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READYNESS OF THE SUBJECTS OF THE EDUCATIONAL PROCESS IN THE PRESCHOOL INSTITUTION TO INTERPERSONAL COMMUNICATION IN CONDITIONS OF INCLUSIVE EDUCATION

Abstract. *The article is devoted to the problem of designing the educational environment of a preschool institution for the individual development of a senior preschooler. Based on the analysis of philosophical and psychological-pedagogical literature, modern approaches to creating, modeling the educational environment, generalization and systematization of empirical data on the research topic, pedagogical experience, the main key concepts of the study were identified, namely: "personality development of older preschool children" - process formation of personality as a social quality as a result of its socialization and education which is carried out in the process of activity guided by the system of motives present in a particular individual; "Designing the educational environment" as a specially organized pedagogical activity, which consists in building and implementing a system of scientific guidelines that set the technological vector of interaction of all participants (subjects) of the educational process, aimed at successfully achieving the goal of holistic development of older preschool children. The general hypothesis of the research is presented, which is that the design of the educational environment will be more effective provided the application of scientifically sound theoretical and methodological and methodological principles, namely: principles, scientific approaches, concepts, objective laws and patterns of learning, education and development children of senior preschool age in the educational environment, expedient forms and methods of pedagogical activity in the educational process of preschool educational institutions. The analysis of the data received during a statement stage of pedagogical experiment is presented.*

Key words: *educational environment, educational environment of preschool education institution, design of educational environment, individual development of senior preschooler.*

Relevance of research. The importance of solving the problem of designing the educational environment today is due to the need for its holistic renewal and bringing it into line with the general transformational changes taking place in society. Laws of Ukraine "On Education" [12], "On Preschool Education" [11], other regulations define the main goals and objectives of the national education system, which must meet the social order and needs of the individual, able to realize themselves in the dynamically changing conditions of modern society. Implementation is possible only on a scientifically sound basis of pedagogical activity of modern preschool institutions, because they are able to create an educational environment capable of ensuring sustainable balanced development of the personality of a preschool child.

Analysis of recent research and publications.

Theoretical and methodological foundations for solving the problem of human-environment interaction, its significance for the development of personality in ontogenesis are studied by L. Vygotsky [10], K. Levin [2], J. Rotter [3], S. Rubinstein [21], M. Chernoushek [23], G. Shchedrovitsky [24], V. Yasvin [26] and others.

Methodological productivity among other scientific researches is the idea of determinism of S. Rubinstein [21] as a phenomenon of complex dependences of external and internal at different levels of personality development, and the position of L. Vygotsky [10] on the determining influence on human development of his social development situation. Various aspects of the influence of the educational environment on the development of the child are reflected in modern scientific research: scientific and organizational-practical principles of the educational

environment, adequate to the development and self-realization of the individual (I. Bekh [7], P. Verbytska [9], V. Kyrychuk [14], L. Sohan [22]); creation and functioning of innovative educational environment (L. Karamushka [13]); the child as an active subject of life in the educational environment (K. Abulkhanova-Slavska [5], B. Ananiev [6], L. Bozhovich [8], D. Elkonin [25], O. Leontiev [19]).

However, modern theory and methods of education lack basic research on the design of educational environment, the main focus of which is the development of the personality of the older preschool child. In the history of scientific thought, the definition of the essence of personality is associated with the principle of development (L. Vygotsky [10], D. Elkonin [25], G. Kostyuk [16]), namely: personality can be understood only as one that develops. Development is a form of existence of the individual. Development is understood as self-movement, which is determined by the interaction of internal and external conditions, and the source of personal development of a child of older preschool age are internal contradictions that arise in his life (G. Kostyuk [16]). The essence of personality development is that external causes (activities and communication) always act only indirectly through internal conditions (S. Rubinstein [21]).

Therefore, the basis for creating an educational environment is a theoretical understanding of the personality of a child of older preschool age as a whole that develops in the process of their own activities and communication with other people. Personality development is characterized by the concept of "age periods", which are considered as the formation of personal neoplasms in ontogenesis (L. Bozhovych [8], L. Vygotsky [10], S. Ladyvir [18], O. Leontiev [19], O. Kononko [15], G. Kostyuk [16], T. Pirozhenko [20]). Researchers define the development of a child's personality as a process, each stage of which has certain features of physical development, its own characteristics of cognitive activity, its own features of its socio-cultural relationships with the environment. Common in scientific sources is the definition of personality development as a complex and long process of personality formation, as the acquisition of an individual's social quality in communication and joint activities with other people.

Given what the child has already achieved and

learned, adults organize their activities aimed at acquiring new knowledge and behaviors. Thus, the processes of learning and education are leading in the development of personality. In pedagogy, the concept of "personality development" is explained in conjunction with the concept of "education". Theoretical research allowed to interpret the "development of the personality of a child of older preschool age" the process of personality formation as a social quality as a result of its socialization and education which is carried out in the process of activities guided by a system of motives.

The meaning of the phenomenon "educational environment" lies in the essential field of the concept of "environment". The definition of "environment" in the general sense is understood as the environment, system, conditions and so on. The environment is often seen as a set of objective phenomena that surround a person and interact with him. Characteristics of the relationship between man and the environment are reflected in the concepts of J. Gibson [1], K. Levin [2]. In science, a terminological series is used, which is used in the context of the concept of "environment": "human environment", "human environment", "human environment", "environment", "living environment", "human environment" (V. Yasvin [26]).

Based on the results of the analysis of the scientific literature, it was found that the educational environment is a set of material, spiritual and emotional-psychological conditions in which the educational process takes place on the basis of factors that promote or provide comfortable conditions for development, learning and upbringing. The process of creating an educational environment is derived from the philosophical and psychological-pedagogical interpretation of the interdependence between the development of the individual and the environment of his life. Appealing to the philosophical ideas of V. Kremen [17], determined that human development of the environment is inherently active, and in absolute terms, activity is the primary source of all things, and therefore the primary source of personality development of older preschool children. Rethinking the dialectical principle of activity draws attention to its material and subject type as a factor in the development of physical, physical, cognitive and socio-moral spheres of personality. Based on the transcendence and reflection of the professional

path, the professional characteristics of preschool specialists are determined: it is a holistic, harmonious personality with a positive self-concept, a professional teacher and psychologist with an active professional position, with developed perceptual-reflexive, organizational skills, facilitator - able to optimize regarding the development, education and upbringing of a preschooler, a child with dominant positive emotions and mood, a sense of happiness and satisfaction with life; an innovator with a pronounced innovative spirit, who is always the first to perceive, actively implement and disseminate new things in the field of preschool education (G. Tsvetkova [4]). Theoretical analysis of philosophical, psychological, pedagogical literature allowed to define the essence of the conceptual phrase "designing the educational environment" as a specially organized pedagogical activity, which consists in building and implementing a system of scientific guidelines that set the technological vector of interaction of all participants (subjects). aimed at successfully achieving the goal of holistic development of the personality of a child of older preschool age. The studied process is revealed by the main categories of the conceptual apparatus of the theory and methods of education (goals, content, forms of organization of the educational process, methods, techniques, tools, technologies, etc.), which are consistent with the strategic goal and current objectives of senior preschool personality in preschool education.

With the help of pedagogical analysis of designing the educational environment for the development of the personality of a child of senior preschool age, the necessity of activity filling of the educational environment is proved. The main activities identified were gaming, cognitive, social communication and health.

Formulating the goals of the article. The purpose of the article is to present the results of the organizational and exploratory stage of the pedagogical experiment: to substantiate the theoretical and methodological principles of creating an educational environment as a factor in the development of the personality of a child of older preschool age. According to the purpose, on the basis of the analysis of research of a problem of development of the personality of the child of senior preschool age to characterize the basic approaches to designing of the educational environment in the pedagogical theory and

practice. The following tasks were related to: clarification of the concepts "educational environment of a preschool institution" and "individual development of a senior preschooler"; identifying the levels of individual development of the personality of the senior preschooler in the educational environment of the preschool institution.

Research methodology. To solve the problems of the organizational and research stage used theoretical methods - analysis of philosophical, psychological, pedagogical, socio-pedagogical literature - allowed to determine the purpose of the study, formulate its tasks, object, subject, develop theoretical and methodological principles of designing an educational environment for development of personality of the child of senior preschool age, to define the basic categories of research, logic of interrelation of development of the personality and environment, to investigate features of development of physical and physical, cognitive and social and moral spheres of the personality of the child; generalization of pedagogical experience on the problem of creating an educational environment allowed to clarify the current state of practice in the field of research. An important role in the experimental process was played by the choice of research methodology as a set of methods selected for application in its course, united by a common logic and subordinated to a single research goal. In the process of the research diagnostic methods were used: questionnaires of teachers, parents, analysis of pedagogical documentation, compilation of independent characteristics of the educational environment.

Research results. The main conceptual approaches of the study are based on the position that the concept of "educational environment" reflects the dependence of the development of the personality of the older preschool child on the organization of educational activities by teachers in the preschool institution. The theoretical foundations of the educational environment as a factor in the development of the personality of the older preschool child is the understanding of the educational environment as a complex holistic system, which on the basis of typology covers different types of educational environments - natural educational environment, subject-game educational environment and social-communicative educational environment. Under these conditions, the creation of an educational

environment is understood as a way of purposeful organization of the educational process in each of the types of educational environments in order to positively influence the individual development of the personality of a child of older preschool age. The effectiveness of individual development of the personality of a child of older preschool age in the educational environment increases on the basis of ensuring the readiness of teachers to create an educational environment as a factor in the development of the child's personality; strengthening the subjectivity of the child in the process of various activities by establishing subject-subject interaction between teacher and child; taking into account the typological uniqueness of the educational environment; activity-communicative filling of educational environments of different types; purposeful organization of the spatial-subject field of the educational environment; establishment of social and pedagogical partnership with parents by preschool educational institutions. The effectiveness of the educational environment is due to its purposefulness, the main qualitative characteristics of which are pedagogical goal setting, feasibility of content, forms and methods of implementation of specific tasks of physical, cognitive and socio-moral spheres of personality of older preschool children. The effectiveness of the experimentally designed educational environment is based on the use of appropriate diagnostic tools. It is determined indirectly through the criteria, indicators and levels of development of certain areas of personality of the child of older preschool age (physical and physical sphere; cognitive sphere; socio-moral sphere).

The general hypothesis of the study is that the design of the educational environment will be more effective provided the application of scientifically sound theoretical and methodological and methodological principles, namely: principles, scientific approaches, concepts, objective laws and patterns of education, upbringing and development of older preschool children. age in the educational environment, appropriate forms and methods of pedagogical activity in the educational process of preschool institutions. The general hypothesis is concretized in partial hypotheses, which assume that purposeful design of the educational environment as a factor in the development of the personality of a child of older preschool age is

possible under the following conditions:

- ensuring the readiness of teachers to create an educational environment for the development of the personality of the older preschool child;
- strengthening the subjectivity of the child in the process of his personal formation through pedagogical support of the development of his personality in the educational environment on a subject-subject basis;

- taking into account the types of educational environments determined by the criterion of age;

- activity-communicative content of specific educational environments taking into account the leading tasks and specifics of each type of environment;

- purposeful creation of the spatial-subject field of the educational environment for the purpose of its constructive influence on the personality of the child of senior preschool age;

- taking into account the potential opportunities of socio-pedagogical partnership of participants in the design of the educational environment, the decisive role in which belongs to teachers;

- implementation of the structural and functional model of creating an educational environment as a factor in the development of the personality of a child of older preschool age;

- diagnosing the effectiveness of the created educational environment, which is mediated by studying the levels of development of certain areas of personality of a child of older preschool age through the use of appropriate criteria and indicators. The creation of an educational environment is represented by interrelated concepts: methodological, theoretical and applied. The methodological concept relates primarily to the development of the personality of the older preschool child in the educational environment and is revealed through the idea of activity-communicative formation of man, focusing on the personality of the older preschool child as a system of synergetic nature.

In the process of creating an educational environment it is necessary to adhere to the principle of pedagogical expediency, which involves coordinating the actions of teachers with research goals. The theoretical concept reflects the relationship and interaction of different theories, approaches and principles of general and specific scientific nature in relation to the problem of creating an educational environment as a factor in the development of the personality

of the older preschool child. One of the determinants in the theoretical concept is the theory of activity as a form of human activity that characterizes the ability of teachers to cause changes in the educational environment that indirectly affect the development of the personality of the older preschool child. The activity is considered in its two main types - the activities of teachers and children's activities. Both types are characterized by the choice of opportunities and, accordingly, decision-making. The activity, which covers goal-setting and a wide range of meaning-making and freedom, is the basis for the development of the older preschool child as a creative person.

The theoretical concept contains the following main provisions:

- activity-communicative content of the educational environment should have a positive impact on the development of physical, physical, cognitive and socio-moral spheres of the personality of a child of older preschool age;
- professional readiness of teachers to create an educational environment should increase the level of efficiency of the educational process of preschool educational institutions in relation to the development of the personality of a child of older preschool age;
- the creation of an educational environment should ensure the readiness of the older preschool child for self-determination and self-realization at the stage of completion of general secondary education. The applied concept represents the development and testing in the experimental mode of the methodology of designing the educational environment for the development of the personality of a child of older preschool age. The main ideas of the applied concept are:
 - purposefulness of creating an educational environment for the development of the personality of a child of older preschool age;
 - professional readiness of teachers for the development of older preschool children in the educational environment;
 - ensuring the integrity of personal development of older preschool children in the educational environment;
 - improving the content of education (training and education);
 - ensuring the child's own activity of older preschool age (personal development through various activities);
- individualization of pedagogical support of the development of the personality of a child of senior preschool age in the educational environment;
- creating conditions for interpersonal communication;
- ensuring continuity between the individual stages of development of the personality of a child of older preschool age;
- methodological support for pedagogical support of the development of the personality of a child of senior preschool age in the educational environment;
- openness of the educational environment (interaction with parents). During the ascertainment stage of the pedagogical experiment, with the help of a questionnaire of preschool teachers, it was found that at the beginning of the study most teachers (87 %) consider the educational environment as a closed social construct dominated by subject-object interaction of teachers with the child, preference is given to authoritarian ways of forming the child's personality, its development is seen as a one-sided process of teacher transfer of knowledge available to the child, the formation of skills, abilities, personal qualities. Among the activities in which the child's personality develops, priority is given to cognitive. The subject-spatial field of the educational environment is created on the basis of its compliance with the needs of the teacher (100 %).

The analysis of the obtained data convincingly shows that the educational environment was created mostly spontaneously, teachers did not treat the educational environment as a factor in the development of the child's personality, and did not single out this process as the purpose of their own professional activities.

Conclusions from the study in the prospects of further exploration in this direction. The article solves the problem of designing the educational environment as a factor in the development of the personality of a child of older preschool age. Theoretical and methodological principles of designing the educational environment as a factor in the development of the personality of a child of senior preschool age are substantiated, namely: principles (pedagogical expediency, integrity, principle of individualization, synergetic, principle of cognitive activity and independence of personality), basic scientific approaches (systemic, environmental, personality-oriented). ,

activity-communicative), objective laws and patterns (general pedagogical: the law of determinism in education, the law of naturalness of pedagogical influences, the law of adequacy of pedagogical methods for didactic and educational purposes, etc., psychological laws: the law of interrelation of learning, education and development, law growth of personal needs and others). The state of research on the problem of personality development of an older preschool child has been clarified. It is established that the basis of the theoretical interpretation of the concept of personality of a child of older preschool age is a scientific position on its integrity and ability to make qualitative changes in the process of their own activities and communication with other people.

The source of her personal development are the contradictions caused by the interaction of internal and external conditions. The regularity of the relationship between the educational environment and the personality of a child of older preschool age is determined - the development of the child's personality directly depends on the environment in which he is brought up. The research continues, further publications will cover criteria and indicators, types of individual personal development of older preschool children, reveal the conditions of designing an educational environment for individual personal development of older preschool children, characterize the model of designing an educational environment.

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