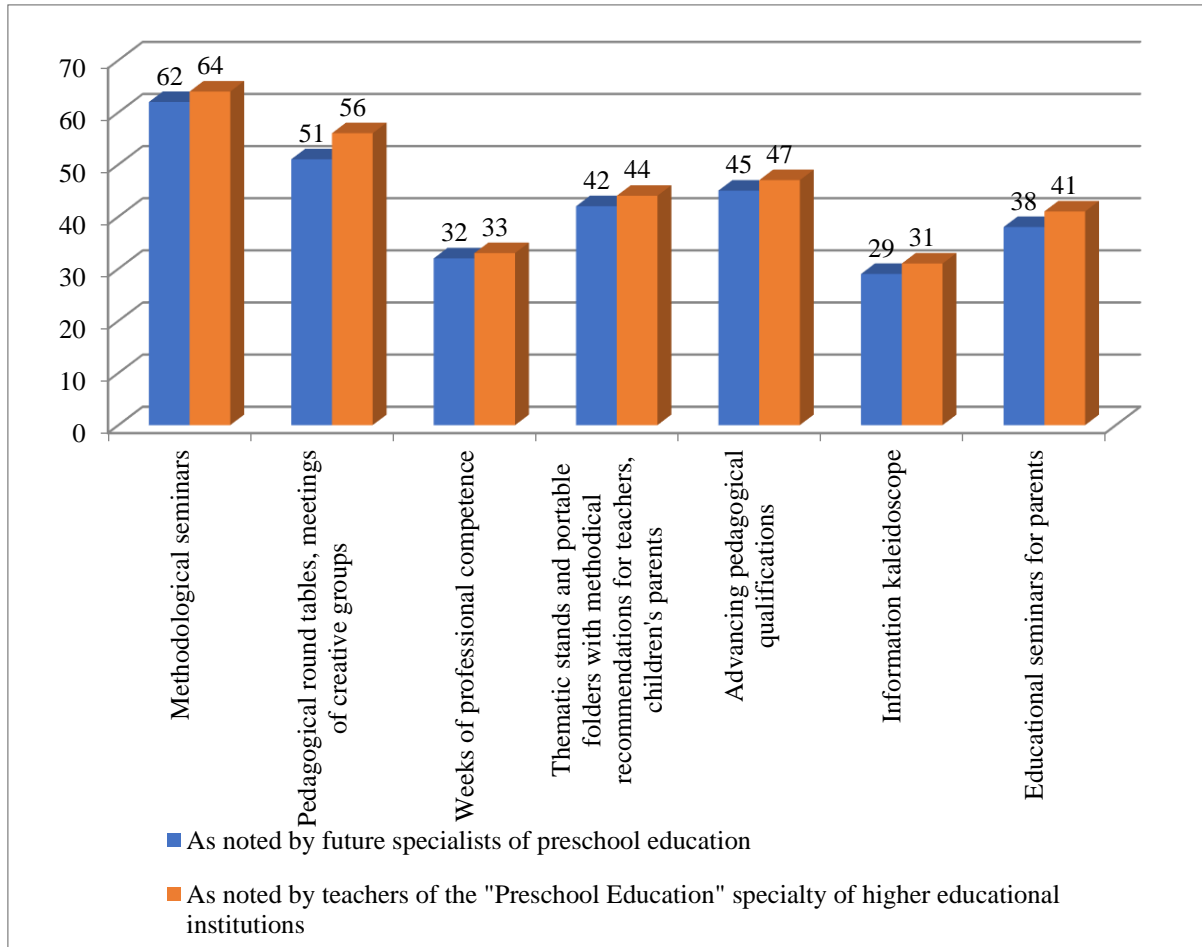
**Methodical seminars:** Methodical seminars were also identified as an effective form of training. These seminars involve structured sessions where educators engage in focused discussions, receive specialized training, and learn about new methodologies and approaches relevant to crisis situations in preschool education. Methodical seminars offer opportunities for professional development, allowing educators to enhance their knowledge, acquire new skills, and stay updated with the latest research and practices. Through these seminars, educators can gain valuable insights, practical strategies, and resources to effectively respond to crises in preschool settings.

**Pedagogical round tables:** Pedagogical round tables were highlighted as another effective form of methodical training for educators in crisis conditions. These round table discussions bring together educators and experts in the field to engage in collaborative dialogue and share experiences. Through interactive exchanges, educators can learn from the diverse perspectives and expertise of their peers, gain valuable insights, and develop a comprehensive understanding of crisis management in preschool education. Pedagogical round tables foster





professional networking, encourage the exchange of innovative ideas, and promote collective learning.



**Figure 4:** The most influential modern forms of methodical training of a teacher-pedagogue of a preschool education institution in crisis conditions, %

**Source:** Prepared by the authors (2023).

During the research, respondents were asked to identify the most appropriate and effective innovative teaching methods in educational activities in crisis situations during training future specialists in preschool education (Figure 5).

According to the survey results, several types of modern educational technologies and approaches were identified as highly effective in training future preschool education specialists to handle crisis situations. These types include:

**Problem-based and game technologies:** Problem-based learning and game-based approaches were acknowledged as effective methods in training educators. Problem-based learning involves presenting educators with real-life scenarios or challenges related to crisis situations and encouraging them to apply critical thinking and problem-solving skills to find solutions. Game technologies incorporate gamification elements to engage educators in interactive and enjoyable learning experiences. These approaches promote active participation, critical thinking, and the development of practical skills, enabling educators to effectively address crises in preschool settings.

**Interactive, integrated, and adaptive learning:** Interactive learning methods, such as using multimedia resources, online platforms, and interactive tools, were recognized as effective in training future preschool education specialists. These approaches encourage active engagement, facilitate information retention, and provide opportunities for personalized



learning experiences. Integrated learning emphasizes the connection and application of knowledge and skills across different domains, fostering a holistic understanding of crisis management in preschool education. Adaptive learning leverages technology to tailor learning experiences to the individual needs and progress of educators, enhancing their comprehension and mastery of crisis-related concepts and strategies.

**Innovative educational and project activities:** Innovative educational activities and project-based approaches were considered effective in training educators for crisis situations. These activities involve the implementation of creative teaching methods, utilizing technology, and encouraging exploration, experimentation, and collaboration. Project-based learning engages educators in hands-on projects that require them to plan, implement, and evaluate solutions to crisis-related challenges. These activities stimulate critical thinking, creativity, and problem-solving skills while providing practical experiences relevant to crisis situations.

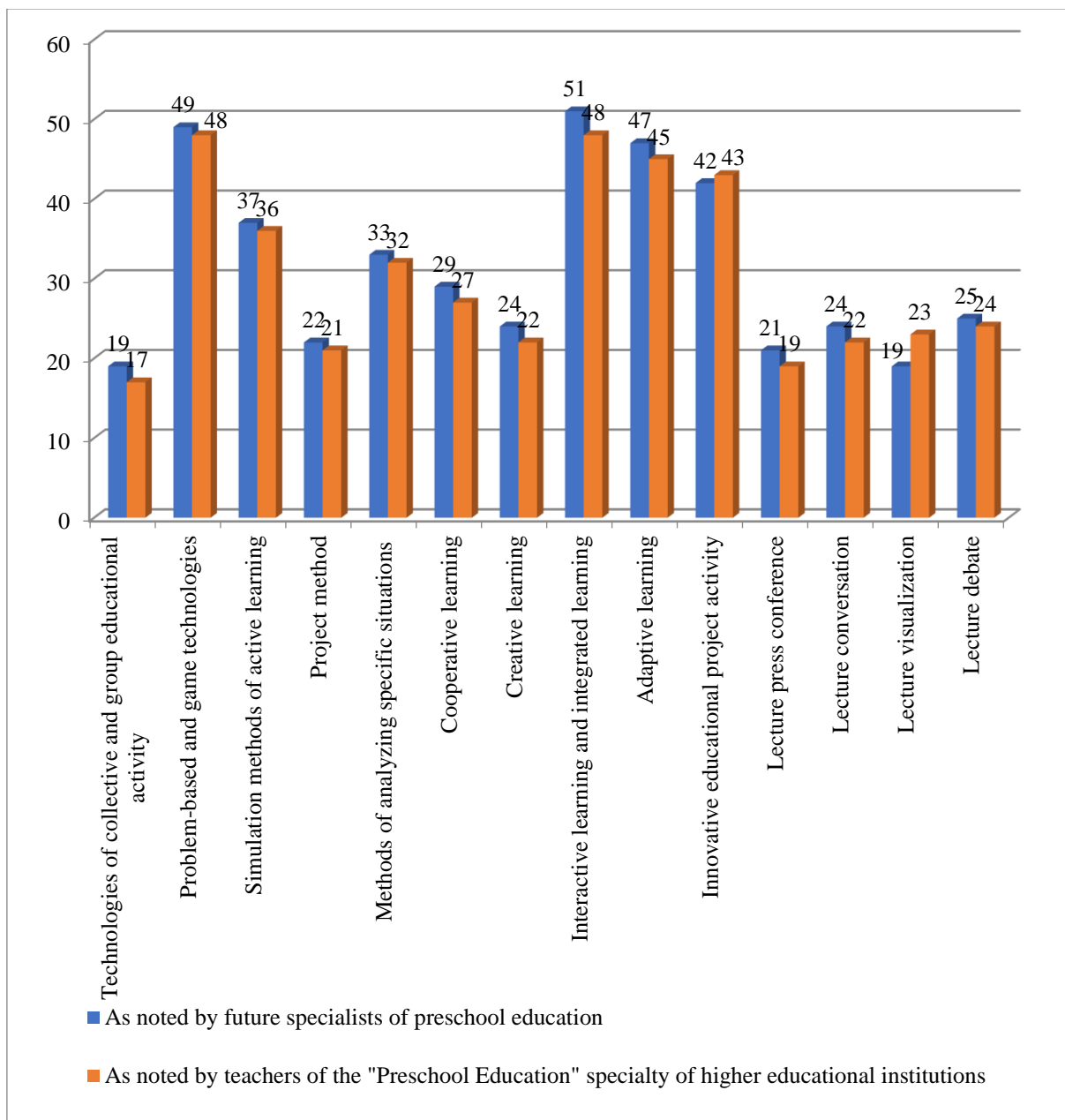


Figure 5: The most relevant and effective innovative teaching methods during training future preschool education specialists in crisis situations, %  
Source: Prepared by the authors (2023).



The recognition of problem-based and game technologies, interactive learning, integrated and adaptive learning, as well as innovative educational and project activities, underscores the importance of engaging and learner-centered approaches in training future preschool education specialists. By integrating these types of modern educational technologies and approaches, training programs can effectively equip educators with the necessary skills, knowledge, and competencies to navigate crises in preschool settings and provide high-quality education in challenging circumstances.

## 5 DISCUSSION

Currently, the issue of comprehensive training of preschool education specialists is becoming more and more urgent. They should be integrally trained to perform the functions of motivation, orientation, regulation, organization and control of their own professional and educational activities, as well as effective management of a preschool education institution (Allee-Herndon & Roberts, 2020).

Nowadays, the head should be an expert and a strategist in managing a preschool institution's activities. He should be able to ensure establishing, forecasting and assessing the degree of compliance with the goals and results of a child's education, as well as the activities of employees and the entire preschool as a social unit. That is, he should be able to control the quality of the educational process (Ernst & Reynolds, 2021), (Wolf et al., 2018).

Professional competence training of future preschool education specialists begins within the walls of the educational institution. It involves the integration of three main components: deep theoretical knowledge, practical application of skills and professionally significant qualities. Practice as an integral part of the educational process of the educational institution plays a special role in implementing the educational goal. It allows students to take the first important steps in the profession, to productively combine theoretical knowledge of academic disciplines with educational ones, to acquire the necessary personal practical experience (Nilsson, Ferholt & Lecusay, 2018).

At the same time, given current social challenges poses new challenges for teachers in organizing the theoretical training and work practice of future educators (Pyle, DeLuca & Danniels, 2017).

The features of functioning preschool education in the crisis conditions outlined above determine the following areas of preschool education specialists' professional development:

- development of skills to ensure the children's safety in crisis conditions;
- deepening the national-patriotic component of education of future preschool specialists;
- acquiring skills in using technologies of psychological assistance and pedagogical support of children in crisis conditions by education seekers;
- ensuring emotionally supportive interpersonal communication between the teacher and the children;
- possession of distance learning tools and technologies for organizing interaction with children in online format (Heijden, Beijaard, Geldens & Popeijus, 2018), (Neuman & Powers, 2021).

Nowadays, the organization of the educational process, determined by the urgent needs of the crisis period, is undergoing changes characterized by dynamism, certain uncertainty and at the same time the desire of teachers and students to develop and gain new experience (Brunns et al., 2019), (Crouch et al., 2020).

Given the above, training specialists for preschool educational institutions necessitates improvement, which, in turn, requires analysis, justification and approval in the changing conditions of modern reality (Crouch et al., 2020), (Crouch & Merseth, 2017).



Accordingly, it is expected to shift the emphasis in the educators' professional training from forming professional knowledge, abilities and skills to forming their professional competencies, in particular, the ability to self-educate, self-improv. An effective means of accomplishing this task is innovative technologies. Their introduction which will ensure the relevant cultural and personal development of the future preschool education teacher, form his readiness to perform professional tasks and search for ways to improve the educational process in preschool educational institutions (Bailey et al., 2017).

## 6 CONCLUSIONS

The survey conducted among students and teachers of the "Preschool Education" specialty in various regions of Ukraine shed light on several important aspects of training future preschool education specialists in crisis situations. The findings provide valuable insights into the perspectives and preferences of participants regarding various aspects of training methodologies and approaches. The survey participants recognized the negative changes in the preschool education system caused by crisis phenomena, including the decline of the material and technical base of educational institutions and the violation of work safety in preschools. These insights emphasize the urgent need to address these challenges and improve the infrastructure and safety protocols within preschool settings. Regarding the competencies required for educators in crisis situations, the participants highlighted the significance of innovative professional skills, communicability, ability to pedagogical interaction, and self-education and self-improvement. These competencies reflect the multifaceted nature of the role of a preschool education specialist during crises, encompassing adaptability, effective communication, continuous professional development, and a commitment to enhancing one's skills and knowledge. The survey also identified the most effective methodological approaches in training future specialists, namely the activity-based and competency-based approaches. These approaches prioritize active learning, practical experiences, and the development of essential competencies, enabling educators to adapt, respond, and excel in challenging circumstances. In terms of specific forms of training, meetings of creative groups, methodical seminars, and pedagogical round tables were identified as highly effective. These forms foster collaboration, knowledge exchange, and professional development, providing educators with the necessary tools, insights, and resources to navigate crisis situations in preschool education successfully.

Additionally, the survey highlighted the effectiveness of problem-based and game technologies, interactive, integrated, and adaptive learning, as well as innovative educational and project activities. These modern educational approaches promote engagement, critical thinking, and practical application of knowledge, enhancing the preparedness of educators to handle crises and ensure the well-being and educational growth of preschool children. Overall, the survey outcomes contribute to a better understanding of the perspectives, priorities, and preferences of students and teachers in training future preschool education specialists in crisis situations. The findings can guide educational institutions, policymakers, and stakeholders in enhancing training programs, curriculum design, and instructional methods to better equip educators for the challenges they may encounter in preschool settings during crises. By addressing the identified issues and implementing effective training approaches, the aim is to create a resilient and responsive preschool education system that can provide optimal support to young children, even in the face of adversity.

It is important to acknowledge certain limitations of the survey and identify areas for further research. The survey was conducted among a specific group of students and teachers in the "Preschool Education" specialty in Ukraine, which may limit the generalizability of the findings to other contexts. Future studies could include a more diverse sample, encompassing



different countries or regions to obtain a broader perspective on the training needs of preschool education specialists in crisis situations.

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