

THEORETICAL AND METHODOLOGICAL ASPECTS OF IMPLEMENTING PRESCHOOL EDUCATION: NATIONAL CHALLENGES AND EUROPEAN INTEGRATION PERSPECTIVES

Collective Monograph

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In this collective monograph, the lecturers of the Department of Preschool Education of Nizhyn Mykola Gogol State University, in co-authorship with Polish colleagues, present materials integrating the results of analysis of modern research by Ukrainian and foreign scholars in the field of contemporary preschool education of Ukraine in the context of integration into the European educational space.

The monograph is devoted to the analysis of current problems of upbringing and development of preschool children and modern aspects of training future preschool education specialists in higher education institutions, in particular: the development of emotional culture in early childhood; the formation of artistic and speech competence in older preschoolers through children's literature; the peculiarities of developing social activity in preschool children; consideration of socialization specifics of older preschoolers in preventing negative behaviour before entering school; the specifics of professional training of future preschool education specialists for fostering independence in older preschool children of different sexes; ensuring the readiness of future teachers to use LEGO technologies in working with preschool children.

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PREFACE

The rapid pace of transformational change, globalization, digitalization, Ukraine's integration into the European educational space, and the internationalization of contemporary life amid current challenges associated with the war and large-scale migration processes require the consolidation of modern scientific efforts aimed at updating theoretical and methodological approaches to urgent issues in the field of preschool education and to the training of future specialists for professional activity in preschool educational institutions.

National educational and pedagogical transformations occur within the broader context of global civilizational changes driven by worldwide globalization processes, the widespread adoption of new educational technologies, and modern information and communication tools. This determines the dynamic development of Ukraine's educational space and its orientation toward integration into the European educational environment.

Today, the criteria for assessing the quality of education in Ukraine, particularly higher education, include its internationalization, participation in joint international projects, overseas internships for academic staff, the provision of external academic mobility for students, publications in foreign academic outlets, and other important forms of international cooperation.

European scholars identify the following characteristics of modern global education: mobility, innovation, informatization and ICT development, inclusion, distance learning, and adult education. Statistical data also confirm the upward trends: the number of students in EU countries increased by 12% from 2019 to 2021, primarily due to entrants from highly developed countries. Student mobility shows similar growth, increasing by 8% for bachelor's students and by 19% for master's students.

According to domestic and foreign researchers, contemporary education is characterized by:

- the transition from elite education to high-quality education for all;
- the strengthening of intergovernmental cooperation in the field of education;
- the enhancement of a student-centered model of organizing the educational process and its content through the expanded block of humanities-oriented disciplines;
- significant innovations while preserving national traditions and the national identity of countries and regions.

The impact of global trends is making the educational space multicultural, socially oriented toward the development of the individual and civilization as a whole, more open to forming an international educational environment, and supranational in the nature of knowledge and forms, through which young people are introduced to global values. Therefore, the processes of modernizing the national education system create favorable conditions for personality development, harmonious growth, realization of creative potential, and the ability to learn and improve throughout life.

In preparing the sections of the monograph, the team of authors relied on the key provisions of important state documents in the field of education and preschool education in Ukraine, namely: the State National Program “Education” (Ukraine of the 21st Century); the National Program “Children of Ukraine”; the Law of Ukraine “On Education”; the Law of Ukraine “On Preschool Education”; the Basic Component of Preschool Education of Ukraine; the Law of Ukraine “On Higher Education”; the Higher Education Standards for specialty 012 Preschool Education for the first (bachelor's) and second (master's) levels of higher education; the Professional Standards “Preschool Teacher” and “Head (Director) of a Preschool Institution”.

These regulatory documents form the foundation for the methodology of modern Ukrainian education, which is based on student-centered, competency-based, axiological, acmeological, cultural, and humanistic approaches. Priority in the development and upbringing of the individual is given to the principles of child-centeredness, individualization, and differentiation, as well as the use of innovative methods of working with preschool children. These principles are essential requirements of the time, a social demand, and an objective necessity.

The monograph is prepared by the faculty of the Department of Preschool Education of Nizhyn Mykola Gogol State University in co-authorship with Polish colleagues from the International Academy of Applied Sciences in Łomża, who for the second year have been partners in international cooperation between the institutions of higher education. The materials of the monograph are based on an analysis of modern Ukrainian and foreign scientific literature on current issues of preschool child development and upbringing, as well as contemporary aspects of training future preschool education specialists in higher education institutions.

The monograph presents the scientific contributions of modern researchers on relevant and insufficiently explored psychological and pedagogical aspects of preschoolers' upbringing and development, as well as the preparation of future preschool education specialists in higher education institutions in Ukraine and Poland.

The monograph consists of seven sections.

In Section 1 **«EMOTIONAL CULTURE: PHENOMENOLOGY AND FEATURES OF DEVELOPMENT IN PRESCHOOL CHILDHOOD»** attention is focused on the importance of developing emotional culture in preschool childhood as a key factor in personal formation and real-life growth. The content of the core category is clarified, and the specificity of manifestation and the dynamics of the development of emotional culture as a regulator of behavior in older preschool age are defined. Criteria and indicators for assessing this quality in children aged 5-7 are presented. The author's classification of the levels of emotional culture development in preschoolers is described, comprising high, medium, and low levels. The characteristics of consciousness and behavior typical for each level are outlined, and

the dominant personality orientation is identified. Pedagogical conditions and a technology for optimizing the cultivation of emotional culture in preschool education institutions are developed. The need for further research in this area with children aged 5–7, their parents, and preschool educators is emphasized.

In Section 2 «**THE FORMATION OF ARTISTIC AND SPEECH COMPETENCES IN OLDER PRESCHOOLERS THROUGH THE CHILDREN'S LITERATURE**» the relevance of developing artistic and speech competence in older preschoolers through children's literature is substantiated. An analysis of recent studies and publications is provided, indicating that this issue is explored from various perspectives and remains of interest to both researchers and practitioners in the field of preschool education, which necessitates a comprehensive approach to its solution. The authors analyze the key concepts and present research and experimental work aimed at developing artistic and speech competence in older preschool children through children's literature.

In Section 3 «**THE ESSENCE AND FEATURES OF FORMING SOCIAL ACTIVITY IN PRESCHOOL CHILDREN**» the essence and significance of the concept of social activity in preschool-age children are revealed. Various scientific approaches to defining this concept are analyzed and examined. At the theoretical level, factors that directly influence the development and formation of social activity in preschoolers are considered. The specific characteristics of social activity at each stage of preschool childhood are identified, and the dynamics of its development are explored. It is established that the level of social competence affects the manifestation of social activity. The features of the process of developing social activity in preschool children are analyzed and clarified. In particular, the role of play activity—as the leading activity during the preschool period—and the creation of an educational and developmental environment that is maximally conducive to fostering social activity are emphasized.

Section 4 «**FEATURES OF PROFESSIONAL TRAINING OF FUTURE PRESCHOOL EDUCATION SPECIALISTS FOR FOSTERING INDEPENDENCE IN CHILDREN OF OLDER PRESCHOOL AGE OF DIFFERENT GENDERS**» is devoted to the issue of fostering independence in older preschoolers of different genders. It substantiates the relevance of preparing future educators for developing independence in older preschool children, highlights the specifics of gender differentiation in this process, and analyzes the concept of independence as presented in the works by modern researchers. The theoretical and methodological foundations for forming the readiness of future preschool education specialists to foster independence in older preschoolers are characterized based on the analysis of studies by prominent scholars. Pedagogical conditions for developing future

specialists' readiness to foster independence in children of different sexes are identified.

Section 5 «**ENSURING THE READINESS OF FUTURE TEACHERS TO USE LEGO-TECHNOLOGY IN WORKING WITH PRESCHOOL CHILDREN**» reveals the essence and specific features of preparing future educators to apply LEGO technology in work with preschoolers. Attention is drawn to the need to create conditions for training highly qualified preschool educators capable of implementing educational innovations and innovative technologies in preschool institutions. The theoretical analysis of research related to the development of this topic is conducted. Key concepts are substantiated, and the theoretical aspects of future educators' readiness for professional activity and implementation of innovative technologies are outlined, forming the basis for defining the concept of "readiness of future educators to use LEGO technology in working with preschool children." The structure of future educators' readiness for professional activity, as defined by various scholars, is analyzed. Three pedagogical conditions ensuring readiness to use LEGO as an innovative technology in the work with preschoolers are identified and briefly substantiated. They are focusing on the innovation- and technology-oriented pedagogical practice, increasing professional readiness to use LEGO through self-education and self-improvement, and enriching selected educational components of the curriculum with themes, questions, and tasks related to LEGO technology.

Section 6 «**CONSIDERING THE PECULIARITIES OF SOCIALIZATION OF OLDER PRESCHOOLERS FOR PREVENTION OF THEIR NEGATIVE BEHAVIOR BEFORE ENTERING SCHOOL**» is dedicated to analyzing psychological and pedagogical research on the specific features of the main types of socialization in older preschool children—spontaneous, relatively guided, relatively socially controlled, and conscious.

The risks of spontaneous socialization in the emergence of negative behavior in preschoolers—as an initial stage and a form of behavioral deviation—are substantiated. Directed and relatively guided socialization is examined in the context of preventing behavioral deviations in older preschoolers before school entry.

The role of children's play activities and successful adaptation to an educational institution is detailed as pedagogical conditions for implementing directed and relatively guided socialization to prevent negative behavior in the period preceding school enrollment.

Section 7 «**STUDY ON LIANG QICHAO'S THOUGHTS ON CHINESE LANGUAGE EDUCATION**» is about Liang Qichao, who was a prominent enlightenment thinker and educator in modern China. His educational philosophy, developed through his extensive educational practice, integrates Chinese traditional culture with Western modern culture, marking a pioneering contribution to the history

of modern Chinese education. Liang Qichao proposed an educational view that emphasizes the integration of intellectual, emotional, and aesthetic education, centered on modern personality development, with the goal of strengthening the nation and improving the people. This perspective reflects his commitment to enhancing the overall quality of individuals and his human-centered educational philosophy. Not only does it fundamentally transform traditional Chinese educational thought but also offers valuable insights for contemporary education. Reflecting on today's education, most schools overemphasize intellectual, exam-oriented, and college entrance education, while neglecting the quality education that focuses on personal development. Education, at its core, is about the development of an individual, and Chinese language education, in particular, serves as the foundation for all educational efforts. Based on the human-centered approach as its most significant feature, the thesis systematically explores Liang Qichao's thoughts on Chinese language education, delving into their unique and profound meanings, and revealing their implications and value for contemporary Chinese language teaching.

Thus, the monograph highlights materials addressing the training of preschool education specialists in several complex and still insufficiently explored areas, such as the development of artistic and speech competence in older preschool children through children's literature; the formation of social activity and social competence in preschoolers as a condition for preventing negative behavior; the professional preparation of future preschool education specialists for fostering independence in older preschool children of different genders; and the readiness of educators to use LEGO technologies in the educational process of preschool institutions.

EMOTIONAL CULTURE: PHENOMENOLOGY AND FEATURES OF DEVELOPMENT IN PRESCHOOL CHILDHOOD

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Abstract. *This section focuses on the importance of developing emotional culture in early childhood as an important factor in personal development and growth. The content of the leading category is clarified, and the specifics of the manifestation and dynamics of the development of emotional culture as a regulator of behaviour in older preschool age are determined. Criteria and indicators for assessing the studied quality in children aged 5-7 are presented. The author's classification of the level of development of emotional culture in pre-schoolers is characterised, which includes: high, medium and low levels. The features of the development of consciousness and behaviour of representatives of each level are revealed, and the dominant orientation of the personality is characterised. Pedagogical conditions and technology for optimising the development of emotional culture in preschool education institutions are developed. The need for further research in this area with children aged 5-7, their parents, and preschool teachers, is highlighted.*

Key words: *emotional culture, consciousness and behavior of preschoolers, optimization of emotional culture, levels of development of emotional culture of preschool children.*

INTRODUCTION

The problem of forming emotional culture in an individual is complex and important for science and pedagogical practice, serving as an indicator of one's effective functioning and self-realisation in society. Emotional culture implies an

individual's desire for self-improvement, for developing the ability to respond appropriately and with dignity to various events, phenomena, results of activities, and actions of others.

The foundations of emotional culture are laid in preschool childhood, so its study requires considerable attention from psychologists and educators. The Basic Component of Preschool Education in Ukraine states that the emotional development of a child in the first six (seven) years of life significantly affects their social competence, need and ability to establish constructive relationships with adults and peers, and that emotional experience is an important component of proper personal development.

Leading experts note that emotional culture, as the cultivation of emotions, is evidenced by a preschool child's ability to perceive, respond appropriately, control and regulate their emotional states; their sensitivity and responsibility for their own experiences, reactions and actions towards themselves and others. The issue of fostering emotional culture in older preschool children is relevant given that it is during this age that they actively develop their interaction with the environment and form relationships with peers and adults.

Unfortunately, in modern preschool pedagogy, attention is paid more to the rational-logical side of personality development rather than to the sensual-emotional side. Only the coordinated functioning of the emotional and intellectual spheres in close unity can ensure the success of a person's life. Contemporary psychological and pedagogical research in Ukraine lacks studies devoted to the emotional development of children aged 5-7.

EMOTIONAL CULTURE AS AN INDICATOR OF A CHILD'S PERSONALITY DEVELOPMENT

The emotional development of the personality at different stages of ontogenesis has been the subject of attention of a considerable number of scientists, thanks to which: the phenomenology of the emotional and sensual sphere of the personality has been substantiated; the connection between the emotional sphere of the child and

interpersonal relationships has been revealed; the physiological aspects of emotions and feelings have been studied; the influence of adults on the development of the emotional sphere of the personality has been characterised; the peculiarities of the emotional and sensual development of preschool children have been characterised; the theoretical foundations have been substantiated and approaches to the formation of the emotional culture of pre-schoolers have been generalised; the peculiarities of humanistic education of preschool children have been revealed.

As leading psychologists point out, emotions cannot be separated from personality. Everything that a child rejoices in, everything that makes them sad, everything that excites them characterises their essence, their character, their personality, their individuality. I. Bekh distinguishes three interrelated but distinct spheres in the emotional manifestations of personality: organic, material and moral-spiritual. He associates the organic sphere with a person's affective and emotional sensitivity; the material sphere with their objective feelings and various activities; and the moral and spiritual sphere with worldview feelings related to moral values, a person's attitude towards the world and themselves, the social life.¹

According to O. Kononko, an essential point related to the personal aspect of emotions is that a person as an individual is characterised by a certain system and dynamics of experiences inherent to them. Human feelings express the attitude of the personality towards itself and its environment, characterise its motives, and higher feelings display moral values, in particular receptivity and moderation. A perceptive child is consistent in their goals, correlates their decisions and actions with moral and spiritual orientations, and deeply experiences deviations in behaviour and actions (their own and those of others) from moral norms.²

According to O. Oliynyk's approach, the emotional culture of a person is an integral category, a complex personal phenomenon in terms of the content and structure, which requires in-depth analysis and clarification. The author confirms the

¹ Bekh I. D. Emotsiina sfera osobystosti yak prostir dii pryiomiv psykhokorektsii /Osobystist u siaivi dukhovnosti: monohrafiia. Kyiv-Chernivtsi. Bukrek. 2021. P. 101-114 [In Ukrainian].

² Kononko O. L. Naiholovnishe „pohoda» vdoma, abo yak sformuvaty emotsiinu spryiniatlyvist i chutlyvist. *Vykrovatel-metodyst doshkilnoho zakladu*. 2017. №5. P. 32-40 [In Ukrainian].

need to improve emotional culture for the successful functioning of the individual in modern society. As noted by this expert, the state of existing pedagogical practice indicates a lack of systematic work on the cultivation of emotional culture, or is characterised by episodic, vague solutions. This approach to the problem is explained by a shift in emphasis from the emotional and sensual to the intellectual, which does not coincide with the established views of scientists about the dominance of the emotional and sensual component of personal growth in early childhood.³

As L. Hrusha notes, emotional culture is defined as a complex of phenomena that attest to the development and improvement of emotional life in early ontogenesis. According to the author, emotional culture is a holistic dynamic personal formation, which involves the development of a system of knowledge about emotions, mastery of methods for their analysis and management, the ability to respond adequately to events and people, the ability to verbalise human emotions, to be emotionally open, and to be capable of showing emotional empathy.⁴

According to N. Shulha, the concept of 'emotional culture' is used by scientists in two senses – broad and narrow. In the first case, it refers to the general sphere of activity, which is regulated by socially accepted norms and influences the personality as a whole. In the second case, experts mean the subject's awareness of their own and others' emotions, the value differentiation of emotional states, and the emotional self-regulation of behaviour and activity.

The author mentioned above suggests using a three-dimensional component structure of emotional culture: the cognitive component characterises a person's knowledge of the world of emotions; the behavioural component includes a system of skills and abilities for communicating with the emotional world of other people and one's own; the value-semantic component defines a system of positive attitudes towards emotions and feelings (both one's own and those of others). N. Shulha considers the following to be the main criteria for assessing the development of

³ Oliinyk O. Stratehiia kultyvatsii emotsiinoi kultury yak kliuchova innovatsiina ideia formuvannia tsinnisnykh potreb dytynt. *Pedahohichna osvita: teoriia i ppraktyka*. 2019. Vol. 2. №26. P. 281-286. [In Ukrainian]

⁴ Hrusha L. O. Pedahohichni umovy vykhovannia emotsiinoi kultury ditei molodshoho shkilnoho viky: avtoref. dys. k.p.n., 2009. 22 p. [In Ukrainian].

emotional culture: the ability to differentiate the emotional sphere, recognise the value of emotional experiences, demonstrate flexibility in emotional reactions, resistance to stress, empathy, and mastery of various means of emotional self regulation.⁵

As I. Melnychuk notes, disturbances in the cognitive component of the emotional structure of the personality lead to an inability to recognise people's experiences, a lack of understanding of one's own emotions, an inability to predict emotional reactions and project reasonable ways of behaving, and to draw up an effective plan of action. This has a negative impact on the internal and external self-regulation of the personality. The author considers the following to be the most significant disruptions to the behavioural component of a person's emotional culture: inability to resist manipulation by others, high emotional contagion; inability to adequately express one's emotions, verbalise them; inability to positively influence one's own experiences and negative emotional states, regulate the intensity of emotional reactions.⁶

N. Trofaila characterises the consequences of disturbances in the value-semantic component of emotional culture: disturbances in the child's system of attitudes towards the emotions and feelings of other people; disturbances in the individual's attitude towards their own emotional world; underestimation of the importance of the 'I', self-esteem and respect for other people; inability to make optimal use of one's own emotions; lack of desire to help other people.⁷

Researcher of emotional culture N. Tarnavska believes that a high level of development of this phenomenon is ensured by the holistic formation of a number of components, in particular: sociocultural, behavioural, emotional, motivational, ethical and moral. The latter, according to the author, are objectified in such structural elements as reliance on one's own moral principles when choosing emotions; correspondence of experiences to the requirements that a person sets for themselves;

⁵ Shulha T. V. Emotsiina kultura suchasnoho fakhivtsia doshkilnoi osvity. *Zasoby navchalnoi ta naukovo-doslidnoi roboty*. 2019. №52. P. 36-52 [in Ukrainian].

⁶ Melnychuk I. V. Heneza emotsiinykh osoblyvostei u suchasnykh ditey. *Nauka i osvita*. 2002. №5. P. 42-44 [in Ukrainian].

⁷ Trofaila N. D. Emotsiiniyi rozvytok ditei doshkilnoho viku. *Naukovyi visnyk Mykolaivskoho derzhavnoho universytetu imeni V. O. Sukhomlynskoho. Ser. Pedahohichni nauky*. 2014. Vyp. 1.45. P. 155-158 [in Ukrainian].

correspondence of emotional reactions to age characteristics; awareness of one's own emotional reactions; their adequacy and compliance with sociocultural norms.⁸

In studying emotional culture, experts pay particular attention to the concept of 'emotional mood.' According to T. Yeromina's definition, emotional mood, unlike emotional response, involves a person's prolonged reaction to a phenomenon, event, activity, or action. The author considers mood to be a stable state of positive emotional response and notes that it can be both positive and negative. The expert finds not only the general psychological attitude but also the duration of its realisation as a determining factor.⁹

The psychological and pedagogical studies analysed above confirm the importance of improving emotional culture for the competent functioning of the individual in society. Given that the foundations of emotional culture are laid in early childhood, it is advisable to study the peculiarities of the formation and development of this personal phenomenon in early ontogenesis, to analyse approaches to the problem of educating elementary forms of emotional culture in the first six (seven) years of life.

FEATURES OF EMOTIONAL SPHERE DEVELOPMENT DURING PRESCHOOL AGE

In modern preschool psychology and pedagogy, the problem of children's emotional development is rightly recognized as one of the most prioritised. This is primarily due to the fact that emotions remain the leading psychological process throughout preschool childhood, connecting the growing personality with the world. Summarising the approaches to the problem of emotional development in preschoolers by various specialists, we can conclude that there is a tendency towards its complication and

⁸ Tarnavskaya N. P. Emotsiino-rozvyvaiuchyi prostir doshkilnyka u doshkilnomu navchalnomu zakladi ta rodyni [In Ukrainian]. Lichnost v edinom obrazovatelnom prostranstve: Sbornik nauchnykh statei I Mezhdunarodnogo obrazovatelnogo foruma (g. Zaporozhe, 5-7 maia 2010 goda). Chast 2 Konferentsii «Detstvo v sovremenном мире: первые 7 лет и вся жизнь», «Информационно-коммуникативное пространство как новая среда личности» [In Russian]. Vyd-vo «LIPS». 2010. P 201-206 [in Russian].

⁹ Yeromina T. Rozvytok sotsialno-emotsiinoi adaptivnosti I kompetentnosti u ditei z porushenniamy movy yak osnovy emotsiinoi kultury //Mizhnarodnyi osvitniy portal. 2013, p. 1-8, [in Ukrainian].

enrichment, which plays an important role in the process of a child's socialisation. It is precisely in preschool age that it is necessary to organise the child's life in such a way as to develop their emotional receptivity, sensitivity, and elementary forms of emotional culture, and to prevent manifestations of indifference and emotional deafness.

Approaches to studying the phenomenon of emotional culture and the peculiarities of its formation and development in early childhood are based on general theoretical principles of personality, in particular on such aspects as: psychological foundations of personality formation in preschool children (I. Bekh, O. Kononko, T. Pirozhenko); the specifics of the formation of moral feelings in early ontogenesis (O. Kulchytska, I. Sikorskyi, V. Sukhomlynskyi); the emotional relationships of children with adults and peers (S. Kulachkivska, I. Savchenko, T. Tytarenko); ideas of humanistic education of preschoolers (I. Dychkivska, T. Ponimanska, Y. Prykhodko); fundamental principles of the development of the inner world of preschool children (M. Papucha, S. Tyschenko).

One of the few specialists who has studied the phenomenon of emotional culture and the peculiarities of its development in preschool and early school age is L. Hrusha. This researcher understands emotional culture as a personal formation represented by the meaningfulness of emotions, the range of experiences, and a stable focus on socially accepted ways of expressing them. This author characterises the structure of emotional culture through the unity of the *cognitive* (a set of ideas and knowledge about basic emotions, their expression, socially acceptable ways of manifestation, and their role in establishing harmonious relationships); *value-based* (interest in the emotional aspect of life, assessment of one's own ability to regulate emotional reactions, orientation of emotional manifestations towards moral values and norms); *activity-based* (the ability to use socially acceptable and approved forms of emotional expression) *components*.

The comprehensive research methodology applied by L. Hrusha was aimed at diagnosing the state of formation in children of the specified age of ideas about emotions, needs for their cultural expression, typical behaviour in stressful situations, and acquired emotional experience. The author identified five types of emotional

culture: unbalanced-indifferent, balanced-situational, unbalanced-stable, unbalanced-situational, and balanced-stable. According to her data, two-thirds of children aged 6-7 are characterised by insufficient breadth and depth of knowledge about emotional life (both that of others and their own); more than a third of the subjects of this age are distinguished by a discrepancy between their knowledge and actual behaviour.¹⁰

When studying the problem of emotional culture education in older preschoolers, it is advisable to take into account that the main direction of emotional development in preschoolers remains the emergence of the ability to control emotions and feelings, i.e., the voluntary nature of their behaviour. As S. Fir notes, in older preschool age, feelings become more rational, children learn moral norms and relate their actions to them, experiences become more stable and profound, and higher feelings – moral, aesthetic, and cognitive begin to form. Children aged 5-7 develop compassion, care for family and loved ones, a sense of duty, a willingness to help, and sensitivity. Children distinguish emotional states by their external manifestations – facial expressions, gestures, postures, movements – and convey different emotional states in their play. All types of activity contribute to the development of emotions and feelings, especially communication with adults and peers.¹¹

According to research by L. Lisova, studying the problem of social and emotional development in preschool children is relevant. The author understands this to mean a child's ability to recognise their own emotions and those of others, and to possess the skills of social interaction and communication with adults and peers. According to the expert, preschool age is a sensitive period for the development of moral qualities such as empathy, compassion, social responsibility, the ability to put oneself in another person's shoes, and build humane relationships. According to L. Lisova, an important role in social and emotional development is played by adequate

¹⁰ Hrusha L. O. Vyznachennia efektyvnosti eksperimentalnoi roboty z vykhovannia emotsiinoi kultury ditei 6-10 rokiv/ L. O. Hrusha// Teoretyko-metodychni problemy vykhovannia ditei ta uchelnivskoi molodi: zb. nauk. pr./red. I. D. Bekh ta in. Kamianets-Podilskyi: Vydavets Zvoleiko D. H. 2009. Vyp.13. B.1.P.199-209 [In Ukrainian].

¹¹ Fir S. Scho take emotsiinyi intelekt i yak yoho rozvyvaty na muzychnykh zaniattiakh. *Spetsializovanyi zhurnal Muzychnyi kerivnyk*. 2017. №10. P. 20-27 [In Ukrainian].

self-esteem, the ability to avoid and peacefully resolve conflicts, regulate one's own emotions and reactions, and refrain from negative manifestations.¹²

As N. Ismailova notes, social development is a child's ability to communicate, cooperate, work together with relatives, and then with children and adults, as well as to master knowledge of social norms. Emotional development means that a child understands the feelings of others, correctly expresses their own feelings and regulates them. Children aged 5-7 are characterised by unstable emotional moods and high sensitivity. During this age period, social and emotional qualities develop together. Through social and emotional development, children form a positive attitude towards people, kindness, care, mutual assistance, compassion, peaceful conflict resolution, etc.¹³

According to the approach of V. Kiseleva-Savrasova, the process of forming emotional culture in preschoolers is based on humanistic-cultural and personality-oriented paradigms of the educational process and is aimed at enriching children's knowledge about human emotions, the reasons for their occurrence and ways of expressing them; developing their ability to analyse, regulate and verbalise them; fostering emotional openness and empathy as basic personality traits.¹⁴

According to the research by J. Moore-Mallinos, it is extremely important to teach preschoolers to distinguish between emotions, feelings, sensations, states and moods. The author draws the attention of the growing personality to the fact that there are positive feelings (feelings of happiness, joy, elation, surprise) and negative feelings (sadness, anger, irritation). And they are experienced by people in different ways. The expert considers it necessary to teach preschoolers to distinguish between boredom and a playful mood, to instil skills of emotional self-regulation, and to train the ability to express their emotions in a culturally appropriate manner in children.¹⁵

¹² Lisova L. Osoblyvosti i znachennia emotsiinoho rozvytku ditei doshkilnogo viku dlia sotsialnoi adaptatsii // Naukovi pratsi Mizhrehionalnoi Akademii upravlinnia personalom. Psykholohii. 2024. №4 (65). P.35-38 [in Ukrainian].

¹³ Ismailova N. Sposoby formuvannia sotsialno-emotsiinoho rozvytku u ditei doshkilnogo viku. *Naukovo-teoretychnyi almanakh Hrani*, 26 (3) 2023. P. 176-181 [in Ukrainian].

¹⁴ Kyseleva-Savrasova V. Emotsii. Dyvohra. 2024. P. 32 [in Ukrainian].

¹⁵ Mur-Malynos Dzh. Bezlich emotsii. Shcho oznachaiet kozhna? Kh.: Ranok. 2018. P. 52 [in Ukrainian].

The manual, designed for teachers in pre-school education institutions and aimed at finding ways to create a world of high emotional culture around children, deserves attention. I. Malodushkina emphasises that in times of crisis and with the fast pace of everyday life, the role of emotional sensitivity, cultural responsiveness and self-control in society is growing. Teachers' focus on developing children's intellectual abilities leaves their experiences and states of mind unattended. The main tasks of emotional development are defined as: expanding children's understanding of emotions such as joy, sadness, surprise, fear, resentment, envy, guilt; drawing attention to themselves, their emotions and experiences; developing the ability to adequately express their feelings; and forming emotional self-regulation.¹⁶

As O. Vovchyk-Blakytna emphasises, raising an emotionally developed pre-schooler and nurturing their experiences and feelings, remains an important task, in a sense even more important than educating the mind. After all, it is the emotional attitude to the surrounding world that will determine the purposes for which the knowledge and skills acquired by the child will be used. Unfortunately, with the start of school education, there is a tendency to focus on the intellectual development of the child, while neglecting the proper development of their emotional sphere. This can lead to a noticeable increase in neurotic manifestations and a number of psychosomatic illnesses among children. The number of healthy pre-schoolers is rapidly declining today, while pathological conditions are accumulating at an early age. Instead of the necessary amplification of the development of a preschool child, we are faced with constant attempts to accelerate their mental development, which is groundlessly equated with intellectual development.¹⁷

It is important to ensure a balance between the emotional and intellectual development of a growing personality, to direct pedagogical efforts towards the development of emotional receptivity, sensitivity, and the formation of tolerance and humanity. As noted by T. Ponimanska, O. Kozliuk, and H. Marchuk, fostering

¹⁶ Zahadkovyi svit emotsi. Rozvytok emotsiinoi sfery doshkilnyk / Uporiadnyk I. V. Malodushkina. 2nd ed. Kh.: Vyd.hrupa «Osnova». 2011. P. 208 [in Ukrainian].

¹⁷ Vovchyk-Blakytna O.O. Suchasnyi doshkilnyk: osoblyvosti emotsiinoho rozvytku. *Obdarovana dytyna*. 2007. №4. P. 23-37 [in Ukrainian].

humanity in preschool children as a basic personality trait requires broadening their understanding of its meaning and significance in life, improving their experience of humane behaviour, promoting their awareness of basic moral and spiritual rules and commandments, and forming a need to do good.¹⁸

According to O. Kononko's scientific position, the relevance of the problem of the development of the emotional sphere in pre-schoolers in general, and sensitivity as a basic personality trait in particular, is due to the lack of domestic research in this area. Sensitivity is indirectly considered by specialists in the context of emotional and moral education, but is not the subject of special attention. The author defines sensitivity as a sensitive, attentive attitude towards people, which manifests itself in the ability to quickly and correctly assess the mood and state of another person and come to their aid in difficult moments. Defining sensitivity as a cultural phenomenon, the expert emphasises that it is not enough to refrain from bad deeds; it is important to initiate support and assistance to those who need it.¹⁹

Realising that in early childhood emotions are the leading mental process, which is extremely important for personality formation, an experiment was conducted to determine the characteristics of the development of emotional culture in older preschool children.

ANALYSIS OF DATA FROM EXPERIMENTAL RESEARCH ON THE EMOTIONAL CULTURE OF CHILDREN AGED 5-7

Based on an analysis of literary sources, we defined emotional culture as an individual's desire to consciously relate to their own experiences and feelings, respond appropriately to various life situations, regulate their emotional states, and refrain from displaying negative emotions, aggressive behaviour, and offensive words towards others. During the ascertaining experiment, the degree of emotional culture

¹⁸ Ponimanska T. I., Kozliuk O.A., Marchuk H.V. Vykhovannia liudianosti: Metodychnyi posibnyk. K.: Milenium. 2008. P. 138 [in Ukrainian].

¹⁹ Kononko O. L. Dianostyka i vykhovannia chuinosti doshkilnyka/ Sotsialno-moralne vykhovannia doshkilnyka: doslidno-tehnolohichni aspekty: Navchalno-metodychnyi posibnyk dla studentiv pedahohichnykh spetsialnostei. Nizhyn. 2020. P. 8-76 [in Ukrainian].

development in the studied older pre-schoolers was determined. This required defining the criteria, indicators, and components of emotional culture in pre-schoolers; creating a comprehensive research methodology; determining the levels of emotional culture development in children aged 5-7; and developing pedagogical conditions and technologies for optimising the educational process.

Table 1 characterises the main criteria and indicators for assessing the degree of development of emotional culture as an integral characteristic of personality in the studied senior pre-schoolers.

Table 1.

Criteria and indicators for assessing the level of emotional culture in older preschool children.

Criteria	Indicators
<i>Expressiveness and adequacy of emotional response</i>	<ul style="list-style-type: none"> <i>Adequate response to the situation;</i> <i>Expressiveness of emotional response;</i> <i>Ability to convey inner feelings.</i>
<i>Self-regulation of emotional behavior</i>	<ul style="list-style-type: none"> <i>Analyses own feelings;</i> <i>Controls own state;</i> <i>Refrains from negative manifestations, insults, aggression.</i>
<i>Willingness to help peers</i>	<ul style="list-style-type: none"> <i>Is aware of the state of another child;</i> <i>Initiates help;</i> <i>Rejoices in joint achievements.</i>
<i>Use of polite language and constructive actions</i>	<ul style="list-style-type: none"> <i>Uses affectionate forms of address;</i> <i>Uses soothing words and gestures;</i> <i>Uses productive actions in communication.</i>

In the course of the ascertaining experiment, the frequency and stability of the manifestation of the indicators of each of the four criteria for assessing the degree of formation of emotional culture in the subjects aged 5-7 years, characterised in Table 1, were taken into account. At the same time, the *cognitive* (the system of knowledge and ideas of the subjects about the culture of emotional behaviour and themselves as its carriers), *emotional and value-based* (awareness of the importance of developing

emotional culture for harmonious communication and productive activity) and *behavioural components* of emotional culture (skills and habits of cultural behaviour, self-regulation of behaviour) were taken into account.

In accordance with the research programme, a comprehensive methodology was developed to study the characteristics of emotional culture in children aged 5-7. In order to determine the degree of development of the cognitive component in the subjects, two thematic discussions were held: '*What determines your mood?*' and '*I am cultured and uncultured*'. Both conversations were conducted individually, in familiar living conditions, on a voluntary basis. Pre-schoolers answered five open and closed questions in each conversation. This allowed us to obtain interesting information about the subjects' perceptions and assessments of emotional culture, parameters of cultural behaviour, and signs of uncivilised behaviour. The nature of the subjects' self-assessment (adequate-inadequate) was noted, as well as their ability to respond correctly to various life events and situations and to regulate their emotions and states independently.

It turned out that only 32% of older preschool children have a sufficient level of age-appropriate knowledge about behavioural culture and use elementary forms of generalisation about it. The largest group of respondents (54%) stood out, characterised by overly schematic and very fragmented, primitive ideas about emotional culture as a complex phenomenon. It was found that 14% of children aged 5-7 have only a rough idea of the phenomenon under study, which indicates a lack of information about it in the family and preschool education institutions.

In order to determine the attitude of children aged 5-7 towards emotional culture, interviews were conducted with the aim of establishing the importance of this quality, the motives for cultural behaviour and the reasons for uncivilised behaviour. The method of incomplete sentences was used to obtain information about what is most important for children in their relationships with peers, in which cases they behave in a cultured manner, what offends them, what causes anger, and what inspires them to display emotional culture.

It has been established that most older preschool children find it easy to behave politely towards those they love and respect. This mainly applies to parents, teachers and friends. In relation to those whom pre-schoolers do not like and do not trust, they more often violate the norms of behaviour, behave in an uncivilised manner, and display unsociability, rudeness, and aggression. During the interviews, it became clear that the motives for the polite behaviour of the vast majority of children aged 5-7 are the demands of authoritative adults and the expectation of approval (68%). Only 32% of pre-schoolers cited the obligation to follow accepted rules of behaviour as the main motive for polite behaviour.

In order to determine the degree of development of emotional culture skills in the subjects, three observation sessions were conducted for each subject to observe the manifestations of the studied quality, and a moral choice situation was simulated. It was found that about a third of older pre-schoolers were predominantly optimistic and constructive in their actions; they were able to express their feelings outwardly through facial expressions and words; they were able to recognise their partner's state, respond to it, initiate their help, and use kind words and soothing gestures. More than half of children aged 5-7 were characterised by unstable emotional expression, the ability to recognise and respond adequately to the needs of only certain communication partners, to come to their aid only after repeated requests, and to show restraint.

The empirical data obtained during the modelling of moral choice situations made it possible to divide the 5-7-year-olds under study into three conditional groups according to their ability to recognise their partner's state, respond appropriately to it, control and regulate their emotional reactions, initiate their support and assistance, and use gentle words and constructive actions. The first group included children with high scores on each criterion, the second group included children with average scores, and the third group included children with low scores.

Summarising the manifestations of emotional culture in older preschool children using all of the research methods described above, three levels of development of the phenomenon under study were identified: high, average and low. A qualitative and quantitative analysis of the data is presented in Table 2.

Table 2.

Qualitative and quantitative distribution of respondents in terms of emotional culture development

LEVELS	INDICATORS	NUMBER (%)
High	Positive emotional state is stable. Experiences are vivid, expressive, clearly convey the state, mood, attitude. Responds adequately to various life situations, actions, results of joint activities. Analyses their own and peers' experiences, makes correct assessments, controls emotional behaviour, refrains from offensive words and aggressive actions. Recognises the state of their peers, reacts appropriately, initiates their help, and rejoices in it. Self-esteem is adequate. Acts selflessly, behaves sincerely. Easily resorts to kind words, gentle and soothing gestures, and peace-making actions.	35
Average	Emotional state is unstable, situational, depends on mood and attitude towards partner in activity. Adequate emotional reactions alternate with inadequate ones. Does not immediately recognise the state of a peer, does not rush to help, waits for their requests and promises. Self-esteem is inflated, not sufficiently adequate. They are guided by the rules of moral support, but seek to gain something for themselves. They need encouragement and approval from authoritative adults. They are restrained in their emotional expression and differentiate between supporting pleasant and unpleasant peers.	45
	Pessimism prevails, anxiety, distrustful attitude towards others, desire to be alone. Difficult to establish contact, often isolates themselves, withdraws. Easily submits to those who are stronger and more authoritative than themselves. Reacts to	

Low	various life situations mostly inappropriately - avoids problems or resorts to aggressive actions. Indifferent to the experiences of peers, does not control or regulate their own states and reactions. Self-esteem is low and inadequate. More often needs help from others than helps others. Knowledge of behavioural culture and emotions is schematic and primitive.	20
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Thus, only 35% of the 5-7-year-olds studied have a high level of emotional culture. The vast majority of older pre-schoolers are characterised by either an average or low level of development of the phenomenon under study. The data obtained highlight the need to develop pedagogical conditions for optimisation and modern technologies aimed at educators in basic preschool institutions in order to optimise educational work aimed at enriching pre-schoolers' knowledge, their ability to respond appropriately to life events, regulate their own states and reactions, and show a willingness to help their peers in difficult situations.

PEDAGOGICAL CONDITIONS AND TECHNOLOGY FOR OPTIMISING THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATION INSTITUTIONS

Optimisation means choosing the best possible option for organising the lives of pre-schoolers and ensuring that the educational system is consistent with the goals it is designed to achieve. *The principle of optimality* requires that the educational process function at the best possible level for the given conditions. The principle of optimality requires reasonableness, rationality, and a sense of proportion in the use of all elements of the educational process, and focuses on achieving the maximum possible results with the minimum necessary expenditure of time and personal effort. Optimisation means innovation, reorganisation, and restructuring of the educational system. Optimising the educational process for older preschool children means reorganising it in order to improve emotional culture indicators in the most rational ways.

To optimise the emotional culture of pre-schoolers, the following set of educational conditions was selected:

1. *Expanding pre-schoolers' knowledge of behavioural culture, its importance in life and interaction with peers.*
2. *Training pre-schoolers in the ability to demonstrate emotional culture in communication with peers; enriching their verbal and non-verbal tools.*
3. *Developing pedagogical reflection in educators; using pedagogical assessment of pre-schoolers' behavioural culture to make it socially significant.*

The development of a comprehensive methodology involved the selection of methods for each of the above-mentioned pedagogical conditions.

For **the first pedagogical condition**, related to expanding children's knowledge of emotional culture and its role in life, *ethical discussions, storytelling and discussion games* were used.

Ethical discussions

At least once a week, discussions in an interactive format with the entire group are held. After discussing each topic, the adult summarises the discussion with the children and draws conclusions that are important for developing emotional culture. We offer the author's version of topics for ethical discussions: '*How to Recognise Cultured Behaviour?*', '*How to Refrain from Uncivilised Behaviour*', '*Manifestations of Sympathy, Indifference, Antipathy*', '*How Mistrust Arises*', '*Where Cruelty Comes From*', '*True and False Friendship*', '*Conflict: Causes and Consequences*', '*Violence and its Types*', '*Open and Hidden Hostility*', '*Insult*', '*Humiliation*', '*Envy*', '*Resentment*', '*Forgiveness*', '*Reconciliation*', '*Admitting Guilt*', '*A Worthy Victory and a Worthy Defeat*'.'

Teachers can vary the topics of ethical discussions and their number depending on the emotional development of their students.

Composing stories

Pre-schoolers are asked to compose stories with an ethical focus. This method highlights aspects of the problem that are important for the formation of moral consciousness and helps pre-schoolers develop the ability to verbalise their life

experiences related to communication and joint activities with peers, as well as manifestations of their emotional life. The frequency and form of implementation (collective or individual) is determined by the teacher depending on the research objectives. Pre-schoolers compose stories orally.

Below are some suggested topics for stories: '*A Heartless Person*', '*A Cold Heart*', '*When I Behaved Politely*', '*When I was Ashamed of Myself*', '*How I Won with Dignity*', '*My Dignified Defeat*', '*How Distrust Affects Friendship*', '*Why My Anger Disappeared*', '*How Emotional Culture Helped Resolve a Dispute*', '*How I Coped with a Bad Mood*', '*My Own Enemy and Friend*'.

Discussion games

In the process of education, you can use the group discussion method, which allows you to highlight different points of view on a problem. Given that older pre-schoolers are just beginning to master the skill of discussion, adults act as organisers, coordinators and experts in discussion games. The following topics can be used as guidelines for discussion games: '*Successful and Unsuccessful Ways of Resolving Conflicts*', '*How to Learn Good Manners*', '*Being Considerate Towards Friends and Unfriendly Peers*', etc.

The implementation of **the second pedagogical condition** – training pre-schoolers in the ability to demonstrate emotional culture in communication with peers – and enriching their verbal and non-verbal tools required the use of the following methods: *exercises and warm-ups, the unfinished sentence method, and games*.

Exercises and Warm-Ups

These activities are aimed at teaching children to find their internal resources to demonstrate emotional culture, establish positive relationships with peers, and resolve conflicts peacefully. Practicing these exercises with preschoolers supports the formation of appropriate social attitudes, the development of moral habits, and their application in various life situations. Themes include: '*Rejoicing for the others*', '*Showing compassion to those in need*', '*Behaving with dignity*', '*Providing help politely*', '*Disposing of waste properly*', and '*Celebrating shared victory!*'.

Method of Incomplete Sentences

This method activates the emotional and value-based attitudes of preschool children toward themselves and their peers, and supports the development of positive emotions related to emotional culture education. This activity is conducted individually. The educator invites a child to complete the sentences that have been initiated, drawing on their personal experience:

1. I like myself for
2. I do not like in myself that
3. My friends like me because
4. I appreciate in my friend that
5. I do not like in him/her that
6. Most often I receive comments for
7. I sympathize with those who
8. I want to be the kind of person who
9. When I break the rules, I
10. When others break the rules, I.....

Upon completion, the children jointly discuss the information obtained, summarize the strong and vulnerable aspects of the child's emotional and social, and moral behavior, and emphasize the necessity of further self-improvement.

Games

'Understand Me!'

The educator divides the preschool children into pairs. In each pair, one child must use gestures and familiar actions to communicate a request to their partner clearly. Afterward, the partners switch roles. The winning pair is the one that achieves mutual understanding the fastest and successfully completes both roles.

'Anger and Kindness'

The game is aimed at enriching preschool children's understanding of anger and kindness. Children practice distinguishing different emotional moods and states and identifying their influence on others. Standing in a circle, they are asked by the educator to make angry facial expressions and adopt a belligerent posture. Addressing them, the

teacher says: ‘Look at one another’s angry facial expressions. Observe the posture of an angry person. What has happened to your eyes? What has happened to your eyebrows? What about your mouth? Your arms and legs? What sounds are you ready to produce? What words are you ready to say? How does the person you are about to communicate with feel when you are in such a state? Do you like yourselves this way?’ After discussing responses related to anger, the educator invites the children to change their facial expressions and postures to represent kindness. Finally, the children and the educator should analyse how the feelings of a kind person differ from those of an angry person.

‘Hugs’

The activity is aimed at training children to express positive feelings and enhancing group cohesion. Addressing the children, the educator explains that the objective is to create a united and cohesive group in which all children are connected, regardless of their level of sociability. The educator invites preschoolers to sit together in one large circle and says: ‘I want you to treat each other well, remain emotionally receptive, sensitive, and friendly. It goes without saying, that disagreements sometimes occur. However, when people are sociable it is easier for them to overcome insult and differences. I ask you to express your friendly feelings toward your peers by hugging them. It is possible that someone may not want to be hugged. In this case, please let us know what you prefer and simply observe. The other children will not touch you. I will start with light, small hugs and hope that each of you will add enthusiasm and friendliness’. The children begin hugging each other around the circle and, if the peer does not object, gradually strengthen the embrace. Upon completion of the game, the educator asks: ‘Did you enjoy the activity? Why is it good to hug other children? How do you feel when another child hugs you? Do your parents hug you? How often do they hug you?’

Coping with Our Emotions

The educator invites children to depict typical reactions to various unpleasant situations, for example, ‘You are being teased,’ ‘A friend did not invite you to play,’ ‘Someone else received the reward,’ ‘You lost,’ ‘You were not bought what you

wanted,’ etc. Each child takes turns proposing an appropriate response to a specific stressful situation, which is later discussed by all participants. If the child who proposed a particular response is considered by peers to have handled the imaginary situation appropriately, they receive a token labeled ‘*I managed*’. If not, they are given a token labeled ‘*I did not manage*’. At the end of the game, the group figures out how many tokens of each type each participant has accumulated. Those who found it difficult to cope with challenging situations are encouraged to identify the reasons for this and predict conditions that would lead to a more positive outcome.

In order to implement the ***third pedagogical condition***, namely the development of pedagogical reflection among educators and the optimisation of preschool children’s behavioral culture through pedagogical assessment, it is advisable to use *consultations*.

Consultations

‘*What Must Pedagogical Assessment Be Like?*’

Effective pedagogical assessment must be:

- *Objective*, unbiased, and fair.
- *Adequate*, consistent with the child’s actual achievements.
- *Reasoned*, evidence-based, and clearly justified.
- *Critical*, including indications of specific shortcomings, capturing the incompleteness of results, and outlining further development prospects.
- *Stimulating*, motivating, expressing confidence in the child’s abilities and maintaining an optimistic tone.
- *Differentiated*, not overly generalised, consisting of partial evaluations of both achievements and mistakes.
- *Engaged*, attentive, demonstrating a genuinely caring attitude toward the child.
- *Expressive*, clearly conveying the educator’s opinion, persuading the preschooler, and manifested through facial expression, vocal tone, and verbal judgments.
- *Comprehensive*, accurately articulated, simply formulated, accessible, and free of allegories.

- *Respectful*, acknowledging the child's virtues and achievements, affirming a value-based attitude toward the child, and reinforcing their significance and capability.

'Reflection'

Reflection is both the process and the outcome of an educator's cognition and analysis of their own consciousness (thoughts, feelings, states, intentions, and so forth) and actual behavior. Pedagogical reflection refers to the educator's conscious focus on the self and possesses significant developmental potential. It represents a process of *comprehending* one's actions, self-analysis, and a mechanism for the cultural refinement of pedagogical activity, which is inherently reflective in nature. Reflection contributes to identifying the nature of educator-child interaction; objectively evaluating the effectiveness of methods and techniques applied in social and moral education; determining the underlying meaning and direction of communication with the child; and justifying decisions aimed at motivating children to change undesired behaviors.

When organizing interaction with preschool children and aiming for its effectiveness, the educator must consider themselves and their actions from the children's perspective, recognize their emotional state, and anticipate possible reactions and behaviors in response to their own actions. The ability to place oneself in the child's position and to perceive the situation 'through the child's eyes' constitutes an essential condition for establishing harmonious interaction between educator and preschooler.

Pedagogical reflection may be enhanced through the development of mechanisms such as self-observation, self-analysis, self-assessment, self-control, self-regulation, and self-development. Each of these mechanisms is significant in its own right and requires deliberate attention. At the same time, only their integrated application can optimise communication with the child and support the development of the educator's ability to avoid exerting pressure on the child. More detailed consideration should be given to the process of discovering and improving one's 'self.'

The aim of the developed set of methods is to optimise the educational practices in preschool institutions aimed at the effective formation of the emotional culture of senior preschool children aged 5-7.

CONCLUSIONS

The complexity of the phenomenology of emotional culture, the lack of domestic research in this area, and the demand for relevant developments in pedagogical practice determined the relevance of this study. The state of research on the problem has been analysed, including psychologists' and educators' approaches to studying emotional culture as a complex integrative formation of personality at various stages of ontogenesis in general, and in early childhood in particular. Insufficient attention of researchers to the formation and development of the emotional sphere of personality has been noted, particularly regarding the foundations of emotional culture in preschool age. It has been established that the transformation of value orientations and the pragmatism of contemporaries significantly affect children aged 5–7, whose moral guidelines are at the early stages of formation. In the course of the study, criteria were developed for assessing the extent and specific features of emotional culture development of older preschool children. These criteria include: expressiveness and adequacy of emotional responses, behavioral self-regulation, willingness to help peers, and the use of culturally appropriate language and constructive actions. Based on the defined criteria and their indicators, an authorial classification of emotional culture levels was designed and presented. It comprises three main levels of emotional culture development: high, medium, and low. The distinctive characteristics of children's understanding, value-based attitudes, and culturally appropriate behavior at each level were visually demonstrated and described. Pedagogical conditions and a technology for optimization of the process of fostering emotional culture in children aged 5–7 were theoretically substantiated.

Promising directions for further research work on the stated problem have been updated, aimed at the development, testing, and implementation in pedagogical practice of the author's model for optimizing the development of emotional culture as a regulator of emotional and moral behavior of children aged 5–7. This type of work envisions the involvement of both preschool educators and family members of the children.

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**THE FORMATION OF ARTISTIC AND SPEECH COMPETENCE
IN OLDER PRESCHOOL CHILDREN THROUGH THE MEDIUM
OF CHILDREN'S LITERATURE**

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Abstract. The chapter substantiates the relevance of the problem of developing artistic and speech competence in older preschool children through children's literature. An analysis of recent research and publications is carried out, emphasizing that this issue is addressed from various perspectives and remains of significant interest to both scholars and practitioners in the field of preschool education, thereby requiring a comprehensive approach to its solution. The authors analyze the fundamental concepts and present an experimental study on the development of artistic and speech competence in older preschool children by means of children's literature.

Key words: artistic and speech competence, children's literature, literary word, literary image, speech-creative activity, speech activity, developmental environment,

innovative methods, pedagogical conditions, literary work, artistic and aesthetic awareness, theatrical performances.

Relevance of the Study

The social transformations currently taking place in Ukraine place new demands on individuals and their activity in all spheres of life. In this context, the development of a child's personal potential, the formation of the ability to self-determine in various life situations, and the capacity to express value-based attitudes toward the environment and oneself through speech are of particular importance today.

The **Basic Component of Preschool Education in Ukraine**, as a normative document, directs educators toward a holistic approach to the child's personality. It envisages the creation of educational technologies for the comprehensive development of the child, including speech development. Through language, the individual not only finds unique opportunities for cognitive growth but also acquires the means of self-expression, self-affirmation, and self-presentation as a holistic personality.

Today, the child as a **speech personality** becomes the central figure of the educational process. Such a child perceives language not merely as a tool for reproducing adult speech but as a means of revealing the inner world and expressing attitudes toward others and oneself. Speech increasingly becomes the focus of the child's attention: the child plays with words, rhymes, and meanings, experiments, and—while satisfying communicative, cognitive, and personal needs—uses situational spontaneous utterances, nonverbal means (gestures, facial expressions, movements), and contextualized speech. Various types and forms of speech coexist, shaping a unique individual portrait of the speech personality¹.

Children's literature serves as one of the most powerful means of speech development. A core component of preschoolers' **artistic and speech competence** is verbal creativity, which develops through perceiving works of fiction and oral folk art

¹ I in the World. A Child Development Program from Birth to 6 Years / O. P. Aksyonova, A. M. Anishchuk, L. V. Artemova; scientific supervisor O. L. Kononko. Kyiv: LLC «MCFER Ukraine», 2019. 488 p., p. 352.

as a unity of content and artistic form. Among these, oral folk art plays an exceptional role in preschool children's speech development.

The **Basic Component of Preschool Education**, as a state standard, prescribes the formation of artistic and speech competence² in preschool graduates. This competence constitutes one of the key components of speech readiness for school, since literature is a decisive factor in ensuring children's full speech development and preparation for learning.

Therefore, the importance of forming artistic and speech competence in older preschool children is undeniable. This process should be realized primarily through familiarizing children with the beauty of their native language and developing their speech culture, with the aim of fostering clarity, correctness, and appropriateness of expression, as well as cultivating the ability to use expressive speech devices as prerequisites for successful school learning and self-realization in society.

Children's literature is also a significant means of preschool education, shaping children's speech, worldview, evaluative and ethical judgments, reasoning, and emotional-value attitudes toward the surrounding world. By appealing to children's emotions and **artistic and aesthetic awareness**, literary works help form initial conceptions of the material world, culture, people, and nature, thereby fostering intellectual, moral, and aesthetic development.

As children's literature is a powerful tool for developing artistic and speech competence in older preschool children, this problem requires further scholarly investigation. The issue has been studied by such scholars as N. Bohdanets-Biloskalenko, N. Haharyna, A. Bohush, N. Havrysh, T. Kotyk, and L. Kobyletska. At the same time, despite their significant contributions, the relevance of an in-depth study of the influence of children's literature on older preschool children remains considerable and requires constant updating in the light of contemporary pedagogical approaches and changes in children's perception.

² The Basic Component of Preschool Education of Ukraine / ed. by T. O. Pirozhenko. Kyiv: Vydavnytstvo, 2021. 37 p., p. 20. URL: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

Research Aim. The study aims to provide a theoretical justification and an experimental investigation into the formation of artistic and speech competence in older preschool children through children's literature.

Analysis of Recent Research and Publications

The issue of forming **artistic and speech competence** in older preschool children has been addressed in the works of such psychologists and educators as L. Artemova, T. Atroshchenko, A. Bohush, I. Berezovska, A. Havrysh, H. Hryhorenko, V. Zakharchenko, L. Kalmykova, N. Karpynska, K. Krutiy, T. Markova, and others.

An analysis of recent research and publications has shown that various aspects of **artistic and speech activity** are justified by scholars in the following directions: the methodology of organizing artistic and speech activities of preschool children (L. Artemova, A. Bohush, N. Havrysh, T. Kotyk); the structure of speech activity and psychophysiological mechanisms of speech production (T. Pirozhenko, H. Kostiuk, and others); the essence, types, specificity, and features of using speech activity in various life situations (V. Benera, A. Bohush, O. Zaporozhets, N. Malinovska, N. Karpynska, and others); the influence of speech activity on the educational process of children (J. A. Comenius, S. Rusova, V. Sukhomlynsky, and others). The monograph by N. Bohdanets-Biloskalenko is devoted to examining the issue of **artistic and speech competence** in preschoolers, particularly in the context of literary competence of future educators.

A. Bohush studied the characteristics of evaluative and judgmental reasoning of older preschool children during the perception of literary texts. Senior preschoolers are already able to justify their assessments. This possibility of transitioning from unmotivated evaluation to motivated moral judgment is associated with the development of empathy and compassion for the characters of literary works.

N. Karpynska studied the place and role of the **literary word** in child upbringing. The author reveals the specifics of preschoolers' perception and understanding of literary works; the specifics of working with fairy tales in cultivating children's

evaluative attitude toward fairy-tale characters; children's comprehension of the moral of the tale; and the methodology of organizing dramatization games³.

In studying the features of children's perception of the content of literary works, the author emphasizes the importance of repeated reading of literary texts. Such repetition is necessary for consolidating and deepening children's perception of literary texts. Since not every work is fully perceived and internalized upon the first reading, much reaches children's consciousness and feelings only through repeated readings.

Research by N. Karpynska confirms the view that older preschool children possess a level of literary text perception in which consideration of events and the actions of characters from the author's perspective is evident. This occurs because a new form of self-consciousness emerges at this age. This internal activity allows the child to understand phenomena and events that they do not directly perceive, to adopt a certain attitude toward events in which they do not participate, and it is crucial for the child's further psychological development. It also constitutes a prerequisite for the formation of **artistic and speech competence**.

The author concluded that literary works become an effective means of upbringing if they contribute to enhancing children's cognitive and artistic activity, as well as their moral, aesthetic, and speech development.

O. Monke studied the formation of evaluative judgments in older preschool children within **artistic and speech activity**, based on which the leading principles and pedagogical conditions for the effective formation of evaluative and ethical judgments in children were determined and implemented. She identified the following pedagogical conditions: directing the content of literary works toward the formation of evaluative and ethical judgments in children; thematic and cross-cutting planning of literary works across different types of artistic and speech activities; children's understanding and awareness of the author's position regarding the moral qualities of the work; ensuring the interconnection of artistic and speech, educational and speech, and theatrical-play activities in reproducing and consolidating the content of literary

³ Karpynska, N. S. *The Literary Word in the Upbringing of Children (Early and Preschool Age)*. Pedagogy, 1972. 161 p.

works; motivational and analytical-evaluative engagement with the content of literary works and children's activities; reinforcement of evaluative and ethical experience during interaction with peers and adults⁴.

Continuing to work on the problem of artistic and speech activity, N. Havrysh highlights an integrative approach to using different types of children's creativity (visual arts, musical-rhythmic, theatrical, artistic and speech)⁵.

The integrative use of different types of artistic activity in preschool education requires reconsideration of the content of the concept of **artistic and speech activity**, which can be applied beyond the boundaries of literary art, while maintaining its priority role as an artistic activity mediated through speech.

Young researchers continue to investigate this problem. In particular, D. Pyshna and V. Butenko studied the influence of fairy tales on the formation of artistic and speech competence in older preschool children, analyzing the genre features, functions of fairy tales, and their impact on speech development. I. Yatsenko emphasized that artistic and speech competence involves the perception, performance, and reproduction of literary works, expressive and figurative speech, and verbal creativity.

O. Lavryk studied the formation of speech competence through literary activity, substantiating and experimentally testing the methodological principles for developing speech competence in older preschool children via literary activity. V. Chekalina conducted research on the development of speech competence in preschoolers through learning to retell literary works as an essential component of artistic and speech activity. V. Kurkova studied the use of folklore for the development of artistic and speech activity in middle preschool children, including methods, experimental analysis, and criteria for speech development.

As recent research shows, the problem of forming artistic and speech competence in preschool children through children's literature has been explored in

⁴ Monke, O. S. *The Formation of Evaluative and Ethical Judgments in Preschool Children: Monograph*. Odesa, 2002. 239 p.

⁵ Havrysh, N. *The Child's Speech. Implementing the Basic Component of Preschool Education (New Edition)*: URL: https://mon.gov.ua/storage/app/media/doshkilna/2021/05/11/Dv_2021-03_Gavrysh.pdf

various aspects, which indicates its multifaceted nature, complexity, and relevance, as well as its importance for both researchers and practitioners in the field of preschool education, requiring a comprehensive approach to its solution.

Presentation of the Main Material of the Study.

Analysis of the Basic Concepts of the Study

N. Havrysh considers the speech-creative activity of preschool children as the composition of different types of connected utterances through which the child expresses personal feelings and ideas inspired by literary works. The author notes that the composition of a literary work by a child does not necessarily have to conform to the norms of a literary text⁶.

The methodological approach to organizing preschool education in Ukrainian preschool institutions has established a competency-based approach, as indicated in the state standard – the Basic Component of Preschool Education (BCPE). The document defines the formation of various types of competencies in children according to educational directions, among them the direction «Child's Speech,» the implementation of which is completed with the development of such competencies as speech, communicative, artistic and speech⁷.

Artistic and speech competence is formed within the framework of artistic and speech activity.

Artistic and speech activity is a multi-component formation, in which four elements can be distinguished:

1. listening comprehension and understanding by children of the content of literary works;
2. reproduction of content and performance activities (recitation, answering questions, retelling, discussion based on illustrations, generalizing conversations, reading in roles, etc.);

⁶ Bohush, A. M., & Havrysh, N. V. (2007). *Preschool linguodidactics: Theory and methods of teaching children their native language*. Textbook for university students. Kyiv: Vyshcha Shkola. 542 p.

⁷ The Basic Component of Preschool Education of Ukraine / under the supervision of T. O. Pirozhenko. Kyiv: Vydavnytstvo, 2021. 37 p. URL: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

3. theatrical activity (staging, theatrical performances);
4. creative and improvisational activity (dramatization games, games based on literary plots, verbal-poetic creativity)⁸.

Artistic and speech activity is closely related to the child's perception of *children's literature* of various genres, reproduction of plot content using expressive figurative speech and verbal creativity.

N. Havrysh writes that *artistic and speech activity* is fundamentally based on artistic images from literary works. Children's literature performs many different functions: informational-educational, educational, national-spiritual, aesthetic, cultural, and entertaining. Each literary work conveys corresponding information that the child assimilates. This includes familiarization with certain events and phenomena, life situations, social and moral norms of behavior and communication⁹.

A preschool child's readiness for such activity presupposes the development of artistic and speech competence, which is closely connected with *cognitive-speech, poetic-emotional, expressive-emotional, evaluative-ethical, and theatrical-play components*.

Artistic and speech competence combines two types of activity – artistic and speech. The term «artistic and speech competence» should be understood as the ability to reflect artistic and aesthetic impressions from the perception of works of various formats and types, using different types of artistic and speech activity, which also indicates that the child regards the word as a cultural phenomenon and possesses a sufficient level of literary knowledge for artistic communication¹⁰.

The definition of *artistic and speech competence* is provided in the BCPE. Under this concept, it is understood as the child's ability to reproduce artistic and aesthetic impressions from the perception of literary and folklore works using various types of artistic and speech activity, which reflects the child's value-based attitude toward the

⁸ Bohush, A. M., & Havrysh, N. V. *Preschool Linguodidactics: Theory and Methods of Teaching Children the Native Language: Textbook for Students of Higher Educational Institutions*. Kyiv: Vyshcha Shkola, 2007. 542 p.

⁹ Havrysh, N. *Artistic Literature in the Educational Process: Modern Technologies*. Preschool Education, 2011, No. 2, pp. 4–9.

¹⁰ Levyk, I. M. *Formation of Verbal-Artistic Competence in Preschool Children through Children's Literature*. Modern Ukrainian Education: Challenges, Strategies, Technologies: Collection of Scientific Works of the II All-Ukrainian Scientific-Practical Conference. Drohobych, 2025, pp. 190–194. p. 2.

literary word as a cultural phenomenon, printed or electronic books, and a sufficient level of literary knowledge for artistic communication¹¹.

The literary word is a means of influencing a person through figurative expressions and personified characters. It is a kind of tool by which the author creates a real figurative micro-world with the aim of producing a certain aesthetic impact on the reader. L. Kobyletska notes that the literary word contributes to the development of imaginative thinking, imagination, and the formation of evaluative and ethical judgments in preschool children¹².

A. Bohush, N. Havrysh, O. Zaporozhets, N. Karpynska, N. Lutsan, and others studied the significance of children's literature for forming artistic and speech competence in preschoolers, perception, and methods of working with literary works.

Artistic and speech competence includes the child's emotional-value attitude toward the literary word, the formation of knowledge and corresponding skills.

T. Atroshchenko highlighted the tasks of forming artistic and speech competence in preschool children:

- to familiarize children with folklore works, works by classical writers, contemporary Ukrainian writers, and foreign authors;
- to teach children to listen and understand the content of literary works;
- to develop the ability to reproduce the content of familiar works in active artistic and speech activity;
- to develop poetic listening, the desire to memorize poems; to cultivate expressive literary reading during content reproduction;
- to develop evaluative judgments, adequate aesthetic and moral assessments of characters' behavior;
- to form independence in artistic-speech and theatrical-play activity;
- to cultivate selective attitude toward books, care in handling books;

¹¹ The Basic Component of Preschool Education of Ukraine / under the supervision of T. O. Pirozhenko. Kyiv: Vydavnytstvo, 2021. 37 p., p. 20. URL: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

¹² Kobyletska, L. *Folklore as a Factor in the Formation of Verbal-Artistic Competence of Preschool and Primary Education Learners*. Actual Issues of Humanities, Issue 41, Volume 2, 2021, pp. 177–182. URL: <https://pedagogy.lnu.edu.ua/wp-content/uploads/2015/03/28.pdf>

- to teach children to identify the genre of a literary work, remember its author;
- to cultivate careful treatment of books and the desire to repair them¹³.

The BCPE states that the emotional-value attitude is manifested in the child's interest in the literary word, printed or electronic books. The preschooler strives to express feelings in figurative speech and willingly reproduces impressions from literary works using various means of artistic and speech activity. The child shows interest and pleasure in participating in performing carols, Christmas songs, and role-playing games based on literary works¹⁴. A senior preschooler knows and can name at least three writers and poets, as well as at least 8–10 literary or folklore works. The preschooler can explain the features of the main literary and folklore genres. The child understands and can explain the meaning of figurative words (comparisons, epithets) and the appropriateness of their use in poetry and prose.

The formation of artistic and speech competence presupposes the acquisition of the following skills: the child can maintain a conversation about the content, ideas, characters, and actions of the work, answer adult questions, express impressions, emotions, evaluative and ethical judgments regarding characters, relate the assessments of literary characters to personal behavior and real events; retell familiar fairy tales and stories; understand and explain the meaning of proverbs and sayings and appropriately use them in speech. The child can also solve descriptive riddles, convey different emotions intonationally when performing literary works; reproduce figurative expressions from literary texts in speech. Based on a learned model, the child composes short stories, fairy-tale narratives, original descriptive and comparative riddles,

¹³ Atroshchenko, T. O. *Development of Verbal-Artistic Activity in Preschool Children in Preschool Institutions*. Scientific Bulletin of Mukachevo State University, 2015, Series «Pedagogy and Psychology» Issue 2(2), Section I: Pedagogical Theory and History of Pedagogy, pp. 9–14, p. 11. URL: [https://pp-msu.com.ua/web/uploads/pdf/Науковий%20вісник%20МДУ.%20Серія%20Педагогіка%20та%20психологія_2015_Вип.%202\(2\)_9-14.pdf](https://pp-msu.com.ua/web/uploads/pdf/Науковий%20вісник%20МДУ.%20Серія%20Педагогіка%20та%20психологія_2015_Вип.%202(2)_9-14.pdf)

¹⁴ The Basic Component of Preschool Education of Ukraine / under the supervision of T. O. Pirozhenko. Kyiv: Vydavnytstvo, 2021. 37 p., p. 20. URL: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

counting rhymes, lullabies, invents endings for literary works, and supplements the text of a tale or story with additional episodes¹⁵.

A. Bohush identified the following *principles for selecting literary works*:

- high artistic mastery of the work;
- interesting plot;
- conformity to literary language norms;
- simplicity and clarity of composition, accessibility;
- novelty in the work's plot.

A. Bohush also highlighted *principles for familiarizing children with literary works*:

- principle of emotionally expressive reading of the literary work;
- awareness and understanding of the literary work's content; repetition of reading;
- inclusion of children in active cognitive activity based on literary works;
- interconnection of cognitive, educational, and speech tasks;
- thematic reading of works;
- evaluation by children of the literary work's content¹⁶.

O. Zaporozhets, studying preschoolers' perception of literary works, concluded that children experience the events depicted in the work, often intervene in their course, ask questions, and strive to help a favorite character in some way. Therefore, the author notes, the preschooler is not egocentric in perceiving the work, as other researchers have suggested. The child's activity is manifested in the ease of taking the character's position, mentally acting with them, repeating certain actions with gestures, attempting to fight imaginary enemies.

Sometimes one can observe actions such as covering a negative character in a picture with black paint, skipping unpleasant situations during the story, or changing the plot or ending of the work. By perceiving the content of literary works, the child

¹⁵ The Basic Component of Preschool Education of Ukraine / under the supervision of T. O. Pirozhenko. Kyiv: Vydavnytstvo, 2021. 37 p., p. 20. URL: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

¹⁶ Bohush A. M. *Methods of Teaching Ukrainian Language to Children in Preschool Educational Institutions*. Kyiv: Publishing House «Slovo» 2008. 440 p.

learns to evaluate the actions and behavior of literary characters objectively, sometimes differently from adults, in a childlike way¹⁷.

Thus, analyzing psychological and pedagogical studies on the problem of forming artistic and speech competence in older preschool children, it can be noted that older preschoolers are able to perceive and understand the content of literary works, since at this age a new form of self-consciousness emerges that allows the child to understand phenomena and events depicted by the author in the literary text.

Experimental and Practical Work on the Formation of Artistic and Speech Competence in Senior Preschool Children through Children's Literature

After analyzing and summarizing the results of studies by Ukrainian researchers on the problem of artistic and speech competence, we identified the criteria and indicators for the formation of artistic and speech competence in senior preschoolers. To determine these criteria, we also relied on the basic knowledge and skills of senior preschool children that should be formed in accordance with this competence, as defined in the **Basic Component of Preschool Education (BCPE)**.

We proceed from the understanding that **criteria** are qualities, properties, or characteristics of the object under study that allow researchers to draw conclusions about the level of formation of a particular quality in children. Within the scope of our study, we focus on examining the formation of artistic and speech competence. **Indicators** are understood as features that enable the identification of the most significant aspects of pedagogical activity and allow for their adequate assessment.

We identified the following criteria and indicators for the formation of artistic and speech competence in senior preschoolers: *cognitive-speech, emotional-value, and creative (the manifestation of creative activity)*.

The indicators of the **cognitive-speech criterion** include: knowledge of children's writers, poets, and illustrators of children's books; familiarity with folklore genres; awareness of and ability to explain the meaning of figurative words. The **emotional-value criterion** includes: interest in the literary word; expression of feelings through figurative

¹⁷ Zaporozhets, O. V. *Selected Psychological Works: in 2 vols. Child Development Psychology. Pedagogy*. Vol. 1. 1986. 318 p.

speech; evaluative and ethical judgments regarding the characters of a literary work. The **creative criterion** includes: experience in composing short stories, riddles, poems, and counting rhymes; the ability to answer questions about the content of a work; retelling familiar fairy tales or stories; composing short narratives, fairy-tale stories, and descriptive or comparative riddles and counting rhymes.

The empirical methods of the study included observation, diagnostic techniques for children, teacher questionnaires, and mathematical and statistical methods. As a result of the study, the levels of formation of artistic and speech competence in senior preschool children were determined.

Levels of Formation of Artistic and Speech Competence in Senior Preschool Children

Levels	Description of the Levels of Development of Speech Competence	Quantitative Distribution (%)
High	<p>The child demonstrates a strong desire for regular engagement with books. The preschooler visits the children's library and expresses emotions while listening to literary works. The child distinguishes main literary genres such as poetry, fairy tales, and short stories. The learner shows knowledge of children's writers and poets and names illustrators of children's books. The child understands the motives behind the characters' actions and comprehends their experiences, thoughts, and feelings. The preschooler treats books respectfully and actively participates in various types of artistic and speech activity.</p>	16,6
Medium	<p>The child demonstrates a moderate level of artistic and speech competence. The child visits the children's library and shows a positive attitude toward reading and listening</p>	58,4

	to literary texts. The preschooler's literary experience is limited and includes only the standard programmatic children's literature. The child experiences difficulties in understanding more complex genres. The learner distinguishes main genres such as poetry and fairy tales. The child pays attention to the characters' actions but tends to overlook their internal experiences. The preschooler willingly participates in games but does not demonstrate creative initiative or activity.	
Low	The child does not visit the children's library and shows little interest in listening to literary works. The preschooler lacks knowledge about the work of writers and illustrators. The learner cannot distinguish genre-specific features of literary works. The child makes connections only between isolated facts when perceiving a literary work and does not understand the subtext. The child shows minimal emotional response to reading. The preschooler shows little interest during book discussions. The individual may respond positively to the teacher's suggestion to listen to a fairy tale or story but does not seek to spend time with books independently.	25

Thus, the results of our study showed that 16.6% of preschoolers demonstrate *a high level* of artistic and speech competence, 58.4% *a medium level*, and 25% *a low level*. The majority of children, therefore, possess *a medium level* of development in artistic and speech competence.

However, the fact that a certain percentage of children demonstrate a low level of artistic and speech competence provides a rationale for organizing a system of activities aimed at developing this quality.

An analysis of the educators' responses to the questionnaire revealed that teachers use children's literature in their work with preschoolers but tend to rely on traditional methods and structured lessons. Therefore, in our view, greater attention should be paid to modern methods of working with books and literary texts, which contribute to fostering children's interest in the content of literary works, curiosity, and evaluative and ethical judgments.

The results of the diagnostic stage of the experiment indicated that the preschool institution conducts work aimed at developing artistic and speech competence in senior preschool children through the use of literary works. However, teachers predominantly rely on traditional methods of working with books, and therefore, this work requires significant updating and the implementation of new technologies, using children's literature as an effective means of fostering this competence in senior preschoolers.

The theoretical foundations for developing the system of work were based on the pedagogical works of A. Bohush, I. Berezovska, N. Havrysh, A. Honcharenko, H. Hryhorenko, V. Zakharchenko, K. Krutiy, T. Markova, N. Malinovska, N. Karpynska, T. Pirozhenko, and others. Researchers have studied various aspects of the formation of artistic and speech competence in preschool children. In particular, N. Malinovska examined the use of speech activity in different life situations; A. Honcharenko focused on creating a developmental environment for the formation of preschoolers' speech competence; L. Artemova, A. Bohush, N. Havrysh, and T. Kotyk explored methodologies for organizing artistic and speech activities for preschool children.

The formation of artistic and speech competence in the context of preschool education is possible only through a comprehensive and sequential approach. These approaches must be applied both at the level of children and at the level of the teaching staff, as enhancing teachers' competence leads to an increase in children's competence.

In modern methodology for familiarizing children with literary works, special attention is given to integrated, so-called «image-based lessons.» Their essence lies in presenting a literary image to children through the use of literary and folklore works of various genres, focusing on the ways this image is expressed in different literary forms.

For example, the central element of such a lesson might be the image of spring, which is represented differently in lyrical poetry, narratives, and magical fairy tales. The image is enriched with accompanying elements such as chants, sayings, proverbs, tongue twisters, and folk observations about spring phenomena¹⁸.

T. Dubravina considers effective means of developing artistic and speech competence through literary works to include enthusiastic presentation, novelty of material, and the use of innovative teaching methods (multimedia presentations, educational platforms such as «Vseosvita» and «Mosaic»). These techniques make the process of developing artistic and speech competence engaging, natural, and interesting¹⁹.

O. Yevpak emphasizes that the formation of artistic and speech competence in senior preschool children through children's literature should be implemented using informational and visual methods, as well as creative exercises. These include discussions, joint reviews, creative evenings, excursions related to writers' work, literary performances, and dramatization. The primary goal of dramatization is to influence the child's emotional responsiveness, attention, and imagination. This approach involves theatrical decoration of the preschool environment and the use of costumes representing characters from literary works. The use of dramatization in educational activities for senior preschoolers contributes to the development of children's spiritual world; their ability to compare literary characters, identify similarities and differences in the text; and fosters readiness for reading as a preparation for school²⁰.

M. Kochenhina notes that the educational material offered to children should take into account their age, psychological, and individual characteristics, as well as

¹⁸ Atroshchenko, T. O. *Development of Verbal-Artistic Activity of Preschool Children in Preschool Institutions*. Scientific Bulletin of Mukachevo State University, 2015, Series «Pedagogy and Psychology,» Issue 2(2), Section I: Pedagogical Theory and History of Pedagogy, pp. 9–14. URL: [https://pp-msu.com.ua/web/uploads/pdf/Науковий%20вісник%20МДУ.%20Серія%20Педагогіка%20та%20психологія_2015_Вип.%202\(2\)_9-14.pdf](https://pp-msu.com.ua/web/uploads/pdf/Науковий%20вісник%20МДУ.%20Серія%20Педагогіка%20та%20психологія_2015_Вип.%202(2)_9-14.pdf)

¹⁹ Dubravina, T. *Preschool Linguodidactics: Theory and Methods of Teaching Children Their Native Language in Preschool Institutions: Textbook*. Kyiv: Vydavnychi Dim «Slovo» 2019. 704 p., p. 72.

²⁰ Yevpak, O. L. *Using the Potential of Children's Literature as a Means of Forming Artistic-Communicative Competence in Older Preschool Children*. Actual Problems of Primary Education: Theory and Practice: Collection of Materials of the All-Ukrainian Scientific-Practical Conference with International Participation (October 24, 2023); edited by O. Hordienko. Zhytomyr, 2023, pp. 120–123

their motivation, engagement in artistic and speech activities, and success in mastering artistic and speech competence²¹.

Children's literature provides excellent examples of literary language. In narratives and fairy tales, preschoolers perceive conciseness and precision of language; in fairy tales – accuracy and expressiveness; in poetry – rhythmic qualities of language. Through literary works, children acquire new words and figurative expressions, enriching their vocabulary with emotional and poetic lexicon. Children learn to express their attitudes toward what they have heard, using epithets, comparisons, metaphors, and other expressive language tools. Mastery of expressive linguistic devices contributes to the development of artistic perception of literary works.

Thus, by introducing the child to the world of art, educators acquaint them with the existence of art as an integral part of every person's life, reveal the diversity of genres in children's literature, cultivate a sense of the artistic word, and foster interest, affection, and attraction to books.

Children's literature is an invaluable means of forming artistic and speech competence in older preschool children, as it develops their thinking and imagination, enriches emotional experience, and provides excellent examples of the Ukrainian literary language. The use of various genres of children's literature positively influences the development of speech-creative activity, enriches vocabulary, and enhances the imagery of speech. A children's book helps children understand the emotions of others, creates vivid literary images in their minds, and activates speech activity.

Having analyzed different approaches to creating pedagogical conditions conducive to the formation of this quality in children – effective forms, methods, and means based on children's literature – we have identified the following *pedagogical conditions* that, in our view, ensure the effective formation of artistic and speech competence in older preschoolers through the medium of children's literature: *ensuring that literary works correspond to the child's age, experience, reading awareness, and knowledge of the surrounding world; reading artistic works and encouraging children*

²¹ Kochenhina, M. V. *Using Children's Literature in the Educational Process of Preschool Institutions: Scientific and Methodological Manual*. Kharkiv: Kharkiv Academy of Continuing Education, 2012. 180p.

to retell their content; reproducing the content of literary works through various types of games and theatrical performances.

As A. Bohush notes, the children's writer who creates a book for preschoolers faces a challenging task: to serve realistic art, acquaint the child with the truth of life, avoid falsehood and artificial adaptation to age, and at the same time satisfy the legitimate demands of ordinary child logic and a sense of justice²².

Programs for the education and development of preschool children include lists of literary works selected according to children's age. In particular, the program «*Ya u Sviti*»²³ («*I Am in the World*») offers a list of works of oral folk art (lullabies, carols and New Year songs, spring songs, midsummer songs, harvest songs, Ukrainian folk games, counting rhymes, tongue twisters, etc.); folk tales («Fox Sister and Brother Wolf,» «Sir Cat,» «The Clever Girl,» «The Buried Gold,» «Grandfather's Daughter and Grandmother's Daughter,» «Telesyk,» «The Frog Princess,» «Kyrylo Kozhumyaka,» and others); and works by Ukrainian and foreign authors (V. Bychko, L. Bilenka, M. Vingranovskyi, P. Hrabovskyi, B. Hrinchenko, N. Zabila, and others). The list also includes fables, author's tales, legends, and short stories intended for work with older preschool children.

When selecting a literary work, it is necessary to follow these *requirements*:

- works for children should have educational value and foster moral qualities;
- they must be accessible in terms of content and the motives of the characters' actions;
- the characters should have clearly expressed traits and be familiar and understandable to children;
- the composition should be clear, with a well-defined sequence of actions and a dynamic plot.

Taking into account that that a literary work aims to provide the child with a holistic understanding of the surrounding life space, to form artistic and speech

²² Bohush, A. M. *Methods of Teaching Children the Ukrainian Language in Preschool Institutions*. Kyiv: Vydavnychiy Dim «Slovo» 2008. 440 p.

²³ I in the World. A Child Development Program from Birth to 6 Years / O. P. Aksyonova, A. M. Anishchuk, L. V. Artemova; scientific supervisor O. L. Kononko. Kyiv: LLC «MCFER Ukraine,» 2019. 488 p.

competence, and to develop a value-based attitude toward the world, a variable model of familiarizing preschoolers with a literary work is proposed. Reading a literary work is considered not as a separate, isolated activity but as a comprehensive model of acquainting children with phenomena and objects of reality.

As A. Honcharenko writes, the literary word is superimposed on the entire experience of the child, producing in their imagination the emergence of new connections and clarifying what previously went unnoticed or misunderstood. Through discussing the work, drawing based on its plot, and enacting events, the phenomena of the literary work are not perceived as isolated facts but reveal the existence of cause-and-effect relationships²⁴.

A. Bohush, N. Havrysh, and T. Kotyk propose the following methods for developing artistic and speech competence through the medium of children's literature:

- 1) methods for the formation of artistic and aesthetic awareness;
- 2) methods for organizing artistic and speech activity;
- 3) methods for stimulating practical verbal creativity²⁵.

According to specialists, the choice of a particular method depends on:

- the genre of the literary work;
- the age of the children;
- the place of the literary work within the educational process;
- the characteristics of the children's speech development in the group;
- the stage of working with the literary work.

The methods for forming artistic and aesthetic awareness include: *the educator's storytelling, the method of direct narration, and the method of reading with observation*. The child's perception of the content depends on how successfully the educator selects linguistic means. Words that are unfamiliar to children should be explained by using visual support, interpretation, or translation. The educator's

²⁴ Goncharenko A. M. *Using Literary Works in the Work of a Preschool Educator*. URL: https://elibrary.kubg.edu.ua/id/eprint/2901/1/A_Goncharenko_materialy%20kruglogo%20stolu_IPPO

²⁵ Bohush A. M., Havrysh N. V., Kotyk T. *Methods of Organizing Artistic and Speech Activities of Children in Preschool Educational Institutions: Textbook for University Students*. Kyiv: Publishing House «Slovo» 2006. 304 p.

storytelling serves as a model for imitation; however, the educator's task is to ensure that each child's story remains unique and individual.

The method of direct narration is most frequently used by educators. Direct narration about the history of the literary work's creation or facts from the author's biography should be expressive, emotional, interesting, and accessible to every child. For older preschool children, it is not necessary to present the writer's biography in detail; it is sufficient to share only selected biographical facts about authors whose works have been read repeatedly.

The method of reading with observation (reading-viewing method) is the first method through which a child becomes acquainted with the world of children's literature, and at the same time, it serves as the main method used in working with preschool children. It accompanies the emotional, artistic-aesthetic, speech, and cognitive development of older preschoolers. This method is implemented through preparatory work and specific methodological techniques such as asking questions during reading or examining illustrations. Since preschool children cannot remain passive listeners for long, questions during reading help maintain their attention and promote deeper comprehension of the work²⁶.

The main *objectives* of artistic reading are as follows:

- to cultivate interest in artistic literature and develop the ability to perceive works of various genres;
- to enrich preschoolers' experience and vocabulary through depictions of real-life phenomena;
- to develop children's speech;
- to form an understanding of the distinctive features of literary art;
- to foster artistic and literary taste, the ability to feel the mood of the characters, and to appreciate the beauty and poetic quality of literary works²⁷.

²⁶ Bohush A. M., Havrysh N. V., Kotyk T. *Methods of Organizing Artistic and Speech Activities of Children in Preschool Educational Institutions: Textbook for University Students*. Kyiv: Publishing House «Slovo» 2006. 304 p.

²⁷ Bohush A. M., Havrysh N. V., Kotyk T. *Methods of Organizing Artistic and Speech Activities of Children in Preschool Educational Institutions: Textbook for University Students*. Kyiv: Publishing House «Slovo» 2006. 304 p.

In older preschool age, if the literary work does not require retelling, it is read only once. The reading may be preceded by a short introductory conversation that prepares children for perception of the text. The use of proverbs or riddles can arouse interest in reading and storytelling.

During reading or narration, the educator should not distract children with questions or remarks. The educational effect is achieved through variations in tone – raising or lowering the voice, pausing, or using introductory phrases such as «Listen to what happened next...»

A. Bohush and N. Havrysh distinguish the following types of retelling:

Full (complete) retelling. A single child retells the entire text. This method is appropriate when the text is short. Its disadvantage is that, if the educator does not set any specific creative tasks related to the text, children's interest in retelling quickly decreases.

Segmented (team) retelling. This method is more effective when children choose their team and agree on which part each child will retell. The advantages of this method include participation of more children in retelling, and children attentively listening not only to their own speech but also to that of their peers.

Collective retelling. Children take turns sequentially reciting the text of the work. The volume of speech is determined by the educator and can consist of a sentence (each child retells one sentence, continuing the idea of the previous child) or an episode. The positive aspect is that nearly the entire group remains active and attentive to the text throughout the activity, while children learn to follow another person's speech and continue the narrative.

Role-play retelling. This method is usually applied in younger preschool age. The educator takes on the role of the author, helps children distribute roles, select attributes and costume elements, discusses the characters' personalities, and advises on appropriate intonation. At the same time, several children may serve as duplicates for any role.

Creative retelling. This method is suitable for older preschool children who already have some experience in reproducing texts. Creative retelling involves retelling with the performance of creative tasks. For example, retelling from the first-person perspective (from the character's viewpoint), inventing episodes that are only mentioned in the text,

introducing new characters, or creating new beginnings and endings. This type of retelling should only be proposed if children have well-mastered the text.

Selective retelling. Sometimes it is appropriate to ask children to retell the most linguistically interesting fragments, either selected by the educator or chosen by the children themselves²⁸. This method is advisable when teaching retelling of a literary work using *modeling techniques*.

Children are provided with colored models (figures of the same shape and size but different in color), shape-based models (different geometric shapes represent characters, e.g., a triangle for a fox or rooster, a circle for a frog, an oval for a bunny), size-based models (figures of the same shape and color vary in size: a large rectangle represents the father bear, a small rectangle - the baby bear), and drawn models (children draw characters on prepared templates).

The use of schematic models helps children gradually master the skill of retelling, first individual episodes and then the entire work.

Older preschool children are encouraged not only to use pre-prepared schematic plans but also to create them independently. Such modeling consolidates children's knowledge of the story's structure and promotes better memorization of the sequence of actions. Children learn to depict not only characters or objects but also movements (with arrows) and to draw diagrams for individual episodes. Subsequently, during storytelling activities, children are taught to convey emotions and various types of movements using their diagrams.

The formation of artistic and speech competence in older preschool children is facilitated by *the reproduction of the content of literary works through various types of play and theatrical performances*. Theatrical activities include dramatization and staging of familiar fairy tales or short stories. According to A. Bohush, N. Havrysh,

²⁸ Bohush A. M., Havrysh N. V. *Preschool Linguodidactics: Theory and Methods of Teaching Children Their Native Language: Textbook for University Students*. Kyiv: Vyscha Shkola, 2007. 542 p., p. 422.

and T. Kotyk, to dramatize means to represent or perform a literary work in roles while preserving the sequence of the author's plot²⁹.

N. Karpynska notes that during the dramatization of a fairy tale, preschoolers compare their own behavior with that of the characters and, by means of speech, select appropriate ways to express the nature of their character³⁰.

Staging games involve the consistent reproduction of the content of a literary work. When working with older preschool children, it is advisable to use the following folk tales for dramatization and staging: «*The Straw Bull*», «*The Fox Sister and the Wolf Brother*», «*The Frog Princess*», and «*The Snow Maiden*», as well as to engage children in various types of theater activities, in particular:

- flannel board theater, table theater, circular panorama «At the School of the Traffic Light Morgaiko»;
- shadow theater based on the Hungarian fairy tale «*Two Greedy Bears*»;
- finger theater based on the Ukrainian folk tale «*The Little Ear of Grain*» («*Kolosok*»);
- puppet theater based on the Slavic tale «*The Twelve Months*»;
- tabletop toy theater based on Ukrainian folk tales «*The Straw Bull*», «*The Fox Sister*», and others.

Effective methods include reinforcing the ability of older preschoolers to compose narrative utterances by modifying familiar texts (for example, «A Fairy Tale in a New Way») and practicing the restoration of sequences in well-known fairy tales.

Conclusions

Thus, the system for forming artistic and speech competence in older preschool children through children's literature comprises pedagogical conditions that are ensured through methods aimed at developing artistic and aesthetic awareness,

²⁹ Bohush A. M., Havrysh N. V., Kotyk T. *Methods of Organizing Artistic and Speech Activities of Children in Preschool Educational Institutions: Textbook for University Students*. Kyiv: Publishing House «Slovo» 2006. 304 p., p. 244.

³⁰ Karpynska N. S. *The Artistic Word in the Education of Children (Early and Preschool Age)*. Pedahohika, 1972. 161 p., p. 132.

organizing artistic and speech activity, and stimulating practical verbal creativity. These include discussions, reading and analyzing literary works (fairy tales and stories), didactic games and exercises based on literary texts, solving riddles, enacting situations according to the content of a work, role-playing games, composing various types of narratives, dramatizations, literary performances, and creative evenings.

The use of diverse genres of children's literature has a positive effect on the development of creative activity, the enrichment of vocabulary, and the imagery of speech. Children's books help to understand the emotions of others, create vivid images in children's imagination, and stimulate speech activity.

A promising direction for further scientific research is the implementation of the identified methods and techniques of using literary works to develop the artistic and speech competence of older preschool children in the educational process of preschool institutions.

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THE ESSENCE AND FEATURES OF FORMING SOCIAL ACTIVITY IN PRESCHOOL CHILDREN

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Abstract. This section reveals the essence and significance of the concept of «social activity in preschool children». Various scientific approaches to defining this concept are analyzed and explored. At the theoretical level, factors that directly influence the development and formation of social activity in preschool children are examined. The specific features of social activity manifestations at each stage of preschool childhood are identified, and the dynamics of its development are studied. It is found that the level of social competence formation affects the expression of social activity. The characteristics of the process of forming social activity in preschool children are analyzed and clarified. In particular, the role of play activity – as the leading activity during the preschool period – and the creation of an educational and developmental environment that is as favorable as possible for fostering social activity are emphasized.

Key words: social activity, social competence, socialization, preschool children, formation, forms, methods, means.

Relevance of the Research. The formation of social activity in preschool children is one of the pressing tasks of preschool education, as modern life requires individuals to demonstrate civic engagement and responsibility in various situations. Developed social activity reflects a child's personal maturity, their experience of interacting with the surrounding world, and serves as a foundation for school readiness.

Studies by I. Bekh, A. Bohush, L. Bozhovych, M. Honcharova-Horianska, O. Zaporozhets, O. Kononko, S. Ladyvir, T. Ponimanska, and others have been dedicated to the issues of forming social activity in preschool children. In the practice of modern preschool education institutions, educators are constantly seeking new forms and methods of work that promote the development of children's social activity. However, both the theoretical and practical aspects of this issue require further study and generalization.

The foundation of modern educational concepts is the idea of shaping an active, competent individual who is able to apply acquired knowledge, skills, and experience in various life situations, interact effectively in society, and actively engage in different types of activity. Therefore, social activity should begin forming in early childhood, starting within the family.

In the context of the problem under study, it is essential to consider the concept of «social competence». This is defined as a multifaceted characteristic of the individual, encompassing all aspects of their functioning within society. The ability to build social relationships, developed during the preschool years, contributes to future social well-being and the individual's self-realization.

The Basic Component of Preschool Education, as a national standard, defines the key requirements for the level of development, education, and upbringing of preschool children. Social activity is one of the core aspects of this standard. It includes the development of social skills, interaction with others, and the formation of a positive attitude toward society. Social competence involves fostering the ability to interact with peers and adults, work in teams, resolve conflicts, and show empathy and compassion.

When it comes to forming social skills, an important component is the development of communication skills: the ability to listen, express one's thoughts, and understand social norms and rules of behavior. Social activity also involves engaging children in shared games, activities, and events, which promote their social development and integration into a group. On the basis of social activity, children develop a positive attitude toward others, respect for their rights and interests, as well as an understanding of the importance of cooperation and mutual support¹.

¹ Basic Component of Preschool Education (State Standard of Preschool Education), new edition: approved by the Order of the Ministry of Education and Science of Ukraine No. 33 dated January 12, 2021. Access mode:

Thus, in the context of the Basic Component of Preschool Education, social activity is a crucial element of a child's comprehensive development, contributing to their successful socialization and adaptation in society.

The relevance of the issue under study is confirmed by the dynamic processes currently taking place in Ukraine. Rapid changes and societal instability caused by the war, along with the spread of new trends in education and upbringing, have led to increased interest in the problem of personality socialization. Socialization becomes especially significant during the preschool years, as this period is characterized by a close connection between the child's development and their social environment.

1. Scientific Approaches to Defining the Essence of the Concept of «Social Activity»

In modern scientific literature, activity is considered a category studied within biological, psychological, and pedagogical contexts. For example, H. Kostiuk defines activity from both biological and social perspectives. In the biological sense, it is seen as the organism's adaptation to the environment and its response to external stimuli. In the social sense, it refers to the ability to change the environment according to one's own needs, views, and goals. S. Honcharenko defines personal activity as the ability to engage in purposeful action, to transform the surrounding environment and oneself on the basis of material and spiritual culture.

An analysis of various approaches to understanding activity as a general characteristic of living beings leads us to the conclusion that activity always manifests itself through action and is viewed as the realization of an individual's physiological and psychological traits. It is shaped by both internal factors (personal needs and capacities) and external factors (natural and social environment).

In psychology, activity is understood as a general characteristic of living beings and an essential condition of their existence. The interrelation between the categories

of «activity» and «action» is also emphasized: activity reflects the nature of action – its qualitative characteristics, direction, and selectivity.

Activity, as one form of action, serves as a means of integrating society and the individual. Among the various forms of human activity, the category of «social activity» holds a special place.

The issue of forming social activity in preschool children has been studied by such researchers as T. Zinchenko, O. Halian, A. Veretelnyk, V. Ivanova, Ye. Posypanka, O. Kosenchuk, T. Hrytsyshyna, and others. The justification of this phenomenon as a necessary precondition for the development of independence and goal-directed behavior is presented in the works of I. Rohalska, N. Havrysh, O. Reipolska, S. Matviienko, and others.

To further explore the phenomenon of social activity, we must turn to the concept of «social competence,» as these two concepts are closely interconnected.

Social competence, as a component of life competence, is a central characteristic of a growing personality and indicates their maturity (within age-specific limits) as a social being. According to leading psychologists and educators, it is characterized by:

- *Social activity* (communication skills, ability to work in a team, build productive relationships, negotiate, define one's status among peers, resolve conflicts peacefully, behave conscientiously);
- *Personal awareness* (the child's worldview, efforts to preserve individuality, orientation in social roles, rights, and responsibilities);
- *Adequate self-esteem* (the need for recognition, reflection, behavioral self-regulation).

Thus, genuine social experience is formed under the condition of normal development of both the social and individual aspects of the preschool child's personality².

² Lytvynenko, S., & Yamnytskyi, V. (2003). *The Child and the Environment: Issues of Interaction*. Humanitarian Bulletin of the Hryhorii Skovoroda Pereiaslav-Khmelnytskyi State Pedagogical University, Pereiaslav-Khmelnytskyi, Issue 3, pp. 215–220.

There are four groups of personality traits that form a distinctive profile of social competence and the unique individuality of a person. Each group includes specific characteristics:

- The *first group* includes traits that ensure the development and use of a child's social abilities (such as social perception, imagination, empathy, the ability to evaluate interpersonal relations, and the ability to choose communication partners);
- The *second group* includes traits that are formed through group interaction and as a result of social influence (such as conformity, trust, solidarity, etc.), which facilitate the individual's acceptance of the group's value orientations and attitudes;
- The *third group* includes traits related to the individual's social position (such as social activity, responsibility, cooperation);
- The *fourth group* includes traits associated with general psychological characteristics (such as a tendency toward authoritarian or democratic styles of behavior and thinking, and a dogmatic or innovative approach to life's challenges).

Together, these traits create the psychological conditions for the development of social competence and foster a conscious attitude in the growing personality toward expressing individuality within the social environment.

In her dissertation research, M. Kotok established that only 6.9% of children demonstrated a high level of social competence; 9.4% had a sufficient level, 61.7% a medium level, and 22.0% an insufficient level³. These findings confirm the necessity for further development and theoretical justification of effective pedagogical conditions and methods for the social development of older preschool children.

When examining the development of social competence during preschool childhood, we can identify the following components of social competence:

1. *Knowledge of social life and of oneself as a member of a group* (the child is aware of socially acceptable and approved behaviors).

³ Kotok, M. O. (2019). *Fostering Personal Identity in Older Preschool Children* (Author's abstract of the dissertation for the degree of Candidate of Pedagogical Sciences, specialty 13.00.08). Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine. Defense date: December 24, 2019. Kyiv, 22 p. <https://uacademic.info/ua/document/0420U100048>

2. *Social skills* (the child builds relationships, coordinates actions, resolves problems constructively, behaves peacefully and responsibly, balances group interests with personal interests, and effectively achieves shared goals).
3. *Social emotions* (trust, affection, empathy, respect).
4. *Social experience* (the child seeks self-realization – demonstrates personal qualities, expresses themselves to others, builds self-confidence, develops realistic self-assessment, regulates behavior; knows how to carry out actions, maintains an optimistic attitude toward social events and phenomena, supports themselves and peers in difficult situations, resists adverse social conditions, quickly adapts to new social environments, and flexibly adjusts to new life demands)⁴.

O. Hrysiuk defines social activity as a person's ability to consciously engage in social relations, based on their readiness to perform socially significant actions. In the context of preschool children, this is expressed in their desire to interact with peers, participate in group games, and engage in joint activities. Social activity is closely connected with the development of early notions of responsibility and initiative⁵. According to contemporary perspectives, social activity is one of the most important conditions for a child's socialization in the process of learning, upbringing, and self-development – through which the child comes to understand themselves as a personality.

V. Ivanova and Ye. Posypanka define social activity in preschool children as the ability to interact in joint activities, which promotes the development of communicative, moral-ethical, and cultural qualities. It is most effectively formed through communication between children within an educational environment⁶.

⁴ Honcharova-Horianska, M. V. (2003). Social competence of preschool children: concept, content, and formation in modern educational institutions. In *Collection of scientific works* (Vol. 1, pp. 219–226). Kyiv–Zhytomyr: Volyn. 2003. C. 219–226. <https://elibrary.kdpu.edu.ua/handle/123456789/6829>

⁵ Hrysiuk, O. M. (2018). Development of social activity of personality: theoretical aspect. *Young Scientist*, (2.1), 28–31. <http://molodyvcheny.in.ua/files/journal/2018/2.1/8.pdf>

⁶ Ivanova V., Posypanka Ye. Development of social activity in older preschoolers within the educational environment of preschool institutions. URL: <https://eprints.zu.edu.ua/42486/1/1.pdf>

S. Matviienko and S. Vasylieva argue that a preschooler's social activity is manifested in their ability to establish contacts with other children and adults, follow the rules of joint activities, and express their thoughts and desires. Social activity develops through collaborative activities, including caring for natural objects (such as flowers or animals). This fosters responsibility, empathy, and cooperation skills, which are the foundation for social activity formation⁷.

Complementing the above scientific views, Ye. Poyda points out that children's activity increases in an environment that takes their cognitive interests into account. Play activities that encourage interaction with peers and correspond to children's interests promote the development of social activity through fostering cooperation, initiative, and creativity⁸.

In the works of A. Bohush, N. Havrysh, and O. Kononko, it is emphasized that social activity is an expression of children's independence in relationships, their ability to understand social roles, rules, and norms of behavior. O. Maksymova highlights that social activity is an important component of social competence, ensuring the child's adaptation to new conditions of learning and communication at school⁹.

A child's social activity is determined by the form of their understanding of the nature of properties as a system of needs, actions, deeds, and motives of behavior. Essential components of a child's social activity include socially valuable motives and active behavior, which arise as the ability to consider and change existing circumstances in combination with internalized moral and ethical requirements.

Based on an analysis of scholars' works, social activity can be summarized as a person's readiness for social actions, an awareness of the importance of their

⁷ Vasylieva S. A. Features of the process of forming socially purposeful behavior in older preschool children in object-transforming activities with natural objects. *Collection of scientific works. Pedagogical Sciences*, 2018, Issue LXXXIII, Vol. 1, pp. 87–93. http://nbuv.gov.ua/UJRN/innped_2018_4%282%29_29

⁸ Poyda Ye. V. Formation of cognitive interests of preschool children in a developmental play environment: experience description. Zaporizhzhia, 2020. 50 p.

⁹ Maksymova O. O. Formation of social competence in preschool children as a key to their successful adaptation to school learning. *Pedagogical Education: Theory and Practice. Collection of scientific works*, Issue 20 (1-2016), Part 2. Kamianets-Podilskyi, 2016, pp. 229–234. http://nbuv.gov.ua/UJRN/znppo_2016_20%282%29_43

participation in social life, and a need for self-development and self-identification as an active member of society. M. Kotok emphasizes that the development of social activity is closely connected with the formation of a child's sense of identity, independence, and understanding of their role in society. In sociology, social activity is linked to the degree of a person's integration into the system of social relations and participation in various forms of social activity¹⁰.

Thus, a child's social activity is defined as their ability to engage in age-appropriate types of activity that promote achieving results and the manifestation of socially significant personal traits; as the child's readiness for social actions within social relationships, initiative, independence, and the effectiveness of actions aimed at actively transforming the social environment. A preschool child's social activity is expressed externally – in conditions of interpersonal interaction (communication and joint activities) – and internally – through reflection, self-awareness (self-understanding, self-esteem), and self-regulation.

2. Factors Influencing the Development of Social Activity

A defining role in the development of a person's social activity is played by the societal environment, which encapsulates the cultural and historical experience of humanity. Participation in society is a prerequisite for the formation of personality and its value orientations, which unfold through joint activity with others. Thus, a close linkage exists between the process of socialization and the development of social activity.

Researchers identify several key factors in shaping social activity:

1. Play activity (T. Pirozhenko, Ye. Poyda): It stimulates the development of communicative and social skills, helps children learn to negotiate, resolve conflicts, and follow rules – all foundational to social activity¹¹.

¹⁰ Kotok M. O. Education of personal identity in older preschool children: abstract of dissertation for Candidate of Pedagogical Sciences: 13.00.08 / Institute of Problems of Education, NAPS of Ukraine. Defense date: 24.12.2019. Kyiv, 2019. 22 p. <https://elibrary.kdpu.edu.ua/xmlui/handle/123456789/6830>

¹¹ Play-Based Activity of Preschoolers: Early Preschool Age / T. O. Pirozhenko et al. – Kyiv: Henesa. – 88 pages. <https://surl.cc/gvypet>

2. Social environment (S. Vasylieva; V. Ivanova & Ye. Posypanka): The educational setting of the preschool institution should allow children to interact with peers and adults.

3. Object-transformative activities (S. Vasylieva): Collaborative care for natural objects fosters responsibility and cooperation.

4. Implementation of a personal approach (I. Bekh, M. Kotok): This cultivates a sense of identity and self-esteem in the child, which are crucial for nurturing social activity.

Effective features of the preschool educational space that support social activity among older preschoolers include:

- A cohesive educational environment: Unified value orientation among staff, shared cultural and moral ideals that shape behavior and activities, and consensus on pedagogical goals, principles, and approaches to fostering social activity.

- Shared events: School routines, traditions, communal socially significant activities, festivals, and the emotional experience of shared events as personally meaningful.

- Emphasis on cooperation and mutual support: Valuing each child as an individual and encouraging collaboration among all participants in the educational process.

- An open educational environment: Allowing older preschoolers to interact beyond their age group – engaging with peers, younger children, and adults, fostering awareness of the broader preschool community, and meeting their own interests in tandem with collective goals and the perspectives of others¹².

Creating conditions that foster social activity among preschoolers is vital. A nurturing emotional environment in both the preschool and the family – driven by supportive parenting, positive emotional climate, and form of upbringing – instills confidence and positive emotions in the child (I. Bekh; O. Maksymova; N. Havrysh; O. Kononko).

¹² Ivanova V., Posypanka Ye. Development of Social Activity in Older Preschoolers within the Educational Environment of Preschool Institutions. URL: <https://surl.li/yjpyeo>

O. Kononko highlights the significance of using contemporary educational materials, programs, and manuals that support the development of social activity through games, group activities, and specific exercises¹³.

I. Bekh notes that spirituality and morality are the foundation for the development of social activity, as through them, a child learns to empathize, help others, and become aware of their place in society¹⁴.

Thus, the main factors in the development of social activity in preschool children are: play-based activity, the social environment, object-transforming activity, and the implementation of a personal approach.

3. Age-Related Features of Social Activity in Preschool Children

The understanding of the social environment, the ability to navigate it, and to act constructively within the limits of one's age-related capacities arises in each child through interaction with reality. This reality is reflected in the child's consciousness and serves as an orienting basis for further actions, thus contributing to the improvement and enrichment of any kind of activity.

In practice, this process often occurs spontaneously. Representations of socially competent behavior formed at a spontaneous level, in any case, become the starting point for the development of more structured concepts, which support the child's transition to the zone of proximal and future development. Therefore, the process of developing social competence in older preschoolers, organized through pedagogical interaction between adults and children, based on the child's knowledge, skills, and abilities, becomes especially important.

The formation of social competence during the preschool stage has its own specifics: the child possesses basic knowledge about the world (its laws, rules, and norms), about themselves (their capabilities, personal preferences, age and

¹³ Social and Moral Development and Education of Preschool Children: Collective Monograph / Compiled by: O. L. Kononko, N. P. Pykhtina, S. I. Matvienko, A. M. Anishchuk, L. V. Bobro, O. V. Lisovets; General editor: O. L. Kononko. Nizhyn: Mykola Gogol State University, 2020. 287 pages. <https://surl.li/zkfhpl>

¹⁴ Bekh, I. D. Personality Education: Educational and Methodological Manual / I. D. Bekh. – Kyiv: Lybid, 2003. – pp. 149–160.

gender differences, rights and responsibilities), and about the sphere of relationships (rules of coexistence, establishing interaction, and resolving conflict situations)¹⁵.

Preschool age is considered a sensitive period in a child's social development. During this time, socially acceptable behavior and the ability to navigate the world of human relationships are actively formed. The Ukrainian Educational Environment Program states that in older preschool age, there is a gradual shift from understanding the meaning of individual actions (good – bad) to more generalized concepts of behavior¹⁶.

The process of developing social activity is not only spontaneous but also cyclical. For a child to learn to perceive the world with interest, to enjoy their close surroundings, to speak and think, special conditions are necessary. As early as in the first months of life, an adult intentionally develops a child's hearing, movements, emotions, and gaze, trains them, actively introduces human subjects and relationships into their world, and lays the foundation for a harmonious perception of life. That means teaching the child to feel the joy of life, to see beauty, and to overcome life's difficulties without unnecessary stress or anxiety.

A preschool child's social activity is expressed according to their age-related characteristics and the level of social competence. Let us consider the specifics of social competence in children of different age groups.

At a younger preschool age, the child knows themselves within the family of close adults and children, and their family relationships; in the preschool institution – the names and patronymics of educators. The child understands adults' expectations regarding their behavior, shows interest in joint activities with adults and other children. They understand the difference between adults and children, recognize that children are protected by their parents, and distinguish between relatives, familiar

¹⁵ Honcharova-Horianska, M. V. Social Competence of Preschoolers: Concept, Content, Formation in Modern Educational Institutions: Collection of Scientific Papers. Kyiv–Zhytomyr: Volyn, 2003. Book I, pp. 219–226. <https://surl.li/qfpyba>

¹⁶ Program for the Development of Preschool Children «Ukrainian Educational Environment» / O. I. Bilan; general editor O. V. Nyzkovska – Ternopil: Mandrivets, 2017. – 256 p., p. 189 <https://surl.li/bgxtwe>

people, and close individuals. They are able to greet, thank, ask for help, and offer it. They express their attitude toward people through words and other means. All these indicators of a child's social competence define the features of their social activity.

The social activity of a child of middle preschool age is characterized by an understanding that a person is born and lives in a family, an awareness of the importance of family relationships, harmony, and order in the home. The child is able to show care and love for their relatives. They know the rules of communication with acquaintances – «neighbors, parents' friends» – and strangers. They show concern for others based on their age, understand the emotional state and mood of adults and peers, and recognize the importance of good relationships with children and teachers in kindergarten. The child can engage in cooperative play and classroom activities, knows and follows the rules of polite communication, and understands that certain norms must be observed in society. They show interest in the teacher's actions and words, seek cooperation and approval for good deeds, and can talk about their friends and describe their character traits. The child understands expectations for behavior during joint activities, cares for younger children, and learns from older peers.

In older preschool age, building on the behavioral processes acquired in earlier stages, a child's desire for independence, asserting their own opinion, making decisions, and maintaining their individuality within the peer group becomes increasingly important. At this stage, a list of basic responsibilities is formed, and the child begins to fulfill adult instructions and expectations independently. Additionally, a «children's society» and child subculture begin to take shape. The social development of older preschoolers includes the following stages: adaptation, integration, and individualization¹⁷.

Theoretical foundations that define the process of forming social activity in older preschoolers allow us to identify the main approaches:

¹⁷ Matviienko, S. I. Methodology for Developing Social Competence in Preschool Children: Educational and Methodological Manual. Nizhyn: Mykola Gogol Nizhyn State University, 2012. 104 p., pp. 11–12. <https://surl.li/zkfhp1>

- The competency-based approach focuses on the development of a child's individual social experience.
- The activity-based approach emphasizes the selection and organization of specific types of activities for children.
- The personal approach is based on developing social competence as a process of forming a set of psychophysiological and social-personal qualities.

Older preschool age is an optimal period for developing social relationships and behavior. Characteristics of this age, such as flexibility, adaptability, and sensitivity of the nervous system, are favorable for the development of social competence. Social competence is closely linked with behavioral experience, value orientations, norms, and patterns of interaction with the surrounding world. It is one of the indicators of personal maturity and requires targeted development during preschool age. At this stage, a child's system of interpersonal relationships is formed. The content and form of these relationships largely depend on the child's participation in joint activities and their experience of interacting with peers and adults.

The development of the older preschool child's personality is viewed as a process of entering and integrating into a new social environment. Key indicators of social competence in preschoolers include: adaptation to new conditions, socialization, group interaction, tolerance toward others and different cultures, understanding others' points of view, conflict-free resolution of disputes, communication skills¹⁸.

A distinctive feature of older preschoolers is their need for communication with adults and peers, and for joint activity, through which they develop self-esteem and a sense of self-worth. Only through collective activity does the child become integrated into society.

The process of personal development at this age is marked by:

- intensive development of social relationships;

¹⁸ Popovych, O., Umanska, A. Play Activity as a Means of Developing Social Competence in Preschool Children. *Current Issues of Teaching and Education in the Context of Integration Processes in the Educational and Scientific Space* [Electronic resource]: Proceedings of the 7th All-Ukrainian Scientific and Practical Online Conference (November 15, 2024, Mukachevo) / Chief Editor O.M. Fentsyk. – Mukachevo: MSU, 2024. – pp. 147–152. <http://dspace.msu.edu.ua:8080/handle/123456789/12305?locale=hu>

- changes in social roles and functions;
- expansion of social and moral interactions with the surrounding society;
- dynamic development of social perceptions;
- a special emotional attitude toward the world.

The formation of a preschooler's social activity begins in the family and continues in preschool education institutions. Therefore, a child's social development depends on the combined efforts of parents and educators. The first stage of socialization occurs within the family, where the child establishes their first relationships with relatives. The second stage involves forming social connections outside the family. In preschools, children establish relationships with peers and new adults, gaining valuable social experience necessary for their future life.

Thus, the preschool period is a sensitive stage for the formation of social activity, as it is during this time that many mental processes develop, which determine the future socialization of the personality and active involvement in various types of activities, especially those of a social nature.

4. Specifics of the Process of Developing Social Activity in Preschool Children

As O. Kononko points out, social competence as a component of life competence is a central characteristic of a growing personality, reflecting the individual's maturity (within age limits) as a social being. Therefore, under today's circumstances, it is necessary to create all the conditions for social and pedagogical support for the child from the earliest years of life to ensure a harmonious, socially competent existence of the individual as a subject of sociocultural life¹⁹.

For the comprehensive social development of a child, it is essential to properly organize the child's perception so they receive diverse information about the surrounding world and are able to perceive and enjoy its beauty harmoniously. An indicator and, to some extent, a result of the socialization process is social competence,

¹⁹ Kononko, O. L. Defending the Inherent Value of Preschool Childhood. *Preschool Education*, 2001, No. 11, pp. 12–14. <https://scholar.google.com/citations?user=aiL6qIEAAAAJ&hl=uk&oi=sra>

which, during the transition from preschool to school, is expressed in the child's readiness to interact effectively with others within a system of interpersonal relationships.

The preschool education institution serves as the primary institution through which the foundations of a socially competent preschooler are formed. While attending preschool, a child learns to help teachers, befriend peers, and respect the dignity of older individuals, parents, and educators. They begin to develop an understanding of kindness toward others, sincerity in relationships, empathy, compassion for others, and the ability to offer support in difficult life situations.

S. Vasylieva emphasizes that one of the conditions for developing socially appropriate behavior is ensuring and diversifying the forms of peer relationship organization. This involves creating conditions in which children have opportunities to interact in pairs or small groups. Additionally, she highlights the need to enrich the educational environment in a way that promotes peer interaction, which includes creating external social situations for the children. To achieve this, it is appropriate to use didactic games to maintain unity in forms of activity and to sustain the social situation for an extended period, as well as active games, which guide educators in understanding how well children absorb social norms and express their needs and how these are being met, particularly in older preschoolers²⁰.

As noted by T. Pirozhenko, play activity is the leading type of activity in preschool age, through which significant psychological changes occur in the child. Play represents the first accessible form of activity for preschool children. At the same time, play is inherently social in its motives, structure, and functions. It has a significant impact on the social and moral development of preschoolers. Through play, the content of the social world surrounding the child is reflected, including its moral norms and rules. Moreover, play is the most accessible type of activity for children – a way to process impressions, emotions, skills, and knowledge gained from the surrounding

²⁰ Vasylieva, S. A. Features of the Process of Forming Socially Appropriate Behavior in Older Preschool Children through Object-Transformative Activities with Natural Objects. *Collection of Scientific Works. Pedagogical Sciences*, 2018, Issue LXXXIII, Vol. 1, pp. 87–93, p. 88.
http://nbuv.gov.ua/UJRN/Tmpvd_2017_21%281%29_10

environment. It is true social practice for the child and reflects their real life in the society of peers²¹.

According to the scientific approach of Ye. Poida, there are many types of games, each fulfilling specific educational, developmental, and nurturing tasks. Didactic, active, and role-playing games contain various knowledge, mental operations, and actions that preschoolers need to master. In creative games, children express their emotions, impressions of the surrounding world, and previously acquired knowledge. During play, this knowledge is generalized, transformed, and improved. Through play, children gain the opportunity to assimilate the lexical and grammatical structure of speech in the most favorable and harmonious way. Accordingly, one of the urgent tasks of a speech therapist is the successful selection and use of different games, adherence to the principle of game variability (verbal, creative, rule-based games), as well as the teacher's ability to adapt educational and speech materials to the needs and interests of children, without losing sight of the overall goal of corrective work²².

The above-mentioned scholar notes that the most common games in work with preschoolers are didactic (educational) games used in the educational process to consolidate and clarify knowledge about the environment. A didactic game is understood as a unified system of influence aimed at forming a child's need for knowledge and implementing sensory and cognitive processes. Such games are specially created by adults for various pedagogical purposes: sensory education, speech development, familiarization with the environment, and more. In working with children, it is important to accompany didactic games with vivid visual materials such as pictures, objects, or toys, or to build them solely on verbal material.

According to M. Kotok, play activity influences the formation of voluntary behavior and all mental processes of the child – from the simplest to the most complex. By performing a certain game role or following game rules, the preschooler

²¹ Play Activity of Preschoolers: Early Preschool Age / T. Pirozhenko et al. Kyiv: Heneza, 2016. 88 pages, p. 23. <https://surl.cc/gvypet>

²² Poida, Ye. V. Formation of Cognitive Interests of Preschool Children in a Developmental-Play Environment. Zaporizhzhia, 2020. 50 pages.

subordinates their impulsive actions to this task. In play, children concentrate better and remember more than when given direct tasks by adults²³.

Thus, play activity has significant potential in terms of the priority educational task: forming the child's subject position in relation to their activities and communication with peers. One advantage of play is that it always requires active actions from the child. The introduction of a carefully thought-out play situation into the educational process helps not only to focus children's attention but also promotes the formation of conscious cognitive motivation in children.

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²³ Kotok, M. O. (2019). Fostering personal identity in senior preschool children: Author's abstract of candidate's dissertation in pedagogical sciences, specialty 13.00.08 / Institute of Educational Problems of the National Academy of Educational Sciences of Ukraine. Defense date: 24.12.2019. Kyiv, 2019. 22 p. <https://uacademic.info/ua/document/0420U100048>

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FEATURES OF PROFESSIONAL TRAINING OF FUTURE PRESCHOOL EDUCATION SPECIALISTS FOR EDUCATING INDEPENDENCE IN CHILDREN OF OLDER PRESCHOOL AGE OF DIFFERENT GENDERS

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Abstract. The section presents an analysis of the problem of educating independence in older preschool children of different genders, substantiates the relevance of professional training of future teachers for educating independence in older preschool children, the features of gender differentiation in the process of educating independence, and analyzes the concept of independence in the studies of modern scientists. The theoretical and methodological principles of forming the readiness of future preschool education specialists to foster independence in older preschoolers are characterized, based on the analysis of research by prominent scientists. Pedagogical conditions for the formation of readiness of future preschool education specialists to foster independence in children of different genders have been determined.

Key words: independence, education of independence, independent, preschool children, gender, gender differentiation, training of specialists, pedagogical conditions, formation of readiness of future specialists of preschool education to education of independence in children of different genders.

The relevance of the problem of professional training of future teachers to foster independence.

The upbringing of the younger generation's independence is one of the state's top priorities in the field of education, starting from the first, preschool level. From the first

years of a child's life, conditions must be created for the formation of an active, creative, independent personality, capable of making their own choices, assuming responsibility, making significant decisions, and determining the path of their development. The Laws of Ukraine «On Education» and «On Preschool Education», the National Strategy for the Development of Education in Ukraine, the Concept of Preschool Education in Ukraine, the Basic Component of Preschool Education in Ukraine, and other regulatory and instructional documents orient educators to the development of an independent personality with an active life position. This is especially relevant in view of the challenges that the present day poses to every person: the need to be competitive, proactive, purposeful, and creative in the conditions of society, which are constantly changing.

In the modern educational space, the need to train highly qualified specialists in preschool education, who are able not only to implement the educational program, but also to effectively promote the development of key qualities of the child's personality, is becoming more urgent. One of such qualities is independence - an integral characteristic that is formed throughout the preschool period and is manifested in the child's ability to make decisions, act without constant external control, and show initiative.

In scientific literature, independence is considered as one of the leading qualities of a person, characterized by the ability to set certain goals and objectives and achieve them on one's own; as a core personal quality, expressed in independence, freedom from external influences, coercion, and external support and assistance.

In this regard, the professional training of future educators should be aimed at forming readiness to implement an individualized, gender-sensitive approach in the pedagogical process.

The purpose of this section is to analyze the features of professional training of future preschool education specialists to foster independence in older preschool children, taking into account gender differences.

The concept of preschoolers' independence in the research of modern scientists

Modern psychological and pedagogical studies by O. Kononko, Yu. Demydova, G. Belenka, Z. Gurina, N. Dudnik, V. Marshytska, M. Savchenko, E. Subotsky, N. Grigorieva, N. Gavrilish, S. Ivakh, etc. are devoted to revealing the features of educating independence in preschool age. These specialists emphasize the influence of upbringing and teaching conditions on the formation of children's independence, consider independence as a way of activity, understand it as a psychological achievement in personal development, study independence from the point of view of the position of the individual in a peer group, point out the gender-role features of independence, and investigate the role of an adult in educating the independence of a preschooler. In the works of many scientists, independence is presented as a quality of personality that combines intellectual, moral-volitional and emotional components.

In a broad sense, the concept of «independence» is characterized in scientific sources as independence, freedom from external influences, coercion, from outside support, assistance; the ability to act independently, make judgments, take initiative, and be decisive. Yes, encyclopedic sources give the following interpretation of the terms «independence» - «the property and state of being «independent»; the ability to act without outside help or guidance; independent actions», and «independent» - «not under anyone's authority; not subordinated, not subject to anyone, anything; free, independent; able to act alone, without outside help or guidance; capable of independent actions, deeds, etc.; isolated from others; which among others has significance in itself; separate; carried out by one's own strength or on one's own initiative, without outside help or guidance; devoid of outside influences; original»¹.

According to O. Kononko, the manifestations of independence are the ability to independently set a goal, plan one's activities, and achieve the predicted result in familiar conditions of activity. Independence as a quality of the subject is always

¹ Lisovets O. V. Raising independence in children of different genders aged 5–7 years: monograph. Nizhyn: Mykola Gogol National State University, 2022. 223 p.

present in the child, its manifestations are associated with both internal factors (motives, desires, needs) and external factors - environmental factors in the variety of their manifestations - from material objects to the actions and emotional reactions of other people. As the author notes, considering, in this way, the nature of children's independence, teachers and parents get the opportunity to vary the ways of interacting with the child, to accept the idea that the child is independent from the beginning. And the task of an adult is to see, support, and help the child's independence to reveal itself in any type of activity in which he is interested².

Analysis of V. Marshytskaya 's works showed that a preschooler can be called independent if «his behavior is characterized by a complex of all the main indicators - independence, initiative, purposefulness and optimism.» She emphasizes that the lack of formation of at least one of these indicators makes a high assessment unlawful, since each of the mentioned skills is a necessary condition for the development of a child's independence, and taken separately cannot guarantee the required level of personality activity³.

T. Pirozhenko highlighted independence as one of the personal traits of a person's character, which contributes to the development of a focus on self-realization and creative self-determination. T. Minakova adheres to the same position, who sees the manifestation of independence in increasing the pace of work, performing tasks with incomplete instructions, and choosing the most rational methods of practical activity⁴.

G. Belenka , N. Gavrish, O. Reypolsky believe that independence is a strong-willed quality of a person, which consists in the ability to act independently of outside

² Kononko O. L. Theoretical aspects of social and moral development and upbringing of preschool children. Social and moral development and upbringing of preschool children: a collection of monographs / inc.: O. L. Kononko, N. P. Pykhtina, S. I. Matvienko, A. M. Anishchuk, L. V. Bobro, O. V. Lisovets; ed. O. L. Kononko. Nizhyn: NDU named after M. Gogol, 2020. 287 p. <http://lib.ndu.edu.ua:8080/jspui/bitstream/123456789/2878/1/%D0%90%D0%BD%D0%B8%D1%89%D1%83%D0%BA%D0%9A%D0%BE%D0%BD%D0%BE%D0%BD%D0%BA%D0%BE%D0%9C%D0%BE%D0%BD%D0%BE%D0%B3%D1%80%D0%B0%D1%84%D0%B8%D1%8F%D0%9C%D0%90%D0%9A%D0%95%D0%A2.pdf>

³ Marshytska V.V. Psychological and pedagogical prerequisites for the upbringing of independence of a child of older preschool age in a preschool educational institution. *Humanitarian Bulletin of the State Higher Educational Institution «Pereyaslav-Khmelnytsky State Pedagogical University named after Grigory Skovoroda».* Vol. 1 Issue 35. P.240 - 246.

<https://chelpanov.eeipsy.org/index.php/eeip/article/download/673/678>

⁴ Pirozhenko T. O. The personality of a preschooler: development prospects. Ternopil: Mandrivets , 2010. 136 p.

guidance and help, to seek it in case of objective necessity; to initiate one's own decisions; to rely on one's own life experience⁵.

According to M. Savchenko, independence is a personal quality that implies independence of judgments and actions, the ability to realize one's own goals without the help and prompts of others. important decisions; responsibility for one's actions and their consequences; inner confidence that such behavior is possible and correct. It is noted that negative factors influencing the formation of a child's independence are the exercise of total external control, strict discipline and, conversely, excessive permissiveness, protecting the child from problems and opportunities to make their own decisions⁶.

N. Grigoriev, analyzing the works of Z. Hurin notes that the researcher considered independence as a stable personal formation, a tendency to behavior, a manifestation of activity that acquires a stable form, turns into a personal quality, demonstrates the repeatability of a certain style and strategy. In her opinion, independence is a complex, integrated characteristic of a person with such components as independence, initiative, self-esteem⁷.

Special attention also needs to be paid to the study of the issue of gender differentiation in the process of educating independence, which is due to manifestations of gender specificity in the behavior, interests, emotional sphere and cognitive activity of boys and girls. The problem of gender education of preschool children investigated such scientists as O. Kikinezhdi, T. Govorun, N. Machynska, V. Lutsenko and others.

Researcher V. Lutsenko notes that the term «gender» is a characteristic feature of modernity, its content reflects the socio-cultural roles and relationships of men and

⁵ We educate the basic personality qualities of an older preschooler in the conditions of a preschool educational institution: methodical manual / G. Belenka, N. Gavrilish, S. Vasiliyeva, V. Marshytska, S. Nechay, G. Orlova, O. Ostryanska, O. Polyakova, V. Ragozina, O. Reypolska, N. Shklyar; ed. by N. Gavrilish. Kharkiv. Madrid, 2015. 220 p.

⁶ Savchenko M. Pedagogical conditions for fostering independence of preschool children in play activities. *Updating the content, forms and methods of teaching and education in educational institutions: Collection of scientific papers. Scientific notes of the Rivne State Humanitarian University. Issue 4 (47)*. Rivne: RDHU, 2012. pp. 173-176.

⁷ Grigor'eva N. Theoretical foundations of the problem of educating independence in preschool children *Series: Pedagogical sciences*. Issue 1. Berdyansk: BDPU, 2021. 402 p.

women; it is the result of the influence of society on the formation and development of the personality; the gender approach, which determines the features of the formation and development of gender education in the preschool education system, is one of the leading research directions of various scientific schools and trends. Certain stereotypes associated with the gender characteristics of individuals have formed in society; the gender approach involves taking into account not only gender, but also personal characteristics of boys and girls, etc. Understanding, awareness and perception of gender issues significantly expands the prospects of pedagogical education, in particular preschool education⁸.

O. Kikineji in his research notes that the content of gender education for children of preschool age is directed at satisfying the child's needs in knowing himself as representative of a certain gender, surrounding adults and peers, mastering gender-role experience, values, meanings and methods of gender-role behavior, self-realization of the wealth of the inner world, female (male) identity. The content of the gender education process is the integration of culture and history as carriers of gender-role values, which determine the features of the educational process⁹.

By gender education, T.V. Govorun understands the process by which a person learns models of behavior in society, values, etc., corresponding to the concepts of «masculine and feminine»¹⁰.

Analyzing the works of scientists, it is worth noting that gender education of children of preschool age is a purposeful process of gender and age formation of children, which involves their mastery of a behavior model adequate to their own gender, the formation of a positive attitude towards themselves as a representative of a certain gender, and ideas about the moral norms of relations between people of different genders in society.

⁸ Lutsenko V. Scientific thesaurus of the problem of gender education of children of older preschool age. *Osvitologiya*. Vol. 13. No. 13. 2024. P. 21–29 <https://doi.org/10.28925/2412-124X.2024.13.2>

⁹ Kikinezhdi O.M. Formation of gender identity in older preschool age: subjective dimension. Scientific Bulletin of the Mykolaiv National University named after V.O. Sukhomlynsky. *Psychological Sciences*. 2017. No. 1. P. 82-89. http://nbuv.gov.ua/UJRN/Nvmdups_2017_1_17

¹⁰ Govorun T. V. Socialization of gender and sexuality: monograph. Ternopil: Textbook Bohdan, 2001. 240 p.

Analysis of modern psychological and pedagogical research shows that many scientists have studied gender-specific features of the development of cognitive processes in children of older preschool age, as they are significant for the formation of independence. In particular, differences in thinking have been experimentally proven: girls prevail in speech tasks; boys are better oriented in spatial tasks.

The concept of «independence» in preschool age is considered as a complex, multi-component personal formation that combines the intellectual, moral-volitional, emotional and activity spheres of a child's development. Scientists (O. Kononko, G. Belenka, N. Gavrish, V. Marshytska, M. Savchenko, Z. Hurina, etc.) interpret independence not only as the ability to act without outside help, but as a psychological achievement that ensures the formation of an active life position of the child.

Thus, in modern scientific discourse, the independence of preschool children is understood as an integral quality of personality, which is formed under the influence of socio-pedagogical, psychological and gender factors and is an important prerequisite for a child's readiness for schooling and further life self-development. Initiative, responsibility, the ability to set goals, plan, self-control and make decisions are recognized as important factors in the development of independence.

Researchers emphasize the leading role of adults, in particular teachers, in creating favorable conditions for the expression and development of children's independence, and emphasize the importance of a balance between support and freedom of choice.

Theoretical and methodological principles of forming the readiness of future preschool education specialists to foster independence in older preschoolers

The problem of forming the readiness of future specialists of preschool education to foster independence in older preschoolers is one of the leading in modern pedagogy. Independence as an integral quality of personality is formed in preschool age and becomes the foundation of the further development of the child. Teachers who educate children must have not only professional competencies, but also a formed personal readiness to organize purposeful work in this direction.

The works of O. Pekhota reveal general issues of pedagogical readiness. The problem of students' readiness for educational work and in general for pedagogical activity is also the object of scientific interest of many other scientists: L. Artemova, G. Belenka, A. Bogush, Z. Borisova, N. Gavrish, K., M. Dyachenko, L. Kandybovych, L. Kondrashova, S. Kulachkivska, O. Moroz, T. Ponimanska, V. Slastyonina and others. The studies of O. Kononko, O. Grigorieva, O. Lisovets and others are focused on the development of independence in preschool children. However, a comprehensive analysis of the theoretical and methodological principles of the formation of readiness specifically for the upbringing of independence in older preschoolers remains insufficiently studied.

Analysis of scientific sources gives grounds to assert that there are no unified approaches to the definition of the concept of «readiness». Readiness is considered from different positions: as a guideline (D. Uznadze), as a quality of personality (K. Illatonov), as a personal formation (L. Kondrashova), as a synthesis of personality properties, as a special mental state (M. Dyachenko), as a complex mental formation (O. Moroz), as a state of operational calm ¹¹, etc.

Independence in preschool age is interpreted as the child's ability to act in accordance with his own intentions, to show initiative in everyday, play, educational and communicative activities. It has various manifestations: cognitive, emotional-volitional, practical, moral. The formation of this quality depends on both the social environment and the individual psychological characteristics of the child.

Scientific research shows that independence is formed on the basis of the child's inclusion in active activities, a gradual transition from common forms to individualized ones. At the same time, there are a number of differences in the development of this quality in boys and girls: girls usually show social independence earlier, boys - effective, motor activity.

The formation of professional readiness of future teachers to take into account the age, individual and gender characteristics of preschool children is based on a number of leading methodological principles of modern pedagogy:

¹¹ Kondratenko R. V. Formation of readiness of future educators to educate responsibility in older preschoolers: methodological recommendations. Kryvyi Rih: Publishing House, 2009. 80 p.

- person-centered approach;
- gender approach;
- activity approach;
- competency-based approach.

One of the key ones is ***the personality-oriented approach***, which involves recognizing the uniqueness of each child and creating conditions for their self-realization. As I. Bekh notes, this approach is based on the idea of prioritizing personality development, not just the acquisition of knowledge. It orients the teacher to support the individual needs of the child, his interests, life experience and pace of development¹².

According to O. Savchenko, personal orientation implies variability in methods and forms of learning, which provides freedom of choice for each student¹³.

In an international context, this idea is developed by K. Rogers and A. Maslow, emphasizing the importance of pedagogical support, which contributes to self-realization and harmonious development of the personality.

An important guideline is ***the gender approach***, which requires the future educator to be aware of the differences in the development of boys and girls and to overcome gender stereotypes in education.

Ukrainian researchers T. Govorun and O. Kikinezhdi emphasize the need to foster a gender culture among teachers, which involves equal treatment of children regardless of their gender and the creation of an environment where equal opportunities are provided for all¹⁴.

Modern foreign scholars emphasize that the formation of gender culture in a teacher is the basis of a democratic and fair educational process. A teacher who possesses gender culture is able to provide conditions for the development of a child's abilities without limiting their choices to socially determined stereotypes.

¹² Bekh I. D. Personality-oriented education. Kyiv: Lybid, 2003. 280 p.

¹³ Savchenko O. V. Problems and prospects of implementing a competency-based approach in the training of future specialists in the humanitarian field. *Transcarpathian Philological Studies* / editors: I. M. Zymomria (editor-in-chief), M. M. Palinchak, Y. M. Bidzilya and others. Uzhhorod: Helvetica Publishing House. 2025. Vol. 2, issue 40. pp. 63–67.

¹⁴ Hovorun T., Kikinezhdi O. Gender discourse in psychological science and pedagogical practice. *Psychological Journal*. No. 1 (3). 2016. P. 41-55.

The activity approach is directed at organizing the active activity of children, in which their individuality is most fully revealed. L. Vygotsky emphasized that the development of a child occurs in cooperation with adults and peers through activity, which is the leading factor in the formation of mental neoplasms. In the works of scientists, activity is defined as the basis of cognition, the development of motivation and the formation of independence. Modern Ukrainian scientists O. Kononko, G. Belenka consider the activity approach as a mechanism for forming an active position of a child in the educational process. For a future teacher, this means the readiness to create conditions for the development of various types of preschooler activity - play, cognitive, labor, artistic and creative.

The integrative methodological basis is ***the competency-based approach***, which focuses the professional training of teachers on the formation of a holistic system of knowledge, skills, values, and practical experience.

According to N. Bibik, the competency-based approach implies the teacher's ability to apply knowledge in practical activities, make responsible decisions, and reflect¹⁵.

Khomych L. emphasizes the importance of forming in future educators a readiness for self-education and professional self-development¹⁶.

In foreign studies, the competency-based approach is considered as a strategy for training a teacher capable of operating in complex and dynamic social conditions¹⁷.

Thus, the methodological principles of the formation of professional readiness of teachers ensure the integrity, scientific validity and practical orientation of the training of future specialists in preschool education. Their implementation contributes to the formation of a new generation of teachers who are able to adequately respond to the needs of a modern child and create conditions for his harmonious development.

¹⁵ Bibik N. M. Competency approach: reflective analysis of application. *Scientific paper of Vinnytsia State Pedagogical University named after M. Kotsiubynsky: collection of scientific works. Series: Pedagogy and Psychology*. Issue 34. 2011. Vinnytsia: Planer, pp. 220–224.

¹⁶ Khomych L.O. Training of future teachers in the conditions of personally oriented learning Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, experience, problems. *Collection of scientific works, in 2 parts, Part I* / Editors: I.A. Zyazyun (chair) and others. Kyiv-Vinnytsia: DOV Vinnytsia, 2002. 486 p.

¹⁷ Boyatsis, R. E. Competencies in the 21st Century. *Journal of Management Development*. Volume 27. Issue 3. 2008. pp. 5-12.

Pedagogical conditions for forming the readiness of future preschool education specialists to foster independence in children of different genders

An important factor in forming the readiness of future specialists to foster independence in older preschoolers of different genders is the provision of the following pedagogical conditions: the formation of knowledge about the age, individual and gender characteristics of children; and the integration of theory and practice; providing conditions for the participation of future specialists in modeling pedagogical situations; the use of innovative technologies; stimulation of reflective activity of future specialists (reflective culture).

Formation of knowledge about age, individual and gender characteristics of children. One of the leading conditions for the professional training of future teachers is their acquisition of thorough knowledge about the patterns of development of preschool children, their individual needs and gender differences. According to many scientists, in preschool childhood the foundations of independence are formed, which are determined by the characteristics of the child's age development. The studies of O. Kononko and O. Savchenko emphasize the importance of taking into account individual differences in the pace of development, interests and cognitive activity of children¹⁸.

Older preschool age is characterized by intensive development of cognitive processes, emotional-volitional sphere, social competence. Children of this age begin to realize their own «I», show a need for independence, initiative, strive for interaction with peers. Important age-related neoplasms are the development of arbitrariness of behavior, the formation of an internal plan of action, the formation of moral ideas. Each child has his own pace of development, type of temperament, style of thinking, level of cognitive activity. An individual approach involves taking into account the peculiarities of memory, attention, thinking, imagination, as well as personal traits (responsibility, sociability, sensitivity).

¹⁸ Kononko O. L. Psychological and pedagogical aspects of personality development in early childhood: teaching aids. Nizhyn: NDU named after M. Gogol. 2024. 243 p.
<http://lib.ndu.edu.ua/dspace/handle/123456789/3889>

Developing in students the ability to diagnose a child's individual manifestations and adapt pedagogical methods to their needs is a key aspect of professional training.

A teacher who understands the patterns of age-related development is able to competently organize the educational process, avoiding excessive intellectual or emotional burden on the child.

Gender aspects of education, which were highlighted by T. Govorun and O. Kikinezhdi, emphasize the need to train teachers to distinguish the specific features of the manifestation of independence in boys and girls, as well as to develop in future educators the ability to select adequate educational tools ¹⁹.

Gender identity is formed around the age of 3–6 and is an important component of socialization. Boys and girls differ in their emotional responses, interests, play preferences, and communication styles.

The teacher's task is not to reinforce stereotypes, but to promote the harmonious development of the child's personality regardless of gender, creating an atmosphere of equality, mutual respect and acceptance. A gender approach helps to avoid prejudice and forms in children a tolerant attitude towards themselves and others.

The formation of knowledge about age, individual and gender characteristics should be carried out systematically: through lecture courses on child psychology, preschool pedagogy, educational methods; practical classes, pedagogical practice, analysis of specific pedagogical situations, etc.

Effective tools are interactive teaching methods (trainings, role-playing games, case method, pedagogical portfolio), which contribute to the development of analytical thinking, empathy, and pedagogical reflection.

The formation of appropriate competencies ensures the readiness of the future educator to build interaction with children based on individualization, understanding of age patterns and gender characteristics of development.

Thus, knowledge about the age, individual, and gender characteristics of older preschool children becomes the basis for effectively fostering their independence.

¹⁹ Kikinezhdi O.M., Govorun T.V., Mishchenko O.O. Gender education of preschoolers: Textbook. Ternopil: Textbook Bogdan, 2011. 192 p.

Integration of theory and practice. Training future preschool teachers is one of the key tasks of modern pedagogical education, because the quality of upbringing and development of children depends on the level of their professional competence. The formation of independence in children as an important personal quality that determines their readiness for further education and life in society is of particular relevance. In this context, the integration of theoretical and practical training of future teachers is a necessary condition for ensuring the unity of knowledge, skills, values, and experience of professional activity. The combination of lecture and seminar classes with pedagogical practice in preschool education is quite important. Practical training of future specialists is a key component of professional education. It makes it possible to directly observe the behavior of children of different genders and analyze the features of their independence in everyday and educational and game situations.

As N. Gavrish notes, only through the inclusion of applicants in real pedagogical conditions is an adequate understanding of complex educational processes formed ²⁰.

S. Maksymenko's works confirm that the empirical study of children's behavior allows a future teacher to develop professional intuition and form practical skills, including the ability to distinguish typical manifestations of initiative and independence of boys and girls.

Pedagogical practice is considered by modern Ukrainian scientists as a central link in professional training. According to N. Lysenko, it is observation in the natural educational environment that allows applicants to adequately assess the manifestations of independence in different age groups. L. Shulga notes that during pedagogical practice it is important to pay attention not only to the individual manifestations of children, but also to the differences in the behavior of boys and girls in joint activities, which contributes to the formation of pedagogical tact and tolerance in students. O. Kononko emphasizes that it is practical immersion that helps to develop in future educators sensitivity to children's needs and the ability to build educational strategies that take into account the gender aspect of development. The emphasis on the gender dimension of practice contributes to the

²⁰ Gavrish N.V., Sushchenko O.N. Orientation on the development of student subjectivity in the process of training professionally competent specialists in preschool education. *Collection of scientific works of the Berdyansk State Pedagogical University. Pedagogical Sciences.* No. 3. Berdyansk: BDPU, 2007. 204 p.

development of a more balanced and tolerant approach to educational work. In the scientific works of O. Kononko, N. Gavrish, G. Belenka, L. Artemova, N. Lysenko, L. Kaluska, integration is considered as a process of combining various components of professional training into a single holistic system. In pedagogical education, this involves the interpenetration of theoretical knowledge and practical experience of applicants, the formation of their ability to creatively apply knowledge in real professional situations.

To provide conditions for the participation of future specialists in modeling pedagogical situations. An important condition is the organization of the educational process in such a way that future educators have the opportunity to model pedagogical situations that reflect real conditions of upbringing. According to L. Kondrashova, modeling contributes to the formation of professional skills, allows future specialists to predict the consequences of educational influences and choose the most appropriate pedagogical means ²¹. The researcher emphasizes the importance of active learning methods, in particular role-playing and business games, which allow applicants to analyze their own actions and learn to build individual educational strategies related to children's independence. Modeling pedagogical situations taking into account gender differences in children's behavior helps future educators get closer to a realistic understanding of professional tasks and develop flexibility of thinking.

I. Dychkivska's research emphasizes that active learning methods (trainings, role-playing and business games, pedagogical tasks) ensure that students develop the ability to predict the consequences of their educational influences ²².

N. Gavrish emphasizes the importance of modeling situations in the context of developing creativity and pedagogical flexibility. This is especially important when it comes to forming the ability to take into account gender aspects of children's behavior in the process of educating their independence. Students' participation in creating and solving pedagogical cases allows them to learn to see different options for the

²¹ Kondrashova L., Chuvasova N., et al. Moral and psychological readiness for pedagogical activity: the result of the student-centered strategy of the university educational process. *Revista online de Política e Gestão Educacional*, Araraquara, vol. 26. No. 1. March 2022.

²² Dychkivska I. Methodological approaches in building a system of requirements for a modern preschool education specialist. *Innovation in Education*. Issue 10. 2019. P.58-66.

development of the situation, analyze the appropriateness of the chosen means and form skills for adaptive interaction with children of different genders²³.

The use of innovative technologies is the use of project, research, and game methods that give the child the right to choose and make decisions. Modern preschool pedagogy pays significant attention to the introduction of innovative technologies into the educational process, so attention should be focused on vision of I. Dychkivska , who believes that readiness for innovative pedagogical activity can be defined as a special personal state, which assumes the presence of a teacher's motivational and value attitude to professional activity, possession of effective ways and means of achieving pedagogical goals, the ability to creativity and reflection. It is the basis of an active social and professional and pedagogical position of the subject, which encourages innovative activity and contributes to its productivity. During training, the future specialist must develop creative imagination, form a stable system of knowledge that reveals the essence, structure and types of innovative pedagogical activity, and the ability to purposefully generate new non-standard ideas using intellectual tools and mechanisms of self-realization, psychological and pedagogical knowledge about the development and implementation of innovative processes in the education system, a system of special psychological and pedagogical methods, techniques and means that allow for active involvement in innovative pedagogical activity. According to I. Dychkivska, the influence of the teacher on the creation of an innovative educational environment provides conditions for the child's active participation in his own development²⁴.

The use of such *innovative methods as* project, research, and game methods creates a situation of choice, which, as O. Kononko emphasizes, is the foundation for the formation of a preschooler's independence²⁵.

²³Gavrish N.V., Sushchenko O.N. Orientation on the development of student subjectivity in the process of training professionally competent specialists in preschool education. *Collection of scientific works of the Berdyansk State Pedagogical University. Pedagogical Sciences.* No. 3. Berdyansk: BDPU, 2007. 204 p.

²⁴Dychkivska I.M. Innovative pedagogical technologies. Kyiv: Akademydav. 2004. 352 p.

²⁵ Kononko O. L. Psychological and pedagogical aspects of personality development in early childhood: teaching aids. Nizhyn: NDU named after M. Gogol. 2024. 243 p.
<http://lib.ndu.edu.ua/dspace/handle/123456789/3889>

N. Gavrish emphasizes that the project method contributes to the formation of children's ability to plan their activities and make decisions, and research methods develop initiative and the ability to independently search. The introduction of innovative pedagogical technologies into the practical training of future specialists expands their professional tools and teaches them to apply various approaches in working with children²⁶.

Stimulating the reflective activity of future specialists (reflective culture). Reflection is an integral component of the professional competence of a teacher. As I. Zyazyun notes, the development of reflective skills ensures the ability of a future specialist to critically evaluate his own activities, to realize the correctness or inappropriateness of choosing certain work methods²⁷.

V. Andrushchenko emphasizes that pedagogical reflection is the basis of personal self-development and professional growth. It is especially important for educators to be able to analyze how much the selected methods of educational influence contribute to the formation of independence in children, and whether they take into account gender characteristics of development. Stimulation of such activity is possible through the writing of reflective diaries by students, which record successes and difficulties in fostering independence, participation in discussions, self-assessment of pedagogical situations, which allows them to improve their own professional tools and self-analysis during practice²⁸.

According to O. Savchenko, the reflective component is key in the professional development of a teacher; it is the ability to critically analyze one's own pedagogical actions that determines the level of professional competence of a future teacher²⁹.

²⁶ Gavrish N. V., Shklyar N. A. Professional training of future teachers-educators to work with early childhood children at the stage of adaptation to new social conditions. The XXI century education: realities, challenges, development trends: collective monograph. The XXI century education: realities, challenges , development trends: collective monograph / scientific editor Hanna Tsvetkova. Hameln: InterGING, 2020. P. 358-372. <http://enpuir.npu.edu.ua/handle/123456789/38918>

²⁷ Zyazyun I. Pedagogical professionalism in the context of professional consciousness. *Teacher of a vocational school: Collection of scientific works*. Scientific world. K.: 2001.

²⁸ Andrushchenko V. P. Personally oriented technologies of teaching and upbringing in higher educational institutions. *Pedagogical thought*. K. 2008

²⁹ Savchenko O. V. Problems and prospects of implementing a competency-based approach in the training of future specialists in the humanitarian field. *Transcarpathian Philological Studies / editors: I. M. Zymomria (editor-in-chief), M. M. Palinchak, Y. M. Bidzilya and others*. Uzhhorod: Helvetica Publishing House. 2025. Vol. 2, issue 40. pp. 63-67.

T. Ponimanska points out that reflective activity helps students understand the value orientations of education, compare different approaches, and make an informed choice of methods³⁰.

L. Shulga emphasizes that it is reflective practices that help future teachers understand how much their methods contribute to the formation of independence in children and whether they take into account age and gender characteristics³¹.

Conclusions

The problem of professional training of future preschool education specialists to foster independence in older preschool children of different genders is extremely relevant in the context of the modernization of the modern education system. It is due to the need to form in educators the ability to ensure the development of an active, proactive, creative personality of the child, which meets the requirements of a society focused on self-realization and responsibility of each individual.

Analysis of scientific sources shows that independence in preschool age is considered as an integral personal quality that combines the intellectual, volitional, moral and emotional spheres of a child's development. It is manifested in the ability to independently set goals, plan, make decisions, act without external control, and be responsible for one's own actions. The formation of independence occurs in the child's interaction with adults, primarily with a teacher, who creates a favorable educational environment, supports initiative and provides an opportunity for the manifestation of independent actions.

An important component of the problem under study is the consideration of gender differences in the development of children of older preschool age. Scientists emphasize that boys and girls demonstrate different types of activity, cognitive motivation, and social interaction, therefore, the teacher must have knowledge of

³⁰ Ponimanska T. Training of pedagogical personnel for the preschool education system. *Preschool Pedagogy*. K. 2004. P.129-136.

³¹ Shulga L.M. Preparing future teachers for professional and creative self-realization. Current problems of pedagogical education: innovations, experience and prospects: collection of abstracts of the IV All-Ukrainian scientific and practical conference with international participation (April 20, 2024, Zaporizhia) / edited by L. O. Sushchenko. Zaporizhia: Zaporizhia National University, 2024. Pp. 216-218.

gender pedagogy, be able to avoid a stereotypical approach, and ensure equal development conditions for all children.

The professional readiness of a future educator to foster independence in children of different genders is based on the integration of knowledge about the age, individual and gender characteristics of preschoolers, on the ability to apply this knowledge in practical activities. The methodological basis for the formation of such readiness is the personally oriented, activity, competence and gender approaches, which ensure the integrity of the pedagogical process.

The leading pedagogical conditions for the formation of the readiness of future specialists include: a systematic combination of theoretical and practical training, the creation of conditions for modeling pedagogical situations, the introduction of innovative teaching technologies, the development of a reflective culture of applicants. Of particular importance is the formation of their ability to analyze manifestations of children's independence, diagnose individual differences and adjust their own pedagogical actions in accordance with specific situations.

Therefore, effective professional training of future preschool education specialists to foster independence in older preschool children of different genders involves a purposeful organization of the educational process in higher education, focused on the formation of pedagogical competence, gender culture, humanistic worldview and creative initiative of the future teacher. It is this approach that will ensure the readiness of the educator to act professionally, responsibly and innovatively in the modern preschool space.

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ENSURING THE READINESS OF FUTURE TEACHERS TO USE LEGO-TECHNOLOGY IN WORKING WITH PRESCHOOL CHILDREN

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The section reveals the essence and features of ensuring the readiness of future educators to use of LEGO technology in working with preschoolers. The relevance of the problem, which is caused by radical changes in preschool education, aimed at modernizing approaches to the organization of the educational process in a preschool educational institution, is established. Attention is drawn to the need to create conditions for the training of highly qualified preschool teachers who will determine competitiveness in the labor market and are capable of introducing educational innovations and innovative technologies to professional activities in a preschool educational institution. One of such innovative technologies is LEGO technology, the popularity of which in the world is confirmed by the effectiveness of its application in working with children of different ages. A theoretical analysis of the research of scientists on the state of development of the problem is carried out. The key concepts of the study are substantiated, theoretical aspects of the readiness of future educators

for professional activity and the introduction of innovative technologies are revealed, on the basis of which the concept of «readiness of future educators to use LEGO technology in working with preschoolers» is clarified. The structure of future educators' readiness for professional activity, determined by various scientists, is analyzed.

Three pedagogical conditions for ensuring the readiness of future educators to use LEGO as an innovative technology in working with preschoolers are identified and briefly substantiated: the innovative and technological orientation of the pedagogical practice of future educators; improving the professional readiness of future educators to use LEGO technology through self-education and self-improvement; saturating the content of pre-selected educational components of the educational program with developed topics, questions, tasks related to LEGO technology.

Key words: *readiness, readiness for activity, professional readiness, technology, innovative technologies, readiness for the use of innovative technologies in professional activity, readiness for innovative activity, readiness of future educators to use innovative technologies, LEGO technology.*

Relevance of the research problem. In the context of reforming preschool education, there is an increase in attention to the use of innovative technologies of teaching and upbringing. The system of training preschool education specialists requires the introduction of the latest technologies, forms and methods of work. They are capable of forming a new generation of teachers capable of continuous professional growth, innovative activity; the ability to generate new creative ideas and find non-standard solutions in emerging situations.

The versatility of the educator's activity provides opportunities that open up space for the implementation of numerous innovations in education and the life of society. The development of project activities, robotics, construction, LEGO-construction, chess games and other expansions of the activity and cognitive component of a modern person naturally actualize the demand for new knowledge and competencies of future teachers.

A higher education institution must create favorable and effective conditions for the formation of the readiness of future teachers, which, in turn, will provide high-quality education for children of early and preschool age. The Law of Ukraine «On Higher Education» defines one of the tasks of a higher education institution as «ensuring an organic combination of educational, scientific and innovative activities in the educational process»¹.

Currently, the preschool education system is undergoing significant changes, which is associated with the renewal of theoretical, methodological approaches and the modernization of the material base. This applies, among other things, to the use of LEGO designers in working with children. However, the saturation of the material base of preschool educational institutions with modern means of development and upbringing of children will not provide positive results without proper provision of the staff with highly qualified, professionally competent educators, open to pedagogical and technological innovations.

An important resource for the innovative activity of educators is, in particular, the use of LEGO technology in working with preschoolers. LEGO design is more effective than other types of activity, creates a basis for the development of children's technical abilities, develops design thinking, creativity, imagination; promotes self-expression, broadens horizons; contributes to the development of cognitive activity, sociability, etc.

The readiness of the educator to use LEGO technology in working with preschoolers is determined by the importance of implementing the requirements of the Basic Component of Preschool Education (2021). It is based on the idea of using play in the development of the child's personality. The State Standard of Preschool Education indicates that play activities in general, and LEGO-constructive activities in particular, should become an effective tool for the educator to modernize the educational practice of preschool education institutions, establish effective work of the

¹ Law of Ukraine «On Higher Education». URL: <https://zakon.ra>

educator with children in implementing all educational areas of the Basic Component of Preschool Education².

Taking into account the above, it is important and relevant to conduct a scientific analysis of the problem of ensuring the readiness of future educators to use LEGO as an innovative technology in working with children in a preschool education institution.

Purpose of the study: theoretical analysis of the problem of ensuring the readiness of the future educator to use LEGO technology in working with preschool children.

Scientific approaches to the problem

Various aspects of the scientific problem we have chosen are represented in the scientific research of Ukrainian researchers.

It should be noted that the problem of ensuring the readiness of future educators for various areas of professional activity was considered by A. Bogush, N. Gavrish, L. Koval, O. Kovshar, O. Kononko, Yu. Kosenko, K. Krutiy, N. Lysenko, L. Pisotskaya, O. Polovina, M. Rohanova, A. Chagovets, T. Tanko and other scientists. The main attention in the studies of these scientists was paid to determining the content of professional training, outlining professionally important knowledge, skills and abilities and conditions for ensuring readiness for professional activity.

Some aspects of the professional training of a preschool education specialist and the formation of his personality, in particular - its structure, content and technology, – were studied by L. Artemova, G. Belenka, Yu. Volynets, N. Golota, L. Zdanevych, S. Ivakh, Yu. Kosenko, O. Luhina, O. Mysyk, Kh. Shaparenko, I. Shorobura and other scientists.

In the scientific works of G. Belenka, V. Horbatykh, N. Kotelyanets, V. Lappo, L. Mashkina, L. Melnychuk, O. Mkrtichyan, L. Onofrinchuk, O. Popovych and other researchers, theoretical foundations were analyzed, and the features of the

² Basic component of preschool education of Ukraine (new edition). Order of the Ministry of Education and Science of Ukraine dated 12.01.2021, № 33. URL:<https://mon.gov.ua/ua/npa/pro-zatverdzennya-bazovogo-komponenta-doshkilnoyi-ovsiti-derzhavnogo-standartu-doshkilnoyi-ovsiti-nova-redakciya>

formation of the readiness of future preschool education specialists for professional activity were identified.

In a number of works, the specifics of the training of pedagogical personnel for the introduction of innovative pedagogical technologies were analyzed. Scientific research by K. Balayeva, A. Budas, L. Vashchenko, T. Demydenko, O. Komar, O. Listopada, L. Mashkina, O. Sukhovirsky, I. Chorney, O. Shapran and other scientists is a contribution to solving the problem of ensuring the readiness of future educators to use innovative technologies in working with children in preschool education.

Based on the analysis of the above works, it can be concluded that in recent years, scientific interest has increased in the content and technologies of training future educators in a higher education institution for a particular direction of work with children of early and preschool age.

In this context, scientific interest and practical significance are acquired by works that analyze the problem of ensuring the readiness of higher education applicants in the specialty A2 Preschool Education to use LEGO technology in working with preschoolers.

Thus, some aspects of the use of LEGO technology have been substantiated in scientific studies: regarding the use of this technology in the context of children's play activities (O. Boruk, V. Blyznyuk, V. Gongalo, V. Horbatykh, Yu. Zorya, L. Petryshyn, O. Roma, G. Shved and others); in the context of the principles of STREAM education (A. Bubin, T. Hrytsyshyn, K. Krutiy); on methodological issues of constructing with LEGO tools (T. Bakumenko, I. Besaga, V. Butenko, O. Grishko, L. Klevaka, L. Petryshyn, O. Popovych, M. Yaroslavtseva and others); regarding the intellectual development of children (Bader S., O. Grishko, E. Druganova, L. Klevaka, N. Kotelyanets, O. Roma, I. Stetsenko and others); using LEGO construction in the context of early childhood education with an inclusive form of education (A. Lapin).

In the collective monograph «Modern Trends in the Training of Future Preschool Teachers for Professional Activity: Theoretical Aspect» based on the analysis of the current state of practice of preschool education institutions in Ukraine, the requirements for the training of future educators are analyzed, taking into account educational innovations. In six sections of the monograph, the search for new effective

ways of organizing the educational process in higher education institutions is highlighted; the authors draw attention to the need to use modern technologies in the content of the professional training of the educator, which will allow the future specialist to gain access to cutting-edge knowledge and master the latest methods and technologies that will become the basis of his further activity³.

In the dissertation research of G. Belenka, in the context of the analysis of the features of the professional formation of educators in the process of professional training, the pedagogical concept of the formation of the educator's professional competence in the process of university education is substantiated. The scientist developed structural elements of the professional competence of the educator (a system of professional skills; a system of special professional general didactic and psychological knowledge; professionally significant personal qualities). The above structure can be considered as a component of the readiness of a preschool education teacher for professional activity⁴.

Researcher I. Onyshchuk notes that among a number of urgent problems existing for the system of training preschool education specialists, those that require immediate resolution should be highlighted. The researcher includes these: modernization of the content of training and humanization of methods and forms of work to ensure readiness for further pedagogical activity; development of a culture of self-expression of a future specialist⁵.

M. Yaroslavtseva, T. Bakumenko revealed theoretical aspects of the problem of forming the readiness of future teachers to use LEGO technology in the constructive activity of children. The structure of professional readiness for work with preschoolers proposed by the authors attracts attention. The scientists provided an author's interpretation of the concept of «readiness of students of pedagogical education to

³ Modern trends in the training of future preschool teachers for professional activity: theoretical aspect: col. monograph. / S.M. Gavrilyuk, O.M. Melnykova, V.M. Kushnir and others. Uman: Vizavi, 2023. p. 196.

⁴ Belenka G.V. Theoretical and methodological principles of forming professional competence of preschool teachers in conditions of graduated training: dissertation doctor of pedagogical sciences. 13.00.08. Kyiv, 2012. p. 132.

⁵ Onyshchuk I. A. Psychological and pedagogical aspect of the problem In formation of self-employment culture in future Professionals of preschool education. Scientific Bulletin of the Kremenets Regional Humanitarian-Pedagogical Academy named after Taras Shevchenko. Series: Pedagogy. 9. 2018. P. 63.

organize constructive activities of preschool children using LEGO technology» and the structure of the proposed scientific phenomenon⁶. M. Yaroslavtseva, T. Bakumenko proposed criteria (motivational, cognitive, technological, reflective) for the formation of readiness of future preschool teachers to use LEGO technology in the direction of organizing constructive activities of children, which is achieved in the results of their professional training in a higher education institution.

Researcher N. Ratushnyak draws attention to the potential of LEGO technology in the training of future teachers of preschool education institutions. He revealed the main advantages of this technology both in working with children and in terms of its use in the process of training teachers in a higher education institution. According to N. Ratushnyak, LEGO technology can be integrated into the educational process of teacher training through modeling pedagogical situations that bring them closer to direct work with children, including through the creation of educational games for children. Based on the analysis of the experimental work conducted by the researcher with students of the specialty «Preschool Education», a number of methodological positions on the use of LEGO technology as a means of developing professional competencies of future educators are proposed⁷.

In the scientific work of L. Klevaka and O. Grishko, the potential of LEGO technology as a means of intellectual development of preschoolers is analyzed. Scientists analyzed the content of the concept of «pedagogical technology» in the scientific literature, revealed the educational and developmental potential of LEGO technology in relation to the intellectual development of preschoolers. It is indicated that work with LEGO materials in a preschool educational institution should be carried out methodically, systematically, using the principle of «learning through play.» The methodological system of work proposed by L. Klevaka and O. Grishko on the use of the LEGO constructor for the purpose of intellectual development of children in the

⁶ Yaroslavtseva M.I., Bakumenko T.K. Criterion characteristics of the readiness of students of pedagogical education to organize constructive activities of preschool children using LEGO technology. Problems of engineering and pedagogical education. 2024. No. 82. P. 187.

⁷ Ratushnyak N., Using LEGO technologies in the training of future preschool teachers. Using quality management technologies in the management of educational institutions: collection of materials of the III All-Ukrainian scientific and practical conference (Ternopil, November 15, 2024). 2024. P. 208-210.

younger, middle and senior groups of preschool education, with an indication of the role of the educator in this work, attracts attention. However, detailed characteristics of the educators' competencies in carrying out work using this innovative technology are not considered by L. Klevaka and O. Grishko⁸.

E. Panchenko draws attention to the methodological side of using the LEGO constructor in working with preschoolers in preschool education. The recommendations given by the author regarding the selection of constructor elements in size according to the age of children, the presence of additional LEGO elements in order to expand the design capabilities of children, as well as those relevant issues regarding filling the preschool education play center with LEGO sets, which are determined by the practice of modern educational institutions⁹.

The methodological manual developed by T. Bohdan, D. Galagan, D. Yaroshenko, for students of the A2 Preschool Education specialty and preschool education teachers presents the experience of introducing LEGO materials. Scientists emphasize the innovativeness of working with this constructor; substantiate five lines of child development using LEGO technologies and offer methodological materials on the logical and mathematical development of children using LEGO tools. The developers of the manual proposed a number of tasks for using the specified designer in classes with children, which can be considered as certain requirements for the educator's competence in mastering this innovative technology. However, other aspects of the readiness of educators to use LEGO technology in practical work with children T. Bogdan, D. Galagan, D. Yaroshenko are not provided¹⁰.

Thus, the problem of preparing future educators to use LEGO technology is highlighted mainly in the context of introducing modern educational technologies into the practice of working with preschool children. This outlines the relevance of further

⁸ Klevaka L.P., Grishko O.I. Educational and developmental potential of LEGO technology in the intellectual development of a preschool child. Technologies for the development of intelligence. 2020. Vol. 4. No. 2 (27). P. 19–22.

⁹ Panchenko E.S. Using Lego technologies as an innovative tool in classes in preschool education. Introduction of modern technologies in the process of ensuring high-quality training of future specialists in preschool education: collection of scientific works / edited by prof. Zdanovich L.V. Khmelnytsky: KhGPA, 2024. P. 503.

¹⁰ Using the Lego constructor in work with preschool children: a methodological manual / editors T.M. Bogdan, D.O. Galagan, D.M. Yaroshenko. Chernihiv, 2018. 60 p.

scientific developments with an emphasis on the specificity of the LEGO material and the technology of its use in various areas of educational and developmental work with preschoolers.

Brief data on the history of the spread of LEGO technology in Ukraine

Since 2010, the Ministry of Education and Science of Ukraine has been cooperating with The LEGO Foundation. The mission of the foundation is to inspire and develop the creators of the future, the goal is to introduce game and activity methods of teaching into the educational process of preschool, general secondary and higher education institutions, for the purpose of comprehensive development and formation of cross-cutting skills. This event highlighted the need to revise the content of training for future educators, introduce into the system of methodological training of educational disciplines chosen by the student, which would ensure the training of future educators in innovative technologies in preschool education¹¹. In November 2021, a Memorandum of Understanding was signed between the Ministry of Education and Science of Ukraine and The LEGO Foundation on cooperation in the field of education and science¹².

Cooperation with The LEGO Foundation is interesting in terms of structure, work system, involvement in the change process and support for the foundation's activities by the Ministry, which provides an opportunity to implement not point short-term initiatives, but systemic deep changes. A cross-cutting approach in the interaction of a teacher with children is play. Therefore, in the context of the work begun, it is important to continue training and methodological support for future teachers of preschool education institutions in the coming years.

Within the framework of cooperation between the Ministry of Education and Science of Ukraine and The LEGO Foundation, four projects were implemented: the

¹¹ Preparing future educators for methodological work in a preschool educational institution: teaching and methodological manual for students of the specialty 012 Preschool education / author-compiler R.G. Naida. Ivano-Frankivsk: NAIR, 2023. 132 p.

¹² Memorandum of Understanding between the Ministry of Education and Science of Ukraine and The LEGO Foundation on the introduction of game and activity methods of teaching in the educational process of preschool, general secondary and higher education institutions. URL: <https://mon.gov.ua/storage/app/media/mizhnarodna/2020/Memorandum%20i%20deklaratsiyi/Memorandum%20LEGO>

project «Promoting Education» in preschool; the project to support the New Ukrainian School; the project to introduce modules and special courses on activity-based learning methods into educational programs of higher education institutions and institutions of postgraduate pedagogical education, etc.

Since 2010, preschool education institutions and kindergartens in Ukraine have received sets of LEGO sets; a network of playrooms for LEGO classes has been developed. This provided an opportunity for future educators not only to familiarize themselves with educational innovations, but also to directly master their methodological principles during practical classes and pedagogical practice of higher education students in the **preschool educational institution**.

In subsequent years, with the assistance of the Ministry of Education and Science of Ukraine and the LEGO Foundation, a number of trainings were conducted and programs and methodological recommendations were developed, which formed the basis of the then programs for higher education applicants in the specialty 012 Preschool Education. A professional development program for teachers was implemented (training, methodological, coaching support); an academic community was developed that is engaged in practical activities to implement the educational approach «learning through play»¹³. In the materials that highlight the activities of the LEGO Foundation in Ukraine, it is noted that this work «is aimed at truly embedding play in the professional practice of each teacher in preschool and at how to make play a way of thinking and a style of interaction between a teacher and a child.

In 2016, the Child Development Program from 2 to 6 years old and methodological recommendations «The Boundless World of LEGO Play» were published, developed by a team of scientists under the editorship of O. Roma with the assistance of The LEGO Foundation. This Program is partial, it was consistent with the content of the preschool education programs in force at that time and was aimed at implementing the tasks of preschool education in accordance with the state Standard of Preschool Education. Methodological recommendations have been developed for

¹³ Activities of The LEGO Foundation in preschool education in Ukraine in the light of educational metamorphoses (presentation). URL: <https://ued.org.ua/wp-content/uploads/2022/08/roma-o.yu.pdf>

the Program, which provide an opportunity to implement the «learning through play» approach in practice and in which LEGO serves as a universal tool in creating a favorable developmental space¹⁴¹⁵¹⁶. In 2025, the specified materials were approved by the Ministry of Education and Science of Ukraine for use in preschool educational institutions, but in subsequent years this program was not extended.

Terminological analysis of the basic categories of the study

Within the framework of the scientific analysis of the problem we are studying, it is necessary to dwell in more detail on the interpretation of the basic concepts, to which we have attributed: «readiness», «readiness for activity», «professional readiness», «technology», «innovative technologies», «readiness to apply innovative technologies in professional activity», «readiness for innovative activity», «readiness of future educators to use innovative technologies», «LEGO technology».

Updating the legislative and regulatory framework of preschool education, in particular - the adoption of the Laws of Ukraine «On Education» (2018), «On Preschool Education» (2024), the State Standard of Preschool Education (2021) defines one of the priority tasks of the educational policy of our state as increasing the professional level of educators and forming a galaxy of teachers in accordance with the demands of modern society; ensuring their readiness to implement innovations.

As O. Mkrtichyan notes, referring to the works of psychologist M. Levitov, readiness is a state that depends on the individual characteristics of the personality and can be defined as a certain characteristic of its mental activity for a certain period of time. Given the above, we can speak of long-term and temporary readiness¹⁷.

The scientist I. Bakhicha in the structure of readiness for activity distinguishes the following components: cognitive, emotional and activity components. As

¹⁴ Roma O. Lego Education constructors as a means of forming the cognitive sphere of preschool children. Preschool teacher-methodologist. 2013. No. 2. P. 10-17.

¹⁵ Six bricks / O. Yu. Roma. The LEGO Foundation, 2016. 36 p.

¹⁶ Child development program from 2 to 6 years old and methodological recommendations «Limitless world of Lego games» / O. Yu. Roma, V. Yu. Blyznyuk, O. P. Boruk. The LEGO Foundation, 2016. 140 p.

¹⁷ Mkrtichyan O. Formation of readiness of future educators for professional activity as a psychological and pedagogical problem. Current issues of the humanities. Vol. 33. T. 2. 2020. P. 248.

I. Bakhich notes, in each of the indicated components of readiness there may be different levels of its manifestation:

- a low level of readiness for activity is determined when a specialist is not capable of independent professional activity, but needs significant assistance; he does not have developed empathy and tolerance; interest becomes available only in specific situations;

- the average level characterizes the activity of the educator does not go beyond the mastery of educational material, but determines a certain interest in professional activity;

- a high level as the basis of the professional activity of a future specialist determines the ability to solve standard and non-standard tasks of child development, the presence of tolerance and empathy, etc.¹⁸.

Professional readiness is a natural result of special training and self-determination of an educational worker. However, readiness for professional activity cannot be equated with readiness to apply innovations. The latest state order in the field of education indicates that there is a need to transition to innovations, since past educational results are not of sufficient quality.

Let us analyze the meaning of the concept of «readiness for innovative activity». L. Lisina, Yu. Shaforost interpret the defined concept as «purposeful pedagogical activity aimed at improving the educational process, achieving better results; acquiring new knowledge in this regard and improving professionally important skills based on the acquired pedagogical experience¹⁹. Researchers point out that an important component of ensuring the readiness of future teachers to introduce innovative technologies is personal readiness for such activity and the ability to self-development and self-improvement²⁰.

¹⁸ Bahicha E. Preparation of future preschool teachers for professional activity in the multicultural environment of Crimea: author's abstract of dissertation... doctor of pedagogical sciences: 13.00.08. Odessa, 2011. p. 12.

¹⁹ Lisina L.O., Shaforost Yu.A. Formation of readiness of future teachers to professional innovative activity. Bulletin of Science and Education. 2023. №9 (15). p. 486.

²⁰ Lisina L.O., Shaforost Yu.A. Formation of readiness of future teachers to professional innovative activity. Bulletin of Science and Education. 2023. №9 (15). p. 491.

The complexity and multidimensionality of pedagogical activity is the factor that determines the use of modern pedagogical technologies in the educational process, the dynamics of production of which is available.

The term «technology» in translation from Greek means «science of art» (tecn – art, skill; logos – word, teaching). In the research of the pedagogical direction, the concepts of «teaching technology», «educational technology», «pedagogical technology» are used²¹.

L. Ishchenko defines the concept of «pedagogical technology», which he understands as «a specific toolkit of a teacher of a higher education institution, the purpose of which is to increase the efficiency of the educational process, guaranteed achievement of planned learning outcomes»²². The researcher provides a classification of technologies by type of organization and management of cognitive activity: structural-logical technologies of teaching, integration technologies, game technologies, computer technologies, dialog technologies.

Researcher I. Pidlipnyak, analyzing the problem of ensuring the readiness of educators to use the latest technologies, indicates that the innovative nature of readiness is determined by the formation of an innovative attitude towards the world in future educators; the desire to actively search for innovations; the ability to reproduce the positive experience of other educators and the gradual methodological justification of one's own experience²³.

The readiness of future educators to introduce modern pedagogical technologies in professional activity L. Ishchenko defines it as a process that integrates theoretical and methodological knowledge, professional orientation, formation of personal qualities, skills and abilities that are necessary for future professional activity²⁴. The

²¹ Dychkivska I.M. Innovative competence of a teacher as an indicator of readiness for the implementation of modern technologies in preschool and primary education. Updating the content, forms and methods of teaching and upbringing in educational institutions: collection of scientific works: scientific papers of the RDGU / editors: I. M. Khomyak, M. S. Yantsur, I. D. Bekh and others. Rivne: RDGU, 2003. Issue 26. Pp. 138–141.

²² Ishchenko L. Formation of the Readiness of Future Educators for the Implementation of Modern Pedagogical Technologies in Preschool Education Institutions. Scientific Perspectives. 2022. No. 2(9). p. 156.

²³ Pidlipnyak I. Training of future specialists in preschool education for innovative activities. *Acta Paedagogica Volynienses*, 2022. Issue 2. P. 34.

²⁴ Ishchenko L. Formation of the Readiness of Future Educators for the Implementation of Modern Pedagogical Technologies in Preschool Education Institutions. Scientific Perspectives. 2022. No. 2(9). p. 157.

structure of the indicated readiness, according to L. Ishchenko, is a set of motivational, cognitive, practical-activity, reflective components.

Researcher K. Balaeva considers the readiness to use innovative technologies in professional activity as a result and component of the appropriate professional training of higher education applicants for the chosen direction of pedagogical activity; an integrated personal quality that is leading in relation to innovative competence and allows the specialist to effectively implement the tasks of preschool education²⁵. K. Balaeva identified the following structure of readiness of future educators to use innovative technologies in professional activities: reflective-evaluative, procedural, operational-technological, cognitive and motivational-goal components²⁶.

N. Gonchar studied the problem of forming the readiness of future educators to use innovative technologies in the process of preparing children for school. It is on the aspect of innovation and the ability to use modern pedagogical technologies at the stage of preschool education that researcher N. Gonchar emphasizes, defining the concept of «readiness of future educators to use innovative technologies»²⁷.

Researchers M. Yaroslavtseva, T. Bakumenko, considering LEGO technology as one of the aspects of activating the constructive activity of a preschool child, define «the readiness of students of pedagogical education to organize the constructive activity of preschool children using LEGO technology as an integrated quality of the personality of the student of education, which is characterized by stable values, orientations and positive motivation of the specialist, acquired competencies in designing and organizing the constructive activity of children based on the educational capabilities of LEGO technology and is the result of professional training in a higher education institution»²⁸.

²⁵ Balaeva K. S. Preparation of future educators of preschool educational institutions for the use of innovative pedagogical technologies in professional activities: monograph. Chernivtsi. 2018. 296 p.

²⁶ Balaeva K. S. Preparation of future educators of preschool educational institutions for the use of innovative pedagogical technologies in professional activities: monograph. Chernivtsi. 2018. p. 8/

²⁷ Gonchar N. Criterial characteristics of the readiness of preschool educators to use interactive technologies. Psychological and pedagogical problems of a rural school: collection of scientific works of the Uman State Pedagogical University named after Pavlo Tychyna. Uman: PP Zhovty O.O., 2013. Issue 44. p. 80–84.

²⁸ Yaroslavtseva M.I., Bakumenko T.K. Criterion characteristics of the readiness of students of pedagogical education to organize constructive activities of preschool children using LEGO technology. Problems of engineering and pedagogical education. 2024. No. 82. p. 187.

Therefore, the theoretical analysis of the basic concepts of our study allowed us to clarify the logic of their relationship and reveal the specifics of the process of ensuring the readiness of future educators to use LEGO technology in working with children, which will be discussed in the materials provided below.

The essence of forming the readiness of future educators to use LEGO as an innovative technology in working with children

The basis of the process of ensuring the readiness of future preschool educators for professional activity is the implementation of a competency-based approach to acquiring a system of knowledge and learning outcomes (competences). This corresponds to the modern understanding of the purpose of education and is reflected in the legislative and legal documents adopted today.

The formation of the personality of a future educator takes place in a higher education institution in accordance with the adopted Higher Education Standard for the first (bachelor's) level of training of education seekers in the specialty 012 Preschool Education²⁹. This document defines general and special competencies, the formation of which will allow the future educator to successfully carry out professional activities and ensure an appropriate level of readiness for it.

The next document, which defines the requirements for the educator's competence in various aspects of activity, is the professional standard «Educator of a Preschool Education Institution»³⁰. The document indicates the importance of ensuring the readiness of teachers to use innovative technologies, methods, and means of organizing the educational process in preschool education. In this regard, the importance of ensuring a balance in work between various activities initiated by both the teacher and the children themselves (organizational competence) is indicated; the ability to select and use innovative technologies in practical work with preschoolers to

²⁹ Higher education standard for the first (bachelor's) level of training for applicants for the specialty 012 «Preschool education» URL: <https://mon.gov.ua/static-objects/mon/sites/1/vishcha-svita/zatverdzeni%20standarty/2021/07/28/012-Doshk.osvita-bakalavr.28.07.pdf>

³⁰ On approval of the professional standard «Preschool teacher» No. 755-21, dated 19.10.21 URL: <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-profesijnogo-standartu-vihowatel-zakladudoshkilnoyi-osviti>

provide the latter with a number of competencies and skills in accordance with the State Standard of Preschool Education³¹.

In accordance with the above, let us dwell in more detail on the disclosure of the specifics of LEGO technology, which, taking into account the age characteristics of preschool children, is used in the practice of preschool education institutions. Since this technology for working with preschoolers is based on a combination of construction, gaming and other types of activities, its great cognitive and developmental potential is determined in the context of STEAM education, which, according to scientists K. Krutiy and T. Hrytsyshyna, for Ukrainian preschools should «transform into STREAM education (acronym Science, Technology, Reading + WRiting, Engineering, Arts and Mathematics – natural sciences, technology, reading + writing / understanding the content of the text), engineering, art, mathematics»³².

Analyzing in this regard the role of STREAM centers for children of early and preschool age, – starting points for children to acquire the necessary scientific and technical platform for their further development and formation, – K. Krutiy and T. Hrytsyshyna point out the importance of special readiness of preschool teachers for such activities. Assistance in this work can be provided, according to scientists, by specialist consultants: engineers, methodologists, mathematicians, etc. All this confirms the need for constant improvement and modernization of professional training of educators in the use of the latest technologies in working with children³³.

As I. Stetsenko defines, classes on construction, in particular LEGO, should become an opportunity for children to gain ideas about the properties of objects in the surrounding world, construction in space, ways to achieve strength, etc. Such activities of children should be used by the teacher of a preschool educational institution in

³¹ Basic component of preschool education of Ukraine (new edition). Preschool education. 2012. No. 7. P. 4–19.

³² Krutiy K., Hrytsyshyna T. STREAM-education of preschoolers: we cultivate a culture of engineering thinking. Preschool education. 2016. No. 1. p. 4.

³³ Krutiy K., Hrytsyshyna T. STREAM-education of preschoolers: we cultivate a culture of engineering thinking. Preschool education. 2016. No. 1. p. 5.

classes on the development of speech, mathematics, acquaintance with society and in theatrical activities of preschoolers³⁴.

L. Klevaka, O. Grishko draw attention to the great possibilities of LEGO in working with preschoolers. Based on the views of M. Ishmakova, the researchers indicate that this construction material activates children's mental processes, contributes to the development of creativity and the ability to express creativity, the skills of independent and non-standard solution of the tasks set. LEGO classes also have a positive impact on the development of the child's personality, forming such qualities as independence, ingenuity, initiative, the desire for creative search and their own discoveries³⁵.

Researchers M. Yaroslavtseva, T. Bakumenko point out that LEGO technology is one of the well-known and widespread pedagogical systems today, which uses real-world models and a subject-game environment for learning and developing a child. This requires teachers who work with this technology to have extensive knowledge of various fields of science, as well as practical skills in LEGO and methods for organizing work with children in this regard³⁶.

N. Voloshchenko, Yu. Koval emphasize that without the activity of the educator himself in choosing LEGO for working with preschoolers, success cannot be achieved. In addition to the methodological principles of using these construction materials, the teacher of a preschool educational institution organizes and manages the practical activities of preschoolers, promotes the development of friendly relations, and orients them to a tolerant attitude towards each other in the construction process and when discussing the results of the work³⁷.

³⁴ Stetsenko I. B. Lego construction as a component of STREAM education for preschoolers. Computer at school and family. 2016. No. 5. p. 41.

³⁵ Klevaka L.P., Grishko O.I. Educational and developmental potential of LEGO technology in the intellectual development of a preschool child. Technologies for the development of intelligence. 2020. Vol. 4. No. 2 (27). P. 19–22.

³⁶ Yaroslavtseva M.I., Bakumenko T.K. Criterion characteristics of the readiness of students of pedagogical education to organize constructive activities of preschool children using LEGO technology. Problems of engineering and pedagogical education. 2024. No. 82. p. 190.

³⁷ Voloshchenko N. O., Koval Yu. O. Educational and developmental potential of Lego technologies in the development of cognitive activity of children of senior preschool age. Educational discourse: Pedagogical sciences: collection of scientific works. Kyiv, 2019. Issue 11 (3). P. 88-98.

The basis for using LEGO technology in preschool education is the natural desire of children of this age to play. Researchers A. Mikheeva, G. Tsvetkova, relying on the scientific views of O. Kononko, note that during the formation of cognitive activity in children, cognitive independence is formed, which is defined as a property of a child, which is manifested in the readiness and ability to acquire new knowledge and master the means of cognitive activity³⁸.

As determined from the analysis of the works of S. Bader, E. Druganova, there is currently no clear definition of the concept of «LEGO technology» in science, in addition, there are such related definitions as «LEGO design», «LEGO constructor», «LEGO system», «LEGO pedagogy»³⁹. Researchers L. Klevaka, O. Grishko, T. Luss, T. Pecker, O. Surif, K. Feshin point out the correctness of using the term «LEGO technology», since working with this type of constructor meets all the criteria of pedagogical technology⁴⁰.

A. Mikheeva interprets the concept of «LEGO technology» as a promising direction for the development, training, upbringing and correction of children of senior preschool age in the implementation of their psychological and functional readiness for schooling, which contributes to the intellectual development of the child⁴¹.

O. Koshelev and S. Gritsay hold the same scientific position, noting that LEGO technology is a means of developing cognitive activity in children 5-6 years old as a type of constructive activity, since it is the main factor in the development of the fundamentals of cognitive independence of future schoolchildren⁴².

³⁸ Mikheeva A.O., Tsvetkova G.G. LEGO-technologies as a leading means of stimulating the intellectual development of children of senior preschool age. UNIVERSUM. Section: Pedagogy and education. 2024. No. 6. p. 109.

³⁹ Bader S. O., Druganova E. A. Lego-technology as a means of sensory development of children of younger preschool age. Innovative pedagogy. 2018. Issue 8. P. 195.

⁴⁰ Klevaka L.P., Grishko O.I. Educational and developmental potential of LEGO technology in the intellectual development of a preschool child. Technologies for the development of intelligence. 2020. Vol. 4. No. 2 (27). P. 19–22.

⁴¹ Mikheeva A.O., Tsvetkova G.G. LEGO-technologies as a leading means of stimulating the intellectual development of children of senior preschool age. UNIVERSUM. Section: Pedagogy and education. 2024. No. 6. P. 107-114.

⁴² Koshelev O.L., Hrytsay S.M. Competent potential of LEGO EDUCATION in primary school. Young scientist. 2017. No. 9. P. 6.

Therefore, ensuring the readiness of future educators to use LEGO technology has its own characteristics, due to the specifics of this material and the foundations of LEGO technology, determined by the world practice of working with children and youth in this regard. Based on a brief outline of the essence and potential of LEGO technology, several pedagogical conditions are proposed below that can determine a positive impact on ensuring the readiness of a future educator for such work.

Conditions for ensuring the readiness of future teachers to use lego technology in working with preschool children

The training of preschool education specialists at the current stage of education development requires the use of innovative technologies. This is explained by the fact that in recent years the requirements for their professional competence have significantly increased, especially regarding the use of innovative technologies in working with children.

The basis for the functioning of the system of training future educators in higher education institutions are regulatory and legal documents, in particular: the Laws of Ukraine «On Education» (2017), «On Higher Education» (2014), «On Preschool Education» (2024), the Basic Component of Preschool Education (State Standard, 2021), the Concept of the Development of Education in Ukraine for the Period 2015–2025 (2014), the Concept of Education for Early and Preschool Children (2020), the Standard of Higher Education of Ukraine. The first (bachelor's) level of higher education, specialty 012 Preschool Education (2019). The second (master's) level of higher education, specialty 012 Preschool Education (2020), the conceptual provisions of which reflect the priorities in professional education.

The adoption of the above documents entails updating the content of educational and professional programs, educational components, the emergence of selective

disciplines of an innovative nature, which provide professional training of a specialist in demand in the market of educational services⁴³⁴⁴⁴⁵

It should be noted that the educational and professional program for training a future teacher of a preschool educational institution contains many opportunities to maintain continuity in the use of innovative technologies in further practical work. The future educator, acting as a subject of innovative activity, as provided for by the Regulation on the procedure for implementing innovative activities in the field of education «from 12.05.2023 No. 552, must be ready for a number of professionally significant areas of innovative activity⁴⁶. And the foundations of such innovative readiness are laid during his studies at the university.

Appealing to the works of E. Aliyeva, G. Belenka, V. Butenko, N. Voloshchenko, N. Gonchar, A. Dmytrenko, Yu. Koval, I. Kulish, O. Listopada, V. Lyubyva, L. Pichkurenko, we can identify several pedagogical conditions for ensuring the readiness of future educators to use LEGO technology in their further professional activities.

The first pedagogical condition. *Saturation of the content of previously selected educational components of the educational program with developed topics, questions, tasks related to LEGO technology.*

The analysis of scientific literature revealed the experience of updating the content of educational and professional programs, educational components and the development of selective disciplines that are innovative in nature, taking into account foreign and domestic educational innovations in preschool education.

As A. Bubin notes, it is advisable to focus innovatively on the implementation of such technologies of preschool education as F. Froebel's pedagogy and STREAM

⁴³ Balaeva K. S. Preparation of future educators of preschool educational institutions for the use of innovative pedagogical technologies in professional activities: monograph. Chernivtsi. 2018. 296 p.

⁴⁴ Belenka G.V. Theoretical and methodological principles of forming professional competence of preschool teachers in conditions of graduated training: dissertation doctor of pedagogical sciences. 13.00.08. Kyiv, 2012. 495 p.

⁴⁵ Ishchenko L. Formation of the Readiness of Future Educators for the Implementation of Modern Pedagogical Technologies in Preschool Education Institutions. Scientific Perspectives. 2022. No. 2(9). P. 152-163.

⁴⁶ Order of the Ministry of Education and Science of Ukraine «On approval of the Regulation on the procedure for implementing innovative activities in the field of education» dated 12.05.2023 No. 552. <https://zakon.rada.gov.ua/go/z1155-23/>

education technologies⁴⁷. In the context of the latter, A. Bubin believes, a certain number of topics can also be devoted to the use of LEGO technology, which higher education applicants can learn not only in lectures, but also deepen by completing tasks of independent work, self-education and undergoing various types of pedagogical practice.

L. Klevaka, O. Grishko, analyzing the specifics of using the specified technology in working with preschoolers, indicate that a teacher of a preschool educational institution should be ready to solve the tasks of educational activities based on LEGO technology in the following areas of work, in particular:

- expanding the child's ideas about the world around him. Formation of the principles of engineering thinking in children;
- development of imagination, creative thinking, attention, memory by means of construction;
- logical-mathematical abilities and formation of elementary mathematical representations;
- development of constructive abilities, - from construction by example and demonstration, - to construction by imagination⁴⁸/

I. Pidlipnyak, analyzing the problem of ensuring the readiness of educators to use the latest technologies, indicates that its content should implement, in particular, the following areas:

- saturation of the content of pre-selected educational components of the educational program with developed topics, questions, tasks for independent work based on interdisciplinary connections;
- implementation of pedagogical support for the professional training of preschool education teachers regarding their harmonious adaptation to the innovative professional environment;

⁴⁷ Bubin A. The use of educational innovative technologies in the process of professional training of a future preschool teacher. <https://lpc.in.ua/wp-content/uploads/2025/02/i-vseukrainska-naukovo-praktychna-onlajn-konferentsiia-z-mizhnarodnoiu-uchastiu.pdf#page=51> p. 52.

⁴⁸ Klevaka L.P., Grishko O.I. Educational and developmental potential of LEGO technology in the intellectual development of a preschool child. Technologies for the development of intelligence. 2020. Vol. 4. No. 2 (27). P. 19–22.

- saturation of the content of academic disciplines with real situations from the practice of working with children, which requires their solution based on the formed innovative thinking;

- to orient curricula for training preschool education specialists and independent familiarization with educational technologies through electronic courses and other forms of professional growth and self-improvement⁴⁹.

According to M. Lakh, the professional training of future educators in the use of innovative technologies currently has significant shortcomings that increase the distance between traditional teaching and the realities of practice in preschool education institutions. The researcher believes that it is worth combining the content of the teacher's training with the mastery of modern educational and information technologies, communication skills; the development of creativity, etc.⁵⁰

As an illustrative example, we will provide an analysis of the content part of the educational component program «Modern pedagogical technologies in preschool education», aimed at forming a number of professionally significant competencies in future educators. According to A. Dmytrenko, the main tasks of mastering the discipline are to prepare applicants for higher education for:

- performing such types of professional activity as pedagogical and project;
- using modern information technologies and organizing one's own professional activity;
- use of technologies that correspond to the age characteristics of children;
- formation of an educational environment to ensure the quality of preschool education;
- design of modern pedagogical technologies taking into account the features of the educational process in a preschool educational institution⁵¹.

⁴⁹ Pidlipnyak I. Training of future specialists in preschool education for innovative activities. *Acta Paedagogica Volynienses*, 2022. Issue 2. P. 34.

⁵⁰ Lakh M.R. Formation of readiness of future teachers to implement innovative technologies for teaching children of senior preschool age: dis... cand. ped. nauk. 13.00.04. Ivano-Frankivsk. 2016. 269 p.

⁵¹ Dmytrenko A. Discipline «Pedagogical Technologies in the Training of Future Educators of Preschool Education Institutions» as a Component of the Formation of Professional Competence of Future Educators of Preschool Education Institutions. *Current Issues of the Humanities*. 2023. Issue 66. Vol. 1. P. 283.

In many universities of Ukraine, in order to adjust the content of training future educators, prepare them for the qualitative use of innovative technologies in practical activities, including LEGO technologies, disciplines have been developed at the choice of students, such as: «Innovative technologies in the professional activities of a preschool educator», «Pedagogy of play in preschool educational institutions»⁵², etc. Researchers I. Kulish, V. Lyubiva, analyzing the experience of introducing the special course «Pedagogy of play in preschool educational institutions», indicate how important it is to fill its content with interesting topics, activities, game elements based on LEGO materials, etc.

M. Lakh emphasizes the need to change the methodology of teaching subjects of the normative cycle, as well as more actively introduce innovative learning technologies into the educational process of higher education. The researcher points out that the modernization of the educational process in higher education should be aimed at achieving results within the framework of traditional forms of education, provided that classes of a creative research and search nature are increased⁵³.

The second pedagogical condition. *Improving the professional readiness of future educators to use LEGO technology through self-education and self-improvement.* This problem is one of the most common in the field of continuous professional self-development of the educator. The importance of continuous self-development by the educator through self-education and self-improvement is stated in state documents: the Laws of Ukraine «On Education», «On Preschool Education», in the professional standard for the profession «Educator of a preschool educational institution».

Thus, in the latter of the mentioned documents, in the list of labor functions (professional competencies by group action or group of labor actions included in them), namely: the ability to learn throughout life, in the section on professional development

⁵² Kulish I., Lyubyva V. LEGO-pedagogy as one of the means of forming the readiness of future educators for professional activity. Scientific notes of the Berdyansk State Pedagogical University. Series: Pedagogical Sciences. 2022. Issue 2. Berdyansk: BDPU. P. 238.

⁵³ Lakh M.R. Formation of readiness of future teachers to implement innovative technologies for teaching children of senior preschool age: dis... cand. ped. nauk. 13.00.04. Ivano-Frankivsk. 2016. pp. 67, 91.

and self-improvement, it is stated about the ability of the educator to plan and implement individual professional development and self-education⁵⁴.

L. Lisina, Yu. Shakhvorost note that successful professional activity of a pedagogical worker requires constant training and the ability to adapt to the conditions of dynamic changes. The desire for self-improvement and self-education is an important factor in the professional development of a teacher, which ensures the expansion of his professional opportunities, the formation of cognitive interests. This activity, which must be carried out continuously and systematically, is inextricably linked with professional development and the improvement of pedagogical skills, and is also characterized by the gradual achievement of goals⁵⁵.

In the works of scientists who studied the problem of training future teachers of preschool educational institutions (L. Artemova, G. Belenka, O. Boginich, N. Golota, N. Levinets, L. Lutsenko, M. Mashovets, G. Sukhorukova), among a number of identified functions of readiness for professional activity, such as self-improvement is also indicated. Scientist G. Belenka characterizes this function as one that involves the development of skills in assessing one's own practical activity, designing actions for further professional growth and personal self-improvement. G. Belenka considers motivation to obtain solid professional knowledge and practical skills, and to expand professional worldview as a decisive factor in self-improvement for higher education applicants⁵⁶.

V. Kryvda interprets the concept of «self-education» as an integral activity that contains certain professional competencies, which consist in mastering, reviewing, clarifying information, and disseminating self-education practices aimed at self-improvement and self-realization of the interests and needs of a teacher of a modern preschool education institution⁵⁷.

⁵⁴ On approval of the professional standard «Preschool teacher» No. 755-21, dated 19.10.21 URL: <https://mon.gov.ua/ua/npa/pro-zatrverdzhenya-profesijnogo-standartu-vihovatel-zakladudoshkilnoyi-osviri>

⁵⁵ Lisina L.O., Shaforost Yu.A. Formation of readiness of future teachers to professional innovative activity. Bulletin of Science and Education. 2023. №9 (15). P. 491.

⁵⁶ Belenka G.V. Theoretical and methodological principles of forming professional competence of preschool teachers in conditions of graduated training: dissertation doctor of pedagogical sciences. 13.00.08. Kyiv, 2012. p. 102

⁵⁷ Kryvda V. Self-education of the educator in a modern preschool educational institution. Collection of scientific works of the Uman State Pedagogical University. 2022. (2). P. 57.

One of the components of the readiness of a preschool teacher, as previously defined, is the implementation of innovative activities in accordance with the latest requirements. This can be helped by advanced training courses, methodological seminars, pedagogical round tables, master classes, problem pedagogical councils, etc. The effectiveness of such activities is determined by the fact that their participating teachers receive answers to questions about how to achieve the planned results in mastering the latest technologies. This component of readiness for professional innovative activities, a wide range of educational and other technologies, including LEGO technologies, can be called technological.

Daily work with scientific, methodological sources, various information; the desire for creativity and self-realization, compliance with the rapid development of information and pedagogical technologies - the basic motives, which in our opinion are the motivators of the professional growth of future educators during their studies at a higher education institution.

The third pedagogical condition. *Innovative and technological orientation of the pedagogical practice of future educators.* A special role in the formation of a future educator belongs to pedagogical practice, which ensures the unity of the theoretical and practical component of specialist training. In the process of pedagogical practice, not only the formation of the student's professional readiness for independent work as a teacher occurs, but also favorable conditions are created for the enrichment of the creative potential of the future preschool education teacher's personality, his pedagogical thinking, reflective position and methodological culture.

Researcher S. Garbar, justifying the role of pedagogical practice in the formation of pedagogical skills of future educators, indicates that it is a logical continuation of the theoretical course and contributes to the formation of students' necessary practical skills in organizing various types of work with children. S. Garbar offers a phased work on conducting pedagogical practice with the inclusion in its content of tasks aimed at mastering the skills of innovative activity by trainees⁵⁸.

⁵⁸ Garbar S. The importance of pedagogical practice for the formation of pedagogical skills of future specialists. Collection of abstracts based on the materials of the International Scientific and Practical Conference «Modern Innovative Technologies in Preschool Education» (May 14-15, 2020) / General editor V.M. Kushnir. Uman: VPC «Vizavi», 2020. P. 13.

In the dissertation research of K. Balayeva, the role of practices in the content of curricula is highlighted, since this provides an opportunity for higher education applicants to take direct part in educational activities with children by implementing not only traditional, but also innovative technologies⁵⁹. Therefore, citing data from foreign experience in training teachers to use educational innovations, K. Balayeva notes that today it is advisable to open experimental sites at educational institutions. There, future teachers can combine practical activities with the theoretical training they have acquired (referendariat).

Significant potential for mastering pedagogical innovations is provided by production practice, within the framework of which adaptation to the real conditions of pedagogical activity occurs, and interns have the opportunity to apply the latest educational technologies. We agree with the opinion of N. Voloshchenko, who considers the role of pedagogical practice in students' mastery of game technologies, to which the author also refers to LEGO technology. However, N. Voloshchenko believes that successful work with children depends on how well students have mastered theoretical knowledge of innovative technologies⁶⁰.

M. Lakh suggests updating the practice materials of future educators with pre-prepared methodological folders «Bank of Innovative Technologies», as well as a Portfolio of Achievements of a Student-Intern based on the results of the practice, where an analysis of one's activities would be provided, and the prospects for using innovative technologies in working with preschool children would be outlined⁶¹.

In the dissertation work of O. Mysyk, attention is drawn to the importance of implementing tasks related to the mastery of innovative technologies by higher

⁵⁹ Balaeva K. S. Preparation of future educators of preschool educational institutions for the use of innovative pedagogical technologies in professional activities: monograph. Chernivtsi. 2018. p. 9/

⁶⁰ Voloshchenko N. O., Koval Yu. O. Educational and developmental potential of Lego technologies in the development of cognitive activity of children of senior preschool age. Educational discourse: Pedagogical sciences: collection of scientific works. Kyiv, 2019. Issue 11 (3). P. 88.

⁶¹ Lakh M.R. Formation of readiness of future teachers to implement innovative technologies for teaching children of senior preschool age: dis... cand. ped. nauk. 13.00.04. Ivano-Frankivsk. 2016. p. 161.

education students; the formation of analytical skills, and the stimulation of professional motivation in this area of work⁶².

Thus, the pedagogical conditions outlined by us for ensuring the readiness of future educators to use LEGO technology in working with preschoolers in preschool education only partially reveal the specifics of training specialists of this profile in a higher education institution. Taking into account the real state of vocational and pedagogical education, the modernization of requirements for an innovative type of specialist, the analysis of factors influencing the above process should be continued in further scientific developments.

Conclusion. The section substantiates the theoretical principles of the problem of ensuring the readiness of future educators to use LEGO technology in further practical work with children. It is noted that readiness is the primary condition for carrying out a particular activity. The use of LEGO technology in the training of future educators is an effective means of developing professional competencies.

The pedagogical potential of LEGO technology for the development of children's engineering thinking, their creativity, constructive skills, etc. is revealed. For the pedagogical process in a modern preschool educational institution, LEGO technology is appropriate and effective because it is based on the principles of integrated learning, which combine elements of play and experimentation. The use of this technology in the educational process in a preschool educational institution contributes to the logical-mathematical and intellectual development of preschoolers. They form a positive motivation for constructive activity, ensure the active inclusion of the child in the game process, develop personal qualities, and create a basis for the formation of skills for educational activity.

Based on the theoretical analysis of scientific sources on the selected problem, three pedagogical conditions for ensuring the readiness of future educators to use LEGO as an innovative technology in working with preschoolers have been identified

⁶² Mysyk O. S. Formation of professional competence in future educators of preschool educational institutions in the process of pedagogical practice: author's abstract. dissertation... candidate of pedagogical sciences. 13.00.04. Khmelnytskyi. 2018. 23 p.

and substantiated: innovative and technological orientation of the pedagogical practice of future educators; improvement of the professional readiness of future educators to use LEGO technology through self-education and self-improvement; saturation of the content of pre-selected educational components of the educational program with developed topics, questions, tasks related to LEGO technology. Prospects for further scientific exploration are associated with experimental verification of the conditions for ensuring the readiness of future educators to use LEGO technology in basic and additional forms of work with preschool children.

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TAKING INTO ACCOUNT THE PECULIARITIES OF SOCIALIZATION OF OLDER PRESCHOOLERS IN THE PREVENTION OF THEIR NEGATIVE BEHAVIOR ON THE EVE OF ENTERING SCHOOL

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Abstract. The section is devoted to the analysis of psychological and pedagogical research on the topic of studying the features of the main types of socialization of older preschoolers: spontaneous, relatively controlled, relatively socially controlled, conscious.

The risks of spontaneous socialization in the emergence of negative behavior in preschoolers as an initial stage and a type of behavioral deviations in children are substantiated. The consideration of directed and relatively controlled socialization in the prevention of behavioral deviations in older preschool children on the eve of their entry into school is carried out. The role of children's play activities and successful adaptation to the educational institution as pedagogical conditions for the implementation of directed and relatively controlled socialization of older preschoolers in the prevention of their negative behavior on the eve of their entry into school is considered in detail.

Key words: socialization, favorable socialization, unfavorable socialization, negative behavior, behavioral deviations, prevention of negative behavior, school entry.

Relevance

At the current stage of development of preschool education, attention is focused on raising a comprehensively developed child, who must be fully prepared for independent life in society. According to the Law of Ukraine «On Preschool Education», one of the directions of the holistic process of preschool education is the acquisition by the child of life social experience, which ensures its comprehensive

development. The basic component of preschool education in Ukraine as a state educational standard in the preschool sector determines the mandatory minimum level of competencies necessary for the normal functioning of the child in the environment. It emphasizes that the preschool educational institution is responsible for the process of social development of the individual and provides a set of elementary knowledge, ideas, practical skills and abilities that guarantee the child's adaptation to life, the ability to navigate in it, to adequately respond to phenomena, events and people.

Therefore, the main social process through which the interaction of the individual and society is carried out is the process of socialization. This process becomes of paramount importance precisely in preschool childhood, and its research occupies a special place in psychological and pedagogical science and practice.

In the modern socio-cultural situation, the main dominant is the socialization of the individual as a result of his socio-personal development and upbringing, the achievement of the optimal form of social activity and competence, which allows the child to be an active transformer of his own life and environment, to have the right to freedom of choice and to become a subject of his own life activity. In this regard, the preschool educational institution is assigned a special role - together with the family, to become the leading social institution of the socialization of the preschooler, which ensures the implementation of socio-pedagogical support for the socialization of the individual in preschool childhood, aims to develop socially and individually significant personality traits and its successful functioning as a subject of his own life activity in the social environment.

The lack of a sufficiently complete study of the process of personality socialization in preschool childhood and its role in preventing negative behavior in preschool children created an objective need to study this problem and necessitated the writing of a corresponding section in an international monograph.

Psychological and pedagogical research on the problem of socialization of older preschoolers

Studies of children's socialization are quite large-scale and multi-vector. They are concentrated in a large interdisciplinary segment that combines various

methodologies, theoretical directions, concepts, models and connections related to the study of childhood problems.

Socialization is considered as the process of a child's maturation, due to which the formation of his own result of social maturation takes place. This is the process of entering the world of existing social relations and assimilating the social experience of humanity. This is the «appropriation» by a child of the socio-cultural achievements of society, which ensures his individualization¹.

The main areas in which the process of socialization unfolds are activity, communication and self-awareness. In activity, a person expresses himself as a social individual, manifests personal meanings, demonstrates independence, initiative, creativity and professionalism, and also learns new types of activity»².

The process of socialization of the individual occurs in the social environment due to the mechanisms of internalization and externalization through the formation of social ties of the individual with the outside world³.

The most thoroughly and conceptually developed theory of socialization is proposed by A. Kapska and interprets the concept of socialization as «the process of human development in interaction with the surrounding world» and presents it as a set of four components:

- spontaneous socialization in the process of spontaneous interaction of a person with society and the spontaneous influence on him of various, usually multidirectional life circumstances;
- relatively controlled socialization in the process and as a result of the influence of the state on the life circumstances of certain categories of citizens;
- relatively socially controlled socialization in the process of systematic creation by society and the state of conditions for human upbringing;
- more or less conscious self-change of a person⁴.

¹ Social Pedagogy: Textbook / edited by A. Y. Kapska. Kyiv: Center for Educational Literature, 2003. 256 p.

² Rogalska I. P. Theoretical and methodological foundations of personality socialization in preschool childhood: dissertation... Doctor of Pedagogical Sciences: special. 13.00.05. Uman, 2009. 499 p.

³ Bekh I. D. Personality-oriented approach: in 2 books. Kyiv: Lybid, 2003. Book 2: Personality-oriented approach: scientific and practical principles. 2003. 344 p. P. 33

⁴ Bekh I. D. Personality-oriented approach: in 2 books. Kyiv: Lybid, 2003. Book 2: Personality-oriented approach: scientific and practical foundations. 2003. 344 p. P. 33

The essence of socialization in a pedagogical context requires clarification of the mechanism of mastering the culture of society, the inclusion of the individual in social practice and the socio-cultural formation of the growing personality. This mechanism provides the process of upbringing. In the pedagogical encyclopedic dictionary, education is interpreted as something ambiguous. It is considered as a social phenomenon, activity, process, value, system, action, interaction, etc.⁵. Education is considered in a broad social sense, outlining the influence of society on a person as a whole with this concept, that is, actually identifying socialization and education. Therefore, socialization and education are two sides of the same process⁶.

Thus, the term socialization has different definitions and interpretations, which are determined by the field of knowledge and the research position of scientists. For the most part, socialization is considered as a set of all social processes by which an individual learns and reproduces a certain system of knowledge, norms, values, which allows him to function as a full member of society. The process of socialization unfolds in the spheres of activity, communication and self-awareness. It is closely related to the process of upbringing as a psychosocial basis for personality development.

The influence of spontaneous socialization on the formation of negative behavior in children

In modern pedagogical research, the issue of spontaneous socialization of preschool children occupies a special place. This is explained by the dynamism of the modern socio-cultural situation and the awareness by scientists of the need to form adaptive mechanisms and mobility of the younger generation in conditions of constant environmental changes. A spontaneous form of socialization is the «automatic» education of certain social skills in connection with the constant presence of the individual in the immediate social environment⁷.

⁵ Rogalska I. P. Theoretical and methodological foundations of personality socialization in preschool childhood: dissertation... Doctor of Pedagogical Sciences: special. 13.00.05. Uman, 2009. 499 p., p. 42

⁶ Bekh I. D. Personality-oriented approach: in 2 books. Kyiv: Lybid, 2003. Book 2: Personality-oriented approach: scientific and practical principles. 2003. 344 p., p. 6

⁷ Kononko O. L. Psychological foundations of the personal development of a preschooler (System approach). Kyiv: Stylos, 2000. 336 p., p. 201

A negative consequence of spontaneous socialization in preschoolers is their negative behavior.

Negative manifestations in the behavior of children are manifestations that arise under the influence of adverse social, psychological, pedagogical, medical and biological factors, as a result of which the child's attitude to existing norms of behavior is disturbed. This is a situational negative behavioral formation that arises in response to unfavorable conditions of upbringing and development of a child and is the initial stage of reducing possible behavioral deviations, but does not yet deform the personal qualities of a preschooler⁸.

Rogalska believes that the environment as a factor in the socialization of the individual is of significant importance. It gives the child the opportunity to see social phenomena from different sides and ensures the development and accumulation of social feelings and moral guidelines, norms, stereotypes, standards of his behavior. Its influence, for the most part, is of a spontaneous nature, which is not always amenable to pedagogical guidance and causes a number of difficulties on the path to personality formation⁹.

The family as an environment of personal development is one of the most important institutions of socialization of the individual, which determines the child's lifestyle, his social existence, influences the formation of new social qualities, abilities and skills¹⁰. The adverse influence of the family on preschool children, in particular disadvantaged ones, shapes their negative behavior.

A disadvantaged family is a family that, due to objective or subjective reasons, has lost its educational opportunities, as a result of which unfavorable conditions arise in it for raising a child. In the presence of such negative influences, the child's behavior is significantly distorted, which is determined by the early loss of the need to communicate with parents, selfishness, isolation, conflict, stubbornness, insufficient self-esteem

⁸ Pykhtina N. P. Prevention of negative manifestations in children's behavior: teaching aids. Nizhyn: Gogol National State University, 2014. 376 p., p. 201

⁹ Rogalska I. P. Socialization of personality in preschool childhood: essence, specificity, provision: monograph. Kyiv: Millennium, 2008. 400 p., p. 123

¹⁰ Zagarnytska I. I. Family as a matrix of the human personality: modern trends in development // Bulletin of the Institute of Child Development. Series «Philosophy, Pedagogy, Psychology»: collection of scientific works. K., 2011. Issue 14. pp. 39–45, p. 39–40

(overestimated or underestimated), bitterness, lack of confidence in one's abilities, indiscipline, running away from home. In a dysfunctional family, a child experiences overt or covert emotional stress. Frequent punishments, yelling, and discontent from parents make the child think that they are not loved, that no one needs them.

N. Pykhtina proposed a classification of negative behavioral manifestations in preschoolers based on the criteria of factors that determine them. Among them, significant factors that make up the mechanisms of spontaneous and directed socialization of preschoolers are named: attention deficit and improper upbringing in the family; unfavorable adaptation to special education and school¹¹.

Negative behavioral manifestations caused by improper upbringing in the family and attention deficit.

As a result of improper upbringing in the family, errors in the child's behavior appear already at preschool age: inability to play with peers, communicate with them, and an incorrect attitude towards elders and oneself is formed. They are based on failures in play and work, which give rise to self-doubt, resentment, stubbornness and even aggression, bitterness¹².

The causes of negative manifestations in behavior caused by improper upbringing include:

- 1) copying the behavior of another person;
- 2) the wrong direction of family upbringing;
- 3) a child's prolonged stay alone with problems that go beyond his capabilities;
- 4) inability to allocate time and organize his leisure time;
- 5) lack of other ways of self-affirmation and self-realization;
- 6) desire to attract attention;

¹¹ Pykhtina N. P. Organizational and pedagogical conditions for the adaptation of preschoolers to preschool educational institutions (in accordance with the requirements of the State Educational Service for Preschool Education) for students of the specialty «Preschool Education»: a teaching and methodological manual. Nizhyn: M. Gogol National State University, 2014. 338 p., p. 164

¹² Pykhtina N.P. Indiscipline in preschoolers: features of manifestation and factors of determination. // Scientific notes. Series «Psychological and pedagogical sciences». Nizhyn: NDU named after M. Gogol, 2020 No. 4, p. 55

7) an attempt to have fun¹³.

The unmet need for attention, unconditional love and personal significance is the basis for the formation of negativism in the child's behavior. Among the typical mistakes of family upbringing that can cause negative manifestations in the behavior of children, the most common are the following:

- a) insufficient (and sometimes complete) lack of management of children's behavior, weak control over their lives and their development; children's behavior is practically uncontrollable, which contributes to the formation of child neglect;
- b) diametrically opposed attitude towards children: hyper-care, deprivation of the child's independence, manifestation of initiative; or excessive severity, rudeness, bordering on cruelty;
- c) lack of purposefulness in educational influences on the child, inconsistency and incoherence of the actions of parents and other family members towards children;
- d) negative example of adult family members, conflicts between parents, between parents and children¹⁴.

Negative manifestations of behavior caused by the child's unfavorable adaptation to the preschool educational institution and school.

I. Zagarnytska identifies the following typical reactions of a preschooler to new living conditions: mood and social behavior disorders, headaches, digestive system disorders. A symptom of a preschooler's poor adaptation to school, his experience of internal anxiety or conflict are tics. In moments of despair and discomfort, the child often blinks his eyes or twitches his facial muscles¹⁵.

Some active children during the adaptation period show certain negative behavior: they communicate poorly with peers, quarrel with them, provoke fights, they are characterized by aggressiveness, disobedience, a tendency to destructive actions, lies.

¹³ Pykhtina N. P. Prevention of negative manifestations in children's behavior: teaching aids. Nizhyn: Gogol National State University, 2014. 376 p., p. 169.

¹⁴ Pykhtina N. P. Prevention of negative manifestations in children's behavior: teaching aids. Nizhyn: Gogol National State University, 2014. 376 p., p. 169.

¹⁵ Zagarnytska I. I. Family as a matrix of the human personality: modern trends in development // Bulletin of the Institute of Child Development. Series «Philosophy, Pedagogy, Psychology»: collection of scientific works. K., 2011. Issue 14. P. 39–45., p. 143

The family is the closest developmental and educational environment. Here, children of early and preschool age are oriented towards adults, their assessments, knowledge and actions.

However, the process of a child's entry into society would be incomplete if it were limited only to the social experience that he or she can gain in communication and relationships with adults. In this case, a preschool educational institution deserves great attention. Negative manifestations may occur in a preschool educational institution, such as the initial one in the formation of deviations in behavior¹⁶.

A modern preschool institution should become an «institution of socialization». First of all, this happens due to the gradually growing role of the children's community, which, according to M. Zakharova, starting from the senior preschool age significantly affects the process of socialization of the child¹⁷. Children's relationships become a test and consolidation of learned social and moral norms. They activate the child's communicative personal qualities. This forms the flexibility of the child's character, his or her ability to adapt to the environment, respect for others, and develops self-confidence. However, the children's community can also activate the negative qualities of the child, stimulate aggressiveness, excessive flexibility, subordination to the majority¹⁸.

So, we have determined that the environment is an important factor in the socialization of older preschoolers and has a spontaneous nature. Spontaneous socialization is actively studied in pedagogical research, and was considered by scientists as an «automatic» upbringing of certain social skills in connection with the constant presence of the individual in the immediate social environment. Within the framework of spontaneous socialization, a dysfunctional family, where the child learns incorrect norms of behavior in society, a group of preschool children, a diverse community of people are effective.

¹⁶ Pykhtina N.P. Indiscipline in preschoolers: features of manifestation and factors of determination. // Scientific notes. Series «Psychological and pedagogical sciences». Nizhyn: NDU named after M. Gogol, 2020 No. 4, p. 10

¹⁷ Zakharova N. M. Adaptation of children to kindergarten // Preschool education. 2006. No. 4. – P. 8–11

¹⁸ Ponimanska T. I. Man and I. The world of adults as a factor of socialization of the child's personality // Preschool education. 1999. – No. 8. P. 14–15

The essence and features of targeted socialization of preschoolers on the eve of their entry into school

In the scientific literature, an important place is occupied by a targeted form of socialization, which aims to prevent negative behavior of older preschoolers.

According to the definition of A. Kapskaya, a targeted form of socialization is a system of means of influencing the development of the individual, specially developed by society or its certain institutions and organizations, in order to form it in accordance with the values, ideals, interests and goals dominant in this society (or community) ¹⁹.

One of the important methods of targeted socialization is upbringing, which scientists define as a process of consciously organized, systematic and targeted influence on the consciousness and behavior of a developing child, in order to form in him certain concepts, value orientations, principles, social attitudes and prepare him for active social and cultural activity ²⁰; ²¹.

The specificity of this process lies, first of all, in its purposefulness. The presence of a specific goal makes this process systematic and consistent, does not allow for randomness, chaos in the implementation of educational activities. A special role in the formation of a person's personality belongs to preschool education, since a purposeful educational influence on it involves not only the upbringing of positive qualities, but also overcoming the consequences of the influence of negative objective factors.

In addition to education within the framework of directed socialization, O. Bobak also distinguished learning and defined it as a process of transferring knowledge, skills and abilities ²². Its purpose is the assimilation by new generations of social experience that occurs during communication between adults and children in various types of their interaction, as well as purposeful, organized, planned, systematic

¹⁹ Social pedagogy: textbook / edited by A. Y. Kapska. Kyiv: Center for Educational Literature, 2003. 256 p., p. 76

²⁰ Zakharova N. M. Social adaptation of older preschoolers by means of game activities: dissertation... candidate of pedagogical sciences: special. 13.00.08. K., 2007. 242 p.

²¹ Pechenko I. P. Some conceptual principles of personality socialization in preschool age // Pedagogy and Psychology. 2006. No. 3 (52). pp. 19–29.

²² Bobak O. B. Pedagogical principles of socialization of preschool children in the family in the second half of the 20th century: dissertation... candidate of pedagogical sciences: special. 13.00.01. Drohobych, 2015. 221 p., p. 267

activities of the teacher and children in educational institutions, aimed at the transfer and assimilation of scientific knowledge and skills.

The basis of directed socialization is the idea of the necessary result that needs to be achieved. In other words, a model of personality is formed, which includes a set of knowledge, abilities, skills, individual psychological characteristics that need to be formed in the process of training and education.

The task of directed socialization is the formation of a socially active personality, capable of creative activity, capable of self-realization, which establishes a stable harmonious system of relations with other people and society.

Directed socialization is implemented in an organized system of upbringing and education of children and youth. Here, specially selected social experience is included in the content of training, games, leisure, creative activities and special educational situations.

Thus, directed socialization is a system of means of influencing a developing personality, specially developed by society or its certain social institutions, in order to form it in accordance with the values, goals and interests prevailing in a given society (or social group). Important methods of directed socialization are upbringing, training, education with an appropriate set of links. The main methods within the framework of directed socialization are: activity, as an opportunity to master a large fund of social information, skills and abilities; communication within different social groups; performance of different social roles and models of social behavior.

Creative play as a leading activity and a means of directed socialization of preschoolers

A game, according to the definition of modern scientists (T. Pirozhenko, N. Pykhtina) and teachers of the past (A. Makarenko, V. Sukhomlynsky), is a means of preparing a child for «adult» life, his socialization, moral and ethical education. In the game, the child actively learns about the world around him, relationships between people, rules and norms of behavior, realizes his capabilities, relationships with others, etc.

With the help of the game, the child masters the 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; moral and ethical norms developed by humanity.

The development of children during amateur creative games is especially active. The category of creative games includes directorial, plot-role, construction and theatrical games.

The pedagogical significance of creative play lies in the fact that in this process, in addition to relationships determined by content, roles, rules, real relationships arise between children. After all, they have to agree on the game, distribute roles, control the implementation of rules, etc. In the game, preschoolers more easily establish contact with each other, subordinate their actions, yield to each other, since this belongs to the content of the roles they have adopted. Real relationships are the basis of the organization of children's society, which gives grounds to consider the game as a form of organizing the life and activities of preschoolers, as well as a means of directed socialization²³.

Creative play is a school of morality, since the moral qualities formed in it influence the behavior of preschoolers in everyday life. And the moral norms and rules learned in the process of children's communication with each other, with adults, are even more consolidated in the game. Moral education in creative play is determined by its content - a reflection in it of real events related to moral norms.

Despite the fact that the plot of the game reflects positive phenomena of reality, its value for the moral education of children can be extremely low if the players' attention is focused only on performing game actions (examining patients, transporting goods, cooking), and they themselves are indifferent to human relationships. After all, the main thing in the game is modeling social relationships between people.

In creative games, children reproduce the behavior and relationships provided for by their roles, from the perspective of their own experience, which may be negative, sometimes they avoid actions that are undesirable for them or perform them, guided by

²³ Zakhарова Н. М. Social adaptation of senior preschoolers by means of game activity: dissertation.. candidate of pedagogical sciences: special. 13.00.08. K., 2007. 242 p., p. 174

selfish interests. All this is permissible, since creative play involves the activity of a preschooler at his own discretion in implementing the game plan.

Creative play is associated with children's labor, which arises and develops on its basis. The game often combines visual, constructive and other types of activity, which enriches it, helps to cultivate in children an interest in work, a caring attitude towards others. It is an important means of mental development, the formation of fundamental mental processes (perception, thinking, speech, memory, imagination). Psychologists (D. Elkonin, L. Vygotsky) consider creative play a form of acquiring and systematizing knowledge, a means of their active assimilation, a way of transition from ignorance to knowledge, from vague, hypothetical knowledge to clear and concrete. The game deepens the analysis of phenomena, relationships, and moral qualities

The game develops the child's mental activity, which is always associated with the work of the imagination, since the preschooler needs to choose a role for himself, imagine the actions of the person he wants to imitate. Creative imagination is also manifested and developed in the search for means of implementing the idea, creating a game environment, etc. During creative play, the child forms and develops the ability to correlate his point of view on the events that are depicted, actions, objects with the point of view of others, which opens up opportunities for the transition of his thinking to a new level.

Experiencing various feelings and empathy in the game form the emotional experience of the child, influence his character ²⁴.

Creative play is widely used for the purpose of aesthetic education, since older preschoolers reflect the world through roles in which certain images are embodied. It is an effective means of developing artistic interests, the child's artistic taste, and creativity. It reveals and develops abilities for music, recitation, dancing, and aesthetic design of buildings.

²⁴ Kurinna S. M. Peculiarities of socialization of children of six-seven years of age in different living conditions: dissertation, candidate of pedagogical sciences: special issue 13.00.05. Slavyansk, 2004. 240 p., p. 121

The game forms and enriches the experience of motor activity of a preschooler, since, 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 child's self-expression, individualized reflection of reality by him, the formation of a holistic picture of the world in his consciousness. It is they who give the preschooler the opportunity to actively influence events and phenomena that are of interest to the child and in which he wants to participate²⁵.

Thus, creative play is an effective means of targeted socialization of an older preschooler, since this process fully begins and takes place in a preschool educational institution in the course of purposeful pedagogically organized education. This is the most effective form of socialization of a child, in which the foundations of the future personality are laid. In play, a child of senior preschool age masters the moral and ethical norms and rules of behavior that humanity has developed. Through creative games, a child of senior preschool age develops moral, mental, aesthetic and physical, and becomes familiar with the work of adults.

Activities of a preschool educational institution to ensure targeted socialization of a child

According to the concept of preschool education and the Basic Component of preschool education, a modern preschool institution should become a «socialization institution», the purpose of which is to ensure the physical, psychological and social competence of a child from birth to six or seven years, the ability to adapt to normalized existence among people, the formation of a value-based attitude to the world, teaching personal existence, arming with elementary sciences and the art of life²⁶.

²⁵ Elkonin D. B. Psychology of the game / D. B. Elkonin. - 2nd ed. M.: Humanist. Publishing Center «VLADOS», 1999. 360 p.

²⁶ Basic component of preschool education (Order of the Ministry of Education and Science of Ukraine dated January 12, 2021 No. 33 «On approval of the Basic component of preschool education (new edition)», pp. 4-5

I. Rogalska believes that a preschool educational institution is an institution of socialization, which is the social space of a child's life, the social environment of its development and upbringing, the only opportunity to provide the child with a full-fledged childhood, high-quality socio-personal development, pedagogically balanced socialization, the first social experience of communication with peers. An educational institution is a source of socializing influence on children, a social institution that prepares a child for schooling, purposefully forms children's behavior models, their values, and a system of relationships with the environment²⁷.

A preschool can influence behavior for both better and worse. Kindergarten conditions significantly affect the social orientations of students: the more democratic the views of the teaching staff on the developing personality and its main pedagogical tasks, the greater the likelihood of adhering to an individual approach to it as the main method of scientific pedagogy²⁸.

The principle of justice is the leading principle in the functioning of a children's team in a preschool educational institution, which assumes an impartial attitude of an adult towards children, and children towards their peers, a common ability to be guided in their own assessments by truthfulness, expediency, and truthfulness.

In kindergarten, a preschool child first gets a real opportunity to compare himself with others. Comparing his achievements, qualities, reactions, behavior, appearance, a preschooler learns to navigate his own capabilities, determines his status among peers. O. Bobak believes that peers to a certain extent influence each other's personality, social behavior, values, and system of relationships²⁹.

A preschool institution, through a children's team, has a positive effect on freeing a child from egocentrism, the habit of focusing on his own «I» in everything, on his preferences, views, and skills. Having come to an educational institution, a child for

²⁷ Rogalska I. P. Theoretical and methodological foundations of personality socialization in preschool childhood: dissertation. Doctor of Pedagogical Sciences: special. 13.00.05. Uman, 2009. 499 p., p. 61

²⁸ Zagarnytska I. I. Family as a matrix of human personality: modern trends in development // Bulletin of the Institute of Child Development. Series «Philosophy, Pedagogy, Psychology»: collection of scientific papers. K., 2011. Issue 14. pp. 39–45, p. 164

²⁹ Bobak O. B. Pedagogical principles of socialization of preschool children in the family in the second half of the 20th century: dissertation... candidate of pedagogical sciences: special. 13.00.01. Drohobych, 2015. 221 p., p. 25

the first time begins to correlate his own desires with the desires of other people, primarily friends.

Communicating with children in his group, a developing personality is imbued with a sense of personal responsibility, and learns the norms of behavior recognized in the group. The children's collective supports her actions that meet the norms of adult society. Uniting in groups, children organize games during which they practice the ability to fairly distribute roles, negotiate, share toys, make concessions, defend a personal point of view, listen to the opinion of another, clearly explain what is needed, restrain emotions. Harmony of work and morality is achieved when all children together, in subgroups or individually perform socially useful work - make a toy as a gift for babies, prepare holiday greetings for parents, do something for their group, etc. Daily communication of a child with peers and educators contributes to the development of speech in a child - as an important means of interaction, the basis of social behavior.

I. Pechenko notes that the social life of a child in a preschool educational institution has not only positive features, but also «shortcomings», «vulnerable zones». This applies, first of all, to the forms of organization of preschoolers' life activities and the nature of the teacher's communication with them ³⁰.

Scientists believe that in the conditions of preschool education, the opportunities for each child in the group to satisfy their own need for personal communication with adults and peers are limited.

The regime of life in the institution limits the child's ability to act on their own impulses, realize their aspirations, listen to their thoughts, experiences and desires. A preschooler gets used to focusing their attention mainly on the problems of collective life, focusing on the external requirements of authoritative people. Personal problems associated with the child's inner life often remain unconscious. This situation often inhibits the formation of self-regulation mechanisms in preschoolers, negatively affecting their moral and social development.

³⁰ Pechenko I. P. Some conceptual principles of personality socialization in preschool age // Pedagogy and Psychology. 2006. No. 3 (52). P. 19–29., p. 24-26

The orientation of social education to a single, universal development program for all children in the group leads to an averaging of the requirements that adults place on preschoolers with different potential opportunities, developmental characteristics and conditions of upbringing in the family. Such an approach can slow down the development of well-off children, be insufficiently developmental, and also maladaptive for socially neglected children³¹.

The predominance of an evaluative approach to the actions, qualities and achievements of children, giving preference to competition as an important element of upbringing and education, the teacher's orientation to high standards, models and norms, constant comparison of children can lead to the division of children into capable and incapable, skilled and helpless, sensitive and indifferent, educated and uneducated. Such negative and unfavorable educational positions of teachers towards children form low expectations from preschoolers, their social passivity, the habit of fearing mistakes, cause self-doubt, and under other circumstances form inflated self-esteem, arrogance, and a disdainful attitude towards the weaker. Such extreme manifestations of the negative consequences of non-pedagogical strategies of adults have a destructive effect on the social competence of a preschooler, disorienting him in determining his own capabilities and predicting future development³². It is known that collective discipline, a large number of approvals and remarks from an adult as the most authoritative person, public expression of his critical remarks to children, public condemnation from the child's teacher, excessive mentoring, on the one hand, develop adaptive skills in preschoolers, a sense of collective responsibility, life skills in a peer group, on the other hand, objectifies the complexity of the problem of interaction between the collective and the individual³³.

The preschool educational institution group has two main sources of influence: a team of educators and a team of children. The teacher acts, first of all, as a source of information for the child, a source of reinforcement of his actions. He enriches the child

³¹ Orzhekhovska V. M. Preventive pedagogy: educational and methodological manual. Cherkasy: Publishing house Chabanenko Yu., 2007. 284 p., p. 26

³² Pykhtina N. P. Prevention of negative manifestations in children's behavior: a teaching and methodological manual. Nizhyn: Gogol National State University, 2014. 376 p., p. 26

³³ Pykhtina N.P. Indiscipline in preschoolers: features of manifestation and factors of determination. *Scientific notes. Series «Psychological and pedagogical sciences»*. Nizhyn: NDU named after M. Gogol, 2020 No. 4, p. 28

with various information about the surrounding life, offers a system of important knowledge, trains the ability to use them in practice, shows joy or concern for his achievements, takes care of his health, formulates moral requirements, monitors their implementation, comes to the rescue.

In this regard, the educator must be an effective role model and reinforcement agent, an authoritative person for the child. He must have the ability to use modeling of life situations, their reinforcement and group influence on the child in working with children. This requires the teacher to have close contact with the social environment of each child, his deep knowledge, understanding of the relevant problems, material and other difficulties of each family³⁴.

The children's group is an important factor in the socialization of a developing personality. Therefore, it is important to widely use the children's group as a means of forming the child's social behavior, his ability to emotionally respond to the needs of other people.

The children's collective performs the functions of socialization, taking into account age characteristics, introducing each child to the culture of society, to the social norms prevailing in the collective. On the basis of teaching appropriate gender-role behavior, which is formed through the demonstration of appropriate models of behavior characteristic of representatives of each sex of a certain age, and condemnation of disapproved behavior. By teaching behavior that corresponds to the ethnic, religious, regional, social affiliation of group members. By helping members of the children's society achieve autonomy from adult parents and family, on the one hand, and from the society of peers and age subculture - on the other. By creating conditions for the development of self-awareness, for self-determination, self-realization and self-affirmation of the child's personality³⁵.

So, preschool education is an institution of socialization, the social space of a child's life, the social environment of his development and upbringing, a source of

³⁴ Zakharova N. M. Adaptation of children to kindergarten // Preschool education. 2006. No. 4. – P. 8–11.

³⁵ Bobak O. B. Pedagogical principles of socialization of preschool children in the family in the second half of the 20th century: dissertation... candidate of pedagogical sciences: special. 13.00.01. Drohobych, 2015. 221 p., p. 53

socializing influence on children. A social institution, which is not only an educational institution that prepares a child for schooling, but also forms models of children's behavior, their values, a system of relations with the environment. The assimilation by a preschooler of the norms and rules of social life and behavior, involvement in various types of activities, mastering the system of social values occurs under the influence of the educator and a group of peers. However, social education, in addition to a positive influence, can also have a negative influence, the cause of which is objective and subjective factors related, first of all, to the form of organization of the preschooler's life and the nature of the educator's communication with him. Therefore, the preschool educational institution group has two main sources of influence on preschoolers: a team of educators and a team of children.

Conclusions

We found that there is a wide variety of definitions of the concept of «socialization». This is due to the volume of scientific research by researchers. To work within the framework of the section, we use the definition in the field of social psychology, according to which socialization is a set of all social processes by which an individual learns and reproduces the existing system of knowledge, norms, values, which allows him to function as a full member of society. The main areas of socialization are activity, communication and self-awareness.

Socialization as a process of human development in interaction with the surrounding world appears in the unity of four components: spontaneous socialization, relatively controlled socialization, relatively socially controlled, conscious self-changing personality.

Scientists give a special place to the spontaneous form of socialization. Spontaneous socialization occurs under the influence of the environment. In the list of unfavorable mechanisms of socialization, the influence of a dysfunctional family on the formation of negative behavior in preschoolers is of particular importance. Negative behavior is a manifestation that occurs under the influence of negative social, psychological-pedagogical, medical-biological factors, as a result of which the child has

a violation of the attitude to existing norms and rules of behavior. This is a situational negative behavioral formation that occurs in response to adverse conditions of upbringing and development of the child and is the initial stage of reducing possible behavioral deviations, but does not yet deform the personal qualities of the preschooler. Within the framework of spontaneous socialization, the following factors are considered as factors of negative behavior in children: unwillingness to satisfy the needs for attention, improper upbringing of children, unfavorable adaptation to preschool education and school. As a result of the action of these factors, the following forms of negative behavior arise: disobedience, indiscipline, tantrums, stubbornness, aggressiveness.

Negative behavior can occur under the adverse influence of peers and children's subculture, as a result of the negative influence of adults due to their low cultural and educational level.

A directed form of socialization is a system of means of influencing a developing personality, specially developed by society and its social institutions, with the aim of its upbringing and development in accordance with the values, goals and interests that exist in society (social group).

Methods of directed socialization are: upbringing, training, education with an appropriate set of links. Upbringing is a system of educational activities aimed at the formation of a comprehensively and harmoniously developed personality. Training is a joint activity of the educator and the child, focused on the acquisition of knowledge, skills and abilities, methods of cognitive activity. The main link of directed socialization is preschool education - 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.

Creative play is an effective means of directed socialization of a senior preschooler, since this process most actively occurs in a preschool institution through purposeful pedagogically organized learning. This is the most effective form of socialization of a child, in which the foundations of the future personality are laid. It has characteristic features, namely: an imaginary situation, creative nature, the presence of roles, arbitrariness of actions, specific motives, social relations. The

specified components of creative games, in which the child is involved, provide the appropriate mechanisms of directed.

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A STUDY ON LIANG QICHAO'S THOUGHTS ON CHINESE LANGUAGE EDUCATION

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Abstract: Liang Qichao was a great enlightenment thinker and an educator in modern China. His educational philosophy, developed through his extensive educational practice, integrates Chinese traditional culture with Western modern culture, marking a pioneering contribution to the history of modern Chinese education. Liang Qichao proposed an educational view that emphasizes the integration of intellectual, emotional, and aesthetic education, centered on modern personality development, with the goal of strengthening the nation and improving the people. This perspective reflects his commitment to enhancing the overall quality of individuals and his human-centered educational philosophy. It not only fundamentally transforms traditional Chinese educational thought but also offers valuable insights for contemporary education. Reflecting on today's education, most schools overemphasize intellectual, exam-oriented, and college entrance education, while neglecting the quality education that focuses on personal development. Education, at its core, is about the education of individuals, and Chinese language education, in particular, serves as the foundation of all educational efforts, with its most significant feature being a human-centered approach. Based on this, the thesis systematically explores Liang Qichao's thoughts on Chinese language

education, delving into their unique and profound meanings, and revealing their implications and value for contemporary Chinese language teaching.

Key words: Liang Qichao; educational thought; Chinese teaching; enlightenment significance

Introduction: Liang Qichao was a prominent reformist thinker and politician in modern times, as well as an outstanding language educator during the Republic of China era. He lived in a period when the feudal imperial examination system was gradually declining and modern education was emerging. During this transitional period, a group of significant language educators and reformers emerged. As a leading figure in the reform movement, Liang Qichao not only sparked contemporary discussions on Chinese language education but also promoted its modernization and scientific development. To foster students modern personalities and ensure their all-round development in moral, intellectual, physical, and aesthetic aspects, Liang Qichao integrated the goal of nurturing people's throughout his ideological journey. His comprehensive language teaching philosophy, developed through systematic research and exploration, formed a distinctive educational ideology. This ideology had a profound impact on the education sector at the time and continues to guide our language education reforms and practices today.

Literature review

Liang Qichao was primarily an educator, with a secondary focus on language education. Therefore, the paper first reviews and studies the research findings related to Liang Qichao's educational ideas and practices. It then focuses on the aspects of his language education philosophy within these existing educational achievements.

Using tools such as China National Knowledge Infrastructure (CNKI) and Wanfang Database, the paper searches for relevant journal articles, master's and doctoral theses, and books in the database. These papers and books are then carefully compared and analyzed, and representative research findings are summarized into two main categories.

Research on Liang Qichao's educational thought

Since the new century, notable works on Liang Qichao's educational philosophy include Dong Fangkui's ¹'Liang Qichao²on Education' and 'New Perspectives on Liang Qichao'. The former is one of the earliest compilations in China that systematically categorizes and compiles Liang Qichao's articles on education, providing a comprehensive resource for subsequent research on his ideas on language education. The latter provides a systematic exposition by Dong Fangkui of Liang Qichao's contributions to modern Chinese education, covering specific educational goals, school policies, and related policies, which are valuable for studying language teaching. An Zunhua's Research on Liang Qichao's Educational Thought examines Liang Qichao's educational philosophy from the perspective of the development of modern Chinese education, highlighting its distinctive features and discussing various³ aspects of language education. Li Xi and Yuan Qing co-authored' A New Biography of Liang Qichao⁴, which chronologically traces Liang Qichao's life activities⁵. This book combines historical narrative with commentary, accurately narrating Liang Qichao's academic and cultural contributions, particularly his dedication to education, which provides valuable insights for this thesis. Additionally, Chen Shuyu and Song Na compiled' Liang Qichao on Education ⁶, which categorizes Liang Qichao's articles on education and adds new content. The edition compiled by the Commercial Press of Liang Qichao on Education is somewhat rough, presenting only selected articles on education without a clear classification.

The above are Liang Qichao's academic works on education, which greatly facilitate the study of his ideas on Chinese language education. Currently, there is no monograph specifically dedicated to Liang Qichao's thoughts on Chinese language education in academic circles; instead, these ideas are scattered throughout his educational writings.

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³ Zunhua A. A Study on Liang Qichao's Educational Thought. Beijing: Intellectual Property, 2014

⁴ Suo L. X., Zhuo Y. Q. A New Biography of Liang Qichao. Beijing: Commercial, 2015

⁵ Shuyu Ch., Na S. Liang Qichao on Education. Fuzhou: Fujian Education, 2016

⁶ Qichao L. Liang Qichao on Education. Beijing: Commercial, 2017.

Based on this, this thesis first organizes Liang Qichao's works on education and then selects and refines the content related to Chinese language education.

Research on Liang Qichao's thoughts on Chinese language education

In recent years, the academic circles have gradually begun to pay attention to Liang Qichao's thoughts on language education and related research on language teaching, mainly in the form of dissertations and journal papers. The most representative papers on Liang Qichao's language education are divided into two categories:

Discussion on the theoretical level of Chinese language education thought

Xu Yan from Yangzhou University, Wang Jialei from Capital Normal University⁷, and Cheng Chunmei from Hubei University have each published ⁸master's theses titled 'Liang Qichao and the Early Modernization of Chinese Language Education, An Initial Exploration of Liang Qichao's Chinese Language Education Thought' and 'A Study on Liang Qichao's Chinese Language Education Thought', respectively. These three studies focus on the background of Liang Qichao's Chinese language education thought. The first study examines the development and evolution of Chinese language education in China during the early period. The second study discusses Liang Qichao's Chinese language education⁹thought from the historical perspective of its formation and development. The third study first analyzes the social background¹⁰that influenced the formation of Liang Qichao's Chinese language education thought, followed by a series of discussions on the theoretical foundation, practical sources, and rich connotations of his thought. Notably, this study initially recognizes the value and significance of Liang Qichao's Chinese language education thought for contemporary Chinese language teaching. Wang Huamin's An Initial Exploration of Liang Qichao's Chinese Language Teaching Thought focuses on the core of Liang Qichao's Chinese language teaching thought, detailing his theoretical

⁷ Yan X. Liang Qichao and the Early Modernization of Chinese Language Education. Yangzhou: Yangzhou University, 2003.

⁸ Jialei W. A Preliminary Study on Liang Qichao's Chinese Language Education Thought. Beijing: Capital Normal University, 2004.

⁹ Xianghu N. A Comprehensive Review of Liang Qichao's Thoughts on Language Education. *Chinese Language World*. 2014. N 28. P. 36-37.

¹⁰ Xianghu N. A Comprehensive Review of Liang Qichao's Thoughts on Language Education. *Chinese Language World*. 2014. N 28. P. 36-37.

contributions to Chinese language teaching methods. Shen Xiaohui's 'An Analysis of Liang Qichao's Chinese Language Education Thought' is based on 'Methods for Teaching Composition at the Middle School Level and Above', explaining his views on composition teaching and exploring the main content of Liang Qichao's Chinese language education thought. Nan Xianghu's 'A Comprehensive Review of Liang Qichao's Chinese Language Education Thought' systematically reviews relevant research papers on Liang Qichao's Chinese language education thought over the past three decades, extracting the main theoretical viewpoints. This provides a clearer understanding of Liang Qichao's Chinese language education view.

Combine the current analysis of Chinese teaching practice

Related systematic comprehensive research

Li Bidan from Southwest University in 'Research on Liang Qichao's Chinese Language Education Thought' and Li Hua from Shanghai Normal University in 'The Guiding Significance of Liang Qichao's Chinese Language Education Thought for Contemporary Middle School Chinese Teaching'¹¹ both address the issue of 'the overall implications for current Chinese language teaching practices. The former systematically reviews Liang Qichao's educational philosophy, analyzes his Chinese language education thought, and explores it theoretically. It also highlights the influence and limitations of Liang Qichao's Chinese language education thought and clearly discusses its impact on contemporary Chinese language teaching. The latter closely integrates Liang Qichao's Chinese¹² language education thought with modern middle school Chinese teaching, introducing its content from various perspectives. After objectively describing and deeply analyzing the various issues faced in Chinese language teaching, it proposes feasible solutions. Pan Guohong in 'Liang Qichao's View on Chinese Language Teaching', Chen Benyuan in 'Liang Qichao's View on Chinese Language Education-A Discussion on the History of Chinese Language Education in 20th Century China (Part IV)'¹³, and Nai Lin

¹¹ Guohong P. Liang Qichao's View on Language Teaching. *Wenjiao Information*. 1995. N 2. P. 125-132.

¹² Benyuan Ch. Liang Qichao's Views on Chinese Language Education: A Discussion on the History of Chinese Language Education in China in the 20th Century. *Journal of Suzhou Institute of Education*. 2000, N 2. Part. IV. P. 1-4

¹³ Lin. Liang Qichao (1873-1929), a great figure in Chinese language education who influenced China in the 20th century. *Chinese Language Teaching Communications*. 2006. N 3. P. 66.

in' The Influential Chinese 20th Century Chinese Language Education Scholar-Liang Qichao all systematically explore the value of current reading and writing instruction. Unlike others, Pan Guohong focuses on the core purpose of Chinese language teaching and proposes practical solutions to the problems encountered in today's Chinese language teaching. Chen Benyuan offers a broad perspective, not only analyzing and highlighting Liang Qichao's educational goals in language and literature but also categorizing' emotional education 'and' interest-based education 'as part of aesthetic education, advocating their application in language teaching. Nai Lin, on the other hand, provides a concise summary of Liang Qichao's views on reading and writing in language education. Pan Yong and Niu Qiuxia's article' Liang Qichao's Educational Thought and Its Inspiration for Language Curriculum Reform¹⁴ examines Liang Qichao's' New Citizen Theory, " Three-Class Revolution 'theory, and' Interest-Based Education Theory 'from the angle of inspiration for current curriculum reform,' aiming to identify connections with language teaching.

These studies have progressed from theoretical to practical levels, particularly in recent years, increasingly integrating with current Chinese language teaching. Overall, the existing research indicates that while works on Liang Qichao's educational philosophy have reached a considerable scale, there has been a lack of systematic research on his ideas about Chinese language education. Most papers offer only superficial analyses of Liang Qichao's theories on Chinese language education, rarely linking these theories to contemporary Chinese language teaching policies and practices, or addressing the specific challenges encountered in teaching. Furthermore, there is a lack of comprehensive research into how Liang Qichao's ideas can guide modern Chinese language teaching, especially in relation to the new century's educational mission of 'cultivating virtue and nurturing talent.' These areas are key focuses and directions for this research topic.

Main content

Over the past century, as Chinese language education has transitioned from traditional to modern methods, many distinguished educators have emerged in China.

¹⁴ Yong P., Qiuxia N. Inspiration from Liang Qichao's Educational Thought to Chinese Language Curriculum Reform. *Education Science Forum*. 2011. N 5. P. 14-17.

During the late Qing and early Republican periods, Liang Qichao, a prominent figure at the forefront of reform, began to play a significant role in the historical reform movement. In the field of Chinese language education, he worked diligently and boldly, becoming a key figure in the ideological relay of his time. Not only did he advance the cause of Chinese language education, but his theoretical works and educational practices also had a profound and lasting impact on his contemporaries in the field of Chinese language education.

China's education system, which has been in place for thousands of years, has severely hindered social progress. Faced with the challenges of Western aggression¹⁵ and feudal oppression, Liang Qichao called out, "For China's future, nothing is more urgent than education". In his educational philosophy, he consistently advocated the principle of "education as a remedy." Education is the panacea that can revive China: it is the key to overcoming national crises and achieving prosperity; it is the essential means to eradicate ignorance, enlighten wisdom, acquire knowledge, and invigorate the spirit. Although his educational ideas may have been somewhat biased in some areas, they still provided valuable theoretical guidance and practical experience for future educational reforms. His thoughts on language education are particularly rich and consistent, especially in the theoretical construction of language education, which broke free from the constraints of traditional methods and pointed the way for the development of modern language education. Ou Zhihua referred to him as "the first person to systematically discuss language education in our country" and "an important pioneer of modern language education thought"¹⁶. A review of Liang Qichao's entire journey in language education reveals that his ideas have continuously evolved and developed.

The purpose of education is at the heart of educational philosophy, and Liang Qichao recognized that this purpose is the hope for the future of the nation, ethnicity, and society. With a clear purpose, a country can stand tall among the nations of the world. On this basis, Liang Qichao linked the purpose of education with its importance, urging people to place

¹⁵ Yong P., Qiuxia N. Inspiration from Liang Qichao's Educational Thought to Chinese Language Curriculum Reform. *Education Science Forum*. 2011. N 5. P. 14-17.

¹⁶ Qichao L. Private Discussion on Educational Policy, Complete Works of Liang Qichao / Ed. by Zh. Pinxing. Beijing: Beijing Publishing House, 1999, p.754.

great emphasis on the educational purpose. What is the purpose of education? As history evolved, Liang Qichao proposed different educational purposes at various times. However, he consistently centered his educational philosophy around the fundamental goal of 'nurturing people' (to educate and develop individuals).

After returning from his travels in Europe, Liang Qichao began to shift his focus from political activities to education and academia. His teaching career officially commenced during this period, allowing him more time to explore the principles of language education. He summarized the goal of language education as 'teaching people to be modern individuals,' emphasizing that 'education is not about teaching someone to be an individual but to become a citizen. A person must learn not only how to live independently but also how to participate in the collective life of a country. This collective life refers to modern democratic political life. Therefore, to become a modern citizen, one must possess national consciousness, social participation awareness, and the ability to judge politics.

Only in this way can the people truly lead a life of political community. Influenced by Western civilization, Liang Qichao believed that schools should focus on cultivating students 'habits of discussing politics within groups. Through this subtle influence, the overall quality of the nation can be effectively improved. Moreover, he endorsed the educational philosophy of Western schools, which prioritizes' personality education 'over' knowledge education¹⁷. He called for integrating political education into school curricula, aiming to cultivate young people with a sense of social responsibility and the mission of their times, enabling them to participate in politics and promote democratic development.

Building on this, Liang Qichao elevated the purpose of language education to a spiritual level, clearly stating that the goal is to cultivate the spiritual qualities—character—that modern individuals possess. This is the most fundamental qualification for being human and essential for group life. From this, it is evident that while Liang Qichao's educational goals for language are rooted in national and ethnic perspectives and have political objectives, they also incorporate the concept of personality in modernization.

¹⁷ Zhihua Ou. The Evolution, Characteristics, and Implications of the Century-Old Chinese Language Education Thought in Guangdong. *Journal of Chengdu Normal University*. 2017. N 33(04). P.98-104

The essence of modern and contemporary education is to integrate enlightenment and national salvation, the present and the future, and the individual with the nation in talent education. The educational goals, from talent education to new citizen education and then to personality education, reveal Liang Qichao's advocacy for political and academic principles and the theory of new citizens, rooted in the interests of the state and the nation. He also promoted humanism and individualism, considering the trends in the transformation of Chinese education during the transitional period¹⁸.

Conclusion

Liang Qichao's ideas on Chinese language education emerged and developed during a specific transitional period, characterized by its distinct era-specific traits and his personal characteristics. As a transitional educator, he bridged two eras, serving as both the ender of ancient education and the pioneer of modern education. Consequently, his ideas on Chinese language education are marked by pioneering and exploratory qualities. His educational philosophy evolved from initially cultivating political talent to focusing on the individual, and from using language as a tool for political reform to emphasizing the development of a well-rounded personality in the populace. These changes demonstrate the continuous evolution of Liang Qichao's educational philosophy. Throughout this process, Liang not only established a modern Chinese language education system but also reflected on the challenges faced by modern Chinese language education. By critically examining and reflecting on traditional Chinese language education, he also drew inspiration from Western modern language education. Ultimately, he developed a comprehensive system of Chinese language education that prioritizes the cultivation of individuals, centers on moral education, and integrates aesthetic education with the soul of Chinese traditional culture and Western modern personality. Given that Liang Qichao's ideas were formed during a transitional period, they exhibit a pioneering and exploratory nature, which also limits their depth. Firstly, his discussions on Chinese language education were not sufficiently in-depth. In the early stages, Liang Qichao was deeply involved in political reform, and later shifted his focus to academic research. Whether in politics or literature, education was secondary

¹⁸ Qichao L. Education and Politics, Complete Works of Liang Qichao. Vol. 7. / Ed. by Zh. Pinxing. Beijing: Beijing Publishing House, 1999, 3999 p.

to his primary interests. Due to his broad personal interests and the turbulent times, he lacked the time and energy to delve deeply into these issues. Especially, his theory of Chinese language education was not systematic or rigorous enough. At that time, the existing issues in Chinese language teaching were only noted or simply listed without solutions proposed. His discussions on the content and related operations of Chinese language teaching were also rather superficial. Moreover, although Liang Qichao wrote extensively throughout his life, he did not write a specialized work on Chinese language education. His ideas on Chinese language education are scattered across his works and speeches, and we can only select and extract relevant content from them. In summary, the limitations of Liang Qichao's Chinese language education ideas are evident, and we cannot evaluate them using modern standards. We need to view them dialectically and selectively inherit them. To explore the underlying principles of his ideas, we must delve into their intrinsic aspects, thereby transcending the limitations of time and establishing a dialogue mechanism, allowing excellent ideas to realize their value in today's context.

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