

M. Ruban
Student,
O. Humankova,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University

WAYS OF FORMING SUBJECT-PRACTICAL, TECHNOLOGICAL COMPETENCE IN CHILDREN OF SENIOR PRESCHOOL AGE

According to the provisions of the State Standard of Preschool Education in Ukraine, subject-practical and technological competence is recognised as one of the priority competences for the development of which the preschool education system is aimed.

The need of the hour is to find effective ways to form this competence in the context of teaching children in preschool education institutions.

Many scientists have studied the problem of forming the subject-practical, technological competence in preschool children: N. Holota, O. Dronova, L. Kazulka, T. Korzh, S. Matvienko, L. Sirchenko.

However, the search for effective methods and means of forming this competence remains relevant.

The aim of our article is to outline the ways of forming subject-practical, technological competence in senior preschool children.

In the Basic Component of Preschool Education (new edition 2021), subject-practical, technological competence is defined as the child's ability to implement creative ideas for the transformation of environmental objects using various materials based on awareness of the means and practical actions, with the help of an adult or independently in the process of performing constructive, technical and creative tasks, modelling tasks [1, p. 9].

According to the provisions of this document, the educator during the lessons should create favourable conditions for children to show independence, creativity, free expression of their own creative abilities.

The analysis of the research by scientists in the field of the formation of subject-practical and technological competence [2; 3; 4; 5] leads to the understanding of practical ways of developing this competence in children of senior preschool age.

These ways include:

1. Promoting the formation of the desire of a senior preschool child to reproduce the surrounding objects by means of design, modelling and others.
2. Creating conditions for children to experience a sense of joy, enthusiasm from the process of performing a certain reproduction of an object or task in independent or collective subject-practical, technological activities.
3. Familiarising children with the materials from which objects are made (plastic, paper, metal, clay, fabric, rubber, etc.), the properties of materials (hard, flexible, soft, etc.), methods of processing materials (sewing, cutting, building, blowing, etc.).
4. Formation of children's skills of self-analysis of objects, use of samples in the process of implementing subject-practical activities.

5. Stimulation of senior preschool children's compliance with safety rules in working with tools.

6. Educating children's emotional and value attitude to human labour, understanding the importance of rational use of materials.

7. Promotion of preschool children's imagination, creativity in the process of implementing constructive activities.

8. Purposeful formation of children's skills to work in a team to achieve the logical completion of the work started.

The conclusion from the above mentioned is that the formation of subject-practical, technological competence in children of senior preschool age is of great importance in the child's life. When forming this competence, the educator should pay attention to the formation of senior preschoolers' ideas about the material world, the desire to create something new during practical, technological activities, create game situations that will motivate the child to study and reproduce environmental objects, involve parents in the process of forming practical and technological competence.

Prospects for further research are to consider the peculiarities of the formation of subject-practical, technological competence in children of senior preschool age by means of design.

REFERENCES

1. Базовий компонент дошкільної освіти (нова редакція) [Електронний ресурс] – Режим доступу : https://mon.gov.ua/static-objects/mon/sites/1/rizne/2021/12.01/Pro_novu_redaktsiyu%20Bazovoho%20komponenta%20doshkilnoyi%20osvity.pdf

2. Білан О.І. Програма розвитку дитини дошкільного віку «Українське дошкілля» / О.І. Білан. — Тернопіль: ТОВ «Мандрівець», 2017 — 256 с.

3. Біла І.М. Психологія творчого конструювання в дошкільному віці: авторефер. дис. на здобуття наук. ступеня д-ра. психолог. наук: 19.00.07 / І.М. Біла. Київ, 2012. — 39 с.

4. Попович О.М. До питання особливостей конструктивної діяльності дітей дошкільного віку / О.М. Попович // Науковий вісник Ужгородського національного університету. — 2014. — № 32. — С. 156-158.

5. Федорович А.В. Формування навичок художнього конструювання в дітей дошкільного віку [Електронний ресурс] / А.В. Федорович // Науковий часопис НПУ імені М.П. Драгоманова. — 2021. — Т. 2, Вип. 79 — С. 166-170.