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**ПЕДАГОГІКА І ПСИХОЛОГІЯ
ПОСТМОДЕРНІЗМУ: ЦІННОСТІ,
КОМПЕТЕНТНОСТІ, ДІДЖИТАЛІЗАЦІЯ**

За науковою редакцією професора Ганни Цвєткової

**PEDAGOGY AND PSYCHOLOGY OF
POSTMODERNISM: VALUES, COMPETENCE,
DIGITALIZATION**

**According to the scientific edition of Professor Anna
Tsvetkova**

Collective Monograph

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ПЕДАГОГІКА І ПСИХОЛОГІЯ ПОСТМОДЕРНІЗМУ: ЦІННОСТІ, КОМПЕТЕНТНОСТІ, ДІДЖИТАЛІЗАЦІЯ: колективна монографія / за наук.

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Видання адресоване вченим-дослідникам, вихователям, учителям-практикам, науковцям-початківцям і всім небайдужим до проблем дитинства, виховання, формування національно-культурної ідентичності, розвитку освіти України у столітті цифровізації та глобальних, пандемічних викликів.

PEDAGOGY AND PSYCHOLOGY OF POSTMODERNISM: VALUES, COMPETENCE, DIGITALIZATION: Collective Monograph

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The presented monograph deals with topical issues of modern psychological and pedagogical education: comparative aspects of the formation of the national and cultural identity of the individual; innovative projects of scientists; trends in the development of preschool and primary education in the era of postmodernism; topical issues of training a competent future professional teacher; problems of postmodern digitalization of education in practical constructions; adult learning in non-formal education.

The publication is addressed to research scientists, educators, teachers-practitioners, new scientists and all those who are not indifferent to the problems of childhood, education, formation of the national and cultural identity, development of education in Ukraine in the age of digitalization and global pandemic challenges.

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INTRODUCTION

The society of postmodernism, the society of the XXI century differs in that it strives for «mutually prosperous globalization» (Lee Byng-Jin, 2003), where humanity interacts and thrives in cooperation and unity, where life and education with equal rights and privileges are a reality.

Mutual prosperity of mankind, «mutual prosperous globalization»–the main focus of the future of psychological and pedagogical education; it is an opportunity to cooperate, revealing their talents and abilities, a bright opportunity for self-affirmation and self-actualization. It is «symbiotic globalization» that must be created and begin to operate during our century, influencing and transforming not only social, political, economic relations, but also education that supports the child, the individual reveals his potential, aspirations, talents, creating a new educational system. themselves, transforming human existence. Education that cultivates the values of achieving cooperation, harmony, a combination of multicultural aspects, competent attitude to pedagogical reality; influences the formation of a community of like-minded people; which uses the enormous potential of digitalization, belongs to the future. It is based on postmodern pedagogy and psychology that a new generation of the XXI century can be formed, the main value of which will be respect for other peoples, mutual understanding with other national and cultural identities, understanding the importance of preschool childhood. The main mission of postmodernism education is to help individuals to realize their identity, to educate future generations to respect other peoples, to form a tolerant attitude to various mentalities; mutually enriching coexistence based on partnership and exchange of values according to ecological, environmental, competence approaches.

The presented monograph covers topical issues of modern psychological and pedagogical education: comparative aspects of the formation of the national and cultural identity of the individual; innovative projects of scientists; trends in the development of preschool and primary education in the era of postmodernism; topical issues of training a competent future professional teacher; problems of postmodern digitalization of education in practical constructions; adult learning in non-formal education.

The scientific research of the proposed monograph is a response to the challenges facing Ukrainian education in the XXI century, education that influences modern educational policy, contributes to the formation of the world educational space and provides a dialogue of cultures.

The publication is addressed to research scientists, educators, teachers-practitioners, novice scientists and all those who are not indifferent to the problems of childhood, education, formation of national and cultural identity, development of education in Ukraine in the age of digitalization and global pandemic challenges.

ПЕРЕДМОВА

Суспільство постмодернізму, суспільство XXI століття відрізняється тим, що прагне до «взаємної процвітаючої глобалізації» (*Lee Byung-Jin, 2003*), де людство взаємодіє та процвітає у співпраці та єдності, де життя та освіта з рівними правами та привілеями – реальність.

Взаємне процвітання людства, «взаємна процвітаюча глобалізація» – головний акцент майбутнього психолого-педагогічної освіти; це можливість взаємно співпрацювати, розкриваючи свої таланти та здібності, яскраво самостверджуватися та самоактуалізуватися. Саме «симбіотична глобалізація» має створитися та почати діяти впродовж нашого століття, впливаючи та перетворюючи не тільки суспільні, політичні, економічні відносини, але й освіту, яка підтримує дитину, особистість, розкриває її потенційні можливості, прагнення, таланти, створюючи нову освітню систему, у такий спосіб перетворюючи людське існування. Освіті, яка культивує цінності досягнення співпраці, гармонії, поєднання полікультурних аспектів, компетентного ставлення до педагогічної дійсності; впливає на формування спільноти однодумців; яка використовує величезні можливості діджиталізації, належить майбутнє. Саме на ґрунті постмодерної педагогіки та психології можна сформувати нове покоління XXI століття, основною цінністю якого буде повага до інших народів, взаєморозуміння з іншими національно-культурними ідентичностями, розуміння важливості дошкільного дитинства. Основна місія освіти постмодернізму – допомога особистості в усвідомленні своєї ідентичності, виховання майбутніх поколінь у повазі до інших народів, формування толерантного ставлення до різноманітних ментальностей; взаємозбагачувальне співіснування на основі партнерської взаємодії та обміну цінностями на ґрунті екологічного, середовищного, компетентнісного підходів.

Презентована монографія охоплює актуальні питання сучасної психолого-педагогічної освіти: порівняльні аспекти формування національно-культурної ідентичності особистості; інноваційні проєкти науковців; тенденції розвитку дошкільної та початкової освіти в епоху постмодернізму; актуальні питання підготовки компетентнісного майбутнього професійного педагога; проблеми постмодерної діджиталізації освіти в практичних розробках; навчання дорослих в умовах неформальної освіти.

Наукові розвідки запропонованої монографії є відповіддю на виклики, що стоять перед українською освітою XXI століття, освітою, яка впливає на сучасну освітню політику, сприяє формуванню світового освітнього простору, забезпечує діалог культур.

Видання адресоване вченим-дослідникам, вихователям, учителям-практикам, науковцям-початківцям і всім небайдужим до проблем дитинства, виховання, формування національно-культурної ідентичності, розвитку освіти України у столітті цифровізації та глобальних, пандемічних викликів.

«motility», «small motility», «productive activity» is specified and the technique of development of small motility of the child of younger preschool age in the educational activity of preschool educational institution is described.

Key words: *preschool education; motility; fine motor skills; children of younger preschool age; educational activities; game; game exercises; productive activities.*

РОЗВИТОК ДРІБНОЇ МОТОРИКИ ДІТЕЙ МОЛОДШОГО ДОШКІЛЬНОГО ВІКУ В ОСВІТНІЙ ДІЯЛЬНОСТІ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ

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Анотація. У статті висвітлено актуальну проблему розвитку дрібної моторики дітей молодшого дошкільного віку. Розвиток дрібної моторики починати формувати потрібно з раннього дитинства, а далі ці функції будуть займати важливе місце у становленні пізнавальних особливостей дитини. Результатом дослідження є обґрунтування теоретичних засад розвитку дрібної моторики дітей молодшого дошкільного віку. Уточнено сутність понять «моторика», «дрібна моторика», «продуктивна діяльність та описано методуку розвитку дрібної моторики дитини молодшого дошкільного віку в освітній діяльності закладу дошкільної освіти.

Ключові слова: дошкільна освіта; моторика; дрібна моторика; діти молодшого

дошкільного віку; освітня діяльність; гра; ігрові вправи; продуктивні види діяльності.

Relevance of research. Education in Ukraine is in a new round of development. The search for ways to implement educational tasks for the training of specialists in the field of education, which are due to the gradual progress of the Ukrainian state and the implementation of the new Law on Higher Education, creates a contradiction between society's demand and the realities of educational practice. We see the reasons in the fact that in practice stereotyped approaches to the organization of the educational process in all levels of education, including preschool educational institutions. The presence of new pedagogical ideas in the professional training of future educators and the vision of scientists of ways to implement them doesn't ensure the renewal of the preschool education system completely (*Беленька та Половіна, 2015*).

In the early stages of life, it is fine motor skills that indicate how a child develops, reflects his intellectual abilities. Children with poorly developed fine motor skills, awkwardly hold a spoon, pencil, can't fasten buttons, lace up shoes, it is difficult for them to collect scattered parts of the designer, work with puzzles, counting sticks, mosaics, refuse from sculpting and applique, they don't catch up with the peers in the classroom (*Бурков, 1998*).

Work on the development of fine motor skills and coordination of hand movements in a preschool educational institution should be an important part of the development of children's speech, the formation of self-care skills, and preparation for writing. Its further development depends on how skillfully the child learns to control his fingers. By developing fine motor skills, we thus develop the child's mental processes and most important speech.

Researchers have confirmed the close connection between the development of a child's arm muscles and the development of his speech and thinking. The high level of fine motor skills of children's fingers provides a sufficient level of memory, attention, prepares the hand for writing. The current stage of the formation of pedagogy states the fact that the level of development of speech and mental processes directly depends on the development of fine motor skills. And for this, it is very important that the child is systematically engaged in various types of educational activities (drawing, modeling, application, designing from small details, teaching patterns from mosaics, etc).

The development of fine motor skills of the hands is an integral part of the comprehensive harmonious mental and physical development of the child. The process of sensory cognition of the world by a child cannot take place without tactile-motor perception. Classes in productive activities, finger games, exercises for motor development, improve the development of cognitive processes, cardiovascular and digestive systems, mental abilities of the child, reduce emotional stress, develop coordination, strength, and dexterity of the hands, maintain vitality. Training the children's fingers improves not only the motor abilities of the child but also the development of mental and speech skills.

In turn, the formation of hand movements is closely related to the development of the motor analyzer and visual perception, different types of sensitivity, spatial

orientation, coordination of movements, and so on. Hand movements are closely related to speech, they are one of the factors in its formation. Finger movements stimulate the development of the central nervous system and accelerate the development of children's speech. That is why this topic is relevant today and that is why it is so important when working with children to pay attention to the development of small muscle functioning.

The theoretical basis of the study are. Theoretical and applied aspects of the development of fine motor skills in preschool children are revealed in the works of such prominent psychologists, physiologists, teachers as V. Bekhterev, Z. Bogateeva, L. Vygotsky, A. Zaporozhets, D. Elkonin, M. Koltsova, A. Melnikova, M. Montessori, I. Pavlov, I. Sechenov, V. Sukhomlinsky, T. Fadeeva, S. Chernykh, and others.

Formulation of the purpose of the article – to substantiate the theoretical foundations of the development of fine motor skills of the child, to determine the principles of learning circular actions, to describe the method of development of fine motor skills of young preschool children in educational activities of preschool education.

Results of the research. According to psychologists and physiologists, young children have poorly developed small arm muscles, imperfect coordination of movements, and ossification of the wrists and phalanges of the fingers (*Бурков, 1998*).

Visual and motor analyzers that are directly involved in the perception and reproduction of letters and their elements are at different stages of development. Children between in the age of three and five years do not have the ability to assess spatial differences, which determine the completeness and accuracy of perception and reproduction of letterforms in the future. The development of fine motor skills of the hands begins in early childhood, when parents help the child to learn about the world through tactile sensations, thus providing the needs of brain activity for impressions.

The level of development of children's speech is significantly dependent on the degree of formation of small movements of the fingers. As a rule, if the movements of the fingers are developed according to age, then the speech development of the child is within the age norm (*Биковець, 2012: 124-131*)

In a large number of children, the fingers are sedentary, and their movements are inaccurate or inconsistent. Most children in the third and fourth years of life do not hold a pencil and brush properly, they cannot lace up shoes, fasten locks, and buttons on their own. The maturation of the relevant areas of the brain, the development of small muscles of the hand usually ends at the age of six or seven. The formation of skills to perform small movements begins at an early preschool age and lasts up to six or seven years. It is important that by this age, the child is prepared to learn new motor skills (including the experience of writing), and not be forced to correct improperly formed old ones.

Changing an incorrectly formed experience requires a lot of effort and time from both a child and parents. This not only complicates learning to write but also, which is especially undesirable, creates an additional burden on the child's central

nervous system in the first year of school. Therefore, the work on preparing a child for learning to write should begin long before entering school (*Дудьев, 2008*).

Any daily actions and complex tasks that parents help the child to cope with directly affect whether he will keep his natural curiosity will be able to improve his intellectual abilities, or will feel confident in new situations. The first few years of life are an opportunity to help a kid to become who he can become. Psychologists say that a child's brain develops any attention to it. Attention forces the brain to process information, and thus to develop (*Власова, 2010*).

Maria Montessori noticed a connection between the development of fine hand movements and children's speech, if speech is not all right, this is probably due to fine motor skills. Biologists have found that the human brain contains the centers responsible for speech and finger movements which are located very close to each other. Psychologists and child educators strongly advise parents to play educational games more often. For example, games with lace, sorting cereals, assembling utensils, small materials. The development of fine motor skills of the hands is an important stage in the development of future abilities (*Савина, 2001*).

Problems of fine motor skills have been studied for a long time. Many scientists in their research have revealed the role of the motor-kinesthetic analyzer in the development of speaking skills and thinking, and it has also been proved that the first and main innate form of activity is motor. I. Pavlov believed that language is a muscular sensation that goes from the speech organs to the cerebral cortex. Scientists, including modern ones, consider that all the abilities of children are at their fingertips.

The development of fine motor skills is impossible without timely mastery of self-care skills: it is necessary to start at early preschool age so that in the older preschool age the child has no difficulty in buttoning, tying shoelaces, knots on a scarf, etc. It is important not to forget that children should take an active part in household chores: table setting, cleaning, etc. These daily loads are not only of high moral value but are also good systematic training for the fingers.

The development of fine motor skills of the hand is essential for the overall physical and mental development of the child throughout preschool. Psychologists, physiologists, physicians, educators constantly emphasize that the level of fine motor skills largely determines the success of the child's development of visual, constructive, labor, and music performance skills, mastering the native language, the development of primary writing skills (*Быкова, 1961*).

Along with the development of fine motor skills, all types of perception develop, such as sight, touch, the sensation of muscles, and joints. This is a condition for the child to be able to understand what is in his hands. Fine motor skills help the child to explore, compare, classify the things around him, and thus allow a better understanding of the world in which he lives. They help the child to take care of himself. In fact, even to fasten a button, you need a certain skill from several topics.

Scientists have noted that systematic work on the development of fine motor skills, along with the stimulating effect on speech development is a powerful means of improving the efficiency of the cerebral cortex, children improve attention,

memory, hearing, vision. The development of fine motor skills in preschool is also important because the rest of the child's life will require the use of precise, coordinated movements of the hands and fingers, which are necessary to dress, draw and write, as well as perform many different household and educational activities. Future learning activities will require the child to have a certain level of readiness for subtle movements of the fingers to perform small, precise, various actions. The muscles of children's fingers should be well developed, movements are coordinated and accurate. Even the slightest impairment of fine motor skills will harm the mental development of a preschool child (*Яловська, 2011*).

Thus, we can conclude that fine motor skills are one of the first places in the overall development of preschool children. It should be noted that there is every reason to consider the child's hand as a part of the body that activates and stimulates the cerebral cortex, increases the efficiency of all its parts, has a positive effect on the formation of higher cognitive functions, especially thinking and speaking.

An important tool for developing fine motor skills in young children are games (finger games, games with buttons, games with beads, games with cereals, games with a constructor, games with cubes, games with natural material, finger theater, games with non-traditional materials, lacing, puzzles, games with elements of self-massage, drawing in the air, and others). They are emotional, they can be held in different situations (both individual games and in the educational process, on a walk, in transport, at home, etc). In such games, children have fun, stimulate speech development. During such games, children, repeating the movements of adults, activate hand motor skills and speech, learn basic self-care skills with substitutes (*Узорова, 2003*).

The game consists of other activities of a child, which then acquire independent significance. Thus, productive activities (drawing, design) are initially closely fused with the game. While drawing, a child plays out one or another plot. Building from cubes is intertwined in the course of the game. Only up to the senior preschool age the result of productive activity acquires independent value, regardless of the game (*Ткаченко, 2013*).

Let's define the basic concepts of the researched problem.

Motor skills – a set of motor reactions, skills, abilities, and complex motor actions inherent in man. One of the indicators and conditions of good physical and neuropsychological development of the child is the development of his hand, manual skills, or, as it is called, fine motor skills.

Fine motor skills are coordinated movements of the fingers, the child's ability to «use» these movements: holding a spoon and a pencil, fastening buttons, drawing, sculpting. The clumsiness of fingers «speaks» that small fine motor skills are still insufficiently developed (*Биковець, 2012*).

The development of fine motor skills of the hands begins in early childhood, when parents help the child to learn about the world through tactile sensations, thus providing the needs of brain activity for impressions. Not only sound education but his alertness and dedication too are most required.

P. Anokhin, V. Bekhtrev, O. Luria, and other scientists pointed out that one of the most important components of the overall development of the child is the formation of motor function. But the implementation of this function is possible only through the manifestation of activity. According to A. Bykova, the expansion of games available to preschoolers contributes to the gradual increase of motor abilities of children in the game, and also subsequently allows solving more complex educational problems (*Быкова, 1961*).

In preschool-age it is necessary to create conditions as early as possible for the child's accumulation of practical experience, to develop skills of manual dexterity, to form the mechanisms necessary for future mastery of writing. V. Sukhomlinsky noted, «the origins of children's abilities and talents are at their fingertips». This means that the more a child is able, willing, and willing to do with their hands, the smarter and more resourceful she is. After all, at your fingertips – an inexhaustible source of creative thought that «feeds» the child's brain. All this has a positive effect on the internal organs, has a tonic effect, stimulates mental functions, promotes speech development, and charges with positive emotions (*Власова, 2010:98*).

By «productive activity» we mean the activity as a result of which we receive the product. Through productive activities in the preschool period, mental processes are actively developed, arbitrary attention and memory are formed, creative imagination is formed, new feelings are born. Such activities affect the child's psyche, as it calms and relaxes him. Doing a favorite and interesting thing, whether it's drawing, sculpting, appliqué, the child can release emotional tension from the outside, after which comes calm. This allows adults to monitor the inner state of the child. Classes in productive activities help to express the emotional state of the preschooler adequately: anger, resentment, pain, joy. A lot of interesting active methods and techniques used in the process of the game and productive activity were developed for the development of the fine motor skills of the hand. Organizing work in the direction of the development of fine motor skills of children of primary school age should follow the basic principle of didactics: «from simple to complex. It is necessary to select occupations, games, exercises, their intensity, quantitative and qualitative structure depending on the individual and age features of children. We consider that for the diverse harmonious development of motor functions of the hand it is necessary to adhere to the following principles of learning motor actions: consciousness and activity, clarity, accessibility and individualization, systematicity and consistency, strength. K. Ushinsky claimed that visual learning corresponds to the psychological characteristics of children who think in shapes, sounds, colors, sensations.

The technique and meaning of these games are that the nerve endings of the hands affect the child's brain and brain activity is activated. A child needs to have well-developed arm muscles at an early age. Various forms of activity, finger gymnastics, games, didactic exercises, should be systematically conducted in a preschool institution, as well as to conduct interesting workshops with parents on the proposed topics.

We carried out research aimed at increasing the level of development of fine motor skills of children of primary school age. Objectives of the study: to select tools for the study of fine motor skills and diagnosis to test the effectiveness of the proposed active forms and methods in the educational space of a child (at different stages of the experimental study preschool teachers).

This diagnosis at the beginning of the year and our study showed that children do not have fine motor skills of the hands, as well as self-care skills. Diagnosing the level of development of fine motor skills of the hands, we used tasks of varying complexity.

At the first stage, we diagnosed the coordination of the left and right hand. To do this, the children performed interesting exercises: a child was asked to put his hands in front of him – one clenched into a fist, and the other – straightened, then he had to change the position of both hands simultaneously (slowly); «Step» with his fingers (on the table, alternately with the index and middle fingers of both hands); «Bending of the fingers» (alternately bend the fingers, starting with the little finger); «Pinch the palm»; perform the movement of alternation: fist – rib – palm, repeat with another hand, and then with both hands at the same time; «Jump» (fingers of both hands, starting with the little finger). At the second stage of diagnosis, methods are applied to the degree of development of voluntary attention, the formation of spatial perception.

Diagnosis of the development of fine motor skills of young preschool children showed that almost 80,2% of children have insufficient development of fine motor skills, about 15,6% – sufficient and only 4,2% – high (mostly children who attended groups of early age).

Given the results of the observational stage of the experiment, we identified the main provisions of the formative stage of the experiment, which consisted in the application of the proposed active forms and methods (games, game exercises, productive activities, fiction, and cooperation with parents (workshops, online games for children with parents, etc).

Conclusions from the study and perspectives of further exploration in this direction. Based on the analysis of psychological and pedagogical literature, it was found that the issue of the development of fine motor skills of preschool children is especially relevant in the system of educational activities of preschool institutions.

Given the health effects of fine motor skills, it has to be pointed out that from early childhood we should train the muscular coordination of the child's hand. We pay special attention to self-service skills.

Thus, the work carried out in the experimental group had a positive effect on the results of the development of fine motor skills of the hands and showed a high level of development of fine motor skills, which increased by 54,9% and as of May amounted to 65,6%. The control group also had positive dynamics (high level – 45,3%, sufficient – 41,6%). Such percentages are caused by the constant work of the preschool teacher.

Thus, as a result of scientific research the essence of the concepts «motility», «fine motor skills», «productive activity» is specified. The research showed that

comparing the results, we can conclude that our proposed method had helped to develop the fine motor skills of children from the experimental group. They improved their self-care skills, and became more confident, their cognitive abilities increased, they became open to experimentation and creativity. The principles of learning circular actions are determined. The method of development of fine motor skills of a child of primary school age in the educational activity of a preschool institution is described.

The purpose of further research is to develop a motivational, content-procedural component for the preparation of students – future preschool teachers to the specifics of work on the development of fine motor skills of preschool children.

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