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*Education, philology, literature:
the main factors in the
development of the outlook of a
child and an adult*

Collective monograph

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SECTION 9. PRESCHOOL PEDAGOGY

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9.1 Preparation of educators for sensory-cognitive support of children in the third year of life: achievements and perspectives

The state standard of preschool education determines that special attention is needed for the development of the child as a person who is being formed, his assimilation of all the diversity of the achievements of society and the ability to use the acquired knowledge, skills and abilities in independent cognitive and creative activities. Early age is the most favorable for the development of the senses, the acquisition of ideas about the surrounding world, therefore sensory education, aimed at ensuring the full sensory development of the child, has long been considered one of the main directions of preschool education by foreign and domestic scientists.

Sensory development is considered the basis of a child's general mental development. The way the teacher understands the mechanisms and patterns of perceptual development of the child depends on the direction, selection of content, methods and means of teaching and raising preschool children. The current stage of development of preschool education is characterized by the search for new approaches in pedagogical theory and practice, which take into account modern world and European trends in the development of preschool education, based on national heritage, national education and culture.

The issue of raising young children is reflected in regulatory and legal documents: State Standard of Preschool Education (2021), Concept of Education of Early and Preschool Children (2020), Law of Ukraine «On Preschool Education», Professional Standard «Educator of Preschool Education Institution» (2021), Sanitary regulations for preschool educational institutions (2016, amended and supplemented 2022), «On approval of an exemplary list of game and educational and didactic equipment for preschool educational institutions», approved By order of the Ministry of Education and Culture of Ukraine (2017) and others.

In particular, the Concept of Early Childhood and Preschool Education states that, according to the International Standard Classification of Education, ISCED, zero level of education (level 0 - Earlychildhoodeducation) – «early childhood education» covers two strategically important for periods of the entire future life of a person: early age (from birth to three years) and preschool age (from three to six to seven years), in which a special place is occupied by the preschool period, which coincides with the older preschool age [186, p. 26-29].

The Law of Ukraine «On Preschool Education» states that the basic stages of the physical, mental and social development of a child's personality are infancy, early childhood, and preschool age. Early age is defined as the period of child development from one to three years [190].

The state standard for preschool education (2021) is aimed at ensuring equal access to education for all children of early and preschool age. The authors of the State Standard refer to the strategic tasks of the educational process in the direction «The child in the sensory-cognitive space»: implementation of the ideas of the cognitive development of the child's personality on the basis of competence, activity, personally oriented, integrated approaches; formation of the child's key competencies: subject-practical and technological, sensory-cognitive, logical-mathematical, research...» [6, p .22].

In the Professional Standard «Educator of a preschool education institution», one of the professional competencies of a preschool teacher, identified by us, is «..the ability to form key competencies in students of education in accordance with the State Standard, ..to use the leading types of activities of early and preschool children age to ensure the harmonious development of the personality during the educational process», «..to organize various types and forms of children's activities taking into account the interests of those seeking education and the specific educational situation» [197].

Sanitary regulations for preschool educational institutions (2016, amended and supplemented 2022) and the letter of the Ministry of Education and Culture «On approval of the sample list of play and educational and didactic equipment for

preschool educational institutions» (2017) define sanitary and hygienic requirements for: arrangement of the territory; ZDO buildings and premises; food organization; personal hygiene of staff; medical care, assessment of children's health; daily routine, organization of daily activities, physical activity of children, organization of physical education; game and educational and didactic equipment for preschool education institutions [198].

Since the subject of our research is the sensory-cognitive development of children, we detailed the concepts of «sensory development» and «sensory-cognitive development». «Sensory» (from Latin – organ of senses, – feeling) – a concept that summarizes sensations; sensory knowledge of objective reality with the help of sensations and perceptions. Sensory reflection is carried out through visual, auditory, olfactory, tactile (touch) analyzers [194].

«Development» as a philosophical category contains the following important components: movement, process, change. «Development is an action, a process, as a result of which there is a change in the quality of something, a transition from one qualitative state to another, higher one. Directionality, as a characteristic feature of development, ensures the processes of occurrence and accumulation of changes in the system, which subsequently lead to the appearance (emergence) of a new quality – from decreasing to ascending; from old to new; from simple to complex; from random to necessary» [199].

Intellectual development includes the development of three interrelated processes: the development of thinking; memory development; development of attention, which in turn is the basis of perception. Perception, as a complex cognitive activity, includes a whole system of perceptual actions that allow you to identify the object of perception, get to know it, measure it, and evaluate it. The way of knowing the surrounding world, which is based on the work of the senses, is called sensory development.

In the State Standard of Preschool Education (2021), the concepts of sensory-cognitive and logical-mathematical competence are interpreted as: the ability of a child to use his own sensory system in the process of logical-mathematical and research

activities. The result of its formation at the end of preschool education is the presence of cognitive motivation, the basis of logical-mathematical, research knowledge acquired by the child, abilities and skills (analysis, comparison, generalization, self-control), cognitive experience that is accumulated and used in various types of children's activities [189, p. 23].

By cognitive activity, scientists understand the independent, proactive activity of a child, aimed at learning about the surrounding reality (as a manifestation of curiosity) and conditioned by the need to solve tasks that appear before him in specific life situations.

The encyclopedia of education interprets the concept of «cognitive activity» as a personality trait that manifests itself in its attitude to the process of cognition, which implies a state of readiness, a desire for independent cognitive activity, aimed at mastering the individual's social experience, knowledge accumulated by mankind, methods of activity [194].

We processed the results of the research of domestic and foreign psychologists and teachers on this issue (O. Bezsonova, A. Bogush, O. Brezhneva, N. Gavrish, N. Holota, T. Gurkovska, N. Dyatlenko, O. Kocherga, M. Mashovets, R. Pavelkiv, T. Pirozhenko, V. Ragozina, O. Reipolska, O. Saprykina, T. Stepanova, O. Funtikova). Since the vast majority of the authors whose studies were analyzed by us are psychologists, our research has a psychological and pedagogical direction. The explanation here is the statement of I. Bech, who notes that despite the plasticity of a young child, which opens wide prospects for the significant enrichment of his knowledge, the child's brain is still in a state of development, functional features continue to develop. Thus, all forms and methods of educational interaction with young children must be built based on their psychophysiological capabilities. For a modern young child, it is important to ensure security, comfort and meaningfulness of his life, as well as an emotionally favorable environment for upbringing [184].

Analysis of the researches of modern domestic psychologists and pedagogues show that all of them are based on the results of studies of the classics. As L. Kostenko

aptly put it: «It's somehow easier with the masters. They are like Atlanta. They hold the sky on their shoulders. That's why there is height».

The first pedagogical work in which the role of sensory experience in the development and upbringing of a child is evaluated should be recognized as «Mother's School» by J. Comenius. «Mother's School» (1630) is the first fundamental work on preschool education in the history of pedagogy, which considered mental education as an important means of forming a child's personality. At the same time, the emphasis is on sensory sensations that awaken the child's interest, stimulate mental activity, develop observation and sensitivity, and give the joy of learning about the surrounding world [191].

Emphasizing the important role of sensation in the process of mental education, J. Comenius noted: «Knowledge begins with sensory perception, with the help of imagination it passes into memory, and then, through generalization, a general understanding is formed and, finally... a judgment is made».

In the «Great Didactic» Ya. Comensky formulated the «golden rule» of didactics: «let it be a golden rule for students: everything that is possible should be provided for perception by the senses: visible – by sight, audible – by hearing, smells – by smell, accessible to taste – by taste, accessible by touch – by touch. If some objects can be perceived by several senses at once, let them be felt by several senses at once». The author is convinced that the external senses – sight, hearing, smell, taste, touch – are the organs with which the human mind examines everything that is outside it and concludes: «The beginning of knowledge always stems from sensations, (because there is no nothing in the mind that was not previously in the senses). And that's why learning should begin not with a verbal interpretation of things, but with real observation of them».

Comparing a child with a «clean slate», the English philosopher, psychologist and teacher D. Locke proved that ideas and concepts arise in his mind as a result of the environment's action on the senses. «Perception is the way to knowledge, the first step and the first step to knowledge», noted the educator. The scientist distinguished five types of sensations (sight, hearing, smell, taste and touch); characterized the structure

and specific functioning of their organs; recognized visual perception as the most informative of all.

French philosopher-educator, writer, teacher J.-Zh. Rousseau recognized that the period of children's lives from 2 to 12 years («sleep of the mind») should be devoted to intensive development of perception processes. The scientist explained the truth of this conclusion as follows: «Since everything that enters human thinking penetrates there with the help of the senses, then the first mind of a person is a sensual mind; he, in fact, is the basis of the intellectual mind; our first teachers of philosophy are our feet, our hands, our eyes».

Our selective citation of the works of the classics of pedagogy confirms that the problem of sensory education of children from an early age has been of interest to teachers and educators since ancient times and has a significant basis. And currently, the problem of sensory development and sensory education of a growing personality is and remains one of the defining issues in preschool education.

The research of scientists (L. Wenger, O. Zaporozhets) led to the establishment that the basis of the general mental development of a preschool child is sensory development, namely the development of his sensations and perceptions, the formation of ideas about the external properties of objects: shape, color, size, position in space, which ensures the child's success in various activities and is the basis of logical thinking. However, if the child learns the qualities and properties of objects and phenomena spontaneously, without the rational pedagogical guidance of adults, it often turns out to be superficial. Scientific research and the practice of preschool education show that without sensory education, children's perception of the objective, natural, and social world will remain superficial and unsystematic for a long time and does not create the necessary basis for general mental development, various types of activities, and full acquisition of knowledge and skills. After all, knowledge begins with the perception of objects and phenomena, and then is formed on the basis of images of perception, becomes the result of their transformation.

In the research results of modern domestic scientists (O. Brezhneva, T. Gurkovska, O. Kocherga, R. Pavelkiv, T. Stepanova) in the sensory and cognitive

support of children of early and younger preschool age, the emphasis is placed on the careful selection of methods and methods of educational interaction with children. The leading group of methods and techniques are called practical, because it is thanks to them that conditions are created for children to practice choosing (color, geometric shape, picture).

In general, modern researchers (O. Brezhneva, L. Zaitseva, L. Ishchenko) note that the development of generalized ways of mental activity in children, in particular its cognitive aspect, will ensure the ability of a growing personality to navigate in the changing world, adapt to it and interact with him, which is an important condition for the formation of life competence of a preschool child.

Solving the problem of sensory development of young children is in the center of attention of such scientists as N. Grama, L. Oliynyk. In particular, N. Grama emphasizes that sensory education at an early age is a mandatory component of a child's further successful development, requires adults to create a rich subject-developmental environment and conscious actions on the part of educators; cognitive activity in the immediate and subject environment; the presence of a significant amount of methodical and practical material. However, it should be taken into account that today's young children differ from previous generations: on the one hand, children are able to absorb information from various sources, on the other – in the family environment, they quite often immerse themselves in the virtual world of gadgets, ideas about objects and phenomena of the real world are not properly assimilated by them. Therefore, the available methodical developments may turn out to be irrelevant, and this requires the educator to have knowledge of various technologies of psychological and pedagogical support for the development of a young child in the educational process [187].

At the same time, as noted by A. Turubarova and G. Horshkova, the sensory education of modern young children in Ukraine fell on a difficult period of the existence of the country and each family, namely: in the conditions of war, the sensory experience of the child may be insufficient, which may lead to impaired speech, mental development and the emergence of a number of socio-psychological and

personal problems, etc. Therefore, the sensory and cognitive development of a young child needs considerable attention and care.

Insufficient emotional saturation of the child's life activity, or the lack of constant positive impressions leads not only to the appearance of anxiety in a young child, but also reduces his interest in learning about the environment. During the research, we worked out the curricula and work programs of the disciplines of the first (bachelor) level of the specialty 012 Preschool Education, with the aim of identifying and analyzing the percentage of training time for students to master the basics of supporting the sensory and cognitive development of young children.

Having analyzed the educational and professional program (2022), 012.00.01 Preschool education (abbreviated training program) of the first bachelor's level of higher education, specialty 012 Preschool education, we can state that the issue we are investigating is being worked out by applicants in the content of such an educational discipline as «Methodology cognitive development of preschool children» – 8 credits (first and second courses).

While studying this discipline, students get acquainted with: modern scientific research and practical experience in the field of cognitive development of preschool children; with methods and forms of organization for the cognitive development of preschool children. In order to study the level of readiness of future teachers of preschool education institutions to support the sensory and cognitive development of children in the third year of life, we conducted an empirical study. It was attended by 2 groups of students of the 3 year of the specialty 012 Preschool education of the first (bachelor) level in the number of 42 people of the Faculty of Pedagogical Education of the Kyiv Metropolitan University named after Boris Grinchenko.

In the process of work, we used the following research methods: observation, selective interviews with students, anonymous student questionnaires, and students' performance of a diagnostic task. The content of the questions in the questionnaire and the diagnostic task were determined by us based on the study and analysis of psychological and pedagogical research on the features of supporting the sensory and

cognitive development of young children. In particular, the questionnaire contained the following questions:

- 1) How do you understand the concept of psychological-pedagogical support of sensory-cognitive support for children in the third year of life?
- 2) What methods and techniques of sensory and cognitive support of children in the third year of life do you personally possess?
- 3) Are you able to observe the sensory-cognitive activity of young children, discuss and analyze it, assess the level of sensory-cognitive development of children?
- 4) Do you know how to organize the beginning of sensory and cognitive activities of young children, to motivate children to activities?
- 5) Are you able to regulate the behavior of young children in sensory-cognitive activities, resolve possible conflicts in activities?
- 6) Formulate the main requirements for sensory and cognitive support of children in the third year of life.
- 7) Do you plan to use the developed competences of sensory and cognitive support of children in the third year of life in your professional activity?
- 8) How effective do you consider the training of future preschool teachers for sensory and cognitive support of children in the third year of life?

The content of the diagnostic task for students of the 3rd year of the specialty 012 Preschool education of the first (bachelor) level of higher education of the Faculty of Pedagogical Education of the Kyiv Metropolitan University named after Boris Grinchenko was as follows: choose one method of sensory and cognitive support of children in the third year of life and in writing (scheme/mental map) to present the algorithm of its preparation and use.

On the basis of the analysis of psychological and pedagogical research with the aim of identifying the level of readiness of future teachers of preschool education institutions for sensory and cognitive support of young children, the criteria were determined, which are revealed with the help of the indicators outlined by us:

1. Motivational criterion with indicators: identification of interest in sensory-cognitive support of young children, the need to study the peculiarities of their sensory-

cognitive activity, possibilities and technologies of support, the desire to provide sensory-cognitive support for children in the third year of life in the educational process of a preschool education institution, readiness apply innovative technologies in preschool education, achieve high results in professional activities, strive for creative search in solving issues of educational interaction with young children.

2. Cognitive criterion with indicators: knowledge of the peculiarities of the development of sensory-cognitive activity of children of early and preschool age, awareness of the need for sensory-cognitive support of children in the third year of life.

3. Functional criterion with indicators: the ability to develop an algorithm for preparing and using one of the methods of sensory-cognitive support for children in the third year of life and to present it in writing (schema/mental map).

Based on the results of the analysis of students' answers to the sixth question of the questionnaire, we determined three levels of development of the motivational component of the readiness of future preschool teachers for sensory and cognitive support of children in the third year of life.

A sufficient level indicates the interest of students in studying the features of sensory and cognitive activity of young children and the support of this activity, the desire to achieve high results in the sensory development of children thanks to the support of their teacher.

The average level was found in students who understand the importance of sensory and cognitive support for children in the third year of life, but perceive new knowledge without much interest.

A low level indicates that students lack motivation to study the features of sensory-cognitive development of young children, lack of understanding of the importance and features of sensory-cognitive support for children in the third year of life, lack of understanding and reluctance to use the competences formed on this issue in their own professional activities.

According to the results of the analysis of the answers to the first - sixth questions of the questionnaire, we conditionally divided the students into three subgroups,

according to the level of development of their cognitive component of readiness for sensory-cognitive support of children in the third year of life.

A sufficient level of formation of the cognitive component was found by students who understand the peculiarities of sensory and cognitive development of young children, the need for pedagogical support of this activity. These students have developed competences regarding educational interaction with young children.

The average level of development of the cognitive component was found by students who know about sensory education of young children, but do not clearly formulate the need for sensory and cognitive support of young children.

A low level of development of the cognitive component was found in students who have scattered, superficial knowledge about sensory education of young children and do not understand the need for sensory and cognitive support of young children by adults.

Thus, the analysis of the results of the conducted research on the level and features of the readiness of future teachers of preschool education institutions for sensory and cognitive support of children in the third year of life allowed us to draw the following conclusions. 10 interviewed students showed a sufficient level of development of the motivational component of readiness for sensory and cognitive support of children in the third year of life; 18 surveyed students revealed an average level of development of the motivational component of readiness for sensory-cognitive support of children in the third year of life; 14 surveyed students revealed a low level of development of the motivational component of readiness for sensory-cognitive support of children in the third year of life.

Based on the results of the diagnostic task, we conditionally divided the students into three subgroups, according to the level of development of their activity component of readiness for sensory-cognitive support of children in the third year of life.

A sufficient level of the activity component was found in students who independently chose the method of sensory-cognitive support of children in the third year of life and presented the algorithm of its preparation and use in the form of a scheme/mental map.

The average level of the activity component of readiness was found in students who made methodical errors when performing the diagnostic task, did not clearly enough, superficially prescribed the algorithm of preparation and use of the selected method of sensory-cognitive support of children in the third year of life.

A low level of the activity component of readiness was found in students who made significant mistakes in performing a diagnostic task, found difficulties in choosing a method, confused methods and techniques, were unable to compile an algorithm for preparing and using the selected method of sensory-cognitive support for children in the third year of life.

As a result of our diagnosis of the readiness of future teachers of preschool education institutions for sensory and cognitive support of children in the third year of life, it was established that according to the defined criteria, most students have an average and low level. Low indicators are established according to cognitive and activity criteria. Therefore, future teachers of preschool education institutions need the formation of additional competencies to carry out such activities, in particular, knowledge of the theory of sensory education of young children and the features of sensory and cognitive support of children in the third year of life. Despite this, it is positive, in our opinion, that more than 60% of students showed interest in the issue of sensory and cognitive support for children in the third year of life and readiness to apply it in their own professional activities. In our opinion, this is evidence of the presence of positive motivation of future teachers of preschool education institutions.

According to the results of the research and based on the analysis of scientific sources (O. Brezhneva, T. Gurkovska, O. Kocherga, L. Nezhiva, R. Pavelkiv, T. Stepanova), we developed and proposed a system for forming the readiness of future educators of preschool institutions education for sensory and cognitive support of children in the third year of life.

The leading idea is the organization of educational interaction with students of preschool education to form their readiness for sensory and cognitive support of children in the third year of life.

The realization of this goal is possible if the following tasks are fulfilled: to expand students' knowledge about the peculiarities of sensory education of young children; to motivate students about the importance and necessity of sensory and cognitive support for children in the third year of life; to help students master the methods and techniques of this support.

The system we offer consists of the following stages:

1) cognitive - analysis of scientific sources on the problem, analysis of curricula and work programs of educational disciplines with the aim of identifying disciplines aimed at forming the readiness of students to provide sensory and cognitive support in the educational process of a preschool education institution; study of the state of readiness of future preschool teachers for sensory and cognitive support of children in the third year of life in professional activities;

2) activity - the development of the content module "Sensory-cognitive support of children in the third year of life", providing for lectures, seminars, practical, independent, as well as the introduction of this content module as a component of the discipline "Methodology of cognitive development of preschool children");

3) creative – the development of various forms of methodical support, namely: trainings, webinars, master classes, quests, etc. on sensory and cognitive support for children in the third year of life.

Thus, the research substantiates the relevance of the issue of training future educators of preschool education institutions for sensory and cognitive support of children in the third year of life. Scientific sources on the problem of training teachers of preschool education institutions and on the problem of sensory education of young children in general and children of the third year of life, in particular, were analyzed. Based on a number of studies by psychologists and teachers, the features of sensory education of young children have been characterized.

The system of diagnostic study of the level of readiness of future teachers for sensory and cognitive support of children in the third year of life is presented, criteria, indicators are defined, and the level of development of the main components of the studied readiness (motivational, cognitive, activity) is characterized.

A system of work on the formation of the readiness of future educators of preschool education institutions for sensory and cognitive support of children in the third year of life is proposed. The main tasks are defined as: to form the motivation of future educators, to understand the importance of sensory-cognitive support of children in the third year of life in their future professional activities, to expand and deepen the competence of students about the importance and peculiarities of sensory education of young children, to promote the mastery of methods and techniques of sensory-cognitive support children of the third year of life.