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## **SENSORY DEVELOPMENT OF CHILDREN OF EARLY AGE BY MEANS OF DIDACTIC GAMES AND EXERCISES**

One of the main tasks in current pedagogy is the need not just to teach a child something, but to help him learn to do something independently, without the help of an adult. Accordingly, one of the main requirements of modern preschool education is the creation of conditions for timely full-fledged physical, mental and spiritual development of each child. The application of the main provisions of the UN International Convention on the Rights of the Child, the Constitution of Ukraine, the Laws of Ukraine "On Education", "On Preschool Education", "On the Protection of Childhood", and other normative acts related to childhood directly affect the development of the sensory sphere and mental activity of a young child. The regulatory documents state that preschool education is an independent system, a mandatory component of education in Ukraine, which harmoniously combines family and social education, and therefore the content of education and training of a modern preschooler should be culture-creating, and educational technologies should be personal-oriented and developmental [1].

In the context of modern education, the implementation of psychological and pedagogical influence through the inner world of a young child, including by means of didactic games, is conceptually important. The first steps to the inner world of a 2-3-year-old child are positive emotional experiences that, under the condition of a purposeful and well-thought-out educational process, will turn into a higher product of the cultural and emotional development of the individual - a feeling that is a stable attitude to certain phenomena of reality. The development of the emotional and sensory sphere is an important component of the general mental development of children aged 2-3 years. Emotions retain their significant importance in later periods of life, however, at the early stages of ontogenesis, they become the basis for the formation of a child's integral behavior.

Scientists (L. Wenger, O. Zaporozhets, M. Montessori, E. Tykheyeva) emphasize that it is kindergarten age that is the most favorable to improve the activity of the sense organs, which provide full-fledged and versatile ideas about the environment. Leading specialists are one of the central ones' moments of the development of perception determine assimilation and usage of sensor standards (V. Avanesova, L. Wenger, N. Vetlugina, L. Zhurova, O. Zaporozhets, V. Zinchenko, G. Kislyuk, E. Korzakova, L. Penyevska, M. Poddyakov, A. Ruzka, N. Sakulina). As O. Usova noted, sensory education is important for the all-round development of a child, 9/10 all their mental baggage is the result of the activity of the senses.

In children of kindergarten age, the content of emotions is enriched, feelings are rationalized, they become more stable and deeper, and higher feelings are formed. The

specificity of emotions during the early period of childhood is determined by changes in the child's activities, the complication of his relations with the surrounding world. Emotional well-being is extremely important to ensure a full-fledged life and normal mental development. The emergence of emotions during this period is related to some events in the child's life, people or phenomena that surround him. Learning the world, a young child experiences everything he encounters: pleasure, indignation, joy, sorrow, admiration. Without special training, a young child does not know how to independently express his emotional experiences, express his feelings, because it is during childhood that he develops the ability to freely control his emotions and actions. Emotions transformed as a result of the educational process are emotions that have been transformed into feelings (that is, those that have acquired stability, strength, meaningful orientation). Mental activity, in turn, is expressed in the child's ability to reflect, compare, make certain generalizations, calculate, classify, organize statements, put forward elementary hypotheses based on his own sensory experience [3].

In order to correctly and effectively organize work, in particular, with sensory education, it is necessary to know the basics of children's sensory development. As experts note, a child's sensory development is the development of his sensations and perceptions, the formation of ideas about the external properties of objects: shape, color, size, position in space, etc. A child is born with ready-made sense organs: it has eyes, ears, its skin has sensitivity that allows it to perceive objects, etc. However, these are only prerequisites for its perception of the surrounding world. In order for sensory development to take place in full, it is necessary to promote effective sensory education. Sensory development is necessary for a person to master any practical activity. Logical thinking is formed from sensory development. The role of sensory education in the development of young children is invaluable, because mental development depends on the results of the activity of the senses. In the history of preschool pedagogy, there is no pedagogical system that ignores the role of sensory education. Studies in the field of pedagogy and psychology have proven that developed senses are a prerequisite for intelligence and personality development [4].

Thus, the relevance of the research lies in the fact that sensory development, on the one hand, is the foundation of a child's sensory and general mental development, on the other hand, it has an independent importance, since full perception is necessary for the successful education of a child in preschool and for many types of work. To date, pedagogical practice requires recommendations regarding methods and means of sensory-cognitive development of young children.

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