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FORMATION OF SUBJECT-PRACTICAL COMPETENCE OF CHILDREN OF UPPER-KINDERGARTEN AGE

Preschool age is considered a sensitive period for the development of many competencies, in particular subject-practical ones, in the process of which the skills to interact with other children and adults during the performance of practical tasks, to coordinate one's own actions with partners, are developed. A preschooler has the opportunity to creatively express himself in various ways and means, with the help of which the child acquires new skills (construction from various materials, visual modeling, design, technical creativity). But in order to understand under what conditions the most effective formation of subject-practical competence takes place, it is necessary to determine all the factors that influence its development.

Having analyzed the basic component of preschool education, in particular the educational direction "The child in the sensory-cognitive space", we can see that the subject-practical, technological competence is defined as the ability of the child to implement creative ideas for the transformation of environmental objects using various materials based on awareness of means and subject-practical actions, with the help of an adult or independently in the process of performing constructive, technical-creative tasks, modeling tasks [1, p. 9].

The process of forming subject-practical competence begins in early childhood, and with each year of life, the child has more opportunities. Senior preschool age opens up much more opportunities for the child than previous age periods. It is the formation of subject-practical, technological competence in the older group that is the basis for the further successful development of the child at the following age stages. The process of forming subject-practical competence is integrated with other types of children's activities. This stimulates the independence and activity of the child and satisfies his basic needs, gives the opportunity to use the information received, to apply the acquired methods and means of activity in new conditions, provides a connection with personal experience, as well as the interaction of children and adults [3, p. 4].

Among the main tasks related to the problem of forming the subject-practical competence of children of upper-kindergarten age, we decided to highlight the following:

- 1) determine in which activities the specified competence is developed;
- 2) outline the forms and methods of forming subject-practical competence;
- 3) characterize the position and actions of the educator in working with preschoolers;
- 4) find out the importance of a subject-oriented development environment for the development of subject-practical competence.

The formation of subject-practical competence occurs both during classes and

project activities, as well as in everyday life in the process of independent and playful activities of preschoolers.

An important condition for the formation of subject-practical competence is the involvement of children in work. Labour activity is a broad concept that summarizes various types of work, which consist of a number of labor processes. The labour process is a unique unit of labor activity, in the structure of which all components of labor activity are clearly presented: the purpose of work, material and labor equipment (tools); a set of human labor actions for the transformation of materials with the help of tools; the achieved result of work that satisfies human needs as the realization of a goal; work motives [5, p. 1-2].

Therefore, we can claim that subject-practical competence is based not only on various types of work of preschoolers (self-care, household work, work in nature, artistic work). No less important are constructive, artistic and creative and other activities. It is important that the development of the specified competence should not be one-sided, but versatile.

The result of the formation of subject-practical competence is creative self-expression through the formed subject-practical and technological actions in independent and joint activity with peers [4, p. 2].

It should be remembered that the formation of subject-practical competence is possible only on the condition that the child will solve specific practical tasks and actively interact with other participants in this process. To achieve positive results, the teacher must create favourable conditions.

We believe that an important aspect of the formation of this competence is increased motivation, because children should understand why they perform certain tasks and see the meaning in it. Also, the teacher must create conditions for children's independence, so that preschoolers can not only repeat after the teacher, but also creatively approach solving tasks, choose ways and means to achieve their goals, based on their own interests and needs.

The teacher must take the correct position when interacting with the child. The teacher must set clear requirements for children, but at the same time give the child the right to choose (for example, allow him to choose a partner for joint work or the means he will use when creating his product), believe in his capabilities. The teacher should push the preschooler to perform certain actions, guide him in the right direction if something is not working out for him, but not do everything instead of the child. He should also educate children in patience, the ability to complete the work that has been started.

It is possible to form subject-practical and technological competence with the help of technical creativity, constructive activity, handmade, design activity, etc. These tasks can be performed both individually and in team interaction [2, p. 17].

But these are not all techniques that can be used in working with preschoolers. When using project activities, children learn to make decisions on their own, create new things and improve existing ones, as well as work in a team and come to a joint decision.

Preschoolers find it difficult to interact with a large number of people at once. Therefore, it is necessary to start working in small groups (in pairs, between pairs, in

threes, fours). This strategy allows all children to participate in a specific activity. This practice is especially useful for children who are very shy and have difficulty establishing contacts with others. While working in small groups, children learn not only to express their opinion, but also to listen to others and find a compromise. The use of all these methods will not be effective enough without special means and a rich educational environment. Such corners should be created in the educational environment where children can satisfy their needs in creating something new. Among the means that children can use in their activities can be various types of constructors, sets of building materials, various models and layouts of technical processes, natural phenomena, as well as waste material.

Thus, the formation of the subject-practical activity of children of upper-kindergarten age takes place in the process of constructive, labor, artistic-productive, subject-game, subject-practical activity, in classes and in everyday life with the use of appropriate forms, methods, techniques and means of learning and education. Therefore, it is necessary to use all the specified conditions only in a complex and focus on children's interests and needs.

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