



MANS
MIĘDZYNARODOWE AKADEMIE NAUK I SZKOLNICTWA

MODERN SCIENTIFIC VIEWS ON THE TEACHING AND EDUCATION OF EARLY CHILDREN

Collective Monograph

Scientific Editors:
Zoia Sharlovych
Nina Pykhtina
Valentyna Slyvka
Iwona Borawska



Lomza – Nizhyn, 2025
Publishing house: MANS w Łomży

General Editors: Zoia Sharlovych, Nina Pykhtina, Valentyna Slyvka, Iwona Borawska

Modern scientific views on the teaching and education of early children: collective monograph / Scientific editors: Zoia Sharlovych, Nina Pykhtina, Valentyna Slyvka, Iwona Borawska. Łomża – Nizhyn. Publishing house: MANS w Łomży, 2025. – 382 p.

Recommended by the Academic Council of Nizhyn Mykola Gogol State University

Minutes No 6 dated 29 November, 2025

Reviewers:

Liudmyla Zahorodnia – Doctor of Pedagogical Sciences, Professor, Head of the Department of Preschool Pedagogy and Psychology, Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Ukraine.

Larysa Zdanevych – Doctor of Pedagogical Sciences, Professor, Head of the Department of Preschool and Special Education, Psychology and Professional Methods, Khmelnytskyi Humanitarian-Pedagogical Academy, Ukraine.

Collective of Authors:

Anishchuk A., Borawska I., Chasova S., Hirchuk N., Talalaivska N., Holosna T., Sych I., Zaporozhets N., Dvoianov M., Lisovets O., Silchenko A., Lysenko I., Lukash O., Voievoda Y., Matviienko A., Mostova D., Matviienko S., Vodopianova V., Chernietsova N., Myronenko I., Kriuk S., Ovcharyk A., Durytska D., Pysarenko M., Dieda K., Pykhtina N., Melekhova M., Dankevych M., Mykhailenko S., Prokopchuk V., Rezvin O., Hamalii K., Savosko A., Honchar N., Skok M., Briazkun K.

ISBN 978-83-68480-16-0

<https://doi.org/10.58246/MUIJ6628>

The collective monograph consists of chapters submitted for publication by academic staff of Nizhyn Mykola Gogol State University, Ukraine; the International Academy of Applied Sciences in Łomża and the Higher School of Social and Economic Studies in Gdańsk, Republic of Poland; as well as chapters containing the results of qualification works by second-level (master's) students and research conducted by first-level (bachelor's) students majoring in 012 "Preschool Education" at Nizhyn Mykola Gogol State University, Ukraine. The presented materials are based on an analysis of contemporary national and international scientific literature on the issues of upbringing and development of preschool-age children.

The monograph is devoted to the theoretical and scientific analysis of current issues related to the upbringing and development of preschoolers, including: patriotic education of older preschool children through local studies; formation of natural-science and ecological competence and the development of observation skills in older preschoolers through observations, nature walks, and excursions; development of speech activity in older preschool children using mnemonic techniques; formation of responsible and safe behavior in older preschoolers within a subject-play environment; research on self-esteem and its development and upbringing during early childhood; development of empathetic attitudes towards peers and the specifics of fostering such attitudes in children aged 5-6; fostering self-confidence - its essence and characteristics in preschool age; formation of social competence in older preschoolers as a condition for preventing behavioral deviations; use of constructive communication styles by educators when working with preschool children from disadvantaged families; use of rule-based games to prevent negative behavioral manifestations in older preschoolers; features of socialization of older preschoolers through creative play; pedagogical conditions for ensuring physical activity in five-year-old children through active games; and formation of value-based attitudes toward health in older preschoolers through physical activity.

The collection is compiled from complete materials provided by the authors. The authors bear responsibility for the completeness and accuracy of the facts and statements presented. The publisher is not responsible for the materials submitted for publication.

Publishing house: MANS w Łomży



© Collective of Authors, 2025

© Nizhyn Mykola Gogol State University, Ukraine, 2025

© International Academy of Applied Sciences in Łomża, Republic of Poland, 2025

CONTENT

CONTENT	3
PREFACE	5
<i>Anishchuk A. Chasova S.</i> FORMATION OF SPEECH COMPETENCE IN OLDER PRESCHOOL CHILDREN.....	11
<i>Borawska I.</i> PROCES ADAPTACJI MAŁEGO DZIECKA DO ŚRODOWISKA RZEDSZKOLNEGO.....	27
<i>Hirchuk N., Talalaivska N.</i> PATRIOTIC EDUCATION OF OLDER PRESCHOOL CHILDREN THROUGH LOCAL HISTORY	51
<i>Holosna T., Sych I.</i> FEATURES OF THE EMERGENCE OF INDISCIPLINE IN OLDER PRESCHOOL CHILDREN.....	67
<i>Dankevych M., Mykhailenko S.</i> DEVELOPMENT OF EMOTIONAL CULTURE IN OLDER PRESCHOOL CHILDREN THROUGH THE PROCESS OF PLAY ACTIVITIES.....	83
<i>Zaporozhets N., Dvoianov M.</i> FORMATION OF NATURAL AND ECOLOGICAL COMPETENCE IN OLDER PRESCHOOL CHILDREN THROUGH OBSERVATION.....	102
<i>Lisovets O., Silchenko A.</i> NATIONAL-PATRIOTIC EDUCATION OF OLDER PRESCHOOL CHILDREN THROUGH GAME.....	121
<i>Lysenko I.</i> PECULIARITIES OF SOCIALISATION OF OLDER PRESCHOOL CHILDREN BY MEANS OF CREATIVE GAMES	139
<i>Lykash O., Voievoda Y.</i> DEVELOPMENT OF OBSERVATIONAL SKILLS IN OLDER PRESCHOOL CHILDREN THROUGH WALKS IN NATURE AND EXCURSIONS	154
<i>Matviienko A., Mostova D.</i> DEVELOPMENT OF SPEECH ACTIVITY IN OLDER PRESCHOOL CHILDREN THROUGH MNEMONIC TECHNIQUES.....	168
<i>Matvienko S., Vodopianova V.</i> PEDAGOGICAL CONDITIONS FOR ENSURING THE MOTOR ACTIVITY OF FIVE-YEAR-OLD CHILDREN THROUGH ACTIVE GAMES	184
<i>Matvienko S., Chernietsova N.</i> FOSTERING VALUE-BASED ATTITUDES TOWARDS HEALTH IN OLDER PRESCHOOL CHILDREN THROUGH PHYSICAL ACTIVITY	201
<i>Myronenko I., Kriuk S.</i> FORMATION OF RESPONSIBLE AND SAFE BEHAVIOR IN SENIOR PRESCHOOL CHILDREN IN THE OBJECT-BASED GAME ENVIRONMENT.....	222

<i>Ovcharyk A., Durytska D.</i> SOCIAL COMPETENCE OF OLDER PRESCHOOLERS AS A PREREQUISITE FOR PREVENTING BEHAVIORAL DEVIATIONS	239
<i>Pysarenko M., Dieda K.</i> SELF-DIGNITY AND THE FEATURES OF ITS FOSTERING AND DEVELOPMENT IN PRESCHOOL CHILDHOOD.....	253
<i>Pykhtina N., Melekhova M.</i> THE USE OF CONSTRUCTIVE COMMUNICATION STYLES BY EDUCATORS WITH PRESCHOOL CHILDREN FROM DISADVANTAGED FAMILIES	269
<i>Prokopchuk V.</i> PEDAGOGICAL CONDITIONS FOR PATRIOTIC EDUCATION OF SENIOR PRESCHOOLERS THROUGH MUSEUM PEDAGOGY	288
<i>Rezvin O., Hamalii K.</i> THE USE OF RULE-BASED GAMES IN PREVENTING NEGATIVE BEHAVIORS IN OLDER PRESCHOOL CHILDREN.....	308
<i>Savosko, A. Honchar N.</i> EMPATHETIC ATTITUDE TOWARDS PEERS AND FEATURES OF ITS DEVELOPMENT IN 5–6-YEAR-OLD CHILDREN.....	327
<i>Skok M., Briazkun K.</i> FOSTERING SELF-CONFIDENCE IN PRE-SCHOOL CHILDHOOD: CORE PRINCIPLES AND PECULIARITIES	342
GENERAL LIST OF SOURCES USED.....	360

FOREWORD

The materials of the collective monograph consist of sections submitted by lecturers and students. They address current issues in the field of preschool education-specifically, the development and upbringing of a child's personality during the preschool years. Their significance is determined by the complexity of the process of personal growth, the need within pedagogical practice for clear criteria and indicators for assessing the degree of formation of this phenomenon, the necessity for adequate diagnostic methods for various stages of preschool childhood, and the educational community's demand for modern technologies for personality development and upbringing throughout preschool age.

Contemporary specialists describe today's preschool child as more independent, uninhibited, selective, informed, and pragmatic. Most modern preschoolers are more oriented toward acquiring and accumulating information rather than understanding and analyzing it; relationships with others are becoming increasingly formalized, and businesslike communication tends to dominate over personal interaction. This leads to fragmented and contradictory life impressions, reflected in inconsistent knowledge and impulsive behavior in preschoolers.

The formation and development of the personality of preschool children is further complicated by competitive processes prevailing in education and by excessively noisy environments. As a result, the number of nervous, aggressive, distrustful, and insecure children is growing-children who struggle with socialization, have difficulty establishing relationships with adults and peers, spend considerable time alone, exhibit low self-esteem and low expectations, and avoid risky situations and challenging tasks.

The purpose of the monograph is to draw educators' attention to the complex and pressing aspects of personal development and upbringing in preschool age, to broaden and deepen preschool teachers' understanding of key concepts and regularities essential to preschool pedagogy; to characterize the dynamics of a child's personal growth during preschool childhood; and to determine the pedagogical conditions for optimizing the educational process in preschool institutions.

The monograph is structured into eighteen sections, each with its own specificity and each addressing an important aspect of preschoolers' personal development. Common to all sections are: the presentation of psychological and pedagogical approaches to the examined issue; the definition of the conceptual foundations of the study; analysis of empirical data obtained in the ascertaining stage of the research; justification of an effective upbringing system for the studied phenomenon; and the description of pedagogical conditions and technologies for optimizing the educational process.

Section 1 «FORMATION OF SPEECH COMPETENCE IN OLDER PRESCHOOL CHILDREN» is devoted to substantiating the relevance of the problem of developing speech competence in older preschool children. The analysis of scientific research and publications on this topic, as well as the key concepts of the study, is presented. Various scientific approaches to defining the concept of "speech competence" are examined. The essence of the concepts "speech development," "language," "speech," "speech etiquette," "speech environment," and "developmental speech environment" is clarified. It is established that speech competence is one of the leading fundamental characteristics of the individual, formed during preschool childhood. Organizational and pedagogical conditions for developing speech competence in older preschool children are identified and substantiated.

Section 2 «THE PROCESS OF ADAPTATION OF YOUNG CHILDREN TO THE PRESCHOOL ENVIRONMENT» is devoted to substantiating the relevance of the problem of

adaptation of three-year-old children to the preschool environment. The chapter provides an analysis of scientific research and publications on this topic, as well as key research concepts. Various scientific approaches to defining the concept of “adaptation” are considered. The reasons for the difficulties three-year-old children have in adapting to preschool institutions are analyzed. The section also focuses on the factors that influence the adaptation process. The author draws attention to the importance of the family and the role of the educator in the process of a child's adaptation to attending preschool. The goal and content of the introductory adaptation program for children are defined, and the results of a comprehensive analysis of the problem of children's adaptation to attending preschool are summarized.

Section 3 «PATRIOTIC EDUCATION OF OLDER PRESCHOOL CHILDREN THROUGH LOCAL HISTORY» focuses on the issue of patriotic education of older preschool children through local history. Various scientific approaches to defining the concept of ‘patriotism’ and its significance in preschool childhood are analyzed. It is established that patriotic education in the preschool age plays a key role in the formation of national identity.

Such principles as conformity to nature, continuity, emotionality, and accessibility as well as the objectives of patriotic education through local history have been studied and characterized at the theoretical level.

Local history has been considered as a means of patriotic education, and its significance in the process of patriotic education of older preschoolers has been determined, in particular its influence on moral qualities of personality and fostering love for the homeland.

Section 4 «FEATURES OF THE EMERGENCE OF INDISCIPLINE IN OLDER PRESCHOOL CHILDREN» presents the analysis of a wide range of definitions and interpretations of basic concepts that determine the essence of indiscipline in a preschooler: discipline, self-discipline, voluntary and volitional behavior, indiscipline and undisciplined behavior. Existing psychological and pedagogical research on the study of indiscipline in children as the most common manifestation of their negative behavior is differentiated by directions.

The existing classifications and types of indiscipline in preschoolers are characterized, and the factors that cause them are clarified.

Section 5 «DEVELOPMENT OF EMOTIONAL CULTURE IN OLDER PRESCHOOL CHILDREN THROUGH THE PROCESS OF PLAY ACTIVITIES» is devoted to the scientific problem of developing emotional culture in older preschool children through the process of play activities. In particular, it reveals the psychological and pedagogical aspects of researching the phenomenon of «emotional culture». The main categorical units that form the basis of the central concept under study are considered. At the theoretical level, the specifics of development of emotional culture in children aged 6-7 are studied and characterized. A number of factors influencing the development of emotional culture in children aged 6-7 are identified: communication and relationships with loved ones, children's experience of social and emotional relationships, and suggestion. The characteristics of developing emotional culture in children aged 6-7 through the process of play activities are determined.

Section 6 «FORMATION OF NATURAL AND ECOLOGICAL COMPETENCE IN OLDER PRESCHOOL CHILDREN THROUGH OBSERVATION» reveals various scientific approaches to defining the essence and significance of the concept «natural and ecological competence of preschool children». It is determined that this issue is highly relevant in modern preschool pedagogy. On the theoretical level, the natural and ecological competence of preschool children is considered as a psychological and pedagogical problem. The interrelation of related concepts such as «ecological education», «environmental upbringing», «ecological culture», and «natural and ecological

competence» has been clarified. The peculiarities of forming natural and ecological competence in older preschoolers are defined, particularly the influence of age characteristics and the impact of adults on the process of developing natural and ecological competence in older preschool children. Observation is characterized as an effective method for forming natural and ecological competence in older preschoolers, and the methodology of its implementation is outlined.

In Section 7 «NATIONAL-PATRIOTIC EDUCATION OF OLDER PRESCHOOL CHILDREN THROUGH GAME» the issue of national-patriotic education of older preschool children through play is analysed. The relevance of the research is examined, the problem of national-patriotic education in older preschoolers is reviewed in psychological and pedagogical literature, and the importance of play as a means of national-patriotic education is characterized. The pedagogical conditions for using play as a tool for national-patriotic education of older preschool children are identified and described.

Section 8 «PECULIARITIES OF SOCIALISATION OF OLDER PRESCHOOL CHILDREN BY MEANS OF CREATIVE GAMES» presents the analysis of psychological and pedagogical literature on the subject of determining the features of socialization by means of creative games. The concepts that underpin the essential and procedural characteristics of socialization are outlined and analyzed. The possibilities of spontaneous and directed socialization are compared. The pedagogical possibilities of creative games of preschoolers as a means of their directed socialization are predicted.

Section 9 «DEVELOPMENT OF OBSERVATIONAL SKILLS IN OLDER PRESCHOOL CHILDREN THROUGH WALKS IN NATURE AND EXCURSIONS» explores the characteristics of observational skills development in older preschool children through walks in nature and excursions. Various scientific approaches to define the essence and meaning of the concept of observation and its significance for preschool children are examined.

A walk in nature is described as the main form of work organization to familiarize preschoolers with nature and develop their observational skills. The main characteristics of walks with preschool children and their structure are determined. The role of walks in nature as a form of familiarizing preschoolers with nature is analyzed.

The article considers excursions as a means of developing observational skills in older preschool children. It determines the educational significance of excursions, its types, and the structure of excursions in nature. It also presents methods to organize and conduct nature excursions for preschool children.

Section 10 «DEVELOPMENT OF SPEECH ACTIVITY IN OLDER PRESCHOOL CHILDREN THROUGH MNEMONIC TECHNIQUES» the author substantiates the relevance of developing speech activity in older preschool children through mnemonic techniques, and analyzes psychological and pedagogical research on the issue of fostering this quality in children. The author reviews recent studies and publications on the subject, as well as the fundamental concepts of the research. The section presents the results of an experimental study aimed at examining the levels of speech activity development in older preschoolers, identifies the pedagogical conditions necessary for this process, and reveals the content of a system of work designed to enhance speech activity in older preschool children through mnemonic methods.

Section 11 «PEDAGOGICAL CONDITIONS FOR ENSURING THE MOTOR ACTIVITY OF FIVE-YEAR-OLD CHILDREN THROUGH ACTIVE GAMES» is dedicated to emphasizing the importance of engaging preschool children in active physical activity, considering current realities related to decreased movement and reduced quality of motor activity.

The chapter examines the significance of physical activity for the harmonious physical, psychological, and social development of preschool children. Scientific approaches to defining the concepts of “physical activity” and “active (movement) games” in the context of five-year-old children’s development are analyzed. It is established that the systematic use of active games is an effective means of ensuring an optimal level of physical activity and strengthening preschoolers’ health. Based on an analysis of scholarly works, the pedagogical conditions that, according to the authors, contribute to increasing children’s physical activity through the use of active games are theoretically defined.

Section 12 «FOSTERING VALUE-BASED ATTITUDES TOWARDS HEALTH IN OLDER PRESCHOOL CHILDREN THROUGH PHYSICAL ACTIVITY» analyzes the issue of forming a value-based attitude toward one’s own health as a personal quality. The importance of this issue is revealed in view of the need to engage children and the younger generation in a healthy lifestyle and to form in them a system of vital values, among which health occupies a key place. The essence and structure of the scientific phenomenon “value-based attitude toward health” are examined. The specifics of motor activity are described, and the period of older preschool age is characterized as a stage in which the physical and psychological prerequisites for a child’s involvement in active physical activity and a healthy lifestyle are established. Based on the theoretical analysis of scientific sources, the authors propose pedagogical conditions for forming a value-based attitude toward health in older preschoolers through physical activity which include the readiness of educators and parents to foster such an attitude in children aged 6–7; the development of reflection skills in older preschoolers as a foundation for forming a value-based attitude toward health; and the selection of forms and methods for fostering this attitude in children, taking into account their interests and needs.

Section 13 «FORMATION OF RESPONSIBLE AND SAFE BEHAVIOR IN OLDER PRESCHOOL CHILDREN IN THE OBJECT-BASED GAME ENVIRONMENT» is devoted to exploring various scientific approaches to the issue of forming responsible and safe behavior in older preschool children. In particular, the essence and significance of the concepts of «responsible behavior» and «safe behavior» are defined. In relevance to current events, these issues are extremely topical. At the theoretical level, the problem of forming responsible and safe behavior in older preschool children is considered from a psychological and pedagogical perspective. The main components of responsible and safe behavior are identified. The age-specific characteristics of preschoolers are clarified as the basis for the necessity of fostering safe and responsible behavior in the object-based game environment. The specifics of creating a health-preserving environment are outlined as a primary condition for cultivating responsible and safe behavior.

Section 14 «SOCIAL COMPETENCE OF OLDER PRESCHOOLERS AS A PREREQUISITE FOR PREVENTING BEHAVIORAL DEVIATIONS» addresses the pressing issue of developing social competence in older preschoolers as a necessary prerequisite for preventing behavioral deviations. The authors analyze the works of Ukrainian and foreign researchers who study the factors contributing to negative behavior and the ways to prevent it. The structure of social competence is defined as consisting of cognitive, emotional-value, behavioral, and communicative components. Particular attention is paid to the requirements of the Basic Component of Preschool Education (BCPE), which serve as the foundation for organizing the educational process aimed at shaping children’s life competence. The study outlines pedagogical conditions that foster the development of social competence, such as creating a socially enriched environment, organizing joint activities, modeling social situations, and establishing partnership interactions with families. It is

proven that the effective prevention of negative behavior is only possible through comprehensive and systematic joint effort of educators and parents.

Section 15 «SELF-DIGNITY AND THE FEATURES OF ITS FOSTERING AND DEVELOPMENT IN PRESCHOOL CHILDHOOD» analyses self-dignity as a basic personality trait and describes the characteristics of its development in preschool children. It reveals the content and structure of the leading category and characterizes the state of problem development by domestic and foreign specialists. It substantiates the pedagogical conditions for optimizing the process of fostering the studied quality in preschool educational institutions, related to expanding preschoolers' knowledge about self-dignity, forming adequate self-esteem, developing the ability to control and regulate their own actions, and educating teachers. Criteria, indicators, and components of the upbringing of self-esteem in children aged 5-7 are identified; the levels of formation of this quality in the studied older preschoolers are described. A system for the formation of self-dignity and conditions for the optimization of the educational process in preschool institutions are developed, and the technology and methods for teaching this moral quality to children aged 5-7 are revealed.

Section 16 «THE USE OF CONSTRUCTIVE COMMUNICATION STYLES BY EDUCATORS WITH PRESCHOOL CHILDREN FROM DISADVANTAGED FAMILIES» explores the issue of applying constructive communication styles by preschool educators when working with children from disadvantaged families. It reveals the essence of constructive communication as a pedagogical tool that fosters the child's social and emotional development, builds trust, stabilizes behavior, and reduces anxiety levels. The study analyzes the characteristics of children from at-risk families and their need for a safe environment, acceptance, and support. The main communication styles used by educators are defined, along with the conditions for their effective implementation in preschool settings. Practical recommendations are provided on organizing communicative interaction, creating an emotionally supportive environment, and resolving conflicts using non-violent methods.

Section 17 «PEDAGOGICAL CONDITIONS FOR PATRIOTIC EDUCATION OF OLDER PRESCHOOLERS THROUGH MUSEUM PEDAGOGY» analyzes the issue of patriotic education of older preschool children by means of museum pedagogy. The relevance of introducing updated principles of museum pedagogy into the practice of preschool institutions is emphasized. The state of research on the problem of patriotic education of preschoolers in scientific literature is examined. The educational potential of museum pedagogy in relation to the patriotic upbringing of older preschool children is substantiated. Criteria for assessing the degree of patriotic upbringing are defined, and its levels for older preschool children are characterized. Three pedagogical conditions for patriotic education of older preschoolers through museum pedagogy are developed and briefly substantiated. For each pedagogical condition, specific forms of work are proposed to support their optimization.

Section 18 «THE USE OF RULE-BASED GAMES IN PREVENTING NEGATIVE BEHAVIORS IN OLDER PRESCHOOL CHILDREN» presents the analysis of the possibilities of using games with rules for preventing negative manifestations in the behavior of older preschool children. Psychological and pedagogical research on the study of the mechanisms and stages of the formation of behavioral deviations in preschool children is analyzed. The important factors that determine them are substantiated. A categorical and conceptual analysis of the essential characteristics of activities to prevent behavioral deviations in preschool children is conducted. The preventive possibilities of children's gaming activities are predicted and substantiated. The potential of games with rules in preventing negative manifestations in the behavior of preschool children is considered in detail.

Section 19 «EMPATHETIC ATTITUDE TOWARDS PEERS AND FEATURES OF ITS DEVELOPMENT IN 5–6-YEAR-OLD CHILDREN» reveals modern approaches of leading specialists to the study of the problem of fostering an empathetic attitude towards peers in 5–6-year-old children. The dynamics of changes in the development of this moral quality throughout preschool childhood are determined. It is noted that a sensitive attitude towards peers is evidenced by the ability to recognize and identify the emotional state of a partner in joint activities, respond to it appropriately, provide constructive assistance to a peer without waiting for adult reminders or for the child experiencing discomfort to ask for help. Criteria for assessing the degree of development of an emphatic attitude towards peers are developed, the component structure of the moral quality is defined, and the levels of its development in 5–6-year-old children are characterized. The pedagogical conditions for optimizing the educational process aimed at expanding pre-schoolers' knowledge, acquiring practical experience, creating a developmental environment in preschool educational institutions and applying innovative educational technologies for this purpose are theoretically substantiated.

Section 20 «FOSTERING SELF-CONFIDENCE IN PRE-SCHOOL CHILDHOOD: CORE PRINCIPLES AND PECULIARITIES» is devoted to the analysis of modern psychological and pedagogical approaches to self-confidence as a basic quality of personality. The content of such a quality as strong will and the peculiarities of its development at the stage of pre-school childhood are determined. It is noted that self-confidence is a positive attitude of children towards themselves. It includes confidence in their own abilities: the ability to self-control and self-regulate their behavior, the absence of fear, a healthy perception of themselves and their strengths, which allows them to set specific goals and achieve them, objectively evaluate their achievements, and be emotionally stable. It is stated that in pre-school, the child's actions become increasingly conscious: they master basic moral norms and rules, and their self-regulation and a more or less adequate self-esteem is formed. Criteria for assessing the degree of self-confidence development are established, its component structure is determined, and the levels of its development in children aged 5–7 are characterized. Theoretically, pedagogical conditions for optimizing the educational process are outlined, including expanding pre-schoolers' ideas about confidence, gaining practical experience, and fostering a developmental environment in pre-school educational institutions.

References are provided separately by each author at the end of their chapter. This facilitates navigation within the scientific issues, shortens the path toward substantiating the conceptual foundations of the research, helps focus on the necessary aspect of a child's personal development as a complex and multifaceted problem, and contributes to expanding and deepening scientific information in the chosen direction of research and experimental work.

The monograph is recommended for a wide audience of researchers, teachers, lecturers, students, and preschool education practitioners.

Scientific Editing

FORMATION OF SPEECH COMPETENCE IN OLDER PRESCHOOL CHILDREN

Anishchuk Antonina

*Candidate of Pedagogical Sciences, Associate Professor,
Department of Preschool Education, Nizhyn Mykola Gogol State University
e- mail: anishchuk1965@gmail.com*

Chasova Svitlana

*Undergraduate Student of the First (Bachelor's) Level of Higher Education,
Specialty A2 Preschool Education, Nizhyn Mykola Gogol State University
e- mail: svitlanacasova921@gmail.com*

Abstract. *The section substantiates the relevance of the problem of forming speech competence in older preschool children. It presents an analysis of scientific research and publications on this issue, as well as the basic concepts of the study. Different scientific approaches to defining the concept of “speech competence” are analyzed. The essence of the concepts “speech development,” “language,” “speech,” “speech etiquette,” “speech environment,” and “developing speech environment” is revealed. It has been established that speech competence is one of the key basic characteristics of a personality formed at the stage of preschool childhood. The organizational and pedagogical conditions for the formation of speech competence in older preschool children have been highlighted and substantiated.*

Key words: *“speech development,” “language,” “speech,” “speech etiquette,” “speech environment,” “developing speech environment,” “competence,” “linguistic competence,” “speech competence.”*

Relevance of the Research Problem

At the present stage of social development, humanity pays increasing attention to the preschool period of a child's life, the formation of their personality, and the preservation and development of their mental and physical health.

The Law of Ukraine «On Education», defines the main goal of education as the comprehensive development of the child as a personality, the cultivation of their talents and intellectual abilities, and the enrichment of their intellectual and cultural potential¹.

The process of reforming preschool education continues, aimed at developing and acquiring high-quality abilities, as well as aligning national educational criteria and standards with European requirements. Regulatory and conceptual documents, as well as scholarly works of Ukrainian and foreign educators, note that the competency-based approach is becoming the reality of modern education and is being actively implemented in the educational process, since solving educational tasks requires significant reinforcement of learners' independent and productive activity, the development of their personal qualities and creative abilities. Therefore, one of the tasks of the Basic Component of Preschool Education (BCPE) is the competency-based approach to personality development, ensuring a balance between acquired knowledge, skills, and abilities, as well as formed desires, interests, intentions, personal qualities, and volitional behavior of the child.

In this context, the issue of forming a speech personality becomes particularly relevant—one capable of freely and responsibly determining their position among others, making decisions based on a system of knowledge, adequately evaluating themselves and the surrounding reality, clearly understanding their desires and intentions, and being able to prove, substantiate, and defend their own opinion.

Speech development in accordance with the Basic Component of Preschool Education is presented as one of the main educational areas. It is based on a holistic approach to the formation of preschoolers' speech competence, which implies the ability of the child to express their appeals, thoughts, and impressions in any form of speech utterance, using both verbal and non-verbal means².

Speech competence is one of the leading fundamental characteristics of a

¹ Law of Ukraine «On Education», (adopted 05.09.2017). Vidomosti Verkhovnoi Rady (VVR), 2017, No. 38–39, Art. 380. Retrieved from: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

² Basic Component of Preschool Education of Ukraine / edited by T. O. Pirozhenko. Kyiv: Publishing House, 2021. 37 p., p. 18. Retrieved from: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

personality formed during preschool childhood. The development of this quality implies the growth of a child's social and cognitive achievements—knowledge, skills, and abilities—as well as other mental qualities that form the basis of personal culture.

The outstanding pedagogue K. Ushinsky emphasized that the native word is the foundation of intellectual development and the treasury of all knowledge³. By mastering speech and learning language, a child acquires a system of knowledge and socially accepted norms of behavior—the foundation of their life competence. As Doctor of Psychological Sciences O. Kononko aptly noted, the child masters the science and art of living among others⁴. [4] From this perspective, the issue of children's speech development, and in particular their speech competence, has always been one of the central concerns in preschool education.

Today, the speech development of older preschoolers is subject to spontaneous and therefore negative influences of visual imagery—both dynamic and static—resulting from the abundance of book illustrations, videos, films, cartoons, television, and computer games. Alongside the increasing strain on visual perception, the amount of communication time between adults and children, as well as among children themselves, is decreasing. Moreover, the quality of communication is declining, as evidenced by the reduction in children's vocabulary, grammatical content of speech, and its expressiveness. Modern society is witnessing a decline in communication culture, including a loss of interest in reading, which negatively affects preschoolers' artistic and speech development, and later, that of schoolchildren.

Educational processes in Ukraine are closely tied to the functioning of the Ukrainian language, and therefore it is the civic duty of every person to master literary norms and acquire *speech competence*.

The relevance of this problem has determined the choice of the topic of our research.

³ Ushynsky, K. D. (1975). *Ridne slovo. Vybrani pedahohichni tvory* [The native word. Selected pedagogical works] Vol. 1, In O. I. Pyskunov (Ed.). Kyiv: Radianska Shkola. pp. 121–133.

⁴ Kononko, O. L. (2000). *Psykhologichni zasady rozvytku osobystosti doshkilnyka (systemnyi pidkhid): Monohrafiia* [Psychological foundations of preschoolers' personal development: A systems approach]. Kyiv: Stylos. 336 p.

The aim of the study is to theoretically substantiate the pedagogical conditions for the development of speech competence in older preschool children.

Analysis of Recent Research and Publications

A special role in the formation of speech competence in older preschoolers belongs to **speech activity**, which is a complex type of creative activity requiring the interaction of various mental functions. The problem of developing speech activity, due to the complexity and multifaceted nature of speech phenomena, is closely related to pedagogy and psychology, linguistics, psycholinguistics, and literary studies.

According to the results of recent research and publications, scholars substantiate different aspects of the problem of speech activity in the following directions:

- the structure of speech activity and the psychophysiological mechanisms of speech production – H. Kostiuk, O. Luria, S. Yermolenko, L. Shvachko, H. Sahach, and others;
- psychological and pedagogical foundations of methods for developing the speech of preschool children – L. Artemova, A. Bondarenko, A. Bohush, H. Hryhorenko, V. Zakharchenko, K. Krutii, O. Sorokina, and others;
- the essence, types, specifics, and features of using speech activity in various life situations – V. Benera, A. Bohush, O. Zaporozhets, N. Malinovska;
- the influence of speech activity on the educational process of children – J. Comenius, V. Sukhomlynskyi, S. Rusova, and others.

The teaching of the native language to preschoolers is currently being studied in several areas:

- the development of sound culture of speech – A. Bohush, O. Tryfonova, S. Lasunova, M. Zhovtobriukh;
- various aspects of vocabulary work – I. Lutsenko, N. Lutsan, Ts. Strunina;
- the formation of grammatical correctness of speech – A. Bohush, K. Krutii;
- the teaching of dialogic and monologic speech – L. Bilan, N. Lutsan;

- the problems of figurative speech and children's verbal creativity – N. Havrysh;

- speech development through Ukrainian folklore – Yu. Rudenko.

The formation of preschoolers' speech competence has been covered in the scientific works of A. Bohush, H. Bielenka, N. Havrysh, L. Kalmykova, O. Kononko, E. Korotkova, L. Fomichova, O. Chekalina, S. Cherednichenko, and others. Researchers have identified many features of speech competence development. This issue is considered in various aspects, in particular:

- the formation of preschoolers' speech competence in the process of retelling literary works (V. Chekalina);

- the formation of speech competence in older preschoolers through works of fine art (N. Hordii, I. Koryakina);

- the conditions for the formation of speech competence in older preschoolers with dysarthria (N. Pakhomova);

- the development of speech competence in preschoolers with visual impairments (L. Vavina), etc.

According to A. Bohush, M. Vashulenko, L. Kalmykova, O. Kononko, and Ye. Sobotovych, timely speech development in children aged 3–6 is especially significant – not only for cognition of the surrounding world and communication with others but also as a leading basic indicator of the normal course of a child's psychophysical development as a whole. Thus, language, once mastered, becomes not only a perfect tool of communication and thinking but also an indicator of normal age-related development. This interdependence becomes particularly important before children enter school.

Presentation of the Main Research Material. Analysis of Basic Concepts

Speech development of a preschooler is a complex psychological process that is not limited to simply reproducing the language heard by the child. It is determined by the degree of formation of the child's knowledge, skills, and abilities, and is

manifested in their social and intellectual activity among adults and peers⁵. However, teaching language and developing children's speech is not limited to speech activity alone, since language and speech serve all types of activity.

Language is a set of reproduced signs for objects and phenomena, as well as the rules for combining these signs in the process of expressing thoughts⁶. **Speech** is a system of verbal expression of thoughts that has a certain phonetic and grammatical structure and serves as a means of communication in society⁷.

From early childhood, preschoolers should be taught the rules of **speech etiquette**, since it is through language and speech that we function in society. Children must be shown the way to normal existence in the social environment. *Speech etiquette* is one of the important aspects of human communication – it is a set of largely standardized expressions that constitute speech stereotypes, ready-made formulas with a certain syntactic structure and lexical content⁸. However, children's language, speech, and rules of speech etiquette cannot be fully mastered without the creation of an appropriate **speech environment**.

According to T. Bondarieva, the *speech environment* is understood as a set of family, everyday, socio-pedagogical, both unorganized and purposeful, conditions of communication in the «adult–child», and «child–child», systems⁹. Such an environment fosters better development of children's speech competence.

⁵ Bohush, A. M. (2004). *Rozvytok movlennia ditei vid narodzhennia do 7 rokiv* [Speech development of children from birth to 7 years] [Monograph]. Slovo. 376 p., p. 12.

⁶ Anishchuk, A. M. (2008). *Optymizatsiia movlennievoho samovyrazhennia ditei starshoho doshkilnoho viku: Metodychnyi posibnyk dlia vykhovateliv, batkiv ta studentiv doshkilnykh viddilen pedahohichnykh universytetiv* [Optimization of speech self-expression of older preschool children: Methodological guide for educators, parents, and students of preschool departments of pedagogical universities]. Nizhyn Mykola Gogol State University Press. , pp. 27–28, p. 27.

⁷ Anishchuk, A. M. (2008). *Optymizatsiia movlennievoho samovyrazhennia ditei starshoho doshkilnoho viku: Metodychnyi posibnyk dlia vykhovateliv, batkiv ta studentiv doshkilnykh viddilen pedahohichnykh universytetiv* [Optimization of speech self-expression of older preschool children: Methodological guide for educators, parents, and students of preschool departments of pedagogical universities]. Nizhyn Mykola Gogol State University Press. p. 38.

⁸ Bohush, A. M. (2004). *Rozvytok movlennia ditei vid narodzhennia do 7 rokiv* [Speech development of children from birth to 7 years] [Monograph]. Slovo. 376 p.

⁹ Bondarieva, T. V. (2009). Aktualizatsiia problemy stvorennia efektyvnoi movlennievo-rozvyvalnoi seredovyscha v zakladakh doshkilnoi osvity [Actualization of the problem of creating an effective speech-developing environment in preschool institutions]. In *Komponenty movlennievo-rozvyvalnoho seredovyscha: Materialy metodychnoho obiednannia vykhovateliv ukrainomovnykh doshkilnykh hrup*). Donetsk, Ukraine. pp. 42–43.

However, the speech environment cannot be effective enough if it is not developmental in nature. A **developing speech environment** is the potential of positive influence of various interacting factors on the formation of a speech personality and the speech development of the child¹⁰.

As A. Bohush, N. Havrysh, and T. Kotyk point out, it is appropriate to speak of the interconnection of all types of activity in speech communication. Such interactive activity necessarily requires knowledge, skills, and abilities, which are one of the basic characteristics of personality and its competence¹¹.

According to A. Anishchuk, *a child's competence* is an integral characteristic of personality development, whose main indicators are the age-appropriate degree of formation of leading activity, all forms of activity, and basic qualities¹².

A. Bohush notes that competence has age-related characteristics, considered as oriented indicators of personality development at each age stage, as well as basic characteristics of competencies in certain types of activity. The process of forming competence in children during the first six years of life involves achieving development that is necessary and minimally sufficient for their normal existence and functioning in the modern environment¹³. This development includes a set of elementary knowledge, ideas, practical skills, and abilities that guarantee children's ability to navigate modern life, adapt to it, adequately respond to the behavior and activities of surrounding people, as well as to phenomena and events happening around them.

In the works of contemporary scholars, the concepts of «**linguistic competence**», and «**speech competence**», are distinguished. N. Lutsan and

¹⁰ Bohush, A. M. (Ed.). (2011). *Doshkilna linhvodidaktyka: Teoriia i metodyka navchannia ditei ridnoi movy v zakladyakh doshkilnoi osvity* (2nd ed., revised and supplemented) [Preschool linguodidactics: Theory and methodology of teaching children their native language in preschool institutions]. Slovo. 704 p., p. 284.

¹¹ Bohush, A. M., Havrysh, N. V., & Kotyk, T. (2006). *Metodyka orhanizatsii khudozhno-movlennievoi diialnosti ditei v zakladyakh doshkilnoi osvity: Pidruchnyk dlia studentiv vyshchykh navchalnykh zakladiv* [Methods of organizing artistic and speech activity of children in preschool institutions: Textbook for university students]. Slovo. 304 p.

¹² Anishchuk, A. M. (2009). *Pedahohichni umovy optymizatsii movlennievoho samovyrazhennia ditei doshkilnoho viku riznoi stati* [Pedagogical conditions for optimizing speech self-expression of preschool children of different genders] (Candidate of Pedagogical Sciences dissertation, specialty 13.00.08). Kyiv, Ukraine. 258 p., p. 14.

¹³ Bohush, A. M. (2004). *Rozvytok movlennia ditei vid narodzhennia do 7 rokiv* [Speech development of children from birth to 7 years]. Kyiv: Slovo, 2004. 376 p., p. 48.

Ye. Sashchenko analyze these concepts from different scientific perspectives. In particular, linguistic competence is considered as the basis for the development of speech competence, as the awareness and acquisition of language norms (grammatical, phonetic, lexical, orthoepic), while speech competence is seen as comprising lexical, phonetic, dialogic-monologic, and communicative components¹⁴.

The **Basic Component of Preschool Education** provides a definition of the concept of «speech competence», understood as the ability of a child to produce their appeals, thoughts, and impressions in any form of speech utterance using verbal and non-verbal means. Speech competence integrates phonetic, lexical, grammatical, dialogic, and monologic components and demonstrates their interconnection and interdependence¹⁵.

Speech competence is an active, purposeful, motivated, substantive process of transmitting and receiving thoughts (acts of will, expressions of feelings) formulated through speech, aimed at satisfying a person's communicative and cognitive needs in the process of interaction.

Thus, *speech competence* is understood both as the process of communication carried out by means of language and as the end result of this process.

Therefore, the concepts identified by us – «language», «speech», «speech etiquette», «linguistic competence», and «speech competence», – are fundamental to the consideration of the stated problem. They are interrelated and follow from one another.

Speech competence cannot be examined separately from language, speech, and speech activity, nor without characterizing its components. After all, a child will be able to use language only when they have mastered phonetic, lexical, and grammatical skills and abilities and have reached a sufficient level of speech development.

¹⁴ Lutsan, N. I., & Sashchenko, Ye. S. (2023). Formuvannia movlennievoi kompetentnosti fakhivtsiv sfery obsluhovuvannia [Formation of speech competence of service sector specialists]. *Innovatsiina pedahohika*, 65(1), 79–81. http://www.innovpedagogy.od.ua/archives/2023/65/part_1/16.pdf

¹⁵ Pirozhenko, T. O. (Ed.). (2021). Bazovyi komponent doshkilnoi osvity Ukrainy [Basic component of preschool education in Ukraine]. Kyiv, Ukraine: Ministry of Education and Science of Ukraine. <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>.

Organizational and Pedagogical Conditions for the Formation of Speech Competence in Older Preschool Children

Organizational and pedagogical conditions for the formation of *speech competence* are those factors that stimulate and activate children's speech activity, ensuring a fuller manifestation of their abilities and skills, without causing an overload for either children or educators. The active factors in this process are both educators and children.

The formation of speech competence occurs as a result of direct communication between adults and children—both with the group as a whole and with each individual child—as well as through interaction among children in various types of activities. The process of communication has a two-way orientation. As the child masters speech activity, the forms and means of this activity change: purposeful actions by which the preschooler builds interaction with communication partners, depending on the goals and individual characteristics of the child. Defining the strategy of working with children, we understand it as an integrated system of actions aimed at *developing preschoolers' speech competence* in speech activity.

Justifying the pedagogical conditions we identified for forming speech competence in older preschoolers, it should be emphasized that teachers and parents play a crucial role in this process. However, the adult's role is not limited to creating conditions—it also involves actively assisting the child in developing speech abilities. This work must be carried out in accordance with the objectives provided in the program of development and upbringing of preschool children.

An important organizational and pedagogical condition is the creation of a **developing speech environment** for the formation of speech competence in older preschool children.

The development of a person's speech, the cultivation of speech culture and communication culture, as well as the development of a linguistic personality, largely depends on the speech environment. Linguodidactic approaches to the creation of a speech environment focused on the child's values and interests are highlighted in the works of M. Montessori, A. Bohush, A. Anishchuk, K. Krutii, A. Honcharenko,

L. Kalmykova, and others. Researchers identify the following as factors in speech development:

1. **Environment** (contributes to the formation of communication models and behavior patterns that a person becomes accustomed to following in everyday interaction).
2. **Need for communication** (realized through the necessity of information exchange).
3. **Activity** (promotes the development of initiative in communication, especially when each participant has rights and responsibilities).

According to T. Bondarieva, the speech environment surrounding the child can be spontaneously non-stimulated, stimulated, or active. A spontaneously non-stimulated speech environment is characterized by passive speech interaction: the child perceives the speech of adults and others as it is heard, typical of that specific speech community. The influence is indirect, occurring in everyday family and social communication¹⁶. A *stimulated speech environment* represents an organized process of language learning and speech development at different age stages in educational institutions, accompanied by pedagogically encouraged speech interaction between teacher and children.

An *active speech environment*, as defined by T. Bondarieva, is the child's maximally initiative interaction with other participants in communication. The speech environment will effectively influence the child and their speech only if it has a developmental function¹⁷.

A *developing speech environment* includes the potential for positive influence of various factors in their interaction on the child's speech development and the

¹⁶ Bondarieva, T. V. (2009). Aktualizatsiia problemy stvorennia efektyvnoi movlennievo-rozvyvalnoi seredovyscha v zakladakh doshkilnoi osvity [Actualization of the problem of creating an effective speech-developing environment in preschool institutions]. In *Komponenty movlennievo-rozvyvalnoho seredovyscha: Materialy metodychnoho obiednannia vykhovateliv ukrainomovnykh doshkilnykh hrup*. Donetsk, Ukraine. p. 42.

¹⁷ Bondarieva, T. V. (2009). Aktualizatsiia problemy stvorennia efektyvnoi movlennievo-rozvyvalnoi seredovyscha v zakladakh doshkilnoi osvity [Actualization of the problem of creating an effective speech-developing environment in preschool institutions]. In *Komponenty movlennievo-rozvyvalnoho seredovyscha: Materialy metodychnoho obiednannia vykhovateliv ukrainomovnykh doshkilnykh hrup*. Donetsk, Ukraine. p. 42.

formation of a linguistic personality. The teacher's speech—the word of the educator—is a leading factor of the stimulated speech environment. Therefore, a speech environment cannot be developmental without involving children in listening to and reading literary works, or without the presence of a small library of children's books at home and in the preschool group. Creating such an environment should be oriented toward the child's values and interests, age-related abilities, preservation of children's subculture, enrichment of development, and integration of all aspects of the child's life¹⁸. [18]

M. Montessori also emphasized the importance of the developing environment, considering free independent activity in a teacher-prepared environment as the key prerequisite for revealing a child's inner world. The adult's role was that of an indirect participant and organizer of the developmental environment, encouraging each child's activity and creativity. Under favorable conditions, the child forms an individual inner world, which determines the nature of their activity, including speech. Thus, the teacher's task is primarily to provide the child with means for self-development and to familiarize them with the rules of their use. An enriched environment implies a unity of social and natural means for ensuring the child's full life activity. When organizing it, attention should be given to its practicality, sufficiency, naturalness, modernity, and aesthetics.

Another important organizational and pedagogical condition *is the use of **verbal games, speech exercises, and speech situations***. N. Lutsan defines verbal games as word games aimed at solving speech tasks, the content of which is coherent (dialogical or monological) speech and various types of speech utterances (description, narration, reasoning, explanation), often based on literary texts. They can be divided into two groups: reproductive and creative games. Reproductive games include dramatizations, enactments of literary works, staged games, speech exercises based on artistic texts,

¹⁸ Lutsan, N. I. (2007). Verbalni ihry v teorii doshkilnoi pedahohiky [Verbal games in the theory of preschool pedagogy]. *Nauka i osvita*, (3), 95–98. URL <http://dspace.pdpu.edu.ua/bitstream/123456789/4331/1/Lutsan.pdf>

and fairy-tale situations¹⁹.

Preschool linguodidactics has developed a system of speech play situations:

- speech situations based on literary works to develop evaluative and ethical judgments;
- situations based on Ukrainian folk tales to enrich vocabulary with expressive language and develop creative speech expression;
- situations for developing communication culture and preparing children for school;
- situations for developing grammatical correctness.

Speech play situations are divided into two groups: situations of dialogical speech (dialogues, trilogues, polylogues) and monological speech (descriptive, narrative, reflective, and explanatory)²⁰.

Thus, play situations occupy an important place in the work of forming preschoolers' speech competence. A significant feature of speech exercises is their focus on approximating learning to real-life communication. In preschool pedagogy, a verbal exercise is seen as repeated performance of specific speech actions by children to develop and improve speech skills and abilities.

In linguodidactic literature, speech exercises are described in the following areas:

- **Sound culture:** training, imitation, articulation (e.g., «Find the sound in the word», «Who makes this sound?», «Swings», «Hot tea»,).
- **Grammatically correct speech:** compositional and transformational exercises, sentence building, word-formation games (e.g., «Find a pair», «Guess by description», «Whose children?», «Monkeys»,).
- **Vocabulary enrichment:** substitution, logical, and word-based exercises (e.g., «Who does what?», «When does it happen?», «Say the opposite»,).

¹⁹ Bohush, A. M. (Ed.). (2011). *Doshkilna linhvodidaktyka: Teoriia i metodyka navchannia ditei ridnoi movy v zakladyakh doshkilnoi osvity* (2nd ed., revised and supplemented) [Preschool linguodidactics: Theory and methodology of teaching children their native language in preschool institutions]. Slovo. 704 p.,

²⁰ Bohush, A. M., & Lutsan, N. I. (2012). *Movlennievo-ihrova diialnist ditei doshkilnoho viku: Movni ihry, sytuatsii, vpravy* (2nd ed., revised and supplemented) [Speech-play activity of preschool children: Speech games, situations, exercises]. Slovo. 304 p.

- **Dialogical speech:** response and question-answer exercises, conditional dialogues (e.g., «How can you find out?», «Ask your friend»,).
- **Monological speech:** descriptive, retelling, situational, discursive (commentary), and narrative exercises (e.g., «Make a sentence», «Guess where it happened», «What happens in winter?»).
- **Communicative orientation:** communicative exercises (e.g., «What if...?», «Guess what I am doing?», «Who can describe spring better?»)²¹.

Therefore, verbal games, speech situations, and exercises stimulate children's speech activity and improve coherent speech, ultimately contributing to the development of speech competence. Another important condition is **interaction between preschool institutions and families**. A. Bohush emphasized that the first and most important component of a successful process is saturating the child's speech environment with samples of the native language²². Preschool teachers must demonstrate perfect command of the state language, high-level methodology of teaching a second language (considering the child's native tongue), the ability to involve parents in creating a full-fledged speech regime at home, and ensure continuity between preschool and primary education. Adults thus create favorable conditions for developing phonemic hearing, pronunciation, vocabulary, and grammar.

The effectiveness of speech development also depends on parents. In the senior preschool age, children become more interested in the sound structure of words. Listening to adults, they try to find similarities in word sounds and sometimes create word pairs themselves. Some children may notice adults' pronunciation mistakes while ignoring their own. Work with parents in this area should be tactful and relaxed. Teachers can recommend watching children's programs together, reading interesting stories, poems, and fairy tales.

Forms of preschool-family cooperation may include parent meetings, group consultations, conferences, seminars, round tables, pedagogical clubs, young parents' schools, parent clubs, open-door days, joint leisure activities, pedagogical talks,

²¹ Bohush, A. M. (2004). Rozvytok movlennia ditei vid narodzhennia do 7 rokiv [Speech development of children from birth to 7 years]. Kyiv: Slovo, 2004. 376 p., p. 48.

²² *Ibid.* p. 242.

individual consultations, trust boxes, and home visits²³. Home visits allow educators to get acquainted with family composition, available toys, communication partners, and thus the developmental potential of the family's speech environment.

A well-developed child's speech hearing enables them to distinguish loudness, tempo, and intonation in adult speech, reproduce them, and use them expressively. Children can modulate their voices according to the content of utterances, broadening their expressive means and accurately retelling texts.

Thus, the interaction between preschool institutions and families is a vital condition for the formation of older preschool children's speech competence. Only when cooperation and mutual understanding between these two parties are ensured can the work on speech development be considered truly successful.

Conclusions

The analysis of pedagogical and psychological literature has made it possible to conclude that different authors interpret the concept of «speech competence», differently. For example, N. Havrysh and T. Pirozhenko define speech competence as a personal quality of older preschool children. A. Bohush, on the other hand, considers speech competence as the ability to appropriately and adequately use language in practical communication in specific situations, employing both linguistic and extralinguistic means (facial expressions, gestures) as well as intonational means of speech expressiveness.

Older preschool children appropriately apply both speech and non-speech means, communicate easily and naturally with adults and peers, master conversational Ukrainian, maintain dialogue depending on the situation and the clarity of the topic, and possess monologic speech.

The organizational and pedagogical conditions we have identified for the formation of speech competence in older preschool children include: creating a developing speech environment for fostering speech competence in older preschoolers;

²³ Lisovets, O. V. (Comp.). (2022). *Vzaiemodiiia zakladiv doshkilnoi osvity ta simi u formuvanni samostiinosti ditei starshoho doshkilnoho viku: Metodychnyi posibnyk* [Interaction between preschool institutions and families in fostering independence in older preschool children: Methodological manual]. Mykola Gogol Nizhyn State University. 99 p. p. 26.

using a system of verbal games, speech play exercises, and situations; and ensuring cooperation between preschool education institutions and parents in developing children's speech competence. These conditions are interconnected, with each preceding one serving as the foundation for the next. The aforementioned conditions can be fulfilled only if their implementation is ensured, on the one hand, by the teacher's professional speech competence and personal qualities, and on the other hand, by the parents' proficient language and behavior, which should reflect an optimal level of their overall culture.

The prospects for further research may include experimental studies of the level of speech competence formation in older preschool children.

REFERENCES:

1. Anishchuk, A. M. (2009). *Pedahohichni umovy optymizatsii movlennievoho samovyrazhennia ditei doshkilnoho viku riznykh statei* [Pedagogical conditions for optimizing speech self-expression of preschool children of different genders] (Candidate dissertation, 13.00.08). Kyiv.
2. Anishchuk, A. M. (2008). *Optymizatsiia movlennievoho samovyrazhennia starshykh doshkilnykiv: Metodychnyi posibnyk dlia vykhovateliv, batkiv ta studentiv doshkilnykh fakultetiv pedahohichnykh universytetiv* [Optimization of speech self-expression of older preschoolers: A methodological guide]. Nizhyn: NDU im. M. Hoholia.
3. Pirozhenko, T. O. (Ed.). (2021). *Bazovyi komponent doshkilnoi osvity* [Basic component of preschool education]. Kyiv. <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>
4. Bohush, A. M. (2004). *Rozvytok movlennia ditei vid narodzhennia do 7 rokiv: Monohrafiia* [Speech development of children from birth to age 7: Monograph]. Kyiv: Slovo.
5. Bohush, A. M., & Havrysh, N. V. (2011). *Doshkilna linhvodydaktyka: Teoriia i metodyka navchannia ditei ridnoi movy v zakladyakh doshkilnoi osvity* [Preschool linguodidactics: Theory and methodology of teaching children their native language] (2nd ed.). Kyiv: Slovo.
6. Bohush, A. M., & Lutsan, N. I. (2012). *Movlennievo-ihrova diialnist doshkilnykiv: Movlennievi ihry, sytuatsii, vpravy* [Speech-play activity of preschool children: Speech games, situations, exercises] (2nd ed.). Kyiv: Slovo.

7. Bohush, A. M., Havrysh, N. V., & Kotyk, T. (2006). *Metody orhanizatsii khudozhnio-movlennievoi diialnosti ditei v doshkilnykh zakladakh* [Methods of organizing artistic and speech activities of children in preschool institutions]. Kyiv: Slovo.

8. Bondarieva, T. V. (2009). Aktualizatsiia problemy stvorennia efektyvnoho movlennievo-rozvytkovoho seredovyscha v doshkilnykh zakladakh [Actualization of the issue of creating an effective speech-development environment in preschool institutions]. In *Komponenty movlennievo-rozvytkovoho seredovyscha* (pp. 42–43). Donetsk.

9. Lisovets, O. V. (Comp.). (2022). *Vzaiemodiia zakladu doshkilnoi osvity ta simi u vykhovanni samostiinosti starshykh doshkilnykiv: Metodychnyi posibnyk* [Interaction of preschool institutions and families in fostering independence of older preschoolers]. Nizhyn: NDU im. M. Hoholia.

10. *Law of Ukraine «On Education»*, (adopted 05.09.2017). Vidomosti Verkhovnoi Rady (VVR), 2017, No. 38–39, Art. 380. Retrieved from: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

11. Kononko, O. L. (2000). *Psykhologichni zasady rozvytku osobystosti doshkilnyka (systemnyi pidkhid): Monohrafiia* [Psychological foundations of preschoolers' personal development: A systems approach]. Kyiv: Stylos.

12. Lutsan, N. I. (2007). Verbalni ihry v teorii doshkilnoi pedahohiky [Verbal games in the theory of preschool pedagogy]. *Nauka i Osvita*, (3), 95–98. <http://dspace.pdpu.edu.ua/bitstream/123456789/4331/1/Lutsan.pdf>

13. Lutsan, N. I., & Sashchenko, Ye. S. (2023). Formuvannia movlennievoi kompetentnosti fakhivtsiv sfery posluh [Formation of speech competence of service sector specialists]. *Innovatsiina Pedahohika*, 65(1), 79–81. http://www.innovpedagogy.od.ua/archives/2023/65/part_1/16.pdf

14. Ushynsky, K. D. (1975). *Ridne slovo. Vybrani pedahohichni tvory* [The native word. Selected pedagogical works] (Vol. 1, pp. 121–133). In O. I. Pyskunov (Ed.). Kyiv: Radianska Shkola.

PROCES ADAPTACJI MAŁEGO DZIECKA DO ŚRODOWISKA PRZEDSZKOLNEGO

Iwona Borawska

*Dr nauk humanistycznych w zakresie pedagogiki,
Międzynarodowa Uczelnia Nauk Społecznych, Medycznych i Prawnych w Łomży,
Rzeczpospolita Polska*

<https://orcid.org/0000-0002-8571-6301>

Streszczenie. Początek edukacji przedszkolnej to przełomowy moment w życiu każdego trzylatka. To czas wielu zmian. Każda zmiana w życiu trzylatka niesie ze sobą ciekawe, radosne doświadczenia, ale bywają one bolesne, trudne, a nawet traumatyczne. Dzieci, które rozpoczynają edukację przedszkolną, reprezentują inny poziom adaptacji. Aby zapewnić maluchowi „miękkie lądowanie” w przedszkolu, ważne jest, aby odpowiednio go do tego przygotować. Dlatego, aby wyprzedzać potrzeby dzieci i rodziców, zajęcia adaptacyjne w przedszkolach zostały wdrożone jako standardowe działanie. Celem tych zajęć jest przede wszystkim zapobieganie negatywnym doświadczeniom, które wiążą się z rozpoczęciem edukacji. To od nas – rodziców i nauczycieli – zależy, czy ułatwimy dziecku wejście w nowe środowisko, jakim jest przedszkole, w łagodny sposób, w poczuciu bezpieczeństwa i szacunku do innych ludzi.

Słowa kluczowe: dziecko, rodzice, adopcja, edukacja przedszkolna, program wczesnej adaptacji.

Abstract. The beginning of kindergarten education is a breakthrough moment in the life of every three-year old child. This is the time of many changes. Every change in the life of a three-year old child brings interesting, cheerful experiences, but sometimes they are painful, hard, or even traumatic. Children who begin kindergarten education represent a different level of adaptation skills. In order to give a toddler “soft landing” in kindergarten, it is important to prepare him/her properly. Therefore, to be ahead of needs of children and parents, adaptation classes have been implemented in kindergartens as a standard action. The aim of these classes is mainly

to prevent negative experiences, which are connected with the beginning of education. It depends on us – parents and teachers – if we facilitate the child's entrance into the new environment, which kindergarten is, in a mild way, in the feeling of security and respect for other people.

Keywords: child, parents, adoption, kindergarten education, early adaptation programme.

Wprowadzenie

Wiek przedszkolny jest okresem najistotniejszych przemian rozwojowych w życiu człowieka. Wielu badaczy uważa ten czas za krytyczny dla rozwoju jednostki i jej socjalizacji. Aby dziecko mogło w pełni korzystać ze stymulującej roli środowiska przedszkolnego, powinno być do niego przystosowane, czyli musi uruchomić wiele mechanizmów i procesów wewnętrznych, zmodyfikować swoje już wykształcone sposoby postępowania oraz nauczyć się wchodzić w interakcje z obcym dla siebie otoczeniem¹.

Prawidłowy przebieg procesu socjalizacji w wieku przedszkolnym uzależniony jest od adaptacji dziecka do przedszkola, będącej odzwierciedleniem zdolności przystosowania do środowiska pozarodzinnego i stanowiącej centralne doświadczenie dziecka w tym okresie rozwojowym².

Proces adaptacji, od którego niejednokrotnie zależy dalsze funkcjonowanie w przedszkolu, musi przejść każde dziecko rozpoczynające edukację przedszkolną. Nieprzystosowanie się do nowych warunków utrudnia dziecku prawidłowy rozwój i uniemożliwia aktywne uczestnictwo w życiu przedszkola. Z tego względu kładzie się obecnie duży nacisk na wspieranie dziecka w początkowym okresie uczęszczania do przedszkola, by proces adaptacji przebiegał jak najsprawniej i by nie powodował niepożądanych skutków. Wczesne doświadczenia społeczne dziecka ulegają utrwaleniu i generalizacji, przez co wpływają na jego zachowanie w dorosłym życiu.

¹ J. Lubowiecka: Przystosowanie psychospołeczne dziecka do przedszkola. Warszawa 2000, s. 34.

² A. Kienig: Przystosowanie dzieci trzyletnich do przedszkola. W: Edukacja przedszkolna na przełomie tysiącleci. Wybrane zagadnienia. Red. S. Guz. Warszawa 2011, s. 162.

Dlatego okres adaptacji do przedszkola jest czasem, w którym dziecko powinno być objęte szczególną troską, a występujące trudności nie powinny być bagatelizowane³.

W celu zminimalizowania i złagodzenia trudności w adaptacji dziecka do środowiska przedszkolnego od kilku lat w przedszkolach zaczęto organizować spotkania adaptacyjne dla dzieci i rodziców, oparte na programach wstępnej adaptacji. Programy te można rozpatrywać w kategorii innowacji pedagogicznej. Głównym ich założeniem jest ułatwienie nowo przyjętym do placówki dzieciom startu przedszkolnego przez wspomaganie i ukierunkowanie ich rozwoju w aspekcie społecznym, zgodnie z ich możliwościami rozwojowymi. Programy wstępnej adaptacji do warunków przedszkolnych zaliczane są do tych działań, dzięki którym środowisko edukacyjne kreuje warunki sprzyjające najlepszemu rozwojowi dziecka w atmosferze stymulującej do pokonywania różnorodnych trudności.

Pojęcie adaptacji

Rozwój człowieka dokonuje się w środowisku, w którym on żyje i wchodzi w liczne relacje. Szczególny wpływ ma na niego środowisko społeczne, którego członkiem każdy staje się w chwili przyjścia na świat. Dziecko rozpoczyna swój rozwój w środowisku rodzinnym; czuje się w nim bezpieczne i kochane. Na początkowym etapie funkcjonowania w środowisku instytucjonalnym często pojawiają się trudności. Tymczasem warunkiem prawidłowego rozwoju dziecka jest właściwe przystosowanie się do nowych warunków, nowego środowiska. Organizacja i przebieg procesu adaptacji dzieci trzyletnich do przedszkola mają zatem decydujące znaczenie dla ich rozwoju. Problem przystosowania jest także niezwykle ważny w świetle teorii, które określają proces ten jako szczególnie istotny dla przyszłych społecznych doświadczeń dziecka. Poznanie go, w nawet niewielkim zakresie, może ustrzec nauczycieli i rodziców przed wieloma błędami⁴.

³ M. Kwaśniewska: Problematyka adaptacji dzieci do warunków przedszkolnych. W: Wybrane zagadnienia z pedagogiki przedszkolnej. Red. E. Zyzik. Kielce 2009, s. 70.

⁴ A. Czeglik: Start małego i dużego przedszkolaka, organizacja i przebieg procesu adaptacyjnego dzieci i ich rodziców. „Bliżej Przedszkola” 2011, nr 5, s. 53.

W literaturze przedmiotu termin adaptacja jest różnorodnie definiowany i używany zamiennie z terminami przystosowanie, dostosowanie, dopasowanie się. Posługują się nim naukowcy zajmujący się takimi dziedzinami, jak biologia, medycyna, socjologia czy psychologia. Szczególne znaczenie zyskało ono jednak w pedagogice i psychologii, a więc w naukach traktujących o człowieku.

Zaczerpnięty z nauk biologicznych, a pochodzący od łacińskiego słowa *adaptation*, termin adaptacja oznacza regulowanie wzajemnych stosunków organizmu z otoczeniem przez zmiany organizmu odpowiednie do otoczenia. W odniesieniu do człowieka, definicję tą Słownik Języka Polskiego PWN rozwija jako:

- przystosowanie organizmów do warunków środowiska;
- zmniejszenie odczuwania określonych bodźców⁵.

Adaptacja może być rozumiana dwojako, po pierwsze jako proces przystosowania się człowieka do zmieniających się warunków środowiska wewnętrznego i zewnętrznego (fizycznego i społecznego), a jednocześnie jako rezultat tego procesu.⁶

W. Okoń adaptację społeczną określa jako proces lub wynik procesu uzyskiwania równowagi między potrzebami jednostki a warunkami otoczenia społecznego⁷. Jest to proces, któremu podlega każdy człowiek i który ma znaczący wpływ na jakość ludzkiego życia.

W leksykonie pedagogiki wczesnoszkolnej J. Karbowniczek definiuje adaptację jako modulację zachowania mającą na celu przystosowanie do aktualnych warunków, wymagań oczekiwań⁸. Autorka podkreśla, że jest to proces znajdujący swoje podłoże i uzasadnienie w prawidłowościach ewolucyjnych i biologicznych oraz stanowi konsekwencje zmiennych warunków środowiskowych.

W ujęciu J. Piageta adaptacja to tendencja do dostosowania się do środowiska w celu przetrwania. Uważa on, że adaptacja zachodzi poprzez dwa uzupełniające się działania: asymilację i akomodację. Asymilacja jest to tendencja przyjmująca

⁵ Słownik języka polskiego PWN [Internet]. Słownik języka polskiego PWN. Dostępne na: <https://sjp.pwn.pl/sjp/ankieta;2440431.html>

⁶ L. Bakiera, Ż. Stelter: Leksykon psychologii rozwoju człowieka, t. 1. Warszawa 2011, s. 14.

⁷ W. Okoń: Nowy słownik pedagogiczny. Wyd. trzecie poprawione. Warszawa 2001, s. 10.

⁸ J. Karbowniczek: Mały leksykon pedagogiki wczesnoszkolnej. Warszawa 2014, s. 9.

doświadczenia z punktu widzenia istniejącej wiedzy, natomiast akomodacja oznacza zmiany w strukturach poznawczych dostosowujące się do nowych doświadczeń⁹. Asymilacja i akomodacja stanowią dwa przeciwstawne, zrównoważone procesy. Konieczność adaptacji zachodzi w nowej sytuacji – gdy istnieje jakiś rozdźwięk między jednostką a środowiskiem. Stres związany z wymaganiami środowiska pociąga za sobą działania – zarówno ze strony środowiska, jak i jednostki – mające na celu przystosowanie się do nowych warunków. Z jednej strony adaptacja jest rozumiana jako stan wzajemnego dopasowania istniejący między jednostką a otoczeniem, z drugiej – proces, który prowadził do tego dopasowania.

Specyficzną ludzką cechą procesu adaptacji jest dążenie jednostki do udziału w życiu społecznym. W zależności od rodzaju rozpatrywanej relacji współdziałania podmiotu z otoczeniem mowa jest o przystosowaniu biologicznym, społecznym, kulturowym albo do konkretnej niszy środowiskowej, np. szkoły, przedszkola, miejsca pracy. Najogólniej rzecz ujmując, można powiedzieć, że adaptacja to zdolność organizmu do utrzymania wewnętrznej równowagi (homeostazy) w środowisku zewnętrznym oraz dążenie podmiotu do układania zrównoważonych stosunków z otoczeniem społecznym. Przystosowanie jest procesem polegającym na takich zmianach w organizmie, które stan równowagi zapewniają lub na takich zachowaniach, które ją przywracają.

Adaptację rzylatków do środowiska przedszkolnego można ująć zatem jako proces, a także wynik tego procesu uwzględniający z jednej strony działania otoczenia (przedszkola i rodziców), mające na celu pozytywne przejście adaptacji, z drugiej zaś – zachowania i emocje dzieci świadczące o bardziej lub mniej udanym przejściu przez ten proces.

W literaturze przedmiotu wyróżnia się dwa typy adaptacji: aktywną i pasywną. Adaptacja aktywna oznacza, że człowiek przystosowuje się do warunków zewnętrznych tak, by odpowiadały one jego potrzebom, chroniły go przed niebezpieczeństwem i wspomagały jego osobiste zadowolenie. Adaptacja pasywna to

⁹ D.R. Schaffer, K. Kipp: Psychologia rozwoju: od dziecka do dorosłości. Tłum. P. Sorensen, M. Wojtaś. Gdańsk 2015, s. 237–238.

przystosowanie się jednostki do warunków zewnętrznych, których z jakichś przyczyn zmienić nie można. Takim zupełnie nowym miejscem dla dziecka jest środowisko przedszkolne.

Przystosowania nie należy postrzegać tylko jako dobrostanu jednostki i komfortu psychicznego, ale również jako radzenie sobie z trudnościami, umiejętność znoszenia ograniczeń, zmiany standardów zaspakajania swoich potrzeb. Ważny jest więc aktualny poziom rozwoju dziecka związany z jego wiekiem, z indywidualnymi możliwościami, a także posiadanym zakresem kompetencji komunikacyjnych¹⁰.

Przyczyny trudności dziecka trzyletniego w przystosowaniu się do przedszkola

Wiedza i doświadczenie dziecka są zbyt ubogie, aby potrafiło pokonywać trudności związane z wejściem w nową społeczność rówieśniczą, zaspokajaniem swoich potrzeb, zrozumieniem stosunków społecznych, komunikacją werbalną, zrozumieniem organizacji życia w przedszkolu, kontaktem z nieznaną osobą dorosłą, poruszaniem się w nieznanej sali i obcym, ogromnym budynku, dzieleniem przestrzeni z innymi, rozumieniem upływu czasu oraz zmianą trybu życia. Dziecko roli przedszkolaka uczy się powoli, a jego pobyt w nowym środowisku wiąże się najczęściej z bardzo silnymi negatywnymi emocjami¹¹.

Dziecko trzyletnie jest jeszcze w fazie silnego egocentryzmu i wymaga bliskości, uwagi dorosłych. Ma słabo ukształtowany system własnego JA, dlatego jest mocno uzależnione emocjonalnie od najbliższych osób i nie może obejść się bez ich pomocy. Nie wie, że wsparcia może mu udzielić osoba trzecia. Oderwanie od najbliższych budzi w nim strach, że stanie się coś okropnego. Traci poczucie bezpieczeństwa, będącego najważniejszą potrzebą psychiczną. Sytuację pogarsza fakt, że dziecko trzyletnie ma jeszcze sporo trudności w słownym porozumiewaniu. W domu wszyscy rozumieją jego dziecinne słowa, gesty, mimikę. W przedszkolu jest gorzej: nauczycielki wychowania przedszkolnego inaczej mówią, inaczej się

¹⁰ J. Lubowiecka: Przystosowanie psychospołeczne dziecka do przedszkola. Warszawa 2000, s. 16.

¹¹ J. Andrzejewska: Wspieranie rozwoju dziecka poprzez współpracę nauczyciela z rodziną. W: Wybrane problemy edukacji dzieci w przedszkolu i szkole. Red. S. Guz, J. Andrzejewska. Lublin 2005, s. 115.

uśmiechają czy gestykują. Dziecku w takiej sytuacji jest podwójnie trudno: ma kłopot z przekazywaniem tego, co jest dla niego ważne i nie rozumie tego, co ma znaczenie dla niego i innych. Przez długi czas dziecko kojarzy nauczycielkę z momentem utraty bezpieczeństwa. Dlatego potrzeba wielu dni przebywania na wspólnym terytorium, aby nastąpiła zmiana na lepsze. Sytuację dziecka pogarsza także fakt, że w zakresie samoobsługi jest zdane na dorosłych. Ma słabą orientację w przestrzeni, a jeszcze gorzej orientuje się w upływie czasu. Dominujące uczucie lęku skutecznie blokuje chęć poznania nowych rzeczy: dziecko jest skupione na swoich emocjach i nie zwraca uwagi na otoczenie. Czas pobytu dziecka w przedszkolu ma inny wymiar dla dorosłych, a inny dla trzylatka. Dla dorosłego kilka godzin to chwila, dla dziecka to czas wypełniony strachem i oczekiwaniem¹².

W literaturze przedmiotu można spotkać kilka klasyfikacji zachowań adaptacyjnych dzieci rozpoczynających przygodę z przedszkolem. M. Suświłło wyróżnia pięć rodzajów zachowań przystosowawczych:

1. Pełna adaptacja (dobry przedszkolak) – do grupy tej zalicza się dzieci, które od początku nie mają problemów z adaptacją. Chętnie wykonują polecenia nauczyciela, biorą aktywny udział w organizowanych przez niego formach pracy. Łatwo nawiązują kontakt z rówieśnikami i inicjują zabawy. Wykazują się dużym poziomem samoobsługi. Chętnie chodzą do przedszkola.

2. Częściowa adaptacja (samotny przedszkolak) – tę grupę stanowią dzieci, które również nie mają większych problemów z adaptacją, jednak początkowo są nieśmiałe, milczące, przestraszone i nie nawiązują z nikim kontaktów. Są dość samodzielne. Podejmują zabawy równoległe. Po kilku dniach nabierają śmiałości i chętnie uczestniczą w zajęciach. Z czasem są coraz bardziej zadowolone z uczęszczania do przedszkola.

3. Przejściowa nieadaptacja (chwiejny przedszkolak) – do grupy tej należą dzieci, które w początkowym okresie często płaczą i pytają o mamę. Uczestniczą w organizowanych przez nauczyciela zajęciach i zabawach. W zabawach samodzielnych

¹² E. Gruszczyk-Kolczyńska, E. Zielińska: Wspomaganie rozwoju umysłowego trzylatków i dzieci starszych wolniej rozwijających się. Książka dla rodziców, terapeutów i nauczycielek przedszkola. Warszawa 2004, s. 25

wykazują dużą aktywność. Po pewnym czasie wykazują zadowolenie z faktu bycia przedszkolakiem. Po dłuższej nieobecności w przedszkolu powraca krótka reakcja płaczu.

4. Brak adaptacji społecznej (agresywny przedszkolak) – u dzieci tych występuje nadpobudliwość psychoruchowa. Polecenia nauczyciela wykonują niechętnie. Często popadają w konflikty z innymi dziećmi, które to problemy rozwiązują, stosując przemoc fizyczną. Są zadowolone z siebie i nie wykazują lęku ani poczucia winy.

5. Brak adaptacji emocjonalnej (smutny przedszkolak) – dzieci z tej grupy charakteryzują się niską aktywnością w zajęciach i podczas zabawy. Polecenia nauczyciela wykonują, jednak niechętnie i bez entuzjazmu. W początkowym okresie pobytu w przedszkolu są smutne i bawią się samotnie. Po upływie czasu integrują się z grupą rówieśniczą¹³.

Czynniki warunkujące proces adaptacji

Na przystosowanie się dziecka do środowiska przedszkolnego ma wpływ bezpośrednio lub pośrednio wiele czynników. Podzielono je na czynniki endogenne (wewnętrzne), bezpośrednio związane z dzieckiem, takie jak: wiek, płeć, indywidualne cechy układu nerwowego, stan zdrowia, ogólny poziom rozwoju psychoruchowego oraz czynniki egzogenne – zewnętrzne, związane ze środowiskiem rodzinnym dziecka, do których można zaliczyć warunki bytowe rodziny, jej strukturę formalną, liczbę członków rodziny, wzajemne stosunki między nimi, postawy rodziców oraz związany z tym system wychowania, a także cechy nowego środowiska, do którego dziecko musi się przystosować, a więc warunki lokalowe przedszkola, wyposażenie w sprzęt i zabawki, liczbę dzieci w grupie, oddziaływania wychowawcze nauczycieli.

Za najważniejszy czynnik endogenny, warunkujący adaptację dziecka do środowiska przedszkolnego, uznaje się wiek. Zgodnie z teorią Pawłowa, im dziecko starsze, tym większa jest dojrzałość jego kory mózgowej, większa ruchliwość procesów nerwowych, silniejsze procesy hamowania, a także dłuższy i bogatszy

¹³ M. Suświłło: Muzyka łagodzi pierwsze trudności. „Wychowanie w Przedszkolu” 1993, nr 10, s. 591–592.

trening w zakresie tworzenia i przebudowy stereotypów. Łatwiejsza adaptacja dzieci starszych wiązana jest również z rozwojem potrzeb psychospołecznych, zwłaszcza potrzeb kontaktu społecznego, uznania, osiągnięć, aktywności, samodzielności i poznania. Wraz z wiekiem, zgodnie z teorią Piageta, doskonala się także procesy asymilacji i akomodacji, a więc im dziecko starsze, tym większa szansa dobrej adaptacji¹⁴.

Istnieje wyraźna zależność pomiędzy przystosowaniem dziecka a jego płcią. Większą szansę na dobre przystosowanie mają dziewczynki niż chłopcy. Chłopcy zdecydowanie gorzej znoszą konieczność chodzenia do przedszkola, częściej występują u nich zaburzenia, np. w postaci nawrotów moczenia się, kłopotów z zasypianiem. Wbrew powszechnemu mniemaniu jedynacy lepiej przystosowują się do przedszkola niż dzieci z rodzin wielodzietnych. Istnieje wyraźny związek pomiędzy przystosowaniem się dziecka do przedszkola a tym, jak jest wychowywane w domu rodzinnym. Racjonalny sposób wychowywania wyraźnie zmniejsza trudności w przystosowaniu, a zaburzenia reakcji emocjonalnych i funkcji życiowych są dzięki niemu zdecydowanie słabsze. Gorzej wiedzie się dzieciom wychowywanym zbyt liberalnie i mającym nadopiekuńczych rodziców¹⁵.

Uważa się również, że adaptacja uzależniona jest od indywidualnych cech układu nerwowego dziecka. To przede wszystkim siła układu nerwowego decyduje o odporności na stres, a poziom tej odporności wpływa na rozwój osobowości. Niska odporność na stres powoduje, że człowiek jest narażony na przeżywanie licznych i silniejszych frustracji oraz wielu porażek. Dlatego też dzieci, u których układ nerwowy uległ w ontogenezie osłabieniu lub uszkodzeniu, gorzej przystosowują się do tego, co nowe, niż dzieci z układem nerwowym silnym, zrównoważonym.

Wpływ na adaptację dziecka do środowiska przedszkolnego wywiera również ogólny poziom rozwoju umysłowego – im jest wyższy, tym łatwiejsze przystosowanie. Wysoka inteligencja ułatwia prawidłową orientację w otoczeniu, zwiększa ogólną

¹⁴ A. Klim-Klimaszewska: Witamy w przedszkolu. Wspomaganie procesu adaptacji dziecka do środowiska przedszkolnego. Warszawa 2011, s. 16.

¹⁵ E. Gruszczyk-Kolczyńska, E. Zielińska: Dwulatki i trzylatki w przedszkolu i w domu. Jak świadomie je wychowywać i uczyć. Kraków 2012, s. 29–30.

zdolność uczenia się, wiąże się także z prawidłowym funkcjonowaniem systemu słownego, co sprzyja dobrej adaptacji do środowiska. Wyraźny związek występuje również między przystosowaniem a stanem zdrowia. Większe szanse na bezproblemową adaptację mają dzieci, których rozwój przebiega bez powikłań.

To, czy dziecko będzie dobrze adaptowało się do nowego środowiska pozarodzinnego, zależy nie tylko od niego samego, ale także od warunków od niego niezależnych. Wśród czynników egzogennych warunkujących przystosowanie dziecka do przedszkolnego otoczenia na pierwszym miejscu wyróżnia się rodzinę¹⁶.

Z chwilą pójścia do przedszkola dziecko zaczyna funkcjonować w dwu środowiskach: rodzinnym i przedszkolnym. Doświadczenia wyniesione z rodzinnego domu stanowią podstawę zachowań w tym drugim środowisku. Problem polega na tym, że są one bardzo zróżnicowane wśród dzieci, a próg wymagań przedszkola wobec nich jest jednolity z niewielkimi odstępstwami¹⁷.

Według wielu autorów (np. Klim-Klimaszewska, 2006; Lubowiecka, 2000; Sochaczewska, 1985) przebieg adaptacji do środowiska przedszkolnego jest wynikiem oddziaływania dwóch grup czynników:

1. podmiotowych, związanych z takimi właściwościami dziecka jak wiek i płeć, typ układu nerwowego i temperament, oraz
2. czynników kontekstowych, tworzących przedszkolne i rodzinne środowisko rozwoju dziecka. Żaden z tych czynników nie działa w izolacji od pozostałych. Zachowanie dziecka zależy od konfiguracji poszczególnych czynników oraz wzajemnych interakcji między nimi.

Autorzy badający proces adaptacji za istotne dla jego przebiegu uznają m.in. wiek oraz poziom rozwoju dziecka. Podczas pierwszych miesięcy w przedszkolu dziecko przejawia określone zachowania nazywane strategiami adaptacji. Mogą one przybierać różną postać – od pozytywnej do negatywnej. Strategie te są obserwowane w codziennych sytuacjach podczas pobytu dziecka w przedszkolu. Strategie adaptacji to konkretne czynności poznawcze i behawioralne, jakie podejmuje dziecko, aby

¹⁶ A. Klim-Klimaszewska: Witamy w przedszkolu..., s. 17.

¹⁷ J. Lubowiecka: Przystosowanie psychospołeczne..., s. 28.

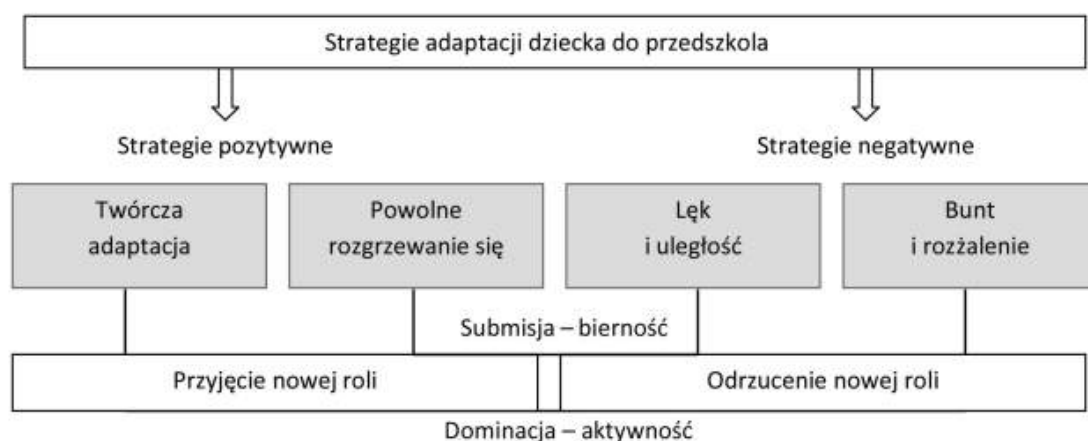
poradzić sobie z nową rolą przedszkolaka i z przystosowaniem się do środowiska przedszkolnego.

A. Brzezińska, M. Czub i N. Ożadowicz sformułowały typologię strategii adaptacyjnych, dzieląc je na pozytywne i negatywne, zgodnie z obecnymi w literaturze opisami zachowań dzieci. Strategie te nazywane bywają kryteriami przystosowania i nieprzystosowania dziecka do środowiska przedszkolnego. Wyróżniły cztery z nich i podzieliły na dwie grupy:

1. strategie pozytywne: twórcza adaptacja oraz tzw. powolne rozgrzewanie się – na wzór konstelacji temperamentu slow-to-warm-up wyróżnionej przez Alexandra Thomasa i Stellę Chess (1977)

2. strategie negatywne: lęk i bierne przystosowanie (uległość) oraz bunt i rozżalenie. Strategie te można ująć na wymiarach: dominacja i submisja oraz odrzucenie i przyjęcie roli (Rysunek 1)¹⁸.

Wielu autorów przypisuje rodzinie najważniejszą rolę w przygotowaniu dziecka do przedszkola.



Rysunek 1. Strategie adaptacji dziecka do środowiska.

Źródło: A. Brzezińska, M. Czub, N. Ożadowicz. Adaptacja dziecka trzyletniego do środowiska przedszkolnego. Edukacja. 2012,4(120) s. 5–21.

¹⁸ A. Brzezińska, M. Czub, N. Ożadowicz: Adaptacja dziecka trzyletniego do środowiska przedszkolnego. Edukacja 2012, 4 (120), s. 5-21.

Znaczenie rodziny w przygotowaniu dziecka do przedszkola

Rodzina jest pierwszym, naturalnym środowiskiem społecznym dziecka. W miarę wzrastania stopniowo poszerza się ono o przedszkole, szkołę, grupę rówieśniczą. Rodzina stwarza najkorzystniejsze warunki do zaspakajania potrzeb dziecka, stymuluje jego rozwój, w niej dokonuje się socjalizacja. Oddziałuje na dziecko przez swoją ciągłość wpływów, strukturę, warunki społeczno-ekonomiczne¹⁹.

Na prawidłowy przebieg procesu wychowawczego niewątpliwie wpływ wywierają związki emocjonalne w rodzinie, a szczególnie przywiązanie dziecka do rodziców, zwłaszcza do matki²⁰. Między członkami rodziny istnieje jedyna w swoim rodzaju sieć więzi uczuciowych, która zaspokaja wiele potrzeb jej członków.

Adaptacja dziecka do przedszkola odbywa się zatem już w domu. To rodzina i rodzice odgrywają bardzo ważną rolę w przystosowaniu dziecka do roli przedszkolaka. Dzieci, które mają zapewnione poczucie bezpieczeństwa, są ufne w stosunku do innych dorosłych, a inne dzieci traktują, jak towarzyszy zabaw - pozostawione w nowym środowisku przedszkolnym szybko odzyskują poczucie bezpieczeństwa. Sam proces przystosowania do stawianych im wymagań i obowiązujących zasad trwa krócej²¹.

Znacznie trudniej przebiega adaptacja dzieci, które przychodzą do przedszkola z postawą niechęci, wrogości, braku zaufania czy lęku w stosunku do osób dorosłych oraz rówieśników. Przedszkolaki takie mają problemy z nawiązaniem kontaktów z innymi dziećmi.

Aby przejście trzyletniego dziecka z domu rodzinnego do przedszkola nie było dla niego szokiem i gwałtownym przełomem, należy już wcześniej, w pierwszym naturalnym środowisku, czyli gronie rodzinnym przygotować psychicznie kilkulatek do tej nowej sytuacji i do odgrywania roli przedszkolaka. Jest to niezwykle ważne, gdyż od pierwszego kontaktu dziecka z przedszkolem w dużej mierze zależy to, czy będzie ono dla trzylatka miejscem, do którego uczęszczać będzie z przyjemnością czy

¹⁹ Tamże, s. 31.

²⁰ A. Klim-Klimaszewska: *Witamy w przedszkolu...*, s. 18.

²¹ D.W. Winnicott. *Dziecko, jego rodzina i świat*. Warszawa; 1996, s. 162-168.

też z niechęcią i czy będzie dla niego przykrą koniecznością. Przygotowując dziecko do pójścia do przedszkola rodzice powinni:

- 1) wytwarzać pozytywne nastawienia u dziecka;
- 2) kształtować mechanizmy ułatwiające proces adaptacji²².

Rodzice oraz pozostali domownicy winni kształtować u dzieci pozytywne nastawienie i pozytywną motywację do przedszkola. Służą temu rozmowy na temat pójścia do przedszkola i przyjemnych zdarzeń oraz sytuacji, które czekają na dzieci w placówce przedszkolnej bądź w przedszkolu oraz uświadomienie dziecku, dlaczego będzie tam chodziło. Przygotowanie dziecka do przedszkola wymaga od rodziców przede wszystkim: stworzenia dzieciom sytuacji samodzielnego rozwiązywania problemów, czemu służą różnego rodzaju prace domowe i polecenia z nimi związane. Dzięki temu dziecko nabywa umiejętności samodzielnego organizowania sobie pracy, np. dbania o swoje rzeczy, zabawki, porządkowania swojego miejsca zabawy. To prowadzi do odpowiedzialności za własne postępowanie. Świadome przestrzeganie w rodzinie wspólnie ustalonych zwyczajów zaowocuje w przedszkolu umiejętnością współżycia w zespole.

Ważnym elementem są również czynności samoobsługowe, np. samodzielne jedzenie, picie z kubeczka, ubieranie i rozbieranie się czy korzystanie z toalety. Należy przy tym zwrócić uwagę na formy grzecznościowe: "poproszę", "dziękuję", "bardzo mi smakowało" itp. Rodzic, nie spiesząc się, wykazując dużą dozę cierpliwości powinien pozwolić dziecku trzyletniemu podejmować próby samodzielnego ubrania spodni, butów czy skarpetek. Takie ćwiczenia wykonywane w domu świetnie przygotowują malucha do samodzielnego radzenia sobie z garderobą. Ważne jest przy tym, aby przygotować dziecku właściwe ubrania: spodnie na gumkę, buty na rzepy, koszulkę bez guzików lub nap. Również korzystanie z toalety dla dziecka trzyletniego jest sporym wyzwaniem. Istotne jest kształtowanie w dziecku właściwych nawyków - jak zdjąć bieliznę, użyć papieru toaletowego, wymyć ręce po skorzystaniu z toalety²³.

²² W. Debesse: *Etapy wychowania*. Warszawa 1983, s. 38.

²³ A. Klim-Klimaszewska: *Trzylatek w przedszkolu. Gotowość dziecka trzyletniego do podjęcia edukacji przedszkolnej*. Warszawa 2010, s. 82-86.

Kolejnym ważnym elementem w przygotowaniu dziecka jest ukształtowanie poczucia obowiązku, czemu sprzyja sumienne wykonywanie łatwych prac podejmowanych przez dzieci z własnej inicjatywy lub na polecenie rodziców. Niezbędne jest także rozwijanie wytrwałości i wyrabianie nawyku doprowadzania rozpoczętej pracy do końca. Wdrażanie dziecka do dłuższego skupienia uwagi odbywa się poprzez obserwację przyrody, przez gry i zabawy z regułami, wspólne oglądanie obrazków, słuchanie piosenek oraz opowiadań. Trzeba przyzwyczaić dziecko do uważnego słuchania.

Należy zorganizować życie dziecka w domu według planu zbliżonego do rozkładu dnia w przedszkolu. Ponadto należy dostarczyć mu materiały, z którymi się tam zetknie. Ułatwi to dziecku przyswojenie nawyków związanych z organizacją zajęć w przedszkolu.

Trzeba rozwijać samodzielność dziecka, szczególnie w zakresie czynności samoobsługowych, mimo że może to wywoływać wiele negatywnych emocji, a nawet protest. Nabycie tych sprawności poprzez trening w rodzinie przyczyni się do lepszej adaptacji dziecka do funkcjonowania w przedszkolu.

Ważne jest także psychiczne przygotowanie dziecka do zmian. Należy kształtować pozytywną motywację dziecka dotyczącą przekroczenia progu przedszkola, organizować spotkania z rówieśnikami, rozwijać umiejętność porozumiewania się z innymi dziećmi i dorosłymi oraz wzbogacać pozytywne doświadczenia dziecka w kontaktach z dorosłymi i rówieśnikami na terenie domu rodzinnego. Ważne jest, aby stopniowo uniezależnić dziecko psychicznie i emocjonalnie od rodziców, a zwłaszcza od matki²⁴.

Rola nauczyciela w procesie adaptacji dziecka do warunków przedszkolnych

Przedszkole to środowisko edukacyjno-wychowawcze rozwijające możliwości dziecka oraz zapewniające lepsze przygotowanie do szkoły. Dziecko powinno nauczyć się żyć w innej rzeczywistości. Z jednej strony następuje to przez kontakt z

²⁴ I. Kopec: Z radością do przedszkola. „Wychowanie w Przedszkolu” 2011, nr 7, s. 51.

nauczycielem, który staje się przewodnikiem, z drugiej – przez kontakt z rówieśnikami. Dziecko musi także zyskać orientację w nowej przestrzeni, aby nauczyć się w niej sprawnie funkcjonować.

W przedszkolu dziecko przebywa pod opieką doświadczonej i dobrze przygotowanej do zawodu nauczycielki, która zadba o to, by nie stała się mu krzywdą. Jeżeli rodzic zaufa nauczycielce, to dziecku będzie łatwiej przystosować się do nowych wymagań i warunków środowiska przedszkolnego. Proces adaptacji może wywołać korzystne zmiany pod warunkiem, że będzie przebiegał zgodnie z możliwościami dziecka. Istnieje zatem potrzeba wsparcia dziecka poprzez intencjonalne stworzenie oddziaływań wychowawczych. Należy tak zorganizować środowisko przedszkolne, aby ułatwić dziecku uzyskanie pozytywnych rezultatów w pokonywaniu problemów adaptacyjnych. Celem działań nauczyciela wychowania przedszkolnego jest pomoc dziecku w nawiązywaniu pozytywnych kontaktów z nowym środowiskiem, co ułatwi ukształtowanie pozytywnego stosunku emocjonalnego do przedszkola. Jest to podstawowy czynnik dobrej adaptacji²⁵.

Istotny wpływ na adaptację dziecka do przedszkola mają warunki lokalowe. Należy tak zorganizować środowisko przedszkolne, aby ułatwić dziecku uzyskiwanie pozytywnych rezultatów w pokonywaniu trudności adaptacyjnych. Złagodzenie trudności trzylatków adaptacji do przedszkola wymaga zdaniem A. Klim – Klimaszewskiej:

- Zapewnienia w pierwszym kontakcie dzieci z przedszkolem takich sytuacji, które dostarczą pozytywnych doświadczeń i przeżyć;
- Złagodzenia ograniczeń i wymagań w celu dostosowania ich do poziomu możliwości dzieci i ich potrzeb²⁶.

Celem w/w działań jest pomoc maluchowi w nawiązywaniu pozytywnych kontaktów z nowym środowiskiem, co ułatwia ukształtowanie pozytywnego stosunku emocjonalnego do przedszkola, a to z kolei jest jednym z podstawowych czynników

²⁵ Tamże, s. 52.

²⁶ A. Klim – Klimaszewska: Pedagogika przedszkolna. Nowa podstawa programowa. Warszawa 2012, s. 92.

dobrej adaptacji. Ze wszystkich pomieszczeń w przedszkolu najważniejsze dla dziecka są te, w których przebywa najczęściej. Są to:

1. Sala przedszkolna, w której dzieci spędzają najwięcej czasu zatem powinna być odpowiednio zaaranżowana do potrzeb dzieci trzyletnich.
2. Łazienka, z której dzieci korzystają na co dzień ucząc się czynności samoobsługowych.
3. Szatnia, w której dzieci rozpoczynają i kończą swój pobyt w przedszkolu.

Aranżacja przestrzeni wpływa na aktywność wychowanków, dlatego zgodnie z zapisami zawartymi w podstawie programowej wychowania przedszkolnego proponuje się takie jej zagospodarowanie, które pozwoli dzieciom na podejmowanie różnorodnych form działania. Wskazane jest zorganizowanie stałych i czasowych kącików zainteresowań. Jako stałe proponuje się kąciki: czytelniczy, konstrukcyjny, artystyczny, przyrodniczy. Jako czasowe proponuje się kąciki związane z realizowaną tematyką, świętami okolicznościowymi, specyfiką pracy przedszkola. Elementem przestrzeni są także zabawki i pomoce dydaktyczne wykorzystywane w motywowaniu dzieci do podejmowania samodzielnego działania, odkrywania zjawisk oraz zachodzących procesów, utrwalania zdobytej wiedzy i umiejętności, inspirowania do prowadzenia własnych eksperymentów. Istotne jest, aby każde dziecko miało możliwość korzystania z nich bez nieuzasadnionych ograniczeń czasowych. Elementem przestrzeni w przedszkolu są odpowiednio wyposażone miejsca przeznaczone na odpoczynek dzieci (leżak, materac, mata, poduszka), jak również elementy wyposażenia odpowiednie dla dzieci o specjalnych potrzebach edukacyjnych. Estetyczna aranżacja wnętrza umożliwia celebrowanie posiłków (kulturalne, spokojne ich spożywanie połączone z nauką posługiwania się sztućcami), a także możliwość wybierania potraw przez dzieci (walory odżywcze i zdrowotne produktów), a nawet ich komponowania. Aranżacja wnętrza umożliwia dzieciom

podejmowanie prac porządkowych np. po i przed posiłkami, po zakończonej zabawie, przed wyjściem na spacer²⁷.

Kolejnym czynnikiem wpływającym na adaptację są zmiany w organizacji pracy oddziałów przedszkolnych. Małe dziecko zwykle potrzebuje jednej osoby dorosłej, aby czuć się bezpiecznie, toteż w okresie adaptacyjnym w grupie powinien przebywać jeden stały nauczyciel pełniący rolę głównego opiekuna, a druga osoba powinna go wspomagać. Może to być kolejny nauczyciel lub pomoc nauczyciela. Taka sytuacja wpływa korzystnie na dzieci, ponieważ rozładowuje napięcie związane z dużą liczbą nieznanymi osób, daje poczucie stabilności i uporządkowania nowego środowiska, a w efekcie daje dziecku poczucie bezpieczeństwa.

W procesie adaptacji bardzo ważna jest ścisła współpraca nauczyciela z rodzicami, która powinna opierać się na wzajemnym zaufaniu, ustalaniu wspólnych działań i uzupełnianiu ich w procesie wychowawczym. Rodzice i – przede wszystkim – nauczyciele powinni tworzyć sytuacje sprzyjające pozytywnemu nastawieniu i zainteresowaniu dziecka przedszkolem oraz wspierać swoich wychowanków w przystosowaniu się do nowego miejsca. Przedszkole jako profesjonalna placówka wychowawcza może udzielić rodzicom wsparcia, przygotowując ich do udzielania pomocy dziecku w jego adaptacji do nowego środowiska społecznego. Zajęcia adaptacyjne są bardzo ważne nie tylko dla dzieci, lecz także dla rodziców²⁸.

Dlatego wskazane jest uczestniczenie dziecka wraz z rodzicami w różnych formach zajęć organizowanych przez przedszkole oraz odwiedzanie placówki podczas dni otwartych. Dzięki temu dziecko pozna przedszkole i jego otoczenie, dowie się, co będzie w nim robić i jak będzie spędzać czas. Pozna też wymagania stawiane dzieciom, organizację i tryb życia w przedszkolu, nauczyciela, który będzie z nim pracować na co dzień, starszych kolegów. Dzięki temu nieznane dotąd dziecku środowisko

²⁷ ROZPORZĄDZENIE MINISTRA EDUKACJI NARODOWEJ z dnia 14 lutego 2017 r. w sprawie podstawy programowej wychowania przedszkolnego oraz podstawy programowej kształcenia ogólnego dla szkoły podstawowej, w tym dla uczniów z niepełnosprawnością intelektualną w stopniu umiarkowanym lub znacznym, kształcenia ogólnego dla branżowej szkoły I stopnia, kształcenia ogólnego dla szkoły specjalnej przysposabiającej do pracy oraz kształcenia ogólnego dla szkoły policealnej (Dz. U. z 2017 poz. 356) – Załącznik 1, s. 10.

²⁸ M. Szczotka, K. Szewczuk: Rodzic partnerem w procesie adaptacji dziecka trzyletniego do przedszkola. Rozwój i wychowanie dziecka w wieku przedszkolnym i szkolnym. Red. J. Karbowniczek, A. Błasiak, Dybowska. Kraków 2015, s. 78.

W:
E.

przedszkolne stanie się bardziej bliskie i przyjazne. Natomiast rodzice podczas zajęć będą stopniowo łagodzić swoje obawy związane z posłaniem dziecka do przedszkola, widząc, że świetnie czuje się ono w grupie, potrafi się bawić, chętnie przychodzi na zajęcia i aktywnie w nich uczestniczy, a nauczyciel jest zawsze gotowy do pomocy, ciepły i otwarty²⁹.

Dziecko może adaptować się do przedszkola na dwa sposoby:

1. Pierwszy z nich to samoistne przystosowanie się dziecka, bez wyraźnej ingerencji rodziny oraz placówki. Jest to najbardziej powszechny sposób.
2. Drugi - poprzez zaplanowane przez przedszkole działania we współpracy z rodzicami.

Dzięki takim działaniom dziecko zyskuje przygotowanie do zmiany i wsparcie od strony zarówno rodziców, jak i przedszkola³⁰.

Rozpatrując założenie, że przedszkole ma stworzyć jak najlepsze warunki bytowe oraz rozwojowe dziecku, placówka powinna sięgać po różnorakie metody komunikowania się z dzieckiem. Relacja dziecka z przedszkolem ma być relacją interaktywną. Placówka musi porzucić sztywne instytucjonalne normy i reguły i dopasowywać się do dzieci do niej uczęszczających, np. grupy dzieci trzyletnich powinny mieć kontakt z ograniczoną ilością osób, szczególnie w pierwszych dniach adaptacji. Ponadto sama relacja nauczyciela z dzieckiem powinna zmierzać w kierunku działań terapeutycznych³¹.

Według Kąkola, aby złagodzić trudności adaptacyjne konieczne są przemyślane działania skierowane na uatrakcyjnienie pobytu dziecka w przedszkolu i łagodzenie przykrych przeżyć dzieci. Wymaga to kompleksowego zaplanowania zadań i prac przygotowawczych, realizowanych z udziałem wszystkich pracowników placówki³².

Dzieci przychodzące do przedszkola prezentują różne wartości, zwyczaje i

²⁹ Tamże, s. 79.

³⁰ J. Lubowiecka. Przystosowanie psychospołeczne dziecka do przedszkola. Warszawa: Szkolne i Pedagogiczne; 2001, s. 56-57.

³¹ Z. Topińska: Organizowanie środowiska wychowującego w przedszkolu. W: M. Kwiatowska, redaktor. Podstawy pedagogiki przedszkolnej. Warszawa 1985. s. 329.

³² R. Przewęda, B. Sekita. Tendencje w rozwoju motorycznym dzieci w wieku przedszkolnym. W: Rozwój i wychowanie dzieci w wieku przedszkolnym. Wrocław 1985. s. 95-111. (B. Wilgocka-Okoń. Studia pedagogiczne; t. XLVIII), s. 58.

postawy. Wiąże się to z różnorodnością środowisk rodzinnych i norm w nich panujących. H. Łuczak uważa, że przedszkole jako placówka wspomagająca proces wychowawczy – dydaktyczny, musi zaakceptować dziecko takie jakie ono jest, i stworzyć mu warunki do indywidualnego i harmonijnego rozwoju we wszystkich sferach osobowości³³. Dlatego też tak ważne jest odpowiednie planowanie i zarządzanie placówką, przyjmująca najmłodsze dzieci. W polskich przedszkolach powszechne stało się opracowywanie i realizowanie przed rozpoczęciem roku szkolnego programów wstępnej adaptacji dzieci do środowiska przedszkolnego, w której uczestniczą trzylatki wraz z rodzicami.

Cele i założenia programu wstępnej adaptacji

Przedszkole jako środowisko społeczne pełne różnorodnych bodźców będzie spełniało swoje funkcje wychowawcze i dydaktyczne tylko wtedy, gdy dziecko będzie je postrzegało jako bezpieczne i atrakcyjne. Tylko wtedy szybciej się do niego przystosuje i zniesie niedogodności życia zbiorowego. W tym celu opracowywane są programy wstępnej adaptacji dziecka do środowiska przedszkolnego.

Program wstępnej adaptacji jest działaniem pedagogicznym, które sprzyja rozładowaniu negatywnych doznań dziecka wywołanych gwałtownym brakiem wiedzy o nowym środowisku oraz gwałtownym rozstaniem z rodziną. Program stara się zapewnić dzieciom poczucie psychicznego bezpieczeństwa dzięki akceptacji ich aktywności poznawczej oraz umożliwieniu poznawania rzeczywistości na zasadzie prób i błędów jeszcze przed rozpoczęciem regularnego uczęszczania do przedszkola³⁴.

Głównym celem programu wstępnej adaptacji do środowiska przedszkolnego jest ułatwienie maluchom startu przedszkolnego poprzez wspomaganie i ukierunkowywanie ich rozwoju w aspekcie społecznym zgodnie z ich możliwościami rozwojowymi. Cele szczegółowe programu są następujące:

1. Ułatwienie startu przedszkolnego dzieciom i ich rodzicom;
2. Obniżenie lęku dzieci przed rozstaniem z rodzicami;

³³ H. Łuczak. Zajęcia adaptacyjne z dziećmi trzyletnimi. Wychowanie w Przedszkolu. 1995;(3), s. 434.

³⁴ A. Klim – Klimaszewska: Pedagogika przedszkolna. Nowa podstawa programowa. Warszawa 2012, s. 96.

3. Skrócenie czasu adaptacji do przedszkola;
4. Wspomaganie dziecka w procesie przystosowania do życia w warunkach zinstytucjonalizowanych poprzez umożliwienie mu poznania nowego otoczenia w poczuciu bezpieczeństwa;
5. Wyrabianie orientacji czasowej w rozkładzie dnia przedszkola;
6. Stopniowe przyswajanie wiedzy o przeznaczeniu różnych pomieszczeń i sposobie korzystania z nich;
7. Kształtowanie u dzieci poczucia przynależności do grupy przedszkolnej;
8. Uświadomienie rodzicom potrzeb emocjonalnych dziecka rozpoczynającego edukację przedszkolną;
9. Przygotowanie rodziców do udzielenia dziecku wsparcia psychicznego i pomocy w procesie przystosowania;
10. Ograniczenie bodźców utrudniających dziecku adaptację oraz integracja ze środowiskiem przedszkolnym³⁵.

Realizacji tak postawionych celów powinny służyć przede wszystkim następujące zadania:

- wytworzenie pogodnej atmosfery, poczucia akceptacji i bezpieczeństwa,
- stworzenie wychowankom możliwości nawiązywania bliskich kontaktów z innymi dziećmi i nauczycielami grupy,
- kierowanie rozwojem dziecka w celu budowania pozytywnego obrazu własnej osoby, dzięki zaspokojonej potrzebie bezpieczeństwa,
- pokazanie wychowankom sposobów radzenia sobie z własnymi emocjami, właściwego reagowania na emocje innych, na kontrolowanie własnych zachowań w stosunku do nauczycieli oraz rówieśników z grupy, do własnych wytworów plastycznych i wytworów innych osób
- wyrabianie więzi emocjonalnych z środowiskiem przedszkolnym.

Dobrze opracowany programu wstępnej adaptacji do środowiska przedszkolnego powinien składać się z trzech elementów:

³⁵ Tamże, s. 97

1. Nawiązania współpracy przez przedszkole z rodzicami dziecka w celu włączenia ich w przygotowanie swojej pociechy do roli przedszkolaka;

2. Programu specjalnych zajęć i spotkań organizowanych przez nauczycieli w sali przedszkolnej dla rodziców i dzieci;

3. Zmian w organizacji pracy oddziałów przedszkolnych

Poprzez udział w spotkaniach adaptacyjnych organizowanych przez przedszkole dziecko zyskuje przede wszystkim poczucie psychicznego bezpieczeństwa przez fizyczną obecność osoby bliskiej w przedszkolu. Zdobywa wiedzę na temat tego, kto jest za nie odpowiedzialny, wie do kogo zwrócić się o pomoc, wie co się dzieje w grupie przedszkolnej oraz uczy się być samodzielne. Obecność rodziców w przedszkolu jest również wspomaganie efektów działania dziecka. Dorośli dostarczają motywacji do działania i wpływają na kształtowanie się stosunku emocjonalnego do przedszkola, który jest podstawą w przystosowaniu do tej placówki.

Wcześniejszy kontakt przedszkola z rodziną dziecka zachęca do rozwijania jego umiejętności samoobsługowych. Dziecko, które potrafi się samo obsłużyć w łazience, przy stole czy w szatni nie czuje się bezradne i uzależnione od innych. Te umiejętności dziecko nabywa w rodzinie poprzez trening, a zabiegi wychowawcze rodziców, połączone z poradami psychologa i pedagoga, zastosowane odpowiednio wcześniej, przyczynią się do usamodzielnienia przyszłego przedszkolaka³⁶.

Spotkania adaptacyjne przynoszą wymierne korzyści zarówno dzieciom i ich rodzicom, jak i nauczycielom:

- dzieci mają możliwość wcześniejszego zauważenia trudności rozwojowych, w tym problemów w opanowaniu podstawowych czynności oraz zniwelowania problemów adaptacyjnych na początku roku przedszkolnego;
- rodzice poznają miejsce i osoby odpowiedzialne za dziecko, uzyskują informacje na temat możliwości przezwyciężenia stresu adaptacyjnego poprzez odpowiednią pracę wychowawczą;
- kadra pedagogiczna nawiązuje współpracę z rodzicami, a także wcześniej

³⁶ H. Piwowarska-Krukowska: Adaptacja dziecka w przedszkolu. „Wychowanie w Przedszkolu” 2007, nr 4, s. 32.

poznaje dzieci, co może mieć znaczący wpływ na złagodzenie ich problemów z przystosowaniem się do nowego środowiska³⁷.

Realizacja programu wstępnej adaptacji w środowisku przedszkolnym z jednej strony przynosi wymierne korzyści dla dziecka, z drugiej zaś umożliwia zdobycie nowych doświadczeń oraz wykształcenie nowych umiejętności u dorosłych (rodziców, wychowawców), które przyczyniają się do głębszego poznania trzylatka, zrozumienia jego problemów adaptacyjnych i oczekiwań związanych z rozpoczęciem nauki w przedszkolu. Wokół dziecka tworzy się, dzięki wprowadzeniu programu wstępnej adaptacji, atmosfera zrozumienia i akceptacji jego zachowań.

Podsumowanie

Dziecko trzyletnie jest bardzo silnie związane z rodziną. Każde działanie ułatwiające proces adaptacji do środowiska przedszkolnego powinno obejmować swoim zasięgiem również środowisko rodzinne. Dla wielu dzieci poszerzanie kontaktów społecznych jest przeżyciem bolesnym, a przecież nie musi tak być. Odpowiednio wcześnie rozpoczęta współpraca przedszkola i rodziny pomoże dziecku w płynnym przechodzeniu z jednego środowiska w drugie. Poznanie środowiska przedszkolnego i wejście w nie może okazać się źródłem nowych, korzystnych dla rozwoju i socjalizacji dziecka przeżyć.

Założeniem innowacyjnych programów adaptacyjnych jest wspomaganie i ukierunkowanie rozwoju dziecka, zgodnie z jego wrodzonym potencjałem i możliwościami rozwojowymi. Należy pamiętać, że spotkania te nie gwarantują dobrej adaptacji do przedszkola, niemniej znacznie ją przyspieszają i ułatwiają.

Proces adaptacji może trwać od kilkunastu dni do kilku miesięcy. Należy dać dziecku tyle czasu, ile będzie potrzebowało, aby przystosować się do nowych warunków. Uniezależnienie się od najbliższych i nawiązanie pozytywnych relacji w nowym, przedszkolnym środowisku są osiągnięciami rozwojowym dziecka, na które warto czekać.

Bibliografia

³⁷ A. Kempisty, A. Bukowska: Wczesna adaptacja dziecka 3-letniego do warunków przedszkolnych. Program działań adaptacyjnych. „Wychowawca” 2004, nr 3, s. 13.

Andrzejewska J.: Wspieranie rozwoju dziecka poprzez współpracę nauczyciela z rodziną. W: Wybrane problemy edukacji dzieci w przedszkolu i szkole. Red. S. Guz, J. Andrzejewska. Lublin 2005.

Bakiera L., Stelter Ż.: Leksykon psychologii rozwoju człowieka, t. 1. Warszawa 2011.

A. Brzezińska, M. Czub, N. Ożadowicz: Adaptacja dziecka trzyletniego do środowiska przedszkolnego. Edukacja 2012, 4 (120).

Czeglik A.: Start małego i dużego przedszkolaka, organizacja i przebieg procesu adaptacyjnego dziecka i ich rodziców. „Bliżej Przedszkola” 2011, nr 5.

Debesse W.: Etapy wychowania. Warszawa 1983.

Gruszczyk-Kolczyńska E., Zielińska E.: Dwulatki i trzylatki w przedszkolu i w domu. Jak świadomie je wychowywać i uczyć. Kraków 2012.

Gruszczyk-Kolczyńska E., Zielińska E.: Wspomaganie rozwoju umysłowego trzylatków i dzieci starszych wolniej rozwijających się. Książka dla rodziców, terapeutów i nauczycielek przedszkola. Warszawa 2004.

Karbowniczek: Mały leksykon pedagogiki wczesnoszkolnej. Warszawa 2014

Kempisty A., Bukowska A.: Wczesna adaptacja dziecka 3-letniego do warunków przedszkolnych. Program działań adaptacyjnych. „Wychowawca” 2004, nr 3.

Kienig A.: Przystosowanie dzieci trzyletnich do przedszkola. W: Edukacja przedszkolna na przełomie tysiącleci. Wybrane zagadnienia. Red. S. Guz. Warszawa 2011.

Klim-Klimaszewska A.: Pedagogika przedszkolna. Warszawa 2012.

Klim-Klimaszewska A.: Witamy w przedszkolu. Wspomaganie procesu adaptacji dziecka do środowiska przedszkolnego. Warszawa 2011.

Kopeć I.: Z radością do przedszkola. „Wychowanie w Przedszkolu” 2011, nr 7. Jak pomóc dziecku stać się przedszkolakiem.

Kwaśniewska M.: Problematyka adaptacji dzieci do warunków przedszkolnych. W: Wybrane zagadnienia z pedagogiki przedszkolnej. Red. E. Zyzik. Kielce 2009.

Lubowiecka J.: Przystosowanie psychospołeczne dziecka do przedszkola. Warszawa 2000.

Łuczak H.: Zajęcia adaptacyjne z dziećmi trzyletnimi. Wychowanie w Przedszkolu. 1995;(3).

Okoń W.: Nowy słownik pedagogiczny. Warszawa 2001.

Piwowarska-Krukowska H.: Adaptacja dziecka w przedszkolu. „Wychowanie w Przedszkolu” 2007, nr 4.

Przewęda R., Sekita B: Tendencje w rozwoju motorycznym dzieci w wieku przedszkolnym. W: Rozwój i wychowanie dzieci w wieku przedszkolnym. Wrocław: PAN; 1985. s. 95–111. (B. Wilgocka-Okoń. Studia pedagogiczne; t. XLVIII).

Schaffer D.R., Kipp K.: Psychologia rozwoju od dziecka do dorosłości. Tłum. P. Sorensen, M. Wojtaś. Gdańsk 2015.

Suświłło M.: Muzyka łagodzi pierwsze trudności. „Wychowanie w Przedszkolu” 1993, nr 10.

Szczotka M., Szewczuk K.: Rodzic partnerem w procesie adaptacji dziecka trzyletniego do przedszkola. W: Rozwój i wychowanie dziecka w wieku przedszkolnym i szkolnym. Red. J. Karbowniczek, A. Błasiak, E. Dybowska. Kraków 2015.

Topińska Z.: Organizowanie środowiska wychowującego w przedszkolu. W: M. Kwiatowska, redaktor. Podstawy pedagogiki przedszkolnej. Warszawa 1985.

Winnicott D.W.: Dziecko, jego rodzina i świat. Warszawa 1996.

Żuchelkowska K.: Dojrzałość dziecka 3-letniego do rozpoczęcia edukacji przedszkolnej. W: Pedagogika przedszkolna. Oblicza i poszukiwania. Red. M. Magda-Adamowicz, A. Olczak. Toruń 2014.

PATRIOTIC EDUCATION OF OLDER PRESCHOOL CHILDREN THROUGH LOCAL HISTORY

Hirchuk Nataliia

Bachelor's degree student Specialty: A2 Preschool Education

Nizhyn Mykola Gogol State University, Ukraine

e-mail: girchuk.natalya1981@gmail.com

Talalaivska Nataliia

Bachelor's degree student Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

e-mail: talalaivskanatalia@gmail.com

Abstract. *This section discusses the issue of patriotic education of older preschool children through local history. Various scientific approaches to defining the concept of 'patriotism' and its significance in preschool childhood are analyzed. It has been established that patriotic education in the preschool age plays a key role in the formation of national identity.*

Such principles as conformity to nature, continuity, emotionality, and accessibility as well as the objectives of patriotic education through local history have been studied and characterized at the theoretical level.

Local history has been considered as a means of patriotic education, and its significance in the process of patriotic education of older preschoolers has been determined, in particular its influence on moral qualities of personality and fostering love for the homeland.

Key words: *patriotic education, children of the older preschool age, local history, patriotism, patriotism in preschool age, social development.*

Relevance of the Study. In modern conditions, patriotic education occupies an important place among the objectives of preschool education, which is caused by the low level of social, cultural and pedagogical factors. Nowadays, when society is facing the challenges of globalisation, rapid changes in lifestyle and the erosion of national

identity, fostering love for the homeland is not just an educational goal, but also a strategic direction for shaping the younger generation. In this context, patriotism is regarded not as an abstract concept, but as a set of feelings and ideas that connect children with their native land and country as a whole. Preschool education is focused on targeted personal development. Therefore, it creates the basis for this process, integrating patriotic ideas into children's everyday activities.

Particular attention is paid to the fact that it is at an early age – from birth to the age of 6-7 years – that basic ideas about love for one's native land, country, its history, culture and traditions are formed. This period is unique in terms of mental development because children's minds are extremely malleable, and the emotional sphere plays a key role in laying the foundations for knowledge and values.

The issue of patriotic education has been studied by many scholars in various aspects (philosophical, psychological, pedagogical, sociological). Jean-Jacques Rousseau regarded patriotism as the foundation of a democratic society. Immanuel Kant argued that patriotism is linked to a moral duty to the state. Hegel emphasised the connection between patriotism and law and national consciousness. Sigmund Freud analysed patriotism through the prism of group identity. Erik Erikson considered it a stage in the formation of personality. Kostiantyn Ushynskyi was one of the first to develop the idea of national education. Vasyl Sukhomlynskyi stressed the importance of fostering love for the homeland through the native language, culture, and nature. 'Love for the homeland begins with love for the mother. It is the nature of the native land, the words of the native language, the reverence for Mother and Father, the Small Homeland, its historical and heroic past, and diligence.'

Contemporary scholars, including L. Artemova, A. Bohush, A. Vynohradova, N. Havrysh, N. Lysenko, L. Lokhvytska, T. Ponimanska, and others, have addressed issues related to the patriotic education of older preschool children. The works of these researchers highlight the theoretical foundations of ethnology, the content, and methods of introducing children to Ukrainian national culture, literature, and art. Besides, their works reveal methodological techniques for introducing children to state and national symbols, everyday life, holidays, customs, rites, games, and folk crafts. These researchers have made a significant contribution to the development of the theory and practice of patriotic education through the use of local history materials.

The use of local history in the process of patriotic education of preschoolers is relevant and appropriate in contemporary conditions, as it meets the needs of preschool pedagogy in accessible and comprehensible forms of working with children. Local history is not only the study of the history, nature or culture of one's native land but also a powerful tool that makes it possible to adapt complex patriotic concepts, such as love for the homeland or civic responsibility to the level of perception of preschoolers.

The concept of patriotism and its significance in preschool age.

N. Borysova argues that patriotism, as a multifaceted concept, encompasses love for one's homeland, respect for its history, culture, and traditions, as well as a willingness to preserve and enhance its heritage. In a broad sense, patriotism is a sense of belonging to a particular community – from one's native region to the country as a whole – which forms a personal emotional connection with the surrounding world and is regarded as a civic position. In the context of preschool age, patriotism takes on a specific meaning, adapted to the psychological and cognitive abilities of children, and manifests itself more as an initial emotional attachment than as a conscious ideology. It is during this period that the foundations of this sentiment are laid, which makes its cultivation in preschool age a high priority for pedagogy³⁸.

According to I. Bekh, patriotism in preschool age is first and foremost an emotionally coloured perception of 'one's own' space, which is formed through familiarity with the immediate environment: home, kindergarten, street, nature or local traditions. For the children aged 3 to 6, the homeland is not an abstract state on a map, but is embodied in specific images – a favourite park where they walk with their parents, a river that their teacher tells them about, or holidays celebrated in their community. For example, when children hear a folk song from their native land or participate in a game that imitates local customs, they experience joy and pride, which are the first manifestations of patriotic feelings. Thus, patriotism at this stage of development is not

³⁸ Borysova N. A. Patriotychne vykhovannia ditei doshkilnoho viku [Patriotic education of preschool children]. Tavriiskyi visnyk osvity - Tavriia Education Bulletin. 2017. № 1. P. 53-59. http://nbuv.gov.ua/UJRN/Tvo_2017_1_10 [in Ukrainian].

so much an understanding of duty to the country as a feeling of warmth, security, and belonging to what is 'one's own', one's native land³⁹.

According to N. Karpa, the significance of patriotic education in preschool age arises from the fact that it is during this period that the basic moral and emotional foundations of personality are formed, which influence the child's further attitude to the world. Preschool age is a sensitive period for the development of the emotional sphere: children actively respond to the beauty of nature, are fascinated by stories about heroes or traditions, and easily adopt the feelings of love and respect conveyed by adults. For example, when listening to a story about how people built their hometown, a child not only remembers the plot, but also subconsciously adopts the idea of the value of collective labour. These early emotional experiences remain the basis for the development of more complex forms of patriotism in older age, such as civic awareness or a willingness to participate in society actively⁴⁰.

In addition, patriotic education at preschool age plays a key role in shaping national identity and a sense of pride in one's native land. In the contemporary world, where globalisation often leads to cultural unification, learning about the characteristics of their native region allows children to feel their uniqueness as part of a particular community. For instance, when a child sees that their city is renowned for embroidery or has an ancient castle, they begin to associate themselves with these values, which strengthens their self-identification. This sense of pride is important not only for emotional development, but also for socialisation: children learn to respect their environment and, through it, the wider world, which prepares them for life in society⁴¹.

According to A. Dmytrenko, another aspect of the importance of patriotism in preschool age is its influence on moral education. Love for one's native land is closely connected with such qualities as care, responsibility, and respect. For instance, when an educator explains to children the need to protect the nature of their native land and

³⁹ Bekh I. Vykhovannia osobystosti [Education of the individual]: U 2- kh kn. Kn.1. : Osobystisno oriientovanyi pidkhdid : teoretyko-tekhnohichni zasady - Personality-oriented approach: theoretical and technological foundations: navch.-metod. vydannia. K., 2003. P. 216. [in Ukrainian].

⁴⁰ Karpa N. Patriotychne vykhovannia doshkilnykiv [Patriotic education of preschoolers]. 2024. P. 262-266. http://www.ir.dspu.edu.ua/jspui/bitstream/123456789/3287/1/_%20%D0%9A%D0%B0%D1%80%D0%BF%D0%B0-262-266.pdf [in Ukrainian].

⁴¹ Bekh I. Patriotyzm yak tsinnist. Sim naukovykh pozytsii u natsionalnopatriotychnomu vykhovanni [Patriotism as a value. Seven scientific positions in national-patriotic education]. Menedzhment osvity - Education Management. 2018. № 6(402). P. 6-12. URL: <https://lib.iitta.gov.ua/id/eprint.pdf> [in Ukrainian]

then the children participate in collective cleaning of the kindergarten grounds, they develop an understanding that their actions affect 'their own' environment. Such simple practices form the basis of environmental awareness and civic responsibility, which later transform into more conscious patriotic beliefs⁴².

Patriotism in preschool age is the initial form of love for the homeland, which manifests itself through an emotional connection with one's native land and is shaped through accessible for children images and experiences. Its significance arises in the creation of a spiritual foundation for the development of national consciousness, moral qualities, and a sense of belonging to the community. During this period, patriotic education not only prepares the child for their future role as a citizen but also enriches their inner world, making it more harmonious and meaningful. Therefore, working on developing patriotic feelings in preschool age requires special attention and a thoughtful selection of methods, such as local history, that take into account the children's age-specific characteristics⁴³.

The older preschool age (5 to 6 years old) is a transitional stage between early childhood and the start of school education, characterised by significant changes in the child's mental, social, and physical development. This period is also sensitive for personality formation, when the foundations of worldview, moral values, and social skills are laid, making it particularly favorable for patriotic education. Understanding of the developmental features of children of this age enables educators to effectively select methods and means, such as local history, to achieve educational objectives.

O. Kaplunovska argues that one of the key features of this period is active development of the cognitive sphere. At the age of 5-6, children's memory capacity increases significantly, their attention improves, and their thinking acquires elements of logic and the ability to generalize. For example, a child can already remember a short

⁴² Dmytrenko A. O., Suiatynova K. Ye. Patriotychne vykhovannia ditei starshoho doshkilnoho viku zasobamy kraieznavstva: metodychnyi posibnyk ihor [Patriotic education of older preschool children through local history: a methodological manual to games]. Kryvyi Rih: KDPU, 2021. P. 67. [in Ukrainian].

⁴³ Yepikhina M. A. Formuvannia osnov patriotychnoho vykhovannia u doshkilnykiv zasobamy narodoznavstva [Formation of the foundations of patriotic education in preschoolers through ethnography]. Naukovyi visnyk Uzhhorodskoho universytetu. Serii: «Pedahohika. Sotsialna robota». 2017. Issue. 1 (40). P. 96-100. <http://hdl.handle.net/123456789/6608> [in Ukrainian].

story about the history of their native land or associate the beauty of the local landscape with the presence of its shores. At the same time, imagination remains the leading form of cognition; therefore, children still want to fantasise, creating their own images based on what they have heard and seen. Educators can use fairy tales, legends or games related to their native land, which not only introduce children to facts but also evoke an emotional response. Such cognitive activity makes older preschool age optimal for the absorption of patriotic ideas through visual and creative forms of activity⁴⁴.

According to S. Matvienko's approach, the emotional sphere of children at this age also undergoes qualitative changes, becoming more differentiated and stable. Preschoolers from 5 to 6 years old are capable of experiencing deeper feelings – joy, pride, sympathy – and associating them with specific events or objects. For instance, upon hearing about the heroic deed of a countryman or seeing a magnificent local temple, a child may feel admiration and pride for their homeland, which is the first step towards patriotism. At the same time, emotional sensitivity makes them vulnerable to the influence of adults. Thus, an educator's positive attitude towards their native land is easily conveyed to children. This feature emphasizes the importance of creating an emotionally rich educational environment where local history can be a source of vivid experiences⁴⁵.

Social development in older preschool age is characterized by an increasing interest in interacting with peers and understanding simple moral norms. Children begin to perceive themselves as part of a group – such as a family or a children's group, and through them, they understand that they belong to a larger community, for example, the residents of their native town or village. The process is accompanied by the first attempts to follow these rules and show concern for others. For instance, participation in joint kindergarten activities or preparation for a local celebration fosters a sense of responsibility toward 'one's own.' These social skills are the foundation for future civic awareness, whereas local history

⁴⁴ Kaplunovska O. M. Patriotychne ta internatsionalne vykhovannia: osoblyvosti orhanizatsii z ditmy doshkilnoho viku [Patriotic and international education: features of organisation with preschool children] / O. M. Kaplunovska http://www.zoippo.zp.ua/pages/el_gurnal/pages/vip5.html. [in Ukrainian].

⁴⁵ Matvienko S. I. Spetsyfika patriotychnoho vykhovannia u doshkilnomu dytynstvi. Sotsialno-moralnyi rozvytok i vykhovannia ditei doshkilnoho viku [The specifics of patriotic education in preschool childhood. Social and moral development and education of preschool children] / za zah. red. O.L. Kononko. Nizhyn. 2020. [in Ukrainian].

helps connect them to a specific context – one's native land as part of the homeland⁴⁶.

According to N. Prytulyk, another important feature is the development of speech, which becomes more coherent and rich at the age of 5-6. Children are able not only to listen to the educator's stories but also to ask questions, retell what they have heard, or express their own thoughts. For instance, after an excursion to a local landmark, they can recount what they liked or describe their impressions of what they saw. This enables educators to use conversations and discussions as tools for patriotic education, enhancing their understanding of the significance of their native land. Developed speech also contributes to creative activity, such as composing stories or describing drawings about their locality, which strengthens the emotional connection with the theme⁴⁷.

Physical development in this age group is characterized by improved coordination and endurance, which enables children to participate in more complex types of activities such as walks, excursions, or outdoor games related to local history. For example, a trip to a forest or park accompanied by a story about its natural features not only introduces children to the world around them but also allows them to explore it actively. This practical activity corresponds to the needs of preschoolers in Ukraine and promotes better absorption of information through personal experience⁴⁸.

Hence, the peculiarities of older preschool children's development are a combination of high cognitive activity, emotional sensitivity, social engagement, developed speech, and physical readiness for different types of activity. These characteristics make this developmental stage ideally suited for patriotic education, as children are able to perceive, experience, and comprehend the ideas of love for their native land through accessible forms such as games, creativity, and communication. Local history, as a means based on specificity and emotional engagement, corresponds perfectly

⁴⁶ Kaplunovska O. M. Patriotychne ta internatsionalne vykhovannia: osoblyvosti orhanizatsii z ditmy doshkilnoho viku [Patriotic and international education: features of organisation with preschool children] / O. M. Kaplunovska http://www.zoippo.zp.ua/pages/el_gurnal/pages/vip5.html. [in Ukrainian].

⁴⁷ Prytulyk N. V. Pidhotovka maibutnoho vykhovatelja DNZ do roboty z patriotychnoho vykhovannia doshkilnykiv u protsesi opanuvannia etnopedahohiky [Preparation of future preschool educator for work on patriotic education of preschoolers in the process of mastering ethnopädagogy]. Naukovi zapysky Nizhynskoho derzhavnoho universytetu imeni Mykoly Hoholia - Scientific notes of Nizhyn Gogol State University. Nizhyn: NDU im. M. Hoholia, 2015. № 4 . P. 220- 226. [in Ukrainian].

⁴⁸ Borysova N. A. Patriotychne vykhovannia ditei doshkilnoho viku [Patriotic education of preschool children]. Osvita vprodovzh zhyttia. Tavriiskyi visnyk osvity – Lifelong learning. Tavria Education Bulletin. 2017. 1(57). P. 53-59. http://nbuv.gov.ua/UJRN/Tvo_2017_1_10 [in Ukrainian].

to these characteristics, enabling educators to foster in preschoolers the first feelings of patriotism and to prepare them for further development as conscious citizens.

Principles and objectives of patriotic education through local history studies

N. Myskova considers that patriotic education of older preschool children through local history is based on certain principles and objectives, which begin with organisation, content, and direction. The principles serve as theoretical foundations that ensure the efficiency of the educational process, while the objectives specify the outcomes that need to be achieved in working with preschoolers. Their combination makes it possible to create a coherent system of education that takes into account both the age characteristics of children and the specifics of the local history approach⁴⁹.

These principles are basic rules that regulate the education process and ensure its compliance with psychological, pedagogical, and social conditions. The following key principles are identified for patriotic education through local history studies:

Conformity to nature. This principle ensures the consideration of age-related and psychological characteristics of older preschool children (5–6 years old). Since emotional perception, imaginative thinking, and the need for active activity prevail at this age, local history materials should be simple, vivid, and interesting. For example, instead of long lectures on the history of the region, it is advisable to use short fairy tales or legends about the area, which are easy to perceive and evoke an emotional response. The principle of naturalism in pedagogy also implies that the educational process should correspond to the child's level of development. Therefore, complex concepts, such as civic responsibility, are transformed into accessible ideas – for example, caring for the local park or respecting traditions.

Continuity. This principle ensures a gradual and systematic formation of patriotic feelings. Education through local history is not a single action, but a progressive process in which knowledge and emotional experience become increasingly complex, moving from

⁴⁹ Myskova N. Patriotychne vykhovannia ditei doshkylnoho viku v umovakh zakladu doshkylnoi osvity [Patriotic education of preschool children in preschool educational institutions]. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh - Pedagogy of creative personality formation in higher and general education schools. 2020. № 69. V. 1. P. 102–105. [in Ukrainian].

simple to more complex. Initially, children become familiar with the nature of their native land (trees, rivers), then with its culture (songs, holidays), and later with its history (legends about the founding of the city). This approach allows children to strengthen their emotional connection to their homeland and supports them in developing a broader understanding of their homeland in the future, for example, in school.

Emotionality. Since the emotional sphere is predominant in children aged 5-6, this principle emphasises the need to involve the senses in the educational process. Local history is ideal for this, as its content – stories, landscapes, traditions – can reveal joy, pride, or admiration. For instance, when a teacher talks about the beauty of a local river and shows it in photos or during a walk, children experience positive emotions associated with their native land. Emotionality enhances memory retention and transforms education from a formal activity into a deeply personal experience.

Accessibility. This principle requires that the content and methods of local history education correspond to the life experience of preschoolers and be understandable. For example, a story about distant historical events may be difficult to comprehend, but a story about how people planted a forest near the village where the child lives will feel relevant and engaging. Accessibility should also apply to the form of the activity: games, drawing, or short excursions are typical for preschoolers and enable them to easily learn patriotic ideas through action⁵⁰.

N. Kydun defines the tasks of patriotic education through local history, specifying the goals of the educational process and determining the results that need to be achieved in working with older preschool children. They are closely related to the principles and aimed at fostering patriotic feelings through a local history approach⁵¹.

The main tasks are:

1. Formation of ideas about the native land. This task focuses on introducing

⁵⁰ Oleksiuk O., Zavoloka S. Formuvannia liubovi do ridnoho mista u ditei starshoho doshkilnoho viku [Fostering love for the native city in older preschool children]. Naukovyi visnyk MNU imeni V. O. Sukhomlynskoho. Pedagogichni nauky - Scientific Bulletin of V.O. Sukhomlynskyi Mykolaiv National University. Pedagogical Sciences. 2017. № 4 (59). P. 380-385. [in Ukrainian].

⁵¹ Kydun N. V. Patriotychne vykhovannia starshykh doshkilnykiv v osvithnomu protsesi ZDO: robota na zdobuttia kvalifikatsiinoho stupenia mahistra: spets. 012 Doshkylna osvita [Patriotic education of senior preschoolers in the educational process of preschool educational institutions: thesis for the degree of Master of Education: specialisation 012 Preschool Education]. / nauk. ker. I. O. Smoliuk; Volynskyi natsionalnyi universytet imeni Lesi Ukrainky. Lutsk, 2024. P. 105. <https://evnuir.vnu.edu.ua/handle/123456789/26324> [in Ukrainian]

children to the nature, history, culture, and traditions of their local area. For example, a teacher may explain the origin of the town's name, show photographs of local landmarks, or organize a game such as 'Find it on the map' to help children remember familiar places. Such lessons become the foundation for understanding their connection to the local environment and for expanding their perceptions to the national level.

2. *Fostering a love for nature and the culture of the native land.* This task is aimed at developing an emotional connection with the surrounding environment. Through observing nature (e.g., seasonal changes in the park) or participating in local festivals (making amulets, singing songs), children learn to appreciate the beauty and uniqueness of their region. The love that emerges in the process is the first manifestation of patriotism, based on positive experiences.

3. *Developing a sense of pride in the native land.* The task is to ensure that children perceive the value of their native land through its distinctive features, such as natural resources, historical events, or the achievements of its inhabitants. For instance, a story about local artisans who created a well-known product, or a demonstration of an old bridge, can evoke a sense of pride in what is 'theirs.' This feeling is later transferred to a broader context, namely, to the country as a whole.

4. *Formation of a caring attitude towards the heritage of the native land.* This task has a moral aspect and teaches children responsibility for preserving nature and culture. For example, cleaning up the kindergarten grounds or telling stories about how people protected the forest shows that a child's actions affect their environment. This attitude lays the foundation for civic awareness, which will develop in the future.

In conclusion, the principles of patriotic education through local history – naturalism, continuity, emotionality, and accessibility – create a theoretical basis for effective work with preschoolers, taking into account their age-specific characteristics. The tasks, which involve the formation of basic ideas, the fostering of love, the development of pride, and a caring attitude, specify the objectives of this process and direct it toward the emotional and moral development of children. Together, they provide a holistic approach to fostering patriotic feelings in older preschoolers, making local history an effective and natural tool in the hands of the educator.

Local history studies as a means of patriotic education.

Local history as a pedagogical tool plays a significant role in the process of patriotic education of older preschool children, since it enables the organic combination of emotional, cognitive, and moral development through familiarisation with one's native land. Its usage makes abstract patriotic ideas accessible and understandable to preschoolers, forming their first feelings of love for their homeland. Considering local history as an educational tool involves analysing its essence, possibilities, and advantages in the context of preschool education⁵².

Local history in the broad sense is an activity aimed at studying the history, nature, culture, and traditions of a particular area, increasing people's knowledge of their native land. In preschool education, it is adapted to the age characteristics of children aged 5-6 and is simplified but multifaceted in nature. For preschoolers, local history is not a systematic study, but an engaging introduction to 'their own' world through specific images: the local forest, river, ancient building, or a folk celebration. For instance, a story about the construction of the bridge in their native village or a display of photographs from local fairs become the first steps for a child towards understanding the value of their surroundings. Thus, local history serves as a bridge between the child's personal experience and the broader idea of the homeland, creating patriotism that is not abstract, but vivid and tangible⁵³.

The role of local studies in patriotic education is based on their capacity to help children develop a sense of belonging to their native land and, through it, to the country as a whole. This connection is formed through emotional involvement. When children feel the uniqueness of their locality – for example, a rare plant that grows only in their region, or a famous fellow countryman – they develop a sense of pride. Such experiences become the basis for patriotic feelings, although pride in the 'small' gradually evolves into love for the 'big', that is, for the whole country. Moreover, local history

⁵² Vasylenko V. M., Vasylenko V. V. Kraieznavstvo yak zasib patriotychnoho vykhovannia molodi. Kraieznavchi dialogy: Sumshchyna u suviasi tysiacholit [Local history as a means of patriotic education for young people. Local history dialogues: Sumy region through the millennia]: materialy rehion. konf., m. Sumy, 21 kvitnia 2021 r. / za zah. red.: S. V. Dranovska. Sumy : NVV KZ SOIPPO, 2021. P. 31–34. [in Ukrainian].

⁵³ Yepikhina M. A. Formuvannia osnov patriotychnoho vykhovannia u doshkilnykiv zasobamy narodoznavstva [Formation of the foundations of patriotic education in preschoolers through ethnography]. Naukovyi visnyk Uzhhorodskoho universytetu. Serii: «Pedahohika. Sotsialna robota». 2017. Issue. 1 (40). P. 96-100. <http://hdl.handle.net/123456789/6608> [in Ukrainian].

fosters respect for the past and responsibility for the present. Through participating in the care of a local flowerbed or listening to stories about how their ancestors protected nature, children learn to appreciate and preserve the heritage of their native region⁵⁴.

The advantages of local history in the process of patriotic education are determined by its compliance with the psychological and cognitive characteristics of older preschoolers. Firstly, local history studies possess accessibility: information about one's native land is close to a child's life experience, which facilitates its perception. For example, a story about a park where a child walks daily will be more comprehensible than a conversation about distant cities. Secondly, they evoke emotions: local history materials, such as legends, songs, natural objects, evoke joy, excitement, or curiosity in preschoolers, which increases their interest in the topic. Finally, they are practical: local history can be easily integrated into various forms of activities, including excursions, games, and creative tasks, allowing children not only to listen but also to act. For example, drawing local landscapes or participating in a 'Treasure Hunt of the Native Land' game combines learning with creativity and physical activity, which corresponds to the developmental needs of preschool children⁵⁵.

The practical application of local history in patriotic education covers a wide range of methods that take into account the age characteristics of children. One of the most common is storytelling with visual aids. The educator may show children photographs of local landmarks or bring samples of traditional crafts, accompanying this with simple explanations. Excursions to familiar places, such as a park, museum or even the kindergarten playground, enable children to 'touch' their native land, combining knowledge with personal experience. Play-based activities, such as staging fairy tales or creating a 'treasure map' of the village, stimulate imagination and activity. Creative

⁵⁴ Havrysh I. Khudozhnie kraieznavstvo yak zasib natsionalno-patriotichnoho vykhovannia ditei doshkilnoho viku. Nauka. Osvita. Molod [Artistic local history as a means of national-patriotic education of preschool children. Science. Education. Youth]. Uman–2017: zb. materialiv X Vseukainskoi studentskoi nauk. konf. z mizhnarodnoiu uchastiu. (m. Uman, 27 kvitnia 2017 r.) v 3-kh ch. Ch. I. / red. kol : V. V. Sokyrynska (hol. red.) A. I. Melnyk, I.V. Khomenko ta in. Uman. : FOP Zhovtyi O. O., 2017. P. 102–104. [in Ukrainian].

⁵⁵ Natsionalno-patriotichne vykhovannia ditei ta molodi u suchasnomu osvithnomu prostori Ukrainy na zasadakh etnopedagogiky [National and patriotic education of children and youth in the contemporary educational space of Ukraine based on the principles of ethnopedagogy]: materialy Vseukrain. nauk.-prak. Inter.-konf., 20 zhovt.-20 lystop. 2015 r. / uporiad.: L. Shelemei, L. Kelembet, O. Fliak, O. Ryndych. Ivano-Frankivsk: Misto NV, 2016. 284 P. [in Ukrainian].

tasks, including sculpting symbols of the region or composing short stories, help to reinforce the emotional connection with the topic. All these methods share a reliance on specific and accessible local history materials, which make local history an ideal component of preschool education⁵⁶.

Local history also contributes to the formation of moral qualities that are part of patriotism. Through familiarization with the history of their native land, children learn to respect the work of previous generations, while caring for nature or participating in local traditions helps them recognize their role in preserving cultural and environmental heritage. For instance, when an educator tells children how people planted trees to protect the village from the wind, and then the children plant flowers themselves, they develop an understanding of the connection between the past and the present. Such actions form the basis of responsibility and care, which later develop into a civic position⁵⁷.

Thus, local history is an effective means of patriotic education for older preschool children, as it evokes positive emotional responses and a sense of belonging to their native land. The distinctive features of local history as a tool of patriotic education are its accessibility, emotionality, and practicality. Through local studies, children not only learn about their homeland but also develop love for it and a desire to protect it, which becomes the first step in shaping genuine patriotism as the basis of their future civic consciousness.

REFERENCES:

1. Bekh I. Vykhovannia osobystosti [Education of the individual]: U 2- kh kn. Kn.1.: Osobystisno orientovanyi pidkhid : teoretyko-tekhnologichni zasady - Personality-

⁵⁶ Voitova L. V. Formy orhanizatsii kraieznavchoi roboty v zahalnoosvitnikh navchalnykh zakladakh Ukrainy (20–30-ti roky XX stolittia) – [Forms of organisation of local history work in general education institutions in Ukraine (1920s–1930s)]. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh - Pedagogy of creative personality formation in higher and general schools: zb. nauk. pr. / redkol.: T. I. Sushchenko (holov. red.) ta in. Zaporizhzhia, 2011. Issue 13 (66). P. 15–20. [in Ukrainian].

⁵⁷ Vdovychenko R. P., Mykhalchenko N. V., Shapochka K. A., Nahorna I. V., Trofymchuk O. S. Osoblyvosti vykhovannia patriotychnykh pochuttiv u doshkilnykiv na zasadakh pedahohichnoi spadshchyny Vasylia Sukhomlynskoho [Features of fostering patriotic feelings in preschoolers based on the pedagogical legacy of Vasyl Sukhomlynskyi]. Colloquium-journal Pedagogical Sciences. 2021. № 27 (114). P. 13–17. [in Ukrainian].

oriented approach: theoretical and technological foundations: navch.-metod. vydannia. K., 2003. P. 216 [in Ukrainian].

2. Bekh I. Patriotyzm yak tsinnist. Sim naukovykh pozytsii u natsionalnopolitychnomu vykhovanni. [Patriotism as a value. Seven scientific positions in national-patriotic education]. Menedzhment osvity - Education Management. 2018. №6(402). P. 6-12. URL: <https://lib.iitta.gov.ua/id/eprint.pdf> [in Ukrainian].

3. Borysova N. A. Patriotychne vykhovannia ditei doshkilnoho viku [Patriotic education of preschool children]. Osvita vprodovzh zhyttia. Tavriiskyi visnyk osvity – Lifelong learning. Tavriia Education Bulletin. 2017. 1(57). P. 53-59. http://nbuv.gov.ua/UJRN/Tvo_2017_1_10 [in Ukrainian].

4. Borysova N. A. Patriotychne vykhovannia ditei doshkilnoho viku [Patriotic education of preschool children]. Tavriiskyi visnyk osvity - Tavriia Education Bulletin. 2017. № 1. P. 53-59. http://nbuv.gov.ua/UJRN/Tvo_2017_1_10 [in Ukrainian].

5. Vasylenko V. M., Vasylenko V. V. Kraieznavstvo yak zasib patriotychnoho vykhovannia molodi. Kraieznavchi dialogy: Sumshchyna u suviazi tysiacholit [Local history as a means of patriotic education for young people. Local history dialogues: Sumy region through the millennia] : materialy rehion konf., m. Sumy, 21 kvitnia 2021 r. / za zah. red.: S. V. Dranovska. Sumy : NVV KZ SOIPPO, 2021. P. 31–34 [in Ukrainian].

6. Vdovychenko R. P., Mykhalchenko N. V., Shapochka K. A., Nahorna I. V., Trofymchuk O. S. Osoblyvosti vykhovannia patriotychnykh pochuttiv u doshkilnykiv na zasadakh pedahohichnoi spadshchyny Vasylia Sukhomlynskoho [Fratures of fostering patriotic feelings in preschoolers based on the pedagogical legacy of Vasyl Sukhomlynskyi]. Colloquium-journal Pedagogical Sciences. 2021. № 27 (114). P. 13–17 [in Ukrainian].

7. Voitova L. V. Formy orhanizatsii kraieznavchoi roboty v zahalnoosvitnikh navchalnykh zakladakh Ukrainy (20–30-ti roky XX stolittia) – [Forms of organisation of local history work in general education institutions in Ukraine (1920s–1930s)]. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh - Pedagogy of creative personality formation in higher and general schools: zb. nauk. pr. / redkol.: T. I. Sushchenko (holov. red.) ta in. Zaporizhzhia, 2011. Issue 13 (66). P. 15–20 [in Ukrainian].

8. Havrysh I. Khudozhnie kraieznavstvo yak zasib natsionalno-patriotychnoho vykhovannia ditei doshkilnoho viku. Nauka. Osvita. Molod [Artistic local history as a means of national-patriotic education of preschool children. Science. Education. Youth]. Uman–2017: zb. materialiv X Vseukainskoi studentskoi nauk. konf. z mizhnarodnoiu uchastiu. (m. Uman, 27 kvitnia 2017 r.) в 3-х ч. Ч. I. / red. kol: V. V. Sokyrynska (hol. red.) A. I. Melnyk, I.V. Khomenko ta in. Uman. : FOP Zhovtyi O. O., 2017. P. 102–104 [in Ukrainian].
9. Dmytrenko A. O., Suiatynova K. Ye. Patriotychne vykhovannia ditei starshoho doshkilnoho viku zasobamy kraieznavstva: metodychnyi posibnyk ihor [Patriotic education of older preschool children through local history: a methodological manual to games]. Kryvyi Rih: KDPU, 2021. P. 67 [in Ukrainian].
10. Yepikhina M. A. Formuvannia osnov patriotychnoho vykhovannia u doshkilnykiv zasobamy narodoznavstva [Formation of the foundations of patriotic education in preschoolers through ethnography]. Naukovyi visnyk Uzhhorodskoho universytetu. Serii: «Pedagogika. Sotsialna robota». 2017. Issue. 1 (40). P. 96-100. <http://hdl.handle.net/123456789/6608> [in Ukrainian].
11. Kaplunovska O. M. Patriotychne ta internatsionalne vykhovannia: osoblyvosti orhanizatsii z ditmy doshkilnoho viku [Patriotic and international education: features of organisation with preschool children] / O. M. Kaplunovska http://www.zoippo.zp.ua/pages/el_gurnal/pages/vip5.html [in Ukrainian].
12. Karpa N. Patriotychne vykhovannia doshkilnykiv [Patriotic education of preschoolers]. 2024. P. 262-266. http://www.ir.dspu.edu.ua/jspui/bitstream/123456789/3287/1/_%20%D0%9A%D0%B0%D1%80%D0%BF%D0%B0-262-266.pdf [in Ukrainian].
13. Kydun N. V. Patriotychne vykhovannia starshykh doshkilnykiv v osvitnomu protsesi ZDO: robota na zdobuttia kvalifikatsiinoho stupenia mahistra: spets. 012 Doshkylna osvita [Patriotic education of senior preschoolers in the educational process of preschool educational institutions: thesis for the degree of Master of Education: specialisation 012 Preschool Education]. / nauk. ker. I. O. Smoliuk; Volynskyi natsionalnyi universytet imeni Lesi Ukrainky. Lutsk, 2024. P. 105. <https://evnuir.vnu.edu.ua/handle/123456789/26324> [in Ukrainian].

14. Matviienko S. I. Spetsyfika patriotychnoho vykhovannia u doshkilnomu dytynstvi. Sotsialno-moralnyi rozvytok i vykhovannia ditei doshkilnoho viku [The specifics of patriotic education in preschool childhood. Social and moral development and education of preschool children] / za zah. red. O.L. Kononko. Nizhyn. 2020 [in Ukrainian].

15. Myskova N. Patriotychne vykhovannia ditei doshkylnoho viku v umovakh zakladu doshkylnoi osvity [Patriotic education of preschool children in preschool educational institutions]. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh - Pedagogy of creative personality formation in higher and general education schools. 2020. № 69. V. 1. P. 102–105. http://irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?C21COM=2&I21DBN=UJRN&P21DBN=UJRN&IMAGE_FILE_DOWNLOAD=1&Image_file_name=PDF/Pfto_2020_69%281%29_22.pdf [in Ukrainian].

16. Oleksiuk O., Zavoloka S. Formuvannia liubovi do ridnoho mista u ditei starshoho doshkilnoho viku [Fostering love for the native city in older preschool children]. Naukovyi visnyk MNU imeni V. O. Sukhomlynskoho. Pedahohichni nauky - Scientific Bulletin of V.O. Sukhomlynskyi Mykolaiv National University. Pedagogical Sciences. 2017. № 4 (59). P. 380-385. <http://elibrary.kdpu.edu.ua/xmlui/handle/123456789/5625> [in Ukrainian].

17. Prytulyk N. V. Pidhotovka maibutnoho vykhovatelja DNZ do roboty z patriotychnoho vykhovannia doshkilnykiv u protsesi opanuvannia etnopedahohiky [Preparation of future preschool educator for work on patriotic education of preschoolers in the process of mastering ethnopädagogy]. Naukovi zapysky Nizhynskoho derzhavnoho universytetu imeni Mykoly Hoholia - Scientific notes of Nizhyn Gogol State University. Nizhyn: NDU im. M. Hoholia, 2015. № 4 . P. 220–226 [in Ukrainian].

THE PECULIARITIES OF THE EMERGENCE OF INDISCIPLINE IN SENIOR PRESCHOOL CHILDREN

Holosna Tetiana,

Student Specialty A2 Preschool education, Nizhyn Mykola Gogol State University
tanagolosna6@gmail.com

Sych Igor,

student of specialties 014 «Secondary Education (Mathematics)»
Nizhyn Mykola Gogol State University
14534sichff@gmail.com

Annotation. *The section presents an analysis of a wide range of definitions and interpretations of basic concepts that determine the essence of indiscipline in a preschooler: discipline, self-discipline, voluntary and volitional behavior, indiscipline and undisciplined behavior. Existing psychological and pedagogical research on the study of indiscipline in children as the most common manifestation of their negative behavior is differentiated by directions.*

The existing classifications and types of indiscipline in preschoolers are characterized, and the factors that cause them are clarified.

Key words: *discipline, self-discipline, indiscipline, negative behavior in preschoolers, behavioral abnormalities in children.*

The relevance of the study

Prevention and overcoming of negative manifestations in the behavior of a child is one of the complex pedagogical problems. Their successful solution is based on a scientific understanding of the essence of this phenomenon, taking into account the peculiarities of the formation and age period within which behavioral deviations arise. According to the assessment of modern researchers, the precisely negative behavior in preschoolers itself is the initial stage in the formation of stable behavioral deviations in the future.

This gives grounds to consider behavioral deviations in children as an important problem, for the solution of which there is an urgent need for active pedagogical actions

in organizing the prevention and overcoming of these deviations, starting from the preschool age. Since the process of formation and development of the child's personality begins directly in preschool age, and behavioral deviations at this time are not stable yet, it is this period that is sensitive for pedagogical actions and effective preventive measures.

Since the most common form of negative behavior of older preschool children is their indiscipline, its prevention and overcoming are urgent tasks of modern preschool education. The fundamental aspects of the problem of the emergence and overcoming of indiscipline in children and adolescents are considered in the scientific historical and pedagogical works of A. Makarenko, V. Sukhomlynskyi, L. Prokolienko and others. The socio-psychological factors of the emergence of indiscipline in children in the context of the development of will and self-awareness of the individual are revealed in the works of modern psychologists and teachers, such as I. Bekh, O. Bal, I. Bulakh, V. Orzhekhovska, T. Fedorchenko, who in addition indicated the need for timely prevention and correction of indisciplined behavior. Modern researchers in the field of child psychology and preschool pedagogy O. Kononko, T. Pirozhenko, N. Pykhtina and others consider the studied property in the context of the socio-personal development of a preschool child and develop ways of targeted influence on it through prevention and correction, emphasizing the urgency of the problem of indiscipline in older preschoolers.

The relevance and insufficient research of the problem of indiscipline, its theoretical and practical significance, the indicated contradictions and the feasibility of scientific research necessitate a theoretical substantiation and definition of the mechanisms and manifestations of indiscipline in senior preschoolers.

The essential characteristic of indiscipline in children

An analysis of psychological and pedagogical researches, dictionaries and reference literature has shown the existence of a wide array of definitions and interpretations of basic concepts that determine the essence of a preschooler's

indiscipline, namely: *discipline, self-discipline, voluntary and volitional behavior, indiscipline, undisciplined behavior*.

Within the framework of the scientific interpretations of *the concept of indiscipline*, at least *two main approaches* are identified. According to the first approach (mainly psychological research), *indiscipline* is studied in the works of O. Baiier and others as a phenomenon of will, volitional and voluntary behavior, and a personality trait of a preschooler¹.

According to O. Kononko, *voluntary behavior* is manifested in the child's ability to consciously control his own movements, actions, behavior in general and achieve significant goals in various specific types of activity and communication with adults and peers. Manifestations of voluntary behavior are the performance of tasks according to a model, instructions, compliance with rules in games, relationships, and actions according to plan. *Voluntary behavior*, as the highest form of manifestation of voluntary behavior, is associated with the individual's ability to mobilize and to show volitional effort towards the set goal. These actions are correlated with a certain standard and an image of predictive action. It is regulated by the brain, the human SNA (superior nervous activity). This is the so-called action acceptor.²

Scientists, emphasizing the social nature of volitional behavior, emphasized the importance of the social environment and speech as its most valuable component. It allows adults to regulate the child's behavior, and then, thanks to the mechanism of internalization, the child regulates it himself. Therefore, the word is not only a means of communication for the child, but also a means of regulating his own behavior³. O. Kononko and N. Pykhtina emphasized that strong-willed traits form the basis of character, and their formation should begin in early childhood⁴.

¹ Baiier O. M. Development of self-regulation of older preschoolers in interaction with peers and adults: Candidate's thesis (Psychology): 19.00.07. K., 2008. 180 p.

² Kononko O.L. Developed will is an important component of a preschooler's personal competence // *Vykhovalel-metodyst*. 2016 № 2. P. 42 – 46; № 3. P 15 – 22.

³ Pykhtina N.P. Deviations in children's behavior: characteristics, factors of occurrence and elimination strategy / Social and moral development and upbringing of a preschool child. Collective monograph (edited by O. Kononko)). Nizhyn: Nizhyn Mykola Gogol State University, 2020. p. 198 – 255.

⁴ Pykhtina N.P., Kononko O.L. From indiscipline to discipline of a preschooler: diagnostics of deviation and optimization of the educational process / Social and moral education of a preschooler: research and technological

Therefore, scientists in the field of psychology define *indiscipline as a negative moral and volitional quality of a person*, which is expressed in the inability or unwillingness to organize one's own behavior in accordance with collective or social requirements; as a discrepancy between the requirements that society places on the behavior of an individual and the actions of the individual in response to the requirements.

Within the framework of the second approach (mainly pedagogical research), «*indiscipline*» is analyzed and defined by scientists based on the *characteristics of the child's behavior and its compliance with established rules*. N. Pykhtina and O. Kononko believe that indiscipline is a manifestation of a conscious violation of generally recognized social norms and rules of behavior, when the child ignores instructions, advice and requests from adults. They define the concept of indiscipline as the one who does not adhere to discipline and violates the established order.⁵

In the pedagogical dictionary there is a definition that appropriately integrates the two indicated approaches and interprets *indiscipline* as a negative moral and ethical quality of a person, which is expressed in the non-recognition and violation of approved norms of behavior, and can be performed as disobedience, inattention, interference with the personal freedom of another person, as a child's failure to comply with the norms of organizing his life and provoking other children to violate them.⁶

It can be said that the most complete in the context of the stated problem is the definition of N. Pykhtina, who, studying the activity of preschoolers in various types of activities and analyzing the ill-mannered behavior of preschool children as the most common form of negative behavior of the specified target group, considers *indiscipline as an integral negative socio-moral quality of a preschooler, which is manifested in the failure to recognize and in the violation of the accepted norms of behavior*:

aspects. Collective teaching and methodical manual (edited by Kononko O.L.) Nizhyn: Nizhyn Mykola Gogol State University, 2020. P. 311 – 372, p. 321.

⁵ Pykhtina N.P., Kononko O.L. From indiscipline to discipline of a preschooler: diagnostics of deviation and optimization of the educational process / Social and moral education of a preschooler: research and technological aspects. Collective teaching and methodical manual (edited by Kononko O.L.) Nizhyn: Nizhyn Mykola Gogol State University, 2020. P. 311 – 372, p. 321.

⁶ Pedagogical dictionary / Ed. by M. D. Yarmachenko. K.: Pedahohichna dumka, 2001. 600 p.

disobedience, inattention, interference with the freedom of another person, provoking peers to violate, failure to comply with the rules of the order, forgetfulness, laziness and senseless actions⁷.

For a more complete understanding of the essence of the concept of «indiscipline», it would be appropriate to refer to related concepts, in particular «discipline», «discipline behavior», «undisciplined behavior». In general, discipline, as an ethical category, is a qualitative sign of order, organization of a particular community or sphere of people's lives, which emphasizes «the compliance of their behavior with generally accepted norms of law, morality, established in society or the requirements of a particular organization»⁸. The expressed opinion can fully applied to the children's community of a preschool educational institution.

The derived term from the considered concept is «discipline behavior», which is attributed to the properties of a person; it is a quality of a person that integrates endurance, internal subjective organization, responsibility, readiness and habit of obeying one's own goals (self-discipline) and social attitudes (laws, rules and norms). Scientists say that discipline behavior is the most general feature of a person, which indicates a positive attitude to the norms of behavior in society, subjectivity and attitude to activity in the community. At the same time, its practical significance is emphasized, because a developed feature helps a person to mobilize and behave in accordance with social norms and values, that is, what indicates disciplined behavior⁹.

According to this point of view, «undisciplined behavior» is behavior in which a person or child to one degree or another violates social rules, standards, as well as their own positive goals and attitudes. This is a special type of unconstructive behavior, the cause of which can be a consequence of adverse influences from both external and internal factors. As the Ukrainian scientist I. Bekh points out, it can be caused by

⁷ Pykhtina N. Indiscipline in preschoolers: features of manifestation and diagnosis of deviation // *Scientific periodical journal «Modern Scientific researches»*, Oct, № 13, Belarus (Copernikus, Gscholar), 2020.

⁸ Pykhtina N. Indiscipline in preschoolers: features of manifestation and determining factors // *Scientific notes. Series "Psychological and pedagogical sciences"*. Nizhyn: Nizhyn Mykola Gogol State University, 2020 № 4.

⁹ Pykhtina N.P. Indiscipline in a preschooler: the essence, structure and diagnostics of behavioral deviation. Section to the International monograph in Ukrainian. Science for modern man: Education, Physical education, Psychology and sociology, Philology. Monographic series "European Science". Book 8. Part 4. 2022. Chapter 3 Preschoolers indiscipline: the essence, structure and diagnostics of behavioral deviation.

insufficient educational influence or its complete absence¹⁰. As a result, the child behaves undisciplined only because he does not know the rules and norms of behavior acceptable in society, with which his actions and deeds should be correlated. However, as the researcher notes, in practice, most often children who are classified as undisciplined are actually perfectly familiar with the rules of behavior.

Modern Ukrainian researchers have also come to similar conclusions. They indicate that voluntary actions play an important role in the formation of discipline, which are the basis of volitional development. The authors note that the ability to arbitrarily regulate one's actions is a significant personal achievement, which is manifested in the socio-civic competence of a preschool child, ensuring compliance with «... rules and norms of behavior and the ability to negotiate with others in conflict situations»¹¹. Thus, voluntary actions provide the basis for emotional and behavioral self-regulation.

As it can be seen, understanding the rules does not always ensure their observance. A child can base his statements and judgments on memorized rules and norms, but at the same time, he acts contrary to them. This fact proves that acting according to the rule does not begin with memorizing the rule itself. And although it is obvious that knowledge of the rule is a necessary condition for its implementation, it is equally obvious that this condition is not sufficient, and that there may be a certain gap between knowledge of the rule and behavior according to the rule. In other words, the imposition of a pattern or its suggestion, which occurs outside the child's consciousness, leads to the fact that the preschooler does not distinguish between correct and incorrect action. That is, an unconscious action, despite its external correctness, is forced, automatic and has no meaning of its own.

Scientists R. Pavelkiv and O. Tsyhypalo emphasized that even those children who know the rules well, have some experience of disciplined behavior and even try to behave as well as possible, quite often violate discipline and make mistakes. In this case, indiscipline is due to the fact that they have an insufficiently developed ability for self-regulation and self-control, which consists in «the ability to correlate their

¹⁰ Bekh I. D. From will to personality. K.: Ukraine – Vita, 1995. 202 p.

¹¹ Pykhtina N. Indiscipline in preschoolers: features of manifestation and determining factors. *Scientific notes. Series "Psychological and pedagogical sciences"*. Nizhyn: Nizhyn Mykola Gogol State University, 2020 № 4.

actions with the rules, think through their sequence, and adjust in accordance with the circumstances and the existing experience of behavior in typical situations.»¹².

The dictionary of synonyms offers other concepts that are similar in meaning to the concept of *indiscipline* as a synonym: *disorganization, inability to concentrate, neglect*. The concepts of *disorganization and inability to concentrate* are defined by scientists (V. Orzhekhovska, T. Fedorchenko) in the context of analyzing the essence and types of mental states, in particular, as a negative state of an average level of mental activity (indifference, disorganization, inability to concentrate, etc.)¹³.

Thus, we analyzed a wide array of definitions and interpretations of basic concepts that determine the essence of preschooler indiscipline, namely: *discipline, self-discipline, volitional and voluntary behavior, indiscipline, undisciplined behavior*.

Indiscipline of preschoolers as a psychological and pedagogical problem

The analysis of psychological and pedagogical literature on the subject of research on indiscipline in children as the most common manifestation of their negative behavior allowed us to differentiate the existing scientific research in several directions:

I. Research in the first direction concerns the study of indiscipline in children of different age groups. Thus, scientists, studying the psychological features of indiscipline in children of senior preschool, junior school and adolescent age, (O. Potapova, T. Fedorchenko) investigated individuals with affective behavior and identified the causes of indiscipline in children, namely: shortcomings in the organization of the educational process, insufficient consideration of the psycho-age characteristics of children, in particular, their focus on independence and self-reliance, lack of busyness, development of stable cognitive interests, problems in communication between children and teachers, and lack of professional ethics among teachers¹⁴.

Scientists studied the level of development of basic moral qualities and assumed the existence and influence of a low level of their formation on the occurrence of

¹² Pavlenkiv R. V., Tsyhypalo O. P. Child psychology. Kyiv, 2008. 215 p.

¹³ Orzhekhovska V. M., Fedorchenko T. Ye. Prevention of deviant behavior in minors: A teaching and methodological manual. Cherkasy: Chabanenko, 2008. 376 p.

¹⁴ Potapova O. V., Fedorchenko T. Ye. Early prevention of deviant behavior in younger schoolchildren: teaching and methodological manual. Zaporizhzhia: "Tandem". 236 p.

indiscipline in children. The most significant personal qualities in children of this target group were determined, in particular, responsibility, sense of duty, development of cognitive interests, initiative, independence, criticality, and discipline. They identified five levels of development of the indicated moral and ethical qualities. It was found that at the lowest level of development in undisciplined children are such personal qualities as responsibility, initiative, development of cognitive interests, and self-criticism. Such personal qualities as criticality, determination, empathy have low levels of development. A dependence of indiscipline on a low level of formation of moral qualities of the personality was revealed. It has been established that children do not show indiscipline in all types of activity, but mainly where the activity does not have a purposeful organization and the motives of which do not have personal significance for the child.

This gives grounds to conclude about the relevance of moral and emotional education as an important direction in the propaedeutic of children's indiscipline.

II. *Research in the second direction* is focused on the study of indiscipline as one of the criteria for the manifestation of various forms of behavioral deviations in children: negative social stereotypes, negative behavior in older preschoolers (N. Pykhtina, K. Suyatinova), behavioral problems of younger schoolchildren (O. Potapova), and personal qualities of difficult-to-educate children (T. Fedorchenko).

Scientists (O. Kononko, N. Pykhtina), studying manifestations of indiscipline in children, recommend differentiating it according to the categories of relevant problems:

1) *Relationship problems*: conflict in relationships with adults (parents, teachers) and peers, lack of patience, disrespect for elders, which is expressed in stubbornness, rudeness, and impulsiveness;

2) *Deficiencies in the breadth and direction of interests*: reduced interest in study, work, socially useful activities, deficiencies in the formation of positive interests (various types of creative activities: sports, music, fine arts) in the presence of a tendency to negative behavior (destructive behavior: aggression, violence, swearing, smoking);

3) *Deviations in the emotional-volitional sphere*: weakened concentration of attention, inattention, increased spontaneity of cognitive and emotional processes, excitability, aggressiveness, intellectual passivity. The characteristics of the research in

these directions were taken as the basis for developing assessment criteria and indicators of indiscipline in older preschoolers¹⁵.

III. Research in the third direction is devoted to the study of discipline and its definition as one of the characteristics of the formation of a culture of behavior in older preschoolers (M. Fedorova); as a criterion for studying aggressive behavior in older preschool children with intellectual disabilities (S. Berezka); as a criterion for the formation of positive social stereotypes of behavior in older preschoolers (K. Suyatinova); characteristics of discipline as a manifestation of strong-willed behavior in older preschoolers (O. Kononko); methods of raising a disciplined child (N. Pykhtina).

Characteristics of existing classifications and types of indiscipline in preschoolers

N. Pykhtina, defining *indiscipline* as a conscious violation of generally accepted social norms and rules of behavior, ignoring requests, advice, and instructions from adults, depending on the forms of manifestation and consequences that affect the well-being of other people, differentiates *indiscipline* into two types: *malicious and non-malicious*¹⁶. In her opinion, *non-malicious indiscipline* (situational violations of discipline) is caused by disobedience and mischief, which are the most common in preschool and primary school age. *Malicious indiscipline* (constant conscious violations of discipline) is characteristic of adolescents and its social danger lies in the fact that it is not situational, but stereotypical in nature, which significantly increases its scale and strengthens the disorganizing role. *Typical causes of malicious indiscipline* are the negative influence of the asocial microenvironment, the priority of deviant and delinquent forms of behavior: unemployment, neglect, and spite. Therefore, children's indiscipline is a kind of transformation of the child's problem behavior into socially dangerous forms of its manifestation¹⁷.

¹⁵ Pykhtina N.P., Kononko O.L. From indiscipline to discipline of a preschooler: diagnostics of deviation and optimization of the educational process / Social and moral education of a preschooler: research and technological aspects. Collective teaching and methodical manual (edited by Kononko O.L.) Nizhyn: Nizhyn Mykola Gogol State University, 2020. P. 311 – 372.

¹⁶ Pykhtina N.P. Indiscipline in a preschooler: the essence, structure and diagnostics of behavioral deviation. Section to the International monograph in Ukrainian. Science for modern man: Education, Physical education, Psychology and sociology, Philology. Monographic series "European Science". Book 8. Part 4. 2022. Chapter 3 Preschoolers indiscipline: the essence, structure and diagnostics of behavioral deviation.

¹⁷ Pykhtina N. Categorical and conceptual characterization of the phenomenon of discipline/indiscipline in children // *Scientific journal "Sworldjournal"*, Dec, № 6, Bulgaria, (Copernikus, Gscholar), 2020.

According to scientists, typical reasons for indiscipline for children aged 5–7 years may be *an increased level of activity and initiative of the child*, who has not found adequate, socially acceptable forms of expression, socially approved forms of behavior. In addition, it is *the distorted understanding and interpretation* by children of certain moral categories and norms, such as courage, boldness, determination, and endurance. In this regard, the task of adults (primarily parents) is to promptly explain to children the essence of the specified moral and ethical categories and norms in order to timely evaluate them and separate them from the antipodes. An important role in this process belongs to the upbringing of a quality ambivalent to indiscipline, that is, *self-discipline*, which cannot be put on a child like handcuffs. Discipline is something that develops internally in a child with the help of appropriate, purposeful educational efforts of parents¹⁸.

In the psychological and pedagogical literature, various classifications of indiscipline in children are presented. Their generalization based on the criterion of taking into account the specifics of the factors of indiscipline is proposed by N. Pykhtina and O. Kononko and they classify it according to the following *types*:

1) *pathogenic indiscipline* resulting from disorders in the nervous system, brain diseases, disorders of the functioning of analyzers, and the manifestation of various phobias;

2) *psychosocial indiscipline*, which is considered a consequence of age-related changes, character accentuations, and deficiencies in the development of the mental and emotional-volitional spheres;

3) *social indiscipline*, which manifests itself in violations of moral and legal norms, asocial forms of behavior, deformation of the system of internal regulation, referential and value orientations, and social attitudes¹⁹.

Scientists also propose other classifications for consideration: by the nature of the manifestation, indiscipline is divided into *overt (behavioral) and covert (latent)*. *Overt (behavioral)* indiscipline is a reaction to the consistent indiscipline-causing

¹⁸ Pykhtina N.P., Kononko O.L. From indiscipline to discipline of a preschooler: diagnostics of deviation and optimization of the educational process / Social and moral education of a preschooler: research and technological aspects. Collective teaching and methodical manual (edited by Kononko O.L.) Nizhyn: Nizhyn Mykola Gogol State University, 2020. P. 311–372.

¹⁹ Pykhtina N.P. Deviations in children's behavior: characteristics, factors of occurrence and elimination strategy / Social and moral development and upbringing of a preschool child. Collective monograph (edited by O. Kononko). Nizhyn: Nizhyn Mykola Gogol State University, 2020. p. 198 – 255.

factors. It is the most common and, at the same time, easily diagnosed. Covert indiscipline, as a rule, is associated with internal personal and individual characteristics. It can reach high intensity and turn into behavioral, the signs of which are depressive and affective states of the person.

By the nature of its occurrence, primary and secondary indiscipline are distinguished, where primary, as a rule, is the source of secondary. Therefore, for readaptation, it is important to establish the source of primary indiscipline.

By the duration of its occurrence, indiscipline is differentiated into situational, temporary, and persistent. Situational, traditionally associated with short-term conflict situations. Temporary indiscipline is considered to be one that occurs periodically under similar conditions, but which has not yet acquired a stable character. For the persistent indiscipline, the duration and regularity of its manifestation are characteristic²⁰.

Factors determining indiscipline in preschoolers

Scientists consider indiscipline as a multifactorial process. Analysis of the leading factors that determine the typology of this phenomenon according to the outlined types allows us to distinguish *two main groups of factors: social* (objective) and *personal* (subjective), which are interconnected, interact and mutually cause each other. *Within the social factors* that cause indiscipline, the most effective is the factor of the family, in particular, single-parent family, family with a low level of pedagogical culture of parents, negative family relations, low or over-supplied financial situation of the family. No less important, according to N. Pykhtina, within the scope of the action of social factors is the factor of organization of the educational process of the institution, which combines a number of factors, namely: the inhuman nature of the relations that develop in the educational institution, the features of the individual style of the teacher's activity, the features of interpersonal relations in the children's group, etc²¹.

Within the personal factors that cause indiscipline, the most common is the factor of personal character traits, the effectiveness of which has been proven by Ukrainian and foreign studies. According to scientists, character traits (its

²⁰ Pykhtina N. Indiscipline in preschoolers: features of manifestation and determining factors // *Scientific notes. Series "Psychological and pedagogical sciences"*. Nizhyn: Nizhyn Mykola Gogol State University, 2020 № 4.

²¹ Pykhtina N. Indiscipline in preschoolers: features of manifestation and diagnosis of deviation // *Scientific periodical journal «Modern Scientific researches»*, Oct, № 13, Belarus (Copernikus, Gscholar) 2020.

accentuations) can cause various neurotic reactions and neuroses, which in turn will cause the development of indiscipline in children. Character accentuations in psychotraumatic situations can disrupt adaptation and cause deviant behavior²².

O. Potapova, studying the causes of indiscipline among younger schoolchildren in the context of the problem of their adaptation to schooling, advises differentiating children who show indiscipline into two groups:

1) children whose motives for indiscipline are *incorrectly formed motives for behavior, problems in relationships* that have caused powerful emotional experiences (affects). This group consists of children whose indiscipline is associated with the emotional-affective aspects of their personal development. These are individuals who have a conflict with others (parents, teachers, peers) due to problems in relationships. Children of this group are characterized by the dependence of their behavior on emotional experiences, affects that arise because of complications in relationships.

2) children who are *unable to subordinate their own behavior to existing norms and rules* because they do not know them or are unable to follow them. These are children with problems in the arbitrariness of the cognitive and emotional spheres²³.

It is interesting to consider N. Pykhtina's position on the causes of indiscipline in children of senior preschool and junior school age, which she considers as a type of negative behavior. Scientist advises looking for the causes of indiscipline in children of the specified target group in the depths of the child's psyche, since the nature of the negative behavior of a preschooler is determined, first of all, by his emotional problems. Five *main causes of indiscipline* in children are identified, namely:

1) *failure to meet one of the basic needs of a child - the need for attention*, which is a necessary condition for the normal development and emotional well-being of a child. According to N. Pykhtina, failure to meet this need will lead to the child searching for other ways to attract the attention of adults, and in particular, negative ways. The scientist considers indiscipline as a negative way for a child to attract the attention of adults.

²² Pykhtina N.P., Pykhtin M.P., Fedorchenko T.Ye. Psychological, pedagogical and socio-legal aspects of preventing deviant behavior in children and youth / gen. ed. by V. M. Orzhekhovska (the 2nd edition). Kyiv, "KNT", 2018. 376 p.

²³ Potapova O. V., Fedorchenko T. Ye. Early prevention of deviant behavior in younger schoolchildren: teaching and methodological manual. Zaporizhzhia: "Tandem". 236 p.

2) *the child's desire to self-affirmation*, which objectively arises in situations of excessive parental care and control. It arises in crisis periods of psycho-age development at the age of three and seven as a protest-rebellion, in adolescence as a typical oppositional reaction of the child's behavior.

3) *real or imaginary resentments of a child towards adults*, primarily parents, relatives (brothers, sisters), which arise in response to psychotraumatic circumstances and situations that objectively reduce the adult's attention to the child (parents' divorce, parents' remarriage, the birth of another child in the family, etc.). They cause the child deep emotional experiences, which he masks with *behavioral and disciplinary violations*.

4) *a child's loss of faith in his own success* due to complicated relationships with adults and peers, problems in learning, low self-esteem, because problems in one area cause complications in another. Scientists call this the effect of «*displaced ill-being*», which causes the child to choose a negative behavior model due to disbelief in his own strengths and success.

5) *unsatisfied need for self-affirmation*, which, like the need for attention, is an important basic need of the child. If it is not provided in constructive ways, the child will look for negative ways of self-affirmation. Violation of discipline is one of them²⁴.

Conclusions

Analysis of psychological and pedagogical research and dictionary and reference literature has shown the existence of a wide array of definitions and interpretations of basic concepts that determine the essence of indiscipline in a preschooler, namely: *discipline, self-discipline, voluntary and volitional behavior, indiscipline, undisciplined behavior*.

Indiscipline in a child of senior preschool age is understood as an integral negative socio-moral trait, manifested in ignoring accepted norms of behavior in society, which is accompanied by disobedience, interference in the freedom of another person, provoking peers to violate the norms of the society, laziness and senseless actions.

Undisciplined behavior is a form of deviation of actions and deeds of older

²⁴ Pykhtina N. P. Prevention of negative manifestations in children's behavior: a textbook. Nizhyn: Nizhyn Mykola Gogol State University, 2012. 376 p.

preschoolers is a negative socio-moral quality of the child and is manifested in non-recognition and violation of accepted norms of behavior, as well as ignoring instructions, advice and requests of adults by the child.

Analysis of psychological and pedagogical literature on the subject of research on indiscipline in children as the most common manifestation of their negative behavior, allowed to differentiate the existing scientific research in several areas:

1. *Research on indiscipline in children of different age groups*: preschoolers, younger schoolchildren, adolescents;
2. *Study of indiscipline* as one of the criteria for the manifestation of various forms of behavioral deviations in children;
3. *Defining discipline* as one of the characteristics of behavioral development in older preschoolers;
4. Research into various aspects of the education and development of older preschoolers, where *the problems of discipline/indiscipline are considered in the context* of their study.

Indiscipline of older preschoolers is a consequence of the complex influence of social, individual-psychological and pedagogical factors that prevent the mastery of social norms, rules, values and the formation of desired social behavior. The main means that contribute to the formation of social norms and rules of behavior are plot-role-playing games, since this is a familiar independent activity for children, with the help of which they gain experience in social behavior and use the rules in the community.

Therefore, based on the analysis of psychological and pedagogical literature, we have identified the main areas of research on discipline / indiscipline as important ambivalent qualities of the personality, demonstrating the level of moral and emotional upbringing of the child. The information presented may be appropriate for scientific research in the study of the specified and related problems of raising children 5 – 7 years old in the conditions of today's socio-pedagogical challenges.

REFERENCES:

1. Bekh I. D. From will to personality. K.: Ukraine – Vita, 1995. 202 p.

2. Baiier O. M. Development of self-regulation of older preschoolers in interaction with peers and adults: Candidate's thesis (Psychology): 19.00.07. K., 2008. 180 p.
3. Kysla O. F. Correctional Pedagogy: A textbook. Kyiv: Kondor, 2014. 320 p.
4. Kononko O.L. Developed will is an important component of a preschooler's personal competence // *Vykhovalel-metodyst*. 2016 №2. P. 42-46; № 3. P 15 – 22.
5. Orzhekhovska V. M., Fedorchenko T. Ye. Prevention of deviant behavior in minors: A teaching and methodological manual. Cherkasy: Chabanenko, 2008. 376 p.
6. Pavlenkiv R. V., Tsyhypalo O. P. Child psychology. Kyiv, 2008. 215 p.
7. Pavlenkiv R. V., Tsyhypalo O. P. Child psychology. Kyiv, 2008. 215 p.
8. Pedagogical dictionary / Ed. by M. D. Yarmachenko. K.: Pedahohichna dumka, 2001. 600 p.
9. Pedagogical dictionary / Ed. by M. D. Yarmachenko. K.: Pedahohichna dumka, 2001. 600 p.
10. Pykhtina N. Categorical and conceptual characterization of the phenomenon of discipline/indiscipline in children. *Scientific journal «Sworldgournal», Dec, № 6, Bulgaria, (Copernikus, Gscholar) 2020;*
11. Pykhtina N. Indiscipline in preschoolers: features of manifestation and diagnosis of deviation. *Scientific periodical journal «Modern Scientific researches», Oct, № 13, Belarus (Copernikus, Gscholar) 2020.*
12. Pykhtina N. Indiscipline in preschoolers: features of manifestation and determining factors. *Scientific notes. Series «Psychological and pedagogical sciences».* Nizhyn: Nizhyn Mykola Gogol State University, 2020 № 4.
13. Pykhtina N. P. Prevention of negative manifestations in children's behavior: a textbook. Nizhyn: Nizhyn Mykola Gogol State University, 2012. 376 p.
14. Pykhtina N.P. Indiscipline in a preschooler: the essence, structure and diagnostics of behavioral deviation. Section to the International monograph in Ukrainian. Science for modern man: Education, Physical education, Psychology and sociology, Philology. Monographic series «European Science». Book 8. Part 4. 2022. Chapter 3 Preschoolers indiscipline: the essense, structure and diagnostics of behavioral deviation.

15. Pykhtina N.P. Deviations in children's behavior: characteristics, factors of occurrence and elimination strategy / Social and moral development and upbringing of a preschool child. Collective monograph (edited by O. Kononko)). Nizhyn: Nizhyn Mykola Gogol State University, 2020. p. 198–255;

16. Pykhtina N.P., Kononko O.L. From indiscipline to discipline of a preschooler: diagnostics of deviation and optimization of the educational process / Social and moral education of a preschooler: research and technological aspects. Collective teaching and methodical manual (edited by Kononko O.L.) Nizhyn: Nizhyn Mykola Gogol State University, 2020. P. 311 – 372;

17. Pykhtina N.P., Pykhtin M.P., Fedorchenko T.Ye. Psychological, pedagogical and socio-legal aspects of preventing deviant behavior in children and youth / gen. ed. by V. M. Orzhekhovska (the 2nd edition). – Kyiv, «KNT», 2018. 376 p.

18. Potapova O. V., Fedorchenko T. Ye. Early prevention of deviant behavior in younger schoolchildren: teaching and methodological manual. Zaporizhzhia: «Tandem». 236 p.

DEVELOPMENT OF EMOTIONAL CULTURE IN OLDER PRESCHOOL CHILDREN THROUGH THE PROCESS OF PLAY ACTIVITIES

Dankevych Mariia

Bachelor's degree student Specialty: A2 Primary Education

Nizhyn Mykola Gogol State University, Ukraine

dankevichm28@gmail.com

Mykhailenko Sofiia

Bachelor's degree student Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

smihajlenko@76gmail.com

Annotation. *This section is devoted to the scientific problem of developing emotional culture in older preschool children through the process of play activities. In particular, it reveals the psychological and pedagogical aspects of researching the phenomenon of "emotional culture". The main categorical units that form the basis of the central concept under study are considered. At the theoretical level, the specifics of development of emotional culture in children aged 6-7 years are studied and characterized. A number of factors influencing the development of emotional culture in children aged 6-7 have been identified: communication and relationships with loved ones, children's experience of social and emotional relationships, and suggestion. The characteristics of developing emotional culture in children aged 6-7 through the process of play activities have been determined.*

Key words: *preschool children, emotions, culture, emotional competence, emotional intelligence, emotional development, emotional culture, emotional culture of preschool children, play, play activities.*

Relevance of the study. *At the current post-industrial stage of development of our society, the problem of forming a harmoniously developed, emotionally rich personality*

capable of feeling the beauty of the surrounding reality and adequately responding to various, sometimes negative, factors of the present is particularly relevant. The emotional world of a child is the most dependent on the environment and, at the same time, can be a driving force in the formation of a harmoniously developed personality.

Scientific research shows that the psychological patterns of emotional development in preschool children have been studied by: L. Bozhovych, O. Zaporozhets, O. Kononko, V. Kotyrluk, H. Koshelieva, O. Kulchytska, V. Mukhina, P. Yakobson and others. The concept and structure of emotional intelligence have been studied by I. Andrieieva, R. Baron, O. Vlasova, D. Goleman, R. Cooper, D. Lucin, J. Mayer, P. Salovei and others. Scientists note that the development of emotional intelligence is necessary for successful socialisation and human life. Many researchers (L. Abramian, H. Breslav, M. Lisina and others) emphasize that emotional disorders in preschoolers often cause behavioral deviations and lead to impaired social contacts.

Emotional culture, which reflects the general cultural orientation of a person, is one of the most important components of worldview, a kind of summary of the level of emotional education of children, as evidenced by rich emotionality, control over one's own emotional behavior, the ability to understand other people's feelings and take responsibility for one's own feelings, reflecting the individual's ability to find a balance between rational and emotional interaction. It is an indisputable fact that emotions are developed and fostered.

Nowadays, there's a bunch of research papers on how to help older preschoolers develop their emotional side, especially their emotional culture. But, most of these studies focused on the psychological basis of this process. The relevance of our scientific research is determined by the need for scientific works in which the problem of fostering emotional culture in children aged 6-7 is considered from a psychological and pedagogical point of view and taking into account the state of practice in modern preschool education institutions regarding the socio-emotional development of children.

1. Psychological and pedagogical aspects of researching the phenomenon of «emotional culture».

The socio-economic transformations taking place in modern society and the tension of the socio-cultural situation led to increased aggression and irritability among the population. This is already evident in childhood. The general culture of a person is characterized by a decrease in emotional tone and negative manifestations in communication, which usually leads to a decline in intellectual development and contributes to the stabilization of the spiritual sphere. In today's difficult conditions, the role of a well-developed emotional culture of the individual in accordance with the norms of social co-existence is significantly increasing.

When considering the concept of «emotional culture», it is necessary to analyze a number of concepts that are closely related or form part of it. These concepts are: emotion, emotional competence, emotional intelligence, emotional development, culture, and emotional culture.

Let us analyze the concept of *emotion*. In the Psychological Dictionary-Reference Book, emotion is defined as «mental states and processes in humans and animals in which their situational experiences are realized. Emotions reveal an individual's positive or negative attitude towards objects and phenomena in the surrounding world, towards other people, and towards themselves»¹.

A. Bohush, drawing on the work of O. Rapatsevykh, provides the following definition: emotion is a mental process and state directly related to human needs and motives, reflected in the form of experiences (satisfaction, joy, happiness or, conversely, negative manifestations)².

The vast majority of scientific studies (R. Ektap, Z. Totkipz, I. Bekh, V. Viliunas, V. Halperyn, B. Dodonov) consider emotion as a component of the emotional sphere, and the basis for its emergence is experience. Emotion directly determines the connection with needs, experiences, activities, motives, and behavior. Taking into consideration the ideas expressed by psychologists I. Bekh, O. Zaporozhets, A. Koshelieva, the researcher

¹ Psykholohichniy tlumachnyi slovnyk naisuchasnishykh terminiv. Kharkiv: Prapor. 2009. P. 672.

² Bohush A. M. Chynnyky emotsiino-dukhovnoho rozvytku dytyny v pedahohichnii spadshchyni Vasylia Sukhomlynskoho. Innovatyka u vykhovanni. 2021. Vyp. 4. P. 6-15.

O. Oliinyk points out that a person's knowledge, related to their interaction with society and the norms of behavior within it, is transformed into beliefs under the influence of emotions and emotional attitudes towards the world. Thus, emotions serve as an incentive for activity and behavior itself³.

Researcher L. Hrusha, based on adherence to this definition of the concept of emotion, notes that in most studies related to the disclosure of specific issues of educational practice, the concept of emotion is interpreted as a short-term response to a specific situation. In this regard, the concepts of feeling, emotional response and emotional reaction may be used. However, according to L. Hrusha, these concepts are not identical⁴.

O. Oliinyk considers emotions to be a specific form of human interaction with the environment, aimed at cognition, transformation of objects in the world and personality in relation to the environment.

The highest level of emotional development is feelings. The works by psychologists of the past, such as L. Vyhotskyi, A. Kovaliov, V. Miasyshchev, S. Rubinshtein have proven that feelings are more stable and lasting in nature than emotions. The concept of «feelings» in scientific literature is understood quite narrowly, mainly as specific experiences that constitute only one type of human emotional reaction (K. Izard, E. Iliin, V. Krutetskyi, O. Leontiev, K. Platonov). Emotions, on the other hand, can be interpreted broadly, denoting the whole range of human experiences as distinct from intellectual processes. Therefore, the cultural reality that interests us includes a variety of types of human emotional manifestations.

V. Pasichnyk, M. Pityn, V. Pasichnyk use the concept of **«emotional development of preschoolers»**, understanding it as a significant part of overall mental development. Researchers note that emotions are very important in later periods of life, but in the early stages of ontogenesis, they are paramount⁵.

³ Oliinyk O. M. Kulytvatsiia emotsiinoi kultury yak tsinnisnoi potreby dytyny doshkilnoho viku. Innovatyka u vykhovanni. 2018. P. 239-246.

⁴ Hrusha L. O. Pedahohichni umovy vykhovannia emotsiinoi kultury ditei molodshoho shkilnoho viku. Avtoref. ... kand ped nauk. 13.00.07. teoriia i metodyka vykhovannia. Kyiv. 2009. P. 22.

⁵ Pasichnyk V. M., Pityn M. P., Pasichnyk V. R. Kharakterystyka emotsiinoho rozvytku ditei doshkilnoho viku. Ukrainskyi zhurnal medytsyny, biolohii ta sportu. Teoretyko-metodychni aspekty fizychnoho vykhovannia i sportu. Tom 3. № 7(16). P. 297-303.

O. Oliinyk interprets the concept of «emotional development» as a natural complex process of enriching the emotional sphere of a child, which is associated with the process of its socialization⁶. This supports the opinion of P. Yelyseieva, O. Kononko, L. Sokolova, L. Strielkova on the importance of coordinating issues of emotional, moral, ethical, and social development of a child during early ontogenesis.

O. Lioshenko, in the context of analyzing the problem of emotional development of the individual, scientifically substantiated the concept of «*emotional competence*». As the researcher notes, this concept is closely related to that of emotional intelligence⁷. However, scientists began to use the term emotional competence somewhat later than «emotional intelligence». According to K. Saarni's definition, emotional competence is represented by eight types of skills and abilities, including, in particular, the ability to distinguish other people's emotions and be aware of one's own emotions, the ability to verbally define an emotional state, the ability to control and correct an emotional state (both one's own and that of others), and others.

As we can see, in this structure of emotional competence, there are clear links to the concepts of «emotional intelligence» and «emotional culture», since these components serve as the typological basis for all three scientific categories.

At the same time, as O. Lioshenko notes, no specific methods for researching the level of emotional competence have been defined to date. The researcher believes that the development of this competence occurs spontaneously, without reference to age characteristics, and that «the final achievements of emotional competence are not achievements in material form».

The concept of «emotional competence» is closely related to that of «*emotional intelligence*». The scientist O. Polovina interprets emotional intelligence as the ability to be aware of one's feelings and emotions, to express them and to control them. The level of emotional intelligence development can be used to assess a person's ability to

⁶ Oliinyk O. M. Osoblyvosti emotsiinoho rozvytku ta umovy formuvannia emotsiinoy kultury ditei starshoho doshkilnogo viku zasobamy teatralizovanykh ihor. Psykholoho-pedahohichni problemy silskoi shkoly. 2013. Vyp. 47. P. 167-173.

⁷ Lioshenko O.A. Problema rozvytku emotsiinoy kompetentnosti. Aktualni problemy sotsiologhii psykholohii, pedahohiky. 2012. Vyp. 14. P. 119-126.

engage in positive or negative interpersonal interaction⁸.

The concept of «*culture*» (from the Latin «cultivation, processing») in modern scientific knowledge belongs to the fundamental and is defined as a set of material and spiritual values created and being created by humanity in the process of socio-historical practice, characterizing the historically achieved level of cultural development⁹.

One of the first to use the concept of «*emotional culture*» in scientific discourse was the outstanding Ukrainian educator V. Sukhomlynskyi. He viewed the essence of this scientific phenomenon as a special sphere of human spiritual life. The breadth and diversity of emotional life is a necessary condition for the full development of the personality. V. Sukhomlynskyi believed that this type of culture can be enriched through close interaction with various other types of human cultural practice (morality, aesthetics, art, etc.). However, the outstanding educator and humanist warned against identifying or replacing emotional culture with other types of spiritual culture¹⁰.

O. Oliynyk considers emotional culture in relation to preschool children as a characteristic of basic emotions and values that typify the behavior of preschoolers. By forming emotional culture, children learn to be masters of their own lives – not to allow emotions, especially negative ones, to control their words, thoughts and actions¹¹.

K. Honcharenko, based on the study of the works of scientists T. Yeriomina, I. Karabaieva, N. Fihurina, N. Shchelovanova, O. Zaporozhets, P. Denysova, O. Kononko, Y. Prykhodko, characterizes emotional culture as a sphere of activity that is regulated by generally accepted norms of emotional expression, which affects personality development. The researcher proposes the following competent composition of emotional culture: sociocultural, behavioral, emotional, motivational, ethical and moral components¹².

These components have the following characteristics: reliance on one's own

⁸ Polovina O. A. Rannii rozvytok Dytyny: potreba sotsiumu chy batkivski ambitsii? Vykhovatel-metodyst doshkilnoho zakladu. 2018. Vyp.10. P. 23-30.

⁹ Psykholohichniy tлумachnyi slovnyk naisuchasnishykh terminiv. Kharkiv: Prapor. 2009. P. 672.

¹⁰ Sukhomlynskyi, V. (1976). Yak vykhovaty spravzhniu liudynu. Vybr. tv. u 5 – t. T.2. P. 7-408.

¹¹ Oliynyk O. M. Kulytvatsiia emotsiinoi kultury yak tsinnisnoi potreby dytyny doshkilnoho viku. Innovatyka u vykhovanni. 2018. P. 239-246.

¹² Honcharenko K.H. Vykhovannia u ditei starshoho doshkilnoho viku emotsiinoi kultury v ihrovii diialnosti. Kvalif. robota druhoho (mahisterskoho) rivnia osvity; spets. 012 «Doshkilna osvita». Nizhyn. NGSU. 2020. P. 116.

moral principles when choosing emotions; conformity of emotions to the requirements set for oneself; conformity of emotional response to age characteristics; adequacy of emotional response to sociocultural norms; awareness of emotional reflexes.

L. Hrusha proposed the following structure of emotional culture for primary school children: cognitive (a set of ideas and knowledge about basic emotions, their expression, socially acceptable ways of expressing emotions, their role in establishing harmonious relationships); value-based (interest in the emotional aspect of life, in particular one's own and other people's emotional sphere, the desire to orient one's own emotional expressions towards moral norms); activity-based (the ability to use socially acceptable and approved ways of expressing emotions)¹³.

T. Borysova points to three functions of emotional culture: signaling, regulatory and evaluative. The essence of the signaling function lies in reflecting certain factors on a specific emotional response¹⁴.

The concept of «emotional culture» is closely related to that of «*emotional intelligence*». Scientists P. Selovei ta D. Meyer (1990) were the first to use this concept in scientific discourse when analyzing research conducted by scientist D. Goleman in the field of human emotional development. According to P. Selovei, D. Meyer, emotional intelligence is closely related to leadership qualities and a person's ability to join and manage a team.

M. Bykova, taking into account the works of P. Jakobson and R. Kaluhin proposes the following composition of emotional culture: emotional, moral-ethical, sociocultural, motivational, and behavioral components¹⁵. At the same time, D. Goleman defined in his works the specifics of emotional intelligence in the social orientation of the personality and the development of self-awareness. The more developed a person's self-awareness is, the more adequately they are able to manage their emotions, identify their own strengths and weaknesses, and promote personal self-

¹³ Hrusha L. O. Pedahohichni umovy vykhovannia emotsiinoi kultury ditei molodshoho shkilnoho viku. Avtoref. ... kand ped nauk. 13.00.07. teoriia i metodyka vykhovannia. Kyiv. 2009. P. 22.

¹⁴ Borysova T. V. Formuvannia emotsiinoi kultury molodshykh shkoliariv zasobamy teatralnoi diialnosti na urokakh mystetstva. Pedahohichna osvita: teoriia i praktyka. 2020. Vyp. 29 (2). P. 111-123.

¹⁵ Bykova M. Emotsiina kultura kreatyvnoi osobystosti v protsesi samovyznachennia. Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii. 2017. № 3 (67). P. 129-139.

development (self-esteem, self-confidence, etc.).

Therefore, in this section, we have analyzed a number of key concepts of the study, which are: emotion, emotional development of older preschool children, emotional competence, emotional intelligence, culture, and emotional culture. It has been established that all these concepts are interrelated and form a cause-and-effect chain.

2. Features of emotional culture education in children aged 6-7.

The formation of emotional culture has its own specifics in terms of age and the development of the emotional and sensory sphere. This issue is addressed in the works of prominent psychologists A. Wallon, O. Zaporozhets, J. Piaget and other scientists. Scientists emphasize that emotionality is the main characteristic of preschool childhood. The development of a child's emotional sphere in early and preschool childhood has its own characteristics and directions, among which psychologist S. Maksymenko highlights the following:

1. Complexification of the emotional sphere, the expressive side of feelings and emotions.
2. Formation of the general emotional background of the child's mental sphere.
3. Changes in the expressive side of the preschooler's feelings and emotions, in particular: learns the «language» of feelings, using non-verbal means (glances, movements, poses, smiles and gestures) learns to convey their experiences; is able to verbally explain their state (albeit in a rather limited form); masters the ability to restrain sharp expressions of their feelings; understands how to behave in a given situation [30, p. 39].

The ways in which a child responds to various manifestations and stimuli in their environment play an important role in their emotional development. For example, starting from early childhood, environmental factors stimulate the child to express emotions of a certain nature. If an emotion is expressed repeatedly, it reinforces emotional reactions and neutralizes others, mainly those of an opposite nature. For instance, the reinforcement of persistent negative emotions can negate positive emotions.

L. Hrusha notes that the formation of emotional culture in children aged 6-7 occurs on the basis of the development of self-awareness and the emergence of reflection. The development of voluntary behavior, emotional anticipation skills, and the formation of an internal plan of action are also considered important¹⁶.

As noted by renowned psychologist O. Kononko, during the older preschool period, emotions undergo a transformation into feelings under the influence of the educational process applied to the child. The feelings that are formed begin to be based on a certain system of emotional experiences. The latter, according to O. Kononko, serves as an important component of the child's spiritual, moral, and social-emotional development¹⁷.

The researcher O. Oliinyk says that for modern preschool education, which is based on a competency-based approach to a kid's personal development and getting the life, social, emotional, and other experiences they need, it's important to look at how well a kid's emotional competence is developed. O. Oliinyk considers this competence to be an integral personal trait. It is a combination of knowledge, abilities, and skills that enables a child to determine ways to resolve situations and act on the basis of intellectual processing of emotional information (external and internal) provided by emotional intelligence¹⁸.

Numerous scientific psychological and pedagogical studies in the field of early childhood indicate that children are extremely emotional, but their emotional state often depends on the attitude of adults towards them and the mood conveyed during communication. Children show emotional sensitivity in their reactions to situations of communication proposed by adults, learning about the world around them together with adults or independently.

In her scientific work O. Olishevskaya, based on an analysis of the works by the scientist K. Saarni, proposes stages of development of children's ability to control their

¹⁶ Hrusha L. O. Pedagogichni umovy vykhovannia emotsiinoi kultury ditei molodshoho shkilnoho viku. Avtoref. ... kand ped nauk. 13.00.07. teoriia i metodyka vykhovannia. Kyiv. 2009. P. 22.

¹⁷ Kononko O. Naiholovnishe «pohoda» vdoma, abo yak sformuvaty Emotsiinu spryiniatlyvist i chutlyvist. Vychovatel-metodyst doshkilnoho zakladu. № 5. 2017. P. 32-40.

¹⁸ Oliinyk O. M. Kulytvatsiia emotsiinoi kultury yak tsinnisnoi potreby dytyny doshkilnoho viku. Innovatyka u vykhovanni. 2018. P. 239-246.

emotions. The scientist also identified a number of basic types of motives for managing the process of expressing emotions, such as:

- 1) avoiding negative consequences or enhancing positive ones;
- 2) protecting self-esteem;
- 3) maintaining relationships;
- 4) complying with norms and decency¹⁹.

O. Polovina defines emotional deafness as a child's inability to sense another person's mood, emotions, or emotional state. Emotionally deaf children exhibit emotional suppression. According to O. Polovina, this is often caused by the indifference of the child's relatives and limited communication and emotional enrichment²⁰.

This opinion is supported by researchers V. Pasichnyk, M. Pityn, and V. Pasichnyk, who point out that in today's difficult times, there has been an increase in the number of children with emotional problems, a tendency to display aggression, anxiety, and self-doubt²¹. According to the researchers, both parents and educators should intensify corrective work on the development of children's emotional sphere. To this end, it is possible, for example, to use physical education measures, involve preschoolers in group and individual exercise classes, participation in active games, etc.

In the ontogenesis of a child aged 5-7, emotions become increasingly significant, but these emotions are not stable. Children in their sixth and seventh years of life gradually become subjects of social experiences, achieve the formation of higher feelings – moral and intellectual – and become subjects of emotional relationships. They develop a social «I» and altruistic emotions based on the need to help and empathize with other people (L. Bozhovych, D. Elkonin). During this age period, children are «explorers of the surrounding world» (M. Montessori), searching for an image of the world, themselves as human beings, their place and their individual role

¹⁹ Olishevska O. V. Vykhovannia emotsiinoi kultury u ditei serednoho doshkilnoho viku zasobamy ihrovoi diialnosti. Kvalif. robota druho (mahisterskoho) rivnia osvity; spets. 012 «Doshkilna osvita». 2023. P. 120.

²⁰ Polovina O. A. Rannii rozvytok dytyny: potreba sotsiumu chy batkivski ambitsii? Vychovatel-metodyst doshkilnoho zakladu. 2018. Vyp.10. P. 23-30.

²¹ Pasichnyk V. M., Pityn M. P., Pasichnyk V. R. Kharakterystyka emotsiinoho rozvytku ditei doshkilnoho viku. Ukrainskyi zhurnal medytsyny, biolohii ta sportu. Teoretyko-metodychni aspekty fizychnoho vykhovannia i sportu. Tom 3. № 7 (16). P. 297-303.

in nature and culture.

This age period is characterized by heightened emotionality, when emotional cognition of the world prevails over rational cognition; It is sensitive to emotional development, and the basis for this process is aesthetic emotions, which appear in the ontogenesis of a child earlier than other types of emotional manifestations and create the basis for the formation of social, moral, and intellectual feelings. Emotional development of the personality is manifested in the growth of the ability to self-regulate emotional states, the accumulation of verbal and nonverbal means of expressing emotions, the expansion of emotional experience, the emergence of new emotions, the ability to recognize and more subtly differentiate one's own emotional states and those of one's communication partner.

During preschool childhood, given the specifics of a child's emotional development, it is important to acquire a range of different emotions, both positive and negative. As the scientists S. Maksymenko and O. Kononko rightly point out, for the harmonious emotional development of a child, it is important that positive emotions such as admiration, gratitude, surprise, joy, sympathy, etc.

Therefore, the period of senior preschool childhood is defined by the specifics of developing the child's emotional culture. In everyday life, this process can be influenced by the child's family, other adults, and peers. This period is characterized by sufficient sensitivity to changes and reactions to the emotional states and moods of other people. Through interpersonal contacts, the child develops mechanisms for transmitting emotions and forms a range of experiences.

3. Factors influencing the development of emotional culture in children aged 6-7.

The development of emotional culture in older preschool children is influenced by a number of factors, which we will discuss below.

According to O. Zaporozhets, communication and relationships with loved ones play a primary role in a child's emotional development. In this regard, the words of adults and the emotions they express when communicating with a child are important. The way adults use facial expressions, gestures, and their attitude toward the child, as

well as the words they use (bad, good, well done, not allowed, shameful, etc.) are powerful factors in the emergence of emotions and corresponding behavioral manifestations in children.

L. Klevaka and O. Hryshko point out that an important factor in the development of emotional culture in children aged 6-7 is their existing experience of social and emotional relationships²². Based on the results of an analysis of scientific and pedagogical sources, L. Hrusha determines that the process of emotional culture formation in the age period of 6-10 years is influenced by such factors as: the child's living conditions, the nature of their relationships with parents and teachers, as well as the emotional and life experience previously acquired by the child²³.

The outstanding humanist V. Sukhomlynskyi drew the attention of educators to the leading aspects of educating children's emotions, which we can interpret as specific factors influencing the emotional sphere of the child:

- emotional culture cannot be formed without constant spiritual communication between the teacher and the child, without mutual penetration into the world of thoughts, feelings, and experiences of each other;
- an indispensable emotional stimulus for thought is the process of multifaceted cognition of the reality surrounding the child: «It is important that the source of thought and feelings be the cognition of natural phenomena and their beauty»;
- the truth, which generalizes the objects and phenomena of the surrounding world, becomes the personal conviction of children, provided that it is inspired by vivid images that influence their feelings²⁴.

O. Oliynyk identifies the significant emotional impact of suggestion on children. It is possible to achieve good results in shaping child's emotional culture using the suggestion mechanism²⁵. The researcher believes that music, visual arts, and literature

²² Klevaka L. P., Hryshko O. I. Emotsiyni rozvytok osobystosti yak umova formuvannia emotsiinoho intelektu ditei doshkilnoho viku. 2021. <http://dspace.pnpu.edu.ua/bitstream/123456789/16591/1/%D0%95%D0%BC%D0%BE%D1%86%D1%96%D0%B9%D0%BD%D0%B8%D0%B9%20%D1%80%D0%BE%D0%B7%D0%B2%D0%B8%D1%82%D0%BE%D0%BA%20%D0%BE%D1%81%D0%BE%D0%B1%D0%B8%D1%81%D1%82%D0%BE%D1%81%D1%82%D1%96.pdf>

²³ Hrusha L. O. Pedahohichni umovy vykhovannia emotsiinoi kultury ditei molodshoho shkilnoho viku. Avtoref. ... kand ped nauk. 13.00.07. teoriia i metodyka vykhovannia. Kyiv. 2009. P. 22.

²⁴ Sukhomlynskyi, V. (1976). Yak vykhovaty spravzhniu liudynu. Vybr. tv. u 5 – t. T.2. P. 7-408.

²⁵ Oliynyk O. M. Teatralno-ihrova diialnist v umovakh doshkilnoho navchalnoho zakladu : navch.-metod. posib. Kamianets-Podilskyi: Voloshchuk V. O., 2017. P. 163.

contribute to the formation of emotional culture in preschoolers. Thanks to them, moral feelings and attitudes towards people and nature are cultivated, and emotional attitudes such as compassion, empathy, excitement, etc. are developed.

I. Melnychuk points out, that older preschool children need to have their behavior, actions, and deeds evaluated. However, such assessment should not only be positive and realistic, but also evoke feelings of satisfaction or dissatisfaction in the child. These feelings lead to the formation of new, more complex sensations that are more significant in terms of realistic assessment of the performance of duties, tasks, interaction with others, etc²⁶.

T. Doroshenko draws attention to the fact that an important aspect of preschool education is both the active development of the child's emotional sphere and their awareness of the meaning of feelings and the ability to control them. According to the researcher, this influences the nature of the child's social and emotional life and opens up greater opportunities for social communication²⁷.

For the full formation of the emotional and sensory sphere of an older preschool child, an important condition is purposeful work, the vector of which will be aimed at stimulating children to express their attitudes toward certain situations, states, experiences, or emotions caused by these situations; adults verbalizing emotions, states, experiences, and feelings—both their own in relation to the child and those of others; teaching children the skills to adequately express negative emotions and ways to get rid of them.

Scientists A. Bohush, N. Havrysh, and L. Kotyk emphasize the importance of works of fiction in the emotional development of children. This applies to works that depict the lives of characters, their relationships with others, their joys and failures, and difficult situations. All this evokes corresponding emotions in the child, contributing to the development of the emotional sphere and reflection, in particular. Works of literature based on landscape poetry are rich in pictorial and expressive means of

²⁶ Melnychuk I.V. Osoblyvosti emotsiinoho rozvytku ditei riznogo viku ta stati. Naukovyi visnyk Pivdenoukrajinskoho derzhavnogo pedahohichnoho universytetu im. K. D. Ushynskoho. 2002. № 11-12. P. 149-154.

²⁷ Doroshenko T., Silina L. Formuvannia emotsiinoi kultury molodshykh shkoliariv na urokakh mystetstva yak umovy yikh uspishnoi sotsializatsii. Visnyk ChNPU. 2023. Serii: Pedahohichni nauky. P. 8-13.

language. As a rule, they are capable of evoking aesthetic feelings, enriching the emotional sphere, and fostering humanistic feelings.

That is why, when analyzing the emotional sphere of a preschool child, attention should be paid to moral development. This is due to the interconnection between the development of emotions and feelings and moral qualities of personality (love for parents, humanism, tolerance, collectivism, etc.).

Thus, this section has identified a number of factors that influence the development of emotional culture in older preschoolers. These include: experience of social and emotional relationships, communication and relationships between the child and loved ones, adult assessment of the child's behavior and actions, literature, visual arts, suggestion, humor, and a number of others. All these factors have a positive effect when adults provide appropriate pedagogical guidance.

4. Development of emotional culture in children aged 6-7 through the process of play activities.

It is impossible to nurture emotional culture in preschool children without using such a powerful tool as play. By learning about the surrounding world and adults, who are largely «the object of the child's activity in play» (D. Elkonin), preschoolers gradually form their personal model with the help of adults. This model has both artistic-aesthetic and moral orientations, largely determining the degree of personal development. Thus, play contributes to the active involvement of the child in the creative-emotional process, which significantly influences the maximum enrichment of the emotional sphere of the personality, its aesthetic-value formation, and spiritual growth. All of these aspects guarantee the self-realization and self-actualization of the child's personality in their future life and activities.

The researchers O. Blozva and O. Krasulia analyzed ways of correcting a child's emotional sphere through play. They determined that six-year-old children are characterized by expressiveness, with feelings that flare up quickly and vividly.

Children of this age need such an important source of experience as relationships with others and the multifaceted feelings that come from such interaction²⁸.

We accept K. Honcharenko's opinion that when organizing children's games, teachers should create an appropriate emotional comfort for children. The researcher notes that children prefer to interact with teachers who share their interests. With regard to games, it is worth noting the teacher's ability to appropriately join in the game, playing either a leading or supporting role. Such participation is not limited to the role itself²⁹.

First of all, it is about the ability of an adult to follow the rules of the game and provide assistance to a child who needs it. By maintaining the appropriate emotional background for the game, the teacher can raise the child's social status and highlight character traits that were previously unnoticed by their peers. This increases the preschooler's self-esteem, which has a positive effect on their emotional culture and attitude towards their peers as partners in play and communication.

O. Olishevskaya, analyzing the factors which influence the development of emotional culture in children aged 5-6 through play, highlights the creation of a favorable emotional environment in the age group³⁰. The researcher states, that when encouraging children to interact with their peers, educators should ensure their individual comfort, emotional well-being, and psychological security.

In their scientific study, O. Mikheieva and Y. Lychenkova analyze the role of play in the development of emotional decentralization in preschoolers. Based on the analysis of the works by scientists O. Bohinich and N. Havrysh, the above-mentioned researchers point to the compensatory possibilities of children's play. It is then that play becomes another reality for the child, in which they can «act out» life situations and relationships with people. In play, children can «live through» their fears, previously

²⁸ Blozva A. I., Krasulia O.M. Korektsiia emotsiinoi sfery doshkilnyka zasobamy hry. Naukovyi visnyk Natsionalnoho universytetu bioresursiv i pryrodokorystuvannia Ukrainy. Serii: Pedahohika, psykholohiia, filosofiia. 2014.Vyp. 199(1). P. 53-59.

²⁹ Honcharenko K.H. Vychovannia u ditei starshoho doshkilnoho viku emotsiinoi kultury v irovii diialnosti. Kvalif. robota druhoho (mahisterskoho) rivnia osvity; spets. 012 «Doshkilna osvita». Nizhyn. NGSU. 2020. P. 116.

³⁰ Olishevskaya O. V. Vychovannia emotsiinoi kultury u ditei serednoho doshkilnoho viku zasobamy irovnoi diialnosti. Kvalif. robota druhoho (mahisterskoho) rivnia osvity; spets. 012 «Doshkilna osvita». 2023. P. 120.

forbidden emotions, behaviors, etc.³¹.

Based on the generalization of the works by A. Vallon, O. Zaporozhets, O. Kononko, S. Ladyvir, and T. Pirozhenko, we point out that the following functions of the game can be identified: educational, therapeutic, and diagnostic.

In order for games to have an effective and positive impact on the emotional development of preschoolers, the researchers O. Mikheieva and Y. Lychenkova propose a number of pedagogical conditions, in particular:

- 1) teach children to recognize emotional states (their own and those of others) and be able to regulate them;
- 2) foster an emotionally positive attitude toward oneself in the child, which will have a positive effect on the establishment of play relationships between children and enrich the child's social and emotional development;
- 3) create a developmental environment in which we can determine the conditions for children's games, communication, and interaction;
- 4) cultivate the child's moral feelings, which will become the basis for the development of moral feelings, contribute to the establishment of play and other interpersonal contacts, and foster an optimistic worldview and a positive emotional attitude towards play interaction in the child.

The researcher R. Kondratenko analyzed the influence of different types of games on the development of emotions in children. In particular, didactic games are difficult for children to organize on their own. This is especially true when it comes to selecting the number of participants and following the rules of the game. The teacher should help support the child's emotional experiences in the game and provide them with the appropriate emotional tone³².

Creative games (role-playing, directing, theatrical, construction) reach their peak during the older preschool years. When preschoolers engage in this type of play, their

³¹Mikheieva O., Lychenkova Yu. Hra v systemi pedahohichnoho vplyvu na rozvytok emotsiinoi letsentratsii ditei doshkilnoho viku. The II International Scientific and Practical Conference «Creation of new ideas of learning in modern conditions», September 25-27, 2023, Bordeaux, France. P. 172-176.

³² Kondratenko R.V. Yednist intelektualnoi ta emotsiinoi sfer osobystosti doshkilnyka u protsesi hry. Pedahohika vyshchoi ta serednoi shkoly: zb. nauk. prats / za red. Z. P. Bakum ; redkol. : Z. P. Bakum, Ya. V. Shramko, I. V. Shelevytskyi ta in. Kryvyi Rih, 2011. Vyp. 33. S. 498-502.

emotions and intellect actively develop. It is in games of this type that the combination of the emotional and intellectual spheres yields positive results in terms of the child's personality development.

A detailed scientific analysis of the specifics of spontaneous children's play and its impact on the social, cognitive, and emotional development of preschoolers was conducted by K. Krutii, I. Desnova, and M. Zameliuk. The researchers point out that playing is a part of evolutionary culture and the result of child development. It is important for adults to maintain a certain consistency in supporting independent children's play: play activities – children's experimentation – elements of educational activities. With this, scientists believe, the play will lead to the comprehensive development of the child's personality [26, p.130]. Taking into account the age characteristics of the child, there will be a gradual transition from purely play to learning activities, which is important for the period of senior preschool childhood.

Consequently, playing is a powerful tool for developing a child's emotional culture. All types of children's games perform an emotional and developmental function. Their effectiveness depends on how well they are organized and conducted.

REFERENCES:

1. Bykova M. Emotsiina kultura kreatyvnoi osobystosti v protsesi samovyznachennia. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii*. 2017. № 3 (67). P. 129-139 [in Ukrainian].
2. Blozva A. I., Krasulia O.M. Korektsiia emotsiinoi sfery doshkilnyka zasobamy hry. *Naukovyi visnyk Natsionalnoho universytetu bioresursiv i pryrodokorystuvannia Ukrainy*. Seriia: Pedahohika, psykholohiia, filosofii. 2014.Vyp. 199(1). P. 53-59 [in Ukrainian].
3. Bohush A. M. Chynnyky emotsiino-dukhovnoho rozvytku dytyny v pedahohichnii spadshchyni Vasylia Sukhomlynskoho. *Innovatyka u vykhovanni*. 2021. Vyp. 4. P. 6-15 [in Ukrainian].

4. Borysova T. V. Formuvannia emotsiinoi kultury molodshykh shkoliariv zasobamy teatralnoi diialnosti na urokakh mystetstva. *Pedahohichna osvita: teoriia i praktyka*. 2020. Vyp. 29 (2). P. 111-123 [in Ukrainian].
5. Honcharenko K.H. Vykhovannia u ditei starshoho doshkilnogo viku emotsiinoi kultury v ihevii diialnosti. Kvalif. robota druhoho (mahisterskoho) rivnia osvity; spets. 012 «Doshkilna osvita». Nizhyn. NGSU 2020. P. 116 [in Ukrainian].
6. Hrusha L. O. Pedahohichni umovy vykhovannia emotsiinoi kultury ditei molodshoho shkilnogo viku. Avtoref. ... kand ped nauk. 13.00.07. teoriia i metodyka vykhovannia. Kyiv. 2009. P. 22 [in Ukrainian].
7. Doroshenko T., Silina L. Formuvannia emotsiinoi kultury molodshykh shkoliariv na urokakh mystetstva yak umovy yikh uspishnoi sotsializatsii. Visnyk ChNPU. 2023. Seriia: Pedahohichni nauky. P. 8-13 [in Ukrainian].
8. Klevaka L. P., Hryshko O. I. Emotsiinyi rozvytok osobystosti yak umova formuvannia emotsiinoho intelektu ditei doshkilnogo viku. 2021. <http://dspace.pnpu.edu.ua/bitstream/123456789/16591/1/%D0%95%D0%BC%D0%BE%D1%86%D1%96%D0%B9%D0%BD%D0%B8%D0%B9%20%D1%80%D0%BE%D0%B7%D0%B2%D0%B8%D1%82%D0%BE%D0%BA%20%D0%BE%D1%81%D0%BE%D0%B1%D0%B8%D1%81%D1%82%D0%BE%D1%81%D1%82%D1%96.pdf> [in Ukrainian].
9. Kondratenko R.V. Yednist intelektualnoi ta emotsiinoi sfer osobystosti doshkilnyka u protsesi hry. *Pedahohika vyshchoi ta serednoi shkoly* : zb. nauk. prats / za red. Z. P. Bakum ; redkol. : Z. P. Bakum, Ya. V. Shramko, I. V. Shelevytskyi ta in. Kryvyi Rih, 2011. Vyp. 33. P. 498-502 [in Ukrainian].
10. Kononko O. Naiholovnishe «pohoda» vdoma, abo yak sformuvaty Emotsiinu spryiniatlyvist i chutlyvist. *Vykhovatel-metodyst doshkilnogo zakladu*. №5. 2017. P. 32-40 [in Ukrainian].
11. Loshenko O. A. Problema rozvytku emotsiinoi kompetentnosti. *Aktualni problemy sotsiologii, psykholohii, pedahohiky*. 2012. Vyp. 14. P. 119-126 [in Ukrainian].
12. Maksymenko S. D. Emotsiinyi rozvytok dytyny. Kyiv: Mikros SVV. 2003. P. 220 [in Ukrainian].

13. Melnychuk I.V. Osoblyvosti emotsiinoho rozvytku ditei riznogo viku ta stati. *Naukovyi visnyk Pivdennoukrainskoho derzhavnogo pedahohichnoho universytetu im. K. D. Ushynskoho*. 2002. №11-12. P. 149-154 [in Ukrainian].
14. Mikheieva O., Lychenkova Yu. Hra v systemi pedahohichnoho vplyvu na rozvytok emotsiinoi letsentratsii ditei doshkilnogo viku. *The II International Scientific and Practical Conference «Creation of new ideas of learning in modern conditions»*, September 25-27, 2023, Bordeaux, France. P. 172-176 [in Ukrainian].
15. Oliinyk O. M. Kulytvatsiia emotsiinoi kultury yak tsinnisnoi potreby dytyny doshkilnogo viku. *Innovatyka u vykhovanni*. 2018. P. 239-246 [in Ukrainian].
16. Oliinyk O. M. Osoblyvosti emotsiinoho rozvytku ta umovy formuvannia emotsiinoi kultury ditei starshoho doshkilnogo viku zasobamy teatralizovanykh ihor. *Psykhologo-pedahohichni problemy silskoi shkoly*. 2013. Vyp. 47. P. 167-173 [in Ukrainian].
17. Oliinyk O. M. Teatralno-ihrova diialnist v umovakh doshkilnogo navchalnogo zakladu: navch.-metod. posib. Kamianets-Podilskyi: Voloshchuk V. O., 2017. P. 163 [in Ukrainian].
18. Olishevska O. V. Vykhovannia emotsiinoi kultury u ditei serednogo doshkilnogo viku zasobamy ihrovoi diialnosti. Kvalif. robota druhoho (mahisterskoho) rivnia osvity; spets. 012 «Doshkilna osvita». 2023. P. 120 [in Ukrainian].
19. Pasichnyk V. M., Pityn M. P., Pasichnyk V. R. Kharakterystyka emotsiinoho rozvytku ditei doshkilnogo viku. *Ukrainskyi zhurnal medytsyny, biolohii ta sportu. Teoretyko-metodychni aspekty fizychnoho vykhovannia i sportu*. Tom 3. № 7 (16). P. 297-303 [in Ukrainian].
20. Polovina O. A. Rannii rozvytok Dytyny: potreba sotsiumu chy batkivski ambitsii? *Vykhovatel-metodyst doshkilnogo zakladu*. 2018. Vyp.10. P. 23-30 [in Ukrainian].
21. Psykholohichniy tlumachnyi slovnyk naisuchasnishykh terminiv. Kharkiv: Prapor. 2009. P. 672 [in Ukrainian].
22. Sukhomlynskyi, V. (1976). Yak vykhovaty spravzhniu liudynu. *Vybr. tv. u 5 – t. T.2*. P. 7-408 [in Ukrainian].

FORMATION OF NATURAL AND ECOLOGICAL COMPETENCE IN OLDER PRESCHOOL CHILDREN THROUGH OBSERVATION

Zaporozhets Nataliia

Bachelor's degree student Specialty: Preschool Education

Nizhyn Mykola Gogol State University, Ukraine

zaporozecnatala1@gmail.com

Dvoianov Maksym

Bachelor's degree student Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

maksymdvoyanov01@gmail.com

Abstract. *This section reveals various scientific approaches to defining the essence and significance of the concept «natural and ecological competence of preschool children». It has been determined that this issue is highly relevant in modern preschool pedagogy. On the theoretical level, the natural and ecological competence of preschool children is considered as a psychological and pedagogical problem. The interrelation of related concepts such as «ecological education», «environmental upbringing», «ecological culture», and «natural and ecological competence» has been clarified. The peculiarities of forming natural and ecological competence in older preschoolers are defined, particularly the influence of age characteristics and the impact of adults on the process of developing natural and ecological competence in older preschool children. Observation is characterized as an effective method for forming natural and ecological competence in older preschoolers, and the methodology of its implementation is outlined.*

Key words: *preschool children, natural environment, competence, natural and ecological competence of a preschool child, environmental upbringing, observation in nature.*

Relevance of the research. The preschool period is an important stage in personality development, as it is filled with physiological, social, and psychological changes. Today, one of the main tasks of preschool education institutions is to form a

creative personality capable of critical and original thinking and possessing certain competences including natural and ecological ones.

For an educator, the formation of natural and ecological competence is a crucial direction in the development of preschool children. Therefore, in everyday interaction with children, it is necessary to ensure that their engagement with the surrounding world becomes conscious, and that corresponding skills and habits are constantly improved with age. One of the main goals is to help the child perceive themselves as an active subject of the nature and the world in which they live.

The issue of forming natural and ecological competence in preschool children has been addressed in the works of O. Bilan, L. Bobro, A. Bohush, N. Havrysh, N. Lysenko, T. Ponimanska, N. Yarysheva, and others. This issue is also reflected in normative and legal documents, such as the Law of Ukraine «On Education», the Law of Ukraine «On Preschool Education», and the Basic Component of Preschool Education.

The competence-based approach, according to the age capabilities of children, determines the content of the educational lines of the Basic Component of Preschool Education. The formation of natural and ecological competence in preschool children is provided for within the content of the educational line «The Child in the Natural Environment» (BCPE)¹.

The relevance of forming natural and ecological competence in older preschoolers will always remain a priority in the development of preschool children. Therefore, it is important for educators to properly plan and organize the educational process so that the acquisition of this competence is effective and meaningful, as the development of children and their behavior in nature depend on it.

1. Natural and Ecological Competence of Preschool Children as a Psychological and Pedagogical Problem

The responsibility of the education system for forming an environmentally valuable attitude toward the world and determining the moral and worldview position of each individual makes the issue of choosing strategies for environmental education and upbringing of children even more relevant. It also highlights the need to understand

¹ Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart doshkilnoi osvity) nova redaktsiia: zatv. nakazom MON Ukrainy № 33 vid 12.01.2021. <https://surli.cc/qvxenv>

the deep transformations taking place as we move from organizing nature-protective activities to nature-appropriate behaviour in early childhood. Preschool age is the period of intensive development of the child's personality and the formation of fundamental attitudes toward the surrounding environment, nature, society, and culture (I. Bekh, L. Bozhovych, L. Vygotskyi, D. Elkonin, O. Zaporozhets, O. Kononko, V. Kudriavtsev, S. Ladyvir, T. Pirozhenko, D. Feldstein, R. Chumichova, and others)².

According to the Concept of Environmental Education of Ukraine, environmental upbringing is «the formation of the system of views and beliefs based on universal norms and the laws of nature's development, promoting the close involvement of future citizens in solving specific environmental problems through the systematic acquisition of knowledge about human interaction with nature»³.

Based on analysis of scientific research, S. Ivanchuk notes that «the environmental upbringing of preschool children combines three interrelated processes – education, upbringing, and development, aimed at forming the ecological culture of the individual, and their practical and spiritual experience of interacting with nature, preserving and reproducing it; in clarifying the essential features of ecological education, attention should be focused on the emotional-value, intellectual, active, and practical components; the goal of ecological education for preschoolers is the formation of the beginnings of ecological culture, the development of its constituents such as ecological consciousness, ecological thinking, and ecological activity.» The author presents the content of ecological education through a set of components: «cognitive (knowledge about nature and life, natural objects, phenomena, ecosystems, the place and role of humans in nature, the interaction between nature and society, methods of learning about nature; value-based – ecologically valuable orientations (harmony, benevolence, common sense, moral values, beauty, responsibility, etc.); activity-based – the orientation and psychological readiness of the individual for ecological practices (work activity, play activity, experimentation, nature conservation

²Ivanchuk S. A. Ekologichne vykhovannia doshkilnykiv u konteksti yoho aktualnykh definitiv. Pedagogika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh. 2020. № 70. T. 2. P. 54–58.

³Kontsepsiia ekolohichnoi osvity Ukrainy. Informatsiyni zbirnyk Ministerstva osvity i nauky Ukrainy. 2002. № 7. P. 3–23.

activity, nature-appropriate activity)»⁴.

Considering the importance of the competency-based approach in preschool education, the Basic Component of Preschool Education (educational field «The Child in the Natural Environment») defines one of the key competences of a preschool child – natural and ecological competence, as «the child's ability to act appropriately in different life situations, based on an emotionally valuable attitude toward nature and knowledge of its laws, formed through cognitive, exploratory, labor, and play activities». Accordingly, the emotional-value attitude of a preschool child consists of: demonstrating interest in learning about the nature of their native land, immediate surroundings, and their state, Ukraine, as well as curiosity about the objects and phenomena of planet Earth and visible objects of the Cosmos; emotional reaction to the natural environment; showing respect for various forms of life;

positive reaction to situations of interaction with various natural objects; demonstrating interest and readiness for activities that ensure the learning of nature and the formation of appropriate behavior skills⁵.

Natural and ecological competence is a crucial part of behavioral culture; the ability of preschoolers to act responsibly toward the environment, living organisms, and the laws of nature. The preschool period is the most favorable stage for developing this competence, as it serves as a foundation for others. Parents play an equally important role as it is crucial that they set an example, stimulating the child to follow certain rules of behavior in nature by adhering to them themselves. Parents should also reinforce the knowledge and skills children acquire in preschool education institutions⁶.

Characterizing modern environmental and natural science education, Z. Plokhii notes that the process of ecological upbringing and education is implemented in the

⁴ Ivanchuk S. A. Ekologichne vykhovannia doshkilnykiv u konteksti yoho aktualnykh definitsii. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh. 2020. № 70. T. 2. P. 54–58.

⁵ Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart doshkilnoi osvity) nova redaktsiia: zatv. nakazom MON Ukrainy № 33 vid 12.01.2021. <https://surli.cc/qvxenv>

⁶ Iskryzhynska A. M., Sorochnynska O. A. Formuvannia pryrodnycho-ekologichnoi kompetentnosti u ditei starshoho doshkilnogo viku zasobamy ihrovykh tekhnolohii. Innovatsiini protsesy v doshkilnii osviti: teoriia, praktyka, perspektyvy: zb. naukovykh prats: v 2-kh ch. 2022. P. 128–132. <https://surl.lt/ucbaso> tekhnolohii: navch. posib. Kyiv: Lybid, P. 2014. 254.

educational practice of preschool institutions through the ideas of holistic cognition of the natural environment. This cognition should be based on a harmonious combination of sensory and rational, theoretical and creative-practical comprehension, simultaneously integrating all aspects of a child's development.

Accordingly, Z. Plokhii proposes to realize this idea through an integrated approach to organizing preschoolers' acquaintance with the natural environment. The importance of implementing this approach in the preschool education system, the researcher explains, lies in the integrated nature of ecological knowledge, which includes elements of biology, geography, chemistry, physics, as well as medical, valeological, economic, and legal knowledge⁷.

Most scholars who study the peculiarities of development and activity of preschool children assert that such children are already capable of understanding and are interested in solving modern ecological problems. As noted by N. Hlukhova, N. Horopakha, N. Lysenko, Z. Plokhii, and others, the formation of ecological worldview begins in early childhood, when the foundations of worldview, ecological consciousness, and practical interaction with nature are laid in the process of educational activity⁸.

In their work, H. Bielenka, T. Naumenko, and O. Polovina state that «the environmental and natural science competence of a preschool child – as a component of their life competence – consists of specific knowledge about nature, a positive emotional and value-based attitude toward its components, awareness of and adherence to the rules of nature use; in other words, it includes three components: intellectual (cognitive), emotional and value-based, and activity-practical».

The study of the theoretical foundations of forming natural and ecological competence in preschool children, along with the analysis of scientific works and educational practices, made it possible to formulate the definition of this phenomenon. The natural and ecological competence of preschool children is interpreted as a

⁷ Padalka O., Nisimchuk A. *Pedahohichni tekhnolohii: navch. posib.* Kyiv: Lybid, P. 2014. 254.

⁸ Bielenka H. V. *Suchasni pidkhody do pytan formuvannia profesiinoi kompetentnosti maibutnikh vykhovateliv ditei doshkilnogo viku. Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity.* 2012. Vyp. 5. P. 99–102.

component of their overall life competence and includes specific knowledge about nature, a positive emotional and value-based attitude toward its components, awareness of environmental rules and adherence to them. It comprises three components: cognitive, emotional-value, and activity-based⁹.

According to N. Oshurkevych, the essential elements of the cognitive, activity-based, and value-motivational components of preschoolers' natural and ecological competence include: knowledge about the Earth's natural environment and the interactions within it; awareness of oneself as a part of the greater natural world; the ability to engage in feasible environmental protection activities such as preservation, care, and safeguarding of the natural environment; and readiness to follow the rules of rational nature use, environmental cleanliness, and the careful use of natural resources. The combination of these cognitive, activity-based, and value-motivational components determines the degree of natural and ecological competence formation in preschool children¹⁰.

The scholar emphasizes that knowledge is an essential component in the process of developing natural and ecological competence. If a person knows nothing about an object, they are likely to remain indifferent to it. Ecological knowledge fosters a conscious attitude toward the environment and nature, laying the foundation for ecological awareness. Ecological literacy, in addition to the possession of ecological knowledge, skills, and abilities, also includes the formation of values, attitudes, and personal behavior that ensure an emotionally positive relationship with nature and readiness for environmentally appropriate behaviour.

Thus, natural and ecological competence is an extremely important psychological and educational problem. Preschool education is to instill the initial forms of ecological culture, to create conditions for children's understanding of basic interconnections in nature, and to develop their primary practical skills of humane and emotionally sensitive interaction with natural objects in their immediate surroundings.

⁹ Oshurkevych N. O. Suchasni pedahohichni tekhnolohii dlia formuvannia pryrodnycho-ekolohichnoi kompetentnosti ditei doshkilnoho viku. Pedahohichnyi protses: teoriia i praktyka. 2018. P. 65–72.

¹⁰ Oshurkevych N. O. Suchasni pedahohichni tekhnolohii dlia formuvannia pryrodnycho-ekolohichnoi kompetentnosti ditei doshkilnoho viku. Pedahohichnyi protses: teoriia i praktyka. 2018. P. 65–72.

The didactic system of knowledge about nature based on various aspects of interrelations among plants, animals, and humans with their environment, and ecological by its very essence – constitutes the core characteristic of the natural and ecological competence of preschool children.

2. Features of Forming Natural and Ecological Competence in Older Preschool Children

The development of natural and ecological competence in older preschoolers is an educational process aimed at cultivating in children a conscious attitude toward nature and the surrounding environment. It encompasses not only familiarization with natural phenomena but also the nurturing of responsibility for environmental preservation.

The Ukrainian Concept of Environmental Education identifies among the tasks the formation of the foundations of ecological competence and moral-value orientations necessary for understanding the essence of nature and re-evaluating one's behavior in accordance with humanistic values.

In this context, the preschool period – covering ages 3 to 6-7 – is an exceptionally important stage, since it is characterized by intensive physical, emotional, social, and intellectual development. Children actively explore the world, develop their speech, imagination, and social interaction skills, which together lay the groundwork for future learning.

The older preschool age plays a crucial role in shaping ecological awareness and culture, as well as in fostering a rational attitude toward nature. Researchers define ecological awareness as a core component of ecological culture, and its formation as the primary goal in developing ecological competence in preschool children¹¹.

At this stage, children develop new psychological mechanisms of behavior and activity that facilitate the assimilation of ecological and natural-scientific knowledge. Stable motivational structures, systems of values, and moral norms begin to form,

¹¹ Lysenko N. V. Teoriia i praktyka ekolohichnoi osvity: pedahoh-doshkilnyk: navch.-metod. posib. dlia stud. vyshch. navch. zakl. Kyiv: Slovo, 2009. P. 400.

ensuring the development of a conscious attitude toward nature and the environment¹².

K. Karasova and T. Pirozhenko note that older preschoolers strive to reproduce and comprehend their impressions of the surrounding world independently, without adult intervention, satisfying their needs through self-organized games with imitative content. This process of self-directed cognition and reconstruction of reality is vital for developing not only children's understanding of the environment but also their sense of responsibility toward it. Through play, children often explore ecological phenomena and establish connections between natural objects and events, helping them form initial representations of nature and the importance of its preservation¹³.

In this context, the role of educational institutions in developing environmental awareness becomes particularly important.

During the preschool years, the foundations of ecological competence are laid – a competence that contributes to the harmonious development of the individual in later life¹⁴.

Thus, educational institutions must create conditions that encourage active self-exploration and reflection on the surrounding world, allowing children to acquire the necessary knowledge and skills for a responsible attitude toward nature.

Preschool educational institutions (PEIs) play a crucial role in forming natural and ecological competence in older preschoolers. At this stage of upbringing, the foundations of ecological consciousness are established, influencing the child's further development. Through the purposeful activities of educators in PEIs, children have the opportunity to actively explore the world around them, develop an understanding of nature, and recognize the interconnections among its elements.

The formation of natural and ecological competence begins at an early age, but it is in the older preschool years that this process becomes more conscious. PEIs create favorable conditions for fostering children's curiosity – the basis of ecological thinking. Through various educational programs, games, excursions, and observations,

¹² Dmytrenko L. Vykhovannia obdarovanykh ditei. Palitra pedahoha. 2017. № 2. P. 13–15.

¹³ Karasova K. V., Pirozhenko T. Ihroviy prostir dytyny. Kyiv: Shk. Svit, 2011. P. 128.

¹⁴ Chorna H. V., Skirko H. Z. Formuvannia ekolohichnoi kompetentnosti ditei starshoho doshkilnoho viku u riznykh vydakh diialnosti v pryrodi. Innovatsiina pedahohika. 2021. T. 2. № 31. P. 163–169.

children learn to notice natural phenomena, analyze them, and draw conclusions. Knowledge acquired in this interactive form is assimilated more easily and retained for a longer time.

Therefore, in PEIs, it is essential to implement the following tasks for the formation of natural and ecological competence:

- developing a humanistic attitude toward the natural environment and its phenomena;
- building a system of ecological knowledge and understanding of natural processes;
- cultivating the ability to notice and appreciate the beauty of nature;
- stimulating the desire and capacity to admire and discover natural beauty in the surrounding world¹⁵.

In addition to direct learning, an important element in forming natural and ecological competence is the creation of an appropriate environment within the PEI itself. The use of natural materials, involving children in plant care, and organizing thematic days and celebrations help develop a sense of responsibility toward nature.

The teacher's role is crucial in creating conditions for children's active and independent engagement with nature. Knowledge about nature supports the development of personal qualities and fosters a deeper understanding of the surrounding world.

Analyzing «Theory and Practice of Environmental Education» by N. Lysenko, it can be stated that the educator's role in shaping natural and ecological competence within preschool education is indispensable, as the teacher establishes conditions for developing children's ecological thinking, responsibility, and practical skills through interactive lessons and research activities¹⁶.

H. Bieliienka identifies the main tasks of the teacher in introducing children to

¹⁵ Ekologichne vykhovannia starshykh doshkilnykiv / uporiad. V. L. Sukhar. Kharkiv: Vyd-vo «Ranok», 2019. P. 160.

¹⁶ Lysenko N. V. Teoriia i praktyka ekolohichnoi osvity: pedahohdoshkilnyk: navch.-metod. posib. dlia stud. vyshch. navch. zakl. Kyiv: Slovo, 2009. P. 400.

nature, including:

- expanding aesthetic impressions;
- stimulating interest in nature;
- establishing a connection between the child and the surrounding world of objects and phenomena; developing sensory experience;
- fostering the development of moral feelings and basic knowledge about natural objects;
- supporting the development of thinking and speech, and forming initial knowledge about accessible natural phenomena and objects;
- creating conditions for the independent application of knowledge through play, work, and simple experiments that promote the formation of moral beliefs;
- cultivating the need for a caring attitude toward nature¹⁷.

The future state of the natural environment depends on the successful implementation of environmental education and the formation of ecological thinking. Nature must be protected and its resources preserved and enriched. The educator plays a key role in this process, using every opportunity to nurture in children a love for nature¹⁸.

It is also worth noting that cooperation between preschool institutions and families is crucial in the process of developing natural and ecological competence. The involvement of parents in environmental activities, joint projects, and educational initiatives contributes to a holistic approach to developing environmental awareness.

In this way, the child receives consistent messages both at the educational institution and at home, which positively influences overall development.

According to O. Shapovalova, harmonious interaction between the educator and the family ensures the child's full and meaningful existence, the realization of their potential, and entry into new trajectories of social reality. The highest responsibility for

¹⁷ Bielenka H. V. Suchasni pidkhody do pytan formuvannia profesiinoi kompetentnosti maibutnikh vykhovateliv ditei doshkilnoho viku. Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity. 2012. Vyp. 5. P. 99–102.

¹⁸ Nedodatko N. H. Osnovy pryrodoznavstva z metodykoiu oznaiomlennia ditei z pryrodoiu: navchalnyi posibnyk. Chastyna II. Kryvyi Rih: KDPU, 2019. P. 139.

a child's upbringing within this interaction rests with the family¹⁹.

In this context, the role of parents becomes particularly significant, as they are the child's first teachers. Through their personal example, parenting style, and organization of shared leisure and daily life, parents can shape children's basic

knowledge about nature, understanding of ecological processes, and a responsible attitude toward the environment.

As V. Sukhomlynskyi noted in his address to parents: «Upbringing in society begins with the family. It is within the family that the roots are laid, from which branches, flowers, and fruits grow later. The family is the creek that supplies water to the river of our state»²⁰.

Firstly, the role of parents in environmental education cannot be overstated, since children learn by imitating adults. When parents demonstrate conscious attitudes toward nature – conserving resources, sorting waste, and practicing sustainable habits – they instill the same respect for the environment in their children.

Secondly, parents can reinforce and expand the knowledge and skills children acquire in kindergarten. For example, shared walks in nature, ecological games, and reading nature-themed books help consolidate information and develop an interest in environmental issues. Thirdly, parents can support the preschool's environmental initiatives, such as organizing ecological campaigns, participating in tree planting, or creating flower-beds and green areas on the premises of the educational institution.

As N. Pustovit aptly emphasizes, the goals of environmental education can only be successfully achieved when adults themselves demonstrate careful attitudes toward nature and actively involve children in environmental activities²¹.

It is extremely important for parents to spend quality time with their children – walking in parks and forests, observing the environment. Direct contact with nature is

¹⁹ Shapovalova O. V. Rol simi u doshkilnii osviti: teoriia i praktyka: navchalnyi posibnyk dlia studentiv vyshchych navchalnykh zakladiv. Sumy: Redaktsiino-vydavnychiy viddil SumDPU imeni A. S. Makarenka, 2019. P. 225.

²⁰ ²Sukhomlynskyi V. O. Vybrani tvory. T. 4: Pavlyska serednia shkola; Rozмова z molodym dyrektorom (1977). <https://irbis-nbuv.gov.ua/ulib/item/ukr0000012788>

²¹ Pustovit N. A., Kolonkova O. O., Prutsakova O. L. Formuvannia ekolohichno dotsilnoi povedinky shkoliariv: nauk.-metod. posibnyk. Kirovohrad: Imeks-LTD, 2014. P. 140.

an inexhaustible source of profound moral emotions. Equally important in forming ecological competence is the parents' engagement in various environmental exercises. In the context of today's rapidly changing world, it is especially important to find effective methods and forms that enable older preschoolers not only to gain knowledge about nature but also to develop an emotional connection with the environment. There is a wide range of methods that can be used for effective nature education. In this regard, it is essential to consider the diversity of approaches that may include both practical and theoretical aspects of learning. Thus, the older preschool age is a sensitive period for the formation of natural and ecological competence. It has been determined that the key role in this process belongs to preschool educators and parents. They create a supportive ecological environment that not only stimulates children's interest in exploring nature but also fosters the development of a conscious attitude toward the surrounding world and an awareness of personal responsibility for its preservation.

3. Observation as a Method of Developing Natural and Ecological Competence in Older Preschool Children and the Methodology of Its Implementation

Among the variety of modern methods of environmental education for preschoolers, a special place belongs to visual methods, particularly observation of natural objects.

Observation is an active form of learning about the surrounding world aimed at accumulating factual knowledge and forming initial ideas about objects and phenomena. Therefore, it can be regarded simultaneously as a mental process, a cognitive activity, and a teaching method²².

The method of observation plays a particularly important role in helping children understand nature, as it is based on sensory perception and provides direct contact with real natural objects. As a result, children develop realistic ideas about natural phenomena and the relationships between them.

The involvement of thinking in perception stimulates children's cognitive

²² Bobro L. V. Osnovy pryrodopnavstva z metodykoiu oznaiomlennia doshkilnykiv z pryrodoiu: navchalno-metodychnyi posibnyk / ukl. L. V. Bobro. Nizhyn: NDU im. M. Gogolia, 2024. P. 175.

inquiry, promotes the connection between newly acquired sensory images and those they already possess, and helps them form their own judgments.²³

There are several types of nature observations:

- 1) by duration – episodic (short-term) and long-term observations of the development and changes of objects;
- 2) by didactic purpose – primary, repeated, final, and comparative;
- 3) by organizational method – collective and individual, planned and unplanned.

Episodic (short-term) observations are those that take a small amount of time (for example, examining a snowflake, watching rain, or observing an animal's behavior).

Long-term observations are conducted more frequently – for instance, observing the growth and development of a plant. Depending on the didactic goal, primary observations are carried out to create an initial understanding of an object (for example, observing a plant in sunny weather), repeated observations help expand this understanding (observing the same plant on a cloudy day), and final observations aim to consolidate previously acquired knowledge, providing a relatively complete picture of the plant's development over a certain period. To identify key features and generalize the obtained information about natural objects, comparative observations are conducted. These are usually performed with older preschool children.

According to the method of organization, observations can be *collective* (for the entire group or part of it) or *individual* (for one child). The latter may be used both for a preschooler who is lagging behind in mastering the material and for one who shows strong interest in the information.

There are also *planned* and *unplanned* observations. The former are carried out according to the teacher's plan, while the latter are spontaneous and cannot be predetermined.

According to N. Yarysheva, the process of observation consists of four stages:

²³ Yarysheva N. F. *Metodyka oznaiomlennia ditei z pryrodoiu*. Kyiv: Vyshcha shkola, 2008. P. 255. <http://194.44.152.155/elib/local/skbn27562.pdf>

Stage I – Preparatory. The main goal is to interest children in the object of observation. During this stage, the educator uses a conversation to find out what knowledge the children already possess, and supplements it with new information.

Stage II – Beginning of the observation. At this stage, it is important to maintain the children's interest and focus their attention on the object. For this purpose, in older preschool groups, educators often use riddles, which require mental effort and help sustain children's attention.

Stage III – Main stage. This is the longest stage. First, the educator allows children to observe the object independently. Then, they begin to ask additional questions to draw attention to the object's external features – such as color, shape, size, and place in the environment. As a result, the children develop accurate representations of objects in the surrounding world.

Stage IV – Final stage. At this stage, conclusions are drawn, and the new knowledge gained during the observation is consolidated²⁴.

An essential condition for the observation process in preschool institutions is teacher supervision. While a child may be able to look at an object independently, they are unable to conduct a detailed study or focus on its properties without guidance. For this purpose, educators use specific observation schemes when preparing for such activities.

When preparing for observation, the teacher must be guided by the educational program and set learning, developmental, and educational objectives. Learning objectives form specific ideas about natural objects; developmental objectives activate mental processes; educational objectives cultivate a positive attitude toward nature in preschoolers.

To stimulate the cognitive activity of preschoolers during the process of observation, various techniques are used, such as questioning, explanation, narration, comparison, play-based techniques, the use of literary language, performing practical tasks, and engaging different sensory analyzers in the study of the object²⁵.

Questioning is one of the key methodological techniques used by the teacher to

²⁴ Yarysheva N. F. *Metodyka oznaiomlennia ditei z pryrodoiu*. Kyiv: Vyshcha shkola, 2008. P. 255. <http://194.44.152.155/elib/local/skbn27562.pdf>

²⁵ Doroshenko T. M., Matsko V. V. *Osnovy pryrodoznavstva z metodykoiu v skhemakh ta tablytsiakh: navch. posib.* Kremenichuk: PP «Bitart», 2019. P. 46. <http://surl.li/fucvv>

guide the observation. Questions should be selected in a logical sequence and formulated in a way that is clear and comprehensible to the children. When selecting questions, the teacher must take into account the life experience and age characteristics of the preschoolers. For older children, the number and complexity of the questions should be greater. Such questions mainly focus on the relationships and interdependencies between objects and phenomena²⁶.

In cases where children do not know the answer to a question, the teacher uses explanations. For older preschoolers, explanations should help them identify connections and generalizations.

Alternatively, instead of providing an explanation, the teacher may use a story or narration. This technique is especially useful when observing an object that cannot be seen directly.

Another important technique in the observation process is comparison, which helps children develop more accurate representations of objects or phenomena. To achieve this, the teacher should pose a task that cannot be completed without comparison, for instance, asking questions such as «What is similar?» or «What is different?».

N. Yarysheva identifies several stages in the development of a child's ability to use comparison:

- at the first stage, children focus on bright, external characteristics and compare only these features. For example, based on contrasting characteristics, they can easily identify differences in the body structure of a cat and a rabbit.
- at the second stage, children begin to identify differences based on less contrasting features, although during analysis they usually focus on one most characteristic trait.
- at the third stage, children move to a higher level of comparison, being able to correlate not only sharply contrasting but also similar objects²⁷.

For younger and middle groups, it is better to compare familiar objects, while

²⁶ Lysenko N. V. Oznaimlennia z pryrodoiu ta osnovy proekolohichnoi osvity ditei doshkilnoho viku: pidruchnyk. Kyiv: Vydavnychi Dim «Slovo», 2019. P. 336. <http://194.44.152.155/elib/local/r/r832.pdf>

²⁷ Yarysheva N. F. Metodyka oznaimlennia ditei z pryrodoiu. Kyiv: Vyscha shkola, 2008. P. 255. <http://194.44.152.155/elib/local/skbn27562.pdf>

older preschoolers can already determine common and distinctive features. They can be offered comparisons using illustrations, toys, or memory-based examples.

Thus, the technique of comparison develops thinking, memory, curiosity, and interest in nature, as well as encourages children to seek new knowledge.

During the process of observation, play techniques can also be used. They make the observation more engaging and accessible for perception. For older preschoolers, such activities should take the form of friendly competitions.

Another effective technique during observation is the use of literary language. This allows children to imagine and create vivid mental images, generating a positive emotional response.

In addition, the teacher may use folklore elements such as riddles, legends, proverbs, sayings, and omens, which help to emphasize the characteristics of the observed object.

One more important technique in conducting observations is the engagement of multiple sensory analyzers. It is especially beneficial if the object can be not only seen but also smelled, tasted, or touched. For example, when observing an apple, children can determine that it is green in color, round in shape, hard and smooth to the touch, and has a pleasant smell and sweet taste.

The methodology of guiding observations remains consistent both in everyday life and during structured lessons. Everyday observations usually involve a smaller volume of cognitive material and focus on gradual natural changes throughout the seasons. The amount of material to be learned is determined by the preschool curriculum, which includes familiarization with phenomena of inanimate nature, plants and animals, and human labor in nature across different seasons²⁸.

During observations, the teacher must follow one of the most important rules

– that is to conduct them emotionally, using vivid comparisons in their descriptions of objects. This approach enhances children's cognitive activity, arouses curiosity, and fosters a desire to explore nature. Thus, in a child's understanding of

²⁸ Lysenko N. Vykorystannia sposterezhen v roboti z ekolohichnoho vykhovannia doshkilnykiv. Dytiachyi sadok. 2004. № 25–26. P. 10–44.

nature, visual methods – particularly observation – play an essential role, provided they are properly combined with verbal explanation. The word serves to generalize, but it can fulfill its function only when each word corresponds to a sensory image. The characteristics of observation and the methodology of its application in developing natural and ecological competence among older preschoolers demonstrate that this method provides children with a vast amount of cognitive information, fosters love and interest in nature, and teaches them to care for the environment.

REFERENCES:

1. Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart doshkilnoi osvity) nova redaktsiia: zatv. nakazom MON Ukrainy № 33 vid 12.01.2021. <https://surli.cc/qvxenv> [in Ukrainian].
2. Bielenka H. V., Naumenko T. S., Polovina O. V. Doshkilniatam pro svit pryrody: metodychnyi posibnyk dlia vykhovateliv ditei doshkilnoho viku. Kyiv: Kyivskiy universytet imeni B. Hrinchenka, 2013. P. 115 [in Ukrainian].
3. Bielenka H. V. Suchasni pidkhody do pytan formuvannia profesiinoi kompetentnosti maibutnikh vykhovateliv ditei doshkilnoho viku. *Onovlennia zmistu, forma metodiv navchannia i vykhovannia v zakladyakh osvity*. 2012. Vyp. 5. P. 99–102 [in Ukrainian].
4. Bobro L. V. Osnovy pryrodoznavstva z metodykoiu oznaiomlennia doshkilnykiv z pryrodoiu: navchalno-metodychnyi posibnyk / ukl. L. V. Bobro. Nizhyn: NDU im. M. Gogolia, 2024. P. 175 [in Ukrainian].
5. Dmytrenko L. Vykhovannia obdarovanykh ditei. *Palitra pedahoha*. 2017. № 2. P. 13–15 [in Ukrainian].
6. Doroshenko T. M., Matsko V. V. Osnovy pryrodoznavstva z metodykoiu v skhemakh ta tablytsiakh: navch. posib. Kremenchuk: PP «Bitart», 2019. P. 46. <http://surl.li/fucvv> [in Ukrainian].
7. Ekologichne vykhovannia starshykh doshkilnykiv / uporiad. V. L. Sukhar. Kharkiv: Vyd-vo «Ranok», 2019. P. 160 [in Ukrainian].

8. Ivanchuk S. A. Ekologichne vykhovannia doshkilnykiv u konteksti yoho aktualnykh definitsii. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh. 2020. № 70. T. 2. P. 54–58 [\[in Ukrainian\]](#).
9. Ivanchuk S. A. Ekologichne vykhovannia doshkilnykiv u konteksti yoho aktualnykh definitsii. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh. 2020. № 70. T. 2. P. 54–58 [\[in Ukrainian\]](#).
10. Iskryzhynska A. M., Sorochynska O. A. Formuvannia pryrodnycho-ekologichnoi kompetentnosti u ditei starshoho doshkilnoho viku zasobamy ihrovykh tekhnolohii. *Innovatsiini protsesy v doshkilnii osviti: teoriia, praktyka, perspektyvy: zb. naukovykh prats*: v 2-kh ch. 2022. P. 128–132. <https://surl.it/ucbaso> [\[in Ukrainian\]](#).
11. Karasova K. V., Pirozhenko T. Ihrovyi prostir dytyny. Kyiv: Shk. Svit, 2011. P. 128 [\[in Ukrainian\]](#).
12. Kontseptsiiia ekolohichnoi osvity Ukrainy. Informatsiinyi zbirnyk Ministerstva osvity i nauky Ukrainy. 2002. № 7. P. 3–23 [\[in Ukrainian\]](#).
13. Lysenko N. V. Oznaiomlennia z pryrodoiu ta osnovy proekolohichnoi osvity ditei doshkilnoho viku: pidruchnyk. Kyiv: Vydavnychi Dim «Slovo», 2019. P. 336. <http://194.44.152.155/elib/local/r/r832.pdf> [\[in Ukrainian\]](#).
14. Lysenko N. V. Teoriia i praktyka ekolohichnoi osvity: pedahohdoshkilnyk: navch.-metod. posib. dlia stud. vyshch. navch. zakl. Kyiv: Slovo, 2009. P. 400.
15. Lysenko N. V. Vykorystannia sposterezhen v roboti z ekolohichnoho vykhovannia doshkilnykiv. *Dytyachyi sadok*. 2004. № 25–26. P. 10–44 [\[in Ukrainian\]](#).
16. Nedodatko N. H. Osnovy pryrodoznavstva z metodykoiu oznaiomlennia ditei z pryrodoiu: navchalnyi posibnyk. Chastyna II. Kryvyi Rih: KDPU, 2019. P. 139 [\[in Ukrainian\]](#).
17. Oshurkevych N. O. Suchasni pedahohichni tekhnolohii dlia formuvannia pryrodnycho-ekolohichnoi kompetentnosti ditei doshkilnoho viku. *Pedahohichni protses: teoriia i praktyka*. 2018. P. 65–72 [\[in Ukrainian\]](#).
18. Padalka O., Nisimchuk A. Pedahohichni tekhnolohii: navch. posib. Kyiv: Lybid, 2014. P. 254 [\[in Ukrainian\]](#).

19. Pustovit N. A., Kolonkova O. O., Prutsakova O. L. Formuvannia ekolohichno dotsilnoi povedinky shkolariv: nauk.-metod. posibnyk. Kirovohrad: Imeks-LTD, 2014. P. 140 [\[in Ukrainian\]](#).
20. Sukhomlynskyi V. O. Vybrani tvory. T. 4: Pavlyska serednia shkola; Rozмова z molodym dyrektorom (1977). <https://irbis-nbuv.gov.ua/ulib/item/ukr0000012788> [\[in Ukrainian\]](#).
21. Chorna H. V., Skirko H. Z. Formuvannia ekolohichnoi kompetentnosti ditei starshoho doshkilnoho viku u riznykh vyдах diialnosti v pryrodі. Innovatsiina pedahohika. 2021. T. 2. № 31. P. 163–169 [\[in Ukrainian\]](#).
22. Shapovalova O. V. Rol simi u doshkilnii osviti: teoriia i praktyka: navchalnyi posibnyk dlia studentiv vyshchych navchalnykh zakladiv. Sumy: Redaktsiino-vydavnychi viddil SumDPU imeni A. S. Makarenka, 2019. P. 225 [\[in Ukrainian\]](#).
23. Yarysheva N. F. Metodyka oznaiomlennia ditei z pryrodoiu. Kyiv: Vyscha shkola, 2008. P. 255 <http://194.44.152.155/elib/local/skbn27562.pdf> [\[in Ukrainian\]](#).

NATIONAL-PATRIOTIC EDUCATION OF OLDER PRESCHOOL CHILDREN THROUGH GAME

Lisovets Oksana

PhD in Education/Pedagogy, Associate Professor, Department of Preschool Education, Nizhyn Mykola Gogol State University, Ukraine.

ksuvik2@gmail.com

Silchenko Alla

First-level (bachelor's) degree candidate in Preschool Education (A2), Nizhyn Mykola Gogol State University, Ukraine.

silcenkoa956@gmail.com

Abstract. *This section presents an analysis of the problem of national-patriotic education of older preschool children using game methods. The relevance of the study is analyzed, the problem of national-patriotic education of older preschoolers in psychological and pedagogical literature is examined, and the significance of games as a means of national-patriotic education of older preschoolers is characterized. The pedagogical conditions for using games as a means of national-patriotic education of older preschoolers are identified and characterized.*

Key words: *national-patriotic education, older preschoolers, games, role-playing games, folk games, pedagogical conditions, traditional national holidays, developmental environment, cooperation between preschool educational institutions and parents.*

Relevance of the study. Today, Ukraine is going through difficult times, when it is more important than ever to nurture in the younger generation a love for their native land, language, and culture. The formation of national consciousness and patriotism must begin at an early age—it is during the preschool period that children best assimilate moral guidelines and learn to understand what their homeland is and why it should be loved and protected.

The main activity of preschoolers is playing games, and it is game that elements of national culture and folk traditions can be conveyed to children in an accessible and effective way, introducing them to symbols, rituals, and holidays. Such forms of game are not only interesting, but also have a deep educational meaning – they help children feel their connection to the Ukrainian people and develop a sense of pride and respect for their own roots.

These issues were raised in the works of such well-known Ukrainian educators as V. Sukhomlynsky, who emphasized the importance of moral education from an early age, I. Bekh, who developed a personality-oriented approach to the formation of patriotism, O. Kononko, N. Gavrysh, and K. Krutii, who researched patriotic education in preschool settings and the role of game in this process.

Given the challenges of today, when preserving one's language, culture, and statehood is not just a desire but a necessity, fostering national identity from an early age is one of the key tasks of education, especially preschool education.

In the current context of reforming Ukraine's education system, which is oriented toward humanistic and national values, the task of forming civic attitudes and a sense of responsibility for the fate of the Motherland in preschool children is of particular importance. It is well known that the preschool period is sensitive for the formation of the foundations of worldview and moral and patriotic qualities of the personality.

Patriotic education through games allows for the integration of educational and developmental tasks, creating conditions for the formation of a harmonious personality that is aware of its own national identity. Game, as a natural form of activity for children, provides emotional immersion in the process of learning about the culture of their native people and contributes to the formation of social activity, communication skills, and collective forms of behavior.

So, the issue of national-patriotic education of older preschool children using game methods is relevant from both a theoretical and practical point of view. Solving this problem will contribute to the development of a spiritually rich, morally stable, and responsible personality capable of actively defending the interests of Ukrainian society and the state in the future.

The study of the problem of national-patriotic education of older preschoolers in psychological and pedagogical literature

The problem of national education of the younger generation has deep historical roots and is based on centuries-old traditions and cultural heritage of the Ukrainian people. Outstanding Ukrainian educators such as H. Vashchenko, I. Ohienko, S. Rusova, V. Sukhomlynsky, and others have made a significant contribution to the development of this topic.

The pedagogical ideas of Konstantin Ushinsky deserve special attention. He emphasized that the sense of national identity is so strong that even in difficult times it remains with a person until the end. According to him, the fields of one's native land, language, folk tales, and traditions have a profound influence on the human heart.

K. Ushinsky believed that a people deprived of their national identity is like a body without a soul. He emphasized that only an education system based on national principles can have a deep and lasting impact on the formation of personality. It was K. Ushinsky who introduced the concept of «folk pedagogy» into scientific circulation, pointing to the importance of patriotism and national self-expression in the process of education¹.

Sofia Rusova also expressed her vision of the role of national schools. She was convinced that it was through national schools that conscious citizens capable of building an independent state could be educated. She considered the study of the native language, literature, history, traditions, and art to be the main means of such education. Rusova emphasized the importance of creating a Ukrainian-language educational environment that promotes the development of love for one's native land and the formation of a deep national identity from early childhood².

The pedagogical ideas of Hryhorii Vashchenko, which constitute a comprehensive concept for the education of conscious patriots, are also significant. In his works, the scholar considered patriotism to be the main goal of national pedagogy. He argued that the formation of national consciousness should begin in preschool age,

¹ Ushynsky, K. D. *Native Word*. Kharkiv: Folio, 2004. 352 p.

² Rusova, S. F. *National School. Selected Pedagogical Works: in 2 volumes. Vol. 1* / edited by E. I. Kovalenko; compiled, with a foreword and notes by E. I. Kovalenko and I. M. Pinchuk. Kyiv: Lybid, 1997. pp. 83–85.

when the foundations of a child's emotional connection with their native environment are laid. By the age of 3–4, a child should already be aware of their belonging to the Ukrainian people and know about the language, symbols, and cultural characteristics of their region. According to Vaschenko, it is preschool educational institutions that should create the conditions for a gradual transition from spontaneous love for the Motherland to conscious patriotism.

G. Vashchenko considered oral folk art to be a valuable pedagogical tool: fairy tales, legends, songs, as well as fiction, which contributes to the formation of moral qualities, national consciousness, and spiritual wealth in children³.

Ivan Ohienko, another leading thinker in the field of national education, defined love for the Motherland as sincere and self-sacrificing service to one's people. He emphasized the importance of preserving national customs and rituals, which are the basis of the cultural identity of every nation. Ohienko noted the educational value of folk songs, which he called «the soul of the people» and the key to understanding the national character⁴.

Vasyl Sukhomlynsky made a significant contribution to the development of the concept of patriotic education. In his works, he emphasized that patriotism is the harmony of thoughts and feelings that arise from the depths of the heart. He believed that knowledge about the homeland should not be just information, but a spiritual experience for the child. According to the scholar, true patriotic education is only possible when knowledge about the people, their history, language, and traditions passes through the emotional sphere of the child and becomes their personal convictions⁵.

A detailed analysis of V. Sukhomlynsky's pedagogical legacy gives reason to believe that he deeply believed that the basis of patriotic education is, first and foremost, humanity, sincere attitude towards others, and respect for universal moral values. The scientist firmly emphasized that love for the Motherland begins with love for people.

Based on these principles, children develop an understanding of key moral

³ Vashchenko, G. *The Educational Ideal*. Poltava: Poltava Herald. 1994. 161 p.

⁴ Ohienko, I. *Language—the Soul of a Nation*. Native Language. Warsaw, 1933. Pp. 1–3.

⁵ Sukhomlynsky, V. O. *How to raise a real person. Selected works: in 5 volumes. Vol. 2*. Kyiv: Rad. shkola, 1976. 670 p.

categories, including love for their homeland, heroism, endurance, courage in the struggle for freedom, honor, and independence, and awareness of the greatness and power of their country.

The educator's idea about the importance of starting patriotic education at an early age is particularly valuable. In his opinion, love for the Fatherland should be instilled in a child from the moment they begin to explore the world around them, show interest in it, and learn to understand and evaluate what they see.

V. Sukhomlinsky's advice on forming a child's connection with their native land through their everyday environment remains relevant today. It is things such as a slice of bread, ears of wheat, a forest landscape, the sky above a pond, and mother's songs and fairy tales that become the first elements of the image of the Motherland. Through learning about the history of their native land, children develop a sense of responsibility for preserving the material and spiritual achievements of previous generations⁶.

According to Sukhomlinsky, every person should have their own «native corner» – a place associated with their most cherished childhood memories. It is the source of their moral, aesthetic, and emotional depth, the basis of a constant spiritual connection with their homeland.

Therefore, according to the educator's views, patriotic education should include familiarizing children with the nature of their native land, its history, cultural heritage, and the work of their parents, as well as teaching them to respect their family members—all of which forms a holistic image of the Fatherland as the highest spiritual value.

Analyzing the works of other domestic educators, we can conclude that the issue of national-patriotic education has always been the focus of attention of scientists, and its relevance has only grown over the years. This is confirmed by the definition of the term «national-patriotic education» in the «Great Explanatory Dictionary of the Modern Ukrainian Language,» which emphasizes that such education combines national and patriotic aspirations⁷.

⁶ Sukhomlinsky, V. O. How to raise a real person. Selected works: in 5 volumes. Vol. 2. Kyiv: Rad. shkola, 1976. 670 p.

⁷ Large Explanatory Dictionary of Modern Ukrainian Language / compiled and edited by V. T. Busel. Kyiv; Irpin: VTF "Perun," 2009. 1736 p.

The Concept of National Patriotic Education of Children and Youth (2015) is seen as a comprehensive, purposeful interaction between the state, family, educational and social institutions aimed at forming a conscious civic position in young people, love for their homeland, readiness to defend its interests and participate in building a democratic society⁸.

I. Bekh and O. Vyshnevsky emphasize that such education is inextricably linked to statehood and national identity, and stress the need for the purposeful formation of patriotic values and a positive attitude towards one's native country in children⁹.

Preschool age is an extremely important period for laying the foundations of national and patriotic education. The Law of Ukraine «On Preschool Education» (Article 7) clearly defines among its tasks the formation in children of love for Ukraine, respect for traditions, language, culture, and national values, both Ukrainian and those of other peoples¹⁰.

A. Bogush has made a significant contribution to the development of patriotic education methods, pointing out the importance of a folklore approach. She defines the key principles: connection with life, historicism, local history and regional aspects, and emphasizes the importance of moral, ethical, and spiritual components in the education of children¹¹.

N. Gavrysh and K. Krutii, in today's complex social conditions, propose a modernized approach to patriotic education, which begins with moral education aimed at accepting universal human values, openness to other cultures, and the formation of a humanistic attitude towards the world. Only on this basis is it possible to achieve a true awareness of national identity¹².

S. Matvienko analyzed a practically oriented model of patriotic education for children aged 5–7, which includes artistic-cognitive, emotional-value, and activity-creative stages. Her methodology combines visual, musical, and choreographic arts with

⁸ The concept of national-patriotic education in the Ukrainian education system: approved by Order of the Ministry of Education and Science of Ukraine No. 527 dated June 6, 2022.

⁹ Bekh I. Fostering patriotism as a feeling. Preschool teacher-methodologist. 2016. No. 6. Pp. 4–8.

¹⁰ Law of Ukraine "On Preschool Education"

¹¹ Bogush, A. M., Berezovska, L. I. Creative self-expression of preschoolers in artistic and linguistic activities: monograph. Odessa: M. P. Cherkasov; Kyiv: Slovo, 2006. 304 p.

¹² Gavrysh N., Krutii K. National-patriotic education in a situation of social unrest: changing approaches.

family values. Involving parents in joint projects helps to deepen the child's connection with their family and country, although the study paid less attention to the linguistic component¹³.

So, a systematic analysis of scientific sources allows us to define the national-patriotic education of older preschool children as a purposeful process of transmitting the cultural and historical experience of the Ukrainian people and forming in children a value-based attitude towards their family, native land, and nation as a whole. As a result of this process, patriotic education is formed as an integral characteristic of the personality, manifested in the knowledge, feelings, moral qualities, speech, and practical behavior of the child in accordance with their age-related abilities.

Game as a method of national and patriotic education

Game is the main activity in preschool age, which not only ensures the comprehensive development of the child, but also acts as a powerful tool for the formation of national and patriotic feelings. It is through game that preschoolers comprehend the world, learn moral norms and national traditions, and become familiar with the history and cultural heritage of their people.

National-patriotic education in games occurs naturally and effortlessly. Children are emotionally involved in events and game situations that simulate a real or imaginary patriotic environment—a heroic past, talismans of their native home, symbols of statehood. Activities such as role-playing, theatrical, folk movement games, and dramatization games recreate events from the life of the Ukrainian people, historical heroes, and ethnographic features of their native land.

Let us focus on these types of games in more detail. In particular, role-playing games such as «Cossack Games,» «We Are the Defenders of Ukraine,» «Harvest Festival,» and «Journey Through Our Homeland» contribute to the development of qualities such as courage, responsibility, and readiness to defend one's homeland. Thanks to theatrical games, children have the opportunity to get an emotional experience events

¹³ Matvienko, S. I. Specifics of Patriotic Education in Preschool Childhood. Social and Moral Development and Education of Preschool Children: Collective Monograph / Edited by O. L. Kononko. Nizhyn. 2020. Pp. 169–198.

that convey the meaning of Ukrainian legends, folk songs, and fairy tales, thereby realizing the value of national identity.

L. Kuzmuk considers Ukrainian folk games to be an invaluable part of the national cultural heritage passed down to us by our ancestors. They have powerful educational potential and are an effective means of comprehensive development for preschool-age children. In a sense, using game methods, children not only actively learn about the world around them, but also develop their thinking, speech, attention, memory, and willpower, which lays a solid foundation for further learning and personality formation¹⁴.

Folk games are particularly important in the process of national and patriotic education. They introduce children to the culture, traditions, rituals, and beliefs of the Ukrainian people. Through game, children become immersed in the depths of national tradition, absorb spiritual values, and emotionally experience events that shape their national consciousness and identity.

Folk games are not just entertainment, but a profound pedagogical phenomenon. They are a source of positive emotions, a center of collective interaction, and a way of passing on the experience of generations. Their content reflects the traditional way of life, customs, and the people's striving for strength, wisdom, beauty, and unity. It is no coincidence that prominent educators, in particular K.D. Ushinsky, emphasized the importance of preserving and popularizing folk games in the education of the younger generation.

Scientists A. Bogush, E. Vilchkovsky, N. Lutsenko, and N. Lysenko pay considerable attention to the revival of folk games and their adaptation to the conditions of the modern educational space. According to the requirements of the Basic Component of Preschool Education, the principle of national orientation is implemented, in particular, through the active use of Ukrainian folk games in the practice of preschool education institutions. During the game, children not only become familiar with the linguistic forms of folklore – rhymes, counting songs, chants, and teasing songs – but also learn to use

¹⁴ Kuzmuk L. Nurturing patriots. Experience in organizing work with teachers and parents. Preschool education. 2018. No. 8. Pp. 14–16.

them in real life¹⁵.

So, game is not just a form of activity for children, but a profound educational tool capable of naturally and effectively shaping national and patriotic values, awakening in children's hearts a love for their native language, culture, and homeland. Through game, children not only learn about the world, but also learn to be true Ukrainians.

Forms and methods of organizing patriotic-oriented game activities

In today's conditions, the widespread use of Ukrainian national and state symbols, traditional Ukrainian clothing, and yellow and blue colors has become evidence of the formation of the Ukrainian political nation and a manifestation of patriotic spirit.

It is advisable to select and combine various methods and forms of patriotic education, avoid formalism and monotony, saturate them with patriotic emotions and experiences, and actively use examples of courage and valor of Ukraine's defenders, both from the historical past and current warrior heroes who defend our state from russian aggression¹⁶.

The most common forms of national patriotic education in early childhood education institutions are: thematic holidays: Flag Day, Independence Day, City Day; sports and patriotic games and competitions; creation of mini-museums of ethnography in groups; exhibition of children's and parents' artwork «Ukraine is united!»; game workshop with parents; business game for teachers «Pages of Ukrainian History»; pedagogical conference for teachers and parents «Patriotic Education»; reading of relevant fiction; meetings with combatants.

Highly effective education of preschoolers can be achieved through the use of various methods, which can be divided into two groups.

1. Verbal and visual methods aimed at forming social and moral concepts and values in children. This group includes observation, excursions, discussions, reading fiction, looking at book illustrations, examples of decorative and applied art from different

¹⁵ Bogush, A. M., Berezovska, L. I. Creative self-expression of preschoolers in artistic and linguistic activities: monograph. Odessa: M. P. Cherkasov; Kyiv: Slovo, 2006. 304 p.

¹⁶ Lyashenko, O. V. Formation of patriotic feelings in younger schoolchildren through project activities: qualification work / scientific supervisor – Ph.D. in Philology, Associate Professor I. V. Onishchenko. Kryvyi Rih, 2024.

nations; watching presentations and films, including animated ones; listening to music and songs; and playing various active games.

2. Methods aimed at helping children gain practical experience in the basics of moral and patriotic behavior. Children gain experience in the process of actively learning about phenomena and events in social life, communicating with adults and peers during any joint activity (useful work, good deeds, helping the elderly, etc.)¹⁷.

Teachers game an important role in the patriotic education of children and young people through their personal example, their views, and their practical actions, which should serve as a model for emulation. The quality of the educational process depends on the level of preparedness of teachers for each event; the use of various methods and forms; the openness, emotionality, optimism, and active patriotic position of the teacher; knowledge and skillful consideration of the age and psychological characteristics of children¹⁸.

Pedagogical conditions for using games as a means of national-patriotic education for older preschoolers

When defining the essence of pedagogical conditions, we should note that they are created by educators, while factors exist objectively, independently of activity. Therefore, it is appropriate to define the essence of pedagogical conditions through the concept of circumstances rather than factors. So, pedagogical conditions are circumstances that determine a certain direction of development of the pedagogical process.

Studying the works of N. Postalyuk, E. M. Khrykov notes that pedagogical conditions are pedagogical circumstances that contribute to (or counteract) the manifestation of pedagogical regularities caused by the action of certain factors.

One can agree with the opinion that pedagogical conditions are a set of objective possibilities of content, forms, methods, techniques, and means of pedagogical activity. However, the idea that the objective possibilities of the material and spatial environment

¹⁷ Lisovets, O. V. National-patriotic education with the basics of ethnology: textbook. For higher education students majoring in 012 Preschool Education. Nizhyn: M. Gogol National University, 2022. 111 p.

¹⁸ Lyashenko, O. V. Formation of patriotic feelings in younger schoolchildren through project activities: qualification work / scientific supervisor – Ph.D. in Philology, Associate Professor I. V. Onishchenko. Kryvyi Rih, 2024.

are pedagogical conditions requires more detailed consideration. In our opinion, not all such possibilities are pedagogical conditions, but only those that are created by the teacher and are the product of his or her activity.¹⁹

In her scientific works, T. I. Ponimanska emphasizes that the effectiveness of national-patriotic education of preschoolers is ensured by the use of various methods and forms of organizing the educational process. The researcher includes the following among them: excursions through the streets of their native city, visits to historical monuments and landmarks; stories told by teachers and conversations with interesting people; summarizing discussions and reviewing illustrative materials; reading and staging works of fiction; inviting family members to the kindergarten and holding joint educational events (Family Day, Grandparents' Day, etc.); organizing meetings with parents outside the preschool, in particular at their place of work.

According to T. Ponimanska, an important aspect of patriotic education is introducing children to ethnography, which involves familiarizing them with the culture, way of life, and customs of the Ukrainian people. This promotes awareness of the connection between generations, fosters interest in family and folk traditions, and develops moral and value orientations.

Folk traditions and customs game a significant role in the education process. They accumulate historical experience, values, and norms of behavior that are passed down from generation to generation (respect for elders, care for children, celebration of memorable dates, etc.). Customs, as a form of expression of traditions, are established norms of social interaction (for example, rules for greeting or visiting guests).

Based on the ideas of T. Ponimanska, the pedagogical conditions for the effective use of games as a means of national-patriotic education of older preschoolers can be defined as follows: familiarizing children with traditional national holidays through the introduction of role-playing and didactic games; organizing a developmental game space using national attributes; ensuring partnership between the preschool education institution and parents and involving the community in fostering patriotic feelings in children²⁰.

¹⁹ Khrikov, E. Pedagogical conditions in the structure of scientific knowledge. Bulletin of Bohdan Khmelnytsky National University of Cherkasy. Series: Pedagogical Sciences. 2022. No. 4. Pp. 5–10.

²⁰ Ponimanska, T. I. Preschool Pedagogy: Textbook. Kyiv: Akademvydav, 2006. 456 p.

Introducing children to traditional national holidays through role-playing and educational games

One of the most effective approaches is to familiarize children with traditional national holidays through role-playing and educational games. This allows not only to convey knowledge about holidays, but also to actively involve children in the process of experiencing and recreating national rituals and traditions, which contributes to the formation of patriotic feelings and national identity.

According to I. Bekh, role-playing games are a powerful tool for recreating national holidays and traditions. They allow children to take on the role of participants in festive rituals, which contributes to a better understanding of the meaning of the holidays, as well as actively experiencing festive emotions and acquiring knowledge. Games on the theme of Christmas or Easter allow children to game the roles of festive characters – carolers, nativity scene characters, Easter guests – which enables them to recreate festive rituals and develop a sense of pride in their national heritage.²¹

Educational games give children the opportunity to learn about traditional holidays through game. They contribute to the development of cognitive abilities and the formation of knowledge about cultural traditions and holiday attributes. For example, in the game «Collect the Holiday,» children are tasked with finding and grouping various holiday attributes: Easter eggs, viburnum branches, towels, etc. This allows children to better understand the specifics of each holiday and actively work with traditional symbols, which helps to reinforce this knowledge.

For these games to have the maximum effect, the teacher must create an appropriate gaming environment. It is important that the group has holiday attributes, folk costumes, music, books with folk tales and songs, as well as decorative elements that help children visualize the atmosphere of the holidays. The teacher must be well versed in traditions and holidays in order to convey this knowledge to children in an accessible and interesting way.

So, the use of games as a means of national-patriotic education in preschool age is an extremely effective method that helps children not only to acquire knowledge but also

²¹ Bekh, I. D. Personality Development: in 2 volumes. Kyiv: Lybid, 2003.

to form emotional ties with national traditions, which in turn contributes to the development of patriotic feelings.

Organization of a developmental game area with national attributes

National and patriotic education of preschool children is particularly relevant in the context of contemporary social changes. One of the most effective means of influencing the formation of a child's national identity is a subject-oriented game environment organized with national content in mind. It is through game that children most actively assimilate the cultural codes, symbols, and traditions that make up Ukrainian heritage.

The developmental environment in a preschool education institution should be filled with materials that introduce children to folk customs, rituals, national symbols, holidays, household items, and decorative and applied arts. To this end, it is advisable to create separate thematic centers or corners where children can not only observe but also actively interact with objects through game, modeling, role-playing, manual activities, and dramatization.

Elements of traditional Ukrainian life can be presented: clay dishes, embroidered towels, motanka dolls, fragments of folk clothing, musical instruments. The placement of such items contributes to the formation of children's primary ideas about the culture of their own people and stimulates interest in history and customs.

Scientific approaches emphasize the importance of game space in the formation of patriotic feelings. So, N. Gavrysh considers game to be a special phenomenon of development, emphasizing that the object-game environment should create conditions for children to immerse themselves in the national cultural context. She emphasizes that it is through game situations that the emotional acceptance of traditions, symbols, and cultural values takes place²².

A. Bogush believes that the organization of game space should be based on the principles of cultural relevance and national orientation. In her opinion, the presence of folk toys, elements of Ukrainian life, costumes, and musical instruments in the environment not only expands children's knowledge of their native culture, but also

²² Gavrysh, N. V. Children's game as a developmental phenomenon. Luhansk: Alma Mater, 2002. 292 p.

contributes to fostering a sense of pride in their people and the formation of national consciousness.

The content of the game area is updated in accordance with the calendar holidays associated with the traditions of the Ukrainian people. In winter, it is advisable to set up themed areas dedicated to St. Nicholas Day, Christmas, Malanka, Vasyl, and Epiphany. Children can observe the attributes of these holidays: the image of St. Nicholas, the Christmas star, the *didukh*, the nativity scene, and illustrations of ritual activities. In spring, attention should be focused on Candlemas, Easter, and Green Holidays. The attributes are *pysanky*, spring songs, larks, candles, and baskets²³.

Patriotic education in preschool age is one of the key tasks of modern education. Creating a patriotic environment requires not only the presence of national symbols (flag, coat of arms, anthem), but also an emphasis on heroism, love for one's native land, and respect for the defenders of Ukraine.

To increase the effectiveness of such work, the teacher must create conditions for practical activities for children. This can include making folk symbols, collectively creating decorations, *appliqués* based on Ukrainian ornamentation, sculpting, and painting Easter eggs. An activity-based approach allows children to better consolidate their knowledge of traditions and develops a sense of pride in their homeland.

The content of the developmental game space should meet the following criteria: functionality – all elements are used in games, cognitive activities, and classes; aesthetics and symbolic expressiveness – the design should evoke an emotional response in children and a desire to interact; connection with real life – objects should have a basis familiar to children and be relevant to their experience; accessibility and safety – materials should be appropriate for the age group and meet safety requirements.

So, the organization of a developmental environment with national and patriotic attributes not only ensures cognitive development but also contributes to the formation of a child's value-based attitude towards their native culture, state, symbols, and history. This makes it possible to achieve the goals of national and civic education in the process of

²³ Bogush, A. M. *The Origins of Speech Development in Preschool Children*. Kyiv: Slovo, 2003. 324 p.

game, which is natural for preschoolers, forming the basis for a future responsible personality.

Cooperation between preschool educational institutions and parents and involvement of the community in the national-patriotic education of older preschoolers through games

The family is the center where a child takes their first steps in life. It is in the family that basic ideas about good and evil and norms of behavior are formed, the emotional sphere develops, and the foundations of patriotism, love for one's neighbor, native land, and state are laid. Family education is especially important in the older preschool years, when a child's personality is actively forming, along with their conscious attitude toward themselves, other people, and the world around them. It is during this period that it is necessary to create an atmosphere of love, security, mutual understanding, and trust for the child, in which they will feel valued and accepted.

The issue of family education has been discussed in scientific and pedagogical literature since ancient times. The great Chinese philosopher Confucius viewed the family as a model of a harmonious society, where order, morality, respect for elders, and care for younger people prevail. The outstanding Ukrainian thinker Hryhorii Skovoroda emphasized that parents should raise their children in love and respect, instill virtue in them, and be a moral example for them themselves. Johann Heinrich Pestalozzi believed that a child's development begins in the family, and that it is the family environment that determines their future character. These ideas were taken up by Konstantin Ushinsky, who noted that moral education without the participation of the family is incomplete and ineffective.

Vasyl Sukhomlynsky repeatedly emphasized in his pedagogical legacy that the family should be an example of kindness, honesty, and justice, and that children should see and experience these values in practice every day. It is thanks to such an environment that citizens with clear moral guidelines, ready for life in a democratic society, are formed²⁴.

At the current stage of preschool education development, it is important to create

²⁴ Sukhomlynsky, V. O. How to raise a real person. Selected works: in 5 volumes. Vol. 2. Kyiv: Rad. shkola, 1976. 670 p.

conditions for active cooperation between teachers and parents with the aim of harmonious child development. One of the most effective means of such interaction is the organization of joint activities in the form of games. Game is the leading activity in preschool age, contributing to the development of imagination, speech, thinking, and social skills. When not only children but also adults, in particular parents, are involved in the game, it acquires special educational significance.

By organizing game activities in the «child-parent-teacher» triangle, the teacher creates an opportunity to strengthen family ties, develop emotional closeness, and transmit moral values and cultural traditions. Such forms of interaction are of great importance for both children and adults, as they contribute to the formation of a common cultural and spiritual space in which everyone feels important and needed.

So, involving the family in the education of older preschool children in a gameful way is an extremely effective means of forming moral qualities, patriotic feelings, strengthening family ties, and raising a harmonious personality. Thanks to such approaches, the family becomes not a passive observer, but a full-fledged participant in the educational process, which meets the modern requirements of preschool education.

Conclusions

Childhood is an important stage in a person's life, during which the foundations of important skills and values are formed. Fostering national consciousness and patriotism in children of this age is of great importance. The relevance of this topic is growing significantly in the context of globalization, as it is important that children do not lose touch with their cultural heritage and national traditions. Fostering national consciousness through folk customs helps children to better understand and respect their country, its history, language, and culture. This contributes to the development of a sense of belonging to their native land and a desire to actively participate in its development.

National and patriotic education in modern Ukraine is an extremely important task for preschool education. Fostering in children a love for their homeland, respect for national symbols, and interest in the history and culture of their native people is not

only an educational goal but also an important component of state policy in the field of civic education.

An analysis of scientific works has shown that older preschool age is a critical period for the formation of basic patriotic feelings. It is at this age that children begin to realize their national identity and learn their native language, traditions, culture, and nature of their region. For effective patriotic education, it is important to rely on activities that are natural for children, namely game. Game has proven to be not only the main activity of preschoolers, but also a powerful educational tool. Through role-playing, folk, didactic, and active games with patriotic content, children learn about their country, its symbols, and culture, as well as become acquainted with prominent figures in Ukrainian history. This helps them develop a sense of empathy, respect for their homeland, and a desire to participate in preserving national traditions.

So, game as a pedagogical tool has great potential in the national-patriotic education of older preschoolers. It combines knowledge with emotional experience, helping to instill in children a sense of pride in their homeland and a feeling of unity with their people. Games are an important element in the education of conscious Ukrainian citizens, and their methodological improvement and understanding in the modern context of preschool education is a necessary step in shaping a generation that will actively participate in the development of their country.

REFERENCES:

1. Basic component of preschool education: Order of the Ministry of Education and Science of Ukraine dated January 12, 2021, No. 33. URL: <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-bazovogo-komponenta-doshkilnoyi-osviti-derzhavnogo-standartu-doshkilnoyi-osviti-nova-redakciya> (accessed on 29.04.2025).
2. Bekh I. Fostering patriotism as a feeling. Preschool teacher-methodologist. 2016. No. 6. Pp. 4–8.
3. Bekh I. D. Personality development: in 2 vols. Kyiv: Lybid, 2003.
4. Bogush A. M. The origins of speech development in preschool children. Kyiv: Slovo, 2003. 324 p.
5. Bogush, A. M., Berezovska, L. I. Creative self-expression of preschoolers in artistic and speech activities: monograph. Odessa: M. P. Cherkasov; Kyiv: Slovo, 2006. 304 pp.

6. Vashchenko, G. The educational ideal. Poltava: Poltava Herald, 1994. 161 p.
7. Large explanatory dictionary of modern Ukrainian language / compiled and edited by V. T. Busel. Kyiv; Irpin: VTF «Perun,» 2009. 1736 p.
8. Gavrysh N. V. Children's Game as a Phenomenon of Development. Luhansk: Alma Mater, 2002. 292 p.
9. Gavrysh N., Krutii K. National-Patriotic Education in a Situation of Social Unrest: Changing Approaches. *Preschool Education*. 2015. No. 8. P. 2–7.
10. Law of Ukraine «On Preschool Education»
11. Concept of National Patriotic Education in the Ukrainian Education System: approved by Order of the Ministry of Education and Science of Ukraine No. 527 of 06.06.2022.
12. Kuzmuk L. Fostering patriots. Experience in organizing work with teachers and parents. *Preschool Education*. 2018. No. 8. Pp. 14–16.
13. Lisovets O. V. National-patriotic education with the basics of ethnology: a textbook for higher education students majoring in 012 Preschool Education. Nizhyn: M. Gogol National University, 2022. 111 pp.
14. Lyashenko, O. V. Formation of patriotic feelings in younger schoolchildren through project activities: qualification work / scientific supervisor – Ph.D. in Philology, Associate Professor I. V. Onyshchenko. Kryvyi Rih, 2024.
15. Matvienko, S. I. Specifics of Patriotic Education in Preschool Childhood. Social and Moral Development and Education of Preschool Children: collective monograph / edited by O. L. Kononko. Nizhyn: M. Gogol National University, 2020. pp. 169–198.
16. Ohienko, I. Language – the soul of the people. Native language. Warsaw, 1933. Pp. 1–3.
17. Ponimanska, T. I. Preschool pedagogy: textbook. Kyiv: Akademvydav, 2006. 456 pp.
18. Rusova S. F. National School. *Selected Pedagogical Works*: in 2 volumes. Vol. 1 / ed. by E. I. Kovalenko; compiled, with a foreword and notes by E. I. Kovalenko and I. M. Pinchuk. Kyiv: Lybid, 1997. pp. 83–85.
19. Sukhomlynsky, V. O. How to Raise a Real Person. Selected Works: in 5 vols. Vol. 2. Kyiv: Rad. shkola, 1976. 670 p.
20. Ushynsky, K. D. Native Word. Kharkiv: Folio, 2004. 352 p.
21. Krykov, E. Pedagogical conditions in the structure of scientific knowledge. *Bulletin of the Bohdan Khmelnytsky National University of Cherkasy. Series: Pedagogical Sciences*. 2022. No. 4. Pp. 5–10.

PECULIARITIES OF SOCIALISATION OF OLDER PRESCHOOL CHILDREN BY MEANS OF CREATIVE GAMES

Iryna Lysenko,

Student Speciality A2 Preschool education, Mykola Gogol State University of Nizhyn

lisinkoirina36@gmail.com

Abstract. *The chapter of the monograph presents an analysis of psychological and pedagogical literature on the subject of determining the features of socialization by means of creative games. The concepts that underpin the essential and procedural characteristics of socialization are outlined and analyzed. The possibilities of spontaneous and directed socialization are compared. The pedagogical possibilities of creative games of preschoolers as a means of their directed socialization are predicted.*

Key words: *socialization, directed socialization, spontaneous socialization, game, creative game, story-role-playing game, dramatization game, directorial game.*

Relevance of study. At the current stage of development of preschool education, the problem of raising a fully developed child who should be fully prepared for independent life in society remains relevant. In accordance with the Law of Ukraine «On Preschool Education», one of the directions of the holistic process of preschool education is the acquisition of life social experience by a child, which ensures his or her all-round development. Therefore, the main social process through which interaction between the individual and society is carried out is the process of socialisation. In this regard, the preschool education institution a special role to play - together with the family, it should become the leading social institution for the socialisation of the preschool child.

The problems of socialisation of the individual have been considered from the philosophical, sociological, psychological, cultural, and pedagogical perspectives. Among the foreign scholars who have significantly influenced the study of the problem of socialisation are E. Durkheim, E. Erikson, S. Freud, and others. In the historical and pedagogical dimension, S. Rusova, V. Sukhomlynskyi, O. Sukhomlynska and other

teachers have devoted their works to general socialisation issues. At the present stage, Ukrainian scholars (H. Belenka, A. Bohush, N. Havrysh, I. Zvereva, T. Ponimanska) are studying the problems of childhood and the peculiarities of children's subculture.

A special place among the studies of the problems of socialisation of the individual is occupied by the works of Y. Boginska, O. Vyshnevskaya, S. Kurinna, I. Pechenko, S. Savchenko, which are devoted to the socialisation of children and youth.

It is well known that preschool age is an important stage in a child's development. It is during this period that children learn social norms and rules of behaviour, establish relationships with adults and peers. Play in preschool age is the leading activity, so it is interesting from the scientific and applied aspects to study the intrinsic value of creative games of older preschool children as a means of preventing and overcoming negative manifestations in children. A. Burova, L. Artemova studied the influence of games on preschool children, and at the present stage, N. Pikhtina, T. Pirozhenko and other researchers are engaged in the study of preschool children's games.

However, the lack of a sufficiently complete study of the process of socialisation of the individual in preschool childhood by means of play has caused an objective need to study this problem and led to the writing of the relevant section of the monograph.

Study of the problem of socialisation in psychological and pedagogical literature

Research on child socialisation is quite extensive and multidisciplinary. They are concentrated in a large interdisciplinary segment that combines different areas of methodology, theoretical concepts, scientific models and approaches to the problem. The thorough scientific works of philosophers, sociologists, educators, ethnographers, and psychologists who have considered the issue of formation and development of a person as a full-fledged member of society in a rather diverse way made it possible to distinguish socialisation theories as independent fields of study in the mid-twentieth century.

1. Foreign scientists G. Tard and F. Giddings introduced the term «socialisation» into scientific use as a process that is carried out both through spontaneous environmental influences and as a result of targeted social influence with an educational focus¹.

¹ Psychological encyclopedia / author-compiler O. M. Stepanov. K. : Akademvydav, 2006. 424 p.

The multifaceted term «socialisation» is interpreted as a set of all social processes through which an individual learns and reproduces a certain system of knowledge, norms, values, which allows him or her to function as a full member of society [Bobak O. B. Pedagogical principles of socialisation of preschool children in the family in the second half of the twentieth century: PhD thesis: speciality 13.00.01 / Bobak Oksana Bohdanivna - Drohobych, 2015.]. Because in the process of socialisation, individuals not only adapt to the environment and learn the social roles and identities present in it, but also learn to establish, maintain and change such identities, transforming themselves and the world around them»².

The term «socialisation» is interpreted as the real content of a child's growing up, which is realised in the unity of the process of socialisation-individualisation, through which one's own social experience is formed as the main result of social maturation.

According to domestic and foreign psychologists, the main areas in which the process of socialisation unfolds are *activity, communication and self-awareness*. Activity is the sphere in which a person expresses himself as a social individual, shows independence, initiative, creativity and professionalism, and learns new types of activity»³.

The second area of socialisation is the sphere of *communication*. Psychological science interprets it as a specific form of activity and as an independent process of interaction necessary for the implementation of other types of personal activities. Communication at different stages of life becomes the main channel of socialisation of the individual». Therefore, socialisation of a person outside of communication, without cooperation and dialogue, without interaction and perception of each other is impossible⁴.

The sphere of *self-consciousness*, the third sphere of socialisation, involves the formation of an individual's self-concept as a dynamic system of ideas about oneself and self-oriented attitudes. It includes: self-image - an individual's awareness of his/her own physical, intellectual and other qualities; self-esteem, potential behavioural response. A positive self-concept is determined by three factors: «complete confidence in being

² Kononko O. A. Social and emotional development of personality: a textbook. K. : Osvita, 1998. 256 p., p. 152.

³ The phenomenon of childhood: philosophical and sociological analysis: a monograph. Kyiv: Drahomanov National Pedagogical University, 2011. 320 c.

⁴ Rogalska I. P. Theoretical and methodological foundations of personality socialisation in preschool childhood: Doctor of Pedagogical Sciences (speciality 13.00.05). 499 c.

attractive to other people, confidence in one's ability to perform a particular activity, and a sense of self-worth»⁵.

I. Rogalska, a contemporary researcher of the principles of socialisation of the individual in preschool childhood, notes that the process of socialisation of the individual takes place in the social environment through the mechanisms of internalisation and externalisation through the formation of social ties of the individual with the outside world⁶.

The most thorough and conceptually sound theory of socialisation is presented by contemporary researchers who interpret the concept of socialisation as «the process of human development in interaction with the world around us» and present it as a set of four components:

- spontaneous socialisation in the process of spontaneous interaction of a person with society and spontaneous influence of various, usually multidirectional, circumstances of life on him or her;
- in terms of controlled socialisation in the process and as a result of the state's influence on the circumstances of certain categories of citizens;
- socially controlled socialisation in the process of systematic creation by society and the state of conditions for the upbringing of a person;
- a more or less conscious self-changing person⁷.

I. Rogalska is convinced that «the social formation of a personality involves the interconnection of socialisation, individualisation and education as a dialectical combination of socialisation and education factors in the educational space of personality development.

I. Rogalska suggests the existence of a mechanism for mastering the culture of society, the inclusion of the individual in social practice, which ensures the socio-cultural formation of the growing personality. This mechanism is provided by the process of education⁸.

⁵ Bekh I. D. Education of the personality: in 2 books. Kyiv: Lybid, 2003. Book 2: Personality-oriented approach: scientific and practical principles. 2003. 344 c.

⁶ Rogalska I.P. Socialisation of personality in preschool childhood: essence, specificity, support: monograph. K. : Millennium, 2008. 400 c.

⁷ Kurinna S. M. Peculiarities of socialisation of children aged six to seven years in different conditions of life: Candidate of Pedagogical Sciences (speciality 13.00.05). 240 c.

⁸ Rogalska I. P. Socialisation of personality in preschool childhood: essence, specificity, support: monograph. K. : Millennium, 2008. 400 c.

In the pedagogical reference literature, education is interpreted as a multidimensional phenomenon. It is seen as a social phenomenon, activity, process, value, system, action, interaction, etc. In addition, researchers consider education in a broad social sense, defining this concept as the influence of society on a person in general, identifying socialisation and education.

According to I. Bech, education as a social phenomenon has historically emerged as a mechanism, a side, an element of socialisation. The necessity of its emergence in relation to socialisation is caused by social needs. The terms «*socialisation*» and «*upbringing*» are two sides of the same process, since the integrity of social and individual life implies a mutually conditioned unity of the predictable and the spontaneous, the organised and the accidental⁹.

Therefore, the term socialisation is interpreted differently by different researchers. In our opinion, the most common and appropriate definition of socialisation is a set of all social processes through which an individual learns and reproduces a certain system of knowledge, norms, values, which allows him or her to function as a full member of society. The process of socialisation unfolds within the framework of activity, communication and self-awareness. The process of socialisation is inextricably linked to education, as it is the basis for personal development.

The essence and features of directed socialisation of senior preschoolers

Preschool childhood is a special stage in human development. It is at this time that the basic mental and physical qualities of a person are formed, the child's inclinations and abilities are identified and developed to the level of social recognition, the foundations of the worldview and general culture are laid, and the values and norms of social life are assimilated. The scientific literature substantiates the importance of a directed form of socialisation, which is specially developed by society or its specific institutions and organisations. It is a system of means of influencing the development of an individual in order to shape him or her in accordance with the values, ideals, interests and goals prevailing in a given society (or community)¹⁰.

⁹ Bekh I. D. Education of the personality; in 2 books. Kyiv: Lybid, 2003. Book 2: Personality-oriented approach: scientific and practical principles. 2003. 344 p., p. 6.

¹⁰ Bobak O. B. Pedagogical principles of socialisation of preschool children in the family in the second half of the twentieth century: PhD thesis: speciality 13.00.01. Drohobych, 2015. 221 c.

According to V. Kremin, one of the important ways of directed socialisation is *education*, which the scholar defines as a process of consciously organised, systematic and purposeful influence on the consciousness and behaviour of a developing child in order to form certain concepts, value orientations, principles, social attitudes and prepare him or her for active social and cultural activities¹¹.

The specificity of this process lies primarily in its purposefulness. The presence of a specific goal makes this process systematic and consistent, and prevents randomness and chaos in the conduct of educational activities. Preschool education plays a special role in the formation of a human personality, since purposeful educational influence on it involves not only the development of positive qualities, but also overcoming the consequences of the influence of negative objective factors.

It is known that the process of education is inherent in self-direction. It is carried out in two directions: from the educator to the student (direct communication), which results in a sequence of interrelated educational situations; from the student to the educator (feedback), which allows each educational situation to be built on the basis of the effectiveness of the previous one. The more feedback information the educator has at his/her disposal, the more appropriate the educational influence becomes¹².

Directed education is the process of influence of the educator on the student, which is a consciously organised, programmed and specialised activity of society in order to form in the child the necessary and useful views, feelings, character traits, mental and physical qualities. It is a process of systematic, purposeful influence on the physical and spiritual development of a person. Education includes a system of training, education and ideological influence. At the same time, the purposefulness is determined by the conditions of the family, preschool, school, and various public organisations¹³.

In addition to upbringing, within the framework of directed socialisation, learning

¹¹ Kremin V. P. History of education: a study guide. Drohobych: Editorial and Publishing Department of Drohobych Ivan Franko State Pedagogical University, 2013. Vol. 2. 2013. 196 p., p. 96.

¹² Aizenbart M.M. Problems of formation of social and communicative competence in the system of preschool education by means of game. *Theses of the 1st International Scientific and Practical Conference of Young Scientists* ["Development of Modern Education and Science: Results, Problems, Prospects"], (21-22 November 2013) / ed: V. Ilnytskyi, A. Dushnyi, I. Zymomria. Drohobych: Posvit, 2013. C. 179-180.

¹³ Bekh I. D. Education of the personality: in 2 books. Kyiv: Lybid, 2003. Book 2: Personality-oriented approach: scientific and practical principles. 2003. 344 c.

is distinguished and defined as the process of transferring knowledge, skills and abilities. L. Varyanytsia defines *learning* as a joint activity of a teacher and a child focused on the acquisition of knowledge, skills and abilities, and ways of cognitive activity¹⁴.

Directed socialisation includes the entire education system in the context of its main links (preschool, primary, secondary, special, and higher education) with an appropriate set of pedagogical methods and technologies; activities of various groups and social associations that have an educational impact on their members. Within the framework of our topic, the preschool level of the education system is of particular importance.

In the Basic Component, *preschool education* is defined as a level of education that a child receives in a preschool institution, family or with the help of an individual as a result of a consistent, systematic and purposeful process of mastering the Basic Component of preschool education. It involves: forming the foundations of social adaptation and life competence of the child; fostering elements of a nature-based worldview, development of a positive emotional and value-based attitude to the environment; affirming emotional and value-based attitudes to practical and spiritual human activity; developing the need to realise one's own creative abilities¹⁵.

Preschool education is a holistic process aimed at ensuring the comprehensive development of a preschool child in accordance with his or her inclinations, abilities, individual, mental and physical characteristics, cultural needs; formation of moral standards in a preschool child, and acquisition of social experience.

Directed socialisation is based on an idea of the desired result to be achieved. In other words, a personality model is formed that includes a set of knowledge, skills, abilities, and individual psychological characteristics that must be formed in the process of education and upbringing. The task of directed socialisation is the formation of a socially active personality capable of creative activity, capable of self-realisation, establishing a stable harmonious system of relations with other people and society.

Directed socialisation is implemented in an organised system of education and

¹⁴ Varyanytsia L.O. Children's subculture as a factor of socialisation of junior schoolchildren in the educational process: Candidate of Pedagogical Sciences (speciality 13.00.05). 235 c.

¹⁵ Basic component of preschool education in Ukraine / under the guidance of T.O. Pirozhenko. Kyiv: Vydavnytstvo, 2021. 37 c.

training for children and young people. Here, specially selected social experience is incorporated into the content of education, games, leisure activities, creative activities and special educational situations

According to psychologists, children socialise and gain their own social experience in the following *ways*: in the course of various activities, mastering a large fund of social information, skills and abilities; in the process of communicating with people of different ages, within different social groups, expanding the system of social ties and relationships, learning social symbols, attitudes and values; in the process of performing various social roles, learning behavioural patterns¹⁶.

Therefore, social experience is always the result of a child's actions and active interaction with the world around him or her. To acquire social experience means not just to learn the sum of information, knowledge, skills, and patterns, but to master the way of activity and communication that results from it. Directed socialisation is a system of means of influencing a developing personality, specially developed by society or its specific social institutions, in order to shape it in accordance with the values, goals and interests prevailing in a given society (or social group). Important ways of directed socialisation are upbringing, training, education with a corresponding set of links. In our case, preschool education is the main link of directed socialisation. The main ways within the framework of directed socialisation are: activity as an opportunity to learn a large fund of social information, skills and abilities; communication within different social groups; performing various social roles and models of social behaviour.

Creative play as a leading activity and a means of directed socialisation of preschool children

Preschool childhood is a short but important and unique period of a person's life, as a child gains basic knowledge about the world around him or her, begins to form a value-based attitude towards people and work, develops skills and habits of correct behaviour, and builds character. According to N. Pikhtina, play is the most effective form of child

¹⁶ Kurinna S. M. Peculiarities of socialisation of children aged six to seven years in different conditions of life: Candidate of Pedagogical Sciences (speciality 13.00.05). 240 c.

socialisation, which lays the foundations of the future personality. A childhood without play and out of play is abnormal. Depriving a child of play practice means depriving him or her of the main source of development: impulses of creativity, signs and symptoms of social practice, the richness and microclimate of collective relations, and the activation of the process of cognition of the world¹⁷.

Play is a means of preparing a child for «adult» life, socialisation, and moral and ethical education. In the game, a child actively learns about the world around him or her, relationships between people, rules and norms of behaviour, realises his or her capabilities, relationships with others, etc.

Through the game, a child masters: the entire system of human relationships - first on the emotional and then on the intellectual level; methods of practical and mental activity; a wide range of human feelings; the concepts of «good» and «evil», learning to distinguish between them; moral and ethical norms developed by mankind.

2. Children's development is particularly active during games that they invent themselves. Such games are considered *creative*, as their play activities have a pronounced amateur and creative character, reflecting impressions of the world around them. Scientists consider creative games to include: director's games, role-playing games, construction games and theatrical games¹⁸.

Scholars have variously characterised creative play by the following *features*:

1. Imaginary situation. This feature is associated with the emergence of an idea in the game, the search for means to implement it, which requires creative imagination and also means the transition to creative activity.

2. Creative character. In the game, the child does not copy reality, but imitates what he sees, combines his ideas. The preschooler really experiences what he/she reflects in the game and thinks about what he/she has emotionally perceived earlier.

3. The presence of roles. Reflection of reality takes place in the process of a child's assuming a certain role. In creative play, preschoolers perform symbolic actions, replacing real objects with toys or some other objects, attributing the necessary functions to them.

¹⁷ Pikhtina N. P. Theory and methods of children's play activities: a textbook. Nizhyn: Gogol NDU, 2068. 267 p., p. 14.

¹⁸ Pechenko I.P. Separate conceptual foundations of personality socialisation in preschool childhood. *Pedagogy and Psychology*. 2006. № 3 (52). C. 19-29.

4. Arbitrariness of actions. Performing accepted roles, children repeatedly return to reality, get used to it, learn it gradually, voluntarily, without coercion. The child's play activity is enriched by various ideas about the world around him/her: physical qualities, socially significant functions of objects, human relationships, etc.

Game interests contribute to the expansion of a child's experience, mental development, enrichment and deepening of knowledge, formation of moral ideas, and encourage the use of acquired knowledge in practical activities.

5. Specific motives. Children are motivated to play by the desire for imitation, independence, communication, and satisfaction of various cognitive and artistic interests. With age, motives change, which affects the content of games. While a younger preschool child is motivated to play by acting with attractive objects, an older preschooler is motivated to play by reproducing the relationships of adults depicted in the game. Older children choose the plot of the game and the role, guided by their dreams of future activities.

6. Social relations. The game is the «arithmetic of social relations», a means of forming a children's team. It requires the adoption of a common plan, coherence of actions, generates common experiences¹⁹.

According to N. Zakharova, *the pedagogical value of creative play* is that in this process, in addition to the relationships determined by the content, roles, and rules, real relationships arise between children. After all, they have to negotiate the game, distribute roles, monitor the implementation of the rules, etc. In the game, preschoolers can more easily establish contact with each other, subordinate their actions, and give in to each other, as this is part of the content of the roles they have adopted. Real relationships are the basis for the organisation of children's society, which gives grounds to consider the game as a form of organisation of preschoolers' life and activities, as well as a means of directed socialisation²⁰. Interpersonal communication of a child with peers in the game is the most natural, relaxed, non-standard, free and initiative. In the process of communication, he or she learns to formulate sentences that express his or her opinion and is not ashamed of

¹⁹ Elkonin D.B. Psychology of the game. 2nd ed. Moscow: Humanitarian Publishing Centre "VLADOS", 1999. 360 p., p. 110.

²⁰ Zakharova N. M. Social adaptation of senior preschoolers by means of game activity: Candidate of Pedagogical Sciences (speciality 13.00.08). 242 p., p. 174.

peers in case of incorrect expression. Communication during play with peers is richer and more varied than with adults, as it includes managing the actions of a partner, controlling them, and presenting one's own patterns of play behaviour.

Creative play is a school of morality, as the moral qualities formed in it influence the behaviour of preschoolers in everyday life. And the moral norms and rules learned in the process of children's communication with each other and with adults are further consolidated in the game. Moral education in creative play is determined by its content - the reflection of real events related to moral norms. After all, the main thing in the game is modelling social relations between people. In creative games, children reproduce the behaviour and relationships prescribed by their roles from the point of view of their own experience, which may be negative, sometimes avoiding undesirable actions or performing them, guided by selfish interests. All of this is acceptable, as creative play involves the preschooler's activity at his/her own discretion to implement the game plan²¹.

Creative play is connected with children's work, which emerges and develops on its basis. The game often combines fine arts, construction and other types of activities, which enriches it, helps to foster children's interest in work and a caring attitude towards others. It is an important means of mental development, formation of fundamental mental processes (perception, thinking, speech, memory, imagination). On this basis, psychologists consider creative play to be a form of acquiring and systematising knowledge, a means of mastering it effectively, a way of moving from ignorance to knowledge, from vague, hypothetical knowledge to clear and concrete knowledge. The game deepens the analysis of phenomena, relationships, and moral qualities of people²².

The game develops the child's mental activity, which is always connected with the work of imagination, as the preschooler needs to choose a role for himself/herself, imagine the actions of the person he/she wants to imitate. Creative imagination is also manifested and developed in the search for means of implementing the plan, creating a play environment, etc. During creative play, a child develops the ability to correlate his/her

²¹ Pikhtina N. P. Theory and methods of children's play activities: a textbook. Nizhyn: Gogol NDU, 2068. 267 p., p. 22.

²² Zakharova N. M. Social adaptation of senior preschoolers by means of game activity: Candidate of Pedagogical Sciences (speciality 13.00.08). 242 c.

point of view on the events, actions, objects with the point of view of others, which opens up opportunities for moving his/her thinking to a new level.

According to S. Kurinna, the experience of various feelings and empathy in the game *forms the child's emotional experience and influences his or her character*²³.

Play is widely used *as a means of aesthetic education*, as older preschoolers reflect the world through roles that embody certain images. It is an effective means of developing the child's artistic interests, artistic taste and creativity. It reveals and develops abilities to music, recitation, dancing, and aesthetic design of buildings.

The game activity of senior preschoolers is the main means of informative and emotional influence on children, as well as an important means of exchanging intellectual and moral values. The game makes it possible to apply knowledge in conditions close to real life; to highlight the influence of the personal factor on decision-making; to study business and communication skills and moral traits of senior preschoolers in order to correct them; and to project their behaviour in real life.

The game forms and enriches the preschooler's experience of motor activity, as, taking on a certain role, the child consciously tries to reproduce the movements characteristic of a particular character. Motor development in the game prepares the child for conscious physical exercises at school age.

Creative games contribute to the self-expression of an older child, individualised reflection of reality, and the formation of a holistic picture of the world in his or her mind. They enable the preschooler to actively influence events and phenomena that are of interest to the child and in which he or she wants to participate²⁴.

Therefore, creative play is an effective means of targeted socialisation of older preschoolers, as this process takes place in a preschool education institution within the framework of purposeful pedagogically organised education. Creative play is the most effective form of child socialisation, which lays the foundations of the future personality. It has its own characteristic features, namely: imaginary situation, creative nature,

²³ Kurinna S. M. Peculiarities of socialisation of children aged six to seven years in different conditions of life: Candidate of Pedagogical Sciences (speciality 13.00.05). 240 p., p. 121.

²⁴ Khymych N. E. Formation of humane relationships in children of the sixth year of life in dramatisation games: PhD thesis ... Candidate of Pedagogical Sciences: speciality 13.00.01. Kyiv, 1996. 24 p., p. 12

presence of roles, arbitrariness of actions, specific motives, social relations. In the game, a child of the senior preschool age masters the moral and ethical norms and rules of behaviour that mankind has developed. This is the role of creative play as a means of directed socialisation. Using creative play, a child of the senior preschool age moral development, labour, mental, aesthetic and physical development is carried out.

Conclusions. The study of the psychological and pedagogical literature on the outlined problem has provided grounds for the conclusion that there is a wide variety of interpretations of the concept of «socialisation», which is mainly due to the field of research of researchers. We use the definition in the field of social pedagogy, according to which socialisation is a set of all social processes through which an individual assimilates and reproduces a certain system of knowledge, norms, values, which allows him or her to function as a full member of society. The main areas of socialisation are activity, communication and self-awareness. Socialisation as a process of human development in interaction with the world around us is a unity of four components: spontaneous socialisation, relatively controlled socialisation, relatively socially controlled socialisation, conscious and self-modifying socialisation.

In the context of this section, a special place is occupied by the directed form of socialisation - a system of means of influencing a developing personality, specially developed by society or its certain social institutions, in order to shape it in accordance with the values, goals and interests prevailing in a given society (or social group). Important ways of directed socialisation are upbringing, training, education with an appropriate set of links.

The methods of directed socialisation are upbringing, training, education with an appropriate set of links. Upbringing is a system of educational activities aimed at forming a fully and harmoniously developed personality. Learning is a joint activity of a teacher and a child, focused on the acquisition of knowledge, skills and methods of cognitive activity. The main link of directed socialisation is preschool education, which is defined as the level of education that a child receives in a preschool institution, family or with the help of an individual as a result of a consistent, systematic and purposeful process of mastering the Basic Component of Preschool Education

It has been found that creative play is an effective means of targeted socialisation of senior preschoolers, as this process takes place in a preschool education institution within the framework of purposeful pedagogically organised education. Creative play is the most effective form of child socialisation, which lays the foundations of the future personality. It has its own characteristic features, namely: imaginary situation, creative nature, presence of roles, arbitrariness of actions, specific motives, social relations. In the game, a child of the senior preschool age masters the moral and ethical norms and rules of behaviour that mankind has developed. This is the role of creative play as a means of directed socialisation. In creative play, the moral, mental, aesthetic and physical development of the senior preschool child is carried out.

However, what we have presented in this section does not exhaust all aspects of the problem under consideration. It seems promising to study the possibilities of using play as a leading activity and an effective means of socialising a child at earlier stages of his or her development, in particular, in the early and middle preschool age.

REFERENCES:

1. Aizenbart M. Problems of formation of social and communicative competence in the system of preschool education by means of game. *Theses of the 1st International Scientific and Practical Conference of Young Scientists* [«Development of Modern Education and Science: Results, Problems, Prospects»] , (21-22 November 2013) / ed: V. Ilnytskyi, A. Dushnyi, I. Zymomria. Drohobych: Posvit, 2013. C. 179-180.
2. Bekh I. D. Education of the personality: in 2 books. Kyiv: Lybid, 2003. Book 2: Personality-oriented approach: scientific and practical principles. 2003. 344 c.
3. Bobak O. B. Pedagogical principles of socialisation of preschool children in the family in the second half of the twentieth century: PhD thesis: speciality 13.00.01. Drohobych, 2015. 221 c.
4. Varianytsia L.O. Children's subculture as a factor of socialisation of junior schoolchildren in the educational process: Candidate of Pedagogical Sciences (speciality 13.00.05). 235 c.

5. The phenomenon of childhood: philosophical and sociological analysis: a monograph. Kyiv: Drahomanov National Pedagogical University, 2011. 320 c.
6. Zakharova N. M. Social adaptation of senior preschoolers through game activities: Candidate of Pedagogical Sciences (speciality 13.00.08).
7. Kremin V. P. History of education: a study guide. Drohobych: Editorial and Publishing Department of Drohobych Ivan Franko State Pedagogical University, 2013. Vol. 2: from the nineteenth century to the present day. 2013. 196 c.
8. Kononko O. A. Socio-emotional development of personality: a textbook. K. : Osvita, 1998. 256 c.
9. Kurinna S. M. Peculiarities of socialisation of children aged six to seven years in different conditions of life: Candidate of Pedagogical Sciences (speciality 13.00.05). 240 c.
10. Pechenko I. P. Some conceptual foundations of personality socialisation in preschool childhood. *Pedagogy and Psychology*. 2006. № 3 (52). C. 19-29.
11. Pikhtina N. P. Theory and methods of children's play activities: a textbook. Nizhyn: Gogol NDU, 2068. 267 c.
12. Ponimanska T. I. Man and me. The world of adults as a factor of socialisation of the child's personality. *Preschool education*. 1999. № 8. C. 14-15.
13. Psychological encyclopedia / author-compiler O. M. Stepanov. K. : Akademvydav, 2006. 424 c.
14. Rogalska I.P. Socialisation of personality in preschool childhood: essence, specificity, support: monograph. K. : Millennium, 2008. 400 c.
15. Rogalska I. P. Theoretical and methodological bases of personality socialisation in preschool childhood: Doctor of Pedagogical Sciences (speciality 13.00.05). 499 c.
16. Khymych N. E. Formation of humane relationships in children of the sixth year of life in dramatisation games: PhD thesis ... Candidate of Pedagogical Sciences: speciality 13.00.01. Kyiv, 1996. 24 c.
17. Elkonin D.B. Psychology of play / D.B. Elkonin. 2nd ed. Moscow: Humanitarian Publishing Centre «VLADOS», 1999. 360 c.

DEVELOPMENT OF OBSERVATIONAL SKILLS IN OLDER PRESCHOOL CHILDREN THROUGH WALKS IN NATURE AND EXCURSIONS

Lykash Oleksandra

Bachelor's degree student Specialty: A2 Preschool Education

Nizhyn Mykola Gogol State University, Ukraine

vedmedyk2@ukr.net

Voievoda Yuliia

Bachelor's degree student Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

voevodau@gmail.com

Abstract. *This section explores the characteristics of observational skills development in older preschool children through walks in nature and excursions. Various scientific approaches to define the essence and meaning of the concept of observation and its significance for preschool children are examined.*

A walk in nature is described as the main form of work organization to familiarize preschoolers with nature and develop their observational skills. The main characteristics of walks with preschool children and its structure are determined. The role of walks in nature as a form of familiarizing preschoolers with nature is analyzed.

The article considers excursions as a means of developing observational skills in older preschool children. It determines the educational significance of excursions, its types, and the structure of excursions in nature. It also presents methods to organize and conduct nature excursions for preschool children.

Key words: *older preschool children, development, observational skills, nature observation, excursion, walk in nature.*

Relevance of the research. *Modern preschool education is aimed at the versatile development of children. It takes into account their age and individual characteristics*

based on the individual approach employed by the teacher and activities typical for the preschool period. It is also aimed at achieving the level of child's development which is necessary to successfully master primary education.

Nowadays, the main approach to teaching and raising kids is based on activities. It's all about developing ways and means of independent thinking. Among the effective ways to get preschoolers interested in exploring and discovering new things is excursion.

Excursions and walks in nature act as a starting point for children's explorations, give a powerful boost to children's thinking, and allow them to see many interesting issues for their own research. Therefore, we believe that this topic is relevant nowadays.

Many Ukrainian scientists have studied the problem of developing observational skills in older preschool children through walks in nature and excursions as necessary forms of learning. Among the leading scientists in this field are K. Ushynskyi, A. Symonovych, and others. This topic has been addressed in the works of many modern researchers such as: H. Bielenka, L. Bobro, N. Demianenko, L. Zelenska, O. Kin, K. Krutii, N. Lysenko, O. Martynenko, Z. Plokhii, N. Yarysheva.

1. Development of observational skills in older preschool children as a psychological and pedagogical problem.

Observational skills are an important characteristic of a child's cognitive development, which determine their ability to actively learn and effectively interact with the information environment. The formation of this quality in older preschool children is becoming a pressing task for modern pedagogy, because it is during this period that intensive cognitive processes begin to develop and the foundations of intellectual development are laid, which influence the child's further learning and adaptation in the social environment. Therefore, the development of observation skills in older preschool children is essential for improving the effectiveness of the educational process and forming the basic skills necessary for further learning at school¹.

¹Bulhakova O. Yu. Rozvytok sposterezhlyvosti u ditei starshoho doshkilnoho viku / O. Yu. Bulhakova, E. V. Osadcha. *Pedahohichnyi almanakh «Aktualni problemy doshkilnoi osvity: teoriia ta praktyka»*: zbirnyk materialiv IV Vseukrainskoi konferentsii zdobuvachiv vyshchoi osvity i molodykh uchenykh (5 lystopada 2024 roku). Odesa: Vydavnytstvo TOV «Leradruk», 2024. Vyp. IV. S. 18-23 [in Ukrainian]

The development of observational skills in older preschool children is a multidimensional issue that has aroused significant interest in the scientific community. Domestic and foreign scientists working on this topic highlight various aspects of observation as a key element of a child's cognitive development. Overview of scientific approaches allows us to enhance our understanding of the essence of observation, its relation with other cognitive processes, and its role in the formation of a child's personality.

H. Bielienka considers observation to be one of the main cognitive characteristics that becomes particularly important in preschool age. She points out that during this period, children's cognitive processes become more purposeful and organized, which requires the development of observation as a basic element of learning. The scientist believes that observation contributes to the systematization of knowledge, as it allows children to analyze the information they receive in an organized manner and identify connections between objects and events. Observation is not only a skill of perception, but also the foundation for the formation of the ability to perform systematic analysis, which is extremely important in the school environment².

S. Ladyvir considers observation as one of the preconditions for the formation of abstract thinking and general intellectual flexibility. He believes that through development of observation, children learn to move from specific observations to generalizations, which is an important stage in the formation of the ability to analyze. The researcher highlights the need to use special teaching methods that let children develop their observational skills in natural settings. According to the researcher, game and experiments are the most effective ways to learn at this age because they let children actively get involved in the observation process, which helps this skill develop naturally³.

O. Skrypchenko highlights the importance of understanding observation as a complex cognitive ability that's closely linked to other cognitive processes, like attention, memory, and thinking. According to the scientist, the development of observation is impossible without active work on the development of attention, because the ability to concentrate on objects is the key to successful observation. Besides that, observation stimulates memory development, because children learn to memorize and analyze details,

² Bielienka H. Eksperymentalna doslidnytska diialnist ditei u pryrodi yak tekhnolohiia piznavalnoho rozvytku. Vychovatel-metodyst doshkilnoho zakladu. 2013. № 11. S. 6-10. [in Ukrainian]

³ Ladyvir S. O. Piznavalnyi rozvytok starshoho doshkilnyka. Doshkilna osvita. 2019. № 3 s. 25-39. [in Ukrainian]

which improves their ability to store and reproduce information. Effective development of observational skills requires special pedagogical conditions, including organized research, experimental activities, and games that stimulate children to actively perceive the world around them⁴.

I. Bila highlights that development of observational skills significantly depends on a child's individual traits, like their character and how motivated they are. She thinks that not all children find it easy to develop these skills, so it's important to keep their personalities in mind when teaching them. She emphasizes the importance of a comprehensive approach that includes the use of visual methods, interactive technologies, and independent research tasks that allow each child to find their own approach to the observation process⁵.

O. Pysarchuk considers observation not only as a cognitive characteristic, but also as one of the key elements in the formation of a child's personality. The scientist notes that observation contributes to the development of analytical abilities and the ability to apply acquired knowledge in real situations, which is an important precondition for the successful social adaptation of a child. He believes that the development of observation skills in preschool education should be a priority in the educational process, as it is the basis for the formation of critical thinking, the ability to reflect, and independent analysis⁶.

N. Tsybuliak highlights the close connection between observational skills and a child's emotional and motivational sphere. The researcher believes that effective development of this ability is only possible if children are internally motivated to observe, which can be achieved by creating motivating situations and using interactive forms of learning. He emphasizes that it is the emotional involvement of children in the observation process that contributes to increasing their cognitive activity and readiness for further analysis of information, which makes the development of observation more effective and sustainable⁷.

V. Rahozina draws attention to the need for a comprehensive approach to

⁴ Skrypchenko O. V. *Zahalna psykholohiia*. Kyiv, 2011. P. 465 [in Ukrainian]

⁵ Bila I. *Sposterezhyvist – kluch do piznannia*. Doshkilne vykhovannia. 2008. № 4. s. 9–11. [in Ukrainian]

⁶ Pysarchuk O. T. *Osoblyvosti formuvannia predmetnorozvyvalnoho seredovyshcha doshkilnoho osvitnoho zakladu*. Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatiuka. Serii: Pedahohika. 2014. № 4. S. 9–17. [in Ukrainian]

⁷ Tsybuliak N. Yu. *Psykholohichniy analiz vykhovatelem doshkilnoho osvitnoho zakladu zovnishnikh oznak dytyny pid chas sposterezhenia*. Visnyk Instytutu rozvytku dytyny : zb. nauk. prats. / za red. V. P. Andrushchenko. Kyiv : Vyd-vo NPU im. M. P. Drahomanova, 2011. Vyp. 19. S. 149-154. [in Ukrainian]

developing observational skills in children, which includes not only educational measures, but also the creation of a favorable psychological climate in the educational environment. She believes that observational skills become stable only when the child feels confident, safe, and interested in the learning process. According to the researcher, the development of observation skills should take into account the emotional and social needs of children, which will ensure not only cognitive but also overall personal development⁸.

The opinions of leading scientists on the development of observational skills in older preschool children highlight the significance of this process for the formation of a fully-developed personality in children. Each of the researchers focuses on certain aspects of observation, which allows us to understand it as a complex thing that needs a comprehensive approach in teaching. Understanding these scientific approaches sets the stage for effective ways to develop observational skills, which will help kids grow up well in today's educational system.

2. Walks in nature as the main form of organizing activities to familiarize preschool children with nature and develop their observational skills.

The educational process in a preschool is a complex, integrated system of interaction between adults and children, focused on developing children's basic qualities and forming their competencies. Educational activities are characterized by integration and social orientation, involving interactive communication and cognitive interaction between teachers and children, their independence, and a personality-centered and action-oriented approach. The problem of finding ways to optimize the forms of organization of educational activities in modern preschools in the context of shaping the child's personality and forming their life competencies is relevant⁹.

The form of organization of the educational process is considered as a way of interacting with children, which is used by teachers to ensure the constructive influence of

⁸ Rahożina V. V. Eksperymentalne doslidzhennia osoblyvostei rozvytku ta formuvannia sposterezhlyvosti u ditei starshoho doshkilnoho viku v umovakh DNZ. Formuvannia bazovykh yakostei ditei starshoho doshkilnoho viku v DNZ : monohrafiia / H. Bieliienka, S. Vasylieva, N. Havrysh ta in.; za zahalnoi. redaktsiiei. O. Reipolskoi. Kharkiv : «Drukarnia Madryd», 2015. s. 59–66. [in Ukrainian]

⁹ Busniuk M. Semeniuk V. Prohulianka v osvithnii diialnosti ZDO. Redaktsiina kolehiia, 54. 2022. S. 55-57. [in Ukrainian]

various methods and techniques on the development of each pupil's personality. An extremely important form of organizing the educational process in preschools, which allows combining physical activity, emotional-aesthetic, and cognitive activities of preschool children, is a walk¹⁰.

In modern pedagogy, the term «walk» is understood as a form of pedagogical work conducted in natural conditions on the territory of preschools within scheduled time¹¹. One type of walk is a purposeful walk, which is a form of pedagogical work conducted either on the territory of the preschool or outside it during the time specified by the preschool. It includes observing a small number of natural objects and collecting natural materials, or playing games to reinforce or clarify knowledge on a specific topic, or prepare children to learn new material in class.

Walks are an organized activity during which health-improving tasks are solved, children's motor skills and physical qualities are improved, their cognitive needs are satisfied, and love and appreciation towards nature are raised. Traditionally, a walk includes organizing observations of natural phenomena (flora and fauna, non-living nature) with children, various games, work activities, sports exercises, and independent activities of their choice.

The main characteristics of walks with preschool children are:

- everyday form of pedagogical work, which is conducted mainly on the territory of the preschools;
- familiarizing with nature is one of the components of the walk that is why a small amount of program material is implemented;
- familiarizing children with the characteristics of natural objects and ideas the point of view about which are formed over a long period of time;
- arranging group observations, and encouraging various individual observations on the initiative of children¹².

As a systematic form of pedagogical work, walks have their own structure and

¹⁰ Bielienka H., Mashovets M. Prohulianka – chas yaskravykh vrazhen, aktyvnosti y piznannia. Vychovatel-metodyst doshkilnoho zakladu. 2018. № 6. S. 52-60. [in Ukrainian]

¹¹ Sukhar V.L. Oznaiomlennia z sotsialno-predmetnym dovkilliam. Molodshyi vik. Kharkiv : Vydavnytstvo «Ranok», 2017. 176 s. [in Ukrainian]

¹² Lysenko N. V. Oznaiomlennia z pryrodoiu ta osnovy proekolohichnoi osvity ditei doshkilnoho viku: pidruchnyk. Kyiv: Vydavnychi Dim «Slovo», 2019. 336 s. <http://194.44.152.155/elib/local/r/r832.pdf>[in Ukrainian]

consist of the following components:

- 1) observing nature and the state of plants, insects, birds, squirrels on the playground;
- 2) performing work activities in the natural environment (watering flower beds, clearing snow/trash/fallen leaves);
- 3) playing with sand and water (if there is a pool);
- 4) conducting educational and active games related to nature;
- 5) conducting individual work with preschool children;
- 6) conducting experimental and research activities related to nature;
- 7) conducting observations of environmental protection activities and content¹³.

The role of walks in nature as a way to introduce preschoolers to nature cannot be overestimated, as they:

- 1) provide excellent opportunities for the development of the child's sensory system (each encounter with new objects in nature is an opportunity for the child to directly touch/smell/hear them);
- 2) contribute to the development of 158 children's cognitive interests and observation skills, which are extremely important qualities in preparation for school;
- 3) promote environmental education for preschool children, forming a new, conscious, responsible, and careful attitude toward nature, contribute to the development of environmental ethics which is based on the idea of empathy and self-evaluation of all living things, formation of ecological culture, the essence of which lies in the awareness of young members of the society about the general laws of nature and society, and understanding that nature is everyone's home, which must be loved and cared for;
- 4) provide knowledge about the interconnections in nature, the value of certain natural objects for humans, and the rules of nature use;
- 5) contribute to the aesthetic development of children, as walks in nature are a source of enrichment of a child's life with beauty¹⁴.

So, walk in nature is one way to effectively develop observational skills in older

¹³ Bobro L.V. Osnovy pryrodopnavstva z metodykoiu oznaiomlennia doshkilnykiv z pryrodou: navchalno-metodychnyi posibnyk. Nizhyn: NDU im. M. Hoholia, 2024. 175 s. [in Ukrainian]

¹⁴ Yarysheva N. F. Metodyka oznaiomlennia ditei z pryrodou. K. : Vyshcha shkola, 2008. 255 s.<http://194.44.152.155/elib/local/skbn27562.pdf> [in Ukrainian]

preschool children. Its use is important for developing preschoolers' cognitive activity and environmental awareness, helping them gain realistic knowledge that is needed to understand how things in nature are connected, which shows how well their thinking is developing.

3. Excursions as a means of developing observational skills in older preschool children.

Educational excursions in pedagogy are defined as a form of educational work that allows for organizing observation and study of various objects and phenomena in natural conditions.

In the methodology of familiarization with nature, excursions are considered as an important form of work for familiarization with nature and are widely used in the practice of kindergartens.

Excursions are of great educational importance and they differ from walks. The special value of excursions in nature as a specific form of conducting classes lies in the fact that during excursions, children become acquainted with natural phenomena in its interconnections: with plants and animals in their environment, and with the transformative influence of humans on nature. This allows them to form realistic ideas about nature, as well as the first elements of a materialistic understanding of the world¹⁵.

Acquaintance with new objects on excursions is combined with expanding vocabulary and developing language skills. The sensory experience formed as a result of the action of analyzers is closely linked to words, which ensures the connection between the first and second signal systems.

Seeing beautiful landscapes, with the teacher's descriptive words, awakens children's sense of beauty and fosters love of nature. The knowledge that children gain during excursions about the interconnections in nature, the rules of nature use, and the value to humans of various natural objects that children learn about is important for ecological education. Excursions are important because they allow children to practice

¹⁵ Yarysheva N. F. *Metodyka oznaiomlennia ditei z pryrodoiu*. K. : Vyscha shkola, 2008. 255 s.<http://194.44.152.155/elib/local/skbn27562.pdf> [in Ukrainian]

their knowledge of use of natural resources. We are guests in the forest and must behave politely, not disturb those who live there permanently, and not steal from their homes.

Excursions are the most precious activities for physical development and strengthening children's health.

Excursions in nature have a list of differences from walks.

An excursion is an activity that takes place outside the kindergarten.

Excursions include a much broader range of program material, as this activity is devoted to familiarizing children with nature.

On excursions, children gain a more complete and systematic understanding of natural phenomena. They are held at a time when noticeable changes are taking place in nature.

Excursions require more precise organization. Group observations are conducted and only those observations that correspond to the purpose of the excursion are encouraged.

Topics and structure of nature excursions. Excursions are divided into the following topics:

1. Excursions in nature – to the forest, meadows, bodies of water, which are natural and artificial habitats such as parks, squares, and botanical gardens.

2. Excursions to agricultural places – to the field, poultry and dairy farms, orchards, vegetable gardens, greenhouses, and school greenhouses for children to learn about the work of adults and the plants or animals that are grown to meet human needs¹⁶.

The structure of these excursions is somewhat different.

The structure of nature excursions includes:

1. Establishing a connection with the children's previous experience. This is due to the need to arouse interest, link new knowledge with previously acquired experience, remind them of the rules when crossing the street, etc.

2. Announcing the purpose of the excursion. This structural element is necessary to give direction to the main part of the excursion – group observation.

3. Group observation is the main, necessary part of every excursion. The purpose of

¹⁶ Bobro L.V. Osnovy pryrodopnavstva z metodykoiu oznaiomlennia doshkilnykiv z pryrodoiu: navchalno-metodychnyi posibnyk. Nizhyn: NDU im. M. Hoholia, 2024. 175 s. [in Ukrainian]

this is to accumulate sensory impressions and identify connections and dependencies in nature.

4. Collecting natural materials is an important structural element of an excursion, which creates interest in it, ensures closer contact between children and nature, and forms skills for behaving in nature. However, on some excursions, it should not be introduced (for example, on a summer excursion to a park or square).

5. Didactic games are aimed at consolidating the knowledge gained on the excursion in a playful way.

6. Summing everything up

The structure of excursions to agricultural places includes:

1. Establishing a connection with the children's previous experience.
2. Announcing the purpose of the excursion.
3. Collective observation.
4. An adult's story about the place.
5. Summing everything up¹⁷.

Methodology for conducting excursions. Organizing and conducting an excursion into nature is more difficult than conducting a class in a group room. Its success depends a lot on preparation.

Excursions are conducted starting with the middle group. Nature excursions are conducted in a specific way. They should be organized in the same locations at different times of the year in order to observe seasonal changes. Agricultural excursions are organized occasionally.

When planning an excursion, the teacher clearly defines the theme and purpose of the excursion, specifies the program content, and selects the location of the excursion. It should be assumed that the number of new locations should not exceed 2-3 in the middle group and 3-4 in the older group. When determining the location of the excursion, the physical abilities of the children, the characteristics of the road, the season, and the weather conditions should be taken into account. As a rule, the route should not exceed 2-3 km in both directions.

¹⁷ Bobro L.V. Osnovy pryrodopnavstva z metodykoiu oznaiomlennia doshkilnykiv z pryrodoiu: navchalno-metodychnyi posibnyk. Nizhyn: NDU im. M. Gogolia, 2024. 175 s. [in Ukrainian]

The teacher should visit the excursion place 1-2 days before the excursion. They should clarify the route, find the necessary objects, and plan the sequence of observations, the place where children will conduct their own observations, collect materials, as well as a place for rest and games. The teacher selects poems, riddles, and proverbs in advance, which are then used when working with children.

The teacher's job also includes preparing equipment for the excursion. Before the excursion, the teacher considers what equipment to take with them and what to prepare in the classroom to accommodate the items brought back from the excursion: insectarium, terrarium, aquarium, etc. To collect animals, you need to take a water or entomological net, white cloth for examining what has been caught in the water, or transparent plastic bags for transporting it to the kindergarten. For collecting plants, you need a shovel or scoop, baskets or buckets for leaves, cones for dug-up plants.

Teachers should be well acquainted with nature legislation and the Red Book of Ukraine not to harm nature. Animals taken to the kindergarten should be returned.

A few days before the excursion, the teacher has a short chat with the children to get them interested in the upcoming activity and refresh their memories of the previous excursion. Children should know where they are going to and why. It is a good idea to prepare some excursion equipment together with the children to increase their interest in the activity. Children should wear light clothing and comfortable shoes. To avoid overheating in summer, they must wear hats. Children should know that an excursion is an activity that requires discipline and attention.

Before leaving the kindergarten, remind the children of the rules of behavior on the street and at the place of excursion such as walk in pairs and do not run. The teacher divides the excursion equipment among the children and agrees on the order in which the children should carry it.

Excursions are conducted to places of greatest aesthetic value, so at the beginning of the excursion, children should be given the opportunity to appreciate the beauty of the landscape, emphasizing this with poetic words, and then set a goal and begin to examine the objects.

The main part of the excursion is group observation. During this process the main program of the lesson is achieved. The teacher helps children identify and understand the

characteristic features of objects and phenomena, as well as their interconnections. The methodology for guiding observation on excursions does not differ from that discussed above. When examining new objects, attention should be paid to the peculiarities of their aesthetic appearance, their connections with life, and their significance in the life of nature and humans¹⁸.

It is important to use a variety of techniques to stimulate children's cognitive activity. Particular attention should be paid to questions that encourage children to examine objects, compare them, find similarities and differences, and establish connections between natural phenomena. Care should be taken to activating analyzers in the perception of natural objects. During the excursion, it is advisable to use works of fiction to enhance children's impressions of landscapes and individual objects¹⁹.

Explanations and storytelling should be used in cases where there is a need to expand children's knowledge about adaptations, connections with the environment, etc.

The combination of different techniques depending on the purpose and content of the excursion.

Collecting natural materials, during which children can satisfy their desire for independent observation, is a crucial part of the excursion. First of all, the teacher must ensure the children's safety and agree on how far they can go and what they can take. The collection of natural materials should be used for environmental education and learning the rules of use of nature. 1-2 plants can be dug up from big amount of them. Rare plants cannot be taken. Do not take too many acorns, as they are food for jaybirds, squirrels, wild boars, and other animals.

After examining the collected material in order to strengthen knowledge about the natural objects that the children have learned about with educational games such as «Guess which tree this leaf is from,» etc.

At the end of the excursion, conclusions are drawn, noting new knowledge the children have gained, their cognitive activity and their caring attitude towards nature.

The impressions gained during the excursion are expanded and strengthened in

¹⁸ Lysenko N. Vykorystannia sposterezhen v roboti z ekolohichnoho vykhovannia doshkilnykiv. Dytiachyi sadok. 2004. № 25-26. S. 10-44. [in Ukrainian]

¹⁹ Lysenko, N. V. Introduction to nature and the basics of environmental education for preschool children: textbook. Kyiv: Slovo Publishing House, 2019. 336 p.<http://194.44.152.155/elib/local/r/r832.pdf> [in Ukrainian]

other classes: while reading fiction, watching films, slides, etc., as well as during observations in the nature corner or on the kindergarten grounds of plants and animals brought back from the excursion.

We can conclude that the main ways of developing observation skills in older preschool children are organizing various types of activities in the process of familiarizing children with the natural environment through conducting excursions, daily and purposeful walks in nature. During excursions and walks, children develop systematic knowledge, cognitive processes and abilities, and cultivate an emotional and value-oriented attitude towards nature.

REFERENCES:

1. Bieliienka H. Eksperymentalna doslidnytska diialnist ditei u pryrodi yak tekhnolohiia piznavalnoho rozvytku. Vykhovatel-metodyst doshkilnoho zakladu. 2013. №11. S. 6-10, [in Ukrainian].
2. Bieliienka H., Mashovets M. Prohulianka – chas yaskravykh vrazhen, aktyvnosti y piznannia. Vykhovatel-metodyst doshkilnoho zakladu. 2018. №6. S. 52-60. [in Ukrainian]
3. Bila I. Sposterezhlyvist – kliuch do piznannia. Doshkilne vykhovannia. 2008. № 4. S. 9–11, [in Ukrainian].
4. Bobro L.V. Osnovy pryrodoznavstva z metodykoiu oznaiomlennia doshkilnykiv z pryrodoiu: navchalno-metodychnyi posibnyk. Nizhyn: NDU im. M. Hoholia, 2024. 175 s., [in Ukrainian].
5. Bulhakova O. Y. Rozvytok sposterezhlyvosti u ditei starshoho doshkilnoho viku / O. Yu. Bulhakova, E. V. Osadcha // Pedahohichniy almanakh «Aktualni problemy doshkilnoi osvity: teoriia ta praktyka»: zbirnyk materialiv IV Vseukrainskoi konferentsii zdobuvachiv vyshchoi osvity i molodykh uchenykh (5 lystopada 2024 roku). Odesa: Vydavnytstvo TOV «Leradruk», 2024. Vyp. IV. S. 18-23, [in Ukrainian].
6. Busniuk M. Semeniuk V. Prohulianka v osvithii diialnosti ZDO. Redaktsiina kolehiia, 54. 2022. S. 55-57, [in Ukrainian].

7. Ladyvir S. O. Piznavalnyi rozvytok starshoho doshkilnyka. Doshkilna osvita. 2019. № 3 S. 25-39, [in Ukrainian].
8. Lysenko N. V. Oznaiomlennia z pryrodoiu ta osnovy proekolohichnoi osvity ditei doshkilnoho viku: pidruchnyk. Kyiv: Vydavnychy Dim «Slovo», 2019. 336 s.<http://194.44.152.155/elib/local/r/r832.pdf> [in Ukrainian].
9. Lysenko N. Vykorystannia sposterezhen v roboti z ekolohichnoho vykhovannia doshkilnykiv. Dytiachyi sadok. 2004. № 25-26. S. 10-44, [in Ukrainian].
10. Pysarchuk O. T. Osoblyvosti formuvannia predmetnorozvyvalnoho seredovyshcha doshkilnoho osvitnoho zakladu. Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatiuka. Serii: Pedahohika. 2014. № 4. S. 9–17, [in Ukrainian].
11. Rahozina V. V. Eksperymentalne doslidzhennia osoblyvosti rozvytku ta formuvannia sposterezhlyvosti u ditei starshoho doshkilnoho viku v umovakh DNZ. Formuvannia bazovykh yakosti ditei starshoho doshkilnoho viku v DNZ : monohrafiia / H. Bieliienka, S. Vasylieva, N. Havrysh ta in.; za zah. red. O. Reipolskoi. Kharkiv : «Drukarnia Madryd», 2015. S. 59–66, [in Ukrainian].
12. Skrypchenko O. V. Zahalna psykholohiia. Kyiv, 2011. 465 s., [in Ukrainian].
13. Sukhar V. L. Oznaiomlennia z sotsialno-predmetnym dovkilliam. Molodshyi vik. Kharkiv : Vydavnytstvo «Ranok», 2017. 176 s., [in Ukrainian].
14. Tsybuliak N. Yu. Psykholohichniy analiz vykhovatelem doshkilnoho osvitnoho zakladu zovnishnikh oznak dytyny pid chas sposterezhennia. Visnyk Instytutu rozvytku dytyny : zb. nauk. prats. / za red. V. P. Andrushchenko. Kyiv : Vyd-vo NPU im. M. P. Drahomanova, 2011. Vyp. 19. S. 149-154, [in Ukrainian].
15. Yarysheva N. F. Metodyka oznaiomlennia ditei z pryrodoiu. K.: Vyshcha shkola, 2008. 255 s.<http://194.44.152.155/elib/local/skbn27562.pdf> [in Ukrainian].

DEVELOPMENT OF SPEECH ACTIVITY IN OLDER PRESCHOOL CHILDREN THROUGH MNEMONIC TECHNIQUES

Matviienko Alesia

Master's Student, Specialty «Preschool Education»,

Nizhyn Mykola Gogol State University, Ukraine

flbkm50@gmail.com

Mostova Daryna,

Bachelor's degree student Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

darushuk20@gmail.com

Abstract. *In this section, the author substantiates the relevance of developing speech activity in older preschool children through mnemonic techniques, and analyzes psychological and pedagogical research on the issue of fostering this quality in children. The author reviews recent studies and publications on the subject, as well as the fundamental concepts of the research. The section presents the results of an experimental study aimed at examining the levels of speech activity development in older preschoolers, identifies the pedagogical conditions necessary for this process, and reveals the content of a system of work designed to enhance speech activity in senior preschool children through mnemonic methods.*

Key-words: «speech», «speech activity», « activity», « active speech », ««speech activity», «communicative speech activity», «mnemonics».

The Relevance of the Research Problem. At the present stage of social development, significant importance is given to the formation of a linguistic personality capable freely, accurately, and appropriately to express their thoughts and intentions, be engaged in conversation, and maintain it while using socially acceptable means. An important role in the development of this quality is played by the child's speech activity. Speech activity is associated not only with the development of a child's speech but also

with their desire and motivation to communicate verbally. Accordingly, from a pedagogical point of view, it is important not so much to teach a preschooler to speak as to make their speech active.

A child's ability to express their thoughts and impressions and to demonstrate speech activity includes speech competence, which should be formed in children of older preschool age. This competence belongs to the educational domain «Child's Speech» of the Basic Component of Preschool Education (BCPE)¹. This determines the relevance of the research.

In a preschool education institution (PEI), children master speech activity.

Successful mastery of speech activity is impossible without speech activity. In modern research, the concept of «speech activity» is considered in two interrelated aspects: on the one hand, it is a personal trait manifested in the ability to express oneself and to perceive the speech of another subject of speech communication; on the other hand, it is a qualitative and quantitative characteristic of speech activity. Speech activity is also regarded as a condition for verbal communication and as an indicator of a child's² intellectual development.

The analysis of scientific sources allows us to state that the older preschool age is characterized by the intensive development of speech activity. The utterances of older preschoolers become informative, detailed, logical, and precise.

An important means of developing speech activity in older preschool children is mnemonics. The mnemonic method is one of the leading ways to develop speech in children, including their speech activity. This technology ensures the successful acquisition by children of knowledge about the characteristics of natural objects and the surrounding world, their structures, connections, and relationships that exist between them. This technology ensures the successful acquisition by children of knowledge about the characteristics of natural objects and the surrounding world, their structures, connections, and relationships that exist between them. Based on it, children more effectively perceive and process visual information, retain and reproduce literary texts, and demonstrate speech

¹ Bazovyi komponent doshkilnoi osvity Ukrainy / pid kerivnytstvom T.O.Pirozhenko. K.: Vydavnytstvo, 2021. 37 s. URL: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

² Konopliasta S.Yu., Kosynkina V.O. Do problemy movlennievoi aktyvnosti ditei doshkilnoho viku z aytystychnymy proiavamy. Naukovyi chasopys. Korektsiina pedahohika S.134-137. S.135. URL: <https://enpuir.npu.edu.ua/bitstream/handle/123456789/7549/Konoplyasta.pdf?sequence=1>

activity during lessons. Mnemonics belongs to health-preserving technologies that ensure the optimization of mental activity in the context of modern education.

The relevance of developing preschoolers' speech activity through mnemonic techniques is determined by several key aspects. Firstly, speech development is an important component of communication skills. For children, this activity is especially critical, as it can affect their ability to interact with others, learn, and adapt socially. Secondly, speech development is an important aspect of a child's personal growth, as mnemonic techniques can help children improve their communication skills, enhance their self-esteem, and become more self-confident.

The purpose of the research is to provide theoretical justification and experimental study of the development of speech activity in older preschool children through mnemonic techniques, as well as to design a system of pedagogical methods for influencing this process within a preschool education institution.

Analysis of recent studies and publications. In contemporary linguodidactical research, the problem of developing speech activity – of which speech activity itself is a component – is examined from various perspectives: methods of speech activity (V. Lohinova, N. Karpynska, Y. Korotkova); instruction in children's narrative (O. Bilan, N. Vodolaha, N. Havrysh, V. Zakharchenko, T. Postoian, L. Shadrina); development of artistic-verbal activity (L. Hurovych, A. Bohush, N. Havrysh, Y. Lukina); creative storytelling (L. Voroshnina, N. Orlanova, A. Shybytska); and the development of descriptive speech (A. Zrozhevskaya, S. Lasunova).

The problem of speech activity has been studied in domestic preschool linguodidactics in the following aspects: language instruction, development of native speech and formation of speech culture, and communication of preschool children (O. Amatieva, A. Bohush, S. Khadzhyradieva), as well as the development of speech activity (A. Bohush, N. Havrysh, N. Horbunova, L. Kalmykova, T. Pirozhenko). In psychological studies, a child's activity is regarded as a necessary factor for their development. As scientists assert, activity is inseparably linked to engagement in activity. Without it, it loses any meaningful context for its development.

Presentation of the main research material. Analysis of the basic concepts of the study

Speech activity is determined by the level of mastery of the speech act, the degree of understanding of speech, and the need for communication. In the Ukrainian Pedagogical Dictionary edited by S. Honcharenko, *activity* is defined as a person's ability for conscious labor and social activity, the degree of purposeful, systematic transformation of the environment and oneself based on the assimilation of the experience of material and spiritual culture. A person's activity is manifested in creativity, acts of will, and communication³. As scientists assert, activity reflects objectively existing relations of the individual, which are manifested in the process of interaction with the social environment and realized in their activity. Activity is related to and defined through action, developing as its qualitative characteristic. Outside of activity, it loses its meaning⁴.

In our study, we examine the speech activity of preschool children. Thus, S. Konopliasta and V. Kosynkina understand *speech activity* as a stable characteristic of a child's personality, manifested in: the ability to perceive and understand the speech of others; the independent, diverse, and initiative use of speech in communication practice; and active mastery of speech⁵.

N. Bazyma considers the term «*speech activity*» to mean the presence of a motive for verbal expression and the actual verbal expression itself, which may arise either as a response to a conversational partner's remark or as the desire to communicate one's own thoughts, experiences, emotions, and needs to the interlocutor⁶.

Alongside the term «*speech activity*», S. Konopliasta notes that the literature also includes the terms «*communicative speech activity*» and «*active speech*». *Communicative speech activity* is understood as a person's trait or functional state characterized by the desire for diverse speech activity at the level of their linguistic capabilities. It may change

³ Honcharenko S. U. Ukrainskyi pedahohichnyi slovnyk; hol. red. S. Holovko. Kyiv: Lybid, 1997. 373, s.21.

⁴ Konopliasta S.Yu., Kosynkina V.O. Do problemy movlennievoi aktyvnosti ditei doshkilnoho viku z aytystychnymy proiavamy. Naukovyi chasopys. Korektsiina pedahohika S.134-137. S.136. URL: <https://enquir.npu.edu.ua/bitstream/handle/123456789/7549/Konoplyasta.pdf?sequence=1>

⁵Tam samo. S.136

⁶ Bazyma N. V. Formuvannya movlennievoi aktyvnosti u ditei z aytystychnymy porushenniamy starshoho doshkilnoho viku : avtoref. dys. ... kand. ped. nauk: spets. 13.00.03. Kyiv. 2014. 22 s. S.8.

due to changes in the individual or the social environment in which the person develops under the influence of education⁷.

A. Yelik notes that the methods and techniques for stimulating speech activity and verbal communication are aimed at:

- forming the motivational and incentive level of speech activity;
- improving the ability to imitate actions;
- developing the psychophysiological foundation of speech activity: various types of perception, physiological and speech breathing, and articulation skills;
- forming the internal and external lexicon that ensures basic communication.
- developing initial skills of grammatical (morphological and syntactic) structuring of speech utterances;
- fostering in the child the ability to create an internal plan or program of an utterance (initially a primitive⁸ one).

Thus, the term «*speech activity*» is regarded as a manifestation of speech behavior that includes both speech actions (mainly utterances) and the psychological processes underlying them (motivation, intention, and purposefulness). It encompasses readiness for speech, initiative in expression, and the ability to use language to solve communicative tasks.

In older preschool children (aged 5–6 years), speech activity reaches its peak of development, which is manifested in mastering correct sound composition and pronunciation, expanding vocabulary, and developing skills in both monologic and dialogic speech. Children are capable of constructing complex sentences, telling stories, retelling texts, and expressing their own thoughts using appropriate vocabulary and grammar. The development of speech activity in older preschoolers has its own features: children acquire correct pronunciation of all speech sounds, although some inaccuracies may occur due to individual characteristics of the speech apparatus or tooth replacement; their vocabulary becomes richer and broader, incorporating new words and phrases used in speech; they acquire grammatically correct speech, which allows them to express their thoughts more

⁷ Konopliasta S. Yu., Kosynkina V.O. Do problemy movlennievoi aktyvnosti ditei doshkilnoho viku z aytystychnymy proiavamy. Naukovyi chasopys. Korektsiina pedahohika S.134-137. S.136. URL: <https://enpuir.npu.edu.ua/bitstream/handle/123456789/7549/Konoplyasta.pdf?sequence=1>

⁸ Yelik, A. V. Pryiomy stymuliatsii movlennievoi aktyvnosti u ditei doshkilnoho viku z porushenniam movlennievoho rozvytku. Mahisterski studii : almanakh. Kherson: KHDU, 2021. Vyp. 21. S. 229-231. S.1. URL: <https://ekhsuir.kspu.edu/server/api/core/bitstreams/9b5cdd55-801f-49a7-81d9-c542b1897bcd/content>

accurately and vividly; they develop the ability to produce independent narratives, retellings, express personal opinions, and discuss events.

A. Bohush, N. Havrysh, and T. Pyrozhenko distinguish several levels of speech activity formation in older preschoolers: *intuitive, normative, reproductive, and initial*. They pay special attention to the development of speech in older preschool children, emphasizing the importance of forming a speech personality. At the intuitive level, the child uses speech often unconsciously, based on intuition, without a clear understanding of language norms. The normative level is characterized by the child's knowledge and adherence to basic language norms, although they may not yet be able to consciously explain them. The reproductive level involves the child's ability to reproduce previously learned language

constructions but may include difficulties with the creative use of speech. At the initial level, the preschooler already possesses a certain vocabulary and grammatical skills but still requires support for the further development of speech activity⁹.

The development of speech activity in older preschoolers is ensured through communication during various types of activities, as all of them are closely connected with and accompanied by speech. To create optimal conditions for stimulating children's speech, researchers and practitioners are constantly seeking effective forms of work and strive to creatively apply the experience of other educators. Considering that a preschool child primarily thinks in images, the use of visual aids promotes speech activation and makes it more effective.

One of the key principles of modern education is optimization through the use of innovative educational technologies, particularly the method of visual modeling. It is at the preschool age that children's visual and figurative memory predominates. Most often, memorization occurs involuntarily, simply because an object or phenomenon has entered the child's field of vision. However, if the child tries to learn and remember something that is not supported by a visual image – something abstract – success is unlikely.

Mnemonics helps preschoolers simplify the process of memorization, develop associative thinking, language, and imagination, and improve attentiveness. Moreover, the

⁹ Bohush A. M., Havrysh N. V., Pyrozhenko T. A. Osoblyvosti movlennievoi pidhotovky starshykh doshkilnykiv do shkoly. S.45: URL <https://vseosvita.ua/library/embed/01000x2c3577.docx.html#:~:text=мовлення%2C%20ініціативність%20спілкування.,А.,репродуктивний%2C%20початковий%20%5B6%5D>

use of mnemonic techniques, when applied effectively, leads to the enrichment of vocabulary and the development of coherent speech.

T. Maksimchuk notes that mnemonics reflects the real world through various symbols and signs that help children enrich their vocabulary. It uses the brain's natural memory mechanisms and allows for full control over the processes of memorization, retention, and recall of information¹⁰.

In preschool pedagogy, mnemonics is referred to in various ways: V. Hlukhiv calls them «blocks-squares»; T. Tkachenko refers to them as «object-schematic models»; T. Bolsheva describes them as «collage»; and L. Yefymenkova defines them as a «story composition scheme.»

There is a wide variety of mnemonic techniques. The main ones include: mnemonic square, mnemonic path, mnemonic tables, absurd stories, pictograms, analogy, transformation, collage, storyline, and conveying meaning through play or dramatization. *Mnemonic squares* are pictures depicting objects. The image in the square represents either a single word, a phrase, or a simple sentence. It can depict either an object or an action. *Mnemonic paths* are a series of mnemonic squares connected by a storyline and arranged in a linear sequence. The image in each square corresponds to a single word or phrase, and using these images, the child constructs a sentence¹¹.

Mnemonics serves as a system of special stimuli that help develop proper, well-motivated monologic speech in children. The child develops the need to speak, explain, respond, compare, narrate, express their opinion, and justify their viewpoint. By using monologic speech, this becomes an essential condition for ensuring active speech practice among preschool children.

N. Lutsan identifies the following aspects of developing speech activity through mnemonics:

1. *Facilitating word memorization*: mnemonic tools such as associations, rhymes, and stories help children remember words and expand their vocabulary.
2. *Improving articulation*: mnemonic techniques help eliminate articulation

¹⁰ Maksimchuk T. V. *Pryiomy mnemotekhniky yak zasib formuvannia zviaznoho movlennia u doshkilnykiv»* prakt.posibnyk. Zhytomyr 2024. 49 s.S.6.

¹¹ *Pryiomy mnemotekhniky yak zasib formuvannia zviaznoho movlennia u doshkilnykiv»*; uklad. Maksimchuk Tetiana Volodymyrivna, vykhovatel ZHTSRD № 55. Zhytomyr, 2024. 49 s. S.11. [URL:https://nmc.zt.ua/wp-content/uploads/2024/03/55-Максимчук-Т-В-Прийоми-мнемотехніки-ЖЦРД-№-55-.pdf](https://nmc.zt.ua/wp-content/uploads/2024/03/55-Максимчук-Т-В-Прийоми-мнемотехніки-ЖЦРД-№-55-.pdf)

problems by focusing on the sound structure of words.

3. *Developing creativity*: the use of creative mnemonic methods stimulates children's imagination and creativity, which is essential for speech activity development.

4. *Enhancing well-being and confidence*: mnemonic tools help children feel more confident in their speech and communication.

5. *Developing speech skills*: mnemonics is used to improve listening, comprehension, pronunciation, and communication¹² abilities.

Thus, the active use of this technique will help the child enrich their vocabulary and learn to construct proper and logical sequences, which is very beneficial for preparing children for school. When entering the first grade, the child joins a new social group where clear and well-structured speech will help them make new friends and feel comfortable in any environment or situation.

Experimental work on the development of speech activity in older preschool children through mnemonics

To study the levels of speech activity formation in older preschoolers, we developed a methodology for a diagnostic (ascertaining) experiment. The base for the experimental research was the Bobrovytsia Preschool Educational Institution (nursery-kindergarten) «Zoloty Kliuchy» («Golden Key»). The study involved children from the senior group and their educators.

The aim of the diagnostic (ascertaining) experiment is to study the levels of speech activity formation in older preschool children.

The objectives of the diagnostic experiment are as follows:

1. To develop criteria and indicators for assessing the formation of speech activity in older preschool children.
2. To select diagnostic methods for studying speech activity in older preschool children.
3. To determine the levels of speech activity formation in older preschool children.
4. To study the influence of educators on the development of speech activity in older

¹² Lutsan N. I. Movlennievyyi rozvytok dytyny v konteksti bahatovymirnosti osvithnoho seredovyscha. MNU: MNU imeni V. O. Sukhomlynskoho, 2015. No 2(49). S. 118-12. S.118.

preschoolers.

Based on the analysis of scientific research by contemporary scholars such as N. Rudenko, N. Bazymova, L. Bozhovych, U. Sydorova, L. Kalmykova, S. Konopliasta, V. Kosynkina, and others, we identified the components, criteria, and indicators used to determine the level of speech activity formation in children.

Table 1

Components, criteria, and indicators of speech activity formation in older preschool children

Components	Criteria	Indicators
Motivational	presence of a child's desire and interest in verbal communication.	<ul style="list-style-type: none"> • desire to communicate with peers and adults; • expression of emotional interest during speech interaction; • initiation of dialogue and active participation in conversation; • willingness to share impressions, experiences, and news.
Cognitive (intellectual)	level of speech development related to cognitive activity.	<ul style="list-style-type: none"> • understanding the meaning of words and the ability to use them appropriately; • sufficient vocabulary (active and passive); • ability to ask and answer questions, describe objects and events; • ability to express thoughts logically.
Communicative	child's ability to use speech as a means of communication.	<ul style="list-style-type: none"> • participation in dialogue and monologue (ability to maintain, initiate, or conclude conversation); • observance of communication etiquette (politeness, forms of address, gratitude); • ability to consider the interlocutor (age, mood, situation); • appropriate use of intonation, facial expressions, and gestures.
Linguistic	grammatical correctness and structural organization of speech.	<ul style="list-style-type: none"> • grammatically correct sentence construction; • agreement of words in gender, number, and case; • coherence and consistency of speech; • correct pronunciation of sounds and expressive intonation.

Source: Results of own scientific research

Characterization of the levels of speech activity development in older preschool children: *high, medium, and low*.

High level – the child often initiates communication, actively expresses thoughts, and gains satisfaction from speech. The child understands the meaning of words and

knows how to use them appropriately. Has a wide vocabulary, logically and consistently expresses ideas, and asks questions. Freely engages in dialogue, takes into account the partner's opinion, and follows the rules of speech etiquette. Uses grammatically correct sentences, has well-developed coherent speech, and clear pronunciation.

Medium level – the child's communication occurs mainly at the initiative of an adult, though sometimes the child shows interest independently. The vocabulary is sufficient, but expressions are not always logical, as the child often does not understand the meaning of a word. Can support a conversation, but sometimes does not consider social norms or the partner's opinion. Sometimes makes grammatical, lexical, or phonetic mistakes, and speech is partially coherent.

Low level – the child rarely shows a desire to communicate and does not seek to participate in dialogue. Has a limited vocabulary, often does not understand the meaning of words; speech is fragmented, and thoughts are unclear. Has difficulties in communication, does not follow the norms of interaction. Frequently makes grammatical and lexical mistakes; sometimes the sound culture of speech is not formed, leading to misunderstanding, and coherent speech is not developed.

According to each component, we selected appropriate diagnostic methods.

The motivational component was studied using methods aimed at identifying the child's interest in verbal communication, readiness to engage in dialogue, initiative, and emotional attitude toward speech. For this purpose, we used the method of *observing* the child in a natural speech environment and conducted the «I Want to Talk» technique (a modified play-test).

To study *the cognitive* component, we used techniques aimed at examining indicators such as vocabulary, understanding of word meanings, ability to ask and answer questions, logical speech, and sentence construction: «Name in One Word,» «Describe the Object,» «Who Does What?» (word connection in phrases). *The communicative (intellectual) component* was studied through *observation of participation in dialogue* and the «Let's Play Shop» *technique* (role-playing game). *The linguistic* component was studied using the following techniques: «Make a Sentence» and «Describe the Picture.»

The second direction of our study involved conducting *a survey of educators* to identify their knowledge, perceptions, and practical experience regarding the creation of favorable conditions for the development of preschoolers' speech activity, as well as the use of modern tools, methods, and technologies that stimulate children's speech activity and encourage them to engage in communicative interaction with others. We were also interested in whether educators use mnemonic tools to activate children's speech activity and which methods they prefer.

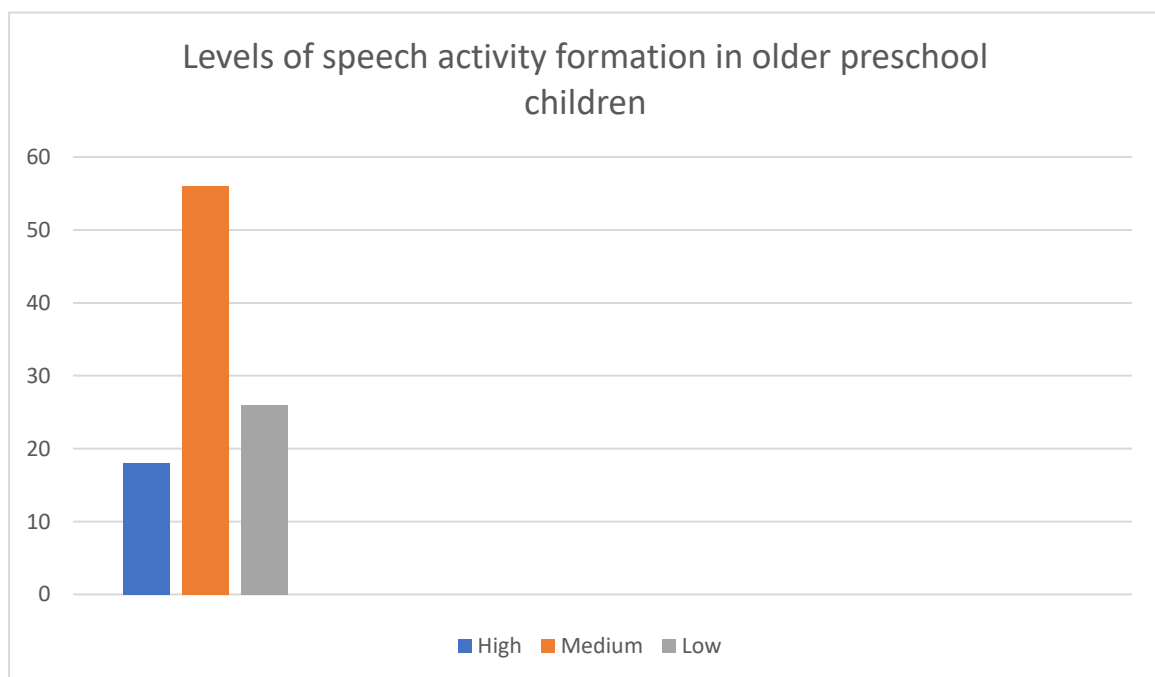
The criteria and indicators we outlined served as a basis for distinguishing the levels of speech activity formation in older preschool children: *high, medium, and low*.

Table 2.

Quantitative characteristics of the levels of speech activity formation in older preschool children

Levels of speech activity	% of preschoolers
<i>High</i>	18 %
<i>Sufficient / Medium</i>	56 %
<i>Low</i>	26 %

Source: Results of own scientific research



Source: Results of own scientific research

Thus, the majority of children (56%) are at the medium level of speech activity development. 18% of children have a high level of speech activity development, which allows them to freely engage in verbal interaction and construct various types of sentences. And 26% of preschoolers are at a low level, which results in difficulties in communication and sentence construction. These children require educational support from both educators and parents.

Analyzing the educators' responses to the survey questions, it can be noted that they have appropriate professional education and sufficient work experience, which confirms their professional competence. Educators recognize the importance of speech activity as a prerequisite for the child's overall development, socialization, and cognitive growth. 80% of respondents indicated that speech development is a priority area of their work. At the same time, there is a certain discrepancy between theoretical understanding and practical implementation.

In response to the second block of questions, «Identifying educators' knowledge regarding the creation of favorable conditions for the development of preschoolers' speech activity,» almost all educators stated that they strive to create appropriate conditions to foster children's speech activity.

The majority of surveyed educators demonstrated a general understanding of innovative approaches, such as the use of interactive games, information and communication technologies (ICT), theatrical activities, and the project method. However, only 30% of educators were able to provide specific examples of implementing these technologies in their own practice, indicating limitations in the practical application of their knowledge.

Educators noted that they widely use modern innovative tools to develop children's speech activity. They regularly create a speech-development environment (speech corners, task card sets, and other resources).

Studying the level of awareness and practical use of mnemonic techniques in pedagogical activity, it was found that 68% of educators use mnemonics to develop children's speech activity. However, a certain percentage of educators still have insufficient knowledge about this technology.

Thus, most educators actively use mnemonics to develop speech activity in older preschoolers, but at the same time note that the main difficulties in using mnemonics are the lack of methodological resources, individual characteristics of children, difficulties in preparing materials, limited resources, heavy teaching workload, and limited access to modern educational tools. Fifty percent of respondents expressed interest in attending courses on innovative speech development technologies, participating in workshops, training sessions, and exchanging experiences. Considering the fact that not all educators use mnemonics to develop preschoolers' speech activity, we propose our developed system of work for enhancing speech activity in older preschool children using mnemonic tools.

Based on the results of the ascertaining experiment, we have worked out a system of work to develop speech activity in older preschool children using mnemonic techniques. *Such pedagogical conditions for developing speech activity in older preschool children using mnemonic techniques were identified as creation of a speech environment enriched with mnemonic tool, systematic and purposeful use of mnemonics in educational process, a differentiated approach to the selection of mnemonic tools, and enhancement of educators' professional competence.* For each condition, visual mnemonic tables, symbols, diagrams, models, and didactic materials using mnemonics (cards, tables, illustrations, pictograms, etc.) were selected. To familiarize educators with modern methods and practices of using mnemonics for the development of preschoolers' speech activity, the following forms of work were proposed: *professional competence development trainings, a master class on «Mnemonics as a Tool for Children's Speech Development,» topics for methodological associations, and a round table discussion on «The Influence of Mnemonics on Preschoolers' Speech Development».* Self-education is *of significant importance for enhancing educators' professional competence in this area.* This includes reading scientific and methodological literature and watching video lessons and webinars on educational online platforms. Interactive online courses and webinars, particularly thematic courses on mnemonics, are of great importance. After attending these courses, educators receive professional development certificates.

The system of work we have developed, using the above-mentioned mnemonic tools, will contribute to optimizing pedagogical activities for the development of speaking skills in older preschool children.

Conclusions. Thus, after analyzing the scientific literature, we found that speech activity is an important component of a preschooler's language development and preparation for school. Researchers argue that it is during the older preschool years that speech activity intensively develops, as children seek to engage in verbal interaction with adults and peers.

Speech activity in older preschool children develops effectively under purposeful influence—through playing games, communicative and creative activities that take into account the individual characteristics of each child. It is important to create conditions for active speech using various methods and techniques, such as games, didactic exercises, reading, retelling fairy tales, and others. Creating a developmental speech environment is an important factor in fostering speech activity in preschoolers.

One of the effective means of developing speech activity in older preschool children is the use of mnemonic techniques. Mnemonics represents the real world using various symbols and signs, utilizes the natural memory mechanisms of the child's brain, and allows full control over the processes of memorization, retention, and recall of information. Mnemonic tools are aimed at activating children's cognitive processes, consolidating, and refining knowledge on a particular topic.

The developed methodology of the ascertaining experiment has allowed for defining the levels of speech activity development in older preschool children as *high, medium, and low*. The diagnostic methods included: *observation* of the child in a natural speech environment, *diagnostic techniques for assessing preschoolers' speech activity*, *teacher questionnaires*, and *mathematical and statistical research methods*.

In most preschool children, speech activity was formed at an average level. The fact that some children exhibited a low level of this skill indicates that educational activities aimed at developing their speech activity using mnemonic tools should be conducted with these children. We identified pedagogical conditions and developed a

system of work for the development of speech activity in older preschool children using mnemonic techniques.

The prospect for further research is the testing of the developed system for developing speech activity in older preschool children using mnemonic techniques within the educational activities of a preschool institution.

REFERENCES:

1. Bazovyi komponent doshkilnoi osvity Ukrainy / pid kerivnytstvom T.O.Pirozhenko. K.: Vydavnytstvo, 2021. 37 s. URL: [https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent doshkilnoyi-osviti-v-ukrayini](https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini) [in Ukrainian].
2. Konopliasta S.Yu., Kosynkina V.O. Do problemy movlennievoi aktyvnosti ditei doshkilnoho viku z autystychnymy proiavamy. Naukovyi chasopys. Korektsiina pedahohika S.134-137. S.135. URL: <https://enpuir.npu.edu.ua/bitstream/handle/123456789/7549/Konoplyasta.pdf?sequence=1> [in Ukrainian].
3. Honcharenko S. U. Ukrainskyi pedahohichnyi slovnyk; hol. red. S. Holovko. Kyiv: Lybid, 1997. 373, s.21 [in Ukrainian].
4. Konopliasta S.Yu., Kosynkina V.O. Do problemy movlennievoi aktyvnosti ditei doshkilnoho viku z autystychnymy proiavamy. Naukovyi chasopys. Korektsiina pedahohika S.134-137. S.136. URL: <https://enpuir.npu.edu.ua/bitstream/handle/123456789/7549/Konoplyasta.pdf?sequence=1> [in Ukrainian].
5. Bazyma N. V. Formuvannia movlennievoi aktyvnosti u ditei z autystychnymy porushenniamy starshoho doshkilnoho viku : avtoref. dys. ... kand. ped. nauk : spets. 13.00.03. Kyiv. 2014. 22 s. S.8 [in Ukrainian].
6. Konopliasta S.Yu., Kosynkina V.O. Do problemy movlennievoi aktyvnosti ditei doshkilnoho viku z autystychnymy proiavamy. Naukovyi chasopys. Korektsiina pedahohika S.134-137. S.136. URL: <https://enpuir.npu.edu.ua/bitstream/handle/123456789/7549/Konoplyasta.pdf?sequence=1> [in Ukrainian].
7. Yelik, A. V. Pryiomy stymuliatsii movlennievoi aktyvnosti u ditei doshkilnoho viku z porushenniam movlennievoho rozvytku. Mahisterski studii :

almanakh. Kherson: KHDU, 2021. Vyp. 21. S. 229-231. S.1. URL: <https://ekhsuir.kspu.edu/server/api/core/bitstreams/9b5cdd55-801f-49a7-81d9-c542b1897bcd/content> [in Ukrainian].

8. Bohush A.M., Havrysh N.V., Pyrozhenko T.A. Osoblyvosti movlennievoi pidhotovky starshykh doshkilnykiv do shkoly. S.45: URL: <https://vseosvita.ua/library/embed/01000x2c3577.docx.html#:~:text=мовлення%2C%20ініціативність%20спілкування.,А.,репродуктивний%2C%20початковий%20%5B6%5D> [in Ukrainian].

9. Maksimchuk T. V. Pryiomy mnemotekhniky yak zasib formuvannia zviaznoho movlennia u doshkilnykiv» prakt.posibnyk. Zhytomyr 2024. 49 s.S.6 [in Ukrainian].

10. Pryiomy mnemotekhniky yak zasib formuvannia zviaznoho movlennia u doshkilnykiv»; uklad. Maksimchuk Tetiana Volodymyrivna, vykhovatel ZHTSRD № 55. Zhytomyr, 2024. 49 s. S.11. URL:<https://nmc.zt.ua/wp-content/uploads/2024/03/55-Максимчук-Т-В-Прийоми-мнемотехніки-ЖЦРД-№-55-.pdf> [in Ukrainian].

11. Lutsan N. I. Movlennievyyi rozvytok dytyny v konteksti bahatovymirnosti osvitnoho seredovyshcha. MNU: MNU imeni V. O. Sukhomlynskoho, 2015. No 2(49). S. 118-12. S.118 [in Ukrainian].

PEDAGOGICAL CONDITIONS FOR ENSURING THE MOTOR ACTIVITY OF FIVE-YEAR-OLD CHILDREN THROUGH ACTIVE GAMES

Matvienko Svitlana,

*Associate Professor, Department of Preschool Education,
Nizhyn Mykola Gogol State University,*

Vodopianova Viktoriia,

*Master's Student, Specialty «Preschool Education»,
Nizhyn Mykola Gogol State University,*

Scientific Supervisor: Assoc. Prof. S. I. Matvienko, Nizhyn, Ukraine

Abstract. *The section emphasizes the importance of engaging preschool children in active motor activity in light of current realities associated with the decline in physical movement and the nature of motor behavior. The significance of motor activity for the harmonious physical, psychological, and social development of preschool children is examined. Scientific approaches to defining the concepts of «motor activity» and «active games» in the context of five-year-old children's development are analyzed. It has been established that the systematic use of active games is an effective means of ensuring an optimal level of motor activity and strengthening preschoolers' health. Based on the analysis of scientific works, pedagogical conditions have been theoretically defined that, in the authors' opinion, contribute to enhancing children's motor activity through the use of active games.*

Key words: *motor activity, health-recreational motor activity, motor regime, active motor activity, passive motor activity, organization of motor activity, active game.*

Анотація. *У розділі акцентовано на важливості проблеми залучення дітей дошкільного віку до активної рухової діяльності з огляду на сучасні реалії, пов'язані із зменшенням активності руху та характеру рухової діяльності. Розглянуто значення рухової активності для гармонійного фізичного, психічного та соціального розвитку дитини дошкільного віку. Проаналізовано наукові підходи до визначення понять «рухова активність» та «рухливі ігри» у контексті розвитку*

дітей п'ятирічного віку. З'ясовано, що систематичне використання рухливих ігор є ефективним засобом для забезпечення оптимального рівня рухової активності та зміцнення здоров'я дошкільників. На основі аналізу праць науковців теоретично визначено педагогічні умови, які, на думку авторів, сприяють підвищенню рухової активності дітей за використання рухливих ігор.

Ключові слова: рухова активність, оздоровчо-рекреаційна рухова активність, руховий режим, активна рухова діяльність, пасивна рухова діяльність, організація рухової активності, рухлива гра.

Relevance of the Study. In modern society, the issue of fostering a healthy nation is becoming increasingly important. This is due to the persistent trends of deteriorating health among children and youth, as well as the decline in their level of physical fitness. The state pays great attention to implementing physical culture and health-related activities among different groups of the population, especially children and young people.

Thus, the approved National Strategy for Health-Enhancing Physical Activity in Ukraine for the period until 2025 «*Physical Activity – A Healthy Lifestyle – A Healthy Nation*» (2016)¹ provides for the further development and optimization of the system of ideas and approaches defined by the National Doctrine of Physical Culture and Sports Development. This important legislative document is based on the recommendations of the World Health Organization, the Council of Europe, the European Union, and the norms of national legislation. Its main goal is recognized as creating conditions to increase public participation in health-enhancing physical activity, which will help address humanitarian and socio-economic issues for the individual, society, and the state.

It should be acknowledged that in recent years, during the pandemic and war, with the introduction of distance and blended learning formats, one of the most pressing problems has been insufficient physical activity among children. This leads to an increase in diseases caused by a sedentary lifestyle and low physical activity.

It should also be noted that for preschool children, the natural tendency is to engage in active movement, games, and physical activity. However, against the background of

¹ National Strategy for Health-Improving Motor Activity in Ukraine until 2025 “Physical Activity – Healthy Lifestyle – Healthy Nation”. Decree of the President of Ukraine of 09.02.2016, No. 42/2016. 6 p.

growing informatization and the widespread use of gadgets in children's everyday lives, physical activity is often replaced by passive leisure. Under such conditions, the search for effective pedagogical means of stimulating physical activity becomes extremely relevant.

Research in the field of physical education proves that the development and health of preschool children directly depend on optimal motor activity. Its deficiency or excess may negatively affect the child's growth and limit the functional and adaptive capacities of the body. The scientific works of H. Bielenka², O. Bohinich³, Yu. Boiko⁴, E. Vilchkovskiy⁵, L. Kaluska⁶, M. Komisaryk⁷, M. Runova⁸ and other researchers confirm that movement is a natural need of the child's body from birth and a necessary condition for harmonious development.

Active games, due to their emotionality, dynamism, and appeal, are the most effective method of addressing this issue. They not only satisfy the child's natural need for movement but also contribute to the comprehensive development of physical qualities (speed, agility, endurance), mental processes (attention, memory, thinking), and social skills (communication, interaction, rule-following).

Modern pedagogical research emphasizes the importance of pedagogical conditions that ensure the effectiveness of active games. This refers not only to their systematic use but also to the creation of a favorable play environment, the purposeful selection of games considering children's age and individual characteristics, as well as the qualified guidance of the educator.

² Bielenka, H. V., Bohinich, O. L., Mashovets, M. A. Children's Health – from the Family: Collective Monograph. Kyiv: SPD Bohdanova A. M., 2006. 220 p.

³ Bohinich, O. L., Babachuk, Yu. M. Active Games and Play Exercises with Elements of Sports Games for Older Preschool Children: Methodical Guide. Ternopil: Mandrivets, 2014. 224 p.

⁴ Boiko, Yu. V. On the problem of organizing the level of motor activity of older preschool children. *Pedagogical Technologies of Forming a Health Culture of Personality. Proceedings of the II All-Ukrainian Scientific and Practical Conference of Young Scientists and Students* (April 3, 2015, Chernihiv). 2015, pp. 50–54.

⁵ Vilchkovskiy, E. S., Kurok, O. I. Theory and Methods of Physical Education of Preschool Children: Textbook. Sumy: Universytetska Knyha, 2019. 468 p.

⁶ Kaluska, L. V., Kaluskiy, Z. V., Humeniuk, M. M. Preschool Physical Education. The Influence of Motor Activity on Preschoolers' Health. Kyiv: Mandrivets, 2010. 104 p.

⁷ Komisaryk, M.I., Chuiko, H.V. Theory and Methods of Physical Education of Preschool Children: Textbook. 2013. 439 p.

⁸ Runova, M. O. *Motor activity of the child in kindergarten: Handbook for preschool staff, lecturers, and students of pedagogical universities and colleges: Translated from Russian*. Kharkiv: Ranok, 2007. 192 p.

Therefore, scientific studies aimed at identifying pedagogical conditions for ensuring physical activity of preschool children, including five-year-olds, through active games acquire special theoretical and practical significance. The definition and substantiation of these conditions will make it possible to improve the educational process in preschool institutions, making it more effective and purposeful in the context of strengthening health and ensuring the harmonious development of children. The materials presented below highlight the theoretical foundations of this problem.

The Importance of Physical Activity for the Harmonious Development of Preschoolers

In modern pedagogical science and psychology, physical activity is regarded as one of the basic needs and at the same time a necessary condition for the harmonious development of a child. It is the foundation upon which physical health is built, mental processes are formed, and social skills are developed. Scholars H. Bielienka and O. Bohinich emphasize that movement is not only a physiological need but also an important factor in personality formation. It provides a natural path for the child's development, contributes to the formation of an active life position, and fosters stable motivation for a healthy lifestyle⁹.

Through movement, a child learns about the surrounding world: spatial relations, the shape of objects, size, and other properties. Thus, there is a direct connection between the development of a child's sensory systems and physical development. Consequently, a physically well-developed child accumulates sensory experience more successfully.

Researchers E. Vilchkovskyi, A. Volchynskyi and O. Shvardovska¹⁰ note that a well-trained body demonstrates greater resistance to the negative influence of the external environment. When physical activity decreases, the muscular system, cardiovascular, and respiratory systems function without sufficient load, do not receive systematic training, and therefore, even minimal physical exertion may cause overstrain, which in turn can lead to persistent dysfunction.

⁹ Bielienka, H. V., Bohinich, O. L., Mashovets, M. A. *Children's Health – from the Family*: Collective Monograph. Kyiv: SPD Bohdanova A. M., 2006. 220 p.

¹⁰ Vilchkovskyi, E. S., Volchynskyi, A. Ya., Shvardovska, O. O. *Physical Development and Strengthening of Health of Preschool Children: Methodical Recommendations*. Lutsk: Lesya Ukrainka Volyn National University, 2023. P. 19.

Of particular interest is the research of M. Dutchak¹¹, who reveals the significance of physical activity both for each individual and for society as a whole. According to Yu. Dutchak, *physical activity* is any bodily movement performed through the work of skeletal muscles and accompanied by additional energy expenditure.

In the works of E. Vilchkovskyi and O. Kurok¹², the concept of «physical activity» is explained from a pedagogical perspective: it is interpreted not only as the number of movements but also as a specially organized activity aimed at developing essential physical and mental qualities. Scholars stress the importance of purposefulness and pedagogical guidance since chaotic movement does not always have a positive effect. M. Runova¹³ adds that preschool age is a sensitive period during which the foundation of physical health is laid, and therefore consistency and gradualness in ensuring physical activity are of crucial importance.

V. Stoliarov substantiates a particular type of physical activity – health-improving recreational activity – and equates it with physical education activity (PE classes), i.e., activities involving various physical exercises, except those used specifically for preparing individuals for sports competitions (these belong to the concept of «sports training» and are included within the broader notion of «sport»)¹⁴.

Researcher Yu. Boiko draws attention to the fact that the level of physical activity is directly related to health status: it determines working capacity, energy potential, and even the ability to socially adapt within a group¹⁵. Thus, physical activity serves as an integral indicator of quality of life.

Agree with the opinion of S. Hryshchenko and O. Shurubenko¹⁶, who believe that

¹¹ Dutchak, M. *Paradigm of health-related motor activity: theoretical justification and practical application*. Theory and Methods of Physical Education and Sport, No. 2, 2015. P. 44.

¹² Vilchkovskyi, E. S., Kurok, O. I. *Theory and Methods of Physical Education of Preschool Children: Textbook*. Sumy: Universytetska Knyha, 2019. P. 467.

¹³ Runova, M. O. *Motor activity of the child in kindergarten: Handbook for preschool staff, lecturers, and students of pedagogical universities and colleges: Translated from Russian*. Kharkiv: Ranok, 2007. 192 p.

¹⁴ Stoliarov, V. I. *Theory and Methodology of Modern Physical Education: State of Development and Author's Concept: Monograph*. Kyiv: Olympic Literature, 2015. 704 p.

¹⁵ Boiko, Yu. V. *On the problem of organizing the level of motor activity of older preschool children*. Pedagogical Technologies of Forming a Health Culture of Personality. Proceedings of the II All-Ukrainian Scientific and Practical Conference of Young Scientists and Students (April 3, 2015, Chernihiv). 2015. P. 51.

¹⁶ Hryshchenko, S., Shurubenko, O. *Optimization of the level of motor activity of preschool children in preschool institutions*. Youth and Market, No. 9 (176), 2019. P. 33.

physical activity depends both on the child's age and on the level of motor regime to which they are engaged while attending a preschool institution.

It should be noted that the motor regime is a set of physical culture activities used in the educational process of preschool institutions in a certain volume and sequence. Proper organization of physical education in children's daily lives ensures the activation of motor activity necessary for their physical and mental well-being throughout the day¹⁷.

Foreign scholars H. Kohl and T. Murray¹⁸ pay special attention to the factors that increase an individual's involvement in physical activity: genetic predisposition, motor abilities, special knowledge, self-esteem, socio-economic status, environment, and life satisfaction.

Many researchers emphasize that physical activity has a comprehensive effect on the child's body and psyche. For example, L. Kaluska proved that an optimal amount of movement not only improves physical condition but also increases the body's resistance to diseases and ensures proper functioning of the cardiovascular, respiratory, and musculoskeletal systems. At the same time, L. Kaluska, Z. Kaluskyi, and M. Humeniuk argue that a lack of physical activity causes imbalances in the functioning of organs and systems, manifested in fatigue, reduced work capacity, and weakened immunity¹⁹.

Researchers V. Pasichnyk, N. Sorokolit, and I. Karatnyk point out the effectiveness of physical education and wellness classes, which include traditional elements (drill exercises, general developmental movements, basic motor skills) as well as folk movement games²⁰. A wide range of such games is used: role-playing, imitative, games with limited verbal text, etc. The experimental work conducted by the authors demonstrated the effectiveness of such activities, a significant increase in children's physical activity, and confirmed the role of movement games in this process.

In the methodological recommendations developed by E. Vilchkovskyi,

¹⁷ Vilchkovskyi, E. S., Kurok, O. I. *Theory and Methods of Physical Education of Preschool Children: Textbook*. Sumy: Universytetska Knyha, 2019. 468 p.

¹⁸ Kohl, H. W., Murray, T. D. *Foundations of Physical Activity and Public Health*. Champaign: Human Kinetics, 2012. 281 p.

¹⁹ Kaluska, L. V., Kaluskyi, Z. V., Humeniuk, M. M. Preschool Physical Education. The Influence of Motor Activity on Preschoolers' Health. Kyiv: Mandrivets, 2010. 104 p.

²⁰ Pasichnyk, V., Sorokolit, N., Karatnyk, I. *Effectiveness of a physical education and health program using folk games in the process of physical education of children aged 3–4 years*. Sports Games, 2024, No. 2 (32), P. 86.

A. Volchynskiy, and O. Shvardovska, the role of physical exercises in maintaining motor activity and the vital tone of preschool children is highlighted. As the authors note, physical exercises contribute to the development and improvement of the child's body²¹. During their performance, the unity of the child's physical and mental activity is most clearly expressed. Exercises strengthen the child not only physically but also enrich their experience, becoming sources of various sensations.

S. Hryshchenko and O. Shurubenko²² point out that physical activity in preschool childhood is a specific phenomenon with a three-part structure: in the process of physical education; during learning and socially useful activities; and in free time through play. All these components, the authors note, are closely interconnected and ensure a certain level of daily physical activity.

Targeted physical activity includes performing exercises under the guidance of an educator during classes, morning exercises, and movement games. Its volume is mainly determined by the program and established methodological requirements for the organizational forms of physical education in each age group. This type of activity should amount to at least 2 hours per day, taking into account the rational distribution of time in preschool daily routines.

Voluntary physical activity includes independent games (mainly during walks), physical exercises, and various movements during free time or while engaging in self-care. It should be considered that the fifth year of life is critical for many parameters of a child's physical health. During this period, weakening of some parts of the muscular system and joint ligaments can occur, which may lead to posture disorders, flat feet, and chest flattening.

Therefore, physical activity is a vital factor in the harmonious growth of a child. It is an essential component of a healthy lifestyle, implemented through physical education and sports, as well as various health-improving systems aimed at enhancing physical development, restoring life forces after physical and mental exertion. Research by scholars on the issue of physical activity also highlights the means of ensuring its necessary level and quality, including movement games.

²¹ Vilchkovskiy, E. S., Volchynskiy, A. Ya., Shvardovska, O. O. Physical Development and Strengthening of Health of Preschool Children: Methodical Recommendations. Lutsk: Lesya Ukrainka Volyn National University, 2023. 56 p.

²² Hryshchenko, S., Shurubenko, O. *Optimization of the level of motor activity of preschool children in preschool institutions*. Youth and Market, No. 9 (176), 2019, P. 34.

The Influence of Active Games on Supporting Children's Motor Activity

A special place in the organization of motor activity is occupied by active games. Games in which the role of movements is clearly expressed are called active games. They are one of the important means of physical education for preschool children. The importance of active games and their influence on the formation of motor skills, personality development, improvement, and enhancement of physical qualities in preschool children were emphasized by A. Burova, E. Vilchkovskiy, A. Volchynskiy, I. Zaplishnyi, L. Kaluska, N. Khlus, I. Lushchyk, S. Matvienko, O. Shevchenko, A. Tsios, Ya. Yakovenko, and other scholars.

Active games satisfy the motor needs of a child's body, contributing to the enrichment of children's motor experience. Through games, preschoolers consolidate and improve various fundamental motor abilities and skills. L. Zhuravliova emphasizes that active games are a leading tool for the development of basic physical qualities – speed, endurance, strength, coordination, and flexibility²³. At the same time, O. Hnizdilova considers the impact of motor activity on children's cognitive processes: systematic play exercises improve attention, memory, thinking, and foster the development of concentration and emotional stability²⁴.

According to O. Varukha²⁵ and Yu. Babachuk²⁶, active games are the most natural and effective form of meeting a child's need for movement. At the same time, they combine emotionality, plot, and social interaction, which makes them a unique means of education. S. Matvienko highlights the special value of Ukrainian folk games, which combine physical development with the assimilation of national culture and traditional social norms of behavior, forming in children a sense of belonging to their native

²³ Zhuravlova, L. S. *Development of physical qualities of preschool children by means of active games*. Collection of Works of Melitopol Bohdan Khmelnytsky State Pedagogical University, 2016, pp. 106–110.

²⁴ Hnizdilova, O. A., Bursova, S. S. *Implementation of health-preserving technologies in the educational process of preschool institutions*. In: *Health-Preserving Technologies in the Educational Environment: Monograph*, ed. by L. M. Rybalko. Ternopil, 2019, pp. 345–363.

²⁵ Varukha, O. V. Features of organizing motor activity of preschool children. *Scientific Notes of Nizhyn Mykola Gogol State University. Psychological and Pedagogical Sciences*, No. 5, 2011, pp. 15–21.

²⁶ Babachuk, Yu. M. Pedagogical conditions for the use of sports games as a practical means of physical education in preschool institutions. *Scientific Notes of Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky. Series: Pedagogy and Psychology: Collection of Scientific Papers*, Issue 42, Part 1, 2014, pp. 73–76.

environment²⁷. S. Matvienko also believes that these games develop children's spatial orientation skills and introduce them to basic mathematical categories²⁸.

The socializing function of active games is also important, as preschoolers learn to cooperate, follow rules, show tolerance and mutual respect, which is essential for their future school life. Thus, motor activity goes beyond a purely physiological need and becomes a universal tool for personality development.

In particular, N. Khlus notes that the use of play techniques and methods, as well as their sequence and interrelation during active games, contributes to improving children's motor activity²⁹. For active games to effectively promote the development of physical qualities, it is necessary to take into account their impact on the child's body. Games should be accessible for children in terms of content, complexity, and duration.

The classification of active games proposed by E. Vilchkovskyi, A. Volchynskyi, O. Shvardovska³⁰, and M. Komisaryk³¹ makes it possible to distinguish several groups by intensity (low-, medium-, and high-intensity), by content (plot-based, sports, folk), as well as by pedagogical purpose (games for developing strength, speed, agility, coordination, etc.). This approach allows educators to select games depending on the tasks and individual needs of children.

When choosing active games for children, the following factors should be considered:

- *Age of children.* Games for younger children should be simpler in content and complexity than those for older children.
- *Physical development of children.* Games should correspond to the child's physical development. For children with insufficient physical development, games with moderate physical loads should be chosen.
- *Health condition of children.* Games for children with health problems should be selected with consideration of their individual abilities.

²⁷ Matvienko, S. I., Zaplishnyi, I. I. *Ukrainian Folk Active Games in Preschool Institutions: Study Guide*. Nizhyn: NDU named after Mykola Gogol, 2017. 134 p.

²⁸ Matvienko, S. I. *Pedagogical support of the formation of spatial representations in older preschoolers through active games*. Scientific Notes. Series: Psychological and Pedagogical Sciences, No. 2, 2025, pp. 120–127.

²⁹ Khlus, N. Improving motor activity of 5th grade students through active games. *Sports Games*, 2024, No. 4 (34), pp. 71–78.

³⁰ Vilchkovskyi, E. S., Volchynskyi, A. Ya., Shvardovska, O. O. *Physical Development and Strengthening of Health of Preschool Children: Methodical Recommendations*. Lutsk: Lesya Ukrainka Volyn National University, 2023. 56 p.

³¹ Komisaryk, M. I., Chuiko, H. V. *Theory and Methods of Physical Education of Preschool Children: Textbook*. 2013. 439 p.

For the effective development of physical qualities through active games, the following principles should be observed:

- *Systematicity*. To achieve positive results, active games should be played regularly.
- *Graduality*. The load in games should increase gradually, according to children's physical development.
- *Variety*. To prevent children from losing interest, a wide range of games should be used.

S. Matvienko³² pays particular attention to folk active games, which combine physical development with the cultivation of national consciousness, fostering children's love for the culture and traditions of their people. Researcher L. Shalimova justifies the use of sports games in older preschool age, as they contribute to the development of endurance and speed-strength qualities³³. V. Shutko emphasizes that the organization of any active game should comply with the principle of graduality and safety in order to avoid overload and injuries³⁴.

In the methodological guide by S. Matvienko and I. Zaplishnyi, the methodological principles of conducting active games with five-year-old children are analyzed in detail³⁵. With regard to this age group, it is noted that children are characterized by excessive mobility and the inability to use their energy rationally. These factors require educators to adopt a special methodological approach to organizing and dosing physical activity when conducting active games.

The movements of a five-year-old child diversify as the capabilities of the musculoskeletal system expand. Preschoolers strive to align their movements with a model, perform them precisely according to the adult's demonstration and verbal instructions, and willingly carry them out together with peers. Five-year-old children try to perform motor actions correctly and neatly, and they derive pleasure from play

³² Matvienko, S. I., Zaplishnyi, I. I. *Ukrainian Folk Active Games in Preschool Institutions: Study Guide*. Nizhyn: NDU named after Mykola Gogol, 2017. 134 p.

³³ Shalimova, L. L. *Physical Education of Preschoolers. Senior Age Group: Study Guide*. Kharkiv: Ranok, 2017. 208 p.

³⁴ Shutko, V. V. *Methodology of Using Active Games: Methodical Recommendations*. Kryvyi Rih, 2016. 145 p.

³⁵ Matvienko, S. I., Zaplishnyi, I. I. *Ukrainian Folk Active Games in Preschool Institutions: Study Guide*. Nizhyn: NDU named after Mykola Gogol, 2017. 134 p.

activities.

Researcher O. Kurok emphasizes the expediency of combining active games with sports exercises. Such integration not only increases children's interest but also provides a comprehensive impact on the development of various physical and mental qualities³⁶. It allows the creation of diverse pedagogical situations that are both beneficial and engaging for children.

Thus, active games are an important means of ensuring the necessary level of motor activity in children. Performing basic movements during active games has a positive effect on the physical development of middle preschool age children, and the correct selection of games combined with a clear methodology of implementation by educators, along with their daily practice, ensures comprehensive physical development, strengthening of health, and the provision of adequate motor activity.

Pedagogical Conditions for Ensuring the Motor Activity of Five-Year-Old Children through Active Games

The above sections outlined certain theoretical aspects of the problem of ensuring children's motor activity; substantiated the pedagogical potential of active games in achieving the required level and quality of such activity; and briefly characterized the age-specific features of children in relation to organizing active games. Undoubtedly, conducting such games determines the organization of an appropriate motor regime, as well as play and physical activities, which in turn ensures a certain level of motor activity.

Theoretical research has shown that a number of scholars propose pedagogical conditions for using active games in work with children of different ages. Since our study did not involve experimental work, the following materials present an analysis of the pedagogical conditions for ensuring the motor activity of five-year-old children through active games, as suggested by various authors.

³⁶ Kurok, O. I., Khilus, N. O., Titarenko, S. A. *Active and Sports Games for Preschool Children: Lecture Course: Study Guide*. Vinnytsia: Tvory, 2023. 203 p.

In her dissertation, O. Puyo³⁷ identified three pedagogical conditions for using the potential of active games in shaping the value orientations of older preschoolers: the readiness of future and practicing educators to form children's value orientations through active games (which includes cooperation with parents); systematic work with older preschoolers on developing emotional sensitivity and empathy; and granting children the freedom to show initiative during active games and to apply acquired knowledge in interpersonal relationships.

The effective organization of preschoolers' motor activity is possible only under the condition of creating a proper pedagogical environment. Researcher Yu. Babachuk emphasizes the importance of organizing a favorable play atmosphere that stimulates the child's activity and self-expression³⁸. According to Yu. Babachuk, the role of the educator goes beyond simply organizing games. The teacher becomes a facilitator who guides children's activities, stimulates their independence and creativity, and fosters motivation for activity.

At the same time, N. Levynets³⁹ stresses the importance of an individual approach: the selection of games should correspond not only to the child's age but also to their psychological characteristics. According to S. Matvienko⁴⁰, qualified pedagogical guidance makes it possible to comprehensively combine educational, developmental, and health-promoting tasks, thereby ensuring the child's harmonious development.

Summarizing the findings of scientific and methodological works, which outline the conditions educators should create in preschool institutions for organizing various types of active games with five-year-old children, we can identify several pedagogical conditions suggested by different authors:

³⁷ Puiio, O. I. *Active games as a means of forming value orientations in older preschool children*: Doctor of Philosophy dissertation, Specialization 012 Preschool Education. Kyiv, 2021. 276 p.

³⁸ Babachuk, Yu. M. *Pedagogical conditions for the use of sports games as a practical means of physical education in preschool institutions*. Scientific Notes of Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky. Series: Pedagogy and Psychology: Collection of Scientific Papers, Issue 42, Part 1, 2014, pp. 73–76.

³⁹ Levinec, N. *Characteristics of ways to optimize motor activity of older preschool children in preschool institutions*. Bulletin of the Institute for Child Development. Series: Philosophy, Pedagogy, Psychology, Issue 29, 2013, pp. 82–87.

⁴⁰ Matvienko, S. I. *Formation of healthy lifestyle foundations in older preschool children by means of play technologies*. Collection of Abstracts of the International Scientific and Practical Internet Conference, Pereiaslav-Khmelnytskyi, March 28–29, 2018, ed. by L. O. Kalmykova. 2018, pp. 88–90.

1. ***Creating a developmental play environment*** that provides freedom of movement and activity variety (O. Bohinich, Yu. Babachuk, N. Lisnevskaya, V. Shutko, O. Puyo, N. Khlus);

2. ***Individualization in game selection***, taking into account children's abilities, interests, and physical fitness level (E. Vilchkovskyi, A. Volchynskyi, H. Zhyhalda, N. Levynets);

3. ***Systematic and gradual organization***, which prevents overexertion and ensures steady progress (Yu. Babachuk, E. Vilchkovskyi, S. Matvienko, I. Zaplishnyi, S. Tytarenko);

4. ***Pedagogical support and reflection on results***, which help form children's awareness and stimulate further activity (O. Puyo, S. Hryshchenko, O. Shevchenko, V. Shutko).

The first condition implies that the space for active games must be safe, spacious, and equipped with a variety of materials and objects. Such an environment allows children to move freely, run, jump, crawl, and explore the world without restrictions. For example, a playground may include obstacle courses, balls of different sizes, tunnels, slides, and other elements that stimulate diverse movements. Activity variety means that the child can choose what to do, which supports their interest and natural curiosity.

The second condition emphasizes that each child is unique. Therefore, it is important not to offer the same games to all but to select them according to individual characteristics. If a child is not yet confident in running, it is better to start with simpler games such as «Catch, catch!» If the child is very active, more complex games can be proposed, such as relays with elements of running and jumping. Considering children's interests makes the game more engaging and motivates them to be active. For example, if a child loves animals, one can suggest the game «Zoo,» where the child imitates the movements of different animals.

The third condition highlights that motor activity should be part of the daily routine, not a one-time event. Systematic organization means regular engagement in active games. Gradual progression implies that the complexity and duration of games should increase step by step, so as not to overtire the child or cause physical strain. One can start with short, simple games, and later add new rules or increase intensity. This ensures smooth development of physical skills and endurance.

The fourth condition reveals the teacher's role in the game process. The educator's task is not only to observe but also to actively interact with children. This can include encouragement, praise for effort, and clarification of rules. Pedagogical support involves creating a positive atmosphere where every child feels successful. Reflection on results means discussing the game with children afterwards. For instance, one can ask: «What did you enjoy the most?», «Which movements were the hardest?», «How could we play differently?» This helps the child become aware of their achievements, understand what they learned, and motivates them to continue engaging in physical activity.

Conclusions. One of the pressing issues for modern society, science, and education is the maintenance and strengthening of every individual's health. Motor activity plays an important role in this process, both in its necessary level and quality. Motor activity and systematic physical exercise are highly effective means of mobilizing human reserve capacities and forming various adaptive responses of the body.

Based on the analysis of scientific sources, this section revealed the essence and types of motor activity and identified factors supporting it. Attention was drawn to the specifics of motor activity in five-year-old children, highlighting the role of different types of movements and exercises, and emphasizing the significant potential of active games.

The value of active games lies in the fact that they contribute to the development of important physical qualities in children and influence the formation of moral and volitional traits. Active games foster the development and improvement of movements essential for daily life, overall physical development, and children's health, while also nurturing moral and volitional qualities. Properly selected active games positively impact the physical development of five-year-old children and ensure the necessary level of motor activity.

Prospects for further research are associated with conducting experimental work to determine the effectiveness of pedagogical conditions for ensuring the motor activity of five-year-old children through active games.

REFERENCES:

1. Babachuk, Yu. M. *Pedagogical conditions for the use of sports games as a practical means of physical education in preschool institutions*. Scientific Notes of Vinnytsia State

Pedagogical University named after Mykhailo Kotsiubynsky. Series: Pedagogy and Psychology: Collection of Scientific Papers, Issue 42, Part 1, 2014, pp. 73–76.

2. Bielienska, H. V., Bohinich, O. L., Mashovets, M. A. *Children's Health – from the Family*: Collective Monograph. Kyiv: SPD Bohdanova A. M., 2006. 220 p.

3. Bohinich, O. L., Babachuk, Yu. M. *Active Games and Play Exercises with Elements of Sports Games for Older Preschool Children: Methodical Guide*. Ternopil: Mandrivets, 2014. 224 p.

4. Boiko, Yu. V. *On the problem of organizing the level of motor activity of older preschool children*. Pedagogical Technologies of Forming a Health Culture of Personality. Proceedings of the II All-Ukrainian Scientific and Practical Conference of Young Scientists and Students (April 3, 2015, Chernihiv). 2015, pp. 50–54.

5. Dutchak, M. *Paradigm of health-related motor activity: theoretical justification and practical application*. Theory and Methods of Physical Education and Sport, No. 2, 2015, pp. 44–52.

6. Harashchenko, L. V., Danylova, I. S. *Optimization of preschool children's motor activity during morning exercises*. Molodyi Vchenyi, No. 8.1 (60.1), 2018, pp. 38–43.

7. Hnizdilova, O. A., Bursova, S. S. *Implementation of health-preserving technologies in the educational process of preschool institutions*. In: *Health-Preserving Technologies in the Educational Environment: Monograph*, ed. by L. M. Rybalko. Ternopil, 2019, pp. 345–363.

8. Hryshchenko, S., Shurubenko, O. *Optimization of the level of motor activity of preschool children in preschool institutions*. Youth and Market, No. 9 (176), 2019, pp. 33–37.

9. Kaluska, L. V., Kaluskyi, Z. V., Humeniuk, M. M. *Preschool Physical Education. The Influence of Motor Activity on Preschoolers' Health*. Kyiv: Mandrivets, 2010. 104 p.

10. Khlus, N. *Improving motor activity of 5th grade students through active games*. Sports Games, 2024, No. 4 (34), pp. 71–78.

11. Kohl, H. W., Murray, T. D. *Foundations of Physical Activity and Public Health*. Champaign: Human Kinetics, 2012. 281 p.

12. Komisaryk, M. I., Chuiko, H. V. *Theory and Methods of Physical Education of Preschool Children: Textbook*. 2013. 439 p.
13. Kucherenko, H. V., Solodukhina, A. Yu. *Modern approaches to organizing health-improving activities in preschool institutions*. Modern Problems of Physical Education, Sports, and Human Health: Proceedings of the V Internet Conference (Odesa, November 17–18, 2021). 2021, pp. 40–44.
14. Kurok, O. I., Khlus, N. O., Titarenko, S. A. *Active and Sports Games for Preschool Children: Lecture Course: Study Guide*. Vinnytsia: Tvory, 2023. 203 p.
15. Kurok, O. I., Lisnevskaya, N. V. *Motor activity of preschool children as a necessary component of a health-preserving environment in preschool institutions*. Bulletin of Hlukhiv Oleksandr Dovzhenko National Pedagogical University. Series: Pedagogical Sciences, Issue 24, Hlukhiv, 2014, pp. 100–106.
16. Levinec, N. *Characteristics of ways to optimize motor activity of older preschool children in preschool institutions*. Bulletin of the Institute for Child Development. Series: Philosophy, Pedagogy, Psychology, Issue 29, 2013, pp. 82–87.
17. Matvienko, S. I. *Formation of healthy lifestyle foundations in older preschool children by means of play technologies*. Collection of Abstracts of the International Scientific and Practical Internet Conference, Pereiaslav-Khmelnytskyi, March 28–29, 2018, ed. by L. O. Kalmykova. 2018, pp. 88–90.
18. Matvienko, S. I. *Pedagogical support of the formation of spatial representations in older preschoolers through active games*. Scientific Notes. Series: Psychological and Pedagogical Sciences, No. 2, 2025, pp. 120–127.
19. Matvienko, S. I., Zaplishnyi, I. I. *Ukrainian Folk Active Games in Preschool Institutions: Study Guide*. Nizhyn: NDU named after Mykola Gogol, 2017. 134 p.
20. *National Strategy for Health-Improving Motor Activity in Ukraine until 2025 «Physical Activity – Healthy Lifestyle – Healthy Nation»*. Decree of the President of Ukraine of 09.02.2016, No. 42/2016. 6 p.
21. Pasichnyk, V., Sorokolit, N., Karatnyk, I. *Effectiveness of a physical education and health program using folk games in the process of physical education of children aged 3–4 years*. Sports Games, 2024, No. 2 (32), pp. 84–97.

22. Puio, O. I. *Active games as a means of forming value orientations in older preschool children*: Doctor of Philosophy dissertation, Specialization 012 Preschool Education. Kyiv, 2021. 276 p.
23. Runova, M. O. *Motor activity of the child in kindergarten: Handbook for preschool staff, lecturers, and students of pedagogical universities and colleges: Translated from Russian*. Kharkiv: Ranok, 2007. 192 p.
24. Shalimova, L. L. *Physical Education of Preschoolers. Senior Age Group: Study Guide*. Kharkiv: Ranok, 2017. 208 p.
25. Shevchenko, O. V. *Active Games and Amusements: Study Guide*. Kharkiv: FOP Ozerov H. V., 2017.
26. Shutko, V. V. *Methodology of Using Active Games: Methodical Recommendations*. Kryvyi Rih, 2016. 145 p.
27. Shyian, B. M. *Theory and Methods of Physical Education of Schoolchildren. Part 1*. Ternopil: Navchalna Knyha-Bohdan, 2008. 272 p.
28. Stoliarov, V. I. *Theory and Methodology of Modern Physical Education: State of Development and Author's Concept: Monograph*. Kyiv: Olympic Literature, 2015. 704 p.
29. Varukha, O. V. *Features of organizing motor activity of preschool children*. Scientific Notes of Nizhyn Mykola Gogol State University. Psychological and Pedagogical Sciences, No. 5, 2011, pp. 15–21.
30. Vilchkovskyi, E. S., Kurok, O. I. *Theory and Methods of Physical Education of Preschool Children: Textbook*. Sumy: Universytetska Knyha, 2019. 468 p.
31. Vilchkovskyi, E. S., Volchynskyi, A. Ya., Shvardovska, O. O. *Physical Development and Strengthening of Health of Preschool Children: Methodical Recommendations*. Lutsk: Lesya Ukrainka Volyn National University, 2023. 56 p.
32. Zhuravlova, L. S. *Development of physical qualities of preschool children by means of active games*. Collection of Works of Melitopol Bohdan Khmelnytsky State Pedagogical University, 2016, pp. 106–110.

DEVELOPING VALUE-BASED ATTITUDES TOWARDS HEALTH IN OLDER PRESCHOOL CHILDREN THROUGH PHYSICAL ACTIVITY

Matvienko Svitlana,

Associate Professor, Department of Preschool Education,

Nizhyn Mykola Gogol State University,

e-mail: masvet9@gmail.com

Chernietsova Nataliia,

Master's Student, Specialty A-2 «Preschool Education»,

Nizhyn Mykola Gogol State University,

Scientific Supervisor: Assoc. Prof. S. I. Matvienko, Nizhyn, Ukraine

e-mail: tsernitsova2002@gmail.com

Abstract. *This section explores the issue of cultivating a value-based attitude towards personal health as an essential trait of personality. The relevance of the topic is substantiated by the need to engage children and young people in adopting a healthy lifestyle and fostering a system of vital values, with health being among the most significant. The article analyzes the nature and structure of the concept of «value-based attitude towards health». It outlines the specific features of physical activity and describes the senior preschool age as a developmental stage in which physical and psychological prerequisites for engaging in active movement and a healthy lifestyle are established. Based on a theoretical review of academic sources, the authors propose three pedagogical conditions for developing in older preschool children a value-oriented attitude towards health through physical activity: the preparedness of educators and parents to foster value-based attitudes towards health in children aged 6-7 years; the development of preschoolers' reflective skills as a foundation for shaping their attitudes towards health; and the careful selection of forms and methods that address children's interests and needs in cultivating positive health values.*

Key words: *health, healthy lifestyle, attitude, attitude towards health, value-based attitude towards health, senior preschool children.*

Relevance of the Problem. The formation in children and the younger generation of an attitude toward their own health as the highest human value is one of the main tasks of the state. Human health belongs to the category of global problems, that is, those of vital importance for all humankind. One of the priority directions of educating children and young people, as defined by the National Doctrine of Education Development¹, is the formation of positive motivation for a healthy lifestyle and a culture of health. Such a social demand requires a systemic and comprehensive approach to instilling in the younger generation - including preschoolers - the foundations of a healthy lifestyle.

In the State Standard of Preschool Education in Ukraine, within the educational domain «The Child's Personality»², it is emphasized that a child must possess elementary knowledge about the main factors of preserving health and understand the importance of tempering, daily morning gymnastics, swimming, massage, physiotherapy, proper nutrition, safe behavior, and body hygiene for strengthening health and preventing diseases.

Due to the worsening environmental conditions and the social circumstances of human life, the requirements for the level of physical development and motor preparedness of older preschool children for further schooling have changed. It has been established that the main causes of various deviations in the physical development and state of children's health are the insufficient level of motor activity, the volume of which decreases each year. This problem, as one of the directions of preschool pedagogy, has been studied in detail by H. Bielenka, O. Bohinich, E. Vilchkovskiy, S. Volkova, S. Hryshchenko, O. Myrukha, N. Pakhalchuk, H. Romanenko, L. Piechka, O. Shurubenko, and other researchers.

Practice and scientific studies show that the motor activity of preschool children stimulates their all-round development, strengthens health, increases working capacity, and fosters cognitive interest. If one takes into account that children's motor activity is

¹ President of Ukraine. (2002, April 17). On the National Doctrine of Education Development: Decree No. 347/2002. Retrieved from <http://zakon2.rada.gov.ua/laws/show/347/2002>

² Ministry of Education and Science of Ukraine. (2021). State Basic Component of Preschool Education (2021 ed.). Preschool Education, No. 7, 4-19.

simultaneously both a condition and a stimulating factor for the development of intellectual, emotional, and other spheres, then the necessity of intensive scientific elaboration of the issues of improving motor activity in preschool children becomes evident.

Thus, at the present stage, the problem chosen by us is considered from many scientific aspects connected with the preservation and strengthening of health, the formation of the foundations of a healthy lifestyle, and the establishment of health as a value in the system of life orientations of a developing personality. This scientific problem requires further theoretical and practical elaboration in view of current realities, the introduction of distance education formats, and the needs of modern children.

The Essence and Structure of the Value Attitude of Older Preschoolers toward Health

The problem of forming an attitude toward health as a value in the younger generation has been considered by educators in all periods of social development as one of the foremost and most significant.

Within the framework of our research, it is appropriate to turn to the key concept, namely the notion of «health». Today, there exists a wide range of definitions of this concept. In pedagogy, there is also its own definition of «*health*», which, according to O. Matviienko and D. Moroz, is understood as the influence of the nature of the manifestation of an individual's psychophysical qualities and the degree of their social adaptation, which depends on personal traits and the orientation of a person's behavior toward their own health, having either a strengthening or a destructive character in this regard³.

Thus, while studying the conditions that contribute to the ability of the organism to remain in balance with the surrounding environment, the prominent valeologist I. Brekhman emphasized the primary role of the interconnection of the physical, psychological, and social spheres of health in this process. He noted that health is «not the

³ Matviienko, O. V., & Moroz, D. V. (2018). The value attitude toward health as a pedagogical category. *Young Scientist*, No. 1(53). P. 348.

absence of disease, but the physical, social, and psychological harmony of a person»⁴.

H. Apanasenko, O. Dubohai, Yu. Lysytsyn, I. Muravov, V. Orzhekhovska, V. Petlenko, O. Chernukh, and others consider health as a state of dynamic equilibrium of the human organism with the surrounding natural and social environment.

Scholar T. Boichenko defines health as «...a harmonious unity of biological and social qualities»⁵. L. Sushchenko emphasizes the presence of high adaptive capabilities of the organism, the ability to provide energy, plastic, and informational support for processes of self-organization, which «serve as the basis for fulfilling biological and social functions»⁶.

According to psychologists I. Tolkunova, O. Hryn, I. Smoliar, and O. Holets, physical and psycho-emotional (mental) well-being is based on «a harmonious correlation of interrelated functions and structures, ensured by a high energy level of the organism at the lowest possible ‘cost’ of its adaptation to conditions of life activity»⁷. L. Piechka notes that one of the indicators of health is the ability of a person «...to optimally satisfy a system of material and spiritual needs»⁸.

Characterizing the essence of health as a category and phenomenon through the prism of pedagogical valeology, T. Boichenko indicates that the ultimate result of purposeful pedagogical influence on the formation of the foundations of health in children and young people is health-preserving competence, which is based on vital skills. These can be grouped according to the components (spheres) of health - physical, social, psychological, and spiritual⁹.

In the system of human sciences, a number of interpretations of the concept of

⁴ Brekhman, I. I. (1980). *Man and biologically active substances: The effect of drugs, diet and pollution on health*. Oxford: Pergamon Press. 89 p.

⁵ Boichenko, T. Ye. (2010). Health as a category of valeology, medicine, and pedagogy. *Culture of Safety, Ecology and Health*, 4. P. 41.

⁶ Sushchenko, L. P. (1997). *Healthy lifestyle of people as an object of social cognition* (Doctoral dissertation). Zaporizhzhia State University. 185 p.

⁷ Tolkunkova, I. V., Hryn, O. R., Smoliar, I. I., & Holets, O. V. (2018). *Psychology of human health* (I. V. Tolkunkova, Ed.). Kyiv. 156 p.

⁸ Piechka, L. Ye. (2018). *Formation of the basics of a value attitude toward one's own health in children aged 6-7 in the interaction of preschool institutions and primary school* (Author's abstract of doctoral dissertation). Kyiv. 23 p.

⁹ Boichenko, T. Ye. (2010). Health as a category of valeology, medicine, and pedagogy. *Culture of Safety, Ecology and Health*, 4, 41-45.

«*human health*» are used (N. Andrushchenko¹⁰, T. Andriushchenko¹¹, T. Boichenko¹², O. Lysenko¹³, O. Matviienko¹⁴, and others). The basis of such definitions includes biological, physiological, and social qualities or abilities of a person, their capacity to adapt to changes in the surrounding environment, and to maintain optimal social activity.

Closely related to the concept of «*attitude toward health*» are such notions as «value attitude toward health» (T. Andriushchenko, L. Lokhvytska), «responsible attitude toward health» (M. Suboch, M. Husak, A. Tsypliuk), and «conscious attitude toward health» (N. Denysenko, O. Kononko, N. Syniahina, I. Kuznietsova).

The common foundation of the aforementioned interpretations is the *internal position of the individual*, which promotes the preservation and strengthening of health and reflects the personal aspect of this process. In the structure of personal attitudes toward oneself, the most important is the attitude toward one's own health, which is a category of human existence and is defined worldwide as the highest priority for life. According to T. Andriushchenko, the attitude toward health is manifested in a person's self-knowledge and emotional-value attitude toward oneself¹⁵.

It has been established that *value attitudes* are the most important elements in the structure of personality, supported by the individual's life experience and determining the nature of their emotions, the peculiarities of their perception of reality, and their behavioral reactions (V. Myasishchev, S. Rubinstein). The concept of *value*, as noted in the Philosophical Encyclopedic Dictionary, is closely related to *culture*¹⁶.

The analysis of psychological and pedagogical research has made it possible to distinguish several approaches to defining the concept of «attitude toward health»

¹⁰ Andrushchenko, N. (2016). Phenomena of health and child health preservation in the context of modern scientific views. *Psychological and Pedagogical Problems of the Rural School*, 55, 238-246.

¹¹ Andriushchenko, T. K. (2007). Formation of a value attitude toward one's own health in older preschool children (Doctoral dissertation). Pereiaslav-Khmelnytskyi. 268 p.

¹² Boichenko, T. Ye. (2010). Health as a category of valeology, medicine, and pedagogy. *Culture of Safety, Ecology and Health*, 4, 41-45.

¹³ Lysenko, O. (2017). The value attitude toward health as a system-forming component of personality's value orientations. *Educational Space of Ukraine*, 11, 144-154.

¹⁴ Matvienko, O. V., & Moroz, D. V. (2018). The value attitude toward health as a pedagogical category. *Young Scientist*, No. 1(53), 348-353.

¹⁵ Andriushchenko, T. K. (2007). Formation of a value attitude toward one's own health in older preschool children (Doctoral dissertation). Pereiaslav-Khmelnytskyi. P. 171/

¹⁶ Shynkaruk, V. I. (Ed.). (2002). *Philosophical Encyclopedic Dictionary*. Kyiv: Hryhorii Skovoroda Institute of Philosophy, National Academy of Sciences of Ukraine. P. 707.

(T. Andriushchenko, O. Matviienko, D. Moroz, I. Zhuravlova, N. Konovalova, O. Lysenko, O. Pedchenko, A. Tsypluk). However, the common foundation of such characterizations is the following component basis: cognitive, emotional, value-motivational, and activity-behavioral components¹⁷.

Researcher O. Lysenko¹⁸ proposes the following structure of the value attitude toward health: cognitive-intellectual, emotional-motivational, and behavioral-activity components. The cognitive-intellectual component is characterized by a person's formation of knowledge about their own organism, health, and a healthy lifestyle. The emotional-motivational component aims to ensure a positive attitude of the individual toward health-preserving activity. Through the development of the behavioral-activity component, the individual acquires the ability to self-regulate, as well as to behave on the basis of health preservation and to develop skills of maintaining health in both ordinary and extreme situations.

Regarding the scientific phenomenon of responsible attitude toward health, O. Pedchenko identifies the following structure: motivational-value, cognitive-reflexive, emotional-sensory, volitional, and behavioral components. Emphasizing the importance of high-quality substantive content in each constituent part of responsible attitude, the researcher underlines the necessity of ensuring a sufficient level of development of all components and interaction between them. Only under this condition, O. Pedchenko argues, is it possible for responsibility for one's own health to function as a personal quality of the subject and to secure the recognition of health as a personal value¹⁹.

A significant role in preserving, strengthening, and restoring health is played by individual and life orientations and attitudes, which are instilled in childhood by parents and educators. From this, it can be concluded that health largely depends on the individual themselves, particularly on the personal awareness and value attitude toward their own

¹⁷ Andriushchenko, T. K. (2007). Formation of a value attitude toward one's own health in older preschool children (Doctoral dissertation). Pereiaslav-Khmelnytskyi. P. 33/

¹⁸ Lysenko, O. (2017). The value attitude toward health as a system-forming component of personality's value orientations. *Educational Space of Ukraine*, 11, 144-154.

¹⁹ Pedchenko, O. V. (2023). Responsible attitude of the subject to own health: A psychological analysis of the issue. In *The 20th International Scientific and Practical Conference "Technologies, Innovative and Modern Theories of Scientists"* (May 23-26, 2023, Graz, Austria) (pp. 380-382). International Science Group.

health.

According to A. Vitchenko, a *value attitude toward health* is a person's special attitude to health, expressed in the awareness of its value as a necessary prerequisite for a full human life and accompanied by an actively positive aspiration for its preservation and strengthening²⁰. Researcher T. Andriushchenko considers the concept of «value attitude toward one's own health» with respect to older preschool children as their awareness of health as a personal value, an active orientation toward acquiring the basics of health, and independent adherence to a healthy lifestyle²¹.

The value attitude toward one's own health in older preschool children is a complex new formation. It is characterized by the presence of the necessary knowledge in preschoolers about the basics of health, motivation for its preservation, awareness of its value, and skills of a healthy lifestyle.

The analysis of scientific sources has allowed us to determine that, as a rule, scholars study more thoroughly the physical, psychological, and social spheres of a child's health. The spiritual component of preschoolers' health, according to T. Andriushchenko, is more significantly developed in the process of forming a value attitude toward one's own health, since the perception of health as a value is a manifestation of the individual's spirituality²².

L. Sushchenko argues: «the main criterion for assessing the state of health is the level of a person's ability to adapt in our complex and demanding world and the actual level of adaptation of the person, their social status, and well-being in this world»²³. Relevant to our study are the conclusions of L. Lokhvytska concerning a child's health. The author connects a child's physical development and health with intellectual and social activity, the formation of personality and individuality, that is, health is perceived by

²⁰ Vitchenko, A., Lysenko, L., & Voiedilova, O. (2023). Analysis of the formation of value attitudes of primary school children towards their own health and the health of others. *Bulletin of the National University "Chernihiv Collegium" named after T. H. Shevchenko. Series: Pedagogical Sciences*, 20(176), 183-187.

²¹ Andriushchenko, T. K. (2007). Formation of a value attitude toward one's own health in older preschool children (Doctoral dissertation). Pereiaslav-Khmelnytskyi. P. 36.

²² Andriushchenko, T. K. (2007). Formation of a value attitude toward one's own health in older preschool children (Doctoral dissertation). Pereiaslav-Khmelnytskyi. P. 39.

²³ Sushchenko, L. P. (1997). Healthy lifestyle of people as an object of social cognition (Doctoral dissertation). Zaporizhzhia State University. P. 34.

scholars as a factor in the individual's fulfillment of their socio-biological functions in conditions of physical and psychological well-being²⁴.

Emphasizing the importance of a conscious attitude toward health, A. Tsypliuk believes that a preschool child must not only have an idea of their own health but also treat it as a value, preferring the positive influences of the environment over harmful and destructive ones²⁵.

We express the opinion that social factors play an important role in the formation of an older preschool child's value orientation toward their own health. First and foremost, this is the attitude of society itself toward health as a value, the active support of a healthy lifestyle in ideology, normative documents, measures, and forms of work with different categories of the population.

Thus, the analysis of the essence and structure of the value attitude toward health has made it possible to determine the most important foundations of this phenomenon and, on a theoretical basis, to identify the most significant pedagogical conditions that ensure the effectiveness of the process of forming in older preschoolers an attitude toward their own health as a personal value. These conditions are presented and briefly characterized below.

The Pedagogical Potential of Motor Activity in Forming the Value Attitude toward Health in Older Preschoolers

According to the definition of E. Vilchkovskiyi, *motor activity* is activity based on movement²⁶. As research by S. Hryshchenko²⁷, N. Yeremenko²⁸, N. Lisnevskaya²⁹, and

²⁴ Lokhvytska, L. (2018). Psychological and pedagogical foundations of forming the basics of health-preserving life activity in preschool children. In V. M. Orzhehovska (Ed.), *Formation of a responsible attitude toward health of the growing personality: Collective monograph* (pp. 151-192). Kyiv: Millennium.

²⁵ Tsypliuk, A. (2012). Scientific and pedagogical foundations of forming a responsible attitude toward health in preschool children. *Physical Education, Sports and Health Culture in Modern Society: Collection of Scientific Papers*, 4(20), 197-200.

²⁶ Vilchkovskiyi, E. S., & Kurok, O. I. (2004). *Theory and methodology of physical education of preschool children: A textbook for students of higher pedagogical institutions*. Sumy: Universytetska Knyha. P. 125.

²⁷ Hryshchenko, S., & Shurubenko, O. (2019). Optimization of the level of motor activity of preschool children in the conditions of a preschool educational institution. *Youth and Market*, 9(176), 33-39.

²⁸ Yeremenko, N., Kovalova, N., & Bobrenko, S. (2019). Characteristics of motor activity of primary school children. *Physical Culture, Sports and the Health of the Nation*, 8, 49-55.

²⁹ Lisnevskaya, N. V. (2016). *Pedagogical conditions for creating a health-preserving environment in a preschool educational institution (Doctoral dissertation)*. Kyiv. 345 p.

S. Matvienko³⁰ shows, thanks to a sufficient volume of motor activity, children of all age groups enjoy good health, proper physical development, and faster mastery of physical exercises. The social experience of considering physical culture as a component of personal culture allows us to view motor activity as an element of social culture.

Motor activity in human life is the most important condition that determines health, physical and mental performance, and creative longevity. In preschool age, through motor activity, a child adapts to the surrounding life and learns about the world. Motor activity in preschoolers is a natural need, the satisfaction of which is the most essential condition for the formation of basic structures and functions of the organism, one of the ways of learning about and orienting in the world, as well as a condition for the comprehensive development and upbringing of children.

The formation of the culture of motor activity in older preschool children can be realized by creating valeological and pedagogical conditions in the educational process of preschool institutions, which is partly reflected in the content of current preschool education programs. This primarily concerns the necessity of considering children's age when organizing physical culture, health-improving, and valeological work.

In the research of E. Vilchkovskyi, it is noted that each age period of childhood is characterized by its own manifestations of motor function, which differ individually and depend both on biological and social factors. According to the researcher, an increased regime of motor activity exerts a multifaceted health-improving influence on the child's organism: it develops the muscular and central nervous systems, the musculoskeletal system, trains and develops physiological functions of the body, and ensures the acquisition by the child of age-appropriate movements³¹.

It is precisely at the age of 5-10 years that the biologically determined health potential creates the most favorable opportunities for the upbringing of almost all motor and moral qualities. The peculiarity of this period lies in the fact that, at first, the organism

³⁰ Matvienko, S. I. (2018). Formation of the basics of a healthy lifestyle in older preschool children through play technologies. In L. O. Kalmykova (Ed.), *Innovative Technologies in Preschool Education: Proceedings of the International Scientific and Practical Internet Conference* (Pereiaslav-Khmelnytskyi, March 28-29, 2018) (pp. 88-90).

³¹ Vilchkovskyi, E. S., & Kurok, O. I. (2004). *Theory and methodology of physical education of preschool children: A textbook for students of higher pedagogical institutions*. Sumy: Universytetska Knyha. P. 265.

is characterized by relatively low resistance to adverse environmental influences (risk of illnesses), but at the same time it quickly increases its adaptive capacities. This period of rapid natural physical development presupposes the possibility and necessity of purposeful influence on the child's organism. At this time, the formation of the basic life-necessary motor actions takes place. Under the influence of optimized motor activity, the cardiovascular and respiratory systems develop, and the musculoskeletal system is strengthened.

In older preschool age, the brain develops intensively, the functions of the cerebral cortex improve, and the interaction of signaling systems also becomes more advanced. In this regard, the mechanism of correlating a word (explanation) with visual perception is enhanced. This makes it possible to form systematized knowledge, including knowledge about the essence of health and ways of maintaining and strengthening it³².

Older preschool children are characterized by high natural motor activity. This fact is a prerequisite for creating prospects for the stable inclusion of physical culture in children's lifestyles. Prerequisites for engaging in physical exercises and the need for active motor activity are formed and must be formed at preschool age, as argued by E. Vilchkovskyi, N. Denysenko, T. Dmytrenko, O. Bohinich, and V. Telinchi. Motor activity, as a rule, evokes in a child a sense of «muscular joy». These are factors of harmonious personal development, as well as of mental and physical perfection.

As noted by L. Harashchenko³³, the development of personality and the improvement of motor qualities occur in the process of upbringing and education through the child's active activity. For upbringing to be genuinely developmental, it is necessary to activate the child's activity. Naturally, motor activity is one of the necessary conditions of a child's physical development. A preschooler's motor activity includes a variety of motor actions performed throughout the day. Children's activity is awakened, organized, and directed by adults.

In scientific and methodological literature, a significant number of facts have

³² Pakhalchuk, N. O., Myrukha, O. I., & Romanenko, H. M. (2019). Pedagogical conditions for enhancing motor activity of children. *Young Scientist*, No. 5.2(69.2), 72-75.

³³ Harashchenko, L. V., & Shynkar, T. Yu. (2021). Methodological support for physical education and health preservation in preschool educational institutions. *Innovative Pedagogy*, 2(31)/ P. 144.

accumulated indicating that insufficient motor activity negatively affects physical condition (slows growth, reduces resistance to infectious diseases), reduces mental performance, and leads to a delay in the formation of motor skills.

Issues of physical education of preschool children in recent years have consistently occupied an important place in the sphere of scientific interest of specialists of different profiles. According to scholars N. Andrushchenko, N. Yeremenko, N. Kovalova, and S. Bobrenko³⁴, the heightened interest in the search for effective means of pedagogical influence on the child's organism is mainly conditioned by two groups of factors: on the one hand, the child's organism is most sensitive to various external influences; on the other hand, it is at this stage that the foundations of almost all the characteristics of an adult are laid. The most significant changes in children's organisms are connected with the development and strengthening of the musculoskeletal system, the formation of basic skills and abilities, and the creation of a foundation for the development and strengthening of the entire motor activity of the child, elements of which will also serve as the basis for this type of activity in adulthood.

It is precisely the older preschool age that, according to T. Andriushchenko, is the most important period for the formation of movements: the structure, functions, and interactions of different organs and systems reach functional readiness during this time, expressed in the intensive development of the musculoskeletal system and a noticeable increase in muscle mass, especially of the large muscles of the trunk. The process of adaptation capabilities of the cardiovascular and respiratory systems to physical and nervous stress intensifies³⁵.

This is also determined by the greater plasticity of the nervous system, the intensive maturation of the cerebellum, subcortical formations, and cerebral cortex, the improvement of the mechanism of correlating words with perceived reality, and the development of kinesthetic control - the ability to master more and more new movements. Moreover, the child develops the capacity to analyze the movements of peers, to practice self-analysis and

³⁴ Yeremenko, N., Kovalova, N., & Bobrenko, S. (2019). Characteristics of motor activity of primary school children. *Physical Culture, Sports and the Health of the Nation*, 8, 49-55.

³⁵ Andriushchenko, T. (2016). Formation of preschoolers' health-preserving competence. Senior preschool age: A methodological manual. Ternopil: Mandrivets. 120 p.

self-control, and the aspiration not only to satisfy their biological need for active movements but also to be strong, agile, and brave. All this is indisputable evidence of the significant possibilities of preschoolers in mastering various types of movements.

We support the position of scholar O. Bohinich, who believes that the strategic goal of preparing highly qualified specialists in preschool education is to ensure readiness for health-creating activities and creative dialogue with the surrounding environment (society and nature). O. Bohinich considers that it is precisely the educator who must ensure the full growth and comprehensive development of the preschooler on the basis of preserving and strengthening their health³⁶.

Up to the present time, it has been established that the effectiveness of teaching preschoolers motor actions depends on the organization of the session and the use of the most rational methods and techniques in it. In this area, significant experience has been accumulated and ways have been found to improve motor skills through play tasks, story-based games, and competitions. It has been proven that the effectiveness of teaching depends on the conditions in which it is conducted and on the degree of development of volitional qualities in children.

Since, in the genesis of activity, motor activity precedes cognitive activity, we reserve the right to investigate it first. Motor activity in the life activity of the organism is the most important condition that determines health, physical and mental performance, and creative longevity of a person. Issues of organizing children's motor activity are presented in the works of N. Yeremenko, N. Kovalova, S. Bobrenko³⁷, E. Vilchkovskyi³⁸, and other scholars.

The authors emphasize the influence of motor activity on the enhancement of metabolism, growth, and the development of such physiological systems of the child as cardiovascular, respiratory, and others. They highlight the dependence of motor activity on gender, age, peculiarities of higher nervous activity, body type, biological and social

³⁶ Bohinich, O. L. (2006). Conceptual foundations of professional training of future educators for physical education and health activities. *Scientific Notes. Series "Psychological and Pedagogical Sciences"* (Nizhyn State University named after N. Gogol), 5, 106-112.

³⁷ Yeremenko, N., Kovalova, N., & Bobrenko, S. (2019). Characteristics of motor activity of primary school children. *Physical Culture, Sports and the Health of the Nation*, 8, 49-55.

³⁸ Vilchkovskyi, E. S., & Kurok, O. I. (2004). *Theory and methodology of physical education of preschool children: A textbook for students of higher pedagogical institutions*. Sumy: Universytetska Knyha. 286 p.

factors, climatic conditions, and the level of organization of physical education in preschool institutions.

As S. Matvienko notes, the motor activity of preschool children is a natural need for movement, the satisfaction of which is the most important condition for the formation of the main structures and functions of the organism, one of the ways of learning about and orienting in the world, as well as a condition for the comprehensive development and upbringing of children³⁹.

In preschool age, through motor activity, the child adapts to surrounding life and learns about the world. Processes of forming the culture of motor activity in children are particularly relevant in older preschool age. This period is characterized by active cognitive activity, intensive development of intellectual and emotional-sensory spheres, the formation of self-awareness, and the acquisition of universal values. In older preschool age, necessary new formations of a physical, psychological, and moral nature appear.

This age period is characterized by active cognitive activity, intensive development of intellectual and emotional-sensory spheres, the formation of self-awareness, and the assimilation of universal values. In older preschool age, necessary new formations of a physical, psychological, and moral nature appear. This fact is a prerequisite for creating prospects for the stable inclusion of physical culture in children's lifestyles, which must fully be healthy.

According to N. Pakhalchuk, O. Myrukha, and H. Romanenko, an increased regime of motor activity exerts a multifaceted health-improving influence on the child's organism: it develops the muscular and central nervous systems, the musculoskeletal system, trains and develops physiological functions of the organism, ensures the acquisition by the child of age-appropriate movements, and strengthens the need for movement⁴⁰.

Thus, the theoretical analysis of scientific sources has made it possible to reveal the specificity and pedagogical potential of motor activity regarding the establishment of the

³⁹ Matvienko, S. I., Varukha, O. V., & Olenchenko, S. O. (2012). Preparation of students majoring in "Preschool Education" for the formation of motor skills in preschoolers. *Scientific Notes. Series "Psychological and Pedagogical Sciences"* (Nizhyn State University named after Mykola Gogol), No. 2, 135-138.

⁴⁰ Pakhalchuk, N. O., Myrukha, O. I., & Romanenko, H. M. (2019). Pedagogical conditions for enhancing motor activity of children. *Young Scientist*, No. 5.2(69.2). P. 73.

foundations of a healthy lifestyle and the attitude toward one's own health as a value. A brief characterization of the period of older preschool childhood as an age that forms the foundations of self-awareness and value orientations of personality indicates the possibility of carrying out purposeful valueological and pedagogical work with children of this age.

Pedagogical Conditions for the Formation of the Value Attitude toward Health in Older Preschoolers through Motor Activity

According to A. Asherov and V. Lohvinenko, pedagogical conditions are a category characterized as a system of certain forms, methods, material conditions, and real situations, either objectively formed or subjectively created, necessary to achieve a specific pedagogical goal⁴¹. Pedagogical conditions must meet certain requirements, namely: they must have a systemic character, a clearly defined structure, and ensure connections between the elements of this structure.

We support the position of scholar O. Bohinich, who believes that the strategic goal of preparing a highly qualified specialist in preschool education is to ensure readiness for health-creating activity and creative dialogue with the surrounding environment (society and nature). O. Bohinich considers that it is precisely the educator who must ensure the full growth and comprehensive development of the preschooler on the basis of preserving and strengthening their health⁴².

Pedagogical Condition 1. Readiness of educators and parents to form a value attitude toward health in children aged 6-7 years. In preschool education institutions today, a wide range of forms of work with families of pupils is used, including those concerning health issues. Such work is based on the principles of systematic and consistent activity, an individual approach to each child and family, mutual trust, and mutual assistance between educators and parents. In recent years, due to the child's stay in

⁴¹ Asherov, A. T., & Lohvinenko, V. H. (2005). Methods and models of assessing pedagogical influence on the development of students' cognitive independence. Kharkiv: Ukrainian Engineering Pedagogical Academy. 164 p.

⁴² Bohinich, O. L. (2006). Conceptual foundations of professional training of future educators for physical education and health activities. Scientific Notes. Series "Psychological and Pedagogical Sciences" (Nizhyn State University named after N. Gogol), 5, P. 108.

conditions of partial or full quarantine, educators have attempted to review the effectiveness of forms of interaction with the family on various issues.

Certain aspects regarding the requirements for ensuring educators' readiness to foster children's value attitude toward their own health are considered in the works of O. Bohinich, N. Denysenko⁴³, L. Lokhvytska⁴⁴, S. Matvienko⁴⁵, P. Shcherbak⁴⁶, A. Tsypliuk⁴⁷, and other researchers.

In particular, this may concern visual-informational and information-communication methods of such interaction. However, the topic of family experience and traditions in relation to children's health improvement is not always addressed in this work. The information provided by educators regarding the specifics of the health-improving process in preschool institutions often does not attract parents due to methodological complexity and other reasons.

Pedagogical Condition 2. Formation in older preschoolers of reflection skills as the basis for developing in them a value attitude toward health. An important element of the conscious attitude of 6-7-year-old children toward health is reflective skills. In science, there are rather polar differences in scholars' views regarding reflexivity in childhood. Based on the works of Yu. Hromyko, Yu. Yefymenko, C. Rogers, S. Rubinstein, V. Zenkivskyi, O. Kononko, I. Semenov, N. Salmina, and others, we consider *reflection* as a child's personal attitude toward themselves, as well as toward something or someone.

Reflection helps children to learn about themselves, consciously evaluate their own activity, critically relate to themselves, others, and certain activities. Recently, in preschool practice, increased attention has been given to the formation of reflection skills in children, facilitated by specially selected forms of work by the educator. The use of reflection

⁴³ Denysenko, N. F. (2008). Formation of a conscious attitude toward health. *Preschool Education*, 9, 68-85.

⁴⁴ Lokhvytska, L. (2018). Psychological and pedagogical foundations of forming the basics of health-preserving life activity in preschool children. In V. M. Orzhehovska (Ed.), *Formation of a responsible attitude toward health of the growing personality: Collective monograph* (pp. 151-192). Kyiv: Millennium.

⁴⁵ Matvienko, S. I. (2018). Formation of the basics of a healthy lifestyle in older preschool children through play technologies. In L. O. Kalmykova (Ed.), *Innovative Technologies in Preschool Education: Proceedings of the International Scientific and Practical Internet Conference (Pereiaslav-Khmelnyskyi, March 28-29, 2018)* (pp. 88-90).

⁴⁶ Matvienko, S. I., & Shcherbak, P. I. (2025). Readiness of future teachers to use physical and health-promoting technologies in working with preschool children. *Scientific Notes. Series "Psychological and Pedagogical Sciences"* (Nizhyn State University named after Mykola Gogol), No. 1, 254-262.

⁴⁷ Tsypliuk, A. (2012). Scientific and pedagogical foundations of forming a responsible attitude toward health in preschool children. *Physical Education, Sports and Health Culture in Modern Society: Collection of Scientific Papers*, 4(20), 197-200.

techniques in the process of health-improving activities enables the child to become an active participant in their emotional, psychological, and physical development. The most accessible for children is reflection on mood and emotional state; it is also advisable to carry out reflection on the content of cognitive valeological material, for example, through asking reflective questions at the end of a lesson.

The educator must respectfully consider children's ideas and wishes on health-related issues, incorporating their suggestions into further educational work. When working with preschoolers who have low self-esteem, it is necessary to help them highlight their own strengths and form a positive attitude toward themselves. In daily activities, conversations such as «What do you like about yourself?», psychogymnastics, games, and the use of Sh. Amonashvili's method «the answer in the ear», as well as exercises like «Say your name» or «Kind words», can be applied.

Pedagogical Condition 3. Selection of forms and methods for forming children's value attitude toward health based on their interests and needs. The realization of this pedagogical condition is determined by the necessity of including in work with children such elements that correspond to the specifics of the health-improving process, the child's attitude toward health, and the realities of life. The educational impact occurs only when the child learns to correctly perceive, analyze, and understand the meaning of what is happening in the surrounding life; accordingly, the child is able to determine its essence according to their age.

At different age stages, the structure of attitude toward one's own health changes qualitatively. The greatest differences are characteristic of the behavioral and emotional components of the attitude toward health. As the attitude toward one's own health develops, the degree of coherence of the components increases.

Health pedagogy determines its traditional forms of work with children: physical education classes, health-improving activities, and various forms of organizing motor activity in everyday life. Today, non-traditional means are also being introduced: elements of yoga, breathing exercises and elements of myorelaxation, autogenic training, and several others. Conducting a wide range of health-improving activities forms in the child habits that positively influence the establishment of the foundations of a healthy lifestyle and promote the education of a positive and conscious attitude toward participation in health-oriented activities.

For educators, forms of movement-related work are chosen primarily according to the criterion of their effectiveness. Children, however, determine their willingness to engage in them if these activities are interesting, contain elements of surprise, and use appealing equipment and materials.

Conclusions. The analysis of theoretical sources and scientific research on the formation in younger school-age children of a value attitude toward their own health makes it possible to conclude that the primary condition for forming such a value attitude is the presence of knowledge about a given value, motivation for activities aimed at its preservation, and adherence to appropriate behavior.

It has been established that the development of preschoolers' value attitude toward health is a relevant problem, since it concerns the development of personality as a social entity, and this problem in scientific literature is becoming increasingly significant. Concern about the health condition of the younger generation stimulates scholars to search for new approaches to forming children's value attitude toward their own health, starting from preschool age. This period is the most favorable for acquiring knowledge and skills of health preservation and strengthening, which later will become an important component of general human culture and will influence the formation of a healthy lifestyle of society as a whole.

It has been clarified that the scientific problem we have chosen is mainly considered by scholars in the context of psychological attitudes of personality, namely in relation to the development of *consciousness and self-awareness*. In the same aspect, scholars also define the theoretical basis of the problem of a *person's attitude toward* their own health, which is connected with the formation of a system of *life values*, among which health occupies a significant place. Thus, such concepts as value attitude toward health, responsible attitude toward health, and conscious attitude toward health are closely related, since they all concern the sphere of human existence, life priorities, and the development of personal qualities.

The specificity of motor activity of older preschool children has been revealed, which is determined by the fact that the period of older preschool childhood is the most

important for the formation of movements: the structure, functions, and interactions of different organs and systems reach functional readiness at this stage.

On the basis of theoretical analysis of scientific sources, three of the most significant pedagogical conditions for the formation in older preschoolers of a value attitude toward health through motor activity have been proposed. They are: readiness of educators and parents to form a value attitude toward health in children aged 6-7 years; formation in older preschoolers of reflection skills as the basis for developing a value attitude toward health; selection of forms and methods for forming children's value attitude toward health based on their interests and needs.

The prospects for further research on this scientific problem are connected with the study in preschool practice of the effectiveness of pedagogical conditions for the formation in older preschool children of a value attitude toward health through motor activity, as well as the development of methodological support for each of the above conditions.

REFERENCES

1. Andrushchenko, N. (2016). Phenomena of health and child health preservation in the context of modern scientific views. *Psychological and Pedagogical Problems of the Rural School*, 55, 238-246.
2. Andriushchenko, T. (2016). Formation of preschoolers' health-preserving competence. Senior preschool age: A methodological manual. Ternopil: Mandrivets. 120 p.
3. Andriushchenko, T. K. (2007). Formation of a value attitude toward one's own health in older preschool children (Doctoral dissertation). Pereiaslav-Khmelnytskyi. 268 p.
4. Asherov, A. T., & Lohvinenko, V. H. (2005). Methods and models of assessing pedagogical influence on the development of students' cognitive independence. Kharkiv: Ukrainian Engineering Pedagogical Academy. 164 p.
5. Bekh, I. D. (1997). Spiritual values in personality development. *Pedagogy and Psychology*, 1(14), 124-129.
6. Bielenka, H. V. (2006). Child's health – from the family. Kyiv: Naukova Dumka. 220 p.

7. Bohinich, O. L. (2006). Conceptual foundations of professional training of future educators for physical education and health activities. *Scientific Notes. Series «Psychological and Pedagogical Sciences»* (Nizhyn State University named after N. Gogol), 5, 106-112.
8. Boichenko, T. Ye. (2010). Health as a category of valeology, medicine, and pedagogy. *Culture of Safety, Ecology and Health*, 4, 41-45.
9. Brekhman, I. I. (1980). *Man and biologically active substances: The effect of drugs, diet and pollution on health*. Oxford: Pergamon Press. 89 p.
10. Denysenko, N. F. (2008). Formation of a conscious attitude toward health. *Preschool Education*, 9, 68-85.
11. Fedko, O. (Year not specified). Healthy lifestyle as a value: Problems of formation. *Scientific Notes of the Kuras Institute of Political and Ethnic Studies of the NAS of Ukraine*, 43, 369-379.
12. Harashchenko, L. V., & Shynkar, T. Yu. (2021). Methodological support for physical education and health preservation in preschool educational institutions. *Innovative Pedagogy*, 2(31), 143-146.
13. Hryshchenko, S., & Shurubenko, O. (2019). Optimization of the level of motor activity of preschool children in the conditions of a preschool educational institution. *Youth and Market*, 9(176), 33-39.
14. Husak, P. M., Zymovets, N. V., & Petrovych, V. S. (2009). Responsible attitude toward health: Theory and technologies (P. M. Husak, Ed.). Lutsk: Volyn Regional Printing House. 219 p.
15. Lisnevskaya, N. V. (2016). Pedagogical conditions for creating a health-preserving environment in a preschool educational institution (Doctoral dissertation). Kyiv. 345 p.
16. Lohvytska, L. (2018). Psychological and pedagogical foundations of forming the basics of health-preserving life activity in preschool children. In V. M. Orzhehovska (Ed.), *Formation of a responsible attitude toward health of the growing personality: Collective monograph* (pp. 151-192). Kyiv: Millennium.
17. Lysenko, O. (2017). The value attitude toward health as a system-forming component of personality's value orientations. *Educational Space of Ukraine*, 11, 144-154.

18. Manzhelii, N. M., & Fazan, T. P. (2024). Interaction of preschool institutions and families in valeological education of preschoolers. Retrieved September 23, 2024, from <http://dspace.pnpu.edu.ua/handle/123456789/21286>
19. Matvienko, O. V., & Moroz, D. V. (2018). The value attitude toward health as a pedagogical category. *Young Scientist*, No. 1(53), 348-353.
20. Matvienko, S. I. (2018). Formation of the basics of a healthy lifestyle in older preschool children through play technologies. In L. O. Kalmykova (Ed.), *Innovative Technologies in Preschool Education: Proceedings of the International Scientific and Practical Internet Conference (Pereiaslav-Khmelnytskyi, March 28-29, 2018)* (pp. 88-90).
21. Matvienko, S. I., & Shcherbak, P. I. (2025). Readiness of future teachers to use physical and health-promoting technologies in working with preschool children. *Scientific Notes. Series «Psychological and Pedagogical Sciences»* (Nizhyn State University named after Mykola Gogol), No. 1, 254-262.
22. Matvienko, S. I., Varukha, O. V., & Olenchenko, S. O. (2012). Preparation of students majoring in «Preschool Education» for the formation of motor skills in preschoolers. *Scientific Notes. Series «Psychological and Pedagogical Sciences»* (Nizhyn State University named after Mykola Gogol), No. 2, 135-138.
23. Matviichuk, O. (2020). Value orientations as a component of a health-oriented worldview. *Bulletin of Kamianets-Podilskyi National University. Physical Education, Sports and Human Health*, No. 19, 65-69.
24. Ministry of Education and Science of Ukraine. (2021). *State Basic Component of Preschool Education (2021 ed.)*. *Preschool Education*, No. 7, 4-19.
25. Pakhalchuk, N. O., Myrukha, O. I., & Romanenko, H. M. (2019). Pedagogical conditions for enhancing motor activity of children. *Young Scientist*, No. 5.2(69.2), 72-75.
26. Pedchenko, O. V. (2023). Responsible attitude of the subject to own health: A psychological analysis of the issue. In *The 20th International Scientific and Practical Conference «Technologies, Innovative and Modern Theories of Scientists»* (May 23-26, 2023, Graz, Austria) (pp. 380-382). International Science Group.
27. Piechka, L. Ye. (2018). Formation of the basics of a value attitude toward one's own health in children aged 6-7 in the interaction of preschool institutions and primary school (Author's abstract of doctoral dissertation). Kyiv. 23 p.

28. President of Ukraine. (2002, April 17). On the National Doctrine of Education Development: Decree No. 347/2002. Retrieved from <http://zakon2.rada.gov.ua/laws/show/347/2002>
29. Shynkaruk, V. I. (Ed.). (2002). Philosophical Encyclopedic Dictionary. Kyiv: Hryhorii Skovoroda Institute of Philosophy, National Academy of Sciences of Ukraine. P. 707.
30. Sushchenko, L. P. (1997). Healthy lifestyle of people as an object of social cognition (Doctoral dissertation). Zaporizhzhia State University. 185 p.
31. Tolkunkova, I. V., Hryn, O. R., Smoliar, I. I., & Holets, O. V. (2018). Psychology of human health (I. V. Tolkunkova, Ed.). Kyiv. 156 p.
32. Tsypliuk, A. (2012). Scientific and pedagogical foundations of forming a responsible attitude toward health in preschool children. Physical Education, Sports and Health Culture in Modern Society: Collection of Scientific Papers, 4(20), 197-200.
33. Vilchkovskyi, E. S., & Kurok, O. I. (2004). Theory and methodology of physical education of preschool children: A textbook for students of higher pedagogical institutions. Sumy: Universytetska Knyha. 428 p.
34. Vitchenko, A., Lysenko, L., & Voiedilova, O. (2023). Analysis of the formation of value attitudes of primary school children towards their own health and the health of others. Bulletin of the National University «Chernihiv Collegium» named after T. H. Shevchenko. Series: Pedagogical Sciences, 20(176), 183-187.
35. Yeremenko, N., Kovalova, N., & Bobrenko, S. (2019). Characteristics of motor activity of primary school children. Physical Culture, Sports and the Health of the Nation, 8, 49-55.
36. Yezhova, O. O. (2011). Formation of a value attitude toward health among students of vocational education institutions: Monograph. Sumy. 412 p.

**FORMATION OF RESPONSIBLE AND SAFE BEHAVIOR
IN SENIOR PRESCHOOL CHILDREN IN THE OBJECT-BASED GAME
ENVIRONMENT**

Myronenko Inna

Bachelor's degree student Specialty: A2 Preschool Education

Nizhyn Mykola Gogol State University, Ukraine

e-mail: mianatolivna1986@gmail.com

Kriuk Sofiia

Bachelor degree student Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

e-mail: sofiakruk@gmail.com

Abstract. *This section is devoted to exploring various scientific approaches to the issue of forming responsible and safe behavior in senior preschool children. In particular, the essence and significance of the concepts of «responsible behavior» and «safe behavior» are defined. In relevance to current events, these issues are extremely topical. At the theoretical level, the problem of forming responsible and safe behavior in senior preschool children is considered from a psychological and pedagogical perspective. The main components of responsible and safe behavior are identified. The age-specific characteristics of preschoolers are clarified as the basis for the necessity of fostering safe and responsible behavior in the object-based game environment. The specifics of creating a health-preserving environment are outlined as a primary condition for cultivating responsible and safe behavior.*

Key words: *responsibility, safety, responsible behavior, safe behavior, senior preschool children, formation, object-developmental environment, health-preserving environment.*

Relevance of the Study. *The preschool period can be considered a unique foundation from which the construction and development of all subsequent aspects—*

character, abilities, and skills—begin. It is precisely during this fascinating and complex period that the process of socialization starts, establishing the child's connection with the main spheres of existence: the world of people, nature, and the material world. At the same time, a foundation for health is laid, as well as strong basis for life experience and the development of a healthy lifestyle.

Environmental and economic challenges in contemporary society, along with a range of other negative factors, underscore the urgency of addressing the protection of life for both children and adults in our country. Therefore, one of the priority areas of activity for modern preschool educational institutions is the organization of work related to occupational safety and life safety of all participants in the educational process.

The exploration of various aspects of the problem of developing responsibility in children is addressed in the works by I. Bekh, T. Veretenko, V. Horovenko, M. Levkivskyi, M. Smetanskyi, O. Sukhomlynska, V. Savchenko, N. Ohrenych, V. Orzhekhovska, T. Fasolko, and others. A common thesis in the works of domestic scholars is the necessity of shaping personality based on universal moral values, among which responsibility holds a significant place, as well as the principle of educating and developing the child through engagement in various types of activities. In contrast, the specifics of how responsibility manifests and is formed in children across different types of activities have not been systematically studied.

In contemporary scientific research by I. Bekh, T. Haieva, T. Kolesina, O. Kononko, M. Levkivskyi, A. Lopukhovska, T. Morozkina, M. Savchyn, and I. Uliedova, the psychological mechanisms of developing responsibility in children of different ages are explored. Responsibility is understood as a distinctive motive for human actions and a meaningful principle for regulating behavior. Considerable attention is given to the formation of a system of responsible attitudes in school-age children. However, regarding the preschool age, this issue has not yet been thoroughly studied.

Certain aspects of this problem have been addressed in studies aimed at identifying the features of responsible attitudes in the process of interaction across various types of activities: work, play, (Z. Borysov, R. Ibrahimov, K. Klimov, N. Uranov) and educational activities (S. Ladyvir, L. Mekvabishvili). Based on the communicative-activity approach,

responsibility is considered a fundamental indicator of moral upbringing, which regulates individual's behavior.

1. Responsible and Safe Behavior as a Psychological and Pedagogical Problem

Scholars identify the issue of life and health safety of the younger generation as one of the central problems (O. Bohinich, O. Bezpalko, I. Burteinyi, V. Verbytskyi, Ye. Hatkin, L. Hryhorovych, N. Denysenko, N. Zymivets, L. Kaluska, O. Knyazeva, O. Loza, A. Mykhailychenko, R. Moiseienko, L. Orban-Lembryk, V. Orzhekhovska, R. Yakym, L. Yakovenko). Today, when the social environment may pose a threat to a child's life and health, the formation of basic safety skills in the surrounding environment at various stages of preschool childhood is one of the urgent directions of education within both preschool institutions and the family.

V. Lapin notes that today **safety** is considered a fundamental human need and an integral component of humanity's development strategy—»sustainable human development.« The issue of creating conditions for the balanced and safe existence of each individual has become the basis for the development of the UN Concept of Safe and Sustainable Human Development¹.

A safe educational environment is a state of the educational setting in which safe conditions for learning and work are ensured, interpersonal interactions are comfortable and contribute to the emotional well-being of students, educators, and parents, any forms of violence are absent, and sufficient resources are available to prevent them. Furthermore, the rights and standards of physical, psychological, informational, and social safety of every participant in the educational process are upheld².

Safe behavior is the behavior that reflects a person's responsible attitude toward their own life, actions, and deeds.

According to M. Savchyn, «**responsible behavior**» is a type of human social behavior focused on the object of responsibility (duties, assignments, or tasks). It is internally mediated by the personal meaning of this object and by the subjective

¹ Lapin V. M. Bezpeka zhyttiediiialnosti liudyny: navch. posib 6-th vyd., pererob. and dop. K.: Znannia, 2007-332 s.

² Karnaukh L. P. . Vykhovannya bezpechnoyi povedinky ditey doshkilnoho viku v sotsialnomu seredovyschi: dys. ...kand. ped. nauk: 13.00.08. Uman, 2010. 252 p.

imperative of the responsibility instance, while externally it is determined by specific socio-psychological and material conditions of its implementation.»

The pedagogical foundation for the formation of responsibility in preschool age is the organization of a child's life in such a way that children develop habits of discipline and respect for others, as well as an understanding not only of their needs but also of their emotional states (joyful, content, sad, confused, tired, ill, etc.). The child should feel involved in the life of the immediate environment, in its changes, atmosphere, and overall functioning. Under such conditions, responsibility may serve as a motivating factor in a child's actions (I. Bekh). I. Bekh also emphasizes that responsibility manifests itself only in free actions and behaviors of the individual; therefore, to foster and express responsibility, children must be provided with opportunities to act independently and to make their own moral choices³.

As a personal quality, responsibility has both external and internal dimensions, which differ significantly in their characteristics. The external dimension is characterized by the accuracy of fulfilling established norms of interaction with others under direct or indirect supervision. The internal (moral or ethical) dimension of responsibility characterizes an individual beyond formal relationships and social roles, reflecting their true essence when they are alone with themselves.

The structure of responsibility can be represented as follows:

- knowledge of social norms and rules of behavior;
- possession of practical skills in various types of activities;
- attitude toward one's activities and interaction partners, empathy;
- awareness of the significance of performed actions or activities;
- anticipation of the possible consequences of one's actions and behavior⁴.

In accordance with the study conducted by T. Fasolko, children of senior preschool age demonstrate the following levels of responsible behaviour:

- Initiative responsibility – this type of behaviour is characterised by the child's understanding of the importance of fulfilling assigned tasks responsibly, as well as by

³ Bekh I.D. Vidpovidalnist osobystosti yak meta vykhovannya. Pochatkova shkola. 1994. № 9. P.4-8.

⁴ Fasolko T. S. Vykhovannia vidpovidalnoi povedinky u ditei starshoho doshkilnoho viku: Avtoref. dys... kand. ped.nauk: 13.00.08. doshkilna osvita; In-t probl. vykhovannia APN Ukrayiny. K., 2000. 18 p.

experiencing satisfaction from such actions. The child shows initiative, suggests possible ways of solving problems, demonstrates persistence, and achieves successful results. In communication, the child is oriented towards others, recognizes when help is needed, shows empathy and care, approaches tasks creatively, and knows and applies moral norms.

- Executive responsibility – the child is characterised by persistence, diligence, and conscientiousness, adheres to moral norms, and acts in accordance with them. The child follows the instructions of adults but does not show personal initiative.

- Conformal responsibility – this level is characterised by the child's awareness of moral norms and adherence to them, but only in the presence of adults. When external control is absent, moral behaviour tends to disappear. The child knows how to «adjust» to adult expectations and follows moral norms mainly when they can be used for personal benefit.

- Irresponsibility – the child tends to avoid required behavior whenever possible, abandons assigned tasks, and prioritises personal interests above all else.

Responsibility demonstrates a preschool child's readiness to perform complex, socially significant tasks: to initiate refusal of play in favor of work that is important to others, to refrain from avoiding problem-solving, to complete a task once started, to adhere to rules of appropriate behavior, and to act in accordance with common sense. In other words, the foundation of responsibility lies in the child's ability to make a behavioral choice. This choice, in turn, is determined by motivation. The motivation behind a preschool child's actions is primarily influenced by the evaluation of those actions and their outcomes by a significant adult.

Safe behavior encompasses four main components:

- Anticipation of danger – knowledge of potential hazards surrounding a person, understanding of their physical properties, and the ability to recognise the nature of a given danger;
- Prevention of exposure to danger;
- Overcoming danger;
- Establishment of a safety regime⁵.

⁵Bohush A. Bezpeka dytyny v dovkillya. Doshkilne vykhovannia. 2013. № 4. P.4-6.

L. Shyk defines the main characteristics of an individual exhibiting a safe type of behavior. Based on the requirements imposed on a person by their living environment (nature, society, technology), the primary traits of a personality oriented toward safe behavior can be identified as follows:

- Social and collectivist motives of behavior;
- Caring attitude toward the surrounding world;
- Competence in all areas related to ensuring safe behavior;
- Ability to anticipate dangers that may affect an individual;
- Organisational skills in managing personal and collective safety activities;
- Possession of legal and physical skills necessary to protect nature, other people, and oneself from threats arising both from external sources and from one's own actions⁶.

To avoid the impact of danger, an individual must understand the nature and development of hazardous situations, be aware of realistic possibilities for overcoming such dangers, accurately assess the situation, and allocate their resources rationally.

Accordingly, the primary task is the anticipation of danger, both from the living environment (natural, technological, social, etc.) and from one's own actions. This entails: accurately assessing the situation (type of danger, its development and potential consequences, and the legal orientation of behavior); organizing and planning actions to prevent the impact of a specific hazard; and establishing material and moral resources to provide assistance to those affected.

2. Age-Related Characteristics of Preschool Children as a Basis for the Necessity of Fostering Safe and Responsible Behavior in the Object-Based Game Environment

The current significance of the problems of fostering socially safe behavior in children within the social environment is associated with age-specific developmental characteristics, such as increased motor activity, curiosity, complete trust in people and the surrounding world, and the absence of a sense of danger, which is not fully developed in children until around three years of age.

⁶ Shyk L. Osnovy bezpeky ditey doshkilnoho viku. Kh.: Vyd. hrupa «Osnova», 2010.

The physical capabilities of young children can very quickly lead to accidents. Early and younger preschool children do not yet understand what is safe and what is dangerous for them. This is confirmed by alarming statistics: of all poisonings by hazardous substances, 90% of cases involve children, while only 10% involve adults. Therefore, the goal of educators is to preserve the life and health of preschoolers and to equip them with skills for safe behavior in the environment.

Age-specific development in middle and senior preschool age contribute to the intensive development of a child's consciousness (knowledge, understanding of the world, experiences, and attitudes toward themselves and others) as well as behavior (actions, skilled activities, independent activities, and decision-making), which create the prerequisites for fostering socially safe behavior.

Additionally, senior preschool age is considered a sensitive period for the formation of mechanisms of emotional-volitional regulation of behavior and activity. Researchers (A. Zaporozhets, D. Leshley) have demonstrated that ideas and knowledge that are not grounded in moral feelings are formal in nature and, therefore, do not motivate the child toward appropriate behavior.

O. Loza emphasizes that as the child develops, a large number of conditioned reflexes emerge, which manifest themselves in various emotions. These reflexes serve as reliable signals of any adversity or danger, both in the internal and external environment⁷.

At the same time, preschool children, as noted by O. Vashak, possess limited understanding of the physical and emotional experiences of others. A child may inadvertently cause harm to others because they are not yet able to identify their own feelings with those of others. Nevertheless, during senior preschool age, this understanding develops, and the child often acts to protect a person who has been harmed or fallen ill⁸.

According to O. Loza, children's representations of positive behavioral models (including examples of safe behavior) play an important role in the development of moral feelings. These representations enable the child to anticipate the emotional consequences

⁷ Loza O. Osobysta bezpeka dytyny: Posibnyk dlia batkiv ta vykhovateliv z kursu 35 „Zakhyst zhyttia ta zdorovia ditey, normy povedinky u nadzvychaynykh sytuatsiiakh.” Sumy: GDP „Mriya-1” LTD, 1999. 84 p.

⁸ Vashak O. Simia yak osередok vykhovannia u ditey ekoloho bezpechnoi povedinky. Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi : Zb. nauk. pr. Vyp.9. Kyiv. 2006. P. 310-316.

of their actions, experiencing in advance the satisfaction of having their behavior approved as «good» or the dissatisfaction of having it judged as «bad.» Such emotional anticipation is crucial in fostering safe behavior in preschool children within the social environment. Therefore, the expansion of a child's understanding of environmental hazards should occur not only at the informational level but also engage the emotional, sensory, and behavioural spheres⁹.

Scientists have concluded that responsibility, as a personal quality, does not develop spontaneously. To cultivate responsibility in children during the preschool period, it is necessary to create specific pedagogical conditions. The foundation for fostering responsibility should be based on children's knowledge of moral norms, which are concretized in rules of behavior and interaction with others.

A child in early childhood acquires initial knowledge of socially accepted (and observed) norms of interaction through observing the behavior of adults and assimilates them through imitation and practice. The significance of adults in the child's life motivates the child to emulate adult behavior. Accordingly, the example set by adults serves as the primary method of influence on the young child. Later, during the preschool years, the child becomes capable of assimilating and systematizing relatively complex information through speech and instruction¹⁰.

However, the knowledge acquired will only confirm or refute the results of the child's previous socialization experiences within the immediate environment—primarily the family. Therefore, parents of preschool children, as well as those who substitute for them, bear significant responsibility both for their own behavior and for the content and emotional tone of the child's knowledge regarding norms and rules of moral conduct.

Children's knowledge, which forms the basis for the development of responsibility, can be conventionally divided into several groups:

1. Knowledge of social norms of behavior – understanding the necessity of adhering to rules of conduct accepted within the family, preschool institution, public

⁹ Loza O. Osobysta bezpeka dytyny: Posibnyk dlia batkiv ta vykhovateliv z kursu 35 „Zakhyst zhyttia ta zdorovia ditei, normy povedinky u nadzvychaynykh sytuatsiiakh.” Sumy: GDP „Mriia-1” LTD, 1999. 84 p.

¹⁰ Kononko O. L. Vykhovuiemo sotsialno kompetentnoho doshkilnyka. K.: Svitych, 2009. 208 p.

transport, and other public spaces; knowledge of the significance and forms *of greetings, showing respect, offering assistance, etc.*

2. Knowledge of the organization and carrying out of various activities – understanding the purpose of an activity, planning, anticipating outcomes, selecting necessary materials and tools, developing rules for establishing cooperation, maintaining cooperation, and the importance of completing tasks once started.

3. Knowledge of emotions and emotional states of people – awareness of the emotions and feelings that arise from interactions with others, and the causes of these emotions (by words, actions, or inaction one can evoke joy or sadness in others, cause offence, or uplift their mood).

4. Knowledge of adult work, social duties, and interdependence within society – understanding adult professions, family responsibilities, duties of preschool staff and other institutions, social significance of work, as well as its necessity, usefulness, and satisfaction. Not all of this knowledge can be acquired independently by preschool children. While knowledge of social norms is perceived through observation and reinforced through imitation and repeated practice, knowledge regarding the organization and execution of activities, emotional states of others, social significance of work, and societal duties and interdependence must be provided and guided by adults¹¹.

When considering the characteristics of developing the sense of responsibility in preschool children in various types of activities—games, communicative, productive, and artistic activities—it becomes evident that this process occurs differently in each type. In game activities, the child assumes responsibility for strictly following the rules of the game, thereby contributing to the successful unfolding of the game's plot.

The motivation for adhering to the rules of the game includes the child's desire to be included in the group of playing children, the pursuit of recognition by peers, interest in the development of the game plot, and the effort to avoid conflicts during the game. The child's imagination guides the alignment of their own desires with those of play partners. Initially, the child subconsciously senses that following the rules ensures the success of

¹¹ Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart doshkilnoi osvity) nova redaktsiia: zatv. nakazom MON Ukrainy № 33 vid 12.01.2021 <https://surli.cc/qvxenv>

the game; later, they consciously understand that violations of the rules diminish the enjoyment of the game for its participants and can even cause the game to cease. Responsible behavior in a game, manifested through adherence to rules, ensures the emotional satisfaction of all participants and fosters a desire to continue the game.

In productive (work-related) activity, children develop responsible attitude toward completing the tasks when they are motivated and understand the significance of the outcomes. For younger preschool children, work is closely associated with playing games, and they are primarily attracted by the activity itself. Being fascinated by the process, the child often forgets about the final result. However, in older preschool age, the child is already capable of achieving the planned result despite internal or external distractions.

The core element that keeps the child within the framework of the activity being performed is the emotional attitude (feeling) toward a significant adult – the mother, other family members, or the educator – as well as toward the subjects of activity (plants, animals, etc.). These feelings may include affection, love, respect, friendship, or care. They are expressed through definite actions based on the child's awareness of their own capabilities («I can do this») and are reinforced by positive emotions – the feeling of being useful and significant. Thus, the development of the child's emotional sphere and emotional intelligence serves as a foundation for forming responsibility in work activities.

Older preschool children are capable not only of defining the purpose of their work (household chores, manual labor, or work in nature) independently but also of planning it, selecting materials and tools, performing actions in the necessary sequence, evaluating the result, and improving it if needed (H. Bielenka, M. Mashovets V. Pavlenchyk).

Awareness of the significance of one's work for oneself and others fosters a positive self-esteem, confidence in one's own abilities, and consolidates this trait as an essential component of behavior. In artistic activities, the formation of responsibility has its own specific features. It depends on the child's interest in this type of activity and on the development of their artistic abilities. If responsibility is understood as the ability to set a goal and complete the task, then for a preschool child, this quality is not yet characteristic in this type of activity.

The formation of responsibility in children's communicative activity occurs in the most complex way. The communicative activity of a preschooler is primarily aimed at

understanding other people and establishing relationships with them. Interpersonal relationships among preschool children are often complex and contradictory. Each child has a unique character, which affects the nature of their communication. The unifying core of any communicative activity among children is a shared activity. It brings them together through a common goal, shared tasks, and collective emotional experiences related to their joint endeavor. Within it, there is a distribution of responsibilities and coordination of actions.

However, as a child's individual and social experience expands through playing games and other types of activity, and as they internalize the rules and norms of coexistence in a group, along with universal moral values as regulators of socially appropriate behavior, significant qualitative changes occur in their psyche by the end of the senior preschool age. By the age of six, the developing personality of the child already has sufficiently established and functionally active «internal instances,» such as self-image («I-concept»), self-esteem, self-respect, level of aspiration, and personal expectations.

Thus, the age-related characteristics of older preschool children serve as the foundation for the need to foster responsible and safe behavior. This is because this age is characterized by high levels of activity and mobility. At the same time, children's attention is not yet sufficiently developed, which may lead to negative consequences.

3. Creation of Healthy Environment as a Condition for Fostering Responsible and Safe Behavior.

The concept of a healthy environment, as a scientific category, is understood as a complex, multidimensional, and multifaceted structural concept. Its essential characteristic lies in viewing it as an integral component of the educational environment, where the integrated, purposeful, and educationally meaningful activity of the preschool institution's staff, in cooperation with parents, children, and the community, is directed toward the formation of health-preserving competencies in preschoolers.

According to T. Ovchinnikova, a health-preserving environment is interpreted as a physical environment that includes the institutional infrastructure and material support for educational and health-related activities. It is characterized by parameters such as the

layout of premises, the availability of sanitary, medical, and sports equipment and facilities, as well as the compliance of the food service system with current sanitary standards and regulations.

N. Denysenko further expands this definition by including the arrangement of furniture in group rooms, the creation of areas for engaging physical, artistic, creative, and labor activities among preschoolers, proper lighting, and fresh air circulation. In her view, the artistic design of the preschool institution's interior also plays a significant role in ensuring a health-preserving environment.

T. Ovchynnikova also includes a communicative component in the concept of a health-preserving environment, which encompasses interpersonal relationships among the participants of the educational process, the composition and size of groups, the individual and typological characteristics of children, the quality of training of specialists involved in the corrective process, as well as the relationships between parents and educators and their understanding of a healthy lifestyle.

N. Denysenko's view is quite reasonable, as she notes that the communicative component of the environment provides appropriate conditions for interaction among children, educators, and other people. These interactions take place through various types of children's activities, such as playing games, learning, work, and everyday routines¹².

A favorable and benevolent atmosphere of communication contributes not only to the formation of communication skills and ethical behavior, but also to the development of children's perception of one another, their understanding of others' behavioral inducements and inner emotional states. It fosters the cultivation of empathetic feelings such as sensitivity, tenderness, attentiveness, and compassion. These very qualities constitute the moral foundation of a child's personality and serve as indicators of spiritual and social well-being.

According to N. Denysenko, a health-preserving environment must include correctional, developmental, and rehabilitative activities, since it is impossible to restore a child's health without them. However, the mere application of certain forms and

¹² Denysenko N. Osvitnyi protses maye buty zdoroviazberezhuvalnym Doshkilne vykhovannia. 2007. № 7. P. 8-10.

principles within the educational process does not, by itself, make it health-improving, health-forming, or health-preserving¹³.

T. Vodolazka formulated the main tasks for creating a health-preserving environment as follows:

- to identify the factors that hinder the safety of participants in the educational process;
- to develop a system of consistent views and perceptions of preschoolers, educators, psychologists, and parents regarding the educational environment of the preschool institution;
- to substantiate the conditions for organizing a safe educational environment and to define the requirements (criteria) for its effective implementation for each participant in the educational process;
- to formulate specific recommendations for children, teaching staff, preschool administration, and parents concerning the organization of a safe environment within the preschool educational institution¹⁴.

At the same time, the health-preserving environment is a kind of model of a subsystem within the educational environment that organically combines the forms, methods, and directions of the teaching staff's work. It ensures the proper organization of various types of preschoolers' activities aimed at fostering a conscious attitude toward their own health and the health of others, promoting children's physical activity, and ensuring the strengthening and preservation of health¹⁵.

The objectification of children's health incorporates an individual-personal level within the health-preserving environment, as each child possesses a potential for health manifested in physical well-being, the formation of healthy attitudes, and representations that accumulate vital energy and contribute to the integrity of a positive self-image. All of this ensures the individual culture of health of the personality and the constructiveness of

¹³ Denysenko N. Osvitniy protses maye buty zdorovyazberezhuvaynym Doshkilne vykhovannya. 2007. № 7. P. 8-10.

¹⁴ Vodolazska T. V. Model dobroznychlyvoho do ditei osviti seredovyscha [Elektronnyy resurs] PostMetodyka, № 5 (108), 2012. URL: <http://poippo.pl.ua/pm/pdf-1-f-w/PM-108.pdf>

¹⁵ Kyrylenko N.M. Problemy informatsiynoi bezpeky osvitnoho seredovyscha vyshchoho navchalnoho zakladu. Informatsiino-telekomunikatsiyni tekhnolohii v suchasniy osviti: dosvid, problemy, perspektyvy: tretia mizhnar. nauk.-prakt. konf.: [v 2 ch.]. Ch.1. Lviv State University bezpeky zhyttiedialnosti, Instytut pedahohichnoii osvity ta osvity doroslykh NAPN Ukraine ta in.; za red. M.M. Kozyara, N.H. Nychkalo. Lviv: LDU BZhD, 2012. P. 149–151

interpersonal relationships. Thus, the realization of the potential of a health-preserving environment occurs differently, depending on individual characteristics, social conditions, and the specific pedagogical process¹⁶.

Based on the unity of spiritual, physical, and social health, we consider that the primary aspect of a health-preserving environment is immersing the preschool child in a specially organized life space that fosters healthy behavior skills, ensuring the child's comfort in the preschool institution, at home, in the yard, and elsewhere. It also promotes activities aimed at the development and realization of the child's innate need for physical activity.

The conducted analysis of the substantive characteristics of the concept of a health-preserving environment allows us to conclude that it is considered a type-specific concept in relation to such environments as educational, instructional, and social-educational environments, serving as a subsystem of the educational environment of the preschool institution. At the same time, it constitutes an important component of pedagogical reality, representing a system of relationships and interactions between the subjects and objects of the pedagogical process in preschool education, with a dominant functional focus on the formation, strengthening, and preservation of the health of preschool children.

Scholars have identified the requirements for creating a health-preserving environment. The establishment of such an object-oriented gaming environment is possible under the following conditions:

- the object-oriented gaming environment must be age-appropriate for children and correspond to their functional capabilities, with a slight exceeding of the level of complexity to promote development;
- the object-oriented gaming environment must be dynamic, variable, and diverse. Although organized by adults, it should be fully subordinate to the child, not restricting their activities, and providing complete freedom;
- the space for playing games should promote exploratory and cognitive activities, ensuring the acquisition of new knowledge, the formation of mental operations, and the development of the child's leading psychological processes;

¹⁶ Andriushchenko T.K. Formuvannia u doshkilnykiv znan pro zdorovia cherez osobystisno oriientovanyi pidkhid. Za zah. red. H.V. Onykovych, A.M. Lomakovych. K. Kremenets: RVTs KOHPI Taras Shevchenko State University. 2004. P. 129-131.

- attention must be given to shape and color, as they give expressiveness to objects and events and, through comparison, help the child acquire reliable knowledge about the environment. All play objects should be of high quality, because the more perfect the form, the more fully its purpose is realized;
- the object-oriented gaming environment should include national and ethno-cultural features to allow the child to creatively engage with the spiritual values of their people and to learn love and respect for their native land¹⁷.

The principles of creating a health-preserving environment, according to S. Sovhira and Y. Honcharenko, are as follows:

Principle of the primacy of human life as the highest value, which determines the model of minimum (necessary) safety, maximally eliminating risks that threaten the lives of both children and adults;

Principle of regional specificity, which involves taking into account the hazards and potential emergencies specific to a particular region (city, district, region) when organizing the safety system of the preschool educational environment;

Principle of comprehensive risk assessment, which establishes a methodology for evaluating various pedagogical (educational) risks (both external and internal) based on a complex, system-synergetic approach;

Principle of mini-max, which ensures the achievement of maximum safety effect with minimal resource provision;

Principle of maximum efficiency in managing the system of measures and created pedagogical conditions aimed at ensuring maximum safety of the preschool educational environment as a social institution in general¹⁸.

Thus, the structure of the health-preserving environment in a preschool educational institution (PEI) comprises the following components: space-semantic component – encompassing the harmony of design, appropriate architectural and aesthetic organization

¹⁷ Hrytsiuk L. A., Karotaieva M. I. «Bezpeka zhyttyediialnosti doshkilnyka». K. P. : Vyd. hrupa «Abetka-NOVA2, 2003. P. 7-8.

¹⁸ Sovhira S.V., Honcharenko H.Ye. Problemy ekolohichnoi bezpeky yak osnovy zhyttiediialnosti osobystosti v osvithomu seredovyshchi. IV Vseukraiynski naukovy chytannia pamyati Serhiia Tereshchuka: Materialy Vseukraiynskoi naukovo-praktychnoi konferentsii z mizhnarodnoiu uchastiu (Mykolayiv, 23-24 April 2015 year) Chornomorskyi Petro Mohyla State University; Mykolaiv: FOP Shvets V.D., 2015. P. 205-208.

of the PEI space, its artistic and creative decoration, a variety of modern teaching aids, and the adaptation of the environment to enable the child to realize their potential across various activities (cognitive, educational-gaming, labor, physical and health improving, artistic and aesthetic, civic, and communicative); content-methodological component – including the content of education, relevant normative-methodological and state documents, and the system of educational organization; communicative-organizational component – incorporating specific spiritual and value-based orientations of the subjects of the educational environment, their status, style of communication, learning processes, and related interactions and others.

REFERENCES:

1. Andriushchenko T.K. Formuvannia u doshkilnykiv znan pro zdorovia cherez osobystisno oriietovanyi pidkhid. Za zah. red. H.V. Onykovych, A.M. Lomakovych. K. Kremenets: RVTs KOHPI Taras Shevchenko State University. 2004. P. 129-131 [in Ukrainian].
2. Bazovyi komponent doshkilnoii osvity (Derzhavnyi standart doshkilnoii osvity) nova redaktsiia: zatv. nakazom MON Ukrainy № 33 vid 12.01.2021 [Electronic resource] <https://surli.cc/qvxenv> [in Ukrainian]
3. Bekh I.D. Vidpovidalnist osobystosti yak meta vykhovannia. *Pochatkova shkola*. 1994. №9. P.4-8 [in Ukrainian].
4. Bohush A. Bezpeka dytyny v dovkillia. *Doshkilne vykhovannia*. 2013. № 4. P.4-6 [in Ukrainian].
5. Vashak O. Simia yak osередok vykhovannia u ditei ekoloho bezpechnoi povedinky. *Teoretyko-metodychni problemy vykhovannia ditey ta uchnivskoi molodi : Zb. nauk. pr. Vyp.9*. Kyiv. 2006. P. 310-316 [in Ukrainian].
6. Vodolazska T. V. Model dobrozychlyvoho do ditei osvitnioho seredovyscha *PostMetodyka*, №5 (108), 2012. 2012. URL: [Electronic resource] <http://poippo.pl.ua/pm/pdf-1-f-w/PM-108.pdf> [in Ukrainian].
7. Hrytsiuk L. A., Karotaieva M. I. «Bezpeka zhyttyediialnosti doshkilnyka». K. P. : Vyd. hrupa «Abetka-NOVA2, 2003. P. 7-8 [in Ukrainian] .

8. Denysenko N. Osvitnii protses maie buty zdoroviazberezhualnym *Doshkilne vykhovannia*. 2007. № 7. P. 8-10 [in Ukrainian] .
9. Karnaukh, L. P. Vychovannia bezpechnoi povedinky ditei doshkilnoho viku v sotsialnomu seredovyschi: dys. ...kand. ped. nauk: 13.00.08. Uman, 2010. 252 p. [in Ukrainian].
10. Kyrylenko N.M. Problemy informatsiinoi bezpeky osviti seredovyscha vyshchoho navchalnoho zakladu. *Informatsiyno-telekomunikatsiyni tekhnolohii v suchasniy osviti: dosvid, problemy, perspektyvy: tretia mizhnar. nauk.-prakt. konf.: [v 2 ch.]*. Ch.1. Lviv State University bezpeky zhyttyediialnosti, Instytut pedahohichnoi osvity ta osvity doroslykh NAPN Ukraine ta in.; za red. M.M. Kozyara, N.H. Nychkalo. Lviv: LDU BZhD, 2012. P. 149–151 [in Ukrainian].
11. Kononko O. L. Vychovuemo sotsialno kompetentnoho doshkilnyka. K.: Svitych, 2009. 208 p. [in Ukrainian].
12. Lapin, V. M. Bezpeka zhyttyediialnosti liudyny: navch. posib. 6th vyd. pererob. and dop. K.: Znannia, 2007-332 p. [in Ukrainian].
13. Loza O. Osobysta bezpeka dytyny: Posibnyk dlia batkiv ta vykhovateliv z kursu 35 „Zakhyst zhyttia ta zdorovia ditey, normy povedinky u nadzvychaynykh sytuatsiiakh.» Sumy: GDP „Mriya-1» LTD, 1999. 84 p. [in Ukrainian].
14. Sovhira S.V., Honcharenko H.Y. Problemy ekolohichnoii bezpeky yak osnovy zhyttiediialnosti osobystosti v osviti seredovyschi. IV Vseukrainski naukovi chytannia pamiati Serhiia Tereshchuka: Materialy Vseukrainskoi naukovo-praktychnoi konferentsii z mizhnarodnoiu uchastiu (Mykolaiv, 23-24 April 2015 year) *Chornomorskyi Petro Mohyla State University*; Mykolaiv: FOP Shvets V.D., 2015. P. 205-208. [in Ukrainian]
15. Fasolko T. S. Vychovannia vidpovidalnoii povedinky u ditei starshoho doshkilnoho viku: Avtoref. dys... kand. ped.nauk: 13.00.08. doshkilna osvita; In-t probl. vykhovannia APN Ukrayiny. K., 2000. – 18 p. [in Ukrainian].
16. Shyk L. Osnovy bezpeky ditei doshkilnoho viku. Kh.: Vyd. Hrupa «Osnova», 2010. [in Ukrainian].

SOCIAL COMPETENCE OF OLDER PRESCHOOLERS AS A PREREQUISITE FOR PREVENTING BEHAVIORAL DEVIATIONS

Ovcharyk Alona

Bachelor's degree student Specialty: 012 Preschool Education

Nizhyn Mykola Gogol State University, Ukraine

e-mail: alonaovcarik56@gmail.com

Durytska Daryna

Bachelor's degree student Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

e-mail: darinashilo61@gmail.com

Scientific Supervisor: Nina Pykhtina,

Ph.D. in Pedagogical Sciences, Associate Professor

Nizhyn Mykola Gogol State University, Ukraine

e-mail: npykhtina@ukr.net

Abstract. *This monograph addresses the pressing issue of developing social competence in senior preschoolers as a necessary prerequisite for preventing behavioral deviations. The authors analyze the works of Ukrainian and foreign researchers who study the factors contributing to negative behavior and the ways to prevent it. The structure of social competence is defined as consisting of cognitive, emotional-value, behavioral, and communicative components. Particular attention is paid to the requirements of the Basic Component of Preschool Education (BCPE), which serve as the foundation for organizing the educational process aimed at shaping children's life competence. The study outlines pedagogical conditions that foster the development of social competence, such as creating a socially enriched environment, organizing joint activities, modeling social situations, and establishing partnership interactions with families. It is proven that the effective prevention of negative behavior is only possible through comprehensive and systematic joined effort of educators and parents.*

Key words: *social competence, senior preschoolers, prevention of behavioral deviations, negative behavior, Basic Component of Preschool Education (BCPE), socialization, interaction with family.*

Relevance of the Study. In the modern context of social development, the issue of shaping a socially complex personality since early childhood has gained particular significance. The preschool period is crucial for the child's personal development, socialization, and formation of behavioral models that will determine their future success in interacting with others. It is at this stage that the foundations of social competence are laid, serving as a key factor in preventing negative manifestations in children's behavior.

The problem of preventing negative behavior in older preschoolers is especially important in the context of preparing children for school, when the demands for social adaptability increase significantly. An insufficient level of social competence often leads to behavioral deviations, conflicts with peers and adults, and difficulties in learning.

Research on the development of social competence and its influence on children's behavior is reflected in the works of many Ukrainian and international scholars. Theoretical and methodological foundations for the development of preschoolers' social competence have been explored in the studies by T. Ponimanska, H. Bilenka, O. Kononko, and T. Pirozhenko. The problem of socialization in preschool children has been thoroughly studied by A. Bohush, N. Havrysh, and I. Rohalska-Yablonska. Psychological aspects of preventing negative behavior in preschoolers are covered in the works of V. Kuzmenko, S. Kulachkivska, S. Ladyvir, and Yu. Prykhodko.

The relationship between social competence and the prevention of behavioral deviations in preschoolers has been examined by I. Bekh, T. Pirozhenko, and O. Reipolska. The features of preventing negative behavioral manifestations in children are revealed in the works of V. Orzhekhivska, T. Fedorchenko, and L. Kanishevskaya.

Foreign researchers have also made a significant contribution to the study of this problem. C. Rogers, D. Goleman, and C. Saarni have explored social and emotional competence as key factors in a child's successful adaptation to society.

Despite the considerable scientific groundwork in this area, the issue of developing social competence in older preschoolers as a means of preventing negative behavior

requires further study, especially in the context of contemporary sociocultural transformations and challenges faced by Ukraine's preschool education system.

Study of the Problem of Preventing Negative Behavior in Older Preschoolers in Psycho-Pedagogical Literature

The study of behavioral deviations in children, as well as their prevention and correction, has been the focus of both Ukrainian and foreign researchers. Their findings form an important theoretical basis for understanding the nature of behavioral deviations, the stages and mechanisms of their development in children of different age groups within the framework of ontogenetic development. These results are represented by various directions in psychological and pedagogical research.

1. The peculiarities and degree of socio-pedagogical neglect of individuals characterized by behavioral deviations have been studied. This research direction is represented by the works of T. Kolesina (negative manifestations in preschoolers' behavior as the initial stage of behavioral deviation), L. Oliferenko and H. Tahyrova (levels of socio-pedagogical neglect among students), and M. Fitsula (types of children difficult to educate).

2. The mechanisms underlying the emergence of behavioral deviations have been examined by (V. Zakharchuk and T. Fedorchenko.)

3. Scholars have analyzed the determinants of behavioral deviations. Within this line of research, attention has been paid to the study of deviations in the emotional and affective sphere as a factor in behavioral disorders (O. Kulchytska); the role of individual-psychological and microsocial determinants in the emergence of behavioral deviations (V. Orzhekhivska); the exploration of socio-pedagogical problems of children and youth as a cause of deviant behavior (N. Zavatska); and the identification and study of children at risk (M. Kovalchuk).

4. Researchers have also addressed the issue of fostering in children the ability to control their own behavior. In particular, (I. Kozubovska) studied the emergence of behavioral disorders caused by communication problems and the preventive potential of

children's play activity; (O. Bovt) investigated diagnostic and corrective aspects of preventing and overcoming aggressive behavior in children; and (O. Kosarieva and O. Zakharov) explored the specifics of parent–child relationships and their impact on children's behavior and self-control abilities.

O. Tovkanets interprets deviant behavior as a deviation from the socio-moral values accepted in a given society, social environment, or immediate surroundings; as a disruption of the processes of assimilating and reproducing these norms and values; and as a distortion of self-development and self-realization within the society to which an individual belongs.

The interpretation by A. Samoilov appears most appropriate: he defines deviant behavior as conduct that diverges from the socially and morally accepted norms and values of society, manifests itself through socially unacceptable forms of self-assertion, and hinders processes of self-development and constructive self-realization of the individual.

Y. Zmanovska and A. Samoilov classify deviant behavior into two major categories: Behavior that deviates from the norms of mental health and is conditioned by overt or latent psychopathology; Behavior that violates social, cultural, and legal norms, expressed through misdemeanors or crimes. If such misdemeanors are minor, they are considered offenses. Deviations of the second category, classified and punished under criminal law (crimes), are referred to as delinquent (unlawful) or criminal behavior¹.

N. Havrysh examines the problem of preventing negative behavior in older preschoolers within the context of developing their communicative competence. The researcher notes that insufficient development of communication skills often leads to conflicts, aggression, and negativism. N. Havrysh proposes a system for developing preschoolers' communicative competence, which includes cultivating the ability to listen to others, express personal opinions, and resolve conflicts constructively. She emphasizes that the development of communication skills contributes to harmonizing a child's relationships with others and helps prevent negative behavioral manifestations².

¹ Pykhtina N.P. Vidkhyleniia v povedintsi ditei: kharakterystyka, chynnyky vynykennia ta stratehiiia usunennia. Rozdil do kolektyvnoi monohrafii "Sotsialno-moralnyi rozvytok i vykhovannia dytyny doshkilnoho viku" (za zahalnoiui redaktsiieiui O. Kononko). Nizhyn: NDU im. M. Gogolia, 2020. s. 198–255.

² Havrysh N.V. Rozvytok komunikatyvnoi kompetentnosti doshkilnykiv: monohrafiia. Kyiv: Instytut problem vykhovannia NAPN Ukrainy, 2017. 250 s.

In the works by Y. Prykhodko, the problem of preventing negative behavior in older preschoolers is considered through the lens of moral consciousness formation. The researcher notes that insufficient development of moral concepts, unformed moral feelings, and lack of moral convictions lead to the emergence of negative behavioral manifestations. Y. Prykhodko proposes a comprehensive system of work aimed at developing preschoolers' moral awareness which includes familiarizing children with moral norms and rules of behavior, forming an emotionally valuable attitude toward them, and developing skills of moral conduct³.

The pedagogical aspects of preventing negative behavior in older preschoolers have been studied by T. Ponimanska. The researcher developed a system of pedagogical conditions that promote the formation of positive behavior in children: creating a developmental environment, organizing meaningful preschool activities, ensuring a positive psychological climate in the children's group, and using appropriate educational methods. T. Ponimanska emphasizes the importance of an individual approach to each child, taking into account their age and personal characteristics in the process of preventing negative behavioral manifestations⁴.

Thus, analysis of psychological and pedagogical literature demonstrates that preventing negative behavior in older preschoolers requires a comprehensive approach that considers psychological, social, and pedagogical aspects of the problem. Scholars unanimously agree that effective prevention of behavioral deviations is possible only through purposeful work aimed at shaping the child's personality, developing their emotional-volitional sphere, social skills, and creating a favorable environment for development. The conclusions drawn by researchers regarding the ways to prevent negative behavior in preschoolers form the basis for designing pedagogical technologies for developing children's social competence as a key condition for the prevention of behavioral deviations.

³ Kanishevska L.V. Vykhovannia sotsialnoi zrilosti starshykh doshkilnykiv u pozaurochnii diialnosti: monohrafiia. Kyiv: TsP "Kompynt", 2019. 326 s.

⁴ Kononko O.L. Psykholohichni osnovy osobystisnoho stanovlennia doshkilnyka: monohrafiia. Kyiv: Stylos, 2017. 336 s.

Social Competence of Preschoolers as a Condition for Preventing Behavioral Deviations

Social competence is a multifaceted concept that integrates a person's knowledge, skills, and experience in the social sphere. O. Kononko defines the social competence of a preschooler as «openness to the world of people, social behavior skills, readiness to perceive social information, the desire to understand others, and to perform kind deeds. According to the Basic Component of Preschool Education (BCPE), a preschooler's social competence presupposes the ability to establish and maintain relationships with adults and children of different nationalities and the awareness of belonging to various social groups.

The issue of developing social competence is addressed in the Basic Program for the Development of the Preschool Child «I am in the World.» This program interprets a child's competence as an integral characteristic of personal development, whose key indicators are the age-appropriate level of formation of leading activities, all forms of activity, and fundamental personal qualities. The program outlines the basic content of preschool education, which includes developing children's ability to solve problems in unfamiliar situations, acquire new information, be adaptable, and act adequately, constructively, and effectively in diverse life contexts. It also emphasizes cultivating the ability to make conscious decisions and satisfy social and individual needs⁵.

Social competence in preschoolers serves as an important protective factor against behavioral deviations. Analysis of psychological and pedagogical research suggests that the formation of social competence provides the foundation for the development of socially acceptable forms of behavior and prevents the emergence of behavioral disorders. Viewing social competence as an integrative personal quality, researchers emphasize its direct influence on preschoolers' behavioral manifestations and their capacity for constructive interaction with others⁶.

O. Kononko, exploring the relationship between social competence and preschoolers' behavior, defines social competence as «a child's ability to demonstrate

⁵ Pykhtina, N. P. Sotsialna kompetentnist doshkilnykiv yak umova poperedzhennia vidkhylen u yikh povedintsi. Teoretyko-metodychni problemy vykhovannia ditei ta suchasnoi molodi: zbirnyk naukovykh prats. Kyiv, 2010. Vyp. 14, kn. 2. S. 604.

⁶ Kononko, O. L. Sotsialno-emotsiyni rozvytok osobystosti: navch. posib. Kyiv: Osvita, 2018. 255 s.

socially acceptable, constructive forms of behavior manifested in their capacity to navigate social spaces, observe social norms and rules, and build productive interactions with peers and adults.» The scholar stresses that a socially competent child is capable of self-regulation, is aware of the consequences of their actions for themselves and others, and thus has a reduced risk of exhibiting negative behavioral manifestations.

T. Ponimanska examines the formation of preschoolers' social competence in the context of moral education. The researcher argues that moral qualities such as kindness, empathy, fairness, and responsibility form the foundation of social competence and ensure positive behavior. T. Ponimanska highlights that moral education aims to develop in children an understanding of good and evil and the ability to make moral choices, which helps prevent negative behavioral expressions. She underscores the necessity of creating conditions in which children can apply moral norms and rules in practice across different types of activities. Thus, the analysis of psychological and pedagogical research allows us to assert that a preschooler's social competence is an integrative characteristic of the personality, encompassing a system of social knowledge, skills, abilities, and personal qualities necessary for successful adaptation and functioning in society. The formation of social competence ensures the child's ability to demonstrate socially acceptable behavior, engage in constructive interaction with others, and adhere to social norms and rules, which helps to prevent behavioral deviations. Scholars unanimously agree that fostering social competence in preschool children is an effective means of preventing negative behavior and creates a foundation for the harmonious development of the child's personality.

Requirements of the Basic Component of Preschool Education (BCPE) in Ensuring the Social Competence of Senior Preschoolers as a Condition for Preventing Negative Behavior

The Basic Component of Preschool Education (BCPE) defines the state standards for the first stage of education in Ukraine and serves as a guideline for organizing the educational process in preschool institutions aimed at developing children's life competence. In the context of preventing negative behavior among senior preschoolers,

the BCPE's provisions on the formation of social competence as a key component of life competence acquire particular importance⁷.

The educational domain «The Child in Society» within the BCPE outlines the content and objectives of work focused on developing preschoolers' social competence. It directs educators' attention to the necessity of cultivating in children an understanding of social norms and rules, fostering socially acceptable behavioral skills, and forming the ability to interact constructively with peers and adults. The document specifies the expected learning outcomes, which include the development of a child's readiness to interact with the surrounding world based on the perception, comprehension, and acceptance of social values, as well as the capacity for socially approved behavior—an essential factor in preventing behavioral deviations. Particular emphasis in the BCPE is placed on the development of children's group interaction skills and the ability to align their behavior with societal expectations, which contributes to reducing levels of conflict and aggression in their behavior⁸.

Table 2.1

Components of Preschoolers' Social Competence According to the BCPE

Component	Content	Behavioral Manifestations
Cognitive	Knowledge of social norms and rules of behavior	Understanding the necessity of following rules, ability to explain social norms
Emotional and Value-based	Positive attitude toward social norms, empathy	Demonstration of compassion, kindness, and tolerance toward others
Behavioral	Practical application of social knowledge and skills	Observance of rules, constructive interaction with others
Communicative	Communication skills with peers and adults	Ability to listen, express opinions, and resolve conflicts

Source: Pirozhenko T. O. Sotsialnyi rozvytok dytyny: starshyi doshkilnyi vik : navch.-metod. posib. Kyiv: Heneza, 2018. 88 s. [in Ukrainian], [8].

⁷ Pirozhenko, T. O. Osobystist doshkilnyka: perspektyvy rozvytku: navch.-metod. posib. Ternopil: Mandrivets, 2018. 136 s.

⁸ Pirozhenko, T. O. Sotsialnyi rozvytok dytyny: starshyi doshkilnyi vik: navch.-metod. posib. Kyiv: Heneza, 2018. 88 s.

The Basic Component of Preschool Education (BCPE) emphasizes the need to develop in senior preschoolers the foundations of critical thinking, the ability to analyze and evaluate their own actions and the behavior of others in terms of their compliance with moral standards. The development of preschoolers' reflective abilities helps them understand the cause-and-effect relationships between behavior and its consequences, which is an important factor in preventing negative behavioral manifestations.

The BCPE also stresses the importance of fostering in children a sense of responsibility for their actions, which forms the basis for self-regulation of behavior and helps to prevent impulsive reactions that often cause undesirable behavior in preschoolers.

Table 2.2

***Pedagogical Conditions for Developing Senior Preschoolers' Social Competence
According to the BCPE***

Pedagogical Condition	Means of Implementation	Impact on the Prevention of Negative Behavior
Creating a socially enriched environment	Play corners, thematic centers, illustrative materials	Reduction of aggression, development of constructive interaction forms
Organizing joint activities among children	Collective creative tasks, projects, group games	Formation of cooperation skills, reduction of egocentrism
Modeling social situations	Role-playing games, dramatizations, problem situations	Development of empathy, formation of skills for constructive conflict resolution
Partnership interaction with families	Joint events, consultations, parent training sessions	Ensuring consistency of behavioral expectations at home and in preschool settings

Source: Pirozhenko T. O. Sotsialnyi rozvytok dytyny: starshyi doshkilnyi vik : navch.-metod. posib. Kyiv: Henezha, 2018. 88 s. [in Ukrainian], [8].

Thus, considering the BCPE requirements in ensuring the social competence of senior preschoolers also implies creating a sociocultural environment in preschool institutions that promotes the formation of positive social experience, the assimilation of moral values, and the development of constructive interaction skills with others.

The organization of such an environment involves establishing conditions for collaborative child activities and modeling diverse social situations that allow preschoolers to gain experience in socially acceptable behavior.

An important aspect is also the establishment of effective cooperation with families, ensuring consistency in behavioral expectations between the family and the preschool institution, which contributes to the development of stable models of positive behavior and the prevention of behavioral deviations⁹.

Interaction between Preschool Institutions and Families in Preventing Negative Behavior through Socialization

Effective prevention of negative behavior in senior preschoolers is possible only when constructive cooperation between preschool institutions and families is established. Such collaboration ensures the unity of educational influences, consistency, and systematic nature in shaping children's social competence. According to T. Ponimanska, the interaction between a preschool institution and the family is a purposeful process of organizing joint activities between educators and parents aimed at achieving a common goal – the full development of a child's personality. This process involves the integration of efforts, equitable partnership, mutual respect, and shared responsibility of both parties. In the context of preventing negative behavior in preschoolers, this cooperation becomes especially significant, since only through partnership with parents can stable positive outcomes be achieved in the development of socially acceptable forms of behavior¹⁰.

The analysis of psychological and pedagogical literature allows us to identify the main directions of preschool-family interaction in preventing negative behavior in children through socialization means: diagnostic, educational, practical, and corrective. The diagnostic direction involves studying the features of family upbringing, identifying factors that cause negative manifestations in children's behavior, and determining the educational potential of the family. The educational direction focuses on increasing parents' psychological and pedagogical competence regarding the peculiarities of

⁹ Ponimanska, T. I. Doshkilna pedahohika: pidruchnyk. Kyiv: Akademvydav, 2018. 456 s.

¹⁰ Ponimanska, T. I. Teoretyko-metodychni zasady humanistychnoho vykhovannia ditei doshkilnoho viku: monohrafiia. Rivne: RDHU, 2018. 332 s.

children's social development and on developing their skills for effective interaction with the child. The practical direction is implemented through parents' active participation in the educational process of preschool institutions, as well as through the joint organization and implementation of educational and developmental activities. The corrective direction provides for individual assistance to families whose children demonstrate pronounced behavioral deviations, including the development of personalized programs for correcting negative behavior in preschoolers¹¹.

V. Orzhekhovska emphasizes the need to involve parents in creating a developmental environment that promotes the formation of preschoolers' social competence and helps prevent negative behavioral manifestations. The researcher notes that joint activities involving educators, parents, and children – such as project work, creative workshops, celebrations, entertainment, excursions, campaigns, and flash mobs – not only enrich children's social experience but also foster the harmonization of parent-child relationships and develop parents' skills in constructive interaction with their children. V. Orzhekhovska underlines that the personal example of parents plays a decisive role in shaping children's behavior; therefore, parents should be actively involved in modeling socially acceptable forms of behavior and demonstrating positive examples of social interaction¹².

T. Fedorchenko draws attention to the importance of an individual approach to working with families whose children exhibit negative behavior. The researcher proposes an algorithm for preschool-family interaction with such families, which includes: establishing trusting relationships with parents; identifying the causes of the child's negative behavior; jointly planning corrective work; maintaining regular communication about changes in the child's behavior; providing parents with recommendations on optimizing family upbringing; and involving specialists (psychologists, social educators, speech therapists, neurologists) when necessary. T. Fedorchenko stresses that the effectiveness of corrective work largely depends on parents' readiness for cooperation,

¹¹Rohalska-Yablonska, I. P. Pedahohika sotsializatsii: osoblyvosti patronazhnoi diialnosti u protsesi sotsializatsii osobystosti. Uman: FOP Zhovtyi O. O., 2017. 259 s.

¹² Fedorchenko, T. Ye. Profilaktyka deviantnoi povedinky molodshykh shkoliariv u navchalno-vykhovnomu protsesi: monohrafiia. Kyiv: TOV "KHIK", 2018. 200 s.

their motivation, and consistency in following specialists' recommendations. Particular attention should be paid to developing parents' skills in positively reinforcing desired behavior, enhancing their emotional competence, and fostering empathy and constructive conflict resolution abilities.

Thus, interaction between preschool institutions and families is a crucial condition for the effective prevention of negative behavior in preschoolers. Implemented through diagnostic, educational, practical, and corrective directions, such cooperation ensures a comprehensive approach to the problem. Various forms of parental engagement enhance their competence and contribute to the creation of a unified educational space for the child's development¹³.

Contemporary research confirms the effectiveness of innovative approaches to family interaction – particularly the creation of information and communication platforms that use digital technologies for consultation and information exchange between educators and parents. This enables continuous contact and timely responses to children's behavioral manifestations.

A promising direction is also the establishment of parent-child communities based on the principle of mutual support. Organizing joint activities helps develop preschoolers' positive social experience, communication skills, and ability to interact constructively with others – key components of social competence.

Conclusions. The study of psychological and pedagogical literature on the problem of preventing negative behavior in senior preschoolers shows that effective prevention of behavioral deviations is possible only through purposeful work on personality development, the formation of emotional and volitional regulation, and the cultivation of social skills. Researchers propose various strategies for preventing negative behavior, including optimization of family upbringing, formation of moral consciousness, development of communication skills, creation of a developmental environment, and the use of adequate educational methods. Particular attention is paid to the formation of social competence as a key factor in preventing behavioral problems.

¹³ Fedorchenko, T. Ye. Rannia profilaktyka nehatyvnykh proiaviv u povedintsi ditei: navch.-metod. posib. Kyiv: KHIK, 2017. 128 s.

The research confirms that the development of social competence is an effective means of preventing negative behavior in senior preschoolers. The formation of social competence ensures a child's ability to demonstrate socially acceptable forms of behavior, constructive interaction with others, and adherence to social norms and rules.

The effectiveness of this process is ensured through a comprehensive approach that includes targeted work on developing all components of social competence, creating a supportive developmental environment, using play-based activities as a leading means of socialization, and establishing partnership interaction with families.

REFERENCES:

1. Havrysh N. V. Rozvytok komunikatyvnoi kompetentnosti doshkilnykiv : monohrafiia. Kyiv: Instytut problem vykhovannia NAPN Ukrainy, 2017. 250 s. [in Ukrainian].
2. Kanishevska L. V. Vykhovannia sotsialnoi zrilosti starshykh doshkilnykiv u pozaurochnii diialnosti : monohrafiia. Kyiv: TsP «Kompynt», 2019. 326 s. [in Ukrainian].
3. Kononko O. L. Psykholohichni osnovy osobystisnoho stanovlennia doshkilnyk : monohrafiia. Kyiv: Stylos, 2017. 336 s. [in Ukrainian].
4. Kononko O. L. Sotsialno-emotsiinyi rozvytok osobystosti : navch. posib. Kyiv: Osvita, 2018. 255 s. [in Ukrainian].
5. Pykhtina N. P. Vidkhyllennia v povedintsi ditei: kharakterystyka, chynnyky vynyknennia ta stratehiia usunennia. Rozdil do kolektyvnoi monohrafii «Sotsialno-moralnyi rozvytok i vykhovannia dytyny doshkilnoho viku» (za zahalnoi redaktsiieiu O. Kononko). Nizhyn : NDU im. M. Gogolia, 2020. s. 198–255 [in Ukrainian].
6. Pykhtina N. P. Sotsialna kompetentnist doshkilnykiv yak umova poperedzhennia vidkhylen u yikh povedintsi. Teoretyko-metodychni problemy vykhovannia ditei ta suchasnoi molodi: zbirnyk naukovykh prats. Kyiv, 2010. Vyp. 14, kn. 2. S. 604 [in Ukrainian].
7. Pirozhenko T. O. Osobystist doshkilnyka: perspektyvy rozvytku : navch.-metod. posib. Ternopil: Mandrivets, 2018. 136 s. [in Ukrainian].

8. Pirozhenko T. O. Sotsialnyi rozvytok dytyny: starshyi doshkilnyi vik : navch.-metod. posib. Kyiv: Heneza, 2018. 88 s. [in Ukrainian].
9. Ponimanska T. I. Doshkilna pedahohika : navch. posib. Kyiv : Akademvydav, 2018. 456 s. [in Ukrainian].
10. Ponimanska T. I. Teoretyko-metodychni zasady humanistychnoho vykhovannia ditei doshkilnoho viku: monohrafiia. Rivne: RDHU, 2018. 332 s. [in Ukrainian].
11. Rohalska-Yablonska I. P. Pedahohika sotsializatsii: osoblyvosti patronazhnoi diialnosti u protsesi sotsializatsii osobystosti. Uman: FOP Zhovtyi O. O., 2017. 259 s. [in Ukrainian].
12. Fedorchenko T. Y. Profilaktyka deviantnoi povedinky molodshykh shkoliariv u navchalno-vykhovnomu protsesi : monohrafiia. Kyiv: TOV «KhIK», 2018. 200 s. [in Ukrainian].
13. Fedorchenko T. Ye. Rannia profilaktyka nehatyvnykh proiaviv u povedintsi ditei: navch.-metod. posib. Kyiv: KhIK, 2017. 128 s. [in Ukrainian].

SELF-DIGNITY AND THE FEATURES OF ITS FOSTERING AND DEVELOPMENT IN PRESCHOOL CHILDHOOD

Pysarenko Maryna

Master's degree student Master's Student, Specialty A2 «Preschool Education»

Nizhyn Mykola Gogol State University, Ukraine

[e-mail: 997195582@ukr.net](mailto:997195582@ukr.net)

Dieda Karyna

Bachelor's degree student Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

dedakarina@gmail.com

Abstract: *This section of the monograph analyses self-dignity as a basic personality trait and describes the characteristics of its development in preschool children. It reveals the content and structure of the leading category and characterizes the state of problem development by domestic and foreign specialists. It substantiates the pedagogical conditions for optimizing the process of fostering the studied quality in preschool educational institutions, related to expanding preschoolers' knowledge about self-dignity, forming adequate self-esteem, developing the ability to control and regulate their own actions, and educating teachers. Criteria, indicators, and components of the upbringing of self-esteem in children aged 5-7 are identified; the levels of formation of this quality in the studied older preschoolers are described. A system for the formation of self-dignity and conditions for the optimization of the educational process in preschool institutions have been developed, and the technology and methods for teaching this moral quality to children aged 5-7 have been revealed.*

Key words: *dignity as a scientific problem, preschoolers' self-dignity, age-related dynamics of changes in manifestations of dignity, adequate self-esteem,*

pedagogical conditions for optimization, educational innovations, creation of a developmental environment.

Statement of the problem. Complex phenomena that constitute a significant part of a person's subjective experiences of life (happiness, hope, trust, conscience, dignity) are increasingly attracting the attention of specialists today. The study of personal dignity is necessitated by the need to understand the phenomenology of the concept and its structure to use the concept correctly in theoretical and practical psychological and pedagogical scientific works. This is all is important as there is quite an ambiguous understanding of the problem of dignity by representatives of various human sciences. The complexity of the empirical solution of problems of existential self-determination and the search for answers to the questions about human value are becoming significant for the solution of practical problems of morality. The problem of an individual's value-based self-attitude and their attitude towards other people becomes particularly important during a period of change in the worldview and value foundations of society, the introduction of the principles of humanization, and a personality-oriented paradigm into the educational process.

Indirectly, the problem of dignity was considered by specialists in the context of studies of self-awareness (V. Tatenko, T. Tytarenko, S. Tyshchenko, R. Chamat, N. Chyrenko), self-respect, self-esteem, and self-concept (O. Bezkorovaina, I. Bulakh, V. Horbatykh, N. Diatlenko, O. Kononko, V. Sakovska), self-regulation of moral behaviour (O. Bayer, O. Bezverkhyi, I. Bekh, M. Boryshevskyi, I. Ziazun, V. Kotyrlo). Unfortunately, only a limited number of psychologists and educators are directly involved in researching the characteristics of the formation of elementary forms of self-dignity and value-based self-attitude in older preschool children, including I. Bekh, O. Kononko, O. Reipolska, and some other specialists.

The social demand for harmonious and well-rounded personalities is reflected in Ukraine's Law on Education and the National Doctrine for the Development of Education in Ukraine in the 21st Century, which emphasizes the prospects for shaping unique individuals. The Basic Component of Preschool Education in Ukraine

emphasizes the need to develop not only a system of knowledge and the foundations of a scientific worldview in preschool children, but also their dignity, skills of independent scientific cognition, self-education, and self-realization. The development of a person's value-based attitude towards themselves and the surrounding world should become a priority in modern education.¹

Analysis of recent studies and publications. According to the theory of moral qualities of personality, dignity is a main category, a concept that explains other categories of morality and determines the value of human life. Experts note that dignity is one of the most fundamental categories of ethics, bringing us closer to understanding the essence of a person and the meaning of their life. In essence, the idea of moral self-determination of the individual is actualized. As noted by the well-known Ukrainian educator S. Honcharenko, dignity is a concept of moral consciousness that expresses the idea of the intrinsic value of the human personality and its moral equality with others. According to this expert, as a form of social and moral freedom, the concept of «dignity» includes a person's right to respect and recognition of their rights, while also implying their awareness of their duties and responsibilities to society and themselves².

The issue of dignity is primarily studied by researchers in the context of viewing a person as a subject of life activity, which enables the analysis of the dynamics of changes in a child's personal growth through the prism of a holistic and multidimensional process. As V. Tatenko notes, freedom of will, freedom of creativity, freedom of conscience, the right to choose, the opportunity for self-actualisation, self-improvement, and self-development—these and similar intentions constitute the value-semantic core of the human way of being³.

The development of dignity in early ontogenesis is directly related to such aspects of personality formation as «self-esteem» and «self-attitude.» I. Bekh qualifies

¹ Bazovyi komponent doshkilnoi osvity Ukrainy [Basic component of preschool education of Ukraine]. (2021). Vykhovatel-metodyst doshkilnoho zakladu – Educator-methodologist of a preschool institution, (2), 4–19 [in Ukrainian].

² Honcharenko, S. (1997). Ukrainskyi pedahohichnyi slovnyk [Ukrainian pedagogical dictionary]. Kyiv: Lybid [in Ukrainian].

³ Tatenko, V. (2017). Metodolohiia subiektno-vchynkovoho pidkhodu: sotsialno-psykholohichni vymir: monohrafiia [Methodology of the subject-action approach: socio-psychological dimension: monograph]. Kyiv: Milenium [in Ukrainian].

self-attitude as an affective component of one's attitude toward oneself, which is of a stable nature. The author believes that self-attitude manifests itself as a feeling of approval, the degree of which reflects the individual's confidence in their self-worth and significance⁴.

Adequate self-esteem plays a crucial role in fostering a positive attitude towards oneself and promoting self-respect. According to M. Boryshevskyi, self-esteem reflects the degree of development of a person's sense of self-respect, sense of self-worth, and positive attitude towards everything that falls within the sphere of the 'I'. The expert notes that high self-esteem is the basis for self-acceptance, while low self-esteem indicates self-rejection, self-denial, and a negative attitude towards one's personality. The author points out that the personality traits that are the objects of self-esteem are not equal: self-esteem plays a greater role the more significant the aspect being assessed is⁵.

According to research by S. Tyshchenko, self-esteem is a summarizing assessment of the «I» that expresses the degree to which a person accepts or rejects themselves, their positive or negative attitude toward themselves. The author emphasizes that this attitude is derived from a set of individual self-assessments. The expert notes that general, or global, self-esteem is the acceptance of oneself as a unique individual who has not only strengths but also weaknesses. The opinion of a scientist who studied the peculiarities of the development of the inner world of preschool children and the specifics of the formation of an emotional and value-based attitude towards oneself deserves attention. The author notes that preschoolers' perceptions of themselves are inseparable from their awareness of their own behaviour due to the fact that adults and peers evaluate it in one way or another. S. Tyshchenko emphasizes that the intensification of the process of a child comparing themselves with their peers and realizing their virtues is a strong stimulus for the development of reflective ideas about

⁴ Bekh, I. D. (2008). Pochuttia hidnosti u dukhovnomu rozvytku osobystosti [The sense of dignity in the spiritual development of personality]. *Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi* – Theoretical and methodological problems of educating children and students, 1(12), 5–18 [in Ukrainian].

⁵ Boryshevskyi, M. Y. (2012). *Osobystist u vymirakh samosvidomosti: monohrafiia* [Personality in the dimensions of self-consciousness: monograph]. Sumy: Vydavnychiy budynok "Ellada" [in Ukrainian].

themselves⁶.

The theoretical foundations for understanding self-attitude as a component of self-awareness were laid by O. Kononko, who uses the concept of «emotional-value self-attitude.» In her opinion, self-attitude is an emotional and value-based attitude towards oneself, one of the internal processes of self-awareness that reflects the unity of self-knowledge and experiences. The author emphasizes that self-attitude can exist in various forms: pride, self-love, self-respect, etc., and is constantly in flux, in a process of continuous development. As a child's emotional experience enriches, a more or less generalized emotional and value-based attitude towards oneself develops. Feelings and emotional states experienced at different times in connection with thoughts about oneself constitute the emotional foundation that is a necessary condition for the creation of a rich self-awareness⁷.

According to research by O. Reipolska, self-attitude is understood as a person's belief that they are worth something, that they have a certain value, and that this value is their own «I», their identity. According to the author, value self-attitude is a dynamic psychological formation of personality, the meaning of which changes depending on many factors, the most significant of which is the change in the value of the «I» in the process of growing up, as a result of solving age-related tasks and accepting new social requirements. Changes in value-based self-attitude create confidence in the strength of one's own «I.» The value-based self-attitude of a personality is manifested in their desire for high self-esteem and a sense of their own significance⁸.

According to research by N. Diatlenko, self-respect is a component of self-image, a result of the integration and generalization of a person's feelings about themselves. The author interprets self-respect as a child's respectful attitude towards

⁶ Tyshchenko, S. P. (1990). Rozvytok vnutrishnoho svitu dytyny [Development of the inner world of a child]. In L. N. Prokoliienko (Ed.), Vychovannia ditei doshkilnoho viku [Upbringing of preschool children] (pp. 40–82). Kyiv: Radianska shkola [in Ukrainian].

⁷ Kononko, O. L. (2022). U vytokiv vlasnoi hidnosti doshkilnyka [At the origins of preschooler's self-dignity]. Vychovatel-metodyst doshkilnoho zakladu – Educator-methodologist of a preschool institution, (8), 4–11 [in Ukrainian].

⁸ Reipolska, O. D. (2021). Teoretyko-metodychni zasady formuvannia u doshkilnykiv tsinnisnoho samostavlennia: avtoreferat doktorskoj dysertatsii [Theoretical and methodological principles of forming value self-attitude in preschoolers: Doctoral dissertation abstract]. Kyiv [in Ukrainian].

themselves as a person who is important to others, a carrier of personal values. N. Diatlenko attaches great importance to the development of reflection in preschool childhood as the ability to consider and evaluate oneself, analyse one's own qualities, and the results of one's actions. An important indicator of a preschooler's desire for self-expression, according to the author, is their independence, positive attitude towards the process and results of their own activities, and the ability to demonstrate their achievements to others who are important to them⁹.

According to N. Chyrenko's method, self-dignity is understood as a person's consciousness and perception of themselves in their moral and mental traits, which arouse respect from others. The author identifies the following criteria for assessing a person's self-esteem: realistic self-image, well-developed motivation to achieve, and the ability to self-regulate behaviour. The study identifies the following types of self-esteem: harmonious and balanced, relatively balanced, unbalanced and contradictory, unbalanced and dependent, and unbalanced and egocentric. The author has developed an effective system for optimizing the process of fostering self-dignity in children¹⁰.

According to O. Bezkorovaina, self-affirmation is the main way to develop a sense of self-dignity. The author notes that, according to the humanistic paradigm, children purposefully develop the ability to live in conditions of freedom, make independent and responsible decisions, and assert themselves in a socially acceptable manner. This is achieved through the teacher interacting with the child indirectly, creating a special educational environment that stimulates the desire for self-expression, self-fulfilment, and self-affirmation. According to the expert, the pedagogy of success is an important prerequisite for the formation of personal self-assertion as a complex and important phenomenon¹¹.

⁹ Diatlenko, N. M. (2002). *Psykholohichni umovy rozvytku samopovahy u doshkilnykiv: dysertatsiia kandydata psykholohichnykh nauk* [Psychological conditions of self-respect development in preschoolers: Candidate's thesis in psychological sciences]. Kyiv [in Ukrainian].

¹⁰ Chyrenko, N. V. (2012). *Vykhovannia vlasnoi hidnosti pidlitkiv u dytiachomu obiednanni: avtoreferat dysertatsii kandydata pedahohichnykh nauk* [Fostering self-dignity of adolescents in a children's association: Candidate's dissertation abstract]. Kyiv [in Ukrainian].

¹¹ Bezkorovaina, O. V. (2009). *Vykhovannia kultury osobystisnoho samostverdzhennia v rannomu yunatskomu vitsi: monohrafiia* [Cultivation of the culture of personal self-affirmation in early adolescence: monograph]. Rivne: RDHU, Publisher Oleh Zen [in Ukrainian].

Therefore, like any moral category, dignity requires in-depth analysis as an integral basic quality of personality, which determines the direction of its moral activity. It is time to determine the characteristics of the formation of self-dignity in older preschool children in the conditions of pre-school educational institution.

The purpose of the article is to reveal the meaning of self-esteem, the peculiarities of its formation in early childhood; to determine the criteria for assessing the degree of its development, component structure and levels of politeness; to substantiate the pedagogical conditions and optimisation of the educational process in preschool educational institutions.

Presentation of the main material. The research programme envisaged the development of a comprehensive methodology, the conduct of a descriptive stage, the analysis and generalisation of empirical data, and the development of a system for optimising the educational process in a pre-school educational institution.

During the study of self-dignity in older preschool children, we proceeded from the understanding that this fundamental quality is associated with the basic needs of a developing personality, including self-determination, self-realization, self-development, and self-defence. The harmonious combination and full objectification of this set of needs guarantees an optimistic sense of well-being, satisfaction with life, the ability to behave with dignity in any life situation, and success in various activities. In accordance with the first task of the ascertaining experiment, it was necessary to determine the criteria, indicators, and components of self-esteem as an integral characteristic of preschoolers' personalities. The criteria and indicators for each are presented in Table 1.

***Criteria and indicators for determining levels
of self-esteem in 5-7-year-old children***

CRITERIA	INDICATORS
Ability to self-determine	The understanding of their place in life and society. The awareness of their own interests, plans, characteristics, abilities, social requirements, and the expectations of influential individuals. The ability to distinguish between reality and imagination; to identify what is important and what is secondary, safe and dangerous, familiar and unfamiliar. The ability to analyse situations, take into account requirements and circumstances, make constructive decisions, and spend minimal time achieving success. Adequate response to events, circumstances, and people's actions. The ability to independently determine one's position, goals, and means of action in specific circumstances. The desire to feel free.
The desire to realise one's potential	Developed need and ability to realise their potential, express themselves through creative activity and moral actions. The awareness of their own virtues and flaws, self-esteem, and awareness of their importance to family and friends. Presentation of their abilities, striving to achieve success honestly, and making a conscious effort to do so. Taking steps to assert themselves, full completion of tasks, and adherence to high standards of quality. Recognition and correction of mistakes, and improvement of results.
Efforts to improve oneself	Recognition and correction of mistakes, and improvement of results. Constant striving for self-improvement, developing new qualities and skills. Focusing on their desires. Independent, persistent, purposeful behaviour. Trusting their abilities, assessments, and experience. Demonstrating high cognitive activity, striving to move away from templates and models, and demonstrating creativity. Fearless of making mistakes, making necessary adjustments, and striving to improve their knowledge, skills, and achievements. Abandonment of unproductive actions. Responsibility for decisions made, choices made, results of activities, and their own actions.
Self-supporting and self-defence	Valuing themselves and recognizing the worth of others. In difficult situations, self-support, emotional recovery, behavioural regulation, and self-mobilization are demonstrated. Intolerance of disrespect toward others or oneself, rejection of manipulation, refusal to allow offence, and defence of dignity and personal space are evident. Resistance to destructive influences and undeserved judgments is shown. Selectivity in relationships, preference for a certain circle of peers, and ability to politely refuse affection characterize their social behaviour.

Source: Results of own scientific research

Determining the levels of self-dignity formation in older preschool children required establishing not only the criteria and indicators as content characteristics of the studied phenomenon but also its structural components. We identified the following main components of self-dignity: cognitive, motivational-value, behavioural, and reflective.

The cognitive component indicated the formation in children aged 5–7 of a system of necessary knowledge about dignity, its role in human life, and the importance of exploratory and research activities for its effective development in the context of preschool education.

The motivational-value component reflected an appropriate level of nurturing in preschoolers a positive attitude toward their own dignity as a moral value; it also made it possible to determine the system of value orientations of children aged 5–7 in research activity.

The behavioural component of self-dignity allowed drawing conclusions about the degree of development, appropriate for older preschoolers, of skills and abilities to behave with dignity, make constructive decisions, and achieve success in research activities.

The reflective component made it possible to obtain information about the ability of older preschool children to produce prognostic and retrospective evaluations, analyse their achievements and shortcomings, and introduce necessary adjustments into their activities.

For each of the mentioned components, methods were selected which, in their combination, made it possible to assess the self-dignity of the studied children aged 5–7 as an integrated personal quality. The comprehensive research methodology included the use of interviews, the incomplete sentences method, observation, and modelling of moral choice situations. Analysis of the data obtained by these methods made it possible to determine the levels of self-dignity formation in older preschool children. The analysis was based on the previously developed criteria and components. The results of the analysis are visually presented in Table 2.

Table 2

Distribution of the studied 5-7-year olds according to the level of their self-worth development

LEVELS	MANIFESTATIONS	Quantitative composition (in %)
High	Orientation in situations, requirements, and conditions, as well as analysis and evaluation of them, are accurate and appropriate. Identification of the main and secondary, safe and unsafe, familiar and unfamiliar is clear. Decision-making is constructive, and achievement of success requires minimal time. Striving for self-fulfilment and self-expression through creative ideas and actions is evident. Awareness of one's main virtues and shortcomings, self-respect, and understanding of one's significance for close ones are combined with improvement of personal qualities and behaviour. Presentation of one's abilities and achievements is done willingly, with a clear desire for self-affirmation. Orientation toward high standards of quality is maintained. Lack of fear of mistakes and introduction of corrections into the final result are characteristic. Independence in action, striving to move beyond patterns and templates, willingness to take risks, and quick rejection of unproductive actions are observed. Confidence in one's abilities and responsibility for one's decisions and actions are evident. Support and protection of oneself and others, as well as defence of one's dignity and personal space, are consistent traits.	22
Optimal	Orientation in unfamiliar situations and conditions, analysis, comparison, and evaluation of possible risks are generally adequate. Identification of the main and secondary, familiar and new, safe and unsafe is present. Behaviour is cautious and thoughtful, with careful consideration of one's actions. Independent effort is applied to achieve the desired success; action is deliberate and careful. Creativity is expressed in moderation, with an effort to avoid excessive risk. Awareness of one's main virtues and shortcomings is evident, with preference given to the former. Understanding of one's importance for parents and significant others, self-appreciation, and demonstration of one's abilities and achievements to others reflect a desire for self-affirmation and adult approval. Expectation of recognition from others is	28

	characteristic. In stressful situations, slowing down of actions and weighing the appropriateness of certain behaviours are observed. Self-assessment and expectations tend to be slightly overestimated. Defence of one's dignity is maintained.	
Average	Disorientation in unfamiliar situations and irritation hinder analysis and evaluation. Confusion in distinguishing between main and secondary, safe and unsafe aspects often leads to mistakes. Independence is shown at the beginning of activity, but appeals for adult assistance arise when facing difficulties. Aspiration to achieve success «with little effort» and «at any cost,» along with satisfaction with average quality of performance, are noted. Elements of creativity are used only occasionally, with a tendency toward spontaneous activity instead. Reliance on models and striving for rapid goal achievement are typical. Need for emotional and instrumental adult support and dependence on positive evaluation are evident. Self-appreciation is partial; the child can argue which traits may lead to success. Self-esteem is unstable, situational, and dependent on adult opinion.	38
Low	Encountering unfamiliar situations and new tasks causes fear, emotional tension, and unwillingness to act. Inability to independently analyse and evaluate new conditions and requirements leads to reliance on adult assistance, without which activity is practically absent. Orientation toward models and templates, along with attempts to perform tasks «as required» or «as expected,» is typical. Fear of making mistakes or acting incorrectly predominates. Avoidance of creative activity and unwillingness to take risks, with a preference for familiar tasks, are evident. In assessing their own virtues and shortcomings, there is a clear appeal to the opinions of parents and educators. Aspiration is directed not so much toward achieving success as toward avoiding failure. Sense of self-worth exists only at an embryonic level; there is a lack of ability to support or defend oneself. Self-assessment and expectations are inadequate and underestimated. The tendency to spend long periods alone, merely observing events from the sidelines, is characteristic.	12

Source: Results of own scientific research

Thus, it was found that half of the children in the experimental group were characterised by insufficient or low self-dignity – they were cautious in undertaking

new tasks, were unable to analyse and correctly assess situations and conditions, avoided the need to realise their potential, did not strive for self-improvement, and had situational or low self-esteem. This highlighted the need to improve their understanding of dignity and its role in life, as well as their ability to show self-respect in real life.

The formation system provided for the introduction of pedagogical conditions into pedagogical practice and the development of technologies for optimising the educational process with the aim of forming self-dignity in older preschool children.

The main pedagogical conditions included: *expanding, deepening and clarifying the understanding of older preschool children about their self-dignity – its essence and significance for a successful life; training preschoolers in the skills to constructively influence their behaviour, control and regulate their own actions, overcome the fear of not being able to cope with a task; educating teachers, developing their ability to encourage and support children's desire to express their self-dignity using modern educational technologies.*

Due to the implementation of the first pedagogical condition, children aged 5-6 years master the ability to correctly analyse various life situations, assess them adequately, plan their actions correctly, and practise the ability to act in accordance with the moral knowledge they have acquired. The second pedagogical condition will contribute to the formation of an adequate self-concept in older preschool children, the ability to exert willpower to overcome obstacles, and the ability to control and regulate their own behaviour, activities, and emotional state. The third pedagogical condition was aimed at cultivating confidence in their own abilities in older preschool children, developing the habit of responding appropriately to difficulties and failures, winning and losing with dignity, achieving success, and value themselves, using innovative technologies and multi-conceptual, interdisciplinary, integrated, and systematic approaches.

When introducing these pedagogical conditions into teaching practice with the aim of optimising the educational process aimed at fostering self-dignity in children aged 5-6, we proceeded from the understanding that dignity changes as their moral consciousness develops. A higher level of moral consciousness requires adherence to a

greater number of moral norms that regulate not only actions and verbal behaviour, but also the sphere of thoughts and feelings in order to preserve a sense of self-dignity. Internal demands to reject violence and demonstrate honesty are intensified.

A modern educational technology has been developed, aimed at perceiving children aged 5-6 as active subjects of their own life and educational process. In accordance with the first pedagogical condition, discussions were held with preschool children about dignity, its significance in life, forms of manifestation and features of upbringing; creative tasks and exercises were organised to help children learn the facial expressions and movements of a person who defends their own dignity. The second pedagogical condition involved the use of the following optimisation methods: children writing stories («Tell me about yourself», «What am I proud of?», «My fears and how I overcome them», «How I didn't let myself be offended»); modelling experimental situations. The implementation of the third pedagogical condition was accompanied by a seminar on personal dignity and the conditions for fostering this basic quality in pre-school childhood education institutions, role-playing games, and the creation of reminders.

The use of modern educational technologies in the process of forming self-dignity in older preschool children is an important condition for success. Innovation as a principle of pedagogy provides favourable conditions for personal development, realises the right to individual creative contribution, personal initiative, and freedom of self-development. In this context, innovation is understood not only as a predisposition to perceive, produce and apply new ideas, but above all as an individual's ability to renew previous experience and be open to new ideas. Innovative changes should be implemented in conditions of synergy between pedagogical systems. Synergistic ideology in preschool education performs a system-building mission and contributes to the personal development of all subjects of the educational process. It is the preservation of traditions, their renewal, and the enrichment of the previous experience of a growing personality that makes it possible to use its internal resources. Synergy becomes the basis for the implementation of a life-sustaining strategy for the

development of the educational system, and innovation becomes a means of its humanisation.

The activities of teachers in conditions of pluralism of opinions among participants in the educational process instil in growing personalities a taste for self-respect, develop the habit of valuing oneself and having the right to one's own point of view, teach them to discover their «I» for themselves and present it to those around them, and not to destroy the dignity of others. The problem of creativity in teaching is becoming more acute, and the readiness of educators to design and psychologically support a creative educational environment is becoming more relevant.

The status of the teacher as a facilitator is an important prerequisite for transforming business and personal communication with a child into a creative act. Inner freedom emerges in the growing personality, external control is gradually replaced by self-control, and reflection develops. Thus, the optimal conditions for personality development in the educational process are characterised by innovation, creativity and synergy.

Conclusions. The study examined the phenomenon of self-dignity, characterising it as a basic personality trait that is formed in early childhood. An important component of self-dignity is the child's ability to value themselves and realise their potential. This is facilitated by the development of self-awareness in children aged 5-6, their adequate self-esteem, ability to analyse life situations, draw their own conclusions and make independent decisions. The criteria and structural components of self-dignity have been identified, and four levels of its formation in normal social conditions have been characterised. It has been established that half of the senior preschoolers studied have insufficient or low levels of self-dignity, which has highlighted the need to optimise the educational process in preschool educational institutions. Pedagogical conditions conducive to the effective development of self-dignity in children aged 5-6 have been substantiated, related to the expansion of their knowledge system, practising the ability to demonstrate and defend their self-dignity, and increasing the competence of preschool educators in the formation of self-dignity in older preschool children. The importance of using modern educational technologies

to foster self-respect in preschoolers and treating them as active participants in the educational process is argued.

The results of the study do not exhaust the breadth of the issue of fostering self-dignity in older preschool children. Further study is needed on the experimental study of the characteristics of laying the foundations of self-dignity in early and younger preschool age.

REFERENCES:

1. Bazovyi komponent doshkilnoi osvity Ukrainy [Basic component of preschool education of Ukraine]. (2021). Vychovatel-metodyst doshkilnoho zakladu – Educator-methodologist of a preschool institution, (2), 4–19 [in Ukrainian].
2. Honcharenko, S. (1997). Ukrainskyi pedahohichnyi slovnyk [Ukrainian pedagogical dictionary]. Kyiv: Lybid [in Ukrainian].
3. Tatenko, V. (2017). Metodolohiia subiektno-vchynkovoho pidkhodu: sotsialno-psykholohichni vymir: monohrafiia [Methodology of the subject-action approach: socio-psychological dimension: monograph]. Kyiv: Milenium [in Ukrainian].
4. Bekh, I. D. (2008). Pochuttia hidnosti u dukhovnomu rozvytku osobystosti [The sense of dignity in the spiritual development of personality]. Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi – Theoretical and methodological problems of educating children and students, 1(12), 5–18 [in Ukrainian].
5. Boryshevskyi, M. Y. (2012). Osobystist u vymirakh samosvidomosti: monohrafiia [Personality in the dimensions of self-consciousness: monograph]. Sumy: Vydavnychi budynok «Ellada» [in Ukrainian].
6. Tyshchenko, S. P. (1990). Rozvytok vnutrishnoho svitu dytyny [Development of the inner world of a child]. In L. N. Prokoliienko (Ed.), Vykhovannia ditei doshkilnoho viku [Upbringing of preschool children] (pp. 40–82). Kyiv: Radianska shkola [in Ukrainian].

7. Kononko, O. L. (2022). U vytokiv vlasnoi hidnosti doshkilnyka [At the origins of preschooler's self-dignity]. *Vykhovatel-metodyst doshkilnoho zakladu – Educator-methodologist of a preschool institution*, (8), 4–11 [in Ukrainian].
8. Reipolska, O. D. (2021). *Teoretyko-metodychni zasady formuvannia u doshkilnykiv tsinnisnoho samostavlennia: avtoreferat doktorskoi dysertatsii* [Theoretical and methodological principles of forming value self-attitude in preschoolers: Doctoral dissertation abstract]. Kyiv [in Ukrainian].
9. Diatlenko, N. M. (2002). *Psykhologichni umovy rozvytku samopovahy u doshkilnykiv: dysertatsiia kandydata psykhologichnykh nauk* [Psychological conditions of self-respect development in preschoolers: Candidate's thesis in psychological sciences]. Kyiv [in Ukrainian].
10. Chyrenko, N. V. (2012). *Vykhovannia vlasnoi hidnosti pidlitkiv u dytiachomu obiednanni: avtoreferat dysertatsii kandydata pedahohichnykh nauk* [Fostering self-dignity of adolescents in a children's association: Candidate's dissertation abstract]. Kyiv [in Ukrainian].
11. Bezkorovina, O. V. (2009). *Vykhovannia kultury osobystisnoho samostverdzhennia v rannomu yunatskomu vitsi: monohrafiia* [Cultivation of the culture of personal self-affirmation in early adolescence: monograph]. Rivne: RDHU, Publisher Oleh Zen [in Ukrainian].

**THE USE OF CONSTRUCTIVE COMMUNICATION STYLES
BY EDUCATORS WITH PRESCHOOL CHILDREN FROM
DISADVANTAGED FAMILIES**

*Pykhtina Nina, PhD in Pedagogical Sciences,
Associate Professor of the Department of Preschool Education
e-mail: npykhtina@ukr.net*

*Melekhova Maryna,
Undergraduate Student in Specialty 012 Preschool Education,
Mykola Gogol Nizhyn State University
e-mail: marinamelekhova1208@gmail.com*

Annotation. *The monograph explores the issue of applying constructive communication styles by preschool educators when working with children from disadvantaged families. It reveals the essence of constructive communication as a pedagogical tool that fosters the child's social and emotional development, builds trust, stabilizes behavior, and reduces anxiety levels. The study analyzes the characteristics of children from at-risk families and their need for a safe environment, acceptance, and support. The main communication styles used by educators are defined, along with the conditions for their effective implementation in preschool settings. Practical recommendations are provided on organizing communicative interaction, creating an emotionally supportive environment, and resolving conflicts using non-violent methods.*

Key words: *constructive communication, pedagogical communication styles, preschool age, educator, children from disadvantaged families, emotional development, socialization, pedagogical support, communicative interaction, psychological safety, partnership in upbringing, empathy, prevention of deviant behavior, fostering trust, supportive educational environment.*

Relevance of the Study

The topic of communication between preschool educators and children is key in the process of upbringing and education, as it is during this period that the foundation for a

child's future social and emotional development is laid. In today's world, the issue of establishing constructive communication with children growing up in disadvantaged families is becoming increasingly relevant. A disadvantaged family is typically characterized by low socioeconomic well-being, unstable parental relationships, lack of proper attention to the child's development, and frequent conflict situations. Under such conditions, a child may not receive adequate support from their immediate environment, which in turn negatively affects their psycho-emotional state, social adaptation, and overall development. This significantly complicates the educational process in preschool institutions and requires educators to apply specialized approaches and communication methods.

The relevance of this topic lies in the fact that the number of children from disadvantaged families in preschools is increasing. Educators who work directly with these children often face difficulties in establishing effective communication. Such children may exhibit withdrawal, aggression, or apathy as a result of issues within their family environment. These emotional and behavioral challenges demand that the educator possess effective communication strategies and styles that can not only help the child adapt to the educational setting but also support their overall development. Therefore, it is important to study and implement constructive communication styles that contribute to a positive emotional climate and the development of communication skills in preschoolers.

Today, in the context of educational reform, it is vital to ensure an inclusive and tolerant environment in preschool institutions. The educator plays a key role in forming interactions between children and their surroundings by providing emotional support, fostering social skills, and preparing them for future schooling. Constructive communication styles based on respect, empathy, and recognition of the child's needs and interests enable educators to establish effective interaction even in the most challenging cases.

Both Ukrainian and international researchers have studied the use of constructive communication styles by educators working with preschool children from disadvantaged families. In Ukraine, O. V. Bondarenko analyzed effective methods of educator-child interaction in difficult life circumstances, while L. M. Kovalenko emphasized the need for an individualized approach. S. V. Kramarenko studied the principles of active listening as

the foundation of a constructive communication style in preschool education. Important contributions were also made by I. M. Shevchenko and M. V. Soroka, who explored the development of communication skills in children from crisis families.

Among foreign scholars, Carl Rogers stands out for developing the concept of empathetic listening as a key element of constructive communication, and Thomas Gordon proposed a model of effective pedagogical communication based on cooperation and positive reinforcement. Jerome Bruner highlighted the importance of dialogic communication, which stimulates a child's cognitive activity. Daniel Goleman, in his studies on emotional intelligence, emphasized the significance of understanding children's emotions for effective interaction. All of these studies underline that the use of constructive communication styles by educators helps children from disadvantaged families develop trust in adults, enhances their emotional stability, and promotes social adaptation.

Given the challenges faced by children from disadvantaged backgrounds, implementing constructive communication styles is one of the essential tools for mitigating the negative effects of their home environment and creating conditions for their harmonious personal development.

A preschool educator who applies such approaches can help a child adapt successfully to group life and develop positive personal qualities that are essential for further learning and socialization.

Constructive communication styles with preschool-aged children represent a systemic approach that combines empathy, understanding of the child's emotional states, and the educator's ability to adapt their language to the child's level of development. This approach fosters trust-based relationships and creates an atmosphere of safety, support, and respect. Children from disadvantaged families are especially in need of such emotional support, as their immediate environment often fails to provide it.

Peculiarities of the Psycho-Emotional Development of Preschool Children from Disadvantaged Families

Disadvantaged families significantly affect the psycho-emotional development of children, as they create conditions that lead to various difficulties and disruptions in the emotional sphere. Parental conflicts, violence, alcoholism, and the lack of proper attention

to the child can result in severe emotional trauma. Children in such families often face unstable living conditions, which cause anxiety, stress, and insecurity. These children typically have low self-esteem and lack the support necessary to develop trust in others.

As noted by I. M. Arefieva, the family environment is a determining factor in shaping a child's personality, and its influence can be either constructive or destructive, depending on the circumstances in which the child is raised¹. Children growing up amid constant parental conflicts or violence often witness aggression, which negatively affects their emotional development. Such experiences can result in difficulties interacting with peers, socialization problems, and challenges in forming healthy social relationships.

Chronic stress and a lack of emotional support from parents may trigger emotional responses such as fear, aggression, apathy, or extreme withdrawal. According to S. M. Maksymenko, children from disadvantaged families, growing up in conditions of constant stress and emotional abuse, become more vulnerable to negative influences². Additionally, these children often lack the attention and care essential for normal psycho-emotional development in early childhood.

A disadvantaged environment significantly hinders the child's adaptation to social norms and expectations, which can lead to issues in learning and socialization. Therefore, the importance of social support and psycho-pedagogical assistance for such children cannot be overstated.

Only with the help of specialists and the application of appropriate approaches can the negative impact on psycho-emotional development be mitigated, ensuring successful socialization in the future. O. H. Rozumna emphasizes that constant anxiety becomes the norm for children from disadvantaged families, which negatively affects their mental health³. These children tend to be highly sensitive to external threats and situations that may trigger anxiety. They may react strongly to minor events that others consider insignificant, displaying signs of fear, nervousness, or even panic.

¹ Arefieva, I. M. *Psychological Characteristics of Children from Disadvantaged Families: Monograph*. Kyiv: Osvita Ukrainy, 2016. 240 p.

² Maksymenko, S. D. *Development of Social Skills through Effective Communication in Preschool Age: Monograph*. Kyiv: Publishing House of Dragomanov National Pedagogical University, 2018. 230 p.

³ Rozumna, O. H. *Peculiarities of the Emotional State of Children from Problem Families: Monograph*. Odesa: I. I. Mechnikov Odesa National University, 2016. 230 p.

In some cases, these fears can manifest physically, such as in the form of headaches, stomach aches, or insomnia. As N. O. Petrenko writes, emotional support from parents is a key factor in preventing the development of depressive states in children⁴. A lack of parental emotional support is one of the primary causes of depression in children. When a child does not receive the necessary attention, warmth, and support, their emotional state deteriorates. In such conditions, children may feel lonely, unwanted, and unprotected.

I. M. Kuzmenko points out that insufficient attention to children's emotional needs in disadvantaged families may contribute to the development of depression at an early age⁵. Children with low self-esteem often blame themselves for family problems, which exacerbates their depressive symptoms. They may view themselves as unwelcomed or unnecessary members of the family, worsening their psycho-emotional condition. This state may lead to the development of low self-worth, as the child rarely receives confirmation of their value or importance within the family. Feelings of worthlessness may also arise from a lack of mutual understanding between the child and their parents. Since children often see themselves through the lens of how others perceive them, the absence of positive parental attention contributes to the formation of a negative self-image.

As O. V. Karpenko emphasizes, the lack of positive reinforcement and emotional support in the family contributes to the development of a negative self-concept in children⁶. The absence of emotional stability in the family also greatly impacts psycho-emotional development, potentially leading to anxiety or depressive disorders. Children from disadvantaged families may struggle with self-acceptance, experiencing fear or doubt about their abilities. In such conditions, developing a positive self-image becomes a challenging process.

Psychological research indicates that parental emotional detachment creates serious obstacles to the development of social skills. Empathy, a key component of emotional development, cannot be fostered without proper emotional feedback from parents. When

⁴ Petrenko, N. O. *Influence of the Family Environment on the Child's Psycho-Emotional Development: Monograph*. Dnipro: Oles Honchar Dnipro National University, 2017. 220 p.

⁵ Kuzmenko, I. M. *Peculiarities of Emotional Development of Children in a Disadvantaged Family: Monograph*. Lviv: Ivan Franko National University of Lviv, 2019. 250 p.

⁶ Karpenko, O. V. *Childhood in a Disadvantaged Family: Impact on Mental Health: Textbook*. Kyiv: Dragomanov National Pedagogical University, 2021. 220 p.

parents do not engage with their children on an emotional level, the child lacks a model for how to respond appropriately to others' emotions.

According to I. M. Kuzmenko, children from disadvantaged families often face difficulties in establishing trusting relationships, which leads to social isolation **Bląd! Nie zdefiniowano zakładki..** One of the main challenges for these children is building trust with peers. For children growing up in disadvantaged households, this understanding is often absent or significantly delayed. Without adequate emotional support from parents, their emotional development is hindered. They are not taught how to express emotions constructively or how to respond to others' feelings, as the lack of stability and harmony in the family does not foster these skills.

As a result, such children may become prone to insecurity, anxiety, and depressive moods, all of which affect their ability to effectively socialize with peers. These children may face difficulties in interpersonal relationships, frequently displaying aggression or withdrawal, which stems from the lack of emotional security in the home.

Low emotional intelligence also affects their capacity for learning and adapting to new social environments, such as preschool or school, as they are not always able to understand or respond appropriately to changes around them. Through targeted psychotherapeutic and pedagogical methods, such as emotional literacy training, empathy development, and self-regulation, children can improve their emotional competence, which contributes to better social adaptation.

Aggressive behavior is a result not only of emotional trauma but also of the lack of emotional support from parents, who themselves may be emotionally unstable and incapable of teaching the child healthy ways of self-expression. In preschool, aggressive behavior often manifests as physical attacks on peers, verbal abuse, or frequent rule-breaking. Over time, this may develop into more persistent behavioral disorders later in life.

The preschool years are a critical period in a child's development, during which their ability to learn and socialize is formed. During this time, parental support is crucial - it includes assistance in learning and the development of positive educational habits.

V. I. Savchenko states that children from disadvantaged families, where proper upbringing is absent, are more prone to violating social norms and rules⁷. In such conditions, a child may display aggression or social withdrawal, reflecting a lack of social skills and misunderstanding in peer relationships. These children may struggle to respond appropriately to conflict, often resorting to violent solutions or avoiding social contact altogether. A lack of proper upbringing can also lead to the development of deviant behavior such as theft, lying, or participation in violent groups.

Thus, the psycho-emotional development of preschool children from disadvantaged families is marked by a number of specific features shaped by adverse upbringing conditions, insufficient emotional support, and exposure to stress factors. The absence of stable emotional connections with parents, neglect of the child's needs, or an aggressive home environment may lead to heightened anxiety, low self-esteem, socialization difficulties, and behavioral disorders.

Based on the analysis of scientific research, it is clear that timely support from educators, teachers, and psychologists plays a critical role in addressing the negative effects of disadvantaged upbringing. The use of emotional development techniques such as art therapy, fairy tale therapy, body-oriented practices, and active listening fosters emotional regulation and helps build trust in the world. Therefore, creating a safe and supportive environment in preschool settings is a vital factor in the harmonious psycho-emotional development of children from disadvantaged families.

Peculiarities of the Psycho-Emotional Development of Preschool Children from Disadvantaged Families

Constructive communication is a crucial component in the development of social and emotional skills in preschool-aged children. This approach helps children adapt to social norms and expectations, teaches them how to interact with peers and adults, develop teamwork skills, resolve conflicts peacefully, and fosters self-regulation and emotional awareness of their environment. As noted by I. M. Arefieva, the psycho-emotional state

⁷ Savchenko, V. I. *Adaptation of Children from Disadvantaged Families to the School Environment: Textbook*. Kyiv: Publishing House of Dragomanov National Pedagogical University, 2018. 240 p.

of a child from a disadvantaged family is often characterized by instability, anxiety, and insufficient emotional contact with adults, which significantly complicates their social adaptation.

The main aspect of constructive communication is that it not only involves the transmission of information but also ensures mutual understanding, respect, and support between participants. According to I. M. Sokolova, the use of constructive communication allows children to become more aware of and better control their own emotions, while also understanding the emotional state and needs of others – an essential part of developing their social intelligence⁸.

Communication with adults and peers during this period has a significant impact on children's emotional development, as it allows them not only to understand the world around them but also to receive emotional support. As S. V. Kramarenko points out, the development of healthy emotional skills in preschoolers largely depends on the quality of communication with educators⁹. For educators, it is particularly important to foster the ability for constructive interaction from an early age by applying a variety of methods and techniques that promote communicative abilities. These may include group tasks, role-playing games, discussions, and more.

According to O. V. Melnyk, the use of active listening in communication with children allows adults to respond more effectively to their emotional needs¹⁰. The concept of active listening is not just about hearing but also actively participating in the communication process by reflecting the emotional state of the interlocutor and responding to their needs. In working with preschool children, active listening is a key tool for fostering mutual understanding and empathy.

Educators who apply active listening techniques can better understand children's feelings, thoughts, and experiences, which helps build trust and support. A crucial aspect

⁸ Sokolova, I. M. *Effective Communication in Preschool Institutions: Textbook*. Kyiv: Publishing House of Dragomanov National Pedagogical University, 2021. 250 p.

⁹ Kramarenko, S. V. *Pedagogical Technologies for Developing Constructive Communication in Preschool Children: Textbook*. Lviv: Ivan Franko National University of Lviv, 2021. 220 p.

¹⁰ Melnyk, O. V. *Empathic Communication as the Basis of Interaction with Preschool Children: Textbook*. Kharkiv: V. N. Karazin Kharkiv National University, 2020. 220 p.

is that active listening allows children to feel heard and understood - an essential part of developing emotional stability and self-identity.

The humanistic approach in pedagogy emphasizes the importance of unconditional acceptance of each child as a personality with their own needs, feelings, and beliefs. This approach is based on the idea that every child has an inner potential for development and self-realization, and the role of the adult is to create conditions that allow this potential to be revealed. A key element of the humanistic approach is unconditional acceptance, which means accepting the child as they are, without conditions or judgment.

Unconditional acceptance helps create an atmosphere where the child feels valued and significant, which supports their psycho-emotional development and the formation of healthy social skills. Adults who practice a humanistic approach can nurture a child's confidence, support their self-expression and self-awareness, and remain open and attentive to the child's needs, showing care and support in every word and action. A. V. Barysheva emphasizes that a disadvantaged family environment shapes a child's distorted understanding of emotional safety, which manifests in behavioral disorders and difficulties in interacting with peers¹¹.

Reflective listening also enables adults to better understand the child's emotional state and offers opportunities to develop empathy. When an educator or caregiver mirrors what the child says, it helps the child feel supported and attended to, and encourages deeper understanding of their own emotions and needs. Attentiveness and active engagement on the part of the adult are essential components of reflective listening, stimulating the child to open up and express their experiences.

The cognitive-behavioral approach in working with preschool children focuses on developing constructive interaction skills through positive reinforcement. This approach is based on the idea that behavior is shaped by internal beliefs and external stimuli. By applying the principles of cognitive-behavioral theory, educators can help children replace inadequate or destructive behavioral patterns with more adaptive and constructive ones.

¹¹ Barysheva, A. V. *The Child's Emotional Well-Being under Family Stress: Textbook*. Lviv: Ivan Franko National University of Lviv, 2017. 220 p.

One key aspect of this approach is the use of positive reinforcement, which involves rewarding appropriate or desirable behavior. This may include verbal praise, encouragement, or even tangible rewards such as stickers or extra time for favorite activities. It is important that positive reinforcement be timely and appropriate to the child's behavior.

Effective communication in preschool requires the use of both verbal and non-verbal means to ensure clarity and completeness in message transmission. Verbal communication tools include words, phrases, and intonation, which allow children to express their thoughts, feelings, and needs clearly. Non-verbal tools - such as facial expressions, gestures, body posture, tone of voice, and even physical touch - are essential components of communication because they help convey the emotional content of a message and often provide additional interpretation.

For preschoolers, non-verbal signals may be even more important than verbal ones, as young children may not yet have a fully developed vocabulary. By using both verbal and non-verbal tools, educators create a multi-channel communicative environment that supports better understanding and interaction. For instance, a meaningful glance or friendly smile can reinforce or alter the meaning of words. During activities or play, educators should be attentive to every non-verbal cue, which can help them better understand the child's emotional state. At this age, children are actively developing skills to observe and replicate non-verbal signals, helping them learn not just to listen, but also to perceive the behavior of others.

According to L. S. Bondarenko, children raised in emotionally cold and unsupportive environments often struggle to identify and regulate their own emotions, requiring specialized pedagogical support ¹². The successful integration of verbal and non-verbal communication tools helps create harmonious relationships within the group and fosters social sensitivity in children - an essential foundation for constructive communication.

¹² Bondarenko, L. S. *Pedagogical Technologies of Working with Preschool Children: Textbook*. Kyiv: Publishing House of Dragomanov National Pedagogical University, 2017. 250 p.

An important element is creating an atmosphere of respect and trust, where the child feels that their actions and thoughts matter. When a child receives positive feedback, they begin to believe in themselves and develop a wide range of abilities. Positive communication also promotes emotional resilience, helping children effectively cope with challenges because they know they can rely on adult support at any time.

Projective techniques are valuable tools for uncovering hidden experiences and emotions in preschool children. These methods rely on the idea that through play, drawing, or other forms of creativity, a child can express internal experiences that may not be consciously expressed verbally.

Educators can use these methods to gain a better understanding of the child's inner world and emotional state, and accordingly adjust their communication approach. Projective techniques are especially useful for identifying psychological or emotional difficulties, as they bypass the barriers that may arise during direct questioning or conversation. With the help of such techniques, the educator can not only detect issues but also provide the necessary emotional support, creating a safe environment for self-expression.

Pedagogical techniques aimed at developing speech activity are also essential for effectively teaching communication skills to preschoolers. According to I. M. Sokolova, fostering speech activity is a key aspect of successful communication skills training in preschoolers **Błąd! Nie zdefiniowano zakładek..** Children's verbal activity is one of the main factors in their social development, as language allows them not only to express their thoughts but also to internalize social norms and interaction rules.

The use of pedagogical technologies in speech development supports the growth of not only grammatical and lexical skills, but also vital social abilities such as mutual understanding, conversation skills, active listening, and appropriate responses to questions or remarks. Common techniques used in preschool education include role-playing games, discussions, storytelling, and analyzing various scenarios, all of which engage children in communication and allow them to practice language skills in real-life social contexts.

Thus, these techniques not only improve speech development but also foster confidence, critical thinking, and the ability to cooperate.

Constructive communication is a key factor in the harmonious development of preschoolers, as it promotes emotional stability, trust in others, and the growth of social skills. The analysis of theoretical approaches to communication shows that effective interaction between educator and child is based on empathy, active listening, support, and unconditional acceptance.

Research confirms that the application of attachment theory, nonviolent communication, and collaborative pedagogy helps educators build trusting relationships with children. The use of constructive communication styles reduces conflict, enhances children's self-esteem, and supports the development of their speech and cognitive abilities.

The Essence and Characteristics of Constructive Communication with Preschool Children

Constructive communication also involves negotiation skills and the ability to find compromises - an essential aspect of collaboration. Children who regularly use constructive communication methods learn to adapt their actions in a group setting based on the situation and the needs of others.

O.V. Bondarenko states that effective communication in preschool age is based on principles of trust, emotional acceptance, and consistent interaction, which help children develop social interdependence skills **Błąd! Nie zdefiniowano zakładki..** Constructive communication includes not only the ability to express one's thoughts but also the ability to listen to others, which is the foundation of effective teamwork. When children have the opportunity to work in teams, they learn to allocate roles, take responsibility for their duties, and support one another in achieving common goals. Group interactions help children gain experience in cooperation, understand the importance of collective effort, and respect others' opinions.

Active listening is a crucial aspect of constructive communication, and its development significantly impacts children's interactions with others. Teaching children to actively listen helps them better understand communication processes and enhances their ability to engage in meaningful conversations.

According to M.O. Hnatyuk, an educator's communicative competence is not only in the ability to speak but also in the ability to listen, understand, and empathize with the child, which contributes to their emotional development ¹³. A key element of active listening is the ability not just to hear words but to understand the speaker's emotions and thoughts, thereby fostering deeper understanding and trust. Children who develop active listening skills are better at interpreting signals from their peers and adults, allowing them to avoid misunderstandings and conflicts. They learn to be attentive to others, which reduces aggression and creates a more friendly group atmosphere. Active listening also helps children develop empathy, enabling them to understand others' emotional states and respond appropriately.

In the process of active listening, children learn to focus on others, paying attention not only to words but also to nonverbal cues. This helps them respond more effectively to social signals in real-life situations. Developing these skills significantly improves children's social interactions, creating a favorable environment for learning and personal growth.

L.P. Vasylyeva emphasizes that during constructive communication, children learn to control impulsive reactions and develop empathy and tolerance toward others ¹⁴. Constructive communication is the foundation for building strong friendships among children. It fosters qualities such as mutual understanding, trust, and respect - key elements of any healthy relationship. When children learn to communicate constructively, they feel safe expressing their thoughts and emotions, which fosters an atmosphere of mutual support and understanding among peers. This approach prevents misunderstandings and conflicts common in children's groups and promotes long-term relational stability.

Constructive communication also involves the ability to listen and consider others' feelings, which is vital for forming harmonious friendships. The mutual support established through constructive communication gives children a sense of safety and trust, making their relationships more resilient to external influences. When children feel free to

¹³ Hnatiuk, M. O. *Communicative Competence of the Preschool Educator: Textbook*. Lviv: Ivan Franko National University of Lviv, 2017. 210 p.

¹⁴ Vasylyeva, L. P. *Pedagogical Psychology: Communication in Preschool Institutions: Textbook*. Kharkiv: Osnova, 2020. 260 p.

express their feelings and needs without fear of being judged or rejected, they can form deeper and more stable connections with others.

T. O. Havryliuk argues that a child's emotional stability is directly linked to the quality of daily interactions with adults who are able to respond to emotional cues with respect and understanding ¹⁵. In such relationships, the capacity for forgiveness and empathy is vital, as constructive communication helps children respond appropriately to negative situations rather than avoiding them. Over time, these skills become the foundation for developing long-lasting and healthy friendships. Taking into account the thoughts and feelings of peers makes these relationships mutually beneficial and supportive, which in turn creates a positive atmosphere and supports emotional maturity.

Effective communication can be a powerful tool in reducing aggression and negative behaviors among children. When children learn to express their feelings and emotions constructively, they become better at regulating their reactions and resolving conflicts peacefully.

As I.P. Dubchak notes, the practice of nonviolent communication helps children adopt behavioral models rooted in compassion, respect, and accountability for their words ¹⁶. Constructive communication includes both speaking and listening skills, enabling children to better understand others' thoughts and emotions and respond appropriately.

This promotes empathy and reduces aggressive tendencies, as children who learn to understand others' feelings are less likely to resort to violence or aggression. Instead of engaging in aggressive behavior, children use their communication skills to resolve conflicts constructively. The more children practice effective communication, the better they become at managing negative emotions and avoiding their manifestation through aggression.

Thus, effective communication is an essential means of reducing conflict, violence, and aggressive behavior in children's groups, creating a nurturing environment for development and learning.

¹⁵ Havryliuk, T. O. *The Role of the Educator in Forming the Child's Emotional Stability: Monograph*. Odesa: I. I. Mechnikov Odesa National University, 2019. 230 p.

¹⁶ Dubchak, I. P. *Methods of Nonviolent Communication in Working with Children: Textbook*. Kharkiv: V. N. Karazin Kharkiv National University, 2018. 200 p.

Constructive communication also significantly contributes to the development of critical thinking in children. When children engage in constructive dialogue, they learn to evaluate and analyze situations from multiple perspectives - an essential component of critical thinking. This process encourages children to understand the causes and effects of their actions and decisions, as well as to consider alternative solutions to problems.

The ability to discuss different opinions and approaches constructively helps children develop independent thinking and informed decision-making. It also teaches them to ask questions, seek answers, and remain open to new ideas - important aspects of critical thinking. Constructive communication fosters the ability to argue a point of view without imposing it on others, which is a key element of analytical thinking.

Children who actively practice constructive communication are better at understanding the contexts behind different perspectives and decisions, improving their capacity for objective analysis. They learn to make thoughtful decisions that take into account not only their own interests but also the needs and opinions of others. Thus, constructive communication not only enhances interpersonal interactions but also supports the development of essential cognitive skills necessary for success in various areas of life.

Children who have mastered the principles of constructive communication exhibit a high level of social responsibility in different situations. Constructive communication requires not only clear and coherent expression of one's thoughts but also the ability to listen to others and consider their needs and feelings. This forms the foundation for developing social responsibility, as children begin to understand the importance of interacting with others and taking responsibility for their words and actions.

Interaction through constructive communication allows children to build healthy interpersonal relationships, a key element of social responsibility. Moreover, constructive communication fosters emotional intelligence, enabling children to better understand the consequences of their actions on others and act for the common good. It also empowers them to take responsibility for resolving conflicts peacefully rather than through aggression or avoidance. They can take initiative in solving group tasks by offering constructive solutions that serve the interests of all participants.

Thus, children who learn constructive communication demonstrate a higher level of social responsibility because they are sensitive to social needs and actively contribute to harmony in their social circles.

Regular practice of constructive communication has a profound impact on children's emotional growth. Consistent use of effective communication strategies allows children to better understand and regulate their emotions and to respond to others' emotional reactions more appropriately. When a child learns to express their feelings constructively, they are better able to manage internal experiences without letting them dictate behavior. This fosters emotional stability, as children with these skills are less prone to impulsive or aggressive reactions. They not only learn to identify their own emotions but also to take others' emotional states into account, which is essential for emotional intelligence.

Such communication also teaches children emotional flexibility, as constructive communication requires the ability to adapt one's approach based on the context.

Regular communication in this format promotes the development of compassion, as children practicing constructive communication learn to consider others' feelings and experiences. This creates favorable conditions for the development of empathy, a key element of emotional growth. The ability to understand oneself and others enables children to interact more easily with their environment, improving both their emotional well-being and social adaptation. Regular practice of constructive communication fosters a supportive and secure atmosphere, which is essential for positive emotional development in children.

In conclusion, constructive communication is a vital tool in interacting with preschool children. It is aimed at creating a positive emotional environment, developing social skills, and building a healthy self-esteem. It is grounded in empathy, active listening, unconditional acceptance, and a kind, respectful dialogue. Through constructive communication, educators can help children better understand their emotions, build trusting relationships, and express their feelings effectively.

A defining feature of constructive communication with preschoolers is its interactive nature, use of nonverbal communication, and consideration of the child's age and individual characteristics. Creating a psychologically safe space supports the development of communicative competence, cooperation skills, and emotional resilience.

Effective communication helps prevent conflicts, builds children's self-confidence, and contributes to the harmonious development of personality.

Conclusins

In modern conditions, the number of children growing up in disadvantaged families is increasing. Such children often face a lack of attention, love, and support. This leads to emotional instability, low self-esteem, and behavioral problems. Constructive communication helps to compensate for these deficiencies through positive interaction with adults. In communication, a child absorbs social norms, behavioral models, and forms an understanding of the world. Children who are regularly communicated with in a friendly, open, and supportive manner demonstrate a higher level of emotional adaptation.

Constructive communication fosters trust between a child and an adult. This is especially important for children who have no experience of safe emotional contact within the family. Communication itself is the main channel through which a child gains experience of positive interaction. Constructive communicative strategies promote the development of reflection, self-control, and empathy. They also help form a sense of self-worth and significance.

It is important to consider that constructive communication requires a conscious attitude from the adult. It does not arise spontaneously but demands knowledge, skills, and constant self-regulation. An educator should choose forms of communication that support rather than suppress the child.

Preschool age is particularly favorable for the development of empathy. Children begin to understand the emotions of others, sympathize, and respond appropriately. It is through communication that ideas of justice, friendship, and respect are formed. Constructive communication is the foundation of this process. It allows for the correction of negative attitudes that a child may have absorbed in the family. The earlier work with the child begins, the greater its potential. At preschool age, rigid defense mechanisms have not yet formed, giving the educator more opportunities for influence.

Thus, preschool age is critically important for laying the foundations of healthy communicative behavior. Such children often have a slower pace of speech or a limited vocabulary. In addition, they may have impaired emotional sensitivity or, conversely,

excessive sensitivity. They may be withdrawn or overly aggressive. Communication with them should take these characteristics into account. The use of constructive communication allows a child to be gradually brought out of emotional isolation. It is important not to pressure but to give the child time for adaptation. The educator should use simple, clear language with a positive emotional tone. Contact should be gradual and gentle. Non-verbal communication plays an important role: a smile, a friendly look, a calm posture.

The educator must create an atmosphere of unconditional acceptance. This helps the child believe that they can be loved regardless of their past. Children from crisis families especially need stability in relationships. Therefore, the consistency and predictability of the educator's behavior are of crucial importance. Constructive communication becomes the child's first school of trust. Even minor achievements should be reinforced and recognized by the educator. This contributes to the development of inner motivation.

REFERENCES:

1. Arefieva, I. M. *Psychological Characteristics of Children from Disadvantaged Families: Monograph*. Kyiv: Osvita Ukrainy, 2016. 240 p.
2. Maksymenko, S. D. *Development of Social Skills through Effective Communication in Preschool Age: Monograph*. Kyiv: Publishing House of Dragomanov National Pedagogical University, 2018. 230 p.
3. Rozumna, O. H. *Peculiarities of the Emotional State of Children from Problem Families: Monograph*. Odesa: I. I. Mechnikov Odesa National University, 2016. 230 p.
4. Petrenko, N. O. *Influence of the Family Environment on the Child's Psycho-Emotional Development: Monograph*. Dnipro: Oles Honchar Dnipro National University, 2017. 220 p.
5. Kuzmenko, I. M. *Peculiarities of Emotional Development of Children in a Disadvantaged Family: Monograph*. Lviv: Ivan Franko National University of Lviv, 2019. 250 p.
6. Karpenko, O. V. *Childhood in a Disadvantaged Family: Impact on Mental Health: Textbook*. Kyiv: Dragomanov National Pedagogical University, 2021. 220 p.

7. Savchenko, V. I. *Adaptation of Children from Disadvantaged Families to the School Environment: Textbook*. Kyiv: Publishing House of Dragomanov National Pedagogical University, 2018. 240 p.
8. Sokolova, I. M. *Effective Communication in Preschool Institutions: Textbook*. Kyiv: Publishing House of Dragomanov National Pedagogical University, 2021. 250 p.
9. Kramarenko, S. V. *Pedagogical Technologies for Developing Constructive Communication in Preschool Children: Textbook*. Lviv: Ivan Franko National University of Lviv, 2021. 220 p.
10. Melnyk, O. V. *Empathic Communication as the Basis of Interaction with Preschool Children: Textbook*. Kharkiv: V. N. Karazin Kharkiv National University, 2020. 220 p.
11. Barysheva, A. V. *The Child's Emotional Well-Being under Family Stress: Textbook*. Lviv: Ivan Franko National University of Lviv, 2017. 220 p.
12. Bondarenko, L. S. *Pedagogical Technologies of Working with Preschool Children: Textbook*. Kyiv: Publishing House of Dragomanov National Pedagogical University, 2017. 250 p.
13. Hnatiuk, M. O. *Communicative Competence of the Preschool Educator: Textbook*. Lviv: Ivan Franko National University of Lviv, 2017. 210 p.
14. Vasylieva, L. P. *Pedagogical Psychology: Communication in Preschool Institutions: Textbook*. Kharkiv: Osnova, 2020. 260 p.
15. Havryliuk, T. O. *The Role of the Educator in Forming the Child's Emotional Stability: Monograph*. Odesa: I. I. Mechnikov Odesa National University, 2019. 230 p.
16. Dubchak, I. P. *Methods of Nonviolent Communication in Working with Children: Textbook*. Kharkiv: V. N. Karazin Kharkiv National University, 2018. 200 p.

PEDAGOGICAL CONDITIONS FOR PATRIOTIC EDUCATION OF SENIOR PRESCHOOLERS THROUGH MUSEUM PEDAGOGY

Prokopchuk Viktoriia

Master's Student, Specialty A2 «Preschool Education»

Nizhyn Mykola Gogol State University

Scientific Supervisor: Associate Professor S. I. Matvienko, Nizhyn, Ukraine

e-mail: viktoriaprokopchuk311@gmail.com

Abstract. *The section is devoted to the analysis of the problem of patriotic education of older preschool children through the means of museum pedagogy. The relevance of introducing updated foundations of museum pedagogy into the practice of preschool education institutions is emphasized. The state of research on the problem of patriotic education of preschoolers in scientific literature is considered. The educational potential of museum pedagogy in relation to the patriotic education of older preschool children is substantiated. The criteria for assessing the level of patriotic upbringing are defined, and its levels regarding older preschoolers are characterized. Three pedagogical conditions for the patriotic education of senior preschoolers by means of museum pedagogy are developed and briefly substantiated. For each pedagogical condition, specific forms of work are proposed that contribute to their optimization.*

Key words: *patriotic education, patriotic education of preschoolers, museum, museum pedagogy.*

Анотація. *Розділ присвячено аналізу проблеми патріотичного виховання дітей старшого дошкільного віку засобами музейної педагогіки. Вказано на актуальність запровадження до практики закладів дошкільної освіти оновлених засад музейної педагогіки. Розглянуто стан розробки проблеми патріотичного виховання дошкільників у науковій літературі. Обґрунтовано виховний потенціал музейної педагогіки стосовно патріотичного виховання дітей старшого дошкільного віку. Визначено критерії оцінки міри сформованості*

патріотичної вихованості та схарактеризовано її рівні стосовно дітей старшого дошкільного віку. Розроблено та коротко обґрунтовано три педагогічні умови патріотичного виховання старших дошкільників засобами музейної педагогіки. До кожної з педагогічних умов пропонувано окремі форми роботи, які сприятимуть їх оптимізації.

Ключові слова: патріотичне виховання, патріотичне виховання дошкільників, музей, музейна педагогіка.

Relevance of the Problem. Today, one of the most important and pressing areas of work with preschool children is national-patriotic and spiritual-moral education. The seeds we sow in children's souls during preschool years will later grow into sprouts that influence the formation of personality, character, and self-awareness.

The issue of patriotic education is highly relevant for modern pedagogy. This is determined by the need to nurture a generation of conscious citizens of Ukraine, true patriots of their country, starting from early childhood.

The experience of domestic and foreign philosophical, psychological, and pedagogical thought of the past (S. Rusova, H. Skovoroda, V. Sukhomlynskyi, K. Ushynskyi, T. Shevchenko) and the present (S. Matviienko, A. Doroshenko, S. Zozulia, I. Bekh, V. Popluzhnyi, N. Haharina, M. Stelmakhovych, T. Filimonova, K. Chorna, among others) convincingly demonstrates that the education system for the younger generation must be based on national roots, culture, and the history of the native land.

In recent years, a number of dissertation studies have been devoted to the analysis of patriotic education of children aged 5-9. The main directions of such research include: fostering the foundations of patriotism through the culture of the native land (N. Bondarenko¹, V. Lappo², M. Kachur³, N. Okhrimenko⁴); patriotic

¹ Bondarenko, N. B. *Formation of Spiritual Values in Senior Preschoolers by Means of Regional Historical and Cultural Heritage*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.07. Luhansk, 2007. 239 p.

² Lappo, V. V. *Formation of Senior Preschoolers' Value Attitudes toward the Native Land through Ethnoculture (on the Example of the Hutsul Ethnoregion)*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.08. Ivano-Frankivsk, 2008. 287 p.

³ Kachur, M. M. *Patriotic Education of Primary School Pupils by Means of Artistic Local History*: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.07 / Institute of Problems of Education of the Academy of Pedagogical Sciences of Ukraine. Kyiv, 2010. 20 p.

⁴ Okhrimenko, N. P. *Patriotic Education of Children Aged 6-7 through Artistic Local History in Preschool Educational Institutions*: Doctor of Philosophy Dissertation in Specialty 011 - Educational, Pedagogical Sciences. Nizhyn Mykola Gogol State University, Nizhyn, 2024. 303 p.

education of children through various forms of art (I. Hazina⁵, L. Shkrebtiienko⁶), as well as other aspects of the chosen problem.

In dissertations and other scholarly works dedicated to patriotic education of children, particular attention is paid to the analysis of age-related characteristics, since it is precisely the consideration of this factor that allows educators to methodically and reasonably organize the process of instilling patriotism in preschoolers within preschool institutions.

However, as our analysis of scholarly sources has shown, the problem of using the potential of museum pedagogy in working with preschool children has remained largely unexplored. It should be noted that older preschoolers are particularly sensitive to external influences; therefore, museum pedagogy can serve as an effective tool in fostering patriotic feelings. Museums, as educational institutions, provide children with the opportunity to directly encounter tangible and intangible cultural heritage, which promotes the development of pride in their country and an understanding of the importance of its cultural values.

The reform of preschool education within the context of the humanistic paradigm has encouraged educators to actively use museum pedagogy in working with all participants of the educational process (children, their families, and educators). This is explained by the view of museum pedagogy as an important factor in the cognitive, aesthetic, intellectual, and creative development of children, as well as a form of socialization through engagement with the historical and cultural heritage of society.

Numerous studies have established that the use of museums in working with children contributes not only to their aesthetic development but also to the formation of key patriotic competencies, which is especially important in the context of globalization and the increasing external informational influence.

Unfortunately, outdated approaches are still observed in the practice of museums within preschool institutions when introducing children to examples of Ukrainian culture

⁵ Hazina, I. O. Formation of the Fundamentals of National Self-Awareness in Senior Preschool Children through Ukrainian Folk Music: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.08 / Institute of Problems of Education of the Academy of Pedagogical Sciences of Ukraine. Kyiv, 2008. 20 p.

⁶ Shkrebtiienko, L. P. *Education of Patriotic Feelings in Senior Preschool Children by Means of Fiction*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.08 - Preschool Pedagogy. Odesa, 2019. 298 p.

and traditional everyday life. This negatively affects the quality of such important work and significantly reduces children's interest in engaging with elements of their native culture, and therefore in the development of patriotic foundations in future first graders.

At present, museum pedagogy is not so much under-researched as it is under-implemented in education, which underscores the need for a unified and coordinated system, or perhaps even a distinct field of work within preschool education. For instance, a number of studies conducted in recent years in connection with the introduction of distance education (S. Matvienko⁷, O. Vahennik⁸, H. Reho⁹) substantiate the feasibility of modern forms of museum practice: virtual museum tours, city tours, local heritage tours, interactive museum activities, and others.

The State Standard of Preschool Education emphasizes the importance of fostering patriotism in children within the framework of developing their socio-civic competence¹⁰. In the context of educational activities in preschool institutions, the spiritual and moral formation of the individual is carried out, along with preparation of children for independent life, participation in community activities, and service to their state.

The means of achieving the goal of instilling patriotism in children include the native language, national culture, local history studies, museum pedagogy, and other important factors. In preschool institutions, museum pedagogy – which effectively combines ethnographic principles, museology, art studies, and other areas of work – possesses significant patriotic and educational potential.

The above indicates the need for scientific research aimed at substantiating innovative approaches to using the potential of museum pedagogy in working with preschoolers, particularly in such an important dimension as patriotic education.

⁷ Matvienko, S. I. *Virtual Excursions as a Means of Familiarizing Senior Preschoolers with Their Native Land*. Retrieved from: <http://lib.ndu.edu.ua/dspace/handle/123456789/2944> (accessed: 15.08.2025).

⁸ Vahennik, O. M. (Ed.). *Museum Studies in Educational Institutions: Methodical Recommendations*. Zaporizhzhia, 2020. 76 p.

⁹ Reho, H., & Reho, O. *The Use of Museum Pedagogy in Preschool Educational Institutions of Zakarpattia*. Scientific Journal of the National Pedagogical Dragomanov University. Pedagogical Sciences: Realities and Prospects. Series 5. Issue (89), 2022, pp. 123-128.

¹⁰ *Basic Component of Preschool Education of Ukraine (New Edition)*. Preschool Education, 2012, No. 7, pp. 4-19.

The Problem of Patriotic Education of Preschoolers in Scientific Literature

The issue of fostering the foundations of patriotism in preschool children has gained increasing scholarly attention in recent years. The analysis of existing research allows us to define and substantiate the key concepts of this problem.

L. Savchenko, in interpreting the concept of «patriotic education», emphasizes the necessity of purposeful influence on the individual by social and educational institutions¹¹.

In the study of T. Ponimanska, it is noted that patriotism is associated with love and devotion to one's people. With regard to preschool education, one may rather speak about laying the foundations of patriotism and forming patriotic feelings, rather than about children's full awareness of the concept of «devotion to the nation»¹².

The works of the Ukrainian educator V. Sukhomlynskyi paid significant attention to fostering patriotism in children and youth. Sukhomlynskyi wrote: «The beauty of one's native land, revealed through fairy tales, imagination, and creativity, is the source of love for the Motherland. The understanding and sense of greatness and power of the Homeland come to a person gradually and have their roots in beauty»¹³. From this statement, we can see how much importance the outstanding humanist pedagogue attached to instilling the foundations of patriotism, a value-based attitude to one's native land and homeland, beginning in early childhood.

In N. Mykhalchenko's research, it is stated that love for the Motherland begins with a child's attitude toward their family and closest relatives - mother, father, grandmother, grandfather, brothers, and sisters. Patriotic feelings should be nurtured starting with love for one's family. Mykhalchenko believes that patriotism begins with what the child sees from an early age, what they feel, and what brings them joy. Even though many impressions are not yet deeply comprehended by the child, they are already experienced profoundly. Every nation has its own traditions and oral folk creativity that transmits moral values - teaching respect for kindness, friendship, mutual assistance, and diligence. Thus,

¹¹ Savchenko, L. L. *Training of Future Educators for Patriotic Upbringing of Preschool Children in Ukraine (1985-2012)*: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.01 / Drohobych Ivan Franko State Pedagogical University. Drohobych, 2018. 8 p.

¹² Ponimanska, T. *Preschool Pedagogy: Textbook*. 3rd ed., rev. Kyiv: Akademvydav, 2015. 333 p.

¹³ Sukhomlynskyi, V. *Patriotism as a Value: A View on History and the Present*. Shliakh Osvity, 1991, no. 2, pp. 10-14.

Ukrainian folklore, as Mykhalchenko points out, shapes personality, teaches one to be a patriot, to distinguish between good and evil, and to resist harmful influences¹⁴.

S. Matvienko analyzed the theoretical and methodological foundations of patriotic education of senior preschool children and concluded that patriotic education is inseparably connected with moral, international, and labor education. The aim and result of patriotic education are patriotism as an important socio-moral quality of the individual¹⁵.

In her dissertation, N. Okhrimenko examined the essence of patriotic education of older preschoolers and defined the purpose of this process. She proposes the following definition of «the process of patriotic education of older preschool children by means of artistic local history studies in preschool institutions»: it is an organized, systematic, and purposeful process of transmitting regional and national values and the spiritual foundations of culture to a child of this age; a process aimed at forming patriotic feelings (love for the native land and Homeland, respect for traditions, etc.), as well as the foundations of civic and patriotic behavior, including a desire for the prosperity of one's native land and country¹⁶.

According to N. Okhrimenko, the goal of patriotic education in preschool institutions is to cultivate in children love for their native land and Homeland, respectful attitudes toward family, respect for their native language, national values of the Ukrainian people, folk traditions, and customs. With regard to preschool age, it seems more appropriate to speak about patriotically oriented education¹⁷.

From the analysis of various studies, we can outline the structure of patriotic upbringing for older preschool children, as proposed by scholars (N. Borysova, S. Vasylieva, O. Lisovets, S. Matvienko, V. Musiienko, A. Solonska, L. Shkrebtiienko).

¹⁴ Mykhalchenko, N. *National-Patriotic Education in Preschool Educational Institutions: Teaching Manual for Distance Learning*. Mykolaiv: SPD Rumyantseva H. V., 2021. 197 p.

¹⁵ Matvienko, S. I. *Methodical Foundations of Patriotic Education of Senior Preschool Children*. In: O. L. Kononko (Ed.), *Social and Moral Education: Experimental and Technological Aspects: Teaching Manual for Pedagogical Students*. Nizhyn: Nizhyn Gogol State University, 2020, pp. 249-310.

¹⁶ Okhrimenko, N. P. *Patriotic Education of Children Aged 6-7 through Artistic Local History in Preschool Educational Institutions*: Doctor of Philosophy Dissertation in Specialty 011 - Educational, Pedagogical Sciences. Nizhyn Mykola Gogol State University, Nizhyn, 2024. P. 75.

¹⁷ Okhrimenko, N. P. *Patriotic Education of Children Aged 6-7 through Artistic Local History in Preschool Educational Institutions*: Doctor of Philosophy Dissertation in Specialty 011 - Educational, Pedagogical Sciences. Nizhyn Mykola Gogol State University, Nizhyn, 2024. P. 77.

Researcher A. Solonska defines this structure within the framework of parent-educator interaction, represented by cognitive, emotional-value, and behavioral components¹⁸. S. Teslenko proposes the following components of patriotic education of older preschoolers through artistic and speech activities: patriotic knowledge, feelings, personal qualities, and a sufficient vocabulary of national-patriotic content, which is an expression of a child's national consciousness and is manifested in practical actions across different types of artistic and speech activities¹⁹.

N. Okhrimenko identifies the structure of patriotic education of a child aged 6–7 years as consisting of emotional, cognitive, and activity components, and includes an artistic-local history component²⁰.

A number of scholarly works substantiate the role of preschool institutions and educators in instilling patriotism in children. We agree with the opinion expressed by M. Krylovets, who argues that patriotic education of children is one of the main tasks of preschool institutions. According to Krylovets, patriotism is multifaceted: it encompasses love for one's native places, pride in one's people, a sense of inseparable connection with the surrounding world, and a desire to preserve and enhance the wealth of one's country²¹. Therefore, educators must be able to cultivate in children love and respect for their family, native land, and Homeland, and to instill pride in them²¹.

S. Matvienko's research has shown that patriotic education is a cooperative effort of adults and children – a purposeful activity of both educators and pupils, aimed at forming moral qualities that will enable children to connect with the origins of national culture, the nature of their native land, and to develop an emotional and active sense of belonging and attachment to others²².

¹⁸ Solonska, A. A. *Parent-Educator Interaction as a Factor of Patriotic Education of Senior Preschool Children*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.07. Kyiv, 2021. P. 45.

¹⁹ Teslenko, S. O. *National-Patriotic Education of Senior Preschool Children by Means of Artistic and Speech Activity*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.08. Mykolaiv, 2021. 251 p.

²⁰ Okhrimenko, N. P. *Patriotic Education of Children Aged 6-7 through Artistic Local History in Preschool Educational Institutions*: Doctor of Philosophy Dissertation in Specialty 011 - Educational, Pedagogical Sciences. Nizhyn Mykola Gogol State University, Nizhyn, 2024. 303 p.

²¹ Krylovets, M. H. *Features of the Organization of Patriotic Education of Preschoolers in Preschool Educational Institutions*. Scientific Innovations and Advanced Technologies. Series: Pedagogy, 2024, no. 3 (31), pp. 1084-1092.

²² Matvienko, S. I. *Specifics of Patriotic Education in Early Childhood*. In: O. L. Kononko (Ed.), *Social and Moral Development and Education of Preschool Children: Collective Monograph*. Nizhyn: Nizhyn Gogol State University, 2020, pp. 169-197.

T. Filimonova²³ emphasizes the educator's role in patriotic education of preschoolers. According to her, the main task of the preschool teacher is to create a special educational environment with a patriotic orientation. She understands this as an integrated system of innovative pedagogy and technological communication, characterized by value orientation, openness to societal issues, and serving as a factor in the personal development of the child.

Patriotic education has its own specific features at each age. During the first seven years, a child goes through three key stages of development, each marked by certain psychological achievements, and each stage prepares the ground for the next.

The works of educators and psychologists I. Bekh, O. Vyshnevskyi, T. Dutkevych, S. Matvienko, S. Musiienko, N. Trafaila, and T. Filimonova reveal the age-specific characteristics of senior preschool age and highlight the possibility of laying the foundations of patriotism during this period.

Psychologist T. Dutkevych notes that during preschool childhood, the potential for further cognitive, volitional, and emotional development is established. At this stage, the spiritual and moral foundations of personality, emotions, feelings, thinking, and mechanisms of social adaptation are formed, and the process of self-awareness in the surrounding world begins. This period of life is especially favorable for emotional influence: children's impressions are vivid and long-lasting, often remaining for a lifetime²⁴.

It is precisely during this time that patriotic education should begin, as children best perceive its emotional component. Love for the Homeland and one's home is something that can last a lifetime. Since children's impressions are so bright and powerful, they should be deliberately used in fostering patriotism.

Researcher A. Hlushchenko stresses that at the initial stages of personality development, the first manifestations of patriotic feelings are expressed in a desire to participate in activities beneficial to others. Patriotic feelings of senior preschoolers are

²³ Filimonova, T. V. *Training of Future Preschool Teachers for Patriotic Education of Senior Preschool Children: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.04 / Volodymyr Vynnychenko* Central Ukrainian State Pedagogical University. Kropyvnytskyi, 2019. P. 20.

²⁴ Dutkevych, T. V. *Preschool Psychology: Textbook*. Kyiv: Tsentri Navchalnoi Knyhy, 2020. P. 57.

defined by caring for the environment, for elders, and respectful treatment of the heritage of the past. Children are capable of being guided by high social motives and of feeling their belonging to the general culture of the Ukrainian people²⁵.

O. Lisovets highlighted the methodological foundations of patriotic education of preschoolers in preschool institutions. Among other aspects, he briefly mentioned the influence of ethnographic museums in preschools for carrying out systematic and methodologically sound pedagogical work on forming the foundations of patriotism in children of different ages²⁶.

The conducted analysis of the development of this problem in psychological and pedagogical literature has shown the multidimensionality of approaches to finding effective means of patriotic education of older preschoolers. Below, we substantiate the patriotic-educational potential of museum pedagogy and determine which of its aspects are most effective in today's preschool practice.

The Patriotic and Educational Potential of Museum Pedagogy

The concept of «museum pedagogy» was first scientifically substantiated in Germany, where the most important museum-pedagogical ideas were developed and introduced into practice, and the direct involvement of museums in the educational process of schools and other institutions was organized.

It is well known that the word museum originates from the Greek museion and the Latin museum - a temple of the Muses, a place dedicated to sciences and arts. According to S. Honcharenko, a museum is an institution engaged in the collection, study, preservation, and display of objects and documents that reflect the development of nature and human society and possess historical, scientific, or artistic value²⁷.

Many contemporary studies offer interpretations of the concept of «museum pedagogy». H. Reho and O. Reho understand it as an integrated scientific discipline that rationally combines culture, education, and history, thereby positively influencing

²⁵ Hlushchenko, A. H. *Age-Specific Features of Pupils and the Tasks of Patriotic Education*. Primary School, 1996, no. 5, P. 12.

²⁶ Lisovets, O. V. *National-Patriotic Education with Elements of Ethnology: Textbook for Higher Education Students, Specialty 012 - Preschool Education*. Nizhyn: Nizhyn Gogol State University, 2022. 111 p.

²⁷ Honcharenko, S. *Ukrainian Pedagogical Dictionary*. Kyiv: Lybid, 1997. 376 p.

the social and creative life of the individual. The scholars emphasize its «ambiguous, multi-contextual, and variable nature»²⁸. According to O. Kryvonos and A. Kot, museum pedagogy is a new integrative field that includes both a scientific-methodological discipline and practical activity, uniting the efforts of museum professionals and museum educators²⁹.

Researcher V. Snahoshchenko defines «museum pedagogy» as a scientific discipline that combines knowledge from museology, psychology, cultural studies, and pedagogy. This science studies the foundations of museology and the possibilities of its use in the educational process, the introduction of various technologies and methods for working with different categories of the population in order to conduct cultural and educational activities³⁰.

It is worth noting that the importance of establishing mini-museums in educational institutions and incorporating museum pedagogy and local history activities with children and youth is highlighted in such state documents as: the Concept of National-Patriotic Education in the System of Education of Ukraine³¹; the Action Plan for the Implementation of the Strategy of National-Patriotic Education for 2020-2025³²; and the letter of the Ministry of Education and Science of Ukraine «On Certain Issues of National-Patriotic Education in Educational Institutions of Ukraine» (No. 1/6267-22 of June 10, 2022)³³.

²⁸ Reho, H., & Reho, O. *The Use of Museum Pedagogy in Preschool Educational Institutions of Zakarpattia*. Scientific Journal of the National Pedagogical Dragomanov University. Pedagogical Sciences: Realities and Prospects. Series 5, Issue (89), 2022, p. 123.

²⁹ Kryvonos, O., & Kot, A. *Means of Museum Pedagogy as an Important Factor in Students' Education*. Pedagogical Sciences: Theory, History, Innovative Technologies, 2021, no. 7 (111), p. 98.

³⁰ Snahoshchenko, V. *Professional Training of Future History Teachers by Means of Museum Pedagogy*: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2010. 13 p.

³¹ *Concept of National-Patriotic Education in the Education System of Ukraine*: Approved by the Ministry of Education and Science. Order No. 527 of 06.06.2022. Retrieved from: <https://nus.org.ua/news/mon-zatverdylonovu-kontseptsiyu-patriotychnogo-vyhovannya/> (accessed: 10.09.2024).

³² *Action Plan for the Implementation of the Strategy of National-Patriotic Education for 2020-2025*: Approved by Resolution of the Cabinet of Ministers of Ukraine No. 932 of 09.10.2020. Retrieved from: <https://zakon.rada.gov.ua/laws/show/932-2020-%D0%BF#Text> (accessed: 18.09.2024).

³³ *On Certain Issues of National-Patriotic Education in Educational Institutions of Ukraine*: Letter of the Ministry of Education and Science No. 1/6267-22 of 10.06.2022. Retrieved from: <https://imzo.gov.ua/2022/06/13/lyst-mon-vid-10-06-2022-1-6267-22-pro-deiaki-pytannia-natsional-no-patriotychnoho-vykhovannia-v-zakladakh-osvity-ukrainy/> (accessed: 02.09.2024).

We agree with the opinion of R. Kondratenko³⁴ that when modeling the educational space in preschool institutions and considering its elements as means of pedagogical influence on the child, educators increasingly create Ukrainian studies corners, thematic exhibitions within groups, or even allocate a separate room for a full-fledged museum, where various educational programs for children and adults are organized. Whether one can speak of a museum in a preschool or only of its model remains an open question.

According to the scholarly views of V. Kaminska, an important mission of museum exhibitions is not only to inform us about past times, events, and facts from people's lives but also to foster in individuals, from an early age, a genuine value-based attitude toward their people and culture³⁵.

As O. Kvas and S. Voloshyn point out, the essence of organizing the educational process around historical museum exhibits lies in enabling the child to interact meaningfully with them. Through such interaction, preschoolers learn to understand the logic of museum exhibitions. Kvas and Voloshyn argue that it is important to form in children the need to communicate with museum exhibits as expressions of beauty, created by human hands in the past. This involves introducing children to history; familiarizing them with museums, museum professions, and exhibits; developing their vocabulary on this topic; and mastering skills of sustainable historical perception³⁶.

It is essential to teach older preschoolers the rules of behavior in museums during excursions. In order to instill respectful attitudes toward museum practices and interactions with cultural artifacts, the adult leading the excursion must speak in a calm tone without raising their voice, even if the children become noisy. Naturally, modern etiquette rules in public spaces prohibit the use of gadgets by visitors, a rule that adults should also model.

³⁴ Kondratenko, R. V. *Education of a Creative Personality of a Preschool Child by Means of Museum Pedagogy*. Horizons of Education, 2012, no. 3 (36), p. 34.

³⁵ Kaminska, V. Museum Pedagogy in the Practice of Modern Preschool Institutions. In: Wagennik, O. M. (Ed.), *Museum Studies in Educational Institutions: Methodical Recommendations*. Zaporizhzhia, 2020. 76 p.

³⁶ Kvas, O., & Voloshyn, S. Formation of Patriotic Education of Primary School Pupils by Means of Museum Pedagogy. *Youth and the Market*, 2018, no. 11 (166), p. 20.

Researcher V. Kaminska notes that familiarizing children with the specifics of museum work helps them understand the crucial role of museum professions in preserving historical artifacts, the level of responsibility required in handling museum objects, the importance of learning about the history of ancient items, and the need to preserve them under certain conditions. This, Kaminska argues, fosters children's interest in museum activities³⁷.

In essence, museum pedagogy is meant to nurture in preschoolers basic knowledge of historical memory, historical consciousness, and museum culture, which will further develop as they grow. Museum-pedagogical activities can be carried out not only in museums themselves but also in various other settings - at home, outdoors, in supplementary education institutions, in kindergartens, and in nature.

In preschool institutions, such museums are often referred to as «mini-museums.» An important feature of these is the participation of children together with their parents in creating them. Preschoolers begin to feel a sense of belonging to the mini-museum: they participate in choosing its themes, bring their own exhibits, children from senior groups conduct excursions for younger ones, and contribute their own drawings.

The above theoretical foundations regarding patriotic education of senior preschoolers and the justification of the potential of museum pedagogy point to the need for experimental verification of the effectiveness of this process in preschool institutions.

Presentation of the Main Research Material

The research was aimed at studying the formation of the foundations of patriotism in older preschool children and clarifying the role of museum pedagogy in this process. At the initial stage of the experimental work, a comprehensive diagnostic methodology was developed, which included the methods of conversation, observation, and a modified diagnostic technique by V. Lappo entitled «Find the Mistake». This allowed us to determine the peculiarities of patriotism development in

³⁷ Kaminska, V. *Museum Pedagogy in the Practice of Modern Preschool Institutions*. In: Wagennik, O. M. (Ed.), *Museum Studies in Educational Institutions: Methodical Recommendations*. Zaporizhzhia, 2020. 76 p.

children on the basis of their interaction with elements of national cultural heritage and during visits to the preschool's mini-museum.

At this stage of the study, we relied on the requirements of the State Standard of Preschool Education – its Basic Component – regarding the formation of the foundations of patriotism in children within the context of their socio-civic competence.

The next important step was to define the criteria and indicators of patriotic education, which made it possible to identify the degree of its formation in older preschool children. Table 1 details the criteria and corresponding indicators.

Table 1.

Criteria and indicators for determining the level of patriotic education in older preschool children

<i>Criteria</i>	<i>Indicators</i>
Informational–content	ideas about patriotism; knowledge of the specific features of museums; understanding of the role of museums in human life; knowledge of norms of behavior in the museum environment
Emotional–value	emotional perception of elements of national culture embodied in museum exhibits; motivation to interact with elements of national culture in the course of play, ethnographic, and artistic-creative activities
Practical	appropriate behavior during the performance of the National Anthem of Ukraine and the raising of the state flag; communication in the Ukrainian language; ability to master the cultural heritage of the people

Source: Results of own scientific research

In developing diagnostic methods for assessing the level of patriotism among preschoolers aged 5-6, we took into account the results of scholarly works in which the problem of patriotic education was analyzed in close connection with the potential of museum pedagogy. These include studies by A. Bohush, N. Bondarenko, I. Hazina, N. Havrysh, A. Honcharenko, O. Denysenko, O. Kaluska, V. Lappo, S. Matviienko, N. Okhrimenko, N. Lysenko, A. Stakhurska, M. Stelmakhovych, N. Rohalska, and others.

Based on the criteria identified in the research and employing the comprehensive diagnostic methodology, three levels of patriotic education in older preschool children were distinguished-high, medium, and low.

Table 2.

Distribution of respondents by levels of patriotic education

<i>Level</i>	<i>Characteristics</i>	<i>Percentage (%)</i>
High	Children demonstrate a well-developed patriotic position toward the national symbols of Ukraine and express the desire to become true patriots. They maintain an active and stable position of respect and reverence for their people and cultural heritage. Children at this level love their family, their native land, and their country, take pride in them, and strive to build their future lives in their homeland. They actively engage in discussions related to patriotism and national culture. When interacting with museum exhibits, they display interest in such activities and a desire to learn more.	30
Medium	Children demonstrate a fairly stable patriotic position, but they are not always able to articulate it clearly, independently, and with sufficient reasoning. Preschoolers at this level willingly attend various educational and ethnographic events, but their participation is more often guided by adults rather than by their own initiative. They have acquired a sufficient amount of knowledge about national culture and its elements, but their understanding of the role of museums in human life is fragmentary and lacks systematicity. They do not always demonstrate initiative in interacting with elements of folk culture either in their own play or during visits to the preschool's mini-museum.	40
Low	Children recognize a patriotic position, but depending on the situation, they are not always able to confirm it through actions and behavior. Their participation in patriotic events is often motivated only by interest in the theme. Such children show little interest in the essence of museums, cannot name their types, and fail to understand the necessity of their use in modern life. Their patriotic stance is unstable, and they cannot independently identify socially useful activities they would like to participate in. Children at this level typically display passivity during such activities and show almost no initiative when visiting a museum.	30

Source: Results of own scientific research

The distribution presented in the table demonstrates that only about one-third of older preschool children display a stable formation of patriotism that corresponds to their age. The assessment of this personal quality in the course of experimental work also included the component of interaction with elements of the museum environment, which was diagnosed through observation of children's behavior and actions in the mini-museum, as well as the manifestation of their interest in interacting with elements of folk culture.

It was found that children at the medium and low levels of patriotic education either did not show or inconsistently showed interest in interacting with elements of national culture during visits to the preschool's mini-museum, and they generally did not display initiative in this regard.

Taking into account the results of the experimental work and relying on the theoretical principles outlined above, we developed three pedagogical conditions that, in our opinion, are the most significant for optimizing the process of patriotic education of older preschool children by means of museum pedagogy within preschool institutions:

1. Ensuring the competence of preschool teachers in applying museum pedagogy as a means of patriotic education for older preschool children.
2. Using the potential of virtual tours of Ukrainian museums in working with preschoolers.
3. Ensuring the effectiveness of patriotism in older preschool children through the tools of museum pedagogy.

Each of the proposed pedagogical conditions contains a museum-related component.

To implement the first condition, we developed a training seminar for educators entitled «Features of Patriotic Education in Preschool Children» as well as a role-play activity for teachers on «National-Patriotic Education in Preschool Institutions». These measures included interactive methods, meetings with local museum specialists, and more.

For the second condition, we compiled a collection entitled «List of Websites for Conducting Virtual Tours of Museums, Art Galleries, and Exhibition Halls of Ukraine». This document emphasizes the possibility of organizing virtual excursions to the local history museum of Pryluky and the Art Gallery of Nizhyn Gogol State University.

The implementation of the third condition, in our opinion, can be carried out through practical activities in patriotic education and museum-related projects with preschoolers. Of particular interest are the academic findings of N. Okhrimenko's³⁸

³⁸ Okhrimenko, N. P. *Patriotic Education of Children Aged 6-7 through Artistic Local History in Preschool Educational Institutions*: Doctor of Philosophy Dissertation in Specialty 011 - Educational, Pedagogical Sciences. Nizhyn Mykola Gogol State University, Nizhyn, 2024. 303 p.

dissertation, which proposes forms of museum pedagogy in patriotic education using the potential of museum spaces.

We adapted two museum activities developed by D. Kozoriz³⁹:

1. Artistic work following the visit to the mini-museum «Folk Toy - Decoration of the Home» (working with clay plasticine).
2. A practical activity for reinforcing ethnographic knowledge entitled «Motanka Doll - Amulet and Family Symbol».

Based on the analysis of the patriotic-educational practices of preschool institutions, and considering the effectiveness of their mini-museums, we developed a mini-handbook entitled «Guidelines for Organizing a Mini-Museum in Preschool Institutions» as well as methodological recommendations for educators on updating the foundations of museum pedagogy in preschools and implementing modern forms of museum work with preschoolers to foster patriotism.

Conclusions. The study presents an analysis of the pedagogical conditions for the patriotic education of older preschool children through the means of museum pedagogy. Based on the analysis of psychological and pedagogical literature, it was established that the problem of patriotic education in preschoolers is a highly relevant issue, and there is currently an active scientific search for effective and modern approaches to implementing this process.

It is noted that museum pedagogy, which began to develop in the mid-20th century, is now becoming increasingly integrated into the educational process. Museums and educational institutions share many common goals in their activities: cultivating patriotic feelings, fostering a conscious attitude toward the achievements of both world and national science and culture; developing thinking, creativity, and practical skills; and stimulating personal creative activity.

It has been determined that, in using the potential of museum pedagogy for the patriotic education of preschoolers, educators must pay attention to updating approaches to such work, taking into account the interests of modern children and the specifics of how

³⁹ Kozoriz, D. V. *Pedagogical Conditions of National-Patriotic Education of Preschool Children by Means of Ukrainian Folk Toys*: Qualification Paper of the Second (Master's) Level of Education, Specialty 012 "Preschool Education". Nizhyn Mykola Gogol State University, 2024. 107 p.

they perceive information. Furthermore, it is necessary to identify the pedagogical conditions that will enhance the effectiveness of using museum pedagogy as a means of patriotic education for preschool children.

The experimental study of preschool practice, based on the developed criteria and indicators of patriotic education in older preschool children, with consideration of the museum component and the use of selected diagnostic methods, made it possible to identify the levels of patriotic education in children.

As a result, the following pedagogical conditions for the patriotic education of older preschool children through museum pedagogy were formulated: ensuring the competence of preschool teachers in applying museum pedagogy as a means of patriotic education; using the potential of virtual tours of Ukrainian museums in work with preschool children; ensuring the effectiveness of children's patriotic development through the use of museum pedagogy.

REFERENCES:

1. Action Plan for the Implementation of the Strategy of National-Patriotic Education for 2020-2025: Approved by Resolution of the Cabinet of Ministers of Ukraine No. 932 of 09.10.2020. Retrieved from: <https://zakon.rada.gov.ua/laws/show/932-2020-%D0%BF#Text> (accessed: 18.09.2024).
2. Basic Component of Preschool Education of Ukraine (New Edition). Preschool Education, 2012, no. 7, pp. 4-19.
3. Bondarenko, N. B. *Formation of Spiritual Values in Senior Preschoolers by Means of Regional Historical and Cultural Heritage*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.07. Luhansk, 2007. 239 p.
4. Concept of National-Patriotic Education in the Education System of Ukraine: Approved by the Ministry of Education and Science. Order No. 527 of 06.06.2022. Retrieved from: <https://nus.org.ua/news/mon-zatverdylo-novu-kontseptsiyu-patriotynogo-vyhovannya/> (accessed: 10.09.2024).
5. Dutkevych, T. V. *Preschool Psychology: Textbook*. Kyiv: Tsentr Navchalnoi Knyhy, 2020. p. 57.
6. Filimonova, T. V. *Training of Future Preschool Teachers for Patriotic Education of Senior Preschool Children*: Abstract of Dissertation for the degree of

Candidate of Pedagogical Sciences: 13.00.04 / Volodymyr Vynnychenko Central Ukrainian State Pedagogical University. Kropyvnytskyi, 2019. 20 p.

7. Hazina, I. O. *Formation of the Fundamentals of National Self-Awareness in Senior Preschool Children through Ukrainian Folk Music*: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.08 / Institute of Problems of Education of the Academy of Pedagogical Sciences of Ukraine. Kyiv, 2008. 20 p.

8. Hlushchenko, A. H. *Age-Specific Features of Pupils and the Tasks of Patriotic Education*. Primary School, 1996, no. 5, p. 12.

9. Honcharenko, S. *Ukrainian Pedagogical Dictionary*. Kyiv: Lybid, 1997. 376 p.

10. Kachur, M. M. *Patriotic Education of Primary School Pupils by Means of Artistic Local History*: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.07 / Institute of Problems of Education of the Academy of Pedagogical Sciences of Ukraine. Kyiv, 2010. 20 p.

11. Kaminska, V. *Museum Pedagogy in the Practice of Modern Preschool Institutions*. In: Wagennik, O. M. (Ed.), *Museum Studies in Educational Institutions: Methodical Recommendations*. Zaporizhzhia, 2020. 76 p.

12. Kondratenko, R. V. *Education of a Creative Personality of a Preschool Child by Means of Museum Pedagogy*. Horizons of Education, 2012, no. 3 (36), p. 34.

13. Kozoriz, D. V. *Pedagogical Conditions of National-Patriotic Education of Preschool Children by Means of Ukrainian Folk Toys*: Qualification Paper of the Second (Master's) Level of Education, Specialty 012 «Preschool Education». Nizhyn Mykola Gogol State University, 2024. 107 p.

14. Krylovets, M. H. *Features of the Organization of Patriotic Education of Preschoolers in Preschool Educational Institutions*. Scientific Innovations and Advanced Technologies. Series: Pedagogy, 2024, no. 3 (31), pp. 1084-1092.

15. Kryvonos, O., & Kot, A. *Means of Museum Pedagogy as an Important Factor in Students' Education*. Pedagogical Sciences: Theory, History, Innovative Technologies, 2021, no. 7 (111), p. 98.

16. Kvas, O., & Voloshyn, S. *Formation of Patriotic Education of Primary School Pupils by Means of Museum Pedagogy*. Youth and the Market, 2018, no. 11 (166), p. 20.

17. Lappo, V. V. *Formation of Senior Preschoolers' Value Attitudes toward the Native Land through Ethnoculture (on the Example of the Hutsul Ethnoregion)*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.08. Ivano-Frankivsk, 2008. 287 p.
18. Lisovets, O. V. *National-Patriotic Education with Elements of Ethnology: Textbook for Higher Education Students, Specialty 012 - Preschool Education*. Nizhyn: Nizhyn Gogol State University, 2022. 111 p.
19. Matvienko, S. I. *Methodical Foundations of Patriotic Education of Senior Preschool Children*. In: O. L. Kononko (Ed.), *Social and Moral Education: Experimental and Technological Aspects: Teaching Manual for Pedagogical Students*. Nizhyn: Nizhyn Gogol State University, 2020, pp. 249-310.
20. Matvienko, S. I. *Specifics of Patriotic Education in Early Childhood*. In: O. L. Kononko (Ed.), *Social and Moral Development and Education of Preschool Children: Collective Monograph*. Nizhyn: Nizhyn Gogol State University, 2020, pp. 169-197.
21. Matvienko, S. I. *Virtual Excursions as a Means of Familiarizing Senior Preschoolers with Their Native Land*. Retrieved from: <http://lib.ndu.edu.ua/dspace/handle/123456789/2944> (accessed: 15.08.2025).
22. Mykhalchenko, N. *National-Patriotic Education in Preschool Educational Institutions: Teaching Manual for Distance Learning*. Mykolaiv: SPD Rumyantseva H. V., 2021. 197 p.
23. Okhrimenko, N. P. *Patriotic Education of Children Aged 6-7 through Artistic Local History in Preschool Educational Institutions*: Doctor of Philosophy Dissertation in Specialty 011 - Educational, Pedagogical Sciences. Nizhyn Mykola Gogol State University, Nizhyn, 2024. 303 p.
24. *On Certain Issues of National-Patriotic Education in Educational Institutions of Ukraine*: Letter of the Ministry of Education and Science No. 1/6267-22 of 10.06.2022. Retrieved from: <https://imzo.gov.ua/2022/06/13/lyst-mon-vid-10-06-2022-1-6267-22-pro-deiaki-pytannia-natsional-no-patriotychnoho-vykhovannia-v-zakladakh-osvity-ukrainy/> (accessed: 02.09.2024).
25. Ponimanska, T. *Preschool Pedagogy: Textbook*. 3rd ed., rev. Kyiv: Akademvydav, 2015. 333 p.

26. Reho, H., & Reho, O. *The Use of Museum Pedagogy in Preschool Educational Institutions of Zakarpattia*. Scientific Journal of the National Pedagogical Dragomanov University. Pedagogical Sciences: Realities and Prospects. Series 5. Issue (89), 2022, pp. 123-128.
27. Reho, H., & Reho, O. *The Use of Museum Pedagogy in Preschool Educational Institutions of Zakarpattia*. Scientific Journal of the National Pedagogical Dragomanov University. Pedagogical Sciences: Realities and Prospects. Series 5, Issue (89), 2022, p. 123.
28. Savchenko, L. L. *Training of Future Educators for Patriotic Upbringing of Preschool Children in Ukraine (1985-2012)*: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.01 / Drohobych Ivan Franko State Pedagogical University. Drohobych, 2018. 8 p.
29. Shkrebtiienko, L. P. *Education of Patriotic Feelings in Senior Preschool Children by Means of Fiction*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.08 - Preschool Pedagogy. Odesa, 2019. 298 p.
30. Snahoshchenko, V. *Professional Training of Future History Teachers by Means of Museum Pedagogy*: Abstract of Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2010. 13 p.
31. Solonska, A. A. *Parent-Educator Interaction as a Factor of Patriotic Education of Senior Preschool Children*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.07. Kyiv, 2021. 45 p.
32. Sukhomlinskyi, V. *Patriotism as a Value: A View on History and the Present*. Shliakh Osvity, 1991, no. 2, pp. 10-14.
33. Teslenko, S. O. *National-Patriotic Education of Senior Preschool Children by Means of Artistic and Speech Activity*: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.08. Mykolaiv, 2021. 251 p.
34. Wagennik, O. M. (Ed.). *Museum Studies in Educational Institutions: Methodical Recommendations*. Zaporizhzhia, 2020. 76 p.

THE USE OF RULE-BASED GAMES IN PREVENTING NEGATIVE BEHAVIORS IN OLDER PRESCHOOL CHILDREN

Rezvin Oksana

*undergraduate student of the first (bachelor's) level,
specialty A2 «Preschool Education», Mykola Gogol Nizhyn State University*

e-mail: orezvin10@gmail.com

Hamalii Karyna

Bachelor's degree student, Specialty: English Philology

Nizhyn Gogol State University, Ukraine

e-mail: hamaliy.ka@ndu.edu.ua

Abstract. *This section presents an analysis of the potential of rule-based games in preventing negative behavioral manifestations in older preschool children. Psychological and pedagogical studies were reviewed to examine the mechanisms and stages of the formation of behavioral deviations specifically in preschool-aged children. The factors determining such deviations are substantiated. A categorical and conceptual analysis of the essence of activities aimed at preventing behavioral deviations in preschoolers has been carried out. The preventive potential of children's play activities has been forecasted and substantiated. The potential of rule-based games in preventing negative behavioral manifestations in preschool children is detailed.*

Key words: *play, play activity, play engagement, rule-based games, didactic games, active games, traditional folk games, prevention, overcoming, behavioral correction, negative behavior in preschoolers, behavioral deviations in children.*

Relevance of the Study.

Modern society is undergoing many changes across various areas of life. The prolonged socio-economic crisis in Ukraine has led to a distortion or even destruction of social and moral norms and values, resulting in an increase in individuals exhibiting deviant behavior—behavior that deviates from the value-normative standards accepted by

society. This phenomenon contributes to the emergence and development of negative behavioral manifestations in children.

The relevance of this research lies in the fact that, unfortunately, negative behavior in children has become increasingly common in recent years. This raises the urgent need for measures aimed at preventing and overcoming behavioral deviations in children. Since the actions of older preschoolers become more conscious, it is especially important at this stage of development to implement measures to prevent and address negative behavioral tendencies.

The problem of raising older preschool children who display behavioral issues has been studied by various scholars, including P. Blonskyi, T. Kolesina, O. Kochetov, V. Orzhekhovska, N. Pykhtina, T. Fedorchenko, among others.

Play is the leading activity in the preschool period. Rule-based games, in particular, are more characteristic of older preschoolers, which gives grounds to assume their potential influence on the prevention and correction of negative behaviors in children.

Given that the use of rule-based games aims to foster cognitive interest, regulate emotions, and support moral and ethical development in preschoolers, it can be argued that play addresses key educational tasks such as:

- forming volitional behavioral control,
- correcting excessive or insufficient activity,
- influencing the development of social behavioral skills,
- and shaping the child's overall psychological state.

The use of rule-based games is an essential component of the development, education, and upbringing of older preschool children. This issue has been explored by L. Artemova, E. Vilchkovskyi, T. Dutkevych, R. Pavelkiv, T. Ponimanska, and N. Pykhtina.

Despite existing studies, the insufficient elaboration of this issue and the objective need for the prevention and correction of negative behavioral manifestations in older preschoolers through rule-based games have necessitated a generalization of research on the use of such games for behavioral correction.

Review of Recent Publications

The problem of behavioral deviations in children, as well as their prevention and correction, is being actively studied by both Ukrainian and international researchers. Their findings serve as a solid foundation for understanding the essence of behavioral deviations, the stages and mechanisms of their formation across various age groups, within the ontogenetic development of the individual. These studies cover various areas of psychological and pedagogical research:

1. Study of social and pedagogical neglect – including works by T. Kolesina (negative behavior in preschoolers as an early stage of behavioral deviation), L. Oliferenko (levels of social-pedagogical neglect among students), and M. Fitsula (types of children difficult to educate).

2. Research on mechanisms of behavioral deviation emergence – represented by T. Fedorchenko.

3. Analysis of determinants behind behavioral deviations, especially in the emotional sphere (O. Kulchytska); individual-psychological and micro-social factors (V. Orzhekhovska); and socio-pedagogical issues affecting children and youth as causes of deviant behavior (N. Zavatska). Additionally, the identification and study of at-risk children (M. Kovalchuk).

4. Research on the development of children's self-regulation, particularly through play and communication (I. Kozubovska); diagnostic and corrective approaches to preventing aggressive behavior in children (O. Bovt); and the impact of parent-child relationships on children's ability to manage their behavior (O. Zakharov).

Despite the extensive scientific contributions to the field of behavioral deviations and their prevention and correction in children, there is a lack of fundamental research addressing: different age categories, especially preschool-aged children; integration of approaches to the prevention of common negative behavioral manifestations in older preschool and early school-age children, as initial stages of deviant behavior; comprehensive use of all aspects of prevention, considering

socialization contexts such as place of residence, attendance at preschool institutions, and leisure organization.

The Essence and Mechanisms of the Emergence of Negative Behavioral Manifestations in Older Preschool Children

It is known that the behavior of most people corresponds to social, legal, and religious norms, evokes approval from others, and leads to successful socialization of the individual. Such behavior is defined as standard (normal, normative). However, there is also behavior that goes beyond the norms accepted at a given time in a particular society, which scholars interpret as non-standard (abnormal, non-normative, deviant)¹.

Non-standard behavior can have a positive influence and contribute to the progressive development of society (creative, positive), or it can generate destructive processes within it (deviant, negative)², and may exist in two opposing forms – constructive and destructive.

The concept of «behavioral deviation» or «deviant behavior» in its broad interpretation is a collective term that encompasses a wide range of deviations. Most authors who have studied this issue equate the two concepts. However, the term «behavioral deviation» includes both positive and negative types of behavior, while «deviant behavior» refers only to actions and a system of behaviors of a negative nature.

In a modern explanatory dictionary, deviant behavior is defined as a system of actions or individual actions that contradict the legal or moral norms accepted in society³.

To understand the nature of behavioral deviations, V. Orzhekhovska recommends considering their specific features, namely: inconsistency with generally accepted and officially established social norms that are most important at a given time for a particular society; negative assessment by others not only of the behavior but also of the individual

¹ Volnova, L. M. *Prevention of Deviant Behavior in Teenagers: Educational and Methodical Manual for the Special Course "Psychology of Deviations" for Students of the Specialty "Social Work": in 2 parts. 2nd ed.* Kyiv, 2016. Part 2. 188 p., p. 9.

² Pykhtina, N. P. *Prevention of Negative Manifestations in Children's Behavior: Textbook.* Nizhyn: Nizhyn Mykola Gogol State University, 2012. 376 p., p. 7-17.

³ Shapar, V. B. *Modern Explanatory Psychological Dictionary.* Kharkiv: Prapor, 2007. 640 p., p. 344.

(labeling); causing harm to oneself (self-destructive) and to others (destructive); not being a result of an extraordinary situation (post-traumatic syndrome, crisis situation), but corresponding to the general orientation of the personality; accompanied by various manifestations of social maladjustment; characterized by pronounced individual and age-gender peculiarities⁴.

Deviations in behavior from the norm (of law, culture, morality, communication, etc.), according to H. Dubyna, are divided into positive and negative. Positive deviations are associated with a non-standard personality characterized by original, creative ideas that have social significance and, overall, indicate a successful process of socialization and play a positive role in the progressive development of society. Therefore, positive deviations from the norm can be viewed as manifestations of non-standard behavior. Negative behavioral deviations are characteristic of a personality that has not internalized positive social experience, is unable to adapt to moral values and behavioral norms that meet societal requirements, even though the person may be quite aware of these norms. In this case, the process of socialization is disrupted, which is manifested in imbalanced mental processes, maladaptation, disturbances of self-actualization, or avoidance of moral and aesthetic control over one's behavior⁵.

Deviant behavior is classified into two major categories: behavior that deviates from mental health norms and is caused by explicit or hidden psychopathology, and behavior that violates social, cultural, and legal norms and is expressed in the form of misconduct or crimes. If the misconduct is minor, it is considered a legal violation. Deviations of the second category, which are classified and punished under criminal law (crimes), are referred to as delinquent and criminal behavior⁶.

According to modern scholars (T. Kolesina, V. Orzhekhovska, N. Pykhtina, T. Fedorchenko), negative behavioral manifestations in children are a type of behavioral deviation, the initial stage in the formation of stable deviations; unstable,

⁴ Orzhekhovska, V. M., Fedorchenko, T. Ye. *Prevention of Deviant Behavior in Minors: Educational and Methodical Manual*. Cherkasy: Chabanenko Publishing House, 2008. 376 p., p. 11-15.

⁵ Dubyna, H. D. *Content, Types and Factors of Deviant Behavior of the Individual*. Pedagogical Discourse. 2007. Issue 1. P. 65–71.

⁶ Pykhtina, N. *Negative Behavior in Older Preschoolers: Features of Manifestation, Methodology and Results of Study*. // Theoretical and Methodological Problems of Education of Children and Student Youth. Collection of Scientific Papers. Issue № 24, Book 1. Institute of Education Problems of the NAPS of Ukraine, Kyiv, 2020.

situational behavioral deviations that arise in children mainly at the preschool and early school age due to the influence of unfavorable conditions of their life and upbringing⁷.

At the initial stage of behavioral deviation formation, negative behavioral manifestations occur episodically; at intermediate stages, the child may, as a rule, engage in several deviations simultaneously.

Therefore, the analysis of the essence and hierarchy of concepts that reflect the stages of personality development distortion (difficult-to-educate behavior, social disorganization and maladjustment, social neglect, pedagogical neglect, socio-pedagogical neglect) provides grounds to conclude that for preschool and early school-age children, negativism and negative behavioral manifestations are characteristic as the initial stage in the formation of stable deviations⁸.

Since a person's behavior is conditioned by certain unfavorable behavioral determinants – conditions and factors – understanding their essence and neutralizing their effects will help prevent negative behavioral manifestations, which in preschoolers and young schoolchildren are still situational and unstable, and prevent their transformation into more complex and stable behavioral deviations in adolescence and youth. As shown by experience and scientific research, the determinants of deviant behavior are varied. As a rule, deviant behavior is caused by a set of reasons, including the specifics of the surrounding environment, primarily social, biological factors, characteristics of the child's physiological and psychological development, and pedagogical factors.

According to N. Pykhtina, negative behavioral manifestations in preschoolers, as a type of behavioral deviation at this age, are caused by such factors as lack of attention and unmet basic needs of the child, inappropriate types of upbringing, and unfavorable adaptation to preschool institutions⁹.

Thus, negative behavioral manifestations in children are a form of behavioral

⁷ Pykhtina, N. P. *Deviations in Children's Behavior: Characteristics, Causes and Strategy for Elimination*. Section of the collective monograph "Social and Moral Development and Upbringing of Preschool Children" (Ed. by O. Kononko). Nizhyn: Nizhyn Mykola Gogol State University, 2020. P. 198–255.

⁸ Pykhtina, N. P., Pykhtin, M. P., Fedorchenko, T. Ye. *Psychological-Pedagogical and Socio-Legal Aspects of the Prevention of Deviant Behavior of Children and Youth* / Ed. by V. M. Orzhekhovska (2nd ed.). Kyiv: KNT LLC, 2018. 376 p.

⁹ Pykhtina, N. *Features of Professional Training of Future Educators for the Prevention and Overcoming of Negative Behavior in Preschoolers*. / Theoretical and Methodological Principles of Training Preschool Education Specialists in Ukraine with Integration into the European Educational Space: Collective Foreign Monograph / Ed. by O. Kononko, Z. Sharlovych. Łomża – Nizhyn, 2024. 243 p., P. 69–101.

deviation, an initial stage in the formation of stable deviations; unstable, situational behavioral deviations that arise primarily in preschool age and are mainly caused by the crises of psycho-age development at the ages of three and seven, inappropriate types of family upbringing, and unfavorable adaptation to preschool institutions.

The use of ineffective strategies and tactics of preventive and corrective work with a preschool child who exhibits negative behavioral manifestations may contribute to the transformation of situational negative behaviors into stable behavioral deviations with complications and personality development deformations, such as being difficult to educate, social maladjustment, socio-pedagogical neglect, and delinquent or criminal behavior.

Study of the Problem of Preventing and Overcoming Negative Behavioral Manifestations in Preschool Children in Psychological and Pedagogical Literature

Preventive measures are aimed at preventing and overcoming various behavioral deviations. Prevention is defined as a system of collective and individual educational influences aimed at developing immunity to the negative impacts of the surrounding environment in order to prevent the development of antisocial tendencies in the personality.

In the theory of social pedagogy and social work (A. Kapska, I. Pinchuk, S. Tolstoukhova, N. Chernukha), approaches to interpreting prevention are defined as follows:

– as a system of measures aimed at preventing, limiting, and localizing negative phenomena in the social environment; – as one of the directions of socio-pedagogical work on preventing negative phenomena, localizing their causes in the social environment, or minimizing their consequences and creating conditions that ensure and support the quality of life of minors¹⁰.

The prevention process has its own structure, and depending on the degree of behavioral deviation development in a child, preventive activities can be implemented at three levels: primary (informational and educational, diagnostic and prognostic),

¹⁰ Pykhtina, N. P., Pykhtin, M. P., Fedorchenko, T. Ye. *Psychological-Pedagogical and Socio-Legal Aspects of the Prevention of Deviant Behavior of Children and Youth* / Ed. by V. M. Orzhekhovska (2nd ed.). Kyiv: KNT LLC, 2018. 376 p.

secondary (preventive assistance and socio-pedagogical support), and tertiary (correction, adaptation, rehabilitation) prevention¹¹.

Primary prevention is a type of socio-pedagogical activity aimed at implementing educational-preventive measures and other socio-pedagogical models of influence on the individual in order to prevent various types of negative behavior at the early stages of deviation. It is based on positive socio-pedagogical activity, the goal of which is timely detection and elimination of unfavorable informational, pedagogical, psychological, medical, organizational, and other factors that cause deviations in the psychological and social development of children, in their behavior and health condition. Socio-pedagogical prevention is carried out at the place of residence, education, health improvement, and leisure of children and youth.

Primary prevention is generally informational in nature, as it is aimed at forming in the individual a rejection and categorical refusal of certain behavioral standards or negative habits. It is primarily aimed at parents raising older preschool and younger school-aged children (or their substitutes), educators of preschool educational institutions, methodologists of ECEIs, practical psychologists, and social pedagogues of preschool and general educational institutions, primary school teachers – that is, those who directly carry out educational influence on the child. The main goal of primary prevention of social maladaptation in older preschool and younger school age is to avoid the «activation of the maladaptation mechanism», to create conditions in which the child would transition into school life as smoothly as possible.

Primary prevention measures for negative behavior in children should begin as early as during attendance at a preschool educational institution, when the child is adapting to a new daily routine, developing the ability to work in a group, and when parents or educators attempt to teach the child to structure their time. Only with sufficient awareness of parents and educators about the causes and consequences of behavioral deviations, the mechanisms of their formation, and the ways of their avoidance or mitigation, will it become possible to ensure proper educational and, importantly, socialization influence on a child preparing for school¹².

¹¹ *Glossary of Key Terms in Preventive Education* / Ed. by V. M. Orzhekhovska. Ternopil: Terno-Graf, 2007. 198 p.

¹² Pykhtina, N. *Negative Behavior in Older Preschoolers: Features of Manifestation, Methodology and Results of Study*. // Theoretical and Methodological Problems of Education of Children and Student Youth. Collection of Scientific Papers. Issue № 24, Book 1. Institute of Education Problems of the NAPS of Ukraine, Kyiv, 2020.

Within the framework of primary prevention of behavioral deviations in older preschoolers and younger schoolchildren, work is carried out to identify maladapted children and children at risk of maladaptation through diagnostics (surveys, testing), classroom and activity observations, interviews with teachers and parents. In Ukrainian general educational institutions, the task of identifying the first signs of school or social maladaptation is assigned to school psychologists and social pedagogues. School social pedagogues and practical psychologists actively demonstrate the effectiveness of their professional activity, participating in the prevention of social maladaptation of schoolchildren and increasing their adaptive capacities not only within the school walls but also in the broader social environment. Such work is especially important at the beginning of the child's schooling, when their attitudes and motivation toward learning are being finally formed.

N. Pykhtina defines secondary prevention (preventive assistance and socio-pedagogical support) as a type of socio-pedagogical prevention that consists in assisting specific individuals – «risk groups» (harm reduction, encouraging self-help, etc.). At this level, the implementation of preventive education programs with «at-risk» children and their families is appropriate, aiming to eliminate socio-pedagogical prerequisites for destructive behavior. Its goal is to limit the spread of certain negative phenomena that arise in society or in a social group, to prevent the aggravation of such phenomena and their consequences, and to prevent the deepening of children's social maladaptation¹³.

Secondary prevention measures are not limited to educational influences on the child within the educational institution. Parents are also involved in this work; an individual program of work with the child is developed jointly with them, aligning the educational influences of the parents, educators, primary school teacher, social pedagogue, psychologist, and, if necessary, a doctor.

According to V. Orzhekhovska, tertiary prevention (correction, adaptation, rehabilitation) is aimed at preventing recurrences of antisocial or dangerous behavior among individuals who have previously exhibited such behavior; it consists in reconstructing the

¹³ Pykhtina, N. P., Yushchenko, K. O. *Socio-Pedagogical Aspects of Propaedeutics of Negative Behavior in Preschoolers through Visual Arts Activities.* / "Current Social Problems of Ukraine and Poland: Socio-Pedagogical Aspect." Nizhyn: Nizhyn Mykola Gogol State University, 2019. 375 p. Pp. 86–100.

sociocultural environment for various categories of children and youth, helping them communicate and learn in order to restore lost social ties or adapt to social life¹⁴.

The specificity of tertiary prevention measures for older preschool and younger school-aged children lies in the fact that they are considered as a complex of social, educational, and medical-psychological interventions designed to restore the personal and social status of a child in an educational institution who is already exhibiting signs of negative behavior and maladaptation. During the implementation of such measures, the social pedagogue organizes corrective (individual and group) work with maladapted children and carries out psychological-pedagogical education of teachers and parents. Such work is quite complex and requires coordinated and synchronized efforts of all specialists involved in working with the child.

As a rule, tertiary prevention of maladaptation is needed for children from disadvantaged families, children who lack psychological and social readiness for school, as well as children who show maladaptation due to family overprotection or neglect.

Researchers agree that the correction of behavioral deviations in children should take place through organizing joint activities of children and adults, since it is in such activities that the implementation of various educational, upbringing, and personality development tasks becomes possible. In joint activity, the child best acquires not only necessary knowledge and skills but also generally accepted norms and rules of behavior.

In implementing primary, secondary, and tertiary prevention measures of negative behavioral manifestations in preschoolers, N. Pykhtina recommends using the arsenal of general pedagogical and special corrective methods accumulated by science and practice. Scientists classify the following as general pedagogical methods for educating children with negative behavioral manifestations: methods for forming children's views and beliefs; methods for shaping behavior; methods that perform functions of regulation, correction, and stimulation of behavior and activity; methods for monitoring and analyzing the effectiveness of the educational process¹⁵.

¹⁴ Orzhekhovska, V. M. *Prevention of Deviant Behavior in Minors: Textbook*. Cherkasy: Chabanenko Publishing House, 2008. 376 p.

¹⁵ Pykhtina, N. P. *Prevention of Negative Manifestations in Children's Behavior: Textbook*. Nizhyn: Nizhyn Mykola Gogol State University, 2012. 376 p.

Since general pedagogical methods are primarily effective in solving educational situations and tasks of primary and secondary prevention, their application has significant preventive potential, that is, they serve to prevent the emergence of negative behavioral manifestations in children.

The most effective among general pedagogical methods are exercises, habituation, encouragement, and play.

The Essence, Varieties, and Specifics of Using Rule-Based Games in the Structure of the Pedagogical Process

The leading activity of a preschool child is play. For the child, play is a reality that is more interesting to them than even the surrounding reality. It is more interesting because it is more understandable. Most researchers focus on identifying the possibilities of play as a form of organizing children's lives, as well as on determining its place in the pedagogical process of a kindergarten. From this perspective, broad opportunities arise in the process of forming and developing a play collective, within which real relationships are inevitable, stimulating the development of qualities necessary for the child's integration into the group: establishing connections with peers, subordinating their actions to the roles, controlling and following the rules of the game.

According to scholars, the child's reflection in play of adult relationships and phenomena of social life is a prerequisite for a deep understanding of the surrounding reality and the desire to participate in the lives of adults. Many studies have addressed various aspects of this issue, but all of them, from their specific research positions, argue and detail the thesis that play, in its content, presupposes the organization of children's community and therefore must reflect the positive phenomena of surrounding life¹⁶.

In S. Honcharenko's *Pedagogical Dictionary*, the term *play* is defined as a form of free self-expression of a person that presupposes real openness to the world of possibility and unfolds either in the form of competition or in the form of depiction (performance, representation) of certain situations, meanings, or states. The content of

¹⁶ Pykhina, N. P. *Theory and Methodology of Children's Play Activity in Reference Schemes. Textbook (2nd ed., revised and supplemented, electronic version)*. Nizhyn: Nizhyn Mykola Gogol State University, 2019. 123 p.

the game is realized by the child through an assumed role, according to certain rules that regulate its implementation¹⁷.

Within the scope of our study, it is more appropriate to use N. Pykhtina's definition: rule-based games are a type of group or paired play in which participants' actions and interactions are regulated by previously formulated rules that are mandatory for all participants¹⁸.

The psychological nature, essence, educational and other potentials of play as a complex, multifunctional phenomenon are embodied in its characteristics, which possess specific general and universal features:

1. **Play as an active form of cognition of the surrounding reality.** The diversity of its forms introduces the child to real-life phenomena, allowing them to explore the properties and functions of objects, their uses; to learn about interpersonal relationships, rules, and norms of behavior; to understand themselves, their abilities, and capabilities.

2. **Play as a conscious and purposeful activity.** Every game has a goal that is significant for the child. To achieve the goal, they select appropriate means, toys, perform related actions, and engage in various relationships with peers¹⁹.

In N. Pykhtina's research, the pedagogical functions of games are identified as didactic, motivational, and controlling. Didactic functions include the formation of control, self-control, self-correction, and the development of cognitive interest, cognitive activity, and initiative²⁰.

In older preschool age, children's interactions revolve around roles and the observance of the rules associated with them. It is important that these rules promote the affirmation of highly moral human relationships and feelings. The play activity of children

¹⁷ Honcharenko, S. U. *Ukrainian Pedagogical Dictionary*. Kyiv: Lybid, 1997. 375 p.

Pykhtina, N. P. *Theory and Methodology of Children's Play Activity*. Textbook (2nd ed., revised and supplemented, electronic version). Nizhyn: Nizhyn Mykola Gogol State University, 2016. 267 p.

¹⁸Pykhtina, N. P. *Theory and Methodology of Children's Play Activity*. Textbook (2nd ed., revised and supplemented, electronic version). Nizhyn: Nizhyn Mykola Gogol State University, 2016. 267 p.

¹⁹ Pykhtina, N. *Features of Social-Emotional Learning of Preschoolers in Play*. // Abstracts of the I International Scientific and Practical Online Conference "Development of Education in the European Space: National Challenges and Transnational Perspectives," November 2–3, Nizhyn, 2023.

²⁰ Pykhtina, N. P. *Pedagogical Possibilities of Using Didactic Games in Preschool Educational Institutions*. Scientific Notes. Series: "Psychological and Pedagogical Sciences". Nizhyn: Nizhyn Mykola Gogol State University, 2022, No. 4.

should be directed at developing their ability to collaboratively build and develop a storyline, understand their play partners, and coordinate their actions with others.

To achieve this, N. Pykhtina advises educators to use the following:

1. **Joint retelling of a fairy tale or story in turns.** The teacher changes the storyteller at certain points, reminding them of the sequence of events when needed.

2. **Joint invention of a fairy tale or story**, which is later used as the plot for a game. It is important that children engaged in this task are sympathetic to each other and have approximately the same level of play experience.

3. **Joint dramatization of the storyline** of a fairy tale or story after the children have memorized it. This is a necessary condition for enriching their experience of elementary role-based behavior. Knowing the children well, the educator teaches them how to combine (imagine, fantasize, transform) elements of the play plot in different ways²¹.

Rule-based games, unlike creative ones, are sometimes called *closed* games, because the preschooler's ability to modify them is limited. Most of these games are developed by adults who organize the corresponding activities for children. Play is also a criterion of a child's normativity – how they play can reveal a lot about them.

The classification proposed by N. Pykhtina is based on conclusions by S. Novoselova and T. Ponimanska. The researcher identifies several groups of rule-based games initiated by an adult with educational and developmental objectives:

- **Educational games** (*didactic games*: verbal, with toys, printed-tabletop) – didactic tasks that capture children's interest and stimulate their intellectual development. Didactic games are effective in preventing and overcoming such negative behaviors as withdrawal, disobedience, and dishonesty. These games have a stable structure that distinguishes them from other forms of play. Their main elements – didactic and game-related tasks, rules, actions, and outcomes – provide them with both educational and play functions. They foster cognitive interest in children²².

²¹ Pykhtina, N. P. *Theory and Methodology of Children's Play Activity*. Textbook (2nd ed., revised and supplemented, electronic version). Nizhyn: Nizhyn Mykola Gogol State University, 2016. 267 p.

²² Pykhtina, N. P. *Pedagogical Possibilities of Using Didactic Games in Preschool Educational Institutions*. Scientific Notes. Series: "Psychological and Pedagogical Sciences". Nizhyn: Nizhyn Mykola Gogol State University, 2022, No. 4.

- **Movement-based games** (high, moderate, low mobility; plot-based; games with objects; with a predominance of basic movements such as running, jumping, etc.; relay games) – motor tasks captivate children and help mobilize physical energy. These games are best suited for correcting slowness or hyperactivity, overcoming shyness, egocentrism, aggressiveness, greed. They help develop discipline, organizational skills, communicability, and social status, regulate emotional responses and self-esteem, and adjust excessive or insufficient activity levels²³.

- **Entertainment games** (*amusement games, recreational games, intellectual games, festive-carnival games, theatrical-dramatic games*) – provide a change of activity and psychological relaxation. They are conducted during breaks between lessons, in extracurricular activities, or in clubs. These games help prevent and overcome aggressiveness, tantrums, and fears²⁴.

- **Folk games** (amusements, movement-based, didactic, ritual games) – rooted in historical traditions of the ethnic group. Folk games are effective in eliminating fears, anxiety, withdrawal, jealousy, tattling, greed, tantrums. These games require rule observance, encouraging volitional effort, cooperation, and overcoming negative emotions tied to failures. They help form moral and ethical foundations through the use of folklore genres in pedagogy.

Play is also essential for the emotional development of children. It helps them cope with fears caused by traumatic experiences (e.g., night terrors, extended hospitalization, etc.)²⁵.

The main benefit that a child gains from play is the opportunity to take on a role. Through playing this role, the child's actions and attitudes toward reality are transformed.

Pedagogical guidance of children's play must take into account the main age-related and individual characteristics of their development, as well as the development of play

²³ Pykhtina, N. P. *Theory and Methodology of Children's Play Activity*. Textbook (2nd ed., revised and supplemented, electronic version). Nizhyn: Nizhyn Mykola Gogol State University, 2016. 267 p.

²⁴ Pykhtina, Nina. *Play as a Technology of Social-Emotional Support for Preschoolers Raised in Dysfunctional Families and Displaying Negative Behavior*. // Scientific Notes. Series: "Psychological and Pedagogical Sciences". Nizhyn: Nizhyn Mykola Gogol State University, No. 4, 2024.

²⁵ Pykhtina, Nina. *Play as a Technology of Social-Emotional Support for Preschoolers Raised in Dysfunctional Families and Displaying Negative Behavior*. // Scientific Notes. Series: "Psychological and Pedagogical Sciences". Nizhyn: Nizhyn Mykola Gogol State University, No. 4, 2024.

activity across all age stages. Psychologists assert that without knowledge of the inner laws of play development as an activity, attempts to manage it may destroy it.

For successful management of children's games, the educator must possess a variety of skills, the most important of which are:

1. **Analytical skills** – the ability to analyze and diagnose the level of play activity development in the group as a whole and in each child individually. For this, the educator must constantly observe the children's play.

2. **Projective (constructive) skills** – the ability to plan the level of children's play development in a forecasted time perspective.

3. **Organizational and communicative skills** – the ability to organize children, take a genuine interest in their games, participate in the game when necessary in leading or supporting roles, influence the course of the game with suggestions, advice, questions²⁶.

In conclusion, **rule-based games** are a type of group or paired play in which the actions and relationships of participants are regulated by previously formulated rules, obligatory for all. We have analyzed the types of rule-based games, namely:

- **Didactic** (verbal, with toys, printed-tabletop),
- **Movement-based** (classified by mobility level: high, moderate, low; plot-based; with objects; those emphasizing running, jumping, etc.; relay games),
- **Entertainment games** (amusement, recreational, intellectual, festive-carnival, theatrical-dramatic),
- **Folk games** (amusements, movement-based, didactic, ritual). We have also identified the characteristics of rule-based games and the skills an educator must possess to successfully manage gameplay.

Conclusions

The analysis of theoretical aspects of prevention and overcoming of negative manifestations in the behavior of older preschool children by means of games with rules showed that the problem of our research is relevant.

²⁶ Pykhina, N. P. *Theory and Methodology of Children's Play Activity in Reference Schemes. Textbook (2nd ed., revised and supplemented, electronic version)*. Nizhyn: Nizhyn Mykola Gogol State University, 2019. 123 p.

We clarified the essence and mechanisms of the formation of negative manifestations in the behavior of older preschoolers, namely: revealed the concept of negative manifestations in the behavior of preschool children, the forms and peculiarities of manifestation of negativism, studied the motives and nature of the behavior of older preschool children, and also analyzed the groups of factors of negative manifestations in the behavior of preschool children. All this gives grounds to state the importance of a behavioral approach to children regarding the analysis of the essence and mechanisms of the formation of negative manifestations in the behavior of older preschool children.

We identified the existence of foreign and domestic various aspects of pedagogical prevention of behavioral deviations and defined it as the formation of a specific moral sense of responsibility through a complex purposeful influence on the consciousness, feelings, will of pupils in order to develop their immunity to negative influences of the environment; prevention of antisocial orientation of children's behavior, transformation of their attitude to the surrounding reality in the process of re-education.

We characterized three levels of pedagogical prevention, namely: primary – consists in the upbringing of a psychologically and physically healthy personality; secondary – is the purpose of diagnosing negative manifestations in the behavior of children, which allows to prevent their further development; tertiary – consists in determining the measures, methods, and techniques of work aimed at correcting already revealed deviations in the behavior of preschool children. This is carried out in order that these negative manifestations in the child do not move to a more severe stage and do not become fixed in her further life.

We analyzed the essence of games with rules as a type of group or paired play, in which the actions of the participants and their interactions are regulated by pre-formulated rules mandatory for all participants. Based on the analysis of research in the field, we outlined the peculiarities of the use of games with rules in the structure of the pedagogical process and revealed the broad possibilities of the formation and development of the play collective, which stimulates the formation of the child's

qualities through: establishing connections with children who are playing, subordinating their actions to roles, control and implementation of game rules. We found that preschool children reflect in play the relationships and interest in the work of adults, in peers, in school, the importance of forming a play collective, which is the basis for the prevention and overcoming of negative manifestations in the behavior of preschoolers, and accordingly we indicated the functions of games. T. Ponimanska explains the essence, educational and other possibilities of the game as a complex, multifunctional phenomenon embodied in its features. Thus, there are general, universal features of the game, where it is an active form of cognition of the surrounding reality and the game as a conscious and purposeful activity.

We singled out the types of games with rules and the preventive significance of each of the types of games for older preschool children, namely: didactic, which are appropriate to use in the prevention and overcoming of such negative manifestations as: isolation, disobedience, dishonesty, they form cognitive interest in children; movement games, which are best suited for the correction of: slowness and hyperactivity, overcoming shyness, egoism, aggression, greediness. Movement games also form discipline in children, organizational skills, improve communicativeness and the social status of the child, balance emotionality, self-esteem, correct excessive or insufficient activity of a preschool child; entertaining, they ensure a change of activity and full psychological rest; they can be held for the prevention and overcoming of: aggression, tantrums, fears; folk games are appropriate for eliminating: fears, anxiety, isolation, jealousy, tattling, greediness, tantrums. In folk games, compliance with the rules requires the child to make volitional efforts, the ability to interact with others, to overcome negative emotions related to failures, etc. They form the moral and ethical foundations of the upbringing of children through the use of folklore genres by teachers.

REFERENCES:

1. Volnova, L. M. *Prevention of Deviant Behavior in Teenagers: Educational and Methodical Manual for the Special Course «Psychology of Deviations» for*

Students of the Specialty «Social Work»: in 2 parts. 2nd ed., revised and supplemented. Kyiv, 2016. Part 2. 188 p.

2. Honcharenko, S. U. *Ukrainian Pedagogical Dictionary*. Kyiv: Lybid, 1997. 375 p.

3. Dubyna, H. D. Content, Types and Factors of Deviant Behavior of the Individual. *Pedagogical Discourse*. 2007. Issue 1. Pp. 65–71.

4. Orzhekhovska, V. M. *Prevention of Deviant Behavior in Minors: Textbook*. Cherkasy: Chabanenko Publishing House, 2008. 376 p.

5. Orzhekhovska, V. M., Fedorchenko, T. Ye. *Prevention of Deviant Behavior in Minors: Educational and Methodical Manual*. Cherkasy: Chabanenko Publishing House, 2008. 376 p.

6. Pykhtina, N. Negative Behavior in Older Preschoolers: Features of Manifestation, Methodology and Results of Study. *Theoretical and Methodological Problems of Education of Children and Student Youth*. Collection of Scientific Papers. Issue №24, Book 1. Institute of Education Problems of the NAPS of Ukraine, Kyiv, 2020.

7. Pykhtina, N. Features of Professional Training of Future Educators for the Prevention and Overcoming of Negative Behavior in Preschoolers. *Theoretical and Methodological Principles of Training Preschool Education Specialists in Ukraine with Integration into the European Educational Space: Collective Foreign Monograph* / Ed. by O. Kononko, Z. Sharlovych. Łomża – Nizhyn, 2024. 243 p., Pp. 69–101.

8. Pykhtina, N. P. *Prevention of Negative Manifestations in Children's Behavior: Textbook*. Nizhyn: Nizhyn Mykola Gogol State University, 2012. 376 p.

9. Pykhtina, N. P. *Deviations in Children's Behavior: Characteristics, Causes and Strategy for Elimination*. Section of the collective monograph «*Social and Moral Development and Upbringing of Preschool Children*» (Ed. by O. Kononko). Nizhyn: Nizhyn Mykola Gogol State University, 2020. Pp. 198–255.

10. Pykhtina, N. P. *Pedagogical Possibilities of Using Didactic Games in Preschool Educational Institutions*. Scientific Notes. Series: «Psychological and Pedagogical Sciences». Nizhyn: Nizhyn Mykola Gogol State University, 2022, No. 4.

11. Pykhtina, N. P. *Theory and Methodology of Children's Play Activity in Reference Schemes. Textbook (2nd ed., revised and supplemented, electronic version)*. Nizhyn: Nizhyn Mykola Gogol State University, 2019. 123 p.
12. Pykhtina, N. P. *Theory and Methodology of Children's Play Activity. Textbook (2nd ed., revised and supplemented, electronic version)*. Nizhyn: Nizhyn Mykola Gogol State University, 2016. 267 p.
13. Pykhtina, N. P., Pykhtin, M. P., Fedorchenko, T. Ye. *Psychological-Pedagogical and Socio-Legal Aspects of the Prevention of Deviant Behavior of Children and Youth / Ed. by V. M. Orzhekhovska (2nd ed.)*. Kyiv: KNT LLC, 2018. 376 p.
14. Pykhtina, N. P., Yushchenko, K. O. *Socio-Pedagogical Aspects of Propaedeutics of Negative Behavior in Preschoolers through Visual Arts Activities. / «Current Social Problems of Ukraine and Poland: Socio-Pedagogical Aspect.»* Nizhyn: Nizhyn Mykola Gogol State University, 2019. 375 p. Pp. 86–100.
15. Pykhtina, N. *Features of Social-Emotional Learning of Preschoolers in Play. // Abstracts of the I International Scientific and Practical Online Conference «Development of Education in the European Space: National Challenges and Transnational Perspectives,» November 2–3, Nizhyn, 2023.*
16. Pykhtina, Nina. *Play as a Technology of Social-Emotional Support for Preschoolers Raised in Dysfunctional Families and Displaying Negative Behavior. // Scientific Notes. Series: «Psychological and Pedagogical Sciences»*. Nizhyn: Nizhyn Mykola Gogol State University, No. 4, 2024.
17. *Glossary of Key Terms in Preventive Education / Ed. by V. M. Orzhekhovska*. Ternopil: Terno-Graf, 2007. 198 p.
18. Shapar, V. B. *Modern Explanatory Psychological Dictionary*. Kharkiv: Prapor, 2007. 640 p.

EMPATHETIC ATTITUDE TOWARDS PEERS AND FEATURES OF ITS DEVELOPMENT IN 5–6-YEAR-OLD CHILDREN

Savosko Alina

Master's degree student, Specialty: A2 «Preschool Education»,

Nizhyn Mykola Gogol State University, Ukraine

e-mail: lina.gusak44444@gmail.com

Honchar Nataliia

Bachelor's degree student, Specialty: English Philology

Nizhyn Mykola Gogol State University, Ukraine

05natagonchar@gmail.com

Abstract: *This section reveals modern approaches of leading specialists to the study of the problem of fostering an empathetic attitude towards peers in 5–6-year-old children. The dynamics of changes in the development of this moral quality throughout preschool childhood are determined. It is noted that a sensitive attitude towards peers is evidenced by the ability to recognize and identify the emotional state of a partner in joint activities, respond to it appropriately, provide constructive assistance to a peer without waiting for adult reminders or for the child experiencing discomfort to ask for help. Criteria for assessing the degree of development of an emphatic attitude towards peers have been developed, the component structure of the moral quality has been defined, and the levels of its development in 5–6-year-old children have been characterized. The pedagogical conditions for optimizing the educational process aimed at expanding pre-schoolers' knowledge, acquiring practical experience, creating a developmental environment in preschool educational institutions and applying innovative educational technologies for this purpose have been theoretically substantiated.*

Key words: *empathy as a basic personality trait, identification of a peer's condition, empathetic attitude towards a partner, adequate self-assessment, emotional support, instrumental assistance.*

Problem Statement. The issue of moral development and the upbringing of a child's personality has been and remains a significant concern for our country, because the overall moral state of Ukrainian society is deteriorating and requires the search for effective and prompt ways to improve it. Scholars have identified a number of concerning trends, including the formalization of interpersonal relationships, the predominance of business communication over personal interaction, declining trust in the social environment, and increasing indifference.

It is necessary to address the issue of moral education from preschool age, which is the most favourable period for children to learn rules and norms of behaviour. The importance of this issue is emphasized in normative documents, such the Laws of Ukraine on Education and On Preschool Education, as well as in the Basic Components of Preschool Education, which highlight the need for educators to foster humane qualities in children, including empathy. According to the Basic Component of Preschool Education, which serves as the national educational standard, a child should be familiar with elementary social, moral, and ethical norms of interpersonal relations; be able to follow them in communication, coordinate their actions accordingly; and be capable of empathizing, sympathising, helping others, and choosing appropriate ways of communication in different life situations¹.

Ancient philosophers (Socrates, Plato, Aristotle, Democritus), leading figures in philosophical thought (M. Berdiaiev, V. Hehel, A. Helvetsii, I. Kant and others) and classics of historical and pedagogical theory (I. Herbat, B. Hrinchenko, O. Dukhnovuch, J. Dewey, J. Kamenskyi, D. Locke, A. Makarenko, M. Novikov, I. Ohienko, M. Pyrohov, S. Rusova, H. Skovoroda, V. Sukhomlynskyi, K. Ushynshyi and others) paid attention to some aspects of the problem of empathy.

The psychological aspect of moral education was studied by L. Artemova, I. Bekh, I. Ziaziun, O. Kononko, H. Kostiuk, T. Ponimanska, M. Skrypchenko, T. Tytarenko and others. The issue of developing moral qualities in preschoolers was revealed in the works of the renowned educators such as V. Sukhomlynskyi, I. Vashchenko, K. Ushynskyi and

¹ Bazovyi component doshkilnoi osvity Ukrainy// Vykhovatel-metodyst doshkilnoho zakladu (2021), 2, 4-19 [in Ukrainian].

others. Some aspects of empathy were studied by educators S. Variukhina, T. Dovha, S. Melnychuk, T. Ponimanska, T. Trotsenko and others.

The analysis of scientific sources indicates that the problem of cultivating empathy as a basic personal quality in pre-schoolers has been mostly considered within the general framework of moral education. Direct research on empathy in Ukrainian pedagogy remains insufficient, which determines the relevance of this study.

Analysis of Resent Research and Publication. The majority of researchers have examined empathy within the broader context of moral education in preschool children and the study of various moral traits and values. The works of L. Artemova, I. Babii, N. Havrysh, I. Duchkivska, I. Ziaziyn, O. Koshelivska, T. Ponimanska, O. Sanichenko, O. Sukhomlunska are associated with the solution to moral education issues in early childhood. According to T. Ponimanska, O. Kozliuk and H. Marchuk, morality is an important regulator of human behaviour and relationships. From the point of view of humanistic consciousness, the basis of personality is moral development, which manifests itself in the pre-schooler's adherence to a system of views, ideas, moral norms, and social evaluations that determine and regulate behaviour and activities. In introducing the idea of a humanistic approach into pedagogical practice, the authors emphasised the importance of fostering in children a value-based attitude towards themselves and others.²

According to L. Lokhvytska's approach, morality is a form of social consciousness a set of norms, rules, and principles of human behaviour, a system of views and judgments that regulate and constrain individual conduct. The scholar believes that morality serves as a means of resolving social and interpersonal conflicts from the perspective of justice. She emphasizes that morality, as derived from moral consciousness, is a complex personal formation that implies awareness and implementation of moral norms and rules governing human relations and moral experiences³.

Special attention should be paid to altruism which is a key concept in humanistic

² Ponimanska T.I., & Kozliuk O.A., & Marchuk H.V. (2008). *Vykhovannia liudianosti (Do Bazovoi prohramy rozvytku dytyny doshkilnoho viku Ya u Svit): posibnyk Milenium*, 138 [in Ukrainian].

³ Lokhvytska L.V. (2014). *Prohrama z moralnoho vykhovannia ditei doshkilnoho viku Skarbnytsia morali/ Lokhvytska L.V. Ternopil: Mandrivets*, 128 [in Ukrainian].

psychology and pedagogy. Humanity implies a sense of love and respect for others, compassion, and benevolence. It reflects a readiness to help others, respect them, and care for them. The term 'humanity' encompasses a person's moral and psychological characteristics expressing a conscious attitude toward oneself and others as the highest value.

According to I. Dychkivska and O. Savchuk, humanity differs from humanism in that it is carried out unconsciously on a spontaneous and emotional level. Humanity contains an element of rationalisation, involving analysis, comparison and contrast. It is conscious humanity. Humanism acts as a value-based form of organisation of humanity as a morally oriented behavioural model. Humanity is a deeply individual state that requires a high level of intellectual and emotional tension and a sense of responsibility. A person cannot be made kind or loving externally; humanistic beliefs cannot be formed. Only internal conditions can be created under which a person chooses them. Humanity involves conscious choice and self-overcoming in the process of self-realization.

In the study, I. Bahmet conducted a theoretical generalization of the features of altruistic–egoistic orientation of personality. This scholar substantiated the inadequacy of considering altruism and egoism as completely opposite poles, demonstrating the existence of intermediate forms such as altruistic egoism and egoistic altruism. This position has been found to prevail at different age stages. The existence of differences in the manifestations of altruism-egoism in representatives of different sexes has been proven. The theory that the altruistic-egoistic value-semantic position is not static has been further developed. It has been proven that with age, the altruistic-egoistic position can change, even approaching the diametrically opposite manifestation of personality orientation⁴.

Therefore, in the process of moral education, it is advisable to take into account the peculiarities of personality orientation. Defining the content of moral education in early ontogenesis, O. Stanichenko defines it as a purposeful process that predicts the content, forms, methods and techniques of pedagogical influences. The author notes

⁴ Bahmet I.M. (2000) Altruism ta ehoism u zhyttievii pozutsiii elitarnoi osobystosti// Nauk. zap. Instytutu psykhologii imeni Hryhoriia Kostiuka, 1, 143-146 [in Ukrainian].

that the result of moral education is a set of moral traits and qualities of the personality. The specialist defines morality as the result of a person's acceptance and assimilation of moral norms that have acquired regulatory force, determine behaviour, and influence attitudes towards the world and oneself. Morality manifests itself in a person's conscious free choice of course of action in various life situations and their capacity for moral behaviour⁵.

According to leading researchers in the field of social and moral development and education of pre-schoolers, empathy is a fundamental quality that represents the main characteristics of sociality. This determines the legitimacy of choosing it as the main topic of this master's thesis project. Taking into account that empathy is the leading characteristic of the social and moral development of children aged 3-6/7, it will be studied in this context. O. Kononko defines moral education as a purposeful process of organising and implementing educational influences by a teacher with the aim of expanding and deepening preschoolers' knowledge of social rules, regulations, and moral norms; promoting awareness and a humanistic orientation in their attitudes towards themselves and the surrounding world; cultivating and stabilising behaviour in communication and joint activities with others. The author notes that moral education is the ability of preschoolers to realise their best social and moral qualities in interpersonal relationships, a form of internal culture appropriate for their age, and skills in following the rules of behaviour and communication accepted in society.

According to O. Kononko, empathy is a basic integrated personal quality that manifests itself in a pre-schooler's conscious perception and understanding of another person's discomfort, as well as their possession of emotional and instrumental means of supporting and helping those in need. By 'teaching empathy', the author means a purposeful process of forming preschoolers' ideas about empathy and emotional attitudes towards its manifestations, helping children master specific ways of showing empathy, creating situations for children to practise empathy, transforming sensitivity into a meaningful social and moral value through pedagogical assessment, and caring for it as a

⁵ Stanichenko O.F. (2023). *Vykhovannia chuynosti u ditei doshkilnoho viku: dys... dokt. filosof.* Poltava, 420 [in Ukrainian].

cultural phenomenon. The effectiveness of the education process is determined by the degree of 'cultivation of empathy' reflected in the pre-schooler's ability to see a peer's discomfort, remain emotionally responsive, respond adequately to it, offer support and assistance voluntarily, protect from external negative influences, show respect for the peer and one's own dignity, and experience satisfaction from humane behaviour.

According to O. Kononko, empathetic behaviour should be understood as a system of interrelated actions and deeds performed by a pre-schooler to express compassion and provide assistance to a peer in a difficult situation, requiring active interaction. Empathetic attitude is the conscious, selective, subjective and evaluative actions of a pre-schooler aimed at emotional perception and the expression of compassion and willingness to help a peer who is experiencing discomfort. Its foundation lies in needs, motives, emotions, a system of values, and the child's assessment of the situation and a partner. They determine the personal significance of the peer's experiences and the focus of the activity⁶.

The external manifestation of empathy partially depends on general sensitivity as a psychophysiological prerequisite of personality development. Meanwhile, it's worth noting that not every naturally sensitive person is sensitive to others. If an individual is self-centred and selfish, they might not care about other people's problems and troubles. As V. Shapar notes, sensitivity as the ability to have feelings forms the basis of personality and serves as a prerequisite for the development of responsiveness as a readiness for external affective and effective reactions. Objectively, sensitivity is a response to the influence of a certain stimulus; subjectively, it is an internal experience, a feeling of a given agent of influence⁷.

M. Yarmachenko defines empathy as a moral quality that characterizes a person's attitude toward others. It implies caring about others' needs and desires, being attentive to their interests and problems, opinions and feelings, understanding the motives behind their actions, and treating others' pride and dignity tactfully. According to the author, empathy is an integral part of behavioural culture⁸.

⁶ Kononko O.L. (2020) *Diahnostyka ta vykhovannia chuynosti doshkilnykiv// Sotsialno-moralne vykhovannia doshkilnykiv: doslidno-tekhnolohichni aspekty*. Nizhyn. NDU im. Gogolia, 84-167 [in Ukrainian].

⁷ Shapar V.P. (2005). *Suchasnyi tlumachnyi psykhologichnyi slovnyk*. Prapor, 600 s., [in Ukrainian].

⁸ *Pedahohichnyi slovnyk/ Za red. Diisnoho chlena APN Ukrainy Yarmachenka M.D. Pedahohichna dumka*, 516 s., [in Ukrainian].

Analysing the characteristics of the development and cultivation of empathy in preschool children, it is worth resorting to its definition as a basic social and moral quality of a preschooler. O. Koshelivska characterises empathy in the context of the problem of emotional comfort and discomfort. This expert defines empathy as the child's ability to notice when a peer experiences emotional discomfort and to take an active part in restoring the emotional well-being of the person who is suffering⁹.

It is important to emphasise that the emotional sphere is decisive in the personal development of a child in general and moral development in particular. As V. Tuhai notes despite the fact that the issue of emotional sensitivity in pre-schoolers occupies an important place in preschool pedagogy, terminologically, the concept is used to broadly define various forms of a child's caring attitude towards the experiences and states of the people around them. The author considers emotional sensitivity one of the components of a person's social potential. The lack of a clear definition complicates understanding this phenomenon. In scientific and methodological literature on the development of emotional sensitivity, it is understood as an emotional response to the state of another person, as a component of tolerance, as the main form of manifestation of a child's active emotional attitude towards adults and peers, which includes feelings of empathy and compassion¹⁰.

H. Sviderska's research shows that during preschool childhood, moral qualities evolve such as dignity, shame, and duty and new ones like conscientiousness, pride, and justice emerge. Moral habits are formed, enabling children to adapt and socialize harmoniously to new conditions and demands of life. Moral education involves the formation of a system of dominant motives, the awareness of which increases with age, helping children understand how they are related to the consequences of behaviour and what causes them. The author defines empathy as a moral and psychological quality, the ability to empathize. H. Sviderska highlights the importance of perceiving another person's emotional state, responding appropriately, showing compassion and empathy, kindness, politeness, care, and respect for others' dignity¹¹.

⁹ Koshelivska O. (2002). Mizh dvokh poliusiv. Doshkilne vykhovannia, 3, 9-10 [in Ukrainian].

¹⁰ Tuhai V.M. (2015). Moralne vykhovannia molodshykh shkolariv yak psykholoho-pedahohichna problema. [Pedahohika formuvannia tvorchoi osobystosti u vyshchii I zahalnoosvitnii shkolakh](#), Vyp. 41, 259-464 [in Ukrainian].

¹¹ Sviderska H.M. (2005). Problema chuinosti. Sotsialna psykholohiia, 3 (11), 130-138 [in Ukrainian].

The attention should also be paid to the aspects which have been emphasized by other scholars as a result of the process of analysing the preschoolers' empathy. D. Spivak highlights the importance of a child's ability to take another's perspective, provide unselfish help without adult encouragement, and alleviate peers' discomfort. The author stresses the need to develop children's emotional sphere, teaching them to recognize and understand others' states and to act accordingly¹².

O. Verzhikhovska focuses on exploring the inner world of pre-schoolers and their attitudes toward other people. She emphasizes the importance of teaching children to share in others' joys, needs, and sorrows, to be attentive to others' interests, thoughts, and feelings, to understand their motives, and to treat others' pride and self-esteem tactfully¹³.

An analysis of scientific sources has shown that issues related to diagnosing and fostering empathy in 5–6-year-old children particularly empathetic attitude to peers, their readiness to help and support others require attention.

The purpose of the section is to characterize the phenomenon of empathetic attitude toward peers in preschool childhood and to determine the conditions and technologies for its effective development.

Presentation of the Main Material. The study was aimed at examining the peculiarities of how older preschool children express empathy as a basic personal quality, as well as determining the technology for optimizing the process of fostering this quality in preschool educational institutions. When operating with the concept of «empathetic attitude», we proceeded from the understanding that it is manifested in the ability to perceive the emotional state of a partner in joint activity, respond to it appropriately (by comforting, expressing confidence in the partner's abilities), demonstrate readiness to provide emotional support, and offer real help. In this research, empathy was defined as a positive characteristic of a developing personality, manifested in a compassionate attitude toward peers in distress, in expressions of care and attention, in the ability to respond to others' needs, and in the desire to be helpful and needed.

¹² Spivak D.M. (2013) Teoretychni pidhody do vyvchennia problem morali ta moralnoi samosvidomosti. [Psykhologhiia: realnist i perspektyva](#). Vyp. 2, 170-174 [in Ukrainian].

¹³ Verzhikhovska O.M. (2000). Kontsepsiia hromadianskoho vykhovannia osobystosti v umovakh rozvytku ukrainskoi derzhavnosti. Shliakh, 3, 7-13 [in Ukrainian].

From our point of view, a sensitive child easily establishes emotional connections with peers and is ready to offer help in difficult moments. An empathetic pre-schooler not only expresses sympathy but is also willing to provide real assistance, offering physical support, comfort, or help in solving a problem. Empathy in 5–6-year-old children is associated not only with understanding another child's experiences but also with the ability to put themselves in that child's place. An empathetic child shows concern for the well-being of friends, tries to create a comfortable atmosphere of trust and mutual assistance. The signs of an empathetic attitude toward peers include showing respect and appreciation, expressing sympathy, demonstrating goodwill, promptly noticing and accurately interpreting a peer's reactions to words and actions, and being able to say «no» when appropriate.

Based on the above, criteria and indicators were determined to assess the level of empathy development in older preschool children. The main criteria and indicators are presented in Table 1.

Table 1

Criteria and Indicators for Assessing the Level of Empathy as a Basic Moral Quality in Preschool Children

Criteria	INDICATORS OF CRITERIA
Perception and understanding of a peer's discomfort	Focuses attention on the partner, observes them closely, watches their facial expressions, movements, and gestures, and takes into account their verbal statements; notices changes in their mood and condition; analyses and identifies the causes of discomfort; understands the meaning of what is happening; correctly interprets the partner's experiences, names them, and draws appropriate conclusions; asks about unclear aspects and clarifies information; puts themselves in the peer's place (a formed decentration mechanism).
Assessing the experiences of a peer and one's attitude towards them	Does not remain indifferent to the peer's state and mood, demonstrates emotional receptivity, reflects on the situation; using sight, hearing, and touch, assesses the seriousness of the problem and its social significance; responds emotionally to the peer's discomfort, shows interest and willingness to provide support; demonstrates compassion, expresses a positive attitude toward the peer, including sympathy and respect; finds satisfaction in doing so.
	Responds quickly and appropriately to the peer's state and the social situation; translates their feelings into active behaviour: helps the peer on their own initiative rather than after being asked,

Nature of response to peer discomfort	takes responsibility for the peer's well-being, supports them, demonstrates basic forms of tact, politeness, and courtesy; uses comforting words and soothing gestures; protects the peer from insults, ridicule, or humiliation by others; is able to apply this behavioural strategy in other uncomfortable situations, enriching their own experience.
--	---

Source: Results of own scientific research

In determining the component structure of empathy, we used the scheme proposed by O. Kononko. According to this author's approach, the main components of empathy include motivational, cognitive, behavioural, and reflexive ones.

The motivational component of empathy reflects the need-motivational sphere of the personality – the interests, motives, and goals of the empathy shown by the pre-schooler towards their peers, awareness of the social significance of this moral quality and its connection with the moral norm of humane behaviour. We took into account that both internal and external motives influence a child's behaviour. Motives based on internal needs are a powerful driver for a child to make a humane decision. Motivation and purpose form a kind of 'vector' of behaviour that determines its direction. Therefore, in studying manifestations of empathy, it was important to identify the internal needs guiding the child when showing a compassionate attitude toward a peer and emotional responsiveness to their discomfort. Creating adequate motivation makes it easier for pre-schoolers to transfer knowledge about empathy and ways of expressing it in different life situations, contributes to the enrichment of their individual experience, and mobilises their volitional efforts. A positive motivational stimulus arises when pre-schoolers are given the opportunity to comprehend the meaning and social value of empathy, to satisfy their leading internal needs, and to make a conscious decision regarding their behavioural strategy.

The cognitive component of empathy characterizes the pre-schooler's understanding of themselves as a humane person, their perception of typical and unique traits of a peer in a difficult situation, and the depth and breadth of their knowledge about empathy and its importance. It also reflects awareness of basic moral norms and social evaluations of empathy and indifference, emotional sensitivity and apathy, as well as the ability to differentiate and verbalize these phenomena, and to establish

cause-and-effect relationships between their empathetic or indifferent attitude towards those who are suffering and how others perceive them and their self-esteem. The pre-schooler's ability to create an image of another person in their consciousness was recorded, along with their desire to actively explore the social environment and themselves, to enrich their experience with new information, and to develop an adequate understanding of their immediate social surroundings.

The behavioural component of empathy is evidenced by the child's actual manifestations of empathy in various life situations and toward different peers, which serve as indicators of its development. They include showing interest to a peer who finds themselves in difficult situations; active interaction and willingness to communicate and cooperate; using of appropriate emotional and instrumental means to express compassion; offering help on their own initiative rather than after being asked; readiness and ability to take over part of the peer's task, showing care, support, tact and politeness; using of comforting words and soothing gestures; efforts to protect the peer from insults, ridicule, or humiliation by others; the ability to rejoice together with them in overcoming a difficult situation; and the capacity to transfer such behavioural strategies to other situations, thereby enriching their own social and moral experience.

The reflexive component of empathy manifests itself in the pre-schooler's ability to analyse information related to a peer's discomfort and the emotions they experience, to understand, evaluate, and adequately respond to them. It also includes the ability to assess their own thoughts, desires, virtues, and shortcomings, to take into account the expectations of significant others, to foresee their reactions to the child's humane (or inhumane) actions, and to adjust their judgments and decisions when necessary. The development of this component determines the formation of the child's individual experience, which is crucial for developing empathy as a fundamental social and moral quality of personality.

A comprehensive methodology was developed, involving the use of projective techniques, interviews, observation, and modelling of experimental situations. The data obtained from each of these methods within the framework of the ascertaining experiment made it possible to determine the levels of development of empathetic attitudes among 5–6-year-old children in relation to their peers. The distribution was

based on the previously defined criteria and components. The summarized data are presented in Table 2.

Table 2

Distribution of Pre-schoolers by Levels of Empathy towards Peers

Levels of Empathy Development	Characteristics of Manifestations	Quantitative Distribution (in %)
HIGH	Quickly and easily identifies those who feel unwell, recognizes discomfort through facial expressions, gestures, movements, actions, and utterances. Analyses the causes of such states and can put himself in another's place; does not remain indifferent. Knowledge about empathy is adequate, multifaceted, and conscious. Adequately evaluates both self and others as empathetic (or indifferent). The sense of sensitivity is clearly expressed and stable. Demonstrates an empathetic attitude toward the majority of people within their close social circle. A basic system of value attitudes toward the world and the self is formed, along with an internalized principle of 'never leaving another in trouble'. Empathy has become an inner personal asset guiding behaviour. Acts responsibly and competently. Possesses socially acceptable tools of support and assistance. Acts out of an internal need, selflessly, without expecting approval. <i>Value-based attitudes toward self and others are balanced, with a well-developed sense of dignity.</i>	20
OPTIMAL	Possesses sufficient knowledge about empathy and its importance in life. Rather quickly distinguishes those who are upset and generally tries to be helpful. The norm «never leave another in trouble» has partly become an internal motivation; however, in situations of behavioural choice, actions are still influenced by the external evaluation of an authoritative person. Self-esteem is not stable enough ranging from adequate to inflated. Occasionally displays indifference towards those they do not like, is aware of this, tries to rectify the situation so as not to feel condemned. Easily establishes contact with peers, but is selectively friendly. More often commands than obeys; personal interests sometimes prevail over group interests. When someone is in trouble, evaluates the appropriateness of actions and may involve others in solving the problem. Finds satisfaction in self-expression through helping peers. <i>Values himself more than others.</i>	28

AVERAGE	Understanding of empathy is generally adequate but schematic, memorized, insufficiently conscious, and poorly reasoned, often ineffective. When a friend faces trouble, tries to help; when a less interesting peer feels discomfort, tends to remain indifferent, ignoring the problem («It's none of my business»). Feelings and attitudes are mostly unstable and weakly regulated; mood is changeable. Behaviour depends largely on adults' or authoritative peers' opinions. Behaviour is unstable, alternating between confidence and uncertainty; orientation towards a friendly attitude towards others is situational. Self-esteem is unstable, mostly inadequate, ranging from overestimated to under-estimated. Displays distrust more often than friendliness and sensitivity. May express self in socially unacceptable way, take pleasure in others' failures. In communication with stronger peers, tends to seek approval or demonstrate abilities; with weaker ones, commands or humiliates them. <i>Others' authority matters more than personal dignity.</i>	38
LOW	Understanding of empathy is primitive or inadequate. Shows an indifferent type of behaviour, focused mainly on satisfying basic needs and avoiding complex or problematic situations. Usually remains indifferent, unresponsive to others' feelings, avoiding involvement in confusing or risky matters. Strives in communication not for success but to avoid failure or any risk. Lacks the tools to offer help or support. Mostly relies on others for assistance. Self-assessment is low or undefined; mood is predominantly pessimistic, tense, and anxious; behaviour is uncertain and conformist. Does not embrace the idea of solidarity, spends much time alone, living «in a shell,» detached from the environment. <i>Value attitudes toward self and others are undeveloped.</i>	14

Source: Results of own scientific research

The fact that only 48 per cent of the 5–6-year-old children demonstrated high and optimal levels of empathy toward their peers, while more than half of the experimental group showed insufficient or low indicators of the ability to recognize, identify, and determine the causes of peers' emotional experiences as well as readiness to provide support and assistance, indicates the need to organize targeted work with both educators and older pre-schoolers at the formative stage. The conditions for optimizing the educational process in preschool educational institutions were defined as follows: *enriching and systematizing the knowledge of older preschool children about empathy and empathetic attitudes toward peers; training 5–6-year-old children to display empathy in joint activities; humanizing educator–child interaction through*

the use of modern educational technologies and updating the content and form of pedagogical evaluation.

The formative experiment methodology involved a set of methods, including ethical conversations, storytelling, exercises, the unfinished sentences technique, creative drawing, games, and self-assessment. Work with educators included a series of consultations, daily memos and recommendations, and round-table discussions. These methods were designed to improve pre-schoolers' empathetic attitudes toward their peers, and to encourage conscious and independent acts of support and assistance.

Conclusions. Empathy was characterized as an integral quality encompassing a complex of knowledge, skills, habits, and personality traits. A key component of empathy is communicative competence, which reflects the individual's overall culture. It was found that significant changes occur in this quality during the preschool period: it becomes more conscious and self-regulated. Criteria for assessing the degree of empathy formation in 5–6-year-old children were identified, and four levels of development high, optimal, average, and low were described. Pedagogical conditions that optimize the process of cultivating empathy in pre-schoolers were theoretically substantiated, and an effective technology for fostering empathy in older preschool children was developed. Implementation of these conditions in educational practice will contribute to the more effective development of empathetic attitudes in 5–6-year-old children.

The results of this study do not exhaust the scope of the problem of fostering empathy among older pre-schoolers. Further research should focus on the experimental study of the manifestations of this quality in 3–7-year-old children as a complex personal phenomenon in various types of activities, as well as on developing methodological support for its formation in both open and closed types of preschool institutions.

REFERENCES:

1. Bazovyi komponent doshkilnoii osvity Ukrainy//Vykhovatel-metodyst doshkilnoho zakladu. 2021 № 2, 4-19 [in Ukrainian].
2. Bahmet I.M. (2000). Altruizm ta ehoizm u zhyttievii pozutsiii elitarnoi osobystosti// Nauk. Zap. Instytutu psykholohii imeni H.Kostiuka, 1, 143-146 [in Ukrainian].

3. Verzhikhovska O. M. (2000). Kontseptsiiia hromadianskoho vykhovannia osobystosti v umovakh rozvytku ukraiinskoii derzhavnosti. Shliakh osvity, 3, 7-17 [in Ukrainian].
4. Dychkivska I. M. & Savchuck M. A. (10.04.2020). Formuvannia moralnoi kompetentnosti starshykh doshkilnykiv zasobamy ukrainskoho folkloru. Aktualni problemy pedahohichnoi osvity: novatsiii, dosvid ta prespektyvy: zbirnyk tez dopovidei I Vseukrainskoi naukovo-praktychnoi konferentsiii z mizhnarodnoiu uchastiu (Zaporizhzhia)/ za zah. red. Ponomarenko O.V., Sushchenko L.O. Zaporizhzhia: AA Tandem, 2020, 195-196 [in Ukrainian].
5. Kononko O.L. (2020). Diahnostyka ta vykhovannia chuynosti doshkilnykiv// Sotsialno-moralne vykhovannia doshkilnykiv: doslidno-tekhnologichni aspektu. Nizhyn. NDU im. Gogol, 84-87 [in Ukrainian].
6. Koshelivska O. (2002). Mizh dvokh poliusiv. Doshkilne vykhovannia, 3, 9-10 [in Ukrainian].
4. Lokhvytska L.V. (2014). Prohrama z moralnogo vykhovannia ditei doshkilnogo viku Skarbnytsia morali/ Ternopil: Mandrivets, 128 [in Ukrainian].
5. Pedahohichni slovnyk (2001). Za red. Diisnoho chlena APN Ukrainy Yarmachenka M.D.: Pedahohichna dumka, 516, [in Ukrainian].
6. Ponimanska T. I. & Kozliuk O.A. & Marchuk H.V. (2008). Vykhovannia liudianosti (Do Bazovoi prohramy rozvytku dytyny doshkilnogo viku Ya u Sviti): posibnyk Milenium, 138 [in Ukrainian].
7. Sviderska H.M. (2005) Problema chuynosti. Sotsialna psykholohiia, 3(11), s. 130-138 [in Ukrainian].
8. Spivak D.M. (2013) Teoretychni pidkhody do vyvchennia problem morali ta moralnoi samosvidomosti. [Psykhologhiia: realniiast i prespektyvy](#). Vyp. 2, s. 170-174 [in Ukrainian].
9. Stanichenko O.F. (2023) Vykhovannia chuynosti u ditei doshkilnogo viku: dys...dokt. filosof. Poltava, 420 s. [in Ukrainian].
10. Tuhai V.M. (2015). Moralne vykhovannia molodshykh shkoliariv yak psykholoho-pedahohichna problema. [Pedahohika formuvannia tvorchoii osobystosti u vyshchii i zahalnoosvitnii shkolakh](#), Vyp. 41, 459-464[in Ukrainian].
11. Shapar V.P. Suchasnyi tlumachnyi psykholohichni slovnyk. Prapor, 600 s. [in Ukrainian].

FOSTERING SELF-CONFIDENCE IN PRE-SCHOOL CHILDHOOD: CORE PRINCIPLES AND PECULIARITIES

Skok Maryna

Master's degree student, Nizhyn Gogol State University

Nizhyn Gogol State University, Ukraine

e- mail: mskok1989skok@gmail.com

Briazkun Karyna

Bachelor's degree student, Specialty: English Philology

Nizhyn Gogol State University, Ukraine

e- mail: briazkunk@gmail.com

Abstract. *The section is devoted to the analysis of modern psychological and pedagogical approaches to self-confidence as a basic quality of personality. The content of such a quality as strong will and the peculiarities of its development at the stage of pre-school childhood are determined. It is noted that self-confidence is a positive attitude of children towards themselves. It includes confidence in their own abilities: the ability to self-control and self-regulate their behavior, the absence of fear, a healthy perception of themselves and their strengths, which allows them to set specific goals and achieve them, objectively evaluate their achievements, and be emotionally stable. It is stated that in pre-school, the child's actions become increasingly conscious: they master basic moral norms and rules, and their self-regulation and a more or less adequate self-esteem is formed. Criteria for assessing the degree of self-confidence development are established, its component structure is determined, and the levels of its development in children aged 5-7 years are characterized. Theoretically, pedagogical conditions for optimizing the educational process are outlined, including expanding pre-schoolers' ideas about confidence, gaining practical*

experience, and fostering a developmental environment in pre-school educational institutions.

Key words: *self-confidence, self-control and self-regulation, adequate self-esteem, independence and purposefulness of actions, pedagogical conditions for optimizing the educational process.*

Problem statement. The modernization of pre-school education in Ukraine, based on a person-centered approach and a humanistic attitude toward participants in the educational process, objectifies the necessity of creating an environment in preschool institutions that is conducive to developing the ability of children aged 5-7 to act actively, confidently, and thoughtfully, and to achieve success in multiple activities. A complex of regulatory documents such as the Laws of Ukraine «On Education,» «On Preschool Education,» and the Basic Component of Preschool Education in Ukraine, focus specialists' attention on the necessity of forming in children during the first six/seven years of life an optimistic worldview, a sense of self-worth, trust in their own abilities, and the capacity to objectively evaluate the results of their activities, their behavior, and their personal qualities.

The focus on the phenomenon of confidence is grounded in the formation of three essential components of personal development during the later pre-school years: the development of voluntary behavior, the acquisition of cognitive means and standards, and the transition from egocentrism to decentration. These components collectively influence a child's readiness for school, conscious engagement in life activities, purposeful action, and the demonstration of elementary competence. Notable advancements in consciousness and personality development play a significant role in fostering pre-schoolers' confidence. These are the emergence of a schematic, holistic worldview, primary ethical considerations, the subordination of motives, voluntary behaviors, and self-consciousness. Pre-schoolers increasingly recognize their capabilities, understand their limitations, and identify their position within the social-relational framework.

It is essential to acknowledge that the nuances of developing self-confidence as a personality trait in older pre-schoolers have not been thoroughly explored. The existing scientific literature does not present a unified perspective on the nature and

mechanisms of cultivating self-confidence. Age-specific characteristics are often poorly defined, and the factors that contribute to instilling confident behavior during the pre-school years remain unclear. Furthermore, there is a need for clarity on the pedagogical conditions that can optimize the educational process in pre-school settings, specifically to foster children's self-confidence. The characteristics of this trait across different gender groups also require further investigation. Additionally, there is an ongoing need to develop effective methods, forms, and tools to promote positive self-perception, realistic self-assessment, and the ability to surmount challenges in achieving goals among pre-schoolers. The insufficient development of this research area, as well as the need to bridge the gap between the demands of educational practice for effective methodologies and their practical absence in pre-school pedagogy, underscores the relevance of this study.

Analysis of recent studies and publications. Attempts to construct a theoretical model of self-confidence have been made in the past within philosophical studies, in the analysis of phenomena of self-assertion and individuality (I. Kant, L. Feuerbach, A. Schopenhauer, F. Nietzsche, S. Kierkegaard, J.-P. Sartre, and others). The term «self-confidence» was first used and described by A. Salter, E. Seligman, A. Bandura, and other specialists. Characteristically, each expert interprets it differently: as a cognitive process, a mental state, a feeling, a character trait, a personal characteristic, a component of the reflexive self, or an individual value. According to Maslow, self-confidence is a universal life orientation of meaning. Beginning with G. Allport, self-confidence is defined as the relationship between an individual's aspirations and self-esteem.

The phenomenon of self-confidence has been studied by psychologists and educators primarily through the lens of the developing individual's trust in themselves and their ability to value themselves (N. Diatlenko, O. Kononko, O. Reinpolska). The works of educators and psychologists (V. Butovska, M. Mishechkina, E. Smahlii) are devoted to the problem of self-confidence and the conditions for its cultivation at various stages of ontogenesis. Modern theoretical and experimental research focuses on multiple aspects of fostering self-confidence, namely, its mechanisms of formation, self-confidence as a socio-psychological characteristic of the individual, and the specifics of its emergence and development across different types of activities.

In the context of self-confidence, modern psychologists and educators devote significant attention to the study of self-esteem as an essential condition that enables an individual to become a personality. As I. Oliinyk notes, self-esteem is an individual's evaluation of themselves, their capabilities, and their place among other people. A person's relationships with others, their critical thinking, their demands on themselves, and their attitude towards successes and failures all depend on self-esteem. Self-esteem influences a person's success in their activities and the further development of their personality. As I. Oliinyk points out, self-esteem is not merely an acknowledgment of a person's potential, but an evaluation of it from the perspective of a specific value system. It is a special function of self-awareness, which cannot be reduced either to the self-image or to the attitude towards oneself. Self-esteem serves as a source for replenishing the individual's knowledge about themselves¹.

As noted by O. Shylo, reorienting an individual's understanding of personal maturity requires establishing suitable conditions for growth, which in turn requires definite criteria for assessing the alignment between an individual's developmental state and the ideal characteristics of a mature personality. According to the author mentioned above, one such criterion is psychological well-being, which is conceptualized as a subjective experience of psychological health. O. Shylo defines personal maturity as an integrative quality that is perceived as being close to one's own developmental ideal. Psychological well-being serves as the foundation for personal development, encompassing aspects such as self-determination, the capacity for confident action, and the ability to assert one's views and beliefs².

Studying the phenomenon of trust, I. Savchenko identifies that trust is fundamental to fostering self-confidence. An analysis of this author's work suggests that shared

¹ Oliinyk, I. (2022). Rozvytok samoootsinky molodshykh shkoliariv u protsesi navchannia [The development of self-esteem in younger schoolchildren in the learning process] / I. Oliinyk // Innovatsii v pochatkovii osviti: dosvid, vyklyky sohodennia, perspektyvy : materialy I nauk.-prak. internet-konf. zdobuvachiv drugoho rivnia vyshch. osvity pershoho roku navchannia f-tu pochatk. navchannia, Kharkiv, 17 trav. 2022 r. / Kharkiv. nats. ped. un-t im. H.S. Skovorody; V.V. Ushmarovoi (Ed.), Kharkiv: Part 1. P. 14 [in Ukrainian].

² Shylo, O.S. (2019). Psykholohichne blahopoluchchia yak kryterii osobystisnoi zrilosti [Psychological well-being as a criterion of personal maturity]/ O.S. Shylo // Osobystisna zrilist yak problema suchasnoi psykholohii: kolektyvna monohrafiia. Vol. I / kol. avt.; In Z.M. Miroshnyk, (Ed.), Kryvyi Rih: Vyd. R.A. Kozlov. P. 55-70 [in Ukrainian].

characteristics unite self-trust and self-confidence: the ability to set goals independently and act in accordance with them, to function as an active agent, and to maintain an adequate critical stance towards oneself. I. Savchenko emphasizes that the phenomenon of trust (and, consequently, self-confidence) is highly dynamic and correlates with the individual's attitude towards the world. The author specifies that the studied phenomenon changes with a person's age and experience³.

According to research by modern specialists, self-trust and consequently self-confidence cannot be absolute. The same applies to self-distrust and a lack of self-confidence. As psychologists indicate, a balance between trust in oneself and the surrounding world is an essential condition for the harmonious growth of the personality; the dominance of self-trust drives the process of personal self-realization. In the context of this research, a critical consideration is that self-distrust may lead to a loss of an individual's sense of identity and autonomy.

According to L. Sohan and I. Yermakov, a sense of self-trust (and self-confidence) is reflected in a creative attitude of the individual towards performing tasks of various natures and complexities; in the bold expression of one's own opinion and maintaining it under external pressure; in making independent decisions and implementing them in life; in the ability to acknowledge one's own mistakes and miscalculations; and in competently solving life's problems and making one's own choices. As these experts note, a self-confident individual freely chooses goals and effective means of achieving them, demonstrates common sense, formulates reasoned judgments, possesses adequate life experience, always completes what they start, and is capable of varying, experimenting, and taking risks. The opinion of this expert that self-confidence is a component of life competence is productive for us⁴.

Contemporary scholars characterize confidence as a psychological state characterized by the minimization or absence of doubt. The foundation of self-confidence

³ Savchenko, I.D. (2016). Pedahohichni umovy formuvannia u ditei 5-6 rokiv dovirlyvoho stavlennia do doroslykh: avtoref. ... k.p.n. [Pedagogical conditions for forming a trusting attitude towards adults in 5-6-year-old children: abstract of cand. ped. sci. diss.], Kyiv [in Ukrainian].

⁴(2003). Zhyttieva kompetentnist osobystosti: Naukovo-metodychnyi posibnyk [Life competence of the individual: a scientific and methodological guide]. /In L.V. Sokhan, I.H. Yermakova, H.M. Nesen, (Eds.), Kyiv: Bohdana [in Ukrainian].

is primarily rooted in personal experience and knowledge, which align closely with practical beliefs, thereby motivating individuals to engage in activities they feel confident about. As articulated by M. Yarmachenko, self-confidence is a person's awareness of their abilities, which are adequate for the tasks set before them. Self-confidence is typically manifested when an individual's self-esteem aligns with their actual capabilities. Conversely, when self-esteem exceeds or falls short of real abilities, overconfidence or a deficiency in self-confidence may emerge, respectively. These conditions may manifest in specific contexts or evolve into enduring personality traits. Cultivating confidence involves developing aspirations and self-esteem that are adequate to one's capabilities⁵.

Essential to understanding the nature of this phenomenon is the view of the renowned Ukrainian psychologist S. Tyshchenko, who has established that, in the process of an individual's interaction with the environment, an emotion-value-based self-attitude acts as a condition for the formation of the self-image and is simultaneously determined by its level of development. She notes that there is a close interconnection between the characteristics of one's attitude towards oneself and the cognitive processes underlying self-image. According to S. Tyshchenko, one's attitude towards oneself determines the nature of an individual's attitude towards others, influences self-awareness, and mediates the individual's value orientations. The author above emphasizes that self-attitude is a specific activity of the subject directed toward the self, manifested in self-respect and an interest in oneself. A respectful, supportive attitude from adults toward a child fosters the development of high self-respect, self-acceptance, self-affection, and trust in one's own abilities. Conversely, an authoritarian or indifferent attitude from an adult can lead to detrimental outcomes for the child, including self-rejection, feelings of inferiority, and a sense of worthlessness. Emotional-value-based self-attitude manifests at the positive pole as pride, a sense of self-worth, and self-respect, and at the negative pole – as an awareness of one's own low value, insignificance, and self-contempt⁶.

⁵ (2001). Pedahohichnyi slovnyk [Pedagogical dictionary] / Za redaktsiieiu diisnoho chlena APNH Ukrainy Yarmachenka M.D. Kyiv: Pedahohichna dumka [in Ukrainian].

⁶ Tyshchenko, S.P. (1991). Razvitie vnutrennego mira rebenka // Vospitanie detei doshkolnogo vozrasta [The development of a child's inner world // The education of preschool children] / In L.N. Prokolienko, (Ed.), Kiev: Rad. shkola. P. 40-83 [in Russian].

Studying this phenomenon, Ukrainian expert M. Mishechkina has summarized the most common scientific approaches to self-confidence. She defines it as a socio-psychological characteristic of the individual, with a central component of a positive self-image. The concept of «confident behavior» is a culturally normed set of skills that supports an individual's self-realization within the social environment. According to M. Mishechkina, the degree of completeness of a specific person's repertoire of confident behavior is determined by the characteristics of socially confident behavior and their personal behavioral habits. The state of self-confidence is considered favorable for successful activity, as it enables individuals to predict future outcomes and persistently advance toward a goal. In her framework, Mishechkina identifies three structural components of self-confidence: cognitive, regulatory, and communicative subsystems. She specifies that an individual's information processing can be both conscious and unconscious. These forms of information processing define self-confidence as a generalized personality trait that manifests itself in specific types of activities and is interconnected with situational manifestations of self-confidence as a mental state⁷.

L. Litvin states that in the older pre-school years, children start to show conscious, purposeful behavior linked to their ability to overcome challenges and achieve their goals. She qualifies it as conscious purposefulness, guided by moral motives, i.e., moral self-regulation of behavior. According to the expert, will is self-regulation; therefore, it is crucial to research children's ability to set goals for themselves and achieve them under complex conditions. An essential aspect remains the study of will as moral self-regulation, characterized by the subordination of personal motives to socially significant ones. While recognizing the crucial role of moral motivation in the volitional behavior necessary for a pre-schooler's conscious decision-making and successful goal achievement, it is essential to note that the aspect related to their choice of correct methods for implementing volitional behavior remains vital for the formation of self-confidence, especially when there are obstacles on the path to the goal. As L. Litvin points out, overcoming an obstacle to achieve a goal gives the action a truly volitional character. By the volitional character

⁷ Mishechkina, M.Ye. (2009). *Vykhovannia vpevnenosti v sobi u ditei starshoho doshkilnoho ta molodshoho shkilnoho viky: monohrafiia* [Fostering self-confidence in children of senior preschool and primary school age: a monograph]. Donetsk: Yuho-Vostok [in Ukrainian].

of activity, the expert means the pre-schooler's purposeful, conscious action, based on the mobilization of efforts necessary to overcome challenges and obstacles on the path to the goal⁸.

Conscious goal-setting is one of the essential characteristics of a pre-schooler's confident behavior. Guided by this principle, we assumed that the goal must be understandable to the child, attractive to them, and socially significant. In this regard, we were interested in research on the influence of motivation on the processes and effectiveness of activities in complex situations. It is precisely under such conditions that a pre-schooler's ability to behave confidently or unconfidently is tested. As L. Soloviova notes, it is crucial to observe the peculiarities of a pre-schooler's behavior at all stages of the activity – the orientational, executive, and resultant. Paying attention to how the activity begins is the most important – whether the child starts the task immediately and confidently or acts slowly and hesitantly; with what degree of confidence, independence, concentration, and diligence they perform the task; and how confidently and adequately they assess their own achievement – whether they rely on themselves or only on external evaluation⁹.

In the research by N. Diatlenko, dedicated to the study of self-respect and the conditions of its development in senior pre-school age, it is recorded that during the manifestation of independence as a volitional personality trait, a sense of pride arises: the child rejoices in their achievements, their own capability, and the approval of adults. In researching pride as an essential experience in the formation of self-confidence in pre-schoolers, this expert introduces the concepts of «low» and «inflated» pride, as well as «social fear.» According to N. Diatlenko, negative evaluations of behavior, condemnation of actions, and ridicule produce feelings of insecurity and inhibit the development of confident behavior in pre-school-age children. Consequently, the research underscores the

⁸ Litvin, L.I. (2001). Volova povedinka dytyny-doshkilnyka: indyvidualnyi aspekt rozvytku [Volitional behavior in preschool children: the individual dimension of development]. /L.I. Litvin //Aktualni problemy psykholohii: zb. nauk. st. / In S.D. Maksymenka, (Ed.), Kyiv: Nora print. Vol. IV. Aktualni problemy henezhy osobystosti v konteksti navchannia i vykhovannia. P. 112-117 [in Ukrainian].

⁹ Soloviova, L.I. (2002). Volovyi rozvytok dytyny doshkilnoho viku yak chynnyk ii osobystisnoho zrostannia [Volitional development in a preschool child as a factor of personal growth] / L.I. Soloviova //Aktualni problemy psykholohii: zb. nauk. st. / In S.D. Maksymenka, S.Ye. Kulachkovskoi, (Ed.), Kyiv: Nora – print. Vol. IV. Psykholohiia rozvytku doshkilnyka. Issue 1. P. 60-64 [in Ukrainian].

necessity of fostering an appropriate form of pride during the pre-school years, articulated as a positive experience arising from the alignment between a child's independent actions and the expectations of authoritative adults. Positive evaluations reinforce this sense of pride and contribute to the child's development of patience, resilience, determination, and the ability to navigate challenges effectively.

N. Diatlenko notes that self-respect is a personality trait characterized by a relatively stable, positively charged attitude towards oneself, which accumulates generalized experiences of one's own worth in the eyes of significant others, and an awareness of one's own virtues. It is emphasized that a pre-schooler's self-respect is a personal construct comprising several interconnected components. According to the expert, a child's self-attitude is conditioned by both external and internal factors. Among the internal factors, it includes the child's striving for self-expression, the need for authoritative others to recognize their achievements, adequate self-esteem, and the ability to defend their sense of self. Self-respect is an age-related phenomenon that confirms the pre-schooler's ability to generalize experiences related to their self, refine forms of self-expression, normalize methods of seeking recognition, and optimize actions for self-preservation¹⁰.

According to O. Reinpolska, value-based self-attitude is a pre-schooler's awareness of their own significance, value, and uniqueness. The formation of a value-based self-attitude in older preschool children, as an independent capacity for self-evaluation, will be successful under the following pedagogical conditions such as creating a favorable pedagogical atmosphere for interaction, which presupposes a belief in the uniqueness and value of each individual, ensuring their right to free development and the realization of their own abilities, enhancing the awareness of educators and parents regarding issues of personality development and formation, acquiring practical skills for collaborating with children, and implementing a differentiated approach to the formation of a value-based self-attitude in pedagogical practice¹¹.

¹⁰ Diatlenko, N. (2007). *Samopovaha ditei* [Children's self-respect]. Kyiv: Shkilnyi svit [in Ukrainian].

¹¹ Reinpolska, O.D. (2021). *Teoretyko-metodychni zasady formuvannia u doshkilnykiv tsinnisnoho samostavlennia: dys. ...d. psyhol. N.K.* [Theoretical and methodological principles of forming value-based self-attitude in preschoolers: diss. ... Dr. of psych. sciences N.K.] [in Ukrainian].

The ideas put forward by O. Kononko appear productive, emphasizing that a preschool child's striving to win the trust of adults and peers plays a significant role in the formation of personality in general and, in particular, in the development of self-confidence as its crucial quality. According to Kononko's research, a child aged five to seven begins to be concerned about their reputation, status within the peer group, and assessments from significant people, both adults and peers. A confident child strives to defend the acquired authority by all means, as it is a guarantee of their comfort and sense of equilibrium. O. Kononko notes that for developing self-confidence as a character trait in an older pre-school child, fostering a positive attitude towards oneself is essential¹².

An analysis of scholarly sources confirms that the problem of self-confidence is predominantly researched in adults, adolescents, and young people. The growing interest in it has led to an increase in interdisciplinary studies exploring various spheres of human life. In particular, the phenomenon of self-confidence is being studied within the framework of decision-making problems. Ukrainian psychologists and educators have primarily studied students' and adolescents' self-confidence in relation to their academic achievements. At the same time, research on preschool-aged children's self-confidence remains limited.

The goal of this chapter is to characterize self-confidence as a scientific category, describe the features of its development during pre-school childhood, determine the criteria for assessing the degree to which this personality trait is formed and its levels of development, and to develop a system for optimizing the educational process in preschool education institutions.

The main material. The research aimed to analyze self-confidence as a positive perception of a pre-school-aged child's own capabilities, a belief in their ability to achieve goals, and the ability to overcome challenges along the way. A child aged 5-7 is qualified as an active subject of life, capable of acting independently, persistently, and purposefully.

According to the research program, a comprehensive diagnostic methodology was developed. This methodology involved interviews, observations, the incomplete-

¹² Kononko, O.L. (2016). Rozvynena volia – vazhlyva skladova osobystisnoi kompetentnosti doshkilnyka [A developed will as a key component of a preschooler's personal competence]//Vykhovatel-metodyst doshkilnoho zakladu. No 2. P. 42-46; No 3. P. 15-22 [in Ukrainian].

sentences technique, and the modeling of experimental situations. As a result, extensive information was obtained on self-confidence and its developmental characteristics in older pre-school children. The criteria for assessing the degree of formation of the studied phenomenon in the children of the experimental group were: trust in their own abilities, the ability to take responsibility for their decisions, independent overcoming of challenges, and an adequate assessment of the effectiveness of their actions. Table 1 presents the criteria and indicators for each, which, together with the structural components, served as benchmarks for the subsequent distribution of the subjects according to their level of self-confidence formation.

Table 1.

Criteria and Indicators of Self-Confidence Formation in Older Preschool Children

CRITERIA	INDICATORS
<i>Trust in their own abilities</i>	The child quickly engages in work; trusts their own experience; is aware of their own strengths and weaknesses; analyzes their past achievements and mistakes, drawing correct conclusions; can sustain themselves in complex and uncertain situations; shows interest in new, unknown, and challenging things; enjoys experimenting, and shows a healthy degree of risk-taking.
<i>The ability to take responsibility for decisions made</i>	The child knows what they want and acts without excessive hesitation; believes in the correctness of their decision, shows readiness to act, and does not doubt themselves; is capable of making independent decisions quickly and confidently and acting accordingly; acts decisively, without hesitation, and takes responsibility for their actions; quickly assesses a situation, weighs options, and makes their own choice; strives to achieve success.
<i>Independent overcoming of challenges</i>	The child maintains self-control and mobilizes to overcome challenges; acts in a focused manner and is not distracted by external stimuli; does not make unreasonable requests for help; quickly abandons unproductive, erroneous actions; independently seeks and finds correct solutions to a problem; makes necessary adjustments to their own actions and decisions; always follows through on what they have started.
<i>An adequate assessment of the effectiveness of their actions</i>	The child analyzes their own behavior, actions, qualities, and achievements (past and present); demonstrates critical thinking and self-criticism; evaluates the process, the result, and the personal effort invested in the successes; can justify their self-assessment, admit their mistakes and miscalculations, and defend the fairness of their own judgment under external pressure; trusts their self-assessment and compares it with the assessments of authoritative others.

Source: Results of own scientific research

Based on the defined criteria for assessing the degree of self-confidence formation, we focused on the following components of this volitional quality:

1. *Cognitive* (possesses knowledge about self-confidence and its role in human life and their own vitality; has a concept of themselves as a self-confident/unconfident/overconfident person; can identify the reasons for the emergence of self-doubt and overconfidence and suggest potential ways to improve their own behavior).

2. *Emotionally-Value-Based* (has a positive attitude towards themselves as a self-confident person; feels joy about their virtues and achievements, and concern about their shortcomings; respects themselves as a capable and optimistic person; strives to achieve success and gain the approval of significant others; understands fundamental moral values).

3. *Behavioral* (takes command or follows; acts competently, selects effective methods of action, boldly tackles problem-solving, overcomes difficulties on the way to a goal; possesses skills of confident behavior; knows how to overcome fear; wins and loses with dignity; does not boast about achievements to others; follows through on what has been started; adequately assesses their own contribution and that of a peer in a joint activity).

A comparison of data obtained using methods for the cognitive, emotional-volitional, and behavioral components of self-confidence, based on the previously defined criteria for assessing this core personality trait, allowed us to identify behavioral trends among preschoolers. This data enabled the distribution of subjects in the experimental group according to their level of self-confidence development. Four levels of self-confidence development in children aged 5-7 years were identified: high, optimal, medium, and low. Representatives of each defined level are characterized in more detail below.

A high level of self-confidence development was observed in 18% of the 5-7-year-old children. They possess a relatively straightforward system of knowledge about self-confidence and its role in life, as well as about themselves; they choose new, complex tasks and are inclined to take a healthy degree of risk; they make optimistic predictions regarding the results of their activities; they justify high expectations with their previous successes; they quickly engage in work, acting persistently and purposefully; they behave confidently and strive to achieve success; they independently mobilize to overcome difficulties, turn to an adult for help only in cases of objective necessity, and use such help appropriately;

they follow through on what they have started; they adequately assess themselves, their own qualities, the final products of their activities, and the personal effort invested in them; they stand up for justice, resist undeserved evaluations and insults, respect themselves, and demonstrate a sense of dignity; they require the approval of significant people, while simultaneously trusting their self-assessment and their own experience.

An optimal level of development of the studied quality was attributed to 26% of the older pre-school-aged children. These children correctly define the meaning of the concept «self-confidence» and its role in a person's life; they choose tasks that are not too difficult, which guarantee success, and upon successful completion, they take on more complex ones; they engage in work relatively quickly but predict the results of their activities cautiously; they experience particular difficulties in justifying their opinions; they behave confidently enough, but when encountering obstacles, they slow their work pace, begin to get distracted, yet make an effort to mobilize themselves to overcome the difficulties and see the task through to completion; from time to time, they may turn to an adult to confirm the correctness of their actions, for emotional support, or for instrumental help; they use help rationally and achieve relatively high results; they are aware of their main strengths and weaknesses; they are characterized by adequate self-esteem but are sensitive to the opinion of an adult.

A medium level of self-confidence is characteristic of a significant number of older pres-school children (42%). This level consisted of children who engage in work slowly, doubt their decisions and their choice of specific courses of action; their predictive assessments are uncertain and evasive; they act cautiously, slowly, periodically looking at an adult's face to see if they are acting correctly; the nature of their confident/uncertain behavior is primarily determined by the complexity and content of the task, their interest in it, and their mood; the situation of encountering difficulties frightens these children, prompting them to seek help and support from an adult; external help calms them, adds optimism, and allows them to complete what they started; they rejoice even at mediocre results of their activities, while their own high achievements inspire them; they strive to achieve success at any cost; their self-esteem is inflated, does not correspond to the actual process and results of their activities, and can change under the influence of an adult.

A low level of self-confidence development consisted of preschoolers who strive not so much to achieve success as to avoid failure and negative evaluations from adults; their predictions regarding the future outcome of their activities are mostly pessimistic, their expectations are low, and their state is anxious; they engage in work slowly and act uncertainly; they frequently seek support and help from adults, striving to obtain confirmation of the legitimacy of their actions; they are afraid of difficulties: when encountering them, they lose interest in the task at hand and may leave it unfinished; without direct prompts from an adult and demonstrations of methods of action, they practically do not work; their self-esteem is low and inadequate; their judgments depend entirely on the opinion of an adult; the completion of a task is accompanied not so much by joy as by a sense of relief. This level comprises 14% of children aged 5-7 years.

The fact that only 44% of the studied children aged 5-7 demonstrated high or optimal levels of self-confidence, while 56% of the children in the experimental group exhibited insufficient or low levels of trust in their own abilities, highlights the need to organize specialized work with older preschool children. This work should aim to develop the habit of behaving boldly and confidently, taking pride in their achievements, and working with educators to apply modern educational technologies in the educational process.

The development of self-confidence in children aged 5-7 is a time-consuming and complex process that requires integrating developmental conditions and modern educational technologies into teaching practice. We have developed, theoretically substantiated, and proposed the following pedagogical conditions for optimizing the educational process: enriching children's knowledge about self-confidence, its importance in life, and effective methods for its development; providing preschoolers with practice in the ability to adequately assess their own capabilities and the results of their activities, to achieve success, and to self-reflect; enhancing the pedagogical skills of preschool education teachers and applying modern educational technologies in fostering self-confidence in pre-schoolers.

For the first pedagogical condition, which involved enriching pre-school children's knowledge about self-confidence and its role in life, the following methods were used: conversations (both individual and group), reading relevant children's literature, and

watching cartoons. For the second pedagogical condition, aimed at developing adequate self-esteem and self-reflection, applied methods included games, creative tasks, and practical exercises. The third pedagogical condition requires technologies that enhance pre-school teachers' professional skills and their use of modern methods and techniques. The following were implemented: establishing rules for dignified behavior, creating informational guides for adults, conducting thematic consultations, and organizing practical workshops. An essential principle for increasing the effectiveness of fostering self-confidence in older preschool children was the individualization and differentiation of the educational process in the pre-school institution.

In fostering self-confidence, it is crucial to use both traditional and modern methods, tools, and techniques. Non-traditional forms of work involve creative tasks, role-playing games, and the creation of a developmental environment within the preschool group. A preschooler should feel accepted, valued, and capable. Non-traditional forms of work can include drama games, where preschoolers try out different roles, develop their imagination, and become more self-confident. Creative workshops are also beneficial, encouraging children to express their feelings through music, drawing, or modeling. It is crucial that in such an atmosphere, a child is freed from the fear of making mistakes and learns to take risks and experiment.

Drama games practice the ability to act out fairy tales or invent one's own stories, developing creative imagination, social skills, and self-confidence. In creative workshops, preschoolers develop their creative abilities, learn to express their feelings, and build a positive self-perception. By creating collages with photographs, pictures, and other materials, children express their personal interests and positive qualities and practice evaluating their work. A «Confidence Box» can be created in the group, where children place objects that symbolize their successes and achievements (drawings, crafts, awards). If a child feels insecure, they can remind themselves of their own successes and victories. A portfolio can also be designated – collecting the child's best work, photo cards from various events, certificates, and awards.

It is important to remember that every child is unique, so the approach to building self-confidence must be tailored to each child. For a confident child, the bar should be

gradually raised to encourage further success; for an overconfident child, their careless work should be constructively critiqued to inspire full effort; a timid and insecure pre-schooler should be emotionally supported and instrumentally helped. Creating a favorable atmosphere, providing adult support, and applying diverse methods will help older pre-school children become more self-confident.

Conclusions. This research aims to investigate self-confidence as a volitional personality trait among older pre-school children, specifically those aged 5 to 7 years. This attribute is characterized by the child's ability to perceive their own capabilities positively, maintain a belief in their capacity to achieve goals, and autonomously navigate challenges encountered. This quality allows a pre-schooler to feel competent, capable, and valuable. It positively influences the behavior, attitudes, and overall level of life satisfaction of the developing personality. Research on the formation of self-worth in early ontogenesis remains limited, underscoring the relevance of this study. The criteria for assessing the degree of self-worth development in children aged 5-7 have been defined, and four levels of this quality in pre-schoolers have been characterized. Theoretical grounds for the establishment and growth of confident behavior in preschool education institutions have been substantiated. These were associated with expanding children's knowledge of the studied quality and its importance in life, the acquisition of relevant skills by pre-schoolers across various spheres of life, and the development of competence among preschool teachers in fostering children's self-confidence aged 5-7. The use of modern educational technologies by teachers promotes a positive attitude among preschoolers and self-respect as a fundamental personality trait. A promising direction for further work is the development of a model for systematically fostering self-worth in older pre-school children.

REFERENCES:

1. Diatlenko, N. (2007). *Samopovaha ditei* [Children's self-respect]. Kyiv: Shkilnyi svit [in Ukrainian].
2. (2003). *Zhyttieva kompetentnist osobystosti* [Life competence of the individual: a scientific and methodological guide]/In L.V. Sokhan, I.H. Yermakova, H.M. Nesen, (Eds.), Kyiv: Bohdana [in Ukrainian].

3. Kononko, O.L. (2016). Rozvynena volia – vazhlyva skladova osobystisnoi kompetentnosti doshkilnyka [A developed will as a key component of a preschooler's personal competence]//*Vykhovatel-metodyst doshkilnoho zakladu*. No 2. P. 42-46; No 3. P. 15-22 [in Ukrainian].
4. Litvin, L.I. (2001). Volova povedinka dytyny-doshkilnyka: individualnyi aspekt rozvytku [Volitional behavior in preschool children: the individual dimension of development]/L.I. Litvin. *Aktualni problemy psykholohii: zb. nauk. st.* / In S.D. Maksymenka, (Ed.), Kyiv: Nora print. Vol. IV. Aktualni problemy henezy osobystosti v konteksti navchannia i vykhovannia. P. 112-117 [in Ukrainian].
5. Mishechkina, M.Ye. (2009). Vykhovannia vpevnenosti v sobi u ditei starshoho doshkilnoho ta molodshoho shkilnoho viky: monohrafiia [Fostering self-confidence in children of senior preschool and primary school age: a monograph]. Donetsk: Yuho-Vostok [in Ukrainian].
6. Oliinyk, I. (2022). Rozvytok samoootsinky molodshykh shkolariv u protsesi navchannia [The development of self-esteem in younger schoolchildren in the learning process] / I. Oliinyk // *Innovatsii v pochatkovii osviti: dosvid, vyklyky sohodennia, perspektyvy* : materialy I nauk.-prak. internet-konf. zdobuvachiv druhoho rivnia vyshch. osvity pershoho roku navchannia f-tu pochatk. navchannia, Kharkiv, 17 trav. 2022 r. / Kharkiv. nats. ped. un-t im. H.S. Skovorody; V.V. Ushmarovoi (Ed.), Kharkiv: Part 1. P. 14 [in Ukrainian].
7. (2001). Pedahohichnyi slovnyk [Pedagogical dictionary] / Za redaktsiieiu diisnoho chlena APNH Ukrainy Yarmachenka M.D. Kyiv: Pedahohichna dumka [in Ukrainian].
8. Reinpolska, O.D. (2021). Teoretyko-metodychni zasady formuvannia u doshkilnykiv tsinnisnoho samostavlennia: dys. ...d. psykhol. N.K. [Theoretical and methodological principles of forming value-based self-attitude in preschoolers: diss. ... Dr. of psych. sciences N.K.] [in Ukrainian].
9. Savchenko, I.D. (2016). Pedahohichni umovy formuvannia u ditei 5-6 rokiv dovirlyvoho stavlennia do doroslykh: avtoref. ... k.p.n. [Pedagogical conditions for

forming a trusting attitude towards adults in 5-6-year-old children: abstract of cand. ped. sci. diss.], Kyiv [in Ukrainian].

10. Soloviova, L.I. (2002). Volovyi rozvytok dytyny doshkilnoho viku yak chynnyk ii osobystisnoho zrostannia [Volitional development in a preschool child as a factor of personal growth] / L.I. Soloviova //Aktualni problemy psykholohii: zb. nauk. st. / In S. D. Maksymenka, S.Ye. Kulachkivskoi, (Ed.), Kyiv: Nora – print. Vol. IV. Psykholohiia rozvytku doshkilnyka. Issue 1. P. 60-64 [in Ukrainian].

11. Tyshchenko, S.P. (1991). Razvitie vnutrennego mira rebenka. Vospitanie detei doshkolnogo vozrasta [The development of a child's inner world // The education of preschool children] / In L.N. Prokolienko, (Ed.), Kiev: Rad. shkola. P. 40-83 [in Russian].

12. Shylo, O.S. (2019). Psykholohichne blahopoluchchia yak kryterii osobystisnoi zrilosti [Psychological well-being as a criterion of personal maturity] *Osobystisna zrilist yak problema suchasnoi psykholohii: kolektyvna monohrafiia*. Vol. I / kol. avt.; In Z.M. Miroshnyk, (Ed.), Kryvyi Rih: Vyd. R.A. Kozlov. P. 55-70 [in Ukrainian].

GENERAL LIST OF SOURCES USED

1. Aizenbart, M. (2013). Problemy formuvannia sotsialno-komunikatyvnoi kompetentnosti v systemi doshkilnoi osvity zasobamy hry [Problems of formation of social and communicative competence in the system of preschool education by means of game]. In V. Ilnytskyi, A. Dushnyi, & I. Zymomria (Eds.), *Rozvytok suchasnoi osvity i nauky: Rezultaty, problemy, perspektyvy* (pp. 179–180). Posvit. [in Ukrainian]
2. Andriushchenko, T. (2016). *Formuvannia zdorov'iazberezhuvainoi kompetentnosti doshkilnykiv. Starshyi doshkilnyi vik: Metodychnyi posibnyk* [Formation of preschoolers' health-preserving competence. Senior preschool age: A methodological manual]. Mandrivets. [in Ukrainian]
3. Andriushchenko, T. K. (2004). Formuvannia u doshkilnykiv znan pro zdorovia cherez osobystisno oriietovanyi pidkhid [Formation of preschoolers' knowledge about health through a personality-oriented approach]. In H. V. Onykovych & A. M. Lomakovych (Eds.), (pp. 129–131). RVTs KOHPI Taras Shevchenko State University. [in Ukrainian]
4. Andriushchenko, T. K. (2007). *Formuvannia tsinnisnoho stavlennia do vlasnoho zdorovia u ditei starshoho doshkilnogo viku* [Formation of a value attitude toward one's own health in older preschool children] (Doctoral dissertation). [in Ukrainian]
5. Andrushchenko, N. (2016). Fenomeny zdorovia ta zberezhennia zdorovia dytyny v konteksti suchasnykh naukovykh pohliadiv [Phenomena of health and child health preservation in the context of modern scientific views]. *Psykhologo-pedahohichni problemy silskoi shkoly*, 55, 238–246. [in Ukrainian]
6. Andrzejewska J.: Wspieranie rozwoju dziecka poprzez współpracę nauczyciela z rodziną. W: Wybrane problemy edukacji dzieci w przedszkolu i szkole. Red. S. Guz, J. Andrzejewska. Lublin 2005. [in Poland]
7. Arefieva, I. M. (2016). *Psykhologichni osoblyvosti ditei z neblahopoluchnykh simei: Monohrafiia* [Psychological characteristics of children from disadvantaged families: Monograph]. Osvita Ukrainy. [in Ukrainian]
8. Asherov, A. T., & Lohvinenko, V. H. (2005). *Metody i modeli otsiniuvannia pedahohichnoho vplyvu na rozvytok piznavalnoi samostiinosti studentiv* [Methods and models of assessing pedagogical influence on the development of students' cognitive independence]. Ukrainian Engineering Pedagogical Academy. [in Ukrainian]
9. Babachuk, Yu. M. (2014). Pedahohichni umovy vykorystannia sportyvnykh ihor u yakosti praktychnoho zasobu fizychnoho vykhovannia v doshkilnykh navchalnykh zakladakh [Pedagogical conditions for the use of sports games as a practical means of physical education in preschool institutions]. *Naukovi zapysky Vinnytskoho derzhavnoho pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho. Serii: Pedahohika i psykhologhiia*, 42(1), 73–76. [in Ukrainian]
10. Bahmet, I. M. (2000). Altruizm ta ehoizm u zhyttievii pozutsii elitarnoi osobystosti [Altruism and egoism in the life position of an elite personality]. *Naukovi zapysky Instytutu psykhologhii imeni H. S. Kostiuka*, 1, 143–146. [in Ukrainian]
11. Baiier, O. M. (2008). *Rozvytok samorehuliatcii u starshykh doshkilnykiv u vzaiemodii z odnolitkami ta doroslymy* [Development of self-regulation of older preschoolers in interaction with peers and adults] (Candidate's thesis). Taras Shevchenko National University of Kyiv, Kyiv, Ukraine. [in Ukrainian]
12. Bakiera L., Stelter Ż.: *Leksykon psychologii rozwoju człowieka*, t. 1. Warszawa 2011. [in Poland]

13. Barysheva, A. V. (2017). *Emotsiine blahopoluchchia dytyny v umovakh simeinoho stresu: Navchalnyi posibnyk* [The child's emotional well-being under family stress: Textbook]. Ivan Franko National University of Lviv. [in Ukrainian]
14. Bazyma, N. V. (2014). *Formuvannia movlennievoi aktyvnosti u ditei z autystychnymy porushenniamy starshoho doshkilnogo viku* [Formation of speech activity in children with autistic disorders of senior preschool age] (Candidate's dissertation abstract). Kyiv, Ukraine. [in Ukrainian]
15. Bekh, I. (2003). *Vykhovannia osobystosti. Knyha 1: Osobystisno-orientovanyi pidkhid: Teoretyko-tekhnolohichni zasady* [Education of the personality. Book 1: Personality-oriented approach: Theoretical and technological foundations]. Lybid. [in Ukrainian]
16. Bekh, I. (2016). Formuvannia patriotychnykh pochuttiv yak pochuttia [Fostering patriotism as a feeling]. *Vykhovatel-metodyst doshkilnogo zakladu*, 6, 4–8. [in Ukrainian]
17. Bekh, I. (2018). Patriotyzm yak tsinnist. Sim naukovykh pozytsii u natsionalno-patriotychnomu vykhovanni [Patriotism as a value. Seven scientific positions in national-patriotic education]. *Menedzhment osvity*, 6(402), 6–12. [in Ukrainian]
18. Bekh, I. D. (1994). Vidpovidalnist osobystosti yak meta vykhovannia [Personality responsibility as the goal of education]. *Pochatkova shkola*, 9, 4–8. [in Ukrainian]
19. Bekh, I. D. (1995). *Vid voli do osobystosti* [From will to personality]. Ukraine – Vita. [in Ukrainian]
20. Bekh, I. D. (1997). Dukhovni tsinnosti u rozvytku osobystosti [Spiritual values in personality development]. *Pedahohika i psykhologhiia*, 1(14), 124–129. [in Ukrainian]
21. Bekh, I. D. (2003). *Rozvytok osobystosti* (Vols. 1–2) [Personality development]. Lybid. [in Ukrainian]
22. Bekh, I. D. (2003). *Vykhovannia osobystosti. Knyha 2: Osobystisno-orientovanyi pidkhid: Naukovo-praktychni zasady* [Education of the personality. Book 2: Personality-oriented approach: Scientific and practical principles]. Lybid. [in Ukrainian]
23. Bekh, I. D. (2008). Pochuttia hidnosti u dukhovnomu rozvytku osobystosti [The sense of dignity in the spiritual development of personality]. *Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi*, 1(12), 5–18. [in Ukrainian]
24. Bezkorovaina, O. V. (2009). *Vykhovannia kultury osobystisnogo samostverdzhennia v rannomu yunatskomu vitsi: Monohrafiia* [Cultivation of the culture of personal self-affirmation in early adolescence: Monograph]. Oleh Zen. [in Ukrainian]
25. Bielenka, H. V. (2012). Suchasni pidkhody do pytan formuvannia profesiinoi kompetentnosti maibutnikh vykhovateliv ditei doshkilnogo viku [Modern approaches to the formation of professional competence of future preschool educators]. *Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladyakh osvity*, 5, 99–102. [in Ukrainian]
26. Bielenka, H. V., Bohinich, O. L., & Mashovets, M. A. (2006). *Zdorovia dytyny – vid simi: Kolektyvna monohrafiia* [Children's health – from the family: Collective monograph]. SPD Bohdanova A. M. [in Ukrainian]
27. Bielenka, H. V., Naumenko, T. S., & Polovina, O. V. (2013). *Doshkilniatam pro svit pryrody: Metodychnyi posibnyk dlia vykhovateliv ditei doshkilnogo viku* [Preschoolers about the natural world: Methodological manual for preschool educators]. Kyivskyi universytet imeni B. Hrinchenka. [in Ukrainian]
28. Bielenka, H. (2013). Eksperymentalna doslidnytska diialnist ditei u pryrodi yak tekhnolohiia piznavalnogo rozvytku [Experimental research activity of children in nature as a technology of cognitive development]. *Vykhovatel-metodyst doshkilnogo zakladu*, 11, 6–10. [in Ukrainian]

29. Bieliienka, H., & Mashovets, M. (2018). Prohulianka – chas yaskravykh vrazhen, aktyvnosti y piznannia [Walk – time of vivid impressions, activity and cognition]. *Vykhovatel-metodyst doshkilnoho zakladu*, 6, 52–60. [in Ukrainian]
30. Bila, I. (2008). Sposterezhlyvist – kliuch do piznannia [Observation – the key to cognition]. *Doshkilne vykhovannia*, 4, 9–11. [in Ukrainian]
31. Blozva, A. I., & Krasulia, O. M. (2014). Korektsiia emotsiinoi sfery doshkilnyka zasobamy hry [Correction of the emotional sphere of a preschooler by means of play]. *Naukovyi visnyk Natsionalnoho universytetu bioresursiv i pryrodokorystuvannia Ukrainy. Serii: Pedahohika, psykholohiia, filosofoia*, 199(1), 53–59. [in Ukrainian]
32. Bobak, O. B. (2015). *Pedahohichni zasady sotsializatsii ditei doshkilnoho viku v simi v druhii polovyni XX stolittia* [Pedagogical principles of socialization of preschool children in the family in the second half of the twentieth century] (PhD thesis). Ivan Franko Drohobych State Pedagogical University, Drohobych, Ukraine. [in Ukrainian]
33. Bobro, L. V. (Comp.). (2024). *Osnovy pryrodoznavstva z metodykoiu oznaiomlennia doshkilnykiv z pryrodou: Navchalno-metodychnyi posibnyk* [Fundamentals of natural science with methods of familiarizing preschoolers with nature: Study guide]. NDU im. M. Gogolia. [in Ukrainian]
34. Bogush, A. M. (2003). *Pochatky movlennevoho rozvytku ditei doshkilnoho viku* [The origins of speech development in preschool children]. Slovo. [in Ukrainian]
35. Bogush, A. M., & Berezovska, L. I. (2006). *Tvorcha samovyraznist doshkilnykiv u khudozhno-movlennievii diialnosti: Monohrafiia* [Creative self-expression of preschoolers in artistic and speech activities: Monograph]. M. P. Cherkasov; Slovo. [in Ukrainian]
36. Bohinich, O. L. (2006). Kontseptualni zasady profesiinoi pidhotovky maibutnikh vykhovateliv do fizkulturno-ozdorovchoi diialnosti [Conceptual foundations of professional training of future educators for physical education and health activities]. *Naukovi zapysky. Seriiia «Psykhologo-pedahohichni nauky» (Nizhynskyi derzhavnyi universytet imeni Mykoly Gogolia)*, 5, 106–112. [in Ukrainian]
37. Bohinich, O. L., & Babachuk, Yu. M. (2014). *Aktyvni ihry ta ihrovi vpravy z elementamy sportyvnykh ihor dlia ditei starshoho doshkilnoho viku: Metodychnyi posibnyk* [Active games and play exercises with elements of sports games for older preschool children: Methodical guide]. Mandrivets. [in Ukrainian]
38. Bohush, A. (2013). Bezpeka dytyny v dovkilli [Child safety in the environment]. *Doshkilne vykhovannia*, 4, 4–6. [in Ukrainian]
39. Bohush, A. M. (2021). Chynnyky emotsiino-dukhovnoho rozvytku dytyny v pedahohichnii spadshchyni Vasylia Sukhomlynskoho [Factors of emotional and spiritual development of the child in the pedagogical heritage of Vasyl Sukhomlynsky]. *Innovatyka u vykhovanni*, 4, 6–15. [in Ukrainian]
40. Bohush, A. M., Havrysh, N. V., & Pyrozhenko, T. A. (n.d.). *Osoblyvosti movlennevoi pidhotovky starshykh doshkilnykiv do shkoly* [Features of speech preparation of senior preschoolers for school]. [in Ukrainian]
41. Boichenko, T. Ye. (2010). Zdorovia yak katehoriia valeolohii, medytsyny ta pedahohiky [Health as a category of valeology, medicine, and pedagogy]. *Kultura bezpeky, ekolohiia ta okhorona zdorovia*, 4, 41–45. [in Ukrainian]
42. Boiko, Yu. V. (2015). Do problemy orhanizatsii rivnia rukhovoï aktyvnosti ditei starshoho doshkilnoho viku [On the problem of organizing the level of motor activity of older preschool children]. In *Pedahohichni tekhnolohii formuvannia kultury zdorovia osobystosti* (pp. 50–54). Chernihiv. [in Ukrainian]

43. Bondarenko, L. S. (2017). *Pedahohichni tekhnolohii roboty z ditmy doshkilnoho viku: Navchalnyi posibnyk* [Pedagogical technologies of working with preschool children: Textbook]. Vydavnychiy dim Drahomanova NPU. [in Ukrainian]
44. Bondarenko, N. B. (2007). *Formuvannia dukhovnykh tsinnosti u starshykh doshkilnykiv zasobamy rehionalnoi istoriko-kulturnoi spadshchyny* [Formation of spiritual values in senior preschoolers by means of regional historical and cultural heritage] (Candidate's dissertation). Luhansk Taras Shevchenko National University, Luhansk, Ukraine. [in Ukrainian]
45. Boryshevskyi, M. Yu. (2012). *Osobystist u vymirakh samosvidomosti: Monohrafiia* [Personality in the dimensions of self-consciousness: Monograph]. Vydavnychiy budynok «Ellada». [in Ukrainian]
46. Borysova, N. A. (2017). Patriotychne vykhovannia ditei doshkilnoho viku [Patriotic education of preschool children]. *Tavriiskyi visnyk osvity*, 1(57), 53–59. [in Ukrainian]
47. Borysova, T. V. (2020). Formuvannia emotsiinoi kultury molodshykh shkolariv zasobamy teatralnoi diialnosti na urokakh mystetstva [Formation of emotional culture of junior schoolchildren by means of theatrical activity in art lessons]. *Pedahohichna osvita: teoriia i praktyka*, 29(2), 111–123. [in Ukrainian]
48. Brekhman, I. I. (1980). *Chelovek i biologicheski aktivnye veshchestva: Vliianie lekarstv, pishchi i zagriaznenii na zdorove* [Man and biologically active substances: The effect of drugs, diet and pollution on health]. Pergamon Press. [in Russian]
49. Brekhman, I. I. (1980). *Chelovek i biologicheski aktivnye veshchestva: Vliianie lekarstv, pishchi i zagriaznenii na zdorove* [Man and biologically active substances: The effect of drugs, diet and pollution on health]. Pergamon Press. [in Russian]
50. Bulhakova, O. Yu., & Osadcha, E. V. (2024). Rozvytok sposterezhlyvosti u ditei starshoho doshkilnoho viku [Development of observation in senior preschool children]. In *Pedahohichniy almanakh «Aktualni problemy doshkilnoi osvity: teoriia ta praktyka»* (Iss. IV, pp. 18–23). Vydavnytstvo TOV «Leradruk». [in Ukrainian]
51. Bulhakova, O. Yu., & Osadcha, E. V. (2024). Rozvytok sposterezhlyvosti u ditei starshoho doshkilnoho viku [Development of observation in senior preschool children]. In *Pedahohichniy almanakh «Aktualni problemy doshkilnoi osvity: teoriia ta praktyka»* (Iss. IV, pp. 18–23). Vydavnytstvo TOV «Leradruk». [in Ukrainian]
52. Busniuk, M., & Semeniuk, V. (2022). Prohulianka v osvitnii diialnosti ZDO [Walk in the educational activity of preschool institution]. *Redaktsiina kolehiia*, 54, 55–57. [in Ukrainian]
53. Busniuk, M., & Semeniuk, V. (2022). Prohulianka v osvitnii diialnosti ZDO [Walk in the educational activity of preschool institution]. *Redaktsiina kolehiia*, 54, 55–57. [in Ukrainian]
54. Bykova, M. (2017). Emotsiina kultura kreatyvnoi osobystosti v protsesi samovyznachennia [Emotional culture of a creative personality in the process of self-determination]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii*, 3(67), 129–139. [in Ukrainian]
55. Bykova, M. (2017). Emotsiina kultura kreatyvnoi osobystosti v protsesi samovyznachennia [Emotional culture of a creative personality in the process of self-determination]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii*, 3(67), 129–139. [in Ukrainian]
56. Brzezińska A., Czub M., Ożadowicz N.: Adaptacja dziecka trzyletniego do środowiska przedszkolnego. *Edukacja* 2012, 4 (120). [in Polish]
57. Cabinet of Ministers of Ukraine. (2020, October 9). *Diia planu zakhodiv na 2020–2025 roky shchodo realizatsii Stratehii natsionalno-patriotychnoho vykhovannia* [Action plan for the implementation of the Strategy of National-Patriotic Education for 2020–2025] (Resolution No. 932). <https://zakon.rada.gov.ua/laws/show/932-2020-%D0%BF#Text> [in Ukrainian]

58. Chorna, H. V., & Skirko, H. Z. (2021). Formuvannia ekolohichnoi kompetentnosti ditei starshoho doshkilnogo viku u riznykh vyдах diialnosti v pryrodі [Formation of ecological competence of senior preschool children in various types of activities in nature]. *Innovatsiina pedahohika*, 2(31), 163–169. [in Ukrainian]
59. Chyrenko, N. V. (2012). *Vykhovannia vlasnoi hidnosti pidlitkiv u dytiachomu obiednanni* [Cultivating self-esteem in adolescents in a children's association] (Candidate's dissertation abstract). Kyiv, Ukraine. [in Ukrainian]
60. Czeglik A.: Start małego i dużego przedszkolaka, organizacja i przebieg procesu adaptacyjnego dziecka i ich rodziców. „Bliżej Przedszkola” 2011, nr 5. [in Poland]
61. Debesse W.: Etapy wychowania. Warszawa 1983. [in Poland]
62. Denysenko, N. (2007). Osvitnii protses maie buty zdoroviazberezhuvalnym [The educational process must be health-preserving]. *Doshkilne vykhovannia*, 7, 8–10. [in Ukrainian]
63. Denysenko, N. F. (2008). Formuvannia svidomoho stavlennia do zdorovia [Formation of a conscious attitude toward health]. *Doshkilne vykhovannia*, 9, 68–85. [in Ukrainian]
64. Diatlenko, N. (2007). Samopovaha ditei [Children's self-respect]. *Shkilnyi svit*. [in Ukrainian]
65. Diatlenko, N. M. (2002). *Psykhologichni umovy rozvytku samopovahy u doshkilnykiv* [Psychological conditions for the development of self-esteem in preschoolers] (Candidate's thesis). Kyiv, Ukraine. [in Ukrainian]
66. Dmytrenko, A. O., & Suiatynova, K. Ye. (2021). *Patriotychne vykhovannia ditei starshoho doshkilnogo viku zasobamy kraieznavstva: Metodychnyi posibnyk ihor* [Patriotic education of older preschool children through local history: A methodological manual of games]. KDPU. [in Ukrainian]
67. Dmytrenko, L. (2017). Vykhovannia obdarovanykh ditei [Education of gifted children]. *Palitra pedahoha*, 2, 13–15. [in Ukrainian]
68. Doroshenko, T. M., & Matsko, V. V. (2019). *Osnovy pryrodoznavstva z metodykoiu v skhemakh ta tablytsiakh: Navchalnyi posibnyk* [Fundamentals of natural science with methodology in schemes and tables: Study guide]. PP «Bitart». [in Ukrainian]
69. Doroshenko, T., & Silina, L. (2023). Formuvannia emotsiinoi kultury molodshykh shkoliariv na urokakh mystetstva yak umovy yikh uspishnoi sotsializatsii [Formation of emotional culture of junior schoolchildren in art lessons as a condition of their successful socialization]. *Visnyk ChNPU. Serii: Pedahohichni nauky*, 8–13. [in Ukrainian]
70. Dubchak, I. P. (n.d.). *Metody nenasylnitskoho spilkuвання u roboti z ditmy: Navchalnyi posibnyk* [Methods of nonviolent communication in working with children: Textbook]. Kharkiv. [in Ukrainian]
71. Dubyna, H. D. (2007). Zmist, vydy ta chynnyky deviantnoi povedinky osobystosti [Content, types and factors of deviant behavior of the individual]. *Pedahohichni dyskurs*, 1, 65–71. [in Ukrainian]
72. Dutchak, M. (2015). Paradyhma ozdorovchoi rukhovoї aktyvnosti: teoretychne obgruntuvannia ta praktychne zastosuvannia [Paradigm of health-related motor activity: theoretical justification and practical application]. *Teoriia ta metodyka fizychnoho vykhovannia i sportu*, 2, 44–52. [in Ukrainian]
73. Dutkevych, T. V. (2020). *Psykhologhiia doshkilnogo viku: Navchalnyi posibnyk* [Preschool psychology: Textbook]. Tsentр Navchalnoi Knyhy. [in Ukrainian]
74. Dychkivska, I. M., & Savchuk, M. A. (2020). Formuvannia moralnoi kompetentnosti starshykh doshkilnykiv zasobamy ukraїnskoho folkloru [Formation of moral competence of senior preschoolers by means of Ukrainian folklore]. In O. V. Ponomarenko & L. O. Sushchenko

(Eds.), *Aktualni problemy pedahohichnoi osvity: novatsii, dosvid ta perspektyvy* (pp. 195–196). AA Tandem. [in Ukrainian]

75. Elkonin, D. B. (1999). *Psikhologiiia igry* (2nd ed.) [Psychology of play]. Gumanitarnyi izdatelskii tsentr «VLADOS». [in Russian]

76. Fasolko, T. S. (2000). *Vykhovannia vidpovidalnoi povedinky u ditei starshoho doshkilnoho viku* [Education of responsible behavior in children of senior preschool age] (Candidate's dissertation abstract). Instytut problem vykhovannia APN Ukrainy, Kyiv, Ukraine. [in Ukrainian]

77. Fedko, O. (n.d.). *Zdorovyi sposib zhyttia yak tsinnist: Problemy formuvannia* [Healthy lifestyle as a value: Problems of formation]. *Naukovi zapysky Instytutu politychnykh i etnonatsionalnykh doslidzhen imeni I. F. Kurasa NAN Ukrainy*, 43, 369–379. [in Ukrainian]

78. Fedorchenko, T. Ye. (2017). *Rannia profilaktyka nehatyvnykh proiaviv u povedintsi ditei: Navchalno-metodychnyi posibnyk* [Early prevention of negative manifestations in children's behavior: Study guide]. KhIK. [in Ukrainian]

79. Fedorchenko, T. Yu. (2018). *Profilaktyka deviantnoi povedinky molodshykh shkolariv u navchalno-vykhovnomu protsesi: Monohrafiia* [Prevention of deviant behavior of junior schoolchildren in the educational process: Monograph]. TOV «KhIK». [in Ukrainian]

80. *Fenomen dytynstva: Filosofskyi ta sotsiologichnyi analiz: Monohrafiia* [The phenomenon of childhood: Philosophical and sociological analysis: Monograph]. (2011). Dragomanov National Pedagogical University. [in Ukrainian]

81. Filimonova, T. V. (2019). *Pidhotovka maibutnikh vykhovateliv doshkilnoi osvity do patriotichnoho vykhovannia starshykh doshkilnykiv* [Training of future preschool teachers for patriotic education of senior preschool children] (Candidate's dissertation abstract). Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine. [in Ukrainian]

82. Gavrysh, N. V. (2002). *Dytsacha ihra yak fenomen rozvytku* [Children's game as a phenomenon of development]. Alma Mater. [in Ukrainian]

83. Gavrysh, N., & Krutii, K. (2015). *Natsionalno-patriotychne vykhovannia v umovakh sotsialnoi nestabilnosti: zmina pidkhodiv* [National-patriotic education in a situation of social unrest: changing approaches]. *Doshkilne vykhovannia*, 8, 2–7. [in Ukrainian]

84. Gruszczyk-Kolczyńska E., Zielińska E.: *Dwulatki i trzylatki w przedszkolu i w domu. Jak świadomie je wychowywać i uczyć*. Kraków 2012. [in Poland]

85. Gruszczyk-Kolczyńska E., Zielińska E.: *Wspomaganie rozwoju umysłowego trzylatków i dzieci starszych wolniej rozwijających się. Książka dla rodziców, terapeutów i nauczycielek przedszkola*. Warszawa 2004. [in Poland]

86. Harashchenko, L. V., & Danylova, I. S. (2018). *Optymizatsiia rukhovoï aktyvnosti ditei doshkilnoho viku pid chas rankovoï himnastyky* [Optimization of preschool children's motor activity during morning exercises]. *Molodyi vchenyi*, 8.1(60.1), 38–43. [in Ukrainian]

87. Harashchenko, L. V., & Shynkar, T. Yu. (2021). *Metodychnyi suprovid fizychnoho vykhovannia ta zberezhennia zdorovia v zakladakh doshkilnoi osvity* [Methodological support for physical education and health preservation in preschool educational institutions]. *Innovatsiina pedahohika*, 2(31), 143–146. [in Ukrainian]

88. Havryliuk, T. O. (2019). *Rol vykhovatelii u formuvanni emotsiinoï stiikosti dytyny: Monohrafiia* [The role of the educator in forming the child's emotional stability: Monograph]. I. I. Mechnikov Odesa National University. [in Ukrainian]

89. Havrysh, I. (2017). *Khudozhnie kraieznavstvo yak zasib natsionalno-patriotichnoho vykhovannia ditei doshkilnoho viku* [Artistic local history as a means of national-patriotic

education of preschool children]. In V. V. Sokyrynska (Ed.), *Nauka. Osvita. Molod. Uman–2017 (Pt. I, pp. 102–104). FOP Zhovtyi O. O. [in Ukrainian]

90. Havrysh, N. V. (2017). *Rozvytok komunikatyvnoi kompetentnosti doshkilnykiv: Monohrafiia* [Development of communicative competence of preschoolers: Monograph]. Instytut problem vykhovannia NAPN Ukrainy. [in Ukrainian]

91. Hazina, I. O. (2008). *Formuvannia osnov natsionalnoi samosvidomosti u starshykh doshkilnykiv zasobamy ukrainskoi narodnoi muzyky* [Formation of the foundations of national self-awareness in senior preschool children through Ukrainian folk music] (Candidate's dissertation abstract). Instytut problem vykhovannia APN Ukrainy, Kyiv, Ukraine. [in Ukrainian]

92. Hlushchenko, A. H. (1996). Vikovi osoblyvosti uchniv ta zavdannia patriotychnoho vykhovannia [Age-specific features of pupils and the tasks of patriotic education]. *Pochatkova shkola*, 5, 12. [in Ukrainian]

93. Hnatiuk, M. O. (2017). *Komunikatyvna kompetentnist vykhovatelja doshkilnoho zakladu: Navchalnyi posibnyk* [Communicative competence of the preschool educator: Textbook]. Ivan Franko National University of Lviv. [in Ukrainian]

94. Hnizdilova, O. A., & Bursova, S. S. (2019). Implementatsiia zdoroviazberezhuvalnykh tekhnolohii v osvittii protses zakladiv doshkilnoi osvity [Implementation of health-preserving technologies in the educational process of preschool institutions]. In L. M. Rybalko (Ed.), *Zdoroviazberezhuvalni tekhnolohii v osvitnomu seredovyshchi* (pp. 345–363). Ternopil. [in Ukrainian]

95. Honcharenko, K. H. (2020). *Vykhovannia u ditei starshoho doshkilnoho viku emotsiinoi kultury v ihrovii diialnosti* [Cultivating emotional culture in senior preschool children through play activity] (Master's qualification paper). Nizhyn Mykola Gogol State University, Nizhyn, Ukraine. [in Ukrainian]

96. Honcharenko, S. (1997). *Ukrainskyi pedahohichnyi slovnyk* [Ukrainian pedagogical dictionary]. Lybid. [in Ukrainian]

97. Hrusha, L. O. (2009). *Pedahohichni umovy vykhovannia emotsiinoi kultury ditei molodshoho shkilnoho viku* [Pedagogical conditions for cultivating emotional culture in children of primary school age] (Candidate's dissertation abstract). Kyiv, Ukraine. [in Ukrainian]

98. Hryshchenko, S., & Shurubenko, O. (2019). Optymizatsiia rivnia rukhovoï aktyvnosti ditei doshkilnoho viku v umovakh ZDO [Optimization of the level of motor activity of preschool children in the conditions of a preschool educational institution]. *Molod i rynok*, 9(176), 33–39. [in Ukrainian]

99. Hrytsiuk, L. A., & Karotaieva, M. I. (2003). *Bezpeka zhyttyediyalnosti doshkilnyka* [Safety of preschooler's life activity]. Vyd. hrupa «Abetka-NOVA». [in Ukrainian]

100. Husak, P. M., Zymovets, N. V., & Petrovych, V. S. (Eds.). (2009). *Vidpovidalne stavlennia do zdorovia: Teoriia i tekhnolohii* [Responsible attitude toward health: Theory and technologies]. Volynska oblasna drukarnia. [in Ukrainian]

101. Iskryzhynska, A. M., & Sorochynska, O. A. (2022). Formuvannia pryrodnycho-ekolohichnoi kompetentnosti u ditei starshoho doshkilnoho viku zasobamy ihrovykh tekhnolohii [Formation of natural-ecological competence in senior preschool children by means of game technologies]. *Innovatsiini protsesy v doshkilnii osviti: teoriia, praktyka, perspektyvy* (Pt. 2, pp. 128–132). [in Ukrainian]

102. Ivanchuk, S. A. (2020). Ekolohichne vykhovannia doshkilnykiv u konteksti yoho aktualnykh definitsii [Ecological education of preschoolers in the context of its current definitions]. *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh*, 70(2), 54–58. [in Ukrainian]

103. Kachur, M. M. (2010). *Patriotychne vykhovannia uchniv pochatkovykh klasiv zasobamy khudozhnoho kraieznavstva* [Patriotic education of primary school pupils by means of artistic local history] (Candidate's dissertation abstract). Instytut problem vykhovannia APN Ukrainy, Kyiv, Ukraine. [in Ukrainian]
104. Kaluska, L. V., Kaluskyi, Z. V., & Humeniuk, M. M. (2010). *Fizychna kultura doshkilnykiv. Vplyv rukhovoï aktyvnosti na zdorovia ditei doshkilnoho viku* [Preschool physical education. The influence of motor activity on preschoolers' health]. Mandrivets. [in Ukrainian]
105. Kaminska, V. (2020). Muzeina pedahohika v praktytsi suchasnykh zakladiv doshkilnoi osvity [Museum pedagogy in the practice of modern preschool institutions]. In O. M. Wagennik (Ed.), *Muzeieznavstvo v zakladyakh osvity: Metodychni rekomendatsii*. Zaporizhzhia. [in Ukrainian]
106. Kanishevska, L. V. (2019). *Vykhovannia sotsialnoi zrilosti starshykh doshkilnykiv u pozaurochnii diialnosti: Monohrafiia* [Cultivation of social maturity of senior preschoolers in extracurricular activities: Monograph]. TsP «Komprynt». [in Ukrainian]
107. Kaplunovska, O. M. (n.d.). Patriotychne ta internatsionalne vykhovannia: osoblyvosti orhanizatsii z ditmy doshkilnoho viku [Patriotic and international education: features of organisation with preschool children]. [in Ukrainian]
108. Karasova, K. V., & Pirozhenko, T. (2011). *Ihrovyi prostir dytyny* [Child's play space]. Shk. Svit. [in Ukrainian]
109. Karbowniczek: Mały leksykon pedagogiki wczesnoszkolnej. Warszawa 2014 [in Poland]
110. Karnaukh, L. P. (2010). *Vykhovannia bezpechnoi povedinky ditei doshkilnoho viku v sotsialnomu seredovyshchi* [Cultivation of safe behavior of preschool children in the social environment] (Candidate's thesis). Uman State Pedagogical University, Uman, Ukraine. [in Ukrainian]
111. Karpa, N. (2024). Patriotychne vykhovannia doshkilnykiv [Patriotic education of preschoolers]. (pp. 262–266). [in Ukrainian]
112. Karpenko, O. V. (2021). *Dytsvo v neblahopoluchnii simi: vplyv na psykhychno zdorovia: Navchalnyi posibnyk* [Childhood in a disadvantaged family: Impact on mental health: Textbook]. Dragomanov National Pedagogical University. [in Ukrainian]
113. Kempisty A., Bukowska A.: Wczesna adaptacja dziecka 3-letniego do warunków przedszkolnych. Program działań adaptacyjnych. „Wychowawca” 2004, nr 3.
114. Khlus, N. (2024). Pidvyshchennia rukhovoï aktyvnosti uchniv 5-kh klasiv cherez aktyvni ihry [Improving motor activity of 5th grade students through active games]. *Sportyvni ihry*, 4(34), 71–78. [in Ukrainian]
115. Khymych, N. E. (1996). *Formuvannia humaninykh vzaiemyn u ditei shestoho roku zhyttia v iurah-dramatyzatsiiakh* [Formation of humane relationships in children of the sixth year of life in dramatisation games] (PhD thesis). Kyiv, Ukraine. [in Ukrainian]
116. Kienig A: Przystosowanie dzieci trzyletnich do przedszkola. W: Edukacja przedszkolna na przełomie tysiącleci. Wybrane zagadnienia. Red. S. Guz. Warszawa 2011.
117. Klevaka, L. P., & Hryshko, O. I. (2021). Emotsiinyi rozvytok osobystosti yak umova formuvannia emotsiinoho intelektu ditei doshkilnoho viku [Emotional development of personality as a condition of formation of emotional intelligence of preschool children]. [in Ukrainian]
118. Klim-Klimaszewska A.: Pedagogika przedszkolna. Warszawa 2012.
119. Klim-Klimaszewska A.: Witamy w przedszkolu. Wspomaganie procesu adaptacji dziecka do środowiska przedszkolnego. Warszawa 2011. [in Poland]

120. Kohl, H. W., & Murray, T. D. (2012). *Foundations of physical activity and public health*. Human Kinetics.
121. Kohut, I. V. (2021). *Formuvannia ekolohichnoi svidomosti starshykh doshkilnykiv zasobamy khudozhnoi literatury* [Formation of ecological consciousness of senior preschoolers by means of fiction] (Candidate's dissertation abstract). Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine. [in Ukrainian]
122. Kolisnyk, O. M. (2019). *Teoretychni i metodychni zasady formuvannia zdorovoho sposobu zhyttia ditei starshoho doshkilnoho viku* [Theoretical and methodological principles of forming a healthy lifestyle in older preschool children] (Doctoral dissertation). Classic Private University, Zaporizhzhia, Ukraine. [in Ukrainian]
123. Kolosova, O. V. (2018). Emotsiina kompetentnist yak skladova profesiinoi maisternosti maibutnoho vykhovatelya ZDO [Emotional competence as a component of professional mastery of the future preschool teacher]. *Naukovi zapysky Berdianskoho derzhavnoho pedahohichnoho universytetu. Serii: Pedahohichni nauky*, 2, 131–139. [in Ukrainian]
124. Komarova, T. S., & Zatsepina, M. B. (Eds.). (2016). *Integratsiia v systemi vykhovannia i navchannia ditei doshkilnoho viku* [Integration in the system of education and training of preschool children]. Sfera. [in Russian]
125. Kononko, O. L. (2005). *Sotsialno-emotsiyni rozvytok dytyny doshkilnoho viku* [Socio-emotional development of a preschool child]. Vydavnytstvo «Osvita Ukrainy». [in Ukrainian]
126. Kopeć I.: Z radością do przedszkola. „Wychowanie w Przedszkolu” 2011, nr 7. Jak pomóc dziecku stać się przedszkolakiem. [in Poland]
127. Korobkova, H. M. (2017). Formuvannia emotsiinoi kultury ditei starshoho doshkilnoho viku zasobamy muzychno-ikhrovykh dii [Formation of emotional culture of senior preschool children by means of musical and play actions]. *Mystetstvo ta osvita*, 3, 46–51. [in Ukrainian]
128. Kostiuk, O. H. (2020). *Pedahohichni umovy formuvannia zdoroviazberezhuvanoi kompetentnosti starshykh doshkilnykiv* [Pedagogical conditions for forming health-preserving competence of senior preschoolers] (PhD thesis). Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine. [in Ukrainian]
129. Kovalenko, O. Ye. (2019). *Natsionalno-patriotychnne vykhovannia ditei doshkilnoho viku v umovakh ZDO* [National-patriotic education of preschool children in preschool institutions]. Vydavnytstvo «Osnova». [in Ukrainian]
130. Kozak, L. V. (2022). *Teoretychni ta praktychni aspekty patriotychnoho vykhovannia ditei doshkilnoho viku* [Theoretical and practical aspects of patriotic education of preschool children]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
131. Krutyi, O. V. (2018). *Formuvannia emotsiinoi kompetentnosti starshykh doshkilnykiv u protsesi khudozhno-estetychnoi diialnosti* [Formation of emotional competence of senior preschoolers in the process of artistic and aesthetic activity] (Candidate's dissertation). Sumy State Pedagogical University named after A. S. Makarenko, Sumy, Ukraine. [in Ukrainian]
132. Kudyk, A. V. (2021). *Rozvytok emotsiinoi sfery ditei starshoho doshkilnoho viku zasobamy teatralizovanykh ihor* [Development of the emotional sphere of senior preschool children by means of theatrical games]. Vydavnytstvo «Ranok». [in Ukrainian]
133. Kuzmenko, V. Yu. (2010). *Fizychna pidhotovka ditei doshkilnoho viku* [Physical training of preschool children]. Vydavnychiy dim «Shkilnyi svit». [in Ukrainian]
134. Kwaśniewska M: Problematyka adaptacji dzieci do warunków przedszkolnych. W: Wybrane zagadnienia z pedagogiki przedszkolnej. Red. E. Zyzik. Kielce 2009. [in Poland]

135. Kyrychenko, V. V. (2016). *Teoretychni i metodychni osnovy patriotychnoho vykhovannia molodi v umovakh hromadianskoi osvity* [Theoretical and methodological foundations of patriotic education of youth in the conditions of civic education]. Vydavnytstvo «Osnova». [in Ukrainian]
136. Lahutina, O. V. (2019). *Formuvannia sotsialnoi kompetentnosti ditei starshoho doshkilnoho viku v ihrovii diialnosti* [Formation of social competence of senior preschool children in play activity]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
137. Laktionova, H. M. (2018). *Ekolohichne vykhovannia doshkilnykiv u zakladi osvity* [Ecological education of preschoolers in an educational institution]. Vydavnytstvo «Mandrivets». [in Ukrainian]
138. Lebedenko, O. M. (2020). *Rozvytok emotsiinoho intelektu ditei doshkilnoho viku* [Development of emotional intelligence of preschool children]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
139. Lisova, S. I. (2015). *Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart doshkilnoi osvity): Nova redaktsiia* [Basic component of preschool education (State standard of preschool education): New edition]. Vydavnytstvo «Kyivskyi universytet imeni Borysa Hrinchenka». [in Ukrainian]
140. Liubchenko, O. V. (2021). *Formuvannia ekolohichnoi kultury ditei starshoho doshkilnoho viku* [Formation of ecological culture of senior preschool children]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
141. Lokhvytska, L. V. (2019). *Priotychni ihry dlia ditei doshkilnoho viku* [Patriotic games for preschool children]. Vydavnytstvo «Ranok». [in Ukrainian]
142. Lubowiecka J.: *Przystosowanie psychospołeczne dziecka do przedszkola*. Warszawa 2000. [in Poland]
143. Łuczak H.: *Zajęcia adaptacyjne z dziećmi trzyletnimi. Wychowanie w Przedszkolu*. 1995;(3). [in Poland]
144. Lysenko, N. V. (2018). *Zdoroviazberezhuvalni tekhnologii v doshkilnii osviti* [Health-preserving technologies in preschool education]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
145. Machuska, I. V. (2020). *Formuvannia zdorovoho sposobu zhyttia ditei doshkilnoho viku v simi* [Formation of a healthy lifestyle of preschool children in the family]. Vydavnytstvo «Osnova». [in Ukrainian]
146. Maksimchuk, T. V. (Comp.). (2024). *Pryiomy mnemotekhniky yak zasib formuvannia zviaznoho movlennia u doshkilnykiv: Praktychnyi posibnyk* [Mnemonics techniques as a means of forming coherent speech in preschoolers: Practical guide]. Zhytomyr: [Publisher not specified]. [in Ukrainian]
147. Maksymenko, S. D. (Ed.). (2016). *Psykhologhiia osobystosti: Slovnyk-dovidnyk* [Psychology of personality: Dictionary-reference book]. Vydavnytstvo «Ruta». [in Ukrainian]
148. Malykhin, O. V. (2022). *Teoretychni osnovy formuvannia patriotychnoi svidomosti ditei doshkilnoho viku* [Theoretical foundations of forming patriotic consciousness of preschool children]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
149. Marchenko, O. H. (2019). *Rozvytok movlennia ditei doshkilnoho viku cherez teatralizovanu diialnist* [Development of speech of preschool children through theatrical activity]. Vydavnytstvo «Ranok». [in Ukrainian]
150. Martyniuk, O. P. (2021). *Ekolohichne vykhovannia ditei doshkilnoho viku v protsesi spilkuвання z pryrodoyu* [Ecological education of preschool children in the process of communication with nature]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]

151. Mashovets, M. A. (2018). *Prohulianka yak zasib fizychnoho, poznavalnoho ta sotsialno-emotsiinoho rozvytku ditei doshkilnoho viku* [Walk as a means of physical, cognitive and socio-emotional development of preschool children]. Vydavnytstvo «Kyivskyi universytet imeni Borysa Hrinchenka». [in Ukrainian]
152. Melnyk, N. I. (2020). *Formuvannia emotsiino-tsinnisnoho stavlennia do pryrody u ditei starshoho doshkilnoho viku* [Formation of emotional-value attitude to nature in senior preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]
153. Ministry of Education and Science of Ukraine. (2022, June 10). On certain issues of national-patriotic education in educational institutions of Ukraine (Letter No. 1/6267-22). [in Ukrainian]
154. Ministry of Education and Science of Ukraine. (2022, June 6). *Kontseptsiiia natsionalno-patriotychnoho vykhovannia v systemi osvity Ukrainy* [Concept of national-patriotic education in the Ukrainian education system] (Order No. 527). [in Ukrainian]
155. Mohylina, L. M. (2018). *Formuvannia sotsialnoi kompetentnosti starshykh doshkilnykiv u protsesi spilkuvannia* [Formation of social competence of senior preschoolers in the process of communication]. Vydavnytstvo «Osnova». [in Ukrainian]
156. Moroz, O. H. (2020). *Zdoroviazberezhuvanna diialnist u zakladi doshkilnoi osvity* [Health-preserving activity in a preschool educational institution]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
157. Mykhalchuk, N. O. (2019). *Patriotychni vykhovni zakhody dlia ditei doshkilnoho viku* [Patriotic educational events for preschool children]. Vydavnytstvo «Ranok». [in Ukrainian]
158. Myronchuk, N. M. (2021). *Rozvytok emotsiinoi sfery ditei doshkilnoho viku v protsesi muzychnoi diialnosti* [Development of the emotional sphere of preschool children in the process of musical activity]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
159. Nahorna, O. V. (2019). *Ekolohichni ihry ta vpravy dlia ditei doshkilnoho viku* [Ecological games and exercises for preschool children]. Vydavnytstvo «Ranok». [in Ukrainian]
160. Nekryta, L. V. (2021). *Patriotychni stsenarii sviat dlia ditei doshkilnoho viku* [Patriotic holiday scenarios for preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]
161. Nesterenko, V. H. (2018). *Formuvannia zdorovoho sposobu zhyttia ditei doshkilnoho viku cherez fizychnu kulturu* [Formation of a healthy lifestyle of preschool children through physical culture]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
162. Nikishyna, O. V. (2020). *Rozvytok emotsiinoho intelektu starshykh doshkilnykiv* [Development of emotional intelligence of senior preschoolers]. Vydavnytstvo «Ranok». [in Ukrainian]
163. Novikova, H. P. (2019). *Ekolohichne vykhovannia ditei doshkilnoho viku v riznykh vydakh diialnosti* [Ecological education of preschool children in various types of activities]. Vydavnytstvo «Osnova». [in Ukrainian]
164. Okoń W.: Nowy słownik pedagogiczny. Warszawa 2001.
165. Oliinyk, I. M. (2021). *Formuvannia patriotychnykh pochuttiv u ditei doshkilnoho viku* [Formation of patriotic feelings in preschool children]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
166. Oliinyk, O. M. (2018). Kultyvatsiia emotsiinoi kultury yak tsinnisnoi potreby dytyny doshkilnoho viku [Cultivation of emotional culture as a valuable need of a preschool child]. *Innovatyka u vykhovanni*, 239–246. <https://doi.org/10.32405/2663-5029-2018-1-239-246> [in Ukrainian]
167. Olishevskaya, O. V. (2023). Vykhovannia emotsiinoi kultury u ditei serednoho doshkilnoho viku zasobamy ihrovoi diialnosti [Cultivation of emotional culture in middle

preschool children through play activity] (Master's qualification work). [Publisher not specified]. [in Ukrainian]

168. Onyshchuk, L. M. (2018). *Zdoroviazberezhuvalni tekhnolohii v roboti z ditmy doshkilnoho viku* [Health-preserving technologies in working with preschool children]. Vydavnytstvo «Ranok». [in Ukrainian]

169. Orzhekhovska, V. M. (Ed.). (2007). *Hlosarii kliuchovykh terminiv profilaktychnoi osvity* [Glossary of key terms in preventive education]. Terno-Hraf. [in Ukrainian]

170. Orzhekhovska, V. M., & Fedorchenko, T. Ye. (2008). *Profilaktyka deviantnoi povedynky nepovnoletnikh: Osvitnii ta metodychnyi posibnyk* [Prevention of deviant behavior in minors: Educational and methodical manual]. Chabanenko. [in Ukrainian]

171. Oshurkevych, N. O. (2018). Suchasni pedahohichni tekhnolohii dlia formuvannia pryrodnycho-ekolohichnoi kompetentnosti ditei doshkilnoho viku [Modern pedagogical technologies for forming natural-ecological competence in preschool children]. *Pedahohichni protsesy: teoriia i praktyka*, 65–72. [in Ukrainian]

172. Ostapenko, O. I. (2020). *Rozvytok sotsialnoi kompetentnosti ditei starshoho doshkilnoho viku* [Development of social competence of senior preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]

173. Padalka, O., & Nisimchuk, A. (2014). *Pedahohichni tekhnolohii: Navchalnyi posibnyk* [Pedagogical technologies: Textbook]. Lybid. [in Ukrainian]

174. Pakhalchuk, N. O., Myrukha, O. I., & Romanenko, H. M. (2019). Pedahohichni umovy pidvyshchennia rukhovoï aktyvnosti ditei [Pedagogical conditions for enhancing motor activity of children]. *Molodyi vchenyi*, 5.2(69.2), 72–75. [in Ukrainian]

175. Panchenko, O. V. (2019). *Patriotychni vykhovni proekty dlia ZDO* [Patriotic educational projects for preschool institutions]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]

176. Panhelova, V. S. (2021). *Ekolohichna osvita ditei doshkilnoho viku v umovakh ZDO* [Ecological education of preschool children in preschool institutions]. Vydavnytstvo «Ranok». [in Ukrainian]

177. Parkhomenko, O. M. (2018). *Formuvannia emotsiinoi stiihosti ditei doshkilnoho viku* [Formation of emotional stability of preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]

178. Pasichnyk, V. M., Pityn, M. P., & Pasichnyk, V. R. (n.d.). Kharakterystyka emotsiinoho rozvytku ditei doshkilnoho viku [Characteristics of emotional development of preschool children]. *Ukrainskyi zhurnal medytsyny, biolohii ta sportu*, 3(7/16), 297–303. [in Ukrainian]

179. Pasichnyk, V., Sorokolit, N., & Karatnyk, I. (2024). Efektyvnist prohramy fizychnoho vykhovannia ta zberezhennia zdorovia z vykorystanniam narodnykh ihor u protsesi fizychnoho vykhovannia ditei 3–4 rokiv [Effectiveness of a physical education and health program using folk games in the process of physical education of children aged 3–4 years]. *Sportyvni ihry*, 2(32), 84–97. [in Ukrainian]

180. Pavlenkiv, R. V., & Tsyhypalo, O. P. (2008). *Dytyacha psykholohiia* [Child psychology]. Kyiv: [Publisher not specified]. [in Ukrainian]

181. Pechenko, I. P. (2006). Deiaki kontseptualni osnovy sotsializatsii osobystosti v doshkilnomu dytynstvi [Some conceptual foundations of personality socialization in preschool childhood]. *Pedahohika i psykholohiia*, 3(52), 19–29. [in Ukrainian]

182. Pedchenko, O. V. (2023). Vidpovidalne stavlennia subiekta do vlasnoho zdorovia: Psykholohichniy analiz problemy [Responsible attitude of the subject to own health: A psychological analysis of the issue]. In *Technologies, innovative and modern theories of scientists* (pp. 380–382). International Science Group. [in Ukrainian]

183. Petrenko, N. O. (2017). *Vplyv simeinoho seredovyshta na psykho-emotsiyni rozvytok dytyny: Monohrafiia* [Influence of the family environment on the child's psycho-emotional development: Monograph]. Oles Honchar Dnipro National University. [in Ukrainian]
184. Piechka, L. Ye. (2018). *Formuvannia osnov tsinnisnogo stavlennia do vlasnoho zdorovia u ditei 6-7 rokiv u vzaiemodii zakladiv doshkilnoi osvity ta pochatkovoï shkoly* [Formation of the basics of a value attitude toward one's own health in children aged 6-7 in the interaction of preschool institutions and primary school] (Doctoral dissertation abstract). Kyiv, Ukraine. [in Ukrainian]
185. Pirozhenko, T. O. (2018). *Osobystist doshkilnyka: Perspektyvy rozvytku: Navchalno-metodychnyi posibnyk* [Preschooler's personality: Development prospects: Study guide]. Mandrivets. [in Ukrainian]
186. Pirozhenko, T. O. (2018). *Sotsialnyi rozvytok dytyny: Starshyi doshkilnyi vik: Navchalno-metodychnyi posibnyk* [Social development of the child: Senior preschool age: Study guide]. Heneza. [in Ukrainian]
187. Pirozhenko, T. O. (2020). *Dytsacha komunikatsiia: psykholohichni osnovy* [Child communication: Psychological foundations]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
188. Pirozhenko, T. O. (Ed.). (2021). *Bazovyi komponent doshkilnoi osvity Ukrainy* [Basic component of preschool education of Ukraine]. Vydavnytstvo. [in Ukrainian]
189. Piwowarska-Krukowska H.: *Adaptacja dziecka w przedszkolu. „Wychowanie w Przedszkolu”* 2007, nr 4. [in Poland]
190. Plokhii, Z. P. (2019). *Fizychna pidhotovlenist ditei doshkilnogo viku* [Physical fitness of preschool children]. Vydavnytstvo «Ranok». [in Ukrainian]
191. Polovina, O. A. (2018). *Rannii rozvytok dytyny: Potreba sotsiumu chy batkivski ambitsii?* [Early child development: Society's need or parental ambitions?]. *Vykhovatel-metodyst doshkilnogo zakladu*, 10, 23–30. [in Ukrainian]
192. Pometun, O. I. (Ed.). (2018). *Natsionalno-patriotychna osvita v umovakh viiny* [National-patriotic education in the conditions of war]. Vydavnytstvo «Osnova». [in Ukrainian]
193. Ponimanska, T. I. (1999). *Liudyna i ia. Svit doroslykh yak faktor sotsializatsii osobystosti dytyny* [Man and me. The world of adults as a factor of socialization of the child's personality]. *Doshkilne vykhovannia*, 8, 14–15. [in Ukrainian]
194. Ponimanska, T. I. (2006). *Doshkilna pedahohika: Pidruchnyk* [Preschool pedagogy: Textbook]. Akademvydav. [in Ukrainian]
195. Ponimanska, T. I. (2008). *Vykhovannia liudianosti (Do Bazovoi prohramy rozvytku dytyny doshkilnogo viku Ya u Sviti)* [Cultivation of humanity (To the basic program of preschool child development I am in the world)]. Milenium. [in Ukrainian]
196. Ponimanska, T. I. (2015). *Doshkilna pedahohika: Pidruchnyk* (3rd ed., rev.) [Preschool pedagogy: Textbook]. Akademvydav. [in Ukrainian]
197. Ponimanska, T. I. (2017). *Doshkilna pedahohika: Navchalnyi posibnyk* [Preschool pedagogy: Textbook]. Akademvydav. [in Ukrainian]
198. Ponimanska, T. I. (2018). *Doshkilna pedahohika: Navchalnyi posibnyk* [Preschool pedagogy: Textbook]. Akademvydav. [in Ukrainian]
199. Ponimanska, T. I. (2018). *Teoretyko-metodychni zasady humanistychnoho vykhovannia ditei doshkilnogo viku: Monohrafiia* [Theoretical and methodological principles of humanistic education of preschool children: Monograph]. RDHU. [in Ukrainian]
200. Popova, V. H. (2020). *Rozvytok emotsiinoi sfery starshykh doshkilnykiv cherez kazkoterapiyu* [Development of the emotional sphere of senior preschoolers through fairy-tale therapy]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]

201. Potapova, O. V., & Fedorchenko, T. Ye. (n.d.). *Rannia profilaktyka deviantnoi povedynky molodshykh shkoliariv: Navchalno-metodychnyi posibnyk* [Early prevention of deviant behavior in younger schoolchildren: Study guide]. Tandem. [in Ukrainian]
202. President of Ukraine. (2002, April 17). Pro Natsionalnu doktrynu rozvytku osvity: Ukas No. 347/2002 [On the National Doctrine of Education Development: Decree No. 347/2002]. [in Ukrainian]
203. Protsenko, O. M. (2019). *Ekolohichni proekty dlia ditei doshkilnoho viku* [Ecological projects for preschool children]. Vydavnytstvo «Ranok». [in Ukrainian]
204. Pryshchepa, O. V. (2021). *Formuvannia zdoroviazberezhuvanoi kompetentnosti u ditei doshkilnoho viku* [Formation of health-preserving competence in preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]
205. Prytulyk, N. V. (2015). Pidhotovka maibutnoho vykhovatelja DNZ do roboty z patriotychnoho vykhovannia doshkilnykiv u protsesi opanuvannia etnopedahohiky [Preparation of future preschool educators for patriotic education of preschoolers in the process of mastering ethnopedagogy]. *Naukovi zapysky Nizhynskoho derzhavnoho universytetu imeni Mykoly Hoholiah*, 4, 220–226. [in Ukrainian]
206. Przewęda R., Sekita B: Tendencje w rozwoju motorycznym dzieci w wieku przedszkolnym. W: *Rozwój i wychowanie dzieci w wieku przedszkolnym*. Wrocław: PAN; 1985. s. 95–111. (B. Wilgocka-Okoń. *Studia pedagogiczne*; t. XLVIII).
207. *Psykhologichnyi tlumachnyi slovnyk naisuchasnyshykh terminiv* [Psychological explanatory dictionary of the most modern terms]. (2009). Prapor. [in Ukrainian]
208. Puio, O. I. (2021). *Aktyvni ihry yak zasib formuvannia tsinnisnykh oriiientatsii u starshykh doshkilnykiv* [Active games as a means of forming value orientations in older preschool children] (Doctor of Philosophy dissertation). Kyiv, Ukraine. [in Ukrainian]
209. Pukhovska, L. P. (2018). *Priotychni vykhovni tekhnolohii v ZDO* [Patriotic educational technologies in preschool institutions]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
210. Pustovit, N. A., Kolonkova, O. O., & Prutsakova, O. L. (2014). *Formuvannia ekolohichno dotsilnoi povedynky shkoliariv: Naukovo-metodychnyi posibnyk* [Formation of ecologically appropriate behavior in schoolchildren: Scientific and methodical guide]. Imeks-LTD. [in Ukrainian]
211. Pykhtina, N. (2020). Katehorialno-kontseptualna kharakterystyka fenomenu dys tsyp lin y / indy tsyp lin y v ditei [Categorical and conceptual characterization of the phenomenon of discipline/indiscipline in children]. *Sworldjournal*, 6. [in Ukrainian]
212. Pykhtina, N. (2020). Nedy tsyp lin y st y v doshkilnykiv: osoblyvosti proiav u ta diahnozyka vidkhylenia [Indiscipline in preschoolers: features of manifestation and diagnosis of deviation]. *Modern Scientific Researches*, 13. [in Ukrainian]
213. Pykhtina, N. (2020). Nedy tsyp lin y st y v doshkilnykiv: osoblyvosti proiav u ta vyznachaiuchi chynnyky [Indiscipline in preschoolers: features of manifestation and determining factors]. *Scientific Notes. Series «Psychological and Pedagogical Sciences»*, 4. [in Ukrainian]
214. Pykhtina, N. (2023). Osoblyvosti sotsialno-emotsiinoho navchannia doshkilnykiv u hri [Features of social-emotional learning of preschoolers in play]. Abstracts of the I International Scientific and Practical Online Conference «Development of Education in the European Space: National Challenges and Transnational Perspectives». [in Ukrainian]
215. Pykhtina, N. (2024). Hra yak tekhnolohiia sotsialno-emotsiinoho suprovodu doshkilnykiv z neblahopoluchnykh simei ta proiavamy nehatyvnoi povedynky [Play as a technology of social-emotional support for preschoolers raised in dysfunctional families and

displaying negative behavior]. *Scientific Notes. Series: «Psychological and Pedagogical Sciences»*, 4. [in Ukrainian]

216. Pykhtina, N. (2024). Osoblyvosti profesiinoi pidhotovky maibutnikh vykhovateliv do profilaktyky ta podolannia nehatyvnoi povedynky doshkilnykiv [Features of professional training of future educators for the prevention and overcoming of negative behavior in preschoolers]. In O. Kononko & Z. Sharlovych (Eds.), *Theoretical and methodological principles of training preschool education specialists in Ukraine with integration into the European educational space* (pp. 69–101). Łomża – Nizhyn. [in Ukrainian]

217. Pykhtina, N. P. (2010). Sotsialna kompetentnist doshkilnykiv yak umova poperedzhennia vidkhylen u yikh povedintsi [Social competence of preschoolers as a condition for preventing deviations in their behavior]. *Teoretyko-metodychni problemy vykhovannia ditei ta suchasnoi molodi*, 14(2), 604. [in Ukrainian]

218. Pykhtina, N. P. (2012). *Profilaktyka nehatyvnykh proiaviv u povedintsi ditei: Pidruchnyk* [Prevention of negative manifestations in children's behavior: Textbook]. Nizhyn Mykola Gogol State University. [in Ukrainian]

219. Pykhtina, N. P. (2016). *Teoriia i metodyka ditei ihrovoi diialnosti: Pidruchnyk* (2nd ed., electronic version) [Theory and methodology of children's play activity: Textbook]. Nizhyn Mykola Gogol State University. [in Ukrainian]

220. Pykhtina, N. P. (2019). *Teoriia i metodyka ditei ihrovoi diialnosti v skhemakh: Pidruchnyk* (2nd ed., electronic version) [Theory and methodology of children's play activity in reference schemes: Textbook]. Nizhyn Mykola Gogol State University. [in Ukrainian]

221. Pykhtina, N. P. (2020). Nehativna povedynka u starshykh doshkilnykiv: Osoblyvosti proiav u, metodyka ta rezultaty doslidzhennia [Negative behavior in older preschoolers: Features of manifestation, methodology and results of study]. *Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi*, 24(1). [in Ukrainian]

222. Pykhtina, N. P. (2020). Vidkhylennia v povedintsi ditei: Kharakterystyka, chynnyky vynyknennia ta stratehiia usunennia [Deviations in children's behavior: Characteristics, factors of occurrence and strategy of elimination]. In O. Kononko (Ed.), *Sotsialno-moralnyi rozvytok i vykhovannia dytyny doshkilnoho viku* (pp. 198–255). NDU im. M. Gogolia. [in Ukrainian]

223. Pykhtina, N. P. (2022). Pedahohichni mozhlyvosti vykorystannia dydaktychnykh ihor u zakladyakh doshkilnoi osvity [Pedagogical possibilities of using didactic games in preschool educational institutions]. *Scientific Notes. Series: «Psychological and Pedagogical Sciences»*, 4. [in Ukrainian]

224. Pykhtina, N. P. (2068). *Teoriia i metodyka ditei ihrovoi diialnosti: Navchalnyi posibnyk* [Theory and methods of children's play activities: Textbook]. NDU im. Gogolia. [in Ukrainian] (Note: Year appears erroneous; likely 2018 or later based on context.)

225. Pykhtina, N. P., & Kononko, O. L. (2020). Vid nedy tsyp lin y st y do tsyp lin y st y doshkilnyka: Diahnostyka vidkhylennia ta optymizatsiia vykhovnoho protsesu [From indiscipline to discipline of a preschooler: Diagnostics of deviation and optimization of the educational process]. In O. L. Kononko (Ed.), *Sotsialno-moralne vykhovannia doshkilnyka: Doslidno-tekhnologichni aspekty* (pp. 311–372). Nizhyn Mykola Gogol State University. [in Ukrainian]

226. Pykhtina, N. P., & Yushchenko, K. O. (2019). Sotsialno-pedahohichni aspekty propadeutyky nehatyvnoi povedynky doshkilnykiv cherez khudozhno-mystetsku diialnist [Socio-pedagogical aspects of propaedeutics of negative behavior in preschoolers through visual arts activities]. In *Current social problems of Ukraine and Poland: Socio-pedagogical aspect* (pp. 86–100). Nizhyn Mykola Gogol State University. [in Ukrainian]

227. Pykhtina, N. P., Pykhtin, M. P., & Fedorchenko, T. Ye. (2018). *Psykhologichno-pedahohichni ta sotsialno-pravovi aspekty profilaktyky deviantnoi povedynky ditei ta molodi* (V. M. Orzhekhovska, Ed.; 2nd ed.) [Psychological-pedagogical and socio-legal aspects of preventing deviant behavior in children and youth]. KNT LLC. [in Ukrainian]
228. Pysarchuk, O. T. (2014). Osoblyvosti formuvannia predmetnorozvyvalnoho seredovyscha doshkilnoho osvitnoho zakladu [Features of forming the subject-developmental environment of a preschool educational institution]. *Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatiuka. Serii: Pedahohika*, 4, 9–17. [in Ukrainian]
229. Rahozina, V. V. (2015). Eksperymentalne doslidzhennia osoblyvosti rozvytku ta formuvannia sposterezhlyvosti u ditei starshoho doshkilnoho viku v umovakh DNZ [Experimental study of features of development and formation of observation in senior preschool children in preschool institutions]. In O. Reipolska (Ed.), *Formuvannia bazovykh yakosti ditei starshoho doshkilnoho viku v DNZ* (pp. 59–66). Drukarnia Madryd. [in Ukrainian]
230. Reho, H., & Reho, O. (2022). Vykorystannia muzeinoi pedahohiky v zakladakh doshkilnoi osvity Zakarpattia [The use of museum pedagogy in preschool educational institutions of Zakarpattia]. *Scientific Journal of the National Pedagogical Dragomanov University. Pedagogical Sciences: Realities and Prospects. Series 5*, 89, 123–128. [in Ukrainian]
231. Reipolska, O. D. (2021). *Teoretyko-metodychni zasady formuvannia u doshkilnykiv tsinnisnoho samostavlennia* [Theoretical and methodological principles of forming value self-affirmation in preschoolers] (Doctoral dissertation abstract). Kyiv, Ukraine. [in Ukrainian]
232. Rogalska, I. P. (2008). *Sotsializatsiia osobystosti v doshkilnomu dytynstvi: Sutsnist, spetsyfika, pidtrymka: Monohrafiia* [Socialization of personality in preschool childhood: Essence, specificity, support: Monograph]. Millennium. [in Ukrainian]
233. Rogalska, I. P. (n.d.). *Teoretychno-metodychni osnovy sotsializatsii osobystosti v doshkilnomu dytynstvi* [Theoretical and methodological bases of personality socialization in preschool childhood] (Doctor of Pedagogical Sciences dissertation). [University not specified], Ukraine. [in Ukrainian]
234. Rohalska-Yablonska, I. P. (2017). *Pedahohika sotsializatsii: Osoblyvosti patronazhnoi diialnosti u protsesi sotsializatsii osobystosti* [Pedagogy of socialization: Features of patronage activity in the process of personality socialization]. FOP Zhovtyi O. O. [in Ukrainian]
235. Rozumna, O. H. (2016). *Osoblyvosti emotsiinoho stanu ditei z problemnykh simei: Monohrafiia* [Peculiarities of the emotional state of children from problem families: Monograph]. I. I. Mechnikov Odesa National University. [in Ukrainian]
236. Rudenko, N. M. (2020). *Formuvannia ekolohichnoi svidomosti doshkilnykiv u protsesi spilkuvannia z pryrodoyu* [Formation of ecological consciousness of preschoolers in the process of communication with nature]. Vydavnytstvo «Ranok». [in Ukrainian]
237. Runova, M. O. (2007). *Rukhov a aktyvnist dytyny v dytyachomu sadku: Posibnyk* [Motor activity of the child in kindergarten: Handbook]. Ranok. [in Ukrainian] (Translated from Russian).
238. Rusova, S. F. (1997). Natsionalna shkola [National school]. In E. I. Kovalenko (Ed.), *Vybrani pedahohichni tvory: U 2 tomakh* (Vol. 1, pp. 83–85). Lybid. [in Ukrainian]
239. Savchenko, I. D. (2016). *Pedahohichni umovy formuvannia u ditei 5-6 rokiv dovirlyvoho stavlennia do doroslykh* [Pedagogical conditions for forming trust in adults in children aged 5-6] (Candidate's dissertation abstract). Kyiv, Ukraine. [in Ukrainian]
240. Savchenko, L. L. (2018). *Pidhotovka maibutnikh vykhovateliv do patriotychnoho vykhovannia ditei doshkilnoho viku v Ukraini (1985-2012)* [Training of future educators for

patriotic upbringing of preschool children in Ukraine (1985-2012)] (Candidate's dissertation abstract). Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine. [in Ukrainian]

241. Savchenko, V. I. (2018). *Adaptatsiia ditei z neblahopoluchnykh simei do shkilnoho seredovyshcha: Navchalnyi posibnyk* [Adaptation of children from disadvantaged families to the school environment: Textbook]. Publishing House of Dragomanov National Pedagogical University. [in Ukrainian]

242. Savchuk, L. O. (2019). *Patriotychni busy dlia ditei doshkilnoho viku* [Patriotic beads for preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]

243. Schaffer D.R., Kipp K.: *Psychologia rozwoju od dziecka do doroslósci*. Tłum. P. Sorensen, M. Wojtaś. Gdańsk 2015. [in Poland]

244. Semenova, O. V. (2021). *Rozvytok emotsiinoi kompetentnosti starshykh doshkilnykiv zasobamy mystetstva* [Development of emotional competence of senior preschoolers by means of art]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]

245. Shalimova, L. L. (2017). *Fizychna kultura doshkilnykiv. Starshyi vikova hrupa: Navchalno-metodychnyi posibnyk* [Physical education of preschoolers. Senior age group: Study guide]. Ranok. [in Ukrainian]

246. Shapar, V. B. (2007). *Suchasnyi tumachnyi psykhologichnyi slovnyk* [Modern explanatory psychological dictionary]. Prapor. [in Ukrainian]

247. Shapovalova, O. V. (2019). *Rol simi u doshkilnii osviti: Teoriia i praktyka: Navchalnyi posibnyk* [The role of the family in preschool education: Theory and practice: Textbook]. Redaktsiino-vidavnychi viddil SumDPU imeni A. S. Makarenka. [in Ukrainian]

248. Shevchenko, O. V. (2017). *Aktyvni ihry ta rozvahy: Navchalnyi posibnyk* [Active games and amusements: Study guide]. FOP Ozerov H. V. [in Ukrainian]

249. Shevchuk, A. S. (2018). *Zdorovyi sposib zhyttia ditei doshkilnoho viku: teoriia i praktyka* [Healthy lifestyle of preschool children: theory and practice]. Vydavnytstvo «Mandrivets». [in Ukrainian]

250. Shkrebtiienko, L. P. (2019). *Vykhovannia patriotychnykh pochuttiv u starshykh doshkilnykiv zasobamy khudozhnoi literatury* [Education of patriotic feelings in senior preschool children by means of fiction] (Candidate's thesis). Odesa, Ukraine. [in Ukrainian]

251. Shulha, L. M. (2020). *Formuvannia sotsialnoi aktyvnosti ditei starshoho doshkilnoho viku* [Formation of social activity of senior preschool children]. Vydavnytstvo «Ranok». [in Ukrainian]

252. Shumilova, I. F. (2019). *Ekologichne vykhovannia ditei doshkilnoho viku cherez proektno-doslidnytsku diialnist* [Ecological education of preschool children through project-research activity]. Vydavnytstvo «Osnova». [in Ukrainian]

253. Shutko, V. V. (2016). *Metodyka vykorystannia aktyvnykh ihor: Metodychni rekomendatsii* [Methodology of using active games: Methodical recommendations]. Kryvyi Rih: [Publisher not specified]. [in Ukrainian]

254. Shvets, O. V. (2021). *Patriotychni kvizy ta ihry dlia doshkilnykiv* [Patriotic quizzes and games for preschoolers]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]

255. Shyian, B. M. (2008). *Teoriia i metodyka fizychnoho vykhovannia shkolariv* (Pt. 1) [Theory and methods of physical education of schoolchildren]. Navchalna Knyha-Bohdan. [in Ukrainian]

256. Shyk, L. (2010). *Osnovy bezpeky ditei doshkilnoho viku* [Fundamentals of preschool children's safety]. Vyd. Hrupa «Osnova». [in Ukrainian]

257. Shylo, O. S. (2019). *Psykhologichne blahopoluchchia yak kryterii osobystisnoi zrilosti* [Psychological well-being as a criterion of personal maturity]. In Z. M. Miroshnyk (Ed.),

Osobystisna zrilist yak problema suchasnoi psykholohii (Vol. I, pp. 55–70). Vyd. R. A. Kozlov. [in Ukrainian]

258. Shynkaruk, V. I. (Ed.). (2002). *Filosofskyi entsyklopedychnyi slovnyk* [Philosophical encyclopedic dictionary]. Hryhorii Skovoroda Institute of Philosophy, National Academy of Sciences of Ukraine. [in Ukrainian]

259. Sidenko, O. V. (2020). *Rozvytok emotsiinoi sfery ditei doshkilnoho viku v umovakh inkliuzyvnoho navchannia* [Development of the emotional sphere of preschool children in inclusive education]. Vydavnytstvo «Ranok». [in Ukrainian]

260. Skrypchenko, O. V. (2011). *Zahalna psykholohiia* [General psychology]. Kyiv: [Publisher not specified]. [in Ukrainian]

261. Skrypnyk, T. V. (2019). *Zdoroviazberezhuvalni tekhnolohii dlia ditei doshkilnoho viku* [Health-preserving technologies for preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]

262. Slobodianiuk, O. M. (2021). *Formuvannia patriotychnoi pozytsii ditei doshkilnoho viku* [Formation of patriotic position of preschool children]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]

263. Snahoshchenko, V. (2010). *Profesiina pidhotovka maibutnikh uchyteliv istorii zasobamy muzeinoi pedahohiky* [Professional training of future history teachers by means of museum pedagogy] (Candidate's dissertation abstract). Kyiv, Ukraine. [in Ukrainian]

264. Sokhan, L. V., Yermakova, I. H., & Nesen, H. M. (2003). *Zhyttieva kompetentnist osobystosti: Naukovo-metodychnyi posibnyk* [Life competence of personality: Scientific and methodical guide]. Bohdana. [in Ukrainian]

265. Sokolova, I. M. (2021). *Efektivne spilkuvannia v zakladakh doshkilnoi osvity: Navchalnyi posibnyk* [Effective communication in preschool institutions: Textbook]. Publishing House of Dragomanov National Pedagogical University. [in Ukrainian]

266. Sokurenko, O. O. (2018). *Ekolohichni kazky ta opovidannia dlia doshkilnykiv* [Ecological fairy tales and stories for preschoolers]. Vydavnytstvo «Ranok». [in Ukrainian]

267. Solonska, A. A. (2021). *Vzaiemodii batkiv ta vykhovatelii yak faktor patriotychnoho vykhovannia starshykh doshkilnykiv* [Parent-educator interaction as a factor of patriotic education of senior preschool children] (Candidate's thesis). Kyiv, Ukraine. [in Ukrainian]

268. Solovei, V. M. (2020). *Rozvytok emotsiinoi stiikosti ditei doshkilnoho viku* [Development of emotional stability of preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]

269. Soloviova, L. I. (2002). Volovyi rozvytok dytyny doshkilnoho viku yak chynnyk ii osobystisnoho zrostannia [Will development of preschool child as a factor of her personal growth]. In S. D. Maksymenko & S. Ye. Kulachkovskoi (Eds.), *Aktualni problemy psykholohii* (Vol. IV, Iss. 1, pp. 60–64). Nora-print. [in Ukrainian]

270. Sovhira, S. V., & Honcharenko, H. Y. (2015). Problemy ekolohichnoi bezpeky yak osnovy zhyttyediyalnosti osobystosti v osvitnomu seredovyshchi [Problems of ecological safety as the basis of personality life activity in the educational environment]. In *IV Vseukrainski naukovi chytannia pamiati Serhiia Tereshchuka* (pp. 205–208). FOP Shvets V. D. [in Ukrainian]

271. Spivak, D. M. (2013). Teoretychni pidkhody do vyvchennia problem morali ta moralnoi samosvidomosti [Theoretical approaches to studying problems of morality and moral self-consciousness]. *Naukovyi visnyk*, 2, 170–174. [in Ukrainian]

272. Stanichenko, O. F. (2023). *Vykhovannia chuynosti u ditei doshkilnoho viku* [Cultivation of sensitivity in preschool children] (Doctoral dissertation). Poltava, Ukraine. [in Ukrainian]

273. Stelmakhovych, M. H. (1997). *Teoriia i praktyka ukrainskoho natsionalnoho vykhovannia* [Theory and practice of Ukrainian national education]. IZMN. [in Ukrainian]
274. Stepanov, O. M. (Comp.). (2006). *Psykhologichna entsyklopediia* [Psychological encyclopedia]. Akademvydav. [in Ukrainian]
275. Stoliarov, V. I. (2015). *Teoriia i metodyka suchasnoho fizychnoho vykhovannia: Stan rozvytku ta autorska kontsepts iia: Monohrafiia* [Theory and methodology of modern physical education: State of development and author's concept: Monograph]. Olympic Literature. [in Ukrainian]
276. Stuparyk, B. M. (2010). *Natsionalno-patriotychna osvita: sutnist, problemy, perspektyvy* [National-patriotic education: essence, problems, prospects]. Vydavnytstvo «Prosvita». [in Ukrainian]
277. Sukhar, V. L. (2017). *Oznaiomlennia z sotsialno-predmetnym dovkilliam. Molodshyi vik* [Familiarization with social-subject environment. Junior age]. Vydavnytstvo «Ranok». [in Ukrainian]
278. Sukhar, V. L. (Comp.). (2019). *Ekologichne vykhovannia starshykh doshkilnykiv* [Ecological education of senior preschoolers]. Vyd-vo «Ranok». [in Ukrainian]
279. Sukhomlynsky, V. O. (1976). Iak vykhovaty spravzhniu liudynu [How to raise a real person]. In *Vybrani tvory: U 5 tomakh* (Vol. 2). Rad. shkola. [in Ukrainian]
280. Sukhomlynskyi, V. (1991). Patriotyzm yak tsinnist: Pohliad na istoriiu ta suchasnist [Patriotism as a value: A view on history and the present]. *Shliakh Osvity*, 2, 10–14. [in Ukrainian]
281. Sukhomlynskyi, V. O. (1977). *Sertse viddaiu ditiam* [I give my heart to children]. Radianska shkola. [in Ukrainian]
282. Sukhomlynskyi, V. O. (1977). *Vybrani tvory* (Vol. 4: Pavlyska serednia shkola; Rozмова z molodym dyrektorem) [Selected works]. [Publisher not specified]. [in Ukrainian]
283. Sukhomlynskyi, V. O. (1983). *Vybrani tvory u 5 tomakh. Tom 3* [Selected works in 5 volumes. Vol. 3]. Radianska shkola. [in Ukrainian]
284. Sushchenko, L. P. (1997). *Zdorovyi sposib zhyttia liudei yak ob'ekt sotsialnoho poznannia* [Healthy lifestyle of people as an object of social cognition] (Doctoral dissertation). Zaporizhzhia State University, Zaporizhzhia, Ukraine. [in Ukrainian]
285. Suświłło M.: Muzyka łagodzi pierwsze trudności. „Wychowanie w Przedszkolu” 1993, nr 10. [in Poland]
286. Sviderska, H. M. (2005). Problema chynosti [The problem of sensitivity]. *Sotsialna psykhologhiia*, 3(11), 130–138. [in Ukrainian]
287. Szczotka M., Szewczuk K.: Rodzic partnerem w procesie adaptacji dziecka trzyletniego do przedszkola. W: *Rozwój i wychowanie dziecka w wieku przedszkolnym i szkolnym*. Red. J. Karbowniczek, A. Błasiak, E. Dybowska. Kraków 2015. [in Poland]
288. Tarakanchuk, V. V. (2019). *Formuvannia zdoroviazberezhuvanoi kompetentnosti doshkilnykiv u protsesi fizychnoho vykhovannia* [Formation of health-preserving competence of preschoolers in the process of physical education]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
289. Tatenko, V. (2017). *Metodolohiia subiektno-vchynkovoho pidkhodu: Sotsialno-psykhologichnyi vymir: Monohrafiia* [Methodology of subject-act approach: Socio-psychological dimension: Monograph]. Milenium. [in Ukrainian]
290. Tereshchuk, H. V. (2020). *Patriotychni stsenarii dlia ditei doshkilnoho viku* [Patriotic scenarios for preschool children]. Vydavnytstvo «Ranok». [in Ukrainian]
291. Teslenko, S. O. (2021). *Natsionalno-patriotychnne vykhovannia starshykh doshkilnykiv zasobamy khudozhno-movlennia diialnosti* [National-patriotic education of senior

preschool children by means of artistic and speech activity] (Candidate's thesis). Mykolaiv, Ukraine. [in Ukrainian]

292. Tkach, L. M. (2018). *Ekolohichne vykhovannia ditei doshkilnoho viku v simi* [Ecological education of preschool children in the family]. Vydavnytstvo «Osnova». [in Ukrainian]

293. Tokareva, N. M. (2021). *Rozvytok emotsiinoi kompetentnosti ditei doshkilnoho viku cherez kazku* [Development of emotional competence of preschool children through fairy tales]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]

294. Tolkunkova, I. V., Hryn, O. R., Smoliar, I. I., & Holets, O. V. (Eds.). (2018). *Psykhologhiia zdorovia liudyny* [Psychology of human health]. Kyiv: [Publisher not specified]. [in Ukrainian]

295. Topińska Z.: Organizowanie środowiska wychowującego w przedszkolu. W: M. Kwiatowska, redaktor. Podstawy pedagogiki przedszkolnej. Warszawa 1985.

296. Trofaila, O. V. (2019). *Zdoroviazberezhuvalna diialnist vykhovatelja ZDO* [Health-preserving activity of a preschool educator]. Vydavnytstvo «Ranok». [in Ukrainian]

297. Tsarenko, O. V. (2020). *Patriotychni proekty dlja ditei doshkilnoho viku* [Patriotic projects for preschool children]. Vydavnytstvo «Osnova». [in Ukrainian]

298. Tsvetkova, H. H. (2018). *Ekolohichni busy ta kvizy dlja doshkilnykiv* [Ecological beads and quizzes for preschoolers]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]

299. Tsybuliak, N. Yu. (2011). Psykholohichniy analiz vykhovatelem doshkilnoho osvithnoho zakladu zovnishnikh oznak dytyny pid chas sposterezhennia [Psychological analysis by a preschool educator of the child's external signs during observation]. In V. P. Andrushchenko (Ed.), *Visnyk Instytutu rozvytku dytyny* (Iss. 19, pp. 149–154). Vyd-vo NPU im. M. P. Drahomanova. [in Ukrainian]

300. Tsypluk, A. (2012). Naukovo-pedahohichni osnovy formuvannia vidpovidalnoho stavlennia do zdorovia doshkilnykiv [Scientific and pedagogical foundations of forming a responsible attitude toward health in preschool children]. *Fizychna kultura, sport i zdorova kultura suchasnoho suspilstva*, 4(20), 197–200. [in Ukrainian]

301. Tuhai, V. M. (2015). Moralne vykhovannia molodshykh shkoliariv yak psykholoho-pedahohichna problema [Moral education of junior schoolchildren as a psychological-pedagogical problem]. *Naukovi zapysky*, 41, 459–464. [in Ukrainian]

302. Tyshchenko, S. P. (1990). Rozvytok vnutrishnoho svitu dytyny [Development of the child's inner world]. In L. N. Prokoliienko (Ed.), *Vykhovannia ditei doshkilnoho viku* (pp. 40–82). Radianska shkola. [in Ukrainian]

303. Tytarenko, T. M. (2019). *Psykhologhiia emotsiinoi stiikosti* [Psychology of emotional stability]. Vydavnytstvo «Akademvydav». [in Ukrainian]

304. Ushynsky, K. D. (2004). *Ridne slovo* [Native word]. Folio. [in Ukrainian]

305. Ushynskiy, K. D. (1983). *Vybrani pedahohichni tvory* [Selected pedagogical works]. Radianska shkola. [in Ukrainian]

306. Varyantsia, L. O. (n.d.). *Dytsacha subkultura yak faktor sotsializatsii molodshykh shkoliariv u osvithnomu protsesi* [Children's subculture as a factor of socialization of junior schoolchildren in the educational process] (Candidate's thesis). [University not specified], Ukraine. [in Ukrainian]

307. Varukha, O. V. (2011). Osoblyvosti orhanizatsii rukhovoï aktyvnosti ditei doshkilnoho viku [Features of organizing motor activity of preschool children]. *Naukovi zapysky Nizhynskoho derzhavnoho universytetu imeni Mykoly Gogolia. Psykhologichni ta pedahohichni nauky*, 5, 15–21. [in Ukrainian]

308. Vashak, O. (2006). Simia yak osередok vykhovannia u ditei ekolohichno bezpechnoi povedynky [Family as a center of education of ecological safe behavior in children]. *Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi*, 9, 310–316. Kyiv: [Publisher not specified]. [in Ukrainian]
309. Vashchenko, G. (1994). *Vykhovnyi ideal* [Educational ideal]. Poltava Herald. [in Ukrainian]
310. Vashchenko, H. H. (1994). *Vykhovnyi ideal* [Educational ideal]. Polihrafknyha. [in Ukrainian]
311. Vasylenko, V. M., & Vasylenko, V. V. (2021). Kraieznavstvo yak zasib patriotychnoho vykhovannia molodi [Local history as a means of patriotic education of youth]. In S. V. Dranovska (Ed.), *Kraieznavchi dialohy: Sumshchyna u suviasi tysiacholit* (pp. 31–34). NVV KZ SOIPPO. [in Ukrainian]
312. Vasylieva, L. P. (2020). *Pedahohichna psykholohiia: Spilkuvannia v zakladakh doshkilnoi osvity: Navchalnyi posibnyk* [Pedagogical psychology: Communication in preschool institutions: Textbook]. Osnova. [in Ukrainian]
313. Vdovychenko, R. P., Mykhalchenko, N. V., Shapochka, K. A., Nahorna, I. V., & Trofymchuk, O. S. (2021). Osoblyvosti vykhovannia patriotychnykh pochuttiv u doshkilnykiv na zasadakh pedahohichnoi spadshchyny Vasylia Sukhomlynskoho [Features of patriotic feelings education in preschoolers based on Vasyl Sukhomlynsky's pedagogical heritage]. *Colloquium-journal Pedagogical Sciences*, 27(114), 13–17. [in Ukrainian]
314. Verbytska, P. V. (2021). *Formuvannia ekolohichnoi kultury doshkilnykiv* [Formation of ecological culture of preschoolers]. Vydavnytstvo «Ranok». [in Ukrainian]
315. Verzhikhovska, O. M. (2000). Kontsepts iia hromadianskoho vykhovannia osobystosti v umovakh rozvytku ukrainskoi derzhavnosti [Concept of civic education of personality in the conditions of development of Ukrainian statehood]. *Shliakh osvity*, 3, 7–17. [in Ukrainian]
316. Vilchkovskyi, E. S. (2019). *Teoriia i metodyka fizychnoho vykhovannia ditei doshkilnoho viku* [Theory and methods of physical education of preschool children]. Vydavnytstvo «Slovo». [in Ukrainian]
317. Vilchkovskyi, E. S., & Kurok, O. I. (2004). *Teoriia i metodyka fizychnoho vykhovannia ditei doshkilnoho viku: Pidruchnyk* [Theory and methodology of physical education of preschool children: Textbook]. Universytetska Knyha. [in Ukrainian]
318. Vilchkovskyi, E. S., Volchynskyi, A. Ya., & Shvardovska, O. O. (2023). *Fizychnyi rozvytok ta zmitsnennia zdorovia ditei doshkilnoho viku: Metodychni rekomendatsii* [Physical development and strengthening of health of preschool children: Methodical recommendations]. Lesya Ukrainka Volyn National University. [in Ukrainian]
319. Vitchenko, A., Lysenko, L., & Voiedilova, O. (2023). Analiz formuvannia tsinnisnykh oriantatsii pochatkovoshkilnykh ditei do vlasnoho zdorovia ta zdorovia inshykh [Analysis of the formation of value attitudes of primary school children towards their own health and the health of others]. *Visnyk Natsionalnoho universytetu «Chernihivskiy kolehium» imeni T. H. Shevchenka. Seriia: Pedahohichni nauky*, 20(176), 183–187. [in Ukrainian]
320. Vodolazska, T. V. (2012). Model dobrozychlyvoho do ditei osvitnoho seredovyscha [Model of child-friendly educational environment]. *PostMetodyka*, 5(108). [in Ukrainian]
321. Voitova, L. V. (2011). Formy orhanizatsii kraieznavchoi roboty v zahalnoosvitnykh navchalnykh zakladakh Ukrainy (20–30-ti roky XX stolittia) [Forms of organization of local history work in general education institutions of Ukraine (1920s-1930s)]. In T. I. Sushchenko (Ed.), *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh* (Iss. 13/66, pp. 15–20). Zaporizhzhia: [Publisher not specified]. [in Ukrainian]

322. Volnova, L. M. (2016). *Profilaktyka deviantnoi povedynky pidlitkiv: Osvitnii ta metodychnyi posibnyk* (2nd ed., Pt. 2) [Prevention of deviant behavior in teenagers: Educational and methodical manual]. Kyiv: [Publisher not specified]. [in Ukrainian]
323. Vynogradov, P. H. (2020). *Patriotychni vykhovni hodyny dlia doshkilnykiv* [Patriotic educational hours for preschoolers]. Vydavnytstvo «Osnova». [in Ukrainian]
324. Wagennik, O. M. (Ed.). (2020). *Muzeiezhnavstvo v zakladyakh osvity: Metodychni rekomendatsii* [Museum studies in educational institutions: Methodical recommendations]. Zaporizhzhia: [Publisher not specified]. [in Ukrainian]
325. Winnicott D.W.: Dziecko, jego rodzina i świat. Warszawa 1996. [in Poland]
326. Yarmachenka, M. D. (Ed.). (2001). *Pedahohichnyi slovnyk* [Pedagogical dictionary]. Pedahohichna dumka. [in Ukrainian]
327. Yarmachenko, M. D. (Ed.). (2001). *Pedahohichnyi slovnyk* [Pedagogical dictionary]. Pedahohichna dumka. [in Ukrainian]
328. Yaroshenko, O. H. (2018). *Zdoroviazberezhuvalni tekhnolohii v inkluzyivnomu seredovyshchi ZDO* [Health-preserving technologies in the inclusive environment of preschool institutions]. Vydavnytstvo «Vydavets Kyryliuk». [in Ukrainian]
329. Yarysheva, N. F. (2008). *Metodyka oznaiomlennia ditei z pryrodou* [Methodology of familiarizing children with nature]. Vyshcha shkola. [in Ukrainian]
330. Yelik, A. V. (2021). Pryiomy stymuliatsii movlennievoi aktyvnosti u ditei doshkilnoho viku z porushenniam movlennievoho rozvytku [Techniques for stimulating speech activity in preschool children with speech development disorders]. *Mahisterski studii: Almanakh*, 21, 229–231. [in Ukrainian]
331. Żuchelkowska K.: Dojrzałość dziecka 3-letniego do rozpoczęcia edukacji przedszkolnej. W: Pedagogika przedszkolna. Oblicza i poszukiwania. Red. M. Magda-Adamowicz, A. Olczak. Toruń 2014. [in Poland]

ISBN 978-83-68480-16-0
<https://doi.org/10.58246/MUIJ6628>