

**РОЗДІЛ II. ДОШКІЛЬНА ОСВІТА: ЦІННОСТІ, ФІЛОСОФІЯ,
МЕТОДОЛОГІЯ, МОДЕРНІ ПРАКТИКИ**

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**PREPARING EDUCATORS OF PRESCHOOL EDUCATION
INSTITUTIONS TO DESIGN AN EDUCATIONAL ENVIRONMENT FOR
CHILD DEVELOPMENT**

Olga Reipolska,

Doctor of Pedagogical Sciences, Associate Professor,
Institute of Problems of Education of the National Academy of Pedagogical
Sciences of Ukraine,

Kyiv, Ukraine,

ORCID ID 0000-0002-5524-7110,

odrplsk@ukr.net

Svitlana Sysoieva,

Academician-Secretary of the Department of General Pedagogy and Philosophy of
Education of the National Academy of Pedagogical Sciences of Ukraine, Doctor of
Pedagogical Sciences, Professor, Full Member (Academician) of the National

Academy of Pedagogical Sciences of Ukraine,

Kyiv, Ukraine,

ORCID ID 000-0003-2499-732X,

2099823@gmail.com

Abstract. *The article reveals the relevance of the study due to the contradictions between: the requirements of the state and society to the individual as a carrier of cultural values and how this social order is solved in the modern education system; psychological and pedagogical potential of a modern preschool institution as an environment of personal development of the child and «knowledge», «cognitive orientation» of the educational process, which prevails in most children.*

We characterize the main key concepts of the study: development, developmental environment, individual-typological differences, pedagogical design, developmental natural environment, developmental subject-game environment, developmental social-communicative environment.

The study identifies the pedagogical conditions for creating an educational environment as a factor in the development of senior preschoolers.

The structure of the educational environment has three main components related to a set of conditions that ensure the organization of life of older preschool children in preschool education, namely: spatial-subject, which determines: the formation of children's experience of interaction with the outside world; formation and development of motives for various activities; enrichment of children's subjective experience; social contact, which determines the effective, positive-emotional interaction between all participants in the educational process on the basis of participation (child and adult - equal partners in the interaction); content-activity, which determines the openness of the educational space, the possibility of free choice for the child, the creation of an activity environment that combines and uses the resources and capabilities of the previous components.

The structural-functional model of designing the educational environment as a factor of development of the senior preschooler is developed.

Keywords: *development; developmental environment; individual-typological differences; pedagogical design; developmental natural environment; developmental subject-game environment; developmental social-communicative environment.*

ПІДГОТОВКА ВИХОВАТЕЛІВ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ ДО ПРОЄКТУВАННЯ ОСВІТНОГО СЕРЕДОВИЩА ДЛЯ РОЗВИТКУ ДИТИНИ

Ольга Рейпольська,

доктор педагогічних наук, доцент, завідувач лабораторією дошкільної освіти і виховання Інституту проблем виховання Національної академії педагогічних наук України,

Київ, Україна,

ORCID ID 0000-0002-5524-7110,

odrplsk@ukr.net

Світлана Сисоєва,

Академік-секретар Відділення загальної педагогіки та філософії освіти Національної академії педагогічних наук України, доктор педагогічних наук, професор, дійсний член (академік) НАПН України,

Київ, Україна,

ORCID ID 000-0003-2499-732X,

2099823@gmail.com

Анотація. У статті наголошено, що проектування освітнього середовища для розвитку дитини зумовлено спрямуванням на пошук нових резервів особистісного розвитку і можливостей оптимізації розвивального впливу такого соціального інституту, як заклад дошкільної освіти, оскільки ступінь самореалізації людини цілком залежить від того, як потенційні можливості її розвитку були розкриті у дошкільному віці.

Охарактеризовано основні ключові поняття дослідження: розвиток, розвивальне середовище, індивідуально-типологічні відмінності, педагогічне проектування, розвивальне природне середовище, розвивальне предметно-ігрове середовище, розвивальне соціально-комунікативне середовище.

У дослідженні визначено та методично описано педагогічні умови створення освітнього середовища як чинника розвитку старших дошкільників.

Наголошено, що структура освітнього середовища має основні компоненти, пов'язані із сукупністю умов, що забезпечують організацію життєдіяльності дітей старшого дошкільного віку в закладі дошкільної освіти, а саме: просторово-предметний, що визначає: формування у дітей досвіду взаємодії з навколишнім світом; формування та розвиток мотивів різноманітної діяльності; збагачення суб'єктивного досвіду дітей; соціальний контакт, що визначає ефективну, позитивно-емоційну взаємодію між усіма учасниками освітньо-виховного процесу на основі участі (дитина і дорослий - рівноправні партнери у взаємодії); змістовно-діяльнісний, що визначає відкритість освітнього простору, можливість вільного вибору дитини, створення діяльнісного середовища, що поєднує та використовує ресурси та можливості попередніх компонентів.

Розроблено структурно-функціональну модель проектування освітнього середовища як чинника розвитку старшого дошкільника яка дозволить підготувати вихователів до його проектування в закладах дошкільної освіти.

Ключові слова: розвиток; розвивальне середовище; індивідуально-типологічні відмінності; педагогічне проектування; розвивальне природне середовище; розвивальне предметно-ігрове середовище; розвивальне соціально-комунікативне середовище.

Introduction. The relevance of applied research was due to the contradictions between: the requirements of the state and society to the individual as a carrier of cultural values and how this social order is solved in the modern education system; psychological and pedagogical potential of a modern preschool institution as an environment of personal development of the child and «cognitive», «cognitive orientation» of the educational process, which prevails in most preschool institutions. In addition, the analysis of the practice of preschool education shows that in their activities there is a contradiction between the need of teaching staff to search for new non-standard solutions to emerging problems and the insufficient level of development of methodological culture in the field of pedagogical design.

In the current socio-cultural situation, increasing importance in the development of society, improving the quality of life is given to education. Education today is a special value in the world community. Most modern preschool education institutions in Ukraine meet the requirements of the state and society for development, education and upbringing and take into account the characteristics and needs of the older preschool child. This understanding of the uniqueness of the socio-cultural situation of modern child's development in the preschool institution has determined for us the need for theoretical justification of the phenomenon of designing an educational environment for child development.

The purpose and task is to reveal the features of designing the educational environment of preschool education.

Among the tasks were: 1) to identify the main components that are related to the set of conditions that ensure the organization of life of older preschool children in preschool education; 2) substantiate the pedagogical conditions for creating an educational environment as a factor in the development of senior preschoolers.

Research methods: *theoretical*– study, analysis and generalization of philosophical, pedagogical and psychological literature on the research problem in order to determine the theoretical foundations of the chosen topic, development of scientific approaches to development and substantiation of technologies for modeling the developmental environment in ZDO as a means of personal development; systematization and classification of empirical information; methods of comparative analysis; methods of comparative analysis, interpretation and generalization of facts; modeling; *empirical* – study, analysis and generalization of pedagogical experience of educators of ZDO and preparation of future educators for modeling of developmental environment; ascertaining, formative and control stages of pedagogical experiment; statistical – methods of mathematical statistics and processing of research results; monitoring the implementation of GDR results.

Research results. Under the developmental educational environment we understand specially modeled conditions that provide a variety of options for choosing the path of development and maturation of the individual. Creating an

educational environment allows the child to realize their own potential, show initiative and fully realize themselves.

Pedagogical design is motivated on the basis of professional and personal values, purposeful activity of a collective subject on change of pedagogical reality, which includes actualization and theoretical elaboration of educational initiatives, conceptualization of project idea, programming of design subjects activity on its realization.

The regularities of pedagogical design of *educational space* are connected with the understanding of it as an innovative process that goes through stages of local, modular and systemic changes taking into account external (social) and internal (actually pedagogical) conditions.

The principles of designing an educational space include: the development of the preschooler in the context of a personality-oriented approach, taking into account sensitive periods, leading activities, as well as the creative development of the child as a subject of his life; taking into account the socio-cultural context of design, its culture of conformity and dialogicity; amplification (enrichment) of development conditions from a monomodel of the environment to the environment of open type; integration of communication, cognitive, transformative, evaluation and control and other activities of the child; interaction of sociocultural experience, professional, personal experience of the teacher and personal experience of the child; co-creation and cooperation of all subjects of educational space.

The design of educational space is a complex multilevel process that implements in the relationship of diagnostic, design and regulatory, prognostic, organizational and coordination, corrective, analytical and informational pedagogical activities.

The objects of designing the educational space are: education and training of children, professional competence and skill of the teacher, the processes of pedagogical activity; activity (creative, labor, professional).

The educational environment of preschool education refers to complex, multifaceted pedagogical phenomena, which are characterized not so much by quantitative as qualitative indicators. A necessary condition for designing the educational environment of preschool education is to determine the aspect of perception of this special pedagogical phenomenon. The selected aspect refers to a number of essential characteristics of the educational environment of the preschool institution is a system-forming factor (*Gavriš and Reipolska, 2020*).

In our opinion, such a characteristic is pedagogical culture. The educational environment of a preschool institution is a set of local educational environments that are in interaction («built-in») with each other. In the structure of the educational environment we can distinguish two main levels of local educational environments: at the level of the educational institution – the cultural pedagogical environment of the preschool institution; at the level of individual activity of the teacher - the environment of professional functioning of the teacher.

Teaching teachers the technique of pedagogical design is one of the essential conditions for the development of the educational environment of preschool education, and the creation of local pedagogical projects by teachers – one of the

indicators of productivity of preschool education. pedagogical objects that belong to the objects of direct functional responsibility of the teacher, a combination of personally significant and professionally significant (*Reipolska, 2020*).

Thus, pedagogical design is considered as a phenomenon that arose as a result of the interaction of the latest trends in the development of pedagogical theory and innovative pedagogical practice, as well as an essential component of the process of solving pedagogical problems.

The study of approaches to the problem of designing educational space, the essence of pedagogical design, the role of modeling in the process of pedagogical design allowed us to identify the main approaches to developing a model of designing the educational environment of preschool education:

- the educational environment of the preschool institution refers to complex, multifaceted pedagogical phenomena, which are characterized not so much by quantitative as by qualitative features;
 - can be described in the form of different models;
 - in the process of designing models can change, this is due to the enrichment of designers' ideas about the essence of the projected object, which is formed under the influence of pedagogical science, best pedagogical practice and those situations that arise in a particular preschool in the process of pedagogical design;
- the process of designing the educational environment of the preschool institution should be based on the value-semantic coordination of the positions of all subjects of the educational process, as well as be accompanied by training of teachers of pedagogical design techniques.

By *pedagogical design* we mean the professional activity of a teacher, initiated by a problem that covers a strictly ordered sequence of actions that lead to innovation in practice. The technology of pedagogical design assumes purposeful creation of new, expedient forms of activity at first by means of advanced representations, and then by realization of the corresponding project. With this approach, it is necessary not just to describe what has already appeared in reality, but to create on the basis of a theoretical vision of what did not exist before the project work (*Reipolska, 2020*).

The need for pedagogical design arises when there is an awareness of the need to move from the existing to the prognostic model of the educational system, as a result – there is a problem of project development.

Design today is the most important factor in the development of preschool education, but it is impossible to cover all the existing options, but there is something in common that distinguishes two areas: 1) design and creation of projects in intensive forms (organizational, innovative, productive games, design meetings, etc.); 2) step-by-step joint design of the educational process by all its participants, where the design process itself is considered as one of the factors in the formation of a preschool institution of humanistic orientation.

The specificity of project activities in the context of project culture is that it contains the principle of self-development: the solution of some tasks and problems leads to new tasks and problems that stimulate the development of new forms of design

Designing in primary schools is a specific individual-creative process that requires original new solutions from everyone, and at the same time this process is a process of collective creativity. In this regard, we can talk about the quality of preschool education. By acquiring the skills to work in a group of creative work (without the skills of social and intellectual action can not do) intensively developing design skills, which primarily involves the ability to reflect, choose adequate solutions, and, of course, the ability to build a whole.

Thus, design in secondary schools can be a means of social and intellectual creative self-development of all subjects of preschool education (both children and educators), and in a narrower sense – a means of developing the design abilities of the teacher.

In this process, the important role of the head, methodologist as organizers of innovation in preschool education. Undoubtedly–the necessary ability to see the problem, the ability to think conceptually, to predict the outcome. When designing the educational environment of a preschool institution, the following requirements must be taken into account: 1) reflection from the creative position of the subjects who interact in the design process. This sign is expressed. first, in criticism of one's own and others' experience; secondly, that the goal of each participant, adult and child; 2) the process of joint search, where everyone takes a co-creative position and acts as a basis for development for the other. The interaction of the subjects of co-creation is connected not so much with the mutual exchange of experience (in children it is often small), but with the mutual transformation and completion of each other as whole persons. Each participant becomes a catalyst for the development of the other; 3) for the subjects of development in the design activities of the preschool institution, every discovery, every case of discovering a new one is only a motive, an exit to another knowledge, but not a rule, not the final truth.

Designing in preschool education can be a material for adults and children to discover their own creative uniqueness as subjects of educational development.

During the research work it was determined that the pedagogical content of the educational environment of the preschool institution can be determined by the following key aspects: *development* (realization of the potential of both the child and the teacher); *security* (creation of favorable conditions for subjects); *facilitative interaction* (coordination of interests and values of subjects); *activity* (development of cognitive skills in preschool children); *preservation of psychological health* (providing conditions for harmonious personal development, successful adaptation of the child in society); *education* (creation of conditions for systematic and organized interaction of the educator and the pupil, in the process of which the formation of personality takes place).

The structure of the educational environment has three main components related to a set of conditions that ensure the organization of life of older preschool children in preschool education, namely: spatial-subject, which determines: the formation of children's experience of interaction with the outside world; formation and development of motives for various activities; enrichment of children's subjective experience; social-contact, which determines the effective, positive-emotional interaction between all participants in the educational process on the basis

of participation (child and adult - equal partners in the interaction); content-activity, which determines the openness of the educational space, the possibility of free choice for the child, the creation of an activity environment that combines and uses the resources and capabilities of the previous components (*Gavriš and Reipolska, 2020*).

The structural-functional model of designing the educational environment as a factor of development of the senior preschooler is developed – it contains a number of components: target, typological, methodological, conceptual, component of subjects of creation of the educational environment, component of pedagogical conditions, semantic-procedural-methodical, criterion-diagnostic, effective. The set of pedagogical conditions is substantiated, the peculiarities of educational environments of different types are determined (*Reipolska, 2020*).

The study found that the strengthening of the subjectivity of the senior preschooler in his personal development contributes to the pedagogical support of activities and communication of preschoolers in the educational environment on the basis of subject-subject interaction of teacher and child. Pedagogical support of activities and communication of senior preschoolers is a multicomponent construct, a holistic, structurally complex formation, which reflects the determinants of any of its activities, components and their relationships. It is provided that the effectiveness of the development of senior preschoolers in the educational environment in the context of different activities is ensured by implementing a universal model taking into account the specific for each structural component of the methods. Their implementation is aimed at filling the content of motivational, target, cognitive (semantic), procedural-operational, emotional, volitional, control-evaluation and productive components that are important for the development of the senior preschooler's personality.

The study identifies the pedagogical conditions for creating an educational environment as a factor in the development of senior preschoolers. It is reasonably proved that the leading condition is the readiness of the teacher to design the educational environment. Such readiness directly depends on the preparation of teachers to carry out this activity and involves the formation of the teacher's professional knowledge, skills, abilities, personal qualities in order to apply them in the process of creating an educational environment for the development of the student's personality. The teacher in his pursuit of professionalism is characterized by such characteristics as activity, ability to self-determination, self-development, self-regulation, self-affirmation and self-improvement.

The purposeful organization of the spatial-subject field of the educational environment for the development of the senior preschooler is substantiated as a pedagogical condition.

It is established that an essential pedagogical condition for creating an educational environment is its activity-communicative content. It is proved that in the educational environment it is expedient to involve senior preschoolers in various kinds of activity (cognitive, game, social-communicative, subject-transforming, art-aesthetic, physical culture-improving, ecological, project and others). Each of them is

a priority at a certain stage of ontogenetic development of the child and specifically affects its development (*Gavriš and Reipolska, 2020*).

The establishment of a pedagogical partnership with parents by a preschool educational institution is also recognized as a pedagogically expedient condition for the creation of an educational environment. Pedagogical partnership is considered as a separate form of social interaction of the educational institution with the family and is developed on the basis of the defining role of the educational institution in the implementation of its personal and developmental functions.

It is substantiated that the pedagogical conditions of creating an educational environment include taking into account the typical uniqueness of the educational environment (natural, subject-game, social-communicative, compensatory) for the development of the senior preschooler.

A methodical system of pedagogical partnership organization has been developed as an ordered set of interconnected and interdependent goals, content, forms and methods of implementation and control, analysis, adjustment of the pedagogical partnership process aimed at improving the educational environment of senior preschoolers. The content of the pedagogical partnership is determined by its purpose and objectives, implemented through the conclusion of an agreement and the development of a program of action of the subjects of the partnership and adjusted by educators depending on the specific conditions of the program (*Reipolska, 2020*).

Discussion. Design activities in the institution of preschool education cover the processes of problematization, goal setting, positional analysis of reflection, group creativity. These should include the strategy of the actual design activities, when the movement goes from defining the goal to finding ways to achieve results and possible consequences in the project.

The technology of pedagogical design in preschool education institutions as a basis for managing the development of preschool education can be represented in the form of the following stages (according to O. Lomakina):

The first stage is initiating: analysis, diagnostics, assessment of the current state of the design object (pedagogical system, pedagogical process, pedagogical situation), identification of existing shortcomings and contradictions; analysis of the design object involves consideration of its structure, identification of weaknesses and shortcomings, analysis of research, theoretical justification of the problem; resource provision of the designer of definition of space-time indicators – spatial support means preparation of an optimum place for project realization; temporary support is the ratio of the project with time in terms of its volume, pace of implementation, rhythm, sequence, speed; material and technical support – thinking of the necessary means for the implementation of pedagogical design, legal support of pedagogical design - is the consideration of the legal basis for the design of pedagogical reality.

The result of this stage is a justification of the need for design, creation of the best possible conditions and information and material resources.

Stage II - conceptual: finding out the design goal, forecasting options and the probability of achieving the goal, setting design boundaries; conceptualization of the project pedagogical plan; registration of the integral design program; planning; definition of current control procedures.

The result is the creation of a project presented in a special document (concept, model, program, plan).

Stage III - pragmatic: imaginary experimental implementation of the project – is a play in the mind of the created project, its self-examination; approbation of the project (testing of ideas, innovations on a voluntary basis in the activities of individual educators).

The result is a statement of the (non) transition of the educational system to a new quality

Stage IV - final: self-assessment of the received project and qualitative results of its experimental approbation; independent expert assessment of the effectiveness of the project of the pedagogical object, critical reflection of the difficulties, correction, optimization of the project; decision-making on the use of the project to the extensive experience of preschool education institutions.

The result is the creation of an improved project for the future (*Lomakina, 2003*).

Design activities in preschool education as a basis for managing the development of preschool education can also be seen as a means of ensuring cooperation, co-creation of children and adults, as a way to implement a person-centered approach to education. Moreover, it can be argued that under certain conditions there is a relationship between human participation in design activities and self-development of its participants (their self-determination, self-realization, development of creative abilities, etc. Design, according to K. Krutij, is a complex activity characterized by participation in design puts educators (children and adults) in a position where a person not as a performer but as a creator, develops for himself and others new living conditions according to a well-known philosophical formula, «changing circumstances, a person changes himself», ie without external In other words, design acts as a fundamentally different subjective than objective (executive) form of human participation in social self-government.

In modern science, the question of the technology of pedagogical design is not accidentally considered in the context of the formation of pedagogical skills, professional culture, as a means of creative self-disclosure of the teacher, and this is a necessary condition for ensuring the quality of preschool education (*Krutiy, 2009*).

Conclusions. Thus, the technology of designing pedagogical activities shows that there is a gradual transition from the emergence of the idea to its implementation. The created project as a normative model could, on the one hand, clearly define the outlined contours of innovation, on the other – to be quite universal, applied to any possible variant of pedagogical process in preschool education. The participation of the entire teaching staff in exploratory design activities will change the position of heads and teachers of preschool educational institutions, increase the level of their professional readiness for innovation, as well as the general socio-pedagogical atmosphere of preschool education. This is due to the approval of new values in the teams of teachers, increasing the effectiveness of preschool education.

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