

РОЗДІЛ 2.

ТВОРЧА АКТИВНІСТЬ УЧИТЕЛЯ ПОЧАТКОВИХ КЛАСІВ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ ЯК УМОВА РЕАЛІЗАЦІЇ ПРОДУКТИВНОЇ ОСВІТНЬОЇ СТРАТЕГІЇ

PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF THE FORMATION OF PRESCHOOLERS' COMMUNICATIVE COMPETENCE IN THE PROCESS OF ORGANIZED AND INDEPENDENT ACTIVITY

Kateryna Kolesnik, doctor of philosophy, Ph.D, Associate Professor
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine)

Inna Karuk, Senior Lecturer, Associate Professor, Senior Lecturer
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine)

Abstract. *The article examines the psychological and pedagogical principles of the formation of communicative competence of preschoolers in the process of organized and independent activity. The main approaches to the development of speech and social skills of younger children, which ensure effective communication in various life situations, are analyzed. The role of pedagogical support, the creation of optimal conditions for active interaction of children and the formation of positive motivation for communication are determined. Recommendations are given for the organization of the educational process aimed at the harmonious development of communicative competence in preschool age.*

Key words: *communicative competence, organized activity, independent activity, preschool children.*

The fundamental changes taking place in the educational and cultural space, the new socio-cultural situation, public requests and needs provide for the establishment of the priority of preschool education, the formation in society of the understanding of the early stages of a person's life as the most responsible period of personality formation.

Domestic and foreign scientists claim that the first step in the formation of communication skills is organized and independent activity, which begins from preschool age, as it is a sensitive period for the development of independence, responsibility, etc. The formation of communication skills in a preschooler in the process of organized and independent activity is the key to the education of a purposeful, mobile, creative personality.

At the current stage of the development of pedagogical thought, A. Bogush, N. Havrysh, N. Kalinina, I. Lapshina, L. Fedorenko and others addressed the problem of language development of preschool children. N. Gavrish, I. Dychkivska, T. Pirozhenko, T. Ponimanska, and others were involved in the development of practical methods of forming the communicative competence of preschoolers in the process of organized and independent activities and methodical recommendations for educators.

It is indisputable that no activity of a preschooler can be separated from communicative, since speech tasks can be implemented even in independent activities. The educator must organize the educational process with various types of activities to improve the speech skills of preschoolers, because without these skills, the child's harmonious development and further education at school are impossible.

For the harmonious development of a child, communicative speech is of great importance, since one of the important tasks of the educational process of a preschool education institution is the development of the ability to speak fluently, which is related to the general mental development of the child, the level of formation of logical, creative and imaginative thinking.

The educational direction «Child's Speech» provides for the child's assimilation of the culture of speech and communication, elementary rules of language use in various life situations.

Mastering language as a means of cognition and a way of specifically human communication is the most important achievement of preschool childhood [3, c. 18].

In the psychological and pedagogical literature, communicative competence is considered as the assimilation of ethno- and socio-psychological standards, stereotypes of behavior in various situations, as well as the level of mastery of the «technique» of communication.

Communicative means are used taking into account the communication situation, the impact on the verbal situation and the strategy of the communicative subject, that is, taking into account the pragmatic effect, excluding the possibility of the existence of isolated statements devoid of communicative properties. The actions of choosing and organizing language means are determined, first of all, by the content of the communicative intention, which is carried out in a certain social context [1, p. 32]. Considering communicative activity as a set of speech acts, we can note that a speech act is a fact within the process of communicative activity and therefore must obey all its inherent laws.

The role, importance and timeliness of methodically correctly formed communicative competence is extremely important, its necessity appears precisely in preschool age, because it is the main condition for further successful education at school. Both organized and independent forms of activity will be appropriate for the formation of a certain competence.

Independent activity is a specific way of organizing children's life activities, which unfolds in time free from organized forms of educational work (in the morning and evening hours, on walks, in other leisure moments), mostly on the initiative and at the request of the children themselves [2].

Independent activity in an organized environment is an effective form of speech development of preschoolers, during which children have the right to choose where, when and with whom to communicate. In the method of speech development of preschool children, the indicator of mastery of language means and their characteristics is of great importance: phonetics, lexical vocabulary, grammatical correctness. Thanks to these tools, children have a successful language interaction in communication, which forms the communicative competence of preschoolers. Because as practice shows, children will not be able to reveal their own «I», express their opinions and beliefs, if they are unprepared for a certain type of activity and with an insufficient supply of special knowledge.

The following types of independent children's activities are distinguished: playful, cognitive, labor, artistic (visual, musical, music-rhythmic, theatrical, artistic-speech), communicative-speech, movement, etc. They should be reflected in the work calendars of educators as independent play, independent cognitive, independent work and other activities [2].

Organized activity in a preschool education institution is a purposeful two-way process, during which the pedagogical influence on pupils is combined with the activity of the children themselves in learning about the world.

Organized forms of activity with children: classes, observations, conversations and conversations, games with rules, work assignments, shifts, collective work, conducting experimental experiments, individual work, holidays, entertainment, excursions, everyday processes: dressing, washing, eating, putting for sleep, shifts [2].

These two groups of work with preschoolers are quite successfully combined with each other, often children combine different types of independent activities with speech, for example, they draw and conduct a dialogue about their favorite cartoons, water flowers and sing their favorite song or recite a poem, play ball and discuss their sports preferences. It is important to remember that the systematic communication of children with adults and peers is a successful condition for the formation of life competence in all spheres and types of activity.

Thus, in the basis of pedagogical thought, the main attention was focused on the need to form preschoolers' communicative competence in the process of organized and independent activity. This is necessary for the development of their intellectual abilities, mental self-improvement, as well as further education at school.

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РОЗВИТОК МОРАЛЬНОЇ КОМПЕТЕНТНОСТІ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ

Тетяна Волос, здобувач ступеня вищої освіти «магістр»

Науковий керівник: О.В.Колосова, кандидат педагогічних наук, доцент,
Вінницький державний педагогічний університет імені Михайла Коцюбинського
(Україна)

DEVELOPMENT OF MORAL COMPETENCE OF OLDER PRESCHOOL CHILDREN

Tetiana Volos, master's student

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine)

Анотація. У статті розглядаються теоретичні та практичні аспекти розвитку моральної компетентності дітей старшого дошкільного віку. Проаналізовано сутність поняття моральної компетентності, її структурні компоненти та особливості формування в дошкільному віці. Визначено педагогічні умови та ефективні методи, що сприяють розвитку моральних якостей, уявлень та поведінки дітей 5-6 років. Представлено результати теоретичного аналізу досліджень вітчизняних та зарубіжних науковців з проблеми морального виховання дошкільників. Запропоновано комплекс практичних рекомендацій щодо формування моральної компетентності дітей в умовах закладу дошкільної освіти та сім'ї. Обґрунтовано значущість взаємодії педагогів і батьків у процесі морального становлення дитини.

Ключові слова: моральна компетентність, моральне виховання, старший дошкільний вік, моральні цінності, моральна поведінка, педагогічні умови.

Abstract. The article examines theoretical and practical aspects of developing moral competence in senior preschool children. The essence of moral competence, its structural components, and formation peculiarities during preschool age are analyzed. Pedagogical conditions and effective methods contributing to the development of moral qualities, perceptions, and behavior of 5-6-year-old children are determined. The results of theoretical analysis of Ukrainian and foreign researchers' studies on preschoolers' moral education are presented. A