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## **FORMATION OF SENSORY-COGNITIVE COMPETENCE IN SENIOR PRESCHOOL CHILDREN BY LEGO-CONSTRUCTION MEANS**

**Relevance of the topic.** Preschool childhood is a period of intensive sensory development. Children's sensory-cognitive competence is the level of development of their feelings and perceptions, ideas about the external properties of objects: their shape, color, size, position in space, constructive skills, forms the foundation of mental development of a preschooler.

According to V. Sukhomlinsky: «The origin of children's abilities and talents is of their fingertips. From the fingers, figuratively speaking, stem the thinnest threads-streams that feed the source of creative thought. In other words, the more skill in a child's hand, the smarter the child" [1, p. 52].

As you know, the leading activity of a preschooler is a game. Nowadays, we have a rich, wide world of toys. They are bright and attractive, but not all of them have developmental value. But a truly universal toy is the LEGO constructor (Latin: *lego – assemble, construct*) being the type of children's constructor that appeared in the 1950s. It is a bright, colourful, multifunctional material that provides great opportunities for sensory-cognitive and experimental-research activities, encourages thinking, fantasizing, allows a child to feel the world and create.

Constructioning is an activity that has a modeling character. LEGO tools allow the child to model the surrounding space in the most essential features and relationships. This specific focus has a peculiar impact on the mental development of preschool children.

A. Luria, renown psychologist and Doctor of Medical and Pedagogical Sciences, studied the influence of constructive activity on the mental development of preschool children. It was he who concluded that "skilful mastery of constructing skills affects the development of preschoolers, radically changing the nature of cognitive activity" [2, p. 31].

The French philosopher Jean-Jacques Rousseau noted that education should teach a child to "look, listen and touch", to understand through prolonged object manipulation in the hand.

To work with the LEGO a program for the development of a child from 2 to 6 years old and methodical recommendations "The boundless world of playing with LEGO" has been created. Methodical manuals "Six bricks", "Six bricks 2.0" have been developed in addition to the main program. [3, p. 15].

**Presentation of the main material.** In the senior preschool age, the child's game with the constructor begins to flourish. The child constantly strives to improve its own choice, without stopping at this stage, fantasizes, actively joins creating large

compositions with peers. The constructed structures reflect individual characteristics and interests.

Operating with constructors allows senior preschool children to develop mental processes, speech, intellectual, cognitive, and communication abilities.

The application of LEGO in the educational process can also cause certain difficulties in working with it: *firstly*, children should learn the names of all the parts; *secondly*, children should assemble the structure in such a way that it does not break up into right and left parts, but fasten each layer next to the principle of "brickwork", with an offset; *thirdly*, children should be able to take into account the selection of parts in shape, colour, size.

Constructive activity contributes to practical knowledge of the properties of geometric bodies and spatial relations. In this regard, the child's language is enriched with new terms, concepts, the child's use of concepts (*high-low, long-short, wide-narrow, large-small*), in the exact verbal direction (*above-below, right-left, down – up, back – front, closer*).

**Conclusions.** The analysis of current issue has showed that constructing is a very important means of developing creative abilities in preschool children. During construction, children develop the ability to generate original ideas, develop imagination, creative thinking; children learn to see the whole before the parts, to find several options for solving the problem, to combine seemingly incompatible elements, to form connections between elements that have nothing in common.

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