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PSYCHOLOGICAL-PEDAGOGICAL SUPPORT OF SENSORY-COGNITIVE DEVELOPMENT OF CHILDREN IN THE THIRD YEAR OF LIFE

Kovalenko Olena Volodymyrivna

Associate Professor, Candidate of Pedagogical Sciences

Holota Natalia Mykolaivna

Associate Professor, Candidate of Pedagogical Sciences

Karnaukhova Antonina Valeriivna

Associate Professor, Candidate of Pedagogical Sciences

Mykhniuk Anna Volodymyrivna

Master's student

Department of Preschool Education

Faculty of Pedagogical Education

Borys Grinchenko Kyiv Metropolitan University, Kyiv, Ukraine

The problem of sensory development of the personality is extremely important, starting from the first years of a person's life. It is on the basis of the child's sensory experience that his general mental development takes place, which is the basis for

mastering any practical activity. In general, sensory education is defined by scientists and practitioners of preschool education as one of the main tasks of preschool education, which affects the success of a child's knowledge of objects and phenomena of the environment, adaptation to it, socialization. At the same time, scientists emphasize that the first three years of life are decisive in the most intensive development of the child's entire organism, which in the future is decisive for human development at all stages of his life.

Psychological and pedagogical support of the sensory and cognitive development of early childhood children is implemented using various methods of educational interaction, namely: didactic games and exercises, subject-manipulative activities of children, observation, etc. One of them is the research activity of children. Recently, it is quite often possible to observe and get acquainted with the experience of introducing research and experimental activities into educational interaction with early childhood children in the form in which it is used with preschool children. However, it should be noted that such an artificial transfer raises questions among preschool educators not only about the organizational principles of applying such experience, but also about the feasibility of its application in early childhood groups.

The term “sensory” comes from the Latin word “sensus”, which translates as – sense organ, – sensation. In the “Big Explanatory Dictionary of the Modern Language” the definition of “sensory” is explained “as a set of sensory organs of the organism that respond to external stimuli” [3, p. 1306].

The Dictionary of Modern Linguistics defines the concept of "sensory" as non-verbal communication, the basis of which is the sensory perception of the participants in communication: smells, combinations of colors, sounds [10, p. 260].

The leading role in the sensory development of a child is played by familiarization with sensory standards and methods of their use. The gradual acquaintance of children with different types of sensory standards and their systematization is one of the most important tasks of sensory education in preschool age.

Thus, sensory education provides the necessary conditions for the full sensory development of the child. Sensory development, in turn, is the result of sensory education, which is carried out by the teacher. The modern methodology of sensory education is aimed primarily at the formation of the child's cognitive activity [7;14;16].

The concepts of “sensory education” and “sensory development” are not identical. Education consists in the purposeful assimilation of the experience of generations, while development reflects the process of change and formation of the personality. Sensory education, first of all, covers the formation of the senses in children [14].

The philosophical category of "development" includes such key elements as movement, change, action, a process that results in a transition from one qualitative state to another, higher one. This process is systemic in nature due to its main characteristics - irreversibility, directionality and regularity. The famous Ukrainian psychologist G. Kostyuk describes development as a continuous process that manifests itself in quantitative changes in a person, which consist in an increase or decrease in certain characteristics (physical, physiological, mental, etc.). These quantitative changes lead to the emergence of new qualities, that is, signs and

properties that appear in the process of development itself, and old ones disappear [12].

We fully share and profess in our activities the scientific views of I. Bekh, who claims that in order to understand the psychological aspect of the nature of creative abilities, despite the plasticity of a young child, which opens up broad prospects for significantly enriching his cognition, the child's brain is still in a state of development, its functional features continue to form. Thus, all forms and methods of working with young children must be built, relying on their psychophysiological capabilities. By the age of three, the child undergoes a transition to a new social development situation, during which the child learns the functions of the objects surrounding him. Subject activity is a joint activity of the child and the adult; directly in cooperation with the adult, the child learns to manipulate objects, learning their properties.

Taking into account the peculiarities of the mental development of children of early and preschool age, scientists (G. Belenka, T. Gurkovska, S. Elmanova, O. Zabolotny, N. Lysenko, Z. Plokhyy, G. Smolnykova, N. Yarysheva, etc.) outlined the sequence of development of experimental and research activities and presented the following stages:

- 1) manipulative and experimental activities,
- 2) purposeful experimentation,
- 3) actual research activities [2, pp. 10-12].

Scientists characterize it as preparatory. Its duration is approximately up to three years. G. Belenka calls the characteristic features of this period unsystematicity, situationality, dependence on the material and available means of cognition [2, p.10-14]. The main goal of cognitive development of children at the stage of manipulative-experimental activity is mastering the means of cognition and forming their motivational foundations. So that knowledge about objects and phenomena of the environment and nature, which an adult gives to a child, does not acquire a moralizing character and is interesting, it is advisable to present them in the process of simple experimentation.

One of the main tasks of sensory education at an early age is the gradual acquaintance of children with different types of sensory standards and their systematization, during which the formation of sensory experience in children occurs [4]. The authors include sensory standards as: samples of the qualities of objects created by mankind in the process of socio-historical development. Color standards are the seven colors of the spectrum and their shades; shape standards are geometric figures; quantities are the metric system of measures. The acquisition of sensory standards is not limited to preschool age, but is a rather complex and long process.

The importance of organizing experimental and research activities for the development of fine motor skills of children of the third year of life is unsurpassed. Fine motor skills are one of the elements of the motor sphere, directly related to the mastery of objective actions, the development of productive activities and, no less importantly, to the speech of children. Studies by T. Gurkovskaya, M. Koltsova, O. Kocherga, L. Fomina, G. Smolnikova and others have proven that in the brain the projection of the hand occupies about a third of the entire area of the motor projection, it is very close to the speech motor zone. The development of speech

directly depends on the development of fine movements of the fingers. It has been irrefutably proven that if the latter corresponds to age, then speech will also be within normal limits. If fine motor skills are underdeveloped, then speech development is also slowed down, although general motor skills may correspond to the norm and even exceed it [5; 6; 8; 9; 11; 13; 21].

The classification of approaches to organizing the sensory-cognitive development of children in the third year of life (Pushkar G., Yershova A., etc.), presented by us in Table 1.1, deserves attention.

Table 1.1. Main approaches to organizing sensory-cognitive development of children in the third year of life [19]

| Approach | Characteristic | Application examples |
|--------------------------------------|--|---|
| Game approach | Using games to develop sensory and cognitive skills. | Sensory and cognitive games that engage different senses and stimulate thinking and problem-solving. |
| Activity-based approach | Engaging children in a variety of activities that help develop their sensory and cognitive abilities. | Artistic, musical, physical, or experimental forms of educational interaction that stimulate different aspects of perception and cognition contribute to the formation of the foundations of research competence. |
| Speech approach | Developing language skills that help children better understand and describe their sensory and cognitive experiences. | Reading, discussion, word games, and other forms of speech activity. |
| Natural approach | Using the opportunities of the natural environment for sensory and cognitive development. | Walking outdoors, observing natural phenomena, and working with natural materials help children better understand the world around them. |
| Systemic approach | Creating a structured educational environment that gradually becomes more complex and expanded, helping children systematize their knowledge and skills. | Consistent familiarization with various sensory standards, concepts and methods of their use. |
| Individually differentiated approach | Taking into account the individual characteristics and needs of each child. | Methods and means of educational interaction are selected according to the level of development, interests, and capabilities of each child. |
| Integrative approach | Combining different methods and technologies in the educational process. | Comprehensive development of children's sensory and cognitive abilities. |

Despite the fact that some scientists note that the manipulative and experimental activity of children of the third year of life does not require specially created conditions or equipment, we are convinced that the arrangement of the developmental environment of a group of children of this age should be pedagogically justified and moderate. The child examines everything that falls into his hands, using the senses, as well as those means that are available and are in his field of vision: a stick, a pebble, a glass of water,

etc. An important task of educators is to create conditions for experimental and research activities, in particular, children should be provided with materials for experimentation and appropriate equipment. However, from time to time, didactic material should be changed if the educator has noticed a loss of interest in children in it.

Conclusions. Thus, it can be stated that research activity is a necessary component of pedagogical support for the sensory-cognitive development of children in the third year of life. It is this activity that not only captivates children, but also allows them to learn in an interesting way the features and properties of various objects and objects of the environment using their own sensory system, and to learn how to act with them.

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ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ НАВЧАЛЬНО-ТВОРЧОЇ ДІЯЛЬНОСТІ ЗДОБУВАЧІВ ПОЧАТКОВОЇ ОСВІТИ А УМОВАХ НУШ

Непомняща Галина Іванівна

кандидат педагогічних наук, старший викладач

Кафедра теорії і методики початкової освіти

Глухівський національний педагогічний університет

імені Олександра Довженка

Навчально-творча діяльність - це специфічний вид навчальної діяльності, що концентрується на відході від репродуктивних стратегій засвоєння знань і має такі основні характеристики як комбінаторність (поєднання нового з наявним досвідом) й оригінальність (генерування несподіваних ідей). Вона є вищою формою навчальної активності, що забезпечує ціннісний розвиток, встановлення нешаблонних стратегій діяльності, діалог, а також формує образне мислення, закладаючи підвалини для розвитку різних видів здібностей.

Феномен навчально-творчої діяльності у цілому розглядається як форма реалізації взаємодії між педагогом та учнем на основі спільної комунікації, коли мета відображає образ бажаного результату навчання. Цей вид діяльності вимагає конструювання таких спільних дій учасників освітнього процесу, що дозволяють виконати такі функції:

- 1) зафіксувати індивідуальні риси учнівської творчості;
- 2) подолати стереотипні форми діяльності, що впливають на психіку здобувачів освіти;
- 3) усунення перешкод для появи новоутворень у структурі креативності;