

ДОШКІЛЬНА ПЕДАГОГІКА

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DEVELOPMENT OF THINKING OF CHILDREN OF OLDER PRESCHOOL AGE BY MEANS OF NON-TRADITIONAL IMAGING ACTIVITIES

РОЗВИТОК МИСЛЕННЯ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ ЗАСОБАМИ НЕТРАДИЦІЙНОЇ ЗОБРАЖУВАЛЬНОЇ ДІЯЛЬНОСТІ

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ABSTRACT

The study characterized the main direction of work with children of older preschool age on the development of thinking within the program and methodical complex of correctional and educational work.

The corrective effect on an older preschooler with intellectual disabilities has been revealed. The program-methodical complex of correctional and educational work on the development of thinking of older preschool children with intellectual disabilities by means of non-traditional imaging activities in the study presents diagnostic blocks that were carried out for the purpose of systematic monitoring of the development of children's thinking and evaluation of the effectiveness of the complex. The specified block included: initial, basic and final diagnostics; the block of psychological and pedagogical correction provided for the implementation of a direct corrective effect on the child with the aim of maximum stimulation of all thinking operations (analysis, synthesis, generalization, comparison, critical thinking), increasing the level of formed thinking. Psychological and pedagogical correction was carried out in three stages: propaedeutic, basic, final.

The main emphasis in the article is on non-traditional techniques of pictorial activity of corrective work, which not only help in overcoming various difficulties, but also act as a powerful tool, an impetus for intellectual development, the formation of self-awareness, the inner world of the child, his "I-concept". It has been proven that art has powerful potential for improving and correcting a child's personality, namely: it has a regulatory and cathartic effect on the child, helps to relieve tension, emotionally balances it; forms cognitive motivation due to success in productive

activities and recognition of the product of creativity by new people surrounding the child; satisfies value-orientational, communicative, reflective needs, provides emotional-sensual and creative development of the child's personality in the most understandable and emotional-practical form that is close to him and creates conditions for self-realization, self-movement and self-development.

Key words: *program and methodical complex; development of thinking; correction of thinking; violation of intellectual development; children of older preschool age; individual and group work.*

Actuality of theme. Solving the problem of successful integration of children with special educational needs into the social reality of our country is an important task of psychological and pedagogical science and practice. At the center of this problem are children of older preschool age with intellectual disabilities. It is scientifically based correction of the thinking of such children, psychological and pedagogical support of their development that provides the basis for the creation of prerequisites for educational activities, successful socialization of older preschool children with intellectual disabilities and brings to the fore the need for a radically new attitude and support for such a child at the stage of preschool childhood in the education system - special, inclusive and integrated.

Analysis of recent research and publications. The problems of correctional education and upbringing of such children at various stages of the formation of psychocorrective pedagogy and psychology in Ukraine were the subject of study by many scientists (V. Bondar, L. Vavina, O. Gavrilov, I. Dmytrieva, I. Yeremenko, M. Kozlenko, N. Kolomyynskyi, M. Matveeva, G. Mersianova, S. Myronova, T. Sak, V. Sinyov, N. Stadnenko, M. Suprun, K. Turchynska, O. Khokhlina, D. Shulzhenko, etc.). The principles of correctional work with children with intellectual disabilities were laid down in the works of L. Vygotsky and continued in the studies of O. Graborov, H. Dulnev, I. Yeremenko, L. Zankov, V. Lubovsky, V. Sinyov, I. Solovyov, Zh. Shif.

Theoretical and practical aspects of research in the field of special preschool pedagogy and psychology regarding the impact of early development of the intellectual component on the further education of children with special needs at school were investigated by L. Wenger, G. Vyhodska, O. Kataeva, I. Kuzawa, E. Leonhard, E. Strebeleva, M. Sheremet and others.

At the same time, the issue of developing the thinking of older preschool children by means of non-traditional pictorial activities requires the creation of well-founded psychological and pedagogical support, specific mechanisms of interaction with this category of children.

Formulation of the goals (goal) of the article, setting the task – to reveal, characterize the direction of work with children of older preschool age within the programmatic and methodological complex of correctional and educational work on the development of thinking.

Presentation of the main research material with full justification obtained scientific results. The aim of the direction of work with children within the program and methodical complex of correctional and educational work on the development of thinking of older preschoolers was the psychological and pedagogical correction of the child's thinking, namely the increase in the level of formation of visual-action, visual-figurative, elements of logical thinking of children of older preschool age with disorders

intellectual development by means of non-traditional visual activity (Artemova, 2010; Berezka, 2018; Bohush, 2018; Voitiuk, 2020;). The program and methodical complex of correctional and educational work on the development of thinking of older preschoolers by means of non-traditional visual activities included several main blocks:

1. Diagnostic – conducted with the aim of systematic monitoring of the development of children's thinking and assessment of the effectiveness of the complex. The specified stage included: initial, basic and final diagnostics. Comprehensive diagnostics was carried out before the beginning and at the end of the complex (initial and final). At this stage, the following diagnostic methods were used: collection of the history of older preschool children with intellectual disabilities, observation of children's behavior, projective and test methods. These methods were aimed at determining the level of formation of the main components of the child's thinking (motivational, operational, emotional). Current psychodiagnosis was carried out at each lesson (at the beginning and at the end) using the express diagnosis "My Mood". Special attention was focused on the analysis of the products of children's creativity (drawings, crafts) (Berezka, 2018; Mamicheva, 2017), their behavior during the performance of tasks in each lesson (mood, expressions). The objectivity of the obtained data at the diagnostic stage was ensured by observing the general principles of diagnosis and taking into account the specifics of the development of older preschool children with intellectual disabilities.

2. The block of psychological and pedagogical correction provided for the implementation of a direct corrective effect on the child with the aim of maximum stimulation of all thinking operations (analysis, synthesis, generalization, comparison, critical thinking), increasing the level of formed thinking (Dmytryeva, 2009).

Corrective influence was carried out on the basis of the model of psychological and pedagogical correction of thinking of older preschool children with intellectual development disorders, developed by us, by means of non-traditional visual activities. The model is shown schematically in (Fig. 1.1). It can be seen from the figure that the psychocorrective effect on the child, psychological and pedagogical correction was carried out in three stages: propaedeutic, basic, final (Shulzhenko, 2018; Yurkiv, (2007).

The purpose of the propaedeutic stage was to prepare the child for group work. For this stage, the individual form of work is the main one. The main tasks that we solved and implemented during propaedeutics:

– symptomatic psychological-pedagogical correction, which is aimed at removing difficulties in regulating behavior, overcoming obstacles, the need to manage one's behavior, psychological-pedagogical correction of specific personal traits that prevent an older preschooler from feeling comfortable in a group;

– the formation of the main mental properties (initiative, independence and responsibility, arbitrariness, freedom of behavior and safety), which are necessary for further group work on the development of thinking by means of non-traditional pictorial activities, familiarization with its main types for use at the stage of group work. Individual work, its essence and content were determined on the basis of individual diagnosis of the development of thinking, mental processes of each child and communication with parents. The structure of individual classes was traditional and included the following elements: preparatory (greetings, activation of attention, formation of cognitive motives); basic (corrective and developmental exercises for the development of thinking by means of non-traditional pictorial activities); final

(conclusions and farewells). Individual classes held at the propaedeutic stage were aimed at overcoming isolation, anxiety, aggressiveness, removing negative reactions to remarks, condemnation, and failure. At this stage, we practiced not only methods of non-traditional visual activity, but also elements of music therapy, psychogymnastics, game technologies, and fairy-tale therapy. The second stage of psychological-pedagogical correction, which is presented in the program-methodical complex of correctional-educational work on the development of thinking of older preschoolers with intellectual disabilities, took place in the form of group correctional-educational classes. The goal of the second stage was the formation of productive activity, activation of initiative, cognitive motives; overcoming passive perception of reality; increasing the level of visual-action and visual-figurative thinking; maximum stimulation of all thinking operations (analysis, synthesis, generalization, comparison, critical thinking) (Synov, Matvieieva, Khokhlina 2008).

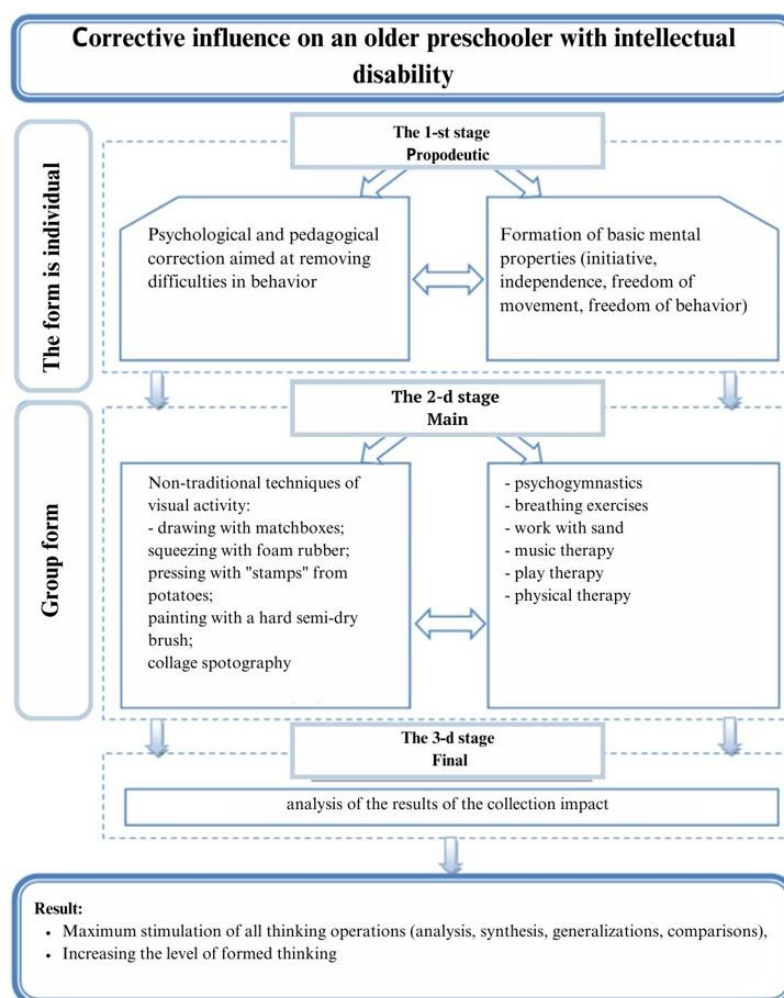


Figure 1.1. Corrective influence on an older preschooler with intellectual disabilities

The presented stage of correctional and educational work on the development of thinking contained 20 developed typical correctional and psychotherapeutic classes. The frequency of repetitions of the presented classes was determined by the level of mastery of non-traditional techniques of visual activity.

The class was held with a group of 3-6 children. Each lesson had a corrective, educational and developmental purpose. The class included not only exercises to develop the thinking of an older preschooler, but also had a psychotherapeutic effect (minutes of relaxation, breathing exercises, exercises to develop self-control, visual-motor coordination, development of auditory-speech memory) (Dushka, 2013; Ilnytska, 2015; Ilchenko, 2013). 53 children with intellectual disabilities participated in the experimental group where the formative experiment was conducted. At each lesson, we tried to be guided by the following goals and tasks, which were determined according to the main indicators and features of thinking of older preschool children with intellectual disabilities. Corrective:

- correction (growth) of rates of development of perception, formation of perceptual actions;
- correction aimed at forming needs for initiative, overcoming passive perception of reality, increasing cognitive motives;
- correction of self-service skills, formation of objective actions;
- correction of self-esteem;
- correction of behavior regulation, overcoming obstacles, completion of started work;
- correction of interpersonal relationships of children with impaired intellectual development.

Development tasks and goals included:

- development of skills in managing one's behavior; skills and abilities to manage your desires,
- the development of basic logic operations of analysis, synthesis, comparison, classification, abstraction, generalization;
- development of constructive behavior in a problematic situation;
- development of relaxation skills;
- development of skills to interact with others;
- development of the ability to transfer actions to new conditions when solving visual-action problems.

Educational goals:

- formation of moral life views and values;
- assimilation of rules and norms of behavior in the team;
- respect for generally accepted rules. Maintain order around you;
- support of friendly relations with children in various types and forms of activity;
- identifying the initiative during group interaction with others, being lenient towards other people's initiatives;
- analysis of own skills (what I can do) and their application (helping myself and others);
- detection of initiative in cognitive and constructive terms (I want to try, I want to see, I want to confess, I want to learn).

Typical correctional and psychotherapeutic classes had their own clear structure and, accordingly, the tasks and goals presented above. But traditional elements of classes that helped prepare the child for further work, relieve tension, anxiety, and possible aggressiveness became mandatory. This was facilitated by the following

exercises-rituals at the beginning of the class: "I have arrived", "A moment for greetings", "See you", "Magic ball", "Good animal", "Friendship begins with a smile", "Fairy breeze", "Bag laughter".

It was these exercises, which were repeated at each lesson, that helped the correctional teacher and psychologist to create a positive atmosphere in the lesson, set the child up for further work, and consolidate success and desired qualities.

At each lesson, an express diagnosis of the child's emotional state "My feelings" was carried out at the beginning and at the end of the lesson to monitor the mood of the older preschooler's feelings.

Finger gymnastics: "Cat and Rooster", "Guests"; "Morning"; "On a pancake", "Steamer", "Goat", "To work", "Little boy", "Second finger is grandma", "Little little napped a little", "Turtle", "Good morning", "We are baking bread", "Knock-knock, knock-knock"; exercises for the development of the ability to maintain a rhythmic sequence and reproduce it, exercises for the development of the child's fine motor skills "Find the cap by size", "Sorter", "Pick up the cork according to the color", "Sorting pebbles (groats)", "Necklace for mom", "Colored sand", "Pins in a basket" are very necessary for the development of a child's fine motor skills, which positively affects the development of thinking (Appendix L).

Exercises for the development of auditory and visual memory were mandatory elements of integrated corrective and educational classes: "Remember your pose", "Remember pictures", "Shop", "Remember and draw", "Repeat for by me."

Important elements of the classes were exercises to activate attention: "What has changed", "Cake", "Study and find", "Comparison of objects", "Find similar ones", "What is in the bag", "Four elements", "Find the same objects", "Selector", "Interweave lines".

A change in the types of activities, a kind of rest of the child took place during the mobile games that were part of the structure of each lesson. We used the following moving games: "Morning gymnastics", "Forbidden movement", "Pantomime", "Dwarfs and giants", "Catch the ball", "Quick pick up, quick put down", "Goat and wolf", "Children and rooster", "Bees", "Mice lead a dance", "The sun and the rain", "A bear in the forest", "Find a mate" (Appendix H).

Elements of psycho-gymnastics and breathing exercises were used in the integrated corrective and educational classes, which contributed to the release of tension in preschoolers, training expressiveness of gestures, expression of various feelings, the ability to control one's body, relax, relaxation: "Give it back", "Surprise", "Angry grandfather", "Shadow", "Egoist", "I want to sleep", "Snowflakes", "We smile at mom", "I am a flower", "I am the sun", "I am a cloud", "I am rain". Respiratory gymnastics was represented by the following exercises: "Where does it smell?", "Ear", "Pendulum with the head", "Hand", "Train", "Cat", "Embrace the shoulders", "Pump", "Big pendulum".

An obligatory element of integrated corrective and educational classes were exercises for the development of thinking, imagination, the ability to group objects according to certain characteristics, the development of a sense of humor, the promotion of the development of the emotional sphere: "Show in different ways", "What is suitable?", "Who else?", "Catch", "What floats, what sinks?", "What happened?", "How does it happen?", "Looking for something in common", "Who will be who?", questions to determine the goal, "Name in one word", "Find the cut pieces",

"What toy?", "Learn to imagine the sequence of actions", "Let's think", "Finish the picture", "Collect the picture", "What does not happen in the world", "Make sentences", "Draw, what did you imagine", "Both good and bad" (Appendix P).

The main part of correctional and educational classes was devoted to various exercises, didactic games, moral and ethical conversations, psychological sketches that reflected the main meaning, content and purpose of the class. So, for example, a series of games: "Be attentive", "Compare objects", "Find similar", "Find mistakes", "Match by color", "Mirror", "Ornament", "Fun triathlon", "Find the same objects", "Guess" develop attention related to the coordination of auditory and motor analyzers; imagination, learn to focus on shape and color; consolidate the ability to choose shapes; train the switching of attention and the speed of thought processes; develop stability of attention; flexibility of perception; the ability to generalize. Didactic games "Mysterious treasure chest", "Nose drawing", "Bubble hunters", "Friends in a circle", "Strange words" helped to create friendly relationships with children in various forms and activities during the experimental work. The use of audio fairy tales "The strong lion and the little kitten", "The fox and the crab", "The frog is a traveler", "How friendship arose among the birds", "The wise tales of Aunt Sova", "Feska's tongue" contributed to the formation of moral qualities, a positive attitude to other people, overcome manifestations of aggressiveness and egocentrism, helped children empathically understand the surrounding reality.

Particular attention was paid to exercises and games for the development of fine motor skills. Such exercises as "Sorting stones (groats)" (sorting by color, shape, size); didactic game "Necklace for mom", "Colored sand", "Games with clothespins", "Name vegetables", "Lace-up games" not only strengthen and develop fine motor skills and visual-motor coordination, but also help to distinguish objects by shape, color and material, developing concentration of attention, forming the skills of persistence, accuracy, children's creativity, forming a sense of beauty, learning techniques for working by a sample and creating one's own product.

So, fine motor skills is the ability of children and adults to perform precise and small movements not only with the hands, but also with the fingers and toes, thanks to the coordinated actions of such body systems as: bone, nervous and muscular.

Well-developed fine motor skills of hands and fingers allow children to perform a huge number of different processes - from elementary gestures in early childhood (for example, grasping a toy) to more complex movements at an older age (in particular, writing and drawing).

Let us remind you that according to psychologists and teachers, fine motor skills are directly related to the development of all cognitive processes: memory, attention, thinking and speech. That is why in our program and methodical complex great attention was paid to these exercises.

It should be noted that daily classes on the formation of coordinated and precise movements of fingers and hands are the basis for training imagination, observation, coordination, and most importantly, thinking. We used the so-called Su-Jok therapy, which is an effective, safe and easy-to-use method of massage, self-massage, and the development of fine motor skills. With the help of hedgehogs, balls, rings, you need to massage your fingers, which increases the energy potential of the child's body, enriches the child's knowledge about his body and develops tactile sensibility, and most importantly - contributes to the formation and correction of thinking.

Therefore, the use of non-traditional techniques of pictorial activity as a means of developing thinking based on positive emotions is based on the understanding that drawing is the first experience of expressing a child's attitude to the surrounding world; it is an opportunity to correct the shortcomings of development, upbringing, and pedagogical neglect in a creative, unique way, enriching the inner world of the child, revealing his zone of immediate development, providing new opportunities for mastering reality.

Non-traditional pictorial activity gives children many positive emotions, has an effective psychotherapeutic effect, regulates negative emotional manifestations of older preschoolers with impaired intellectual development; reveals the possibilities of using various objects as artistic material, teaches the child to analyze his own skills, to take initiative in cognitive and constructive aspects (I want to try, I want to see, I want to learn, I want to learn).

It is this non-standard way of displaying reality that can accelerate the development of thinking, memory, attention and form internal motivation for creative assimilation of reality. In our research, we emphasize precisely non-traditional techniques of imaging activity, because this always implies a positive result, creating a huge, powerful basis for overcoming intellectual underdevelopment.

After all, older preschool children with intellectual developmental disabilities, using non-traditional techniques of visual activity, can achieve a good image, which is not always possible with the use of ordinary image tools (brush, pencil), which require children to develop fine motor skills, master certain mental operations, knowledge, skills and abilities.

Non-traditional techniques of visual activity contribute to the development of spatial, visual thinking; spatial orientation on a sheet of paper; eyesight and visual perception; development of attention, imagination, perseverance and creativity; flexibility in working with different materials, control and self-control skills; development of communication skills.

"Finger palette", drawing with palms, stencil drawing, monotype, spotting, splattering technique, drawing with soap bubbles, technique of "magic" drawing, drawing on wet paper, drawing with folded paper, balloons - this is its own promising path of development, adaptation to the surrounding reality, a way of self-expression, overcoming aggression and emotional instability, stress and anxiety of an older preschooler with intellectual disabilities, the possibility of sublimation through creativity to convey one's own emotions on paper, to experiment, to become creative and unique.

Conclusions and prospects of further exploration in this direction. It was determined that the program-methodical complex of correctional and educational work on the development of thinking of older preschoolers represents targeted corrective, differentiated training and education with a psychotherapeutic effect, maximally stimulates all thinking operations (analysis, synthesis, generalization, comparison, critical thinking), stimulates the child's cultural growth in a full-fledged educational environment that can ensure her successful entry into society with involvement in various spheres of life. Therefore, non-traditional techniques of visual activity, corrective work, not only help in overcoming various difficulties, but also act as a powerful means, an impetus for intellectual development, the formation of self-awareness, the inner world of the child, his "I-concept". Art has powerful potential for

improving and correcting a child's personality, namely: it has a regulating and cathartic effect on the child, helps relieve tension, and emotionally balances it; forms cognitive motivation due to success in productive activities and recognition of the product of creativity by new people surrounding the child; satisfies value-orientational, communicative, reflective needs, provides emotional-sensual and creative development of the child's personality in the most understandable and emotional-practical form that is close to him and creates conditions for self-realization, self-movement and self-development.

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АНОТАЦІЯ

У дослідженні схарактеризовано основні напрями роботи з дітьми старшого дошкільного віку з розвитку мислення в межах програмно-методичного комплексу корекційно-розвивальної роботи.

Виявлено корекційний вплив на старшого дошкільника з інтелектуальними порушеннями. Програмно-методичний комплекс корекційно-виховної роботи з розвитку мислення дітей старшого дошкільного віку з порушеннями інтелекту

засобами нетрадиційної образотворчої діяльності у дослідженні представлено діагностичними блоками, які здійснювалися з метою систематичного моніторингу розвитку мислення дітей та оцінки ефективності комплексу. Зазначений блок включав: початкову, основну та підсумкову діагностику; блок психолого-педагогічної корекції передбачав здійснення безпосереднього корекційного впливу на дитину з метою максимальної стимуляції всіх мисленнєвих операцій (аналіз, синтез, узагальнення, порівняння, критичне мислення), підвищення рівня сформованості мислення. Психолого-педагогічна корекція здійснювалася в три етапи: пропедевтичний, основний, підсумковий.

Основний акцент у статті зроблено на нетрадиційних техніках образотворчої діяльності корекційної роботи, які не тільки допомагають у подоланні різноманітних труднощів, а й виступають потужним інструментом, поштовхом для інтелектуального розвитку, формування самосвідомості, внутрішнього світу дитини, її "Я-концепції". Доведено, що мистецтво має потужний потенціал для вдосконалення та корекції особистості дитини, а саме має регуляторний та катарсичний вплив на дитину, сприяє зняттю напруги, емоційно врівноважує її; формує пізнавальну мотивацію завдяки успіхам у продуктивній діяльності та визнанню продукту творчості новими людьми, які оточують дитину; задовольняє ціннісно-орієнтаційні, комунікативні, рефлексивні потреби, забезпечує емоційно-почуттєвий та творчий розвиток особистості дитини в максимально зрозумілій та емоційно-практичній формі, яка їй близька та створює умови для самореалізації, саморуку та саморозвитку.

Ключові слова: програмно-методичний комплекс; розвиток мислення; корекція мислення; порушення інтелектуального розвитку; діти старшого дошкільного віку; індивідуальна та групова робота.

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FORMATION OF THE BASICS OF ARTISTIC AND DESIGN SKILLS IN SENIOR PRESCHOOL CHILDREN BY MEANS OF LANDSCAPE DESIGN: METHODOLOGICAL SUPPORT

ФОРМУВАННЯ ОСНОВ ХУДОЖНЬО-КОНСТРУКТОРСЬКИХ УМІНЬ У ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ ЗАСОБОМ ЛАНДШАФТНОГО ДИЗАЙНУ: МЕТОДИЧНИЙ СУПРОВІД

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