

Розділ III. ФЕНОМЕН ДИТИНСТВА ТА ВЗАЄМОДІЯ З РОДИНОЮ В СУЧАСНОМУ ОСВІТНЬОМУ ПРОСТОРИ

EDUCATIONAL DEVELOPMENT PROJECT OF PRESCHOOL EDUCATION FOR INDIVIDUAL DEVELOPMENT OF AN EARLY PRESCHOOL

Olga Reypolskaya

Candidate of pedagogical sciences, associate professor, head of the laboratory of pre-school education

Institute for Education Problems of the National Academy of Sciences of Ukraine, Kyiv, Ukraine

ORCID ID 0000-0002-5524-7110

odrplsk@ukr.net

Victoriya Marshicka

Candidate of pedagogical sciences, associate professor, associate professor of the laboratory of pre-school education

Institute for Education Problems of the National Academy of Sciences of Ukraine, Kyiv, Ukraine

ORCID ID 0000-0002-7072-8844

vmarsh@ukr.net

Abstract. The research reveals the theoretical and applied aspects of designing the educational environment of a preschool institution for the individual development of a child of preschool age. The purpose of the article is to carry out an analysis of the data obtained as a result of an empirical study of the formation of value-based self-delivery of children of preschool age (3-6 years) in the process of socialization in pre-school establishments. Disclosure of the structure and peculiarities of the development of value-based sampling in preschoolers of different age-sex groups. Specific data on the peculiarities of the formation of a value self-concept for a preschooler aged 3 to 6 years are given. The comparison of the results with scientific developments concerning certain aspects of the formation of value-based self-administration in children has revealed that the presented research confirms and broadens the results of the scientific research mentioned in the article.

In the conclusions it is noted that in modern conditions the value of a child is considered as an important formation that arises on the basis of self-perception, self-assessment of the I-image, assessments of the reference environment. Self-value - one of the components of the subjective core of the individual and the structure of his self-consciousness, the mechanism of behavior management. The peculiarities of the functioning of the structure of self-worth of the individual in the period of preschool childhood are characterized by complications of cognitive, emotional, motivational, communicative components, forms of self-reflection, self-interest, self-esteem, dignity, self-confidence due to orientation of the individual to new social conditions of life, formation of new social roles, assimilation and comprehension of value "I am".

Key words: educational environment of the institution of preschool education, environment, subject-game environment, social environment, environment of own "I am" child, personal development, individual development, personality development, value orientation, child of preschool age.

ПРОЕКТУВАННЯ ОСВІТНЬОГО СЕРЕДОВИЩА ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ ДЛЯ ІНДИВІДУАЛЬНОГО РОЗВИТКУ СТАРШОГО ДОШКІЛЬНИКА

Ольга Рейпольська

кандидат педагогічних наук, доцент, завідувач лабораторією
дошкільної освіти

Інститут проблем виховання НАПН України, м. Київ, Україна

ORCID ID 0000-0002-5524-7110

odrplsk@ukr.net

Вікторія Маршицька

кандидат педагогічних наук, старший науковий співробітник,
старший науковий співробітник лабораторії дошкільної освіти і виховання

Інституту проблем виховання НАПН України

ORCID ID 0000-0002-7072-8844

vmarsh@ukr.net

Анотація. У дослідженні розкрито теоретико-прикладні аспекти проектування освітнього середовища закладу дошкільної освіти для індивідуального розвитку дитини дошкільного віку. Задля цього здійснено аналізу даних, отриманих в результаті емпіричного дослідження щодо особистісного розвитку дитини, а саме формування ціннісного самоствавлення дітей дошкільного віку (3 – 6 років) у процесі соціалізації в умовах закладів дошкільної освіти. Розкрито структуру та особливості розвитку ціннісного самоствавлення у дошкільників різних віково-статевих груп. Наведено конкретні дані щодо особливостей формування ціннісного самоствавлення дошкільникові 3 – 6 років. Порівняння отриманих результатів з науковими доробками, які стосуються певних аспектів формування ціннісного самоствавлення у дітей, виявило, що презентоване дослідження підтверджує та розширює результати наукових розвідок, зазначених у статті.

У висновках наголошується, що у сучасних умовах самоцінність дитини розглядається як важливе утворення, що виникає на основі самосприйняття, самооцінки Я-образу, оцінок референтного оточення. Самоцінність - одна зі складових суб'єктного ядра особистості й структури її самосвідомості, механізм керування поведінкою. Особливості функціонування структури самоцінності особистості в період дошкільного дитинства характеризуються ускладненням когнітивної, емоційної, мотиваційної, комунікативної складових, форм саморефлексії, самоінтересу, самоповаги, гідності, впевненості в собі завдяки зорієнтованості особистості на нові соціальні умови життєдіяльності, формування нових соціальних ролей, засвоєння та осмислення ціннісного «Я».

Ключові слова: освітнє середовище закладу дошкільної освіти, соціальне середовище, середовище власного «Я» дитини, особистісне становлення, індивідуальний розвиток, розвиток особистості, ціннісне самоствавлення, дитина дошкільного віку.

Relevance of research. The modern kindergarten is not only a preschool institution, but also a space for everyday life of children and teachers, and the modern educational priorities include the systematic organization of educational space and educational environments - they provide a permanent, comprehensive impact on those who receive education from the part of those who provides it.

The analysis of scientific and methodological sources and current trends in preschool pedagogical science and practice allowed to formulate a number of contradictions between: the need to implement a personalized approach to the upbringing of the child as a subject of life, able to value themselves, and the traditional knowledge approach to its development, orientation to formal results; the urgent need to educate the personality of preschoolers of different sex groups and the inadequate level of development of theoretical and methodological and technological support for the said process; the processes of innovative changes inherent in the modern educational spatial Ukraine, and the lack of professional competence of preschool children in the field of creating and providing the necessary conditions for the design of an educational environment in a kindergarten as a means of individual development of a child of the senior preschool age.

Analysis of recent research and publications. Scientific results obtained by foreign and domestic experts, which are crucial for our research. The scientific results obtained by foreign specialists are as follows: the interaction of subconscious and conscious mechanisms of personality development (Z. Freud, E. Erickson), the problem of thinking, the child's learning of the knowledge system (J. Piaget, D. Baldwin, L. Kolberg), the theory of personality behavior (D. Watson, E. Thorndike, B. Skinner), humanistic principles that classify a child as a holistic unique personality, aimed at the full realization of his own self (A. Maslow, C. Rogers, K. Jung).

The scientific results obtained by the domestic experts, which are crucial for this study, are as follows: development of the problem of the personal formation of a preschooler (L. Bozhovich, P. Galperin, D. Elkonin, O. Zaporozhets, O. Leontiev). They testify that the basis of the development of personality is subject-transforming activity.

The basic principles of the research are the following basic principles of domestic scientists: mental functions are the result of internalization of products of cooperation in the system "adult - child" (L. Zaitseva, O. Zaporozhets,

M. Lisin, G. Lublin); the age-old stages confirm the change in the forms of individual life (L. Wenger, V. Mukhina, N. Nepomnyascha); the ideal form of adolescence is a central category that gives integrity to childhood (D. El'konin, B. Elkonin); the leading characteristic of personality being is the attitude (V. Myasishchev, S. Rubinstein); the form of self-determination of personality is subjectivity (B. Ananiev, V. Zenkovsky, V. Slobodchikov); the most important for the period of early ontogenesis is the experience of reality (F. Vasilyuk, G. Kosheleva, Ya. Neverovich); the environment of the child's development is the space of her life, the conditions in which her life goes on in the gynecology, including the natural subject-game, social and environment of her own "I" child (O. Kononko, K. Kruty, O. Funtikova).

The main achievements of the Ukrainian psychological school of the last decades are the fundamental works of P. Chamaty (the formation of self-consciousness and the upbringing of character), O. Zhavoronko (responsible attitude to duties), D. Nikolenko (positive attitude to work), B. Baeva (internal speech as a means of return to them-self.), M. Vovchik-Blue (the preconditions for the development of an individual in an early childhood); L. Balatska (individual peculiarities of the imagination of children) and others.

Theoretical and experimental researches of such Ukrainian psychologists as G. Ball, V. Molyako, V. Rybalka (creative activity of the person), I. Bech, M. Boryshevsky (self-consciousness as a mechanism of behavioral regulation) are essential for the development of the theory of personality; N. Maksimova (role of education in the child's mental development), etc.

The work of the well-known domestic child psychologists: V. Kotyrla (development of will in early ontogenesis), O. Kulchytska (formation of moral feelings), S. Kulachkivska (Emotional relationship of the child with Yu. Prikhodko (Valuable attitude of preschoolers to peers), O. Proskuri (cognitive activity and ways of its optimization), S. Tishchenko (development of the inner world of a child), etc.

The structure of the phenomenon of "developing educational environment" includes three main components: the leading - the "environment" and the concepts that characterize its sign - "educational", "developmental". The environment is an environment, a set of natural, substantive and social conditions in which the child grows, mastered the science of life, becomes competent personality with the inherent features of it. This is the field of social and cultural activity, lifestyle, the sphere of transmission and consolidation of social experience, culture, subculture, development of creativity. Consequently, using the term "environment" means everything that surrounds a preschooler.

The environment as an integrity or a certain part of this integrity [1, 116]. Yu. Manuilov says that the environment is one in which the subject is located, with the help of which his mode of life is formed, which mediates his development, and "averages" the person [2].

Environment - a set of conditions that surround a person and interact with it as an organism and personality. The environment may be closest (family, family, relatives, friends), distant (social order), external, internal, passive, active, relevant. developing [3, 12].

In the psycho-pedagogical literature, the term "environment" appeared in the 20 years of the twentieth century, when the term "environmental pedagogy" (S. Shatsky), "the social environment of the child" (P. Blonsky), "the environment" (A. Makarenko). Scientists of that period had that the subject of the influence of the teacher should be not the child himself, not its features (quality), but the conditions in which it exists. To external conditions, scientists relate the environment, environment, interpersonal relationships, activities, and to internal conditions - the emotional state of the child, her attitude to herself, life experience, installation. L. Vygotsky, D. Elkonin, V. Davydov argued that the dynamics of its development, the formation of qualitatively new psychic entities, depends on the way in which the relationship with the environment is a child, taking into account the changes taking place in it and in the environment. The attitude of the child to the environment determines its activity in it [4].

So, psychology understands the environment as a condition, process and the result of creative self-development of the individual. And from the point of view of pedagogy, the environment is a condition of the child's life, formation of the attitude to the basic values, assimilation of social experience, development of vital personal qualities, the way of transformation of external relations into the internal structure of the individual, satisfaction of the needs of the subject. The term "educational", which characterizes the sign in the phrase "educational environment", is defined by the interpretation of its basic notion "education" - which provides opportunities for the formation of the spiritual person of a person, which is formed under the influence of moral and spiritual values, which is the property of its cultural circle, and also the process of education, self-education, influence, grinding, the process of forming the person's face [5, 241].

The term "educational environment" (E. Bondarevskaya, V. Vesnin, L. Kepachevska, I. Levytska, A. Lukina, I. Ulanovskaya) has become widespread and attempts have been made to classify educational environments and give a single definition of this definition. Thus, A. Katashov generalizes a variety of approaches to the definition of "educational environment of an educational institution" and considers it as a set of spiritual and material conditions for the functioning of an institution of education that provides for the self-development of a free and active person, the realization of the creative potential of the child. The educational environment, in the opinion of this author, serves as a functional and spatial association of subjects of education, which establishes close, diverse group relationships, and can be regarded as a model of the socio-cultural space in which the formation of a person takes place [6].

As a result of the research, V. Yasvin concludes that the educational environment is a system of influences and conditions for the formation of a person according to a given model, as well as opportunities for its development, which is in the social and spatial-subject environment [7, 14]. According to V. Yasvin, the type of educational environment is determined by the conditions

and opportunities of the environment, which contribute to the development of the activity (or passivity) of the child, her personal freedom (or dependence). The researcher argues that the educational environment has no clearly defined boundaries. The latter are determined by the subjects themselves of the educational process (heads of educational institutions, teachers, parents, children). He argues that everyone defines the limits of his own educational environment [7, 193].

Thus, in the scientific literature the term "learning environment" is considered, firstly, the dimensions of social pedagogy as a unity of action of schools, families and out-of-state and public institutions, information and cultural environment; secondly, as the totality of material requirements in accordance with pedagogical, ergonomic, sanitary requirements to the educational process; thirdly, as diverse, multi-level world that surrounds, forms its understanding of this world, against people environmental reality.

The notion of "educational environment", as noted by O. Malikhina, is one of the key to psychological and pedagogical science. The researcher notes that the basic needs and opportunities for development that ensure the harmonious upbringing of children should be taken into account. It is an opportunity to meet such needs: physiological; assimilation of group norms and ideals; love, honor, recognition, public approval; labor, meaningful activity; preservation and improvement of self-esteem; cognitive need in a special field of interests; in the aesthetic design of the surrounding environment; in the individual ordering of the individual picture of the world; in mastering an ever higher level of skill; in self-actualization, etc. [8, 15].

K. Kruty believes that the meaningful characteristics of the educational environment of the institution of education are determined by the internal tasks that it sets itself. The set and hierarchy of these tasks are determined by the external (accessible observation and fixation) characteristics of the educational environment. These include other criteria that the conditionally scholar subdivides into the following: content (level and quality of cultural content),

procedural (style of communication, level of activity), productive (developmental effect) [9].

Researchers Yu Kulyutkin, S. Tarasov under the educational environment understand the system of key factors that determine the formation and development of the child. The analysis of the definitions makes it possible to conclude that the educational environment is a combination of socio-psychological, pedagogical, informational, technical and other subsystems that ensure the achievement of the goal of the educational process; a set of material, spiritual and social conditions for the implementation of the educational process. Educational environment affects all subsystems of personality: biological - preservation and development of health; mental - ensuring mental stability, psychohygiene, protecting a person from negative influences; social - the organic inclusion in the system of social relations [10, 58].

So, the educational environment is the space surrounding the child and with whom she constantly interacts. At the same time, scientists note that the educational environment must necessarily be developmental. The term "developing environment" was introduced by J. Raven as a competence development platform. In his opinion, in such an environment people have the opportunity to strive for the goals that they are interested in and in the process of their achievement to develop their competence. To develop means to strengthen, give the opportunity to manifest and strengthen, acquire a mature form corresponding to a certain age, cultivate, use all possibilities for perfection of someone - something. According to this logic, there is such a substantive, natural and social environment that does not hinder the natural life events of the child, promotes their implementation, formation, improvement [1, 116].

In a broad context, an educational educational environment is any socio-cultural space within which the process of personality development is spontaneously or with varying degrees of organization. From the standpoint of the psychological context, according to L. Vygotsky, P. Halperin, V. Davydov, D. Elkonin, L. Zankov, O. Leontiev, the developmental environment is a well-

organized educational space in which developmental education is carried out. In order for the educational environment to be less developed, it should provide a set of opportunities for self-development of subjects of the educational process (children and teachers).

Yu. Kulyutkin, investigating the peculiarities of the formation of a developing educational environment, substantiates its influence on the development of the individual. Formation of a developing educational environment means the orientation of the content, forms, methods, means, and the nature of the interaction of participants in the educational process on the personality of the child, which contributes to the development of its intellectual, creative, spiritual potential, emotional and will qualities, thinking, general culture, the formation of the person's ability to independent, active activity.

In addition, the teacher's ability to give priority to a child is an important condition for creating a developing environment. Because the central figure in the educational process is the child, therefore, the effort must be subordinated to its own interests (since the interests of the child and the adult do not always coincide). By creating a developing environment, attention should be paid to the parameters of the most important for the personal growth of the preschool child - the outlook of the child, his consciousness, experiences, manifestations of arbitrary behavior, basic personal qualities, interests and needs [1, 117].

For evaluation and analysis of the developing educational environment, the polar characteristics of the latter are most often used: democracy - authoritarianism of relationships, activity - passivity of children, creativity - the reproductive nature of knowledge transfer, narrow-mindedness - the richness of cultural content, etc.

The basis of the basic properties of a developing educational environment is theoretically determined by a system of criteria for assessing the effectiveness of its functioning: 1) the educational environment to ensure the harmonious development of children; 2) the effectiveness of children's creative and research activity; 3) creation of conditions for self-realization of the person in creative

activity; 4) the ability of the environment to meet the needs of the child and to form a system of social and spiritual values in her. In the studies of V. Davydov, V. Lebedeva, V. Orlov, V. Panov [13] the concept of a developing educational environment is considered, the following characteristics of which are the following characteristics: the child's age corresponds to certain psychological neoplasms; teaching of children is based on the leading activity; well-thought out, structured interconnections with other types of activities. All of these conditions can be grouped into three groups.

The first group - the space of interaction of subjects of the educational process, which includes: taking into account the subjects of each other's needs; creating a friendly atmosphere in relation to each other; the implementation of the functions of the assistant, consultant by the teachers.

The second group is the space of manifestation of the basic characteristics of a developing educational environment, which includes: openness, variability, creativity, technological capacity, cultural orientation, stability of the educational environment.

The third group is the space used by the subjects of the educational process of resources of a developing educational environment, which includes: material and technical provision of the educational process, professionalism of teachers, the formation of partnerships between adults and children [14].

One of the main conditions for the creation of pre-school educational institutions of any type of developing educational environment for preschool children is to rely on a person-oriented model of interaction between the teacher and the children. This means that: the priority goal of education is the formation of a harmonious and fully developed personality; The task of the teacher is to ensure the interests of the child, in satisfying its natural inclinations and needs; An adult in his pedagogical activity is guided by the position: "Not near, not over, but together" [1].

Consequently, a developing educational environment is a relatively new concept that has entered into the thesaurus of pedagogy and psychology only in

the last decade. Its content can not be considered unambiguously defined and stable, but most experts use the concept of a developing educational environment for a holistic description of the specific features of a particular educational institution.

The purpose of the article is to provide theoretical substantiation, development of technologies for designing the educational environment for the individual development of senior preschool children in pre-school establishments, which will allow to optimize the activities of the preschool education teacher in relation to the successful development of the child's personality, to adopt and apply contemporary content, effective technologies, innovative approaches in a holistic way. the educational process of the kindergarten.

Research results. The generalization of various approaches to the definition of the concept makes it possible to conclude that the developmental educational environment of a modern institution of education is a combination of the spiritual and material conditions of the functioning of the institution of education, which ensure the self-development of a free and active person, the realization of the creative potential of the child. Educational environment is a functional and spatial association of subjects of education, between which established close diverse relationships, and can be regarded as a model of socio-cultural space, where the formation of personality occurs.

Organization of educational developmental environment is defined as the provision of a set of conditions associated with material and technical and programmatic and methodological provision of the educational process; creation of conditions for creative comfortable interaction of children between themselves, with teachers, parents; using various methods and means of activating activities that ensure the creative development of the individual, etc.

Under a developing educational environment, we mean specially modeled conditions (natural, substantive and social) in which the child grows, learns the science of life, becomes competent personality with the inherent features of it.

Creating an educational environment allows the child to realize their own abilities, to identify the initiative and comprehensively realize themselves.

L. Vygotsky's conclusion about the triangular active process (active teacher, active child, active medium between them) allows us to consider the three-component interaction of subjects of the educational space as a single process of purposeful formation of the child's personality.

In this process, the interaction of the subjects of the educational space, the teacher and the child, is presented as an active interaction with the environment, which can be regarded as an information component of the educational space, structured so that it itself actively influences other subjects of the educational space. This structure can be defined as "the ideal form of the environment" (L. Vygotsky). A key figure in the educational space is undoubtedly a teacher. Active interaction of the subjects of the educational process meets the "environment of joint activity".

Despite the significant increase in the number of studies devoted to the problem of personality, in domestic pedagogy there is a significant gap between theoretical and methodological principles, their experimental realization and technological support. The content and structure of the concept of "individual development" and "educational environment of the institution of preschool education" remain unclear; there are practically no attempts to explore the possibility of designing the educational environment in the ZDO as a means of individual development of a child of the senior preschool age

Experimental work was carried out in stages with children 3 – 6 years of life and educators on the basis of pre-school educational institutions of Rivne (NSC №1 of Rivne) and Kyiv (ZSO № 100 "Fairy Tale", ZSO No. 419, No. 544, Kyiv). In total, 115 children aged 3 - 6 years (55 - EG, 84 - KG) were covered by the experiment; 8 educators of pre-school education institutions.

The person interacts in the educational environment not directly, but indirectly, passing it through the prism of his own "I". In the period of pre-school childhood, the internalizations of moral values, semantic orientations,

freedoms, declared in the social world, are objectified in the value "self" of the individual. Consequently, the dynamics of self-realization of a child of preschool age is that, regardless of the individual lines of personal development, it is aimed at implementing certain strategies of behavior. The change of these strategies correlates with the stages of pre-school childhood, when the main tasks of the age-old personality are solved.

The development of self-worth personality in the pre-school age is inseparable from the process of its entry into social space, as well as the implementation of its value substance in it. In a social space, a person at different stages of ontogeny simultaneously and opens, and seizes social values and meanings, "gives" their personal meaning, makes them a property of value self-introduction. Consequently, the understanding of social reality allows the personality of preschool age not only to reproduce in his activity the assigned "social", but also determines the essential level of his personal being.

Convinced that personal space is a multidimensional reflection of the personality of social reality, which unites the inner psychic world and its external manifestations in behavior, communication, activity and is the result of self-awareness, self-development, self-improvement of personal values and meanings. It is the values and semantics that serve as the basis of the space of self-awareness, the understanding of the inner world, "I," stimulate the development of a new level of value-orientation.

In general, the content of the cognitive component of the self-worth of the child of the preschool child reflects the attributive, role, psychological representation of the child about himself and involves self-awareness and the finding of the meaning of his own Self. It is the experience of the personality of the conflicting meanings that "forces" her to realize their own personality traits in order to choose the actions according to the most significant (value) self-actualization of the self-worth of the personal entity (quality, character traits).

The content of the emotional component of self-worth is the experience of self-worth as a source and energy power of one's own life. Personality does not

perceive itself indifferent, but correlates with emotions, the intensity of which depends on the context of semantic dimensions of the filling of the I-spiritual, I-physical and I-social.

The content of the motivational component of self-worth includes a system of internal motives for the development of self-worth as a result of comprehension of the acquired needs with the possibility of their self-realization. It is the existential needs that determine the dynamics of self-worth, support and direct its development.

The content of the communicative component consists in the spiritual self-modification and self-creation of the self-worth of the individual in the process of interpersonal communication and constructive interactions. Communicative contacts reveal, present, approve and support the value-orientation of personality and other people. It is precisely because of the expected value relation of the other person enriching, updating the actual value self-help.

The content of the behavioral and regulatory component includes a conscious, independent decision-making process on the choice of motives, goals, and actions. The child is constantly "inventing" himself, his self-value in the process of choosing his own way of life, transforming his own value self-design and understanding his components. At the same time, the person is in a situation of "chronic" personal choice not only of means of realization of self-worth, but also of the purposes, which determines the development of self-worth.

The development of self-worth in the period of preschool age differs by the presence of direct and feedback and close interaction between all components. Each age stage has a certain specificity of the development of structural components and is characterized by the complication of the self-worth of the individual in the process of changing the value-semantic attitude towards oneself and others.

The empirical study of the self-worth of the personality of preschoolers 3-6 years is carried out in the context of the personality-value approach, taking into account the age and sexual characteristics of preschool children.

The study of the peculiarities of the development of this phenomenon in preschoolers included three stages. The task of the first stage was to determine the psychological peculiarities of the formation of the value of modern preschool children in the context of social and personal spaces; the task of the second - to identify the levels of development of its structural components, leading forms and value "I"; The third task was to study the types of self-worth in relation to behavioral strategies.

The empirical generalization of the results of the study allowed to determine the content characteristics of the forms of value-orientation of preschool children: self-reflection is characterized by rethinking and qualitative improvement of the meaning of the pre-school values of the "I", extension of its boundaries. At the same time, the other "I" peer has a special value sense, as it acts as an "internal" mirror for the self-rating of the own "I" of a preschooler; Preschoolers' self-esteem consists in complicating the comprehension of their own "I" and its expansion under the influence of social, psychological, and pedagogical factors. Low levels of self-esteem and high self-indignation are observed in pre-school children who are envious, frustrated, and aggressive (especially in low-income families). It also points to the imbalance of self-respect, the attitude towards oneself in the range of beautiful-ugly, good-evil, intelligent-stupid, good-bad, etc., since in the plane of "beautiful" they have self-respect for themselves, in the plane of "ugly" - negative emotional dimensions (distrust of oneself, self-excuse, devaluation of own "I"); the self-interest of preschoolers to their own inner world qualitatively changes, which prompts him to be attentive to various internal feelings, enhances the value of "I". Forming and securing universal values, canons, standards of beauty, expanding range of choice of gender behavior. At the end of preschool age there is a conscious perceived interest in self-identity; The dignity of preschoolers is related to the

expected attitude of others, providing attention to their own "I". Preschoolers believe that their achievements far outweigh their disadvantages. In order to establish their dignity, they try to commit good deeds, and their responsibility increases. The desire to take pride in itself (first among peers and meaningful adults) develops, transforming into a stable self-esteem; Confidence in itself is characterized by polar characteristics - from the negative perception of its own "I" to an understanding of a competent, competent person capable of overcoming difficulties. In this case, the child constantly searches for the value of "I," supports, strengthens it in interpersonal interaction. It is self-confidence that stimulates the personal activity of a preschool child, which affects the adoption of a responsible decision, the exercise of meaningful actions.

In the structure of the value "I" boys and girls there is a qualitative transformation, complication and expansion of the value "I", which is associated with the development of the worldview as a system of knowledge about the political, economic, cultural life of society, its own point of view on the external and internal world. There is a deeper understanding of its value "I," which manifests itself in changing personal orientations for the future. Reinterpretation of various vital meanings determines the domination in the "field" of the value "I" of new moral values. Developed reflection displays the value of the "I" preschooler beyond his inner world, allowing him to take his own position in society. By integrating "I" myself, a preschooler begins to strive for spiritual growth, building a value "I" on the basis of new moral values.

The basis for the development of a system for the effective formation of pre-school age children of value orientation was the idea of a holistic approach in the organization of their life in pre-school establishments, updating of content, forms and methods of educational activity, creation of a developing environment that would promote the use of personalized technology-based education in the early ontogeny of socially approved , acceptable, constructive forms of value-orientation as a vital support.

The implementation of the concept was aimed at enriching pre-school children's representations of their own virtues and vices; education in them self-esteem, ability to trust their own abilities; the formation of the ability to behave independently, to act constructively, to defend their dignity in their actions and actions, to substantiate their own opinion, to orient themselves to basic moral values. An important direction was the provision of a balance between the I-physical, I-spiritual and I-social, accessible to pre-schoolers, optimization of the model of interaction in the systems of "adult-child" and "child-child"; creating for this a corresponding theoretical-methodological and programmatic and methodological support.

The conceptual basis of the developed technology of formation of the value attitude of children of preschool age was the understanding of the essence of education in the humanistic paradigm as a process of promoting the versatile, free and creative development of the personality of the child, which regards himself as a value.

The purpose of the technology envisaged the formation of pre-school children of value orientation, specified in the target benchmarks through the development of criteria of value attitude to oneself (realistic image of self, self-esteem, established socially significant behavior).

The conditions for optimizing the technology of upbringing in preschoolers' of value-orientation were: creation of a favorable pedagogical atmosphere of interaction, which implies belief in the uniqueness and value of each person, his rights to free development, the realization of his abilities; raising the awareness of educators and parents in the issues of development and formation of the person, acquiring practical skills and skills of cooperation with children; a differentiated approach to the formation in the value self-introduction in preschool children.

Realization of the goal is represented in the procedural part of the technology through the introduction into the educational process of the personal oriented technology of the formation of value self-determination, which

determined the selection of forms and methods of educational influence. The process part of the technology contained information-enrichment and activity-developmental stages.

The purpose of the informational and enrichment stage of the procedural part of the technology was to increase the overall competence of educators and parents with regard to the formation of value-based samostroeniya in preschool children. The tasks at this stage were to increase awareness of educators and parents regarding the specifics and peculiarities of constructing a personally oriented pedagogical process, the general educational-cultural level and the culture of communication with children; preparation of parents for effective interaction with educators and children.

The realization of the set tasks was carried out in the following directions: And the direction provided for seminars for educators "Personally oriented education: practice realities", "Child - value", seminars-workshops "Organization of the educational environment aimed at forming a value self-relation", "Methodology of diagnosis of value-based self-administration in preschoolers", "Human Rights and the child ", individual conversations" I and the child: the process of interaction ", the result of which was the awareness of the importance of raising the value of self-esteem, its criteria and indicators.

The second line consisted of a series of trainings, lectures, seminars, conversations, group discussions and role-playing games conducted by psychologists of pre-school establishments. This helped teachers to master the ways of self-regulation of their own mental state, to master the dialogical empathic form of communication.

The third direction was the work with parents, which then went beyond the information enrichment stage and lasted throughout the experiment. He envisioned the report of the tutors at the parents' meeting "Valuable attitude of the child to himself: peculiarities of development", "Child - value for parents", individual conversations; registration of the stand "Weasel the feeling of own value".

At the request of their parents, they held group consultations, individual conversations, psychological and pedagogical trainings, aimed at gaining skills in creating a gaming atmosphere in the family, improving the psychological climate, relationships with children. All parents were acquainted with the results of the recording experiment and the tasks of experimental and experimental work.

Activity-developing stage of the procedural part of the technology was aimed at direct activity with preschoolers of 3 - 6 years, aimed at forming a value self-introduction. It was supposed to construct a pedagogical process in institutions of preschool education through the interaction of educator with children; the construction and implementation of work with parents in the club "Personality", which facilitated the exchange of experience in upbringing in families, the interaction of families from the institution of preschool education.

Based on the indicators of competence and the parameters of development of children of preschool age, presented in the Basic component of preschool education for the educational line "Personality", which is conditioned by the triple nature of the human self, its physical, psychological, social aspects; criteria of value attitude to itself, activity-development stage of technology envisaged the following directions of work with children: I-physical; I am social and I-moral.

The main forms in each direction belonged to group, individual classes, games (with different and equal levels of formation of indicators of value attitude towards oneself, the composition of children), also used theatrical activities in the circle, holidays and entertainment.

The content of work in each direction provided: reading and talking fairy tales, riddles, teasers, proverbs, tales, nebylyts, conversations in the content of literary works; drawing fairy-tale heroes, re-mixing and drawing up a fairy tale, fairy tales with new heroes; games, exercises, descriptions, self-reports; minutes-self-esteem, games and conversations on the development of self-criticism, folk games; self-organization of children's new games, games to

consolidate the knowledge of children about themselves and develop value judgments, ability to defend their position; game with a problem situation, game-reincarnation; use tips, reminders, examples, guiding questions, activating the past experience of children, praise, comparing the achievements of children with their previous results, focusing on a positive example of a fairy tale hero, positive and well-founded assessment, creating situations of success, using examples from life, involving parents in a common activities with children.

The I-Physics direction was aimed at consolidating and enriching the knowledge of preschoolers about the peculiarities of his physical image, gender, age (Panas), familiarity with the values of health ("Let's Get to Know", "How Will I When to Grow," etc.) , education of interest in matters of the physical nature of man, the development of a positive self-image of the physical image, physical abilities and possibilities ("Dudar", "Quail"), promotion of the conscious realization of knowledge about the peculiarities of the functioning of your body while caring for it ("Cure the character of a fairy tale", "Fantasy"). Specific for the physical direction was the use of individual observations, proverbs, and orders for self-examination.

The direction I-spiritual realized through the expansion and deepening of children's knowledge of moral and ethical norms and universal values, knowledge of themselves as a bearer of moral norms and universal values ("What is a hero?", "I - (the favorite fairy tale hero)"), formation in children the appropriate behavior, the ability to adequately assess them ("Praise the second," "Assess the alternation") and control their actions, anticipate the consequences of their actions ("Names and Explanations"). Helping children understand and accept themselves as representatives of the family, kind, or ethnic group. Specific for this direction was the familiarization of the game on consolidation of moral norms and value judgments ("Change the sayings"), analysis of life situations, literary quizzes ("Good in the fairy tale"), the rules of the game, joint activities, the "Week of courtesy", "Days Good Faith ", " Days of Feelings", " Week of Kindness", " Days of Humanity", etc., which contributed to the

realization of the moral and value beliefs of children in everyday activities and communication.

The I-social direction envisaged consolidating the knowledge of children about the world of feelings and emotions ("What is my mood?", "Compare", "How is it going", conversations "What is emotion?"), Arming with knowledge about your own feelings and means of expressing emotional states. ("Magic reincarnation"), the upbringing of the emotional and value relation to the manifestations of my self ("Who we have today as ...", "I am proud that I ..."), the enrichment of children with emotional and value experience of behavior ("Laughter", " "Mavpinity", "Pantomime"). Specific for this trend was: the creation of situations ("Results of the mood of the day"), the conduct of board games based on fairy tales ("mood of mood"), staging plays of fairy tales, lullabies, teasers ("The story about the character of the fairy tale (verbally / nonverbally) "Charming transformation"), conversations "Learn about the emotions of others", games to improve the emotional state ("Wee the feeling of happiness"), games to expand the perceptions of children about their inner world ("The world of my emotions and emotions"), game situations of awareness the values of my own (exercises and games on the bases and empathy, situations - good work, games to increase confidence ("Sender", "magic mirror").

The diagnostic part of the technology was aimed at revealing the effectiveness of the developed technology of formation of value selfbuilding and presented in the form of a control phase of the experiment. The tasks of this part of the technology were realized through specially selected and developed experimental situations, observations, conversations, tasks, the study of children's work; methods of mathematical statistics.

The proposed technology for the formation of the value-based sampling of children 3 to 6 years of life proved to be effective, since after its introduction, children of experimental groups showed higher indicators of the formation of value-based sampling compared with the children of control groups, in which no significant changes occurred. The data obtained are presented in Table 1.

The obtained data testify to the significant positive changes in the levels of the formation of valuable self-imposition in pre-school children of experimental groups of the levels of value-orientation in the process of socialization, which manifests itself in the positive assessment of the new connection of the self with the social environment. The children of the experimental group (3-4 years of life) recorded changes in emotional and value attitude to themselves, in particular, the high-level indicators (from 13.5% to 18.1%), the average (from 40.3% to 58.7%) increased, decreased by a low (from 46.2% to 23.2%).

Table 1.

Criteria	Levels	Children 3-4 years of life			
		Experimental group (30 children)		Checking group (32 children)	
		To exp.	After exp.	To exp.	After exp.
<i>Emotional and value self-reliance on oneself</i>	<u>High</u>	4/ 13,5%	5/ 18,1%	5/17,3%	6/ 18,3%
	<u>average</u>	12/40,3%	18/ 58,7%	20/ 61,0%	20/ 62,6%
	<u>низький</u>	14/ 46,2%	7/ 23,2%	7/ 21,7%	6/ 19,1%
<i>Ціннісне-смысловое ставлення до себе</i>	<u>High</u>	5/ 17,4%	8/ 26,4%	8/ 25,6%	9/28,2%
	<u>average</u>	9/ 29,5%	11/ 36,0%	11/35,4%	12/37,6%
	<u>Low</u>	16/ 53,1%	11/ 37,6%	13/ 39,0%	11/ 34,2%
<i>Ціннісне смысловое ставлення до інших</i>	<u>High</u>	6/18,9 %	8/ 19,1%	8/ 19,2%	9/ 22,1 %
	<u>average</u>	10/ 32,5%	12/ 34,2%	12/ 34,1%	13/ 37,7%
	<u>Low</u>				
		Діти 5-6 року життя (n=62)			
		Експериментальна група (25 дітей)		Контрольна група (27 дітей)	
		To exp.	After exp.	To exp.	After exp.
<i>Emotional and value self-reliance on oneself</i>	<u>High</u>	3/ 13,5%	5/20,1%	5/ 17,31%	6/ 18,3 %
	<u>average</u>	11/43,25%	14/56,71%	13/51,0%	13/61,0%
	<u>Low</u>	11/43,25%	6/23,19%	9/31,69%	8/25,8%
<i>Valuable-semantic attitude towards oneself</i>	<u>High</u>	5/17,4%	8/33,4%	8/27,6%	9/28,2%
	<u>average</u>	9/38,5%	9/35,0%	11/46,8%	12/48,6%
	<u>Low</u>	11/44,1%	8/32,6%	8/25,6%	6/23,2%
<i>Valuable semantic attitude to others</i>	<u>High</u>	6/18,9%	11/44,1%	8/27,6%	9/28,2%
	<u>average</u>	9/32,5%	9/34,2%	12/47,1%	13/49,6%
	<u>Low</u>	10/48,6%	5/24,7%	7/25,3%	5/22,2%

The indicators of a high level of price-oriented attitude towards oneself increased (from 17.4% to 26.4%), the average (from 29.5% to 36.0%), decreased low (from 53.1% to 37.6%) In addition, the indicators of a high level

of value-semantic attitude toward others increased (from 18.9% to 19.1%), the average (from 32.5% to 34.2%), decreased low (from 48.6% to 46.7 %).

In children of the experimental group (5-6 years of life) there are changes in the emotional and value relation to oneself - the high level indicators (from 13.5% to 20.1%), the average (from 43.25% to 56.71%) increased, decreased by a low (from 43.25% to 23.19%). The indicators of a high level of value-semantic attitude increased (from 17.4% to 33.4%), the average (from 38.5% to 35.0%) decreased, from the low (from 44.1% to 32.6 %) At the same time, indicators of a high level of value-semantic attitude toward others increased (from 18.9% to 44.1%), the average (from 32.5% to 34.2%), decreased the low (from 48.6% to 46.7%).

However, the main things for us were qualitative changes: children with whom the work on the developed technology was made, became more open, willingly came into contact with the experimenter, showed high knowledge about the different spheres of their own "I," giving examples from their own experience, differing in their current internal position, awareness of their own significance, self-respect, increase in the conformity of the level of claims to real successes, realization of the desire for independence and independence, gaining the ability to control their own behavior, gaining effective use Engaged in knowledge of oneself in life. Valuable for us was the fact that the work carried out had a positive effect on the relationships in the children's team, facilitated the formation of skills of group interaction.

Conclusions The analysis of the results of the research showed that in today's conditions the child's self-worth is considered as an important entity that arises on the basis of self-perception, self-assessment of the I-image, evaluations of the reference environment. Self-value - one of the components of the subjective core of the person and the structure of his self-consciousness, the mechanism of behavior management. The peculiarities of the functioning of the structure of self-worth in the period of preschool childhood are characterized by complications of cognitive, emotional, motivational, communicative

components, forms of self-reflection, self-interest, self-esteem, dignity, self-confidence due to orientation of the individual to new social conditions of life, formation of new social roles, assimilation and comprehension of value "I". The conducted research does not exhaust all aspects of the problem of development of value self-assessment of the individual.

REFERENCES

1. Beh, I. D. (2018) *OsobistIst na shlyahu do duhovnih tsInnostey* : monograffya. KiYiv - ChernIvtsI: Bukrek.
2. Davyidov V.V. (1992) *Genezis i razvitie lichnosti v detskom vozraste* // *Vopr. psihol.* – 1992. – # 1. – S. 22–33.
3. Kononko O.L. (1999) *Rozvitok samosvIdomostI yak zaporuka osobistIsnogo zrostannya doshkIlnika* // *DoshkIlne vihovannya.* – 1999. - # 10.
4. Leontev A.N. (1983) *Izbrannyye psihologicheskie proizvedeniya*, T.2. – M.: MGU, 1983. – 318 s.
5. Maksimenko S.D. (1997). *Navchannya i rozvitok: psihologIchnI aspekti* // *Praktichna psihologIya ta sotsIalna robota.* –1997. – # 10. – S.5–8.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Бех, І. Д. (2018) *Особистість на шляху до духовних цінностей* : монографія. Київ - Чернівці: Букрек.
2. Давыдов В.В. (1992) *Генезис и развитие личности в детском возрасте* // *Вопр. психол.* – 1992. – № 1. – С. 22–33.
3. Кононко О.Л. (1999) *Розвиток самосвідомості як запорука особистісного зростання дошкільника* // *Дошкільне виховання.* – 1999. - № 10.
4. Леонтьев А.Н. (1983) *Избранные психологические произведения*, Т.2. – М.: МГУ, 1983. – 318с.
5. Максименко С.Д. (1997). *Навчання и розвиток: психологічні аспекти* // *Практична психологія та соціальна робота.* –1997. – № 10. – С.5–8.

CULTURAL AND EDUCATIONAL ENVIRONMENT OF PRE-SCHOOL INSTITUTION AS THE BASIS FOR HARMONIOUS DEVELOPMENT OF CHILDREN AGED 4 TO 6

Alla Chagovets

Candidate of Pedagogical Sciences, Associate Professor, Professor of the Department of Theory and Methodology of Pre-school Education Municipal Establishment “Kharkiv Humanitarian and Pedagogical Academy” of Kharkiv Regional Council, City of Kharkiv, Ukraine

ORCID ID 0000-0002-6787-0129

chaobjectivela@gmail.com

Marina Roganova

Doctor of Pedagogical Sciences
Professor of the Department of Theory and Methodology of Pre-school Education

ORCID ID 0000-0001-5985-4033

marinavik@ukr.net