

*N. Didkivska,
Student,
O. Mykhailova,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University*

SPATIAL ORIENTATION OF CHILDREN OF UPPER-KINDERGARTEN AGE IN A BARRIER-FREE ENVIRONMENT OF PRESCHOOL EDUCATIONAL INSTITUTION

In recent years, Ukraine has made obvious progress in society and state institutions in the development of inclusive education. Children with special educational needs (hereinafter referred to as children with disabilities) have equal access to education. Along with developed European countries, inclusion in Ukraine is gradually becoming a widespread practice in accordance with the UN Convention on the Rights of Persons with Disabilities ratified by our country (September 2008) [8].

The basic conceptual principles of inclusive education in preschool educational institutions of Ukraine are determined by the Laws of Ukraine "On Education", "On Preschool Education", Regulations on Preschool Educational Institutions, Basic Component of Preschool Education in Ukraine, state programs for preschool education. Barrier-free environment is extremely convenient for each participant in the educational process and promotes the development of spatial orientation. The key point of educational reforms, in particular, of the New Ukrainian School, is the provision that the education system must create conditions for the development and self-realization of every child.

The topicality of this article is due to the fact that one of the areas of modern preschool education is the focus on "inclusion" of children with special educational needs in classical groups to normative peers, where they develop on equal rights, which leads to finding ways to improve organization, content and methods of teaching and educating all children in the group. The organization of inclusive education depends on whether a barrier-free environment is created in the LLP. Ukraine has accumulated a fairly structured regulatory framework, there are legal bases for inclusive preschool education. But nowadays there is a lack of experience in the organization of inclusive education in terms of creating a barrier-free space, which during classes and daily practices takes into account the needs of movement, play activities, children in interest centers.

The analysis of scientific and methodological literature revealed significant achievements of prominent Ukrainian and foreign scholars: the content and importance of scientific and methodological work with teachers of inclusive educational institutions (L. Babenko, O. Vasylenko, N. Tarnavska, O. Gordiychuk A. Yermola, M. Potashnyk); modern approaches to the organization of correctional and developmental and educational activities of teachers with children with special educational needs (N. Lyubchenko, N. Melnyk, V. Putsov, G. Trizubets, etc.); forms of scientific and methodological work (A. Dutchak, S. Klimkovska, O. Nyzhnyk); some elements of scientific and methodological work as a means of improving the professional

competence of inclusive class teachers (E. Daniels and K. Stafford, V. Shorokhov) and others. The problem of educational inclusion of children with disabilities was studied by such Ukrainian scientists as: N. Hrytsiuk, A. Kolupaeva, I. Bilozerska, Z. Leniv, V. Bondar, V. Zolotoverkh. The issue of orientation of older preschool children in space was considered by such scientists as G. Leushina, A. Konforovich, Z. Lebedeva, K. Shcherbakova, N. Tarnavska.

The purpose of the article is to study theoretically and analyze the problem of organization of barrier-free space in groups of preschool educational institutions.

The importance of preschool education among other parts of the educational system is indisputable. Research and recommendations of scientists and practitioners show the need to preserve the child's right to free and diverse development of natural talents, including mathematical competencies related to spatial orientation. When we talk about accessibility (environment, environment, space, space, accessibility), we rely on the key categories of this concept - convenience, security, respect for human dignity, development potential. They clarified the main factors, structural parts, principles, rules and requirements for the environment closest to the child. The works of Maria Montessori, a prominent Italian scientist, are based on the principle of the natural expediency of the development of the child's vital forces and creative abilities. "Without the right environment, there is no constructive activity of the child," writes M. Montessori [2].

The German scientist R. Steiner, the founder of Walfdor pedagogy, has a slightly different view of the content and function of the subject environment, which the scientist calls the "physical environment". Steiner opposes ready-made toys - "designed and fabricated by intellectual civilization." In the kindergartens of the Walfdor school, educators make their own toys - dolls and animals sewn or woven from threads, mostly without a painted face. Such toys do not impose a ready-made image on the child, but allow him to create it while playing [7].

French scholar S. Frenet considered the child's environment an important condition for the effective preparation of his future independent life [7].

Nowadays the most accessible way to quickly create a development environment is a barrier-free environment for new opportunities. However, a significant number of educators try to fill the children's space with many luxury items, expensive appliances, smart books (less), the best toys and educational materials. Note that such an environment may become static instead of developmental potential. To prevent this from happening, consider the following conditions:

- environmental / infrastructural barriers;
- institutional barriers;
- "internal" barriers in people with disabilities related to the lack of their participation.

in public life:

- communication barriers;
- information barriers;
- unacceptable standards / programs of development and training.

The formation of impressions about spatial orientation in children of upper-kindergarten age depends on the equipment of mathematical space, important elements

of which are visual landmarks, such as visualization of routes indoors and outdoors, equipment for self-orientation, knowledge of different parts of your body, availability materials for the creation of spatial routes, game mazes, construction of playgrounds and buildings that provide spatial equipment - farm, cities, roads, zoo, space stations, stadiums, etc [6]. It is possible to create such a mathematical environment provided that certain requirements are met: the mathematical environment must be age-appropriate for children and correspond to their functional capabilities with a slight excess of the degree of complexity; the mathematical environment must be dynamic, varied, diverse.

Summing up the developmental mathematical environment includes objects, materials, tools for spatial orientation: 1) a large organizing playing field for the deployment of spatially oriented game actions; 2) game equipment for spatial orientation; 3) toys; 4) game paraphernalia of various kinds for orientation in space; 5) game training materials; 6) tools for spatial modeling.

So a well-organized barrier-free environment provides an opportunity to: encourage children to engage in various activities using a variety of materials, which contributes to the faster formation of ideas of spatial orientation.

REFERENCES

1. Ващенко Г. Роль ігрової діяльності у навчанні // Ващенко Г. Загальні методи навчання. – К., 1997. – С. 366-380.
2. Виготський Л.С. Гра і її роль у психічному розвитку дитини // Питання психології. – 1966, № 6.. Воронова В.Я. Творчі ігри старших дошкільнят [Текст] / В. Я. Воронова. - М.: Просвещение, 2001. - 35 с.
3. Грінявічене М.Т. Гра і новий підхід до організації предметно-ігрового
4. Середовища. / Творчість та педагогіка (матеріали Всесоюзної науково-практичної конференції) [Текст] / Н. Т. Грінявічене. - М.: Педагогіка, 2006. – 311 с.
5. Дитина – педагог: сучасний погляд. Психолого-педагогічні та соціальні аспекти сучасної дошкільної та початкової освіти : колективна монографія / авт. кол. : О. П. Амацьєва, Г. В. Беленька, Н. В. Гавриш, В. В. Докучаєва, В. В. Желанова, Н. О. Курило, С. М. Курінна та ін.; за заг. ред. В. В. Докучаєвої; Держ. закл. „Луганський національний університет імені Тараса Шевченка". – Луганськ: Вид-во ДЗ „ЛНУ імені Тараса Шевченка", 2010. – 492 с.
6. Тарнавська Н.П. Теорія та методика формування елементарних математичних уявлень у дітей дошкільного віку в таблицях, алгоритмах, фрагментах занять. Навчально-методичний посібник. Тарнавська Н. П. – Ж.: ЖДУ імені Івана Франка., 2016 – 196 с.
7. Щербакова К.Й. Методика формування елементів математики в дошкільників: Навч. посібник. – К.: Вид-во Європейського університету, 2011. – 261 с.
8. «Довідник безбар'єрності»: Електронний ресурс. – режим доступу: <https://bf.in.ua/>