

ABSTRACT

Introduction :

The human wealth is considered the dearest thing the peoples can have and childhood is one of the stages of the development of this wealth. Modern studies have shown the importance of the first years before the child goes to school as those years affect his her growth and the building of his her personality in an integrated way. In spite of the importance of the kindergarten, it faces many problems, the most important of which is the existence of great numbers of non-specialist teachers and this shows professional incompetence required for working in this field. Therefore, some specialized faculties have been established to qualify specialized teachers to work in the field of kindergarten. It is noticed that the limited programmes of preparing these specialist teachers are just names of these courses and there is no subscription for the content of these courses and the way of carrying them out. Therefore, the problem of the present study has arisen to evaluate the graduates of the faculties of the kindergarten and departments of child education in the faculties of education to recognize the standards of their knowledge of the competence and observe their opinions to know their standard in the light of professional competencies required to interact with the children of the kindergarten.

The problem of the study :

- 1- What are the professional competencies required for the kindergarten teachers to enable them carry out their tasks appropriately?
- 2- To what extent do these teachers have the theoretical / sides related to the required professional competencies at the planning level?
- 3- To what extent do these teachers have the practical sides related to the professional competencies necessary for the performance level?

- 4- To what extent do these teachers have the theoretical sides related to the required professional competencies at the evaluation level?
- 5- What are the suggestions to overcome the shortcomings related to the professional competencies?

Procedures of the study :

- The researcher reviewed the theoretical background and the previous studies for the development of the systems of preparing the kindergarten teachers in Egypt, and the most important attitudes of the professional development stages for them, and the personal characteristics as well. This is accompanied with an explanation of her role in using the early childhood characteristics, explaining the professional competencies in their relation to her roles and duties for her success. Also there is short history about the education movement about competencies on the light of the concept of teacher competencies and then an introduction of the previous studies and researches in their relation with the study.
- Determining the main professional competencies for the kindergarten teachers, putting them in a list of three main fields specialists in Education and Psychology and experts in kindergartens the researcher determines the list of the main professional competencies in its final moy.

- The study measures :

- 1- Personal Evaluative List.
- 2- Observation List : consists of (8) main competencies.

- The study sample :

The sample is (30) of qualified university graduate teachers specialized in kindergarten from kindergarten faculties and departments of child Education in the faculties of Education. They filed the personal Evaluative lists, and the researcher has finished the observation list for five times for each teacher then, the information have been dealt with statistically, and the results are reached.

Results of the study:

The study has reached many important results that can be stated as follows :

- 1- The list of main professional competencies that should be seen for the kindergarten teachers, they can be classified in three main fields :
 - a- Planning field (54) professional competence.
 - b- Performance field (43) professional competence.
 - c- Evaluation field (30) professional competence.
- 2- Proving the first hypothesis of the study more than 90% of the sample can practise 79% of the professional competencies in the planning field, 63% of the professional competencies in the field of performance and 61% of the professional competencies in the field of evaluation.
- 3- The last question is producing some suggestions that can help in promoting the teachers level and raising the kindergarten stage.