

Запропоновано визначення білінгвізму дітей середнього дошкільного віку як володіння дітьми комунікативною компетентністю у двох мовах на рівні, що відповідає нормам їх мовленнєвого розвитку, яке забезпечує ефективну комунікацію кожною із мов у реальних ситуаціях спілкування відповідно до вікових особливостей дітей. Проаналізована та скомпільована класифікація видів білінгвізму за обсягом мовленнєвої компетентності, характером взаємодії мовленнєвих систем у свідомості, способом зв'язку кожної із мов із мисленням, обсягом володіння мовами, способом формування, комунікативною активністю, формою мови, усвідомленістю формування, етнолінгвістичним критерієм, престижністю мови, рівнем спорідненості мов, характером мовленнєвих контактів, послідовністю засвоєння, рівнем оволодіння соціокультурним аспектом мови, поширенням у суспільстві, правильністю мовлення. Запропоновано класифікацію видів білінгвізму у аспекті дошкільної педагогіки та з метою конструювання білінгвального середовища як засобу формування білінгвізму у дітей дошкільного віку: за обсягом та характером білінгвізму та за особливостями процесу оволодіння білінгвізмом.

Ключові слова: білінгвізм, білінгвалізм, білінгвізм дітей середнього дошкільного віку, білінгвологія, мовленнєва компетентність.

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STUDY OF THE CURRENT STATE OF FORMATION OF THE FOUNDATIONS OF CRITICAL THINKING IN SENIOR PRESCHOOL AGE CHILDREN: EMOTIONAL AND CRITICAL CRITERION

ДОСЛІДЖЕННЯ АКТУАЛЬНОГО СТАНУ СФОРМОВАНОСТІ ОСНОВ КРИТИЧНОГО МИСЛЕННЯ У ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ: ЕМОЦІЙНО-КРИТИЧНИЙ КРИТЕРІЙ

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ABSTRACT

In the article, components, criteria, indicators of the level of formation of the foundations of critical thinking of senior preschool children are considered as a criterion-diagnostic tool for organising the summative stage of the study, as a special form of organisation of individual mental experience, which reflects the individual intellectual resources of the child, manifested in the nature, specificity of reproduction of reality in the child's mind, logical operations, types, forms, qualities of critical thinking. The peculiarities of critical thinking formation are determined by understanding the component structure of the presented phenomenon, criteria, indicators, and signs. The emotional component of the formation of the foundations of critical thinking of senior preschool children characterises the emotional state,

emotional reactions of the child during thinking activities, readiness to accept other people's points of view and evaluate them. The emotional-critical criterion of the formation of the foundations of critical thinking of senior preschool children reflects the emotional component of the formation of the foundations of critical thinking of senior preschool children and is characterised by the following indicators: emotional state during problem tasks, emotional reaction to comments, mistakes, unsuccessful completion of the task; ability to treat difficulties with humour; ability to describe one's own attitude to the situation; ability of the child to imagine emotional satisfaction from a specific activity process. The results of diagnostics of the current state of formation of the foundations of critical thinking of senior preschool children at the summative stage of the research according to the emotional-critical criterion showed an average and low level of its formation, which indicates the need to develop and implement a mental and thinking methodological complex for the formation of the foundations of critical thinking of senior preschool children in various activities, optimisation and finding an effective tool for the formation of the foundations of critical thinking of senior preschool children.

Key words: *critical thinking, senior preschool age children, emotional and critical criterion, diagnostic tools.*

Relevance of the topic. Modern children of senior preschool age belong to the so-called alpha generation, which has unique features: confident use of technology and the Internet from birth, creativity, curiosity, impatience, and information overload. Psychologists and educators are only at the beginning of studying such children and methods of working with them. However, it is already clear that modern children need to learn how to cope with the powerful flow of information, make decisions quickly and consciously, be flexible and question information in order to avoid falling victim to manipulation and suggestion. Therefore, it is important to develop critical thinking in senior preschool children, who should be able to consider a situation comprehensively, taking into account different opinions and views, and work with other children in a team, using their own developed critical thinking. The aspect of digitalisation cannot be overlooked. Children are exposed to digital content from birth. It should be emphasised that the latter even carries digital threats, which are manifested in the consumption of age-appropriate content (sexual content, violence, swearing, etc.), content that is not verified, pseudo-children's content, etc. Therefore, the development of critical thinking in senior preschool children is an urgent and highly demanded problem, without which it is impossible to form a harmonious and happy personality; the development of the foundations of critical thinking in senior preschool children is a prerequisite for their purposeful and meaningful activities in the future, which will contribute to the successful completion of their tasks. It encourages children to perceive a problem independently of others, to ask questions, to find ways to solve the problem, and to seek answers to all questions of interest. In the process of such activities, the emotional sphere of preschoolers is activated, their interest in educational activities increases, free expression of opinions and constant analysis of information, and discussions and disputes play an important role in the process of forming the foundations of critical thinking in senior preschool children.

The analysis of the current state of study of the problem of the formation of the foundations of critical thinking in children of senior preschool age has determined the

need to study this problem from different perspectives: preschool pedagogy, psychology, neuropedagogy, and neuropsychology.

Analysis of the recent research and publications. Since the problem of forming critical thinking in senior preschool children is multifaceted and multidisciplinary, the study uses the scientific principles of psycholinguists, psychologists, and teachers on the peculiarities of critical thinking of senior preschool children. Among them are the teachings of N. Havrysh, A. Bohush, K. Krutii, S. Ladyvir, T. Pirozhenko, O. Pometun, S. Terno, O. Tyaglo, O. Udoda, and others. In the summative research, the scientific principles of child personality development by L. Bozhovych, L. Wenger, N. Holovan, O. Zaporozhets and others were used; the provisions on the unity of psyche and activity by I. Bekh, H. Kostyuk, S. Maksymenko, N. Maksymova, S. Rubinstein and others. The analysis of psychological and pedagogical literature shows that most modern studies on the formation and development of critical thinking cover primary, middle and senior school age and adulthood (O. Belkina-Kovalchuk, I. Kashubiak, O. Pometun, S. Terno, N. Tsioma).

The analysis of psychological and pedagogical literature shows that the importance of forming the foundations of critical thinking and its development in senior preschool children is insufficiently researched, which makes the problem of forming the foundations of critical thinking in children of this age relevant. Preschool childhood is an extremely important period in a person's life. It is a time of active development of motor, communicative, cognitive, affective, and social aspects aimed at cognition of the surrounding reality, interaction with it, and full personal development.

Purpose of the article, statement of the task. To characterise the emotional component of critical thinking and to reveal qualitative and quantitative indicators of the emotional and critical criterion of the formation of the foundations of critical thinking in senior preschool children; to conduct a statement study of the presented criterion and determine its levels.

Presentation of the main research material with full justification of the scientific results obtained. The development of the methodology for diagnostic research of the current state of formation of the foundations of critical thinking in senior preschool children was based primarily on an understanding of the essence of the phenomenon under study, namely (Lipman, 1991; Pirozhenko, 2018; Pometun, 2018): critical thinking of senior preschool children is one of the cardinal properties of thinking, mediated and generalised reflection of reality by a child on the basis of analytical and synthetic operations, high level of cognitive activity, inextricably linked to speech, evaluation of information, actions, deeds (their own and other people's), ability to make decisions independently.

The following tasks have been identified at the summative stage of the study of the current state of formation of the foundations of critical thinking in senior preschool children:

- creating material, personnel, methodological, financial, motivational, and organisational support for the experiment;
- Identification of components, criteria, and indicators of critical thinking of senior preschool children;
- study the initial state and current level of critical thinking of senior preschool children.

The study involved: 24 teachers, 8 practical psychologists, 43 parents, and 103 senior preschool children, including 51 children from the experimental group (EG) and

52 children from the control group (CG).

The emotional component of the formation of the foundations of critical thinking in senior preschool children characterises the emotional state, emotional reactions of the child during thinking activities, readiness to accept other people's points of view and evaluate them (Bekh, 2018; Bohush, A.M. 2018). The emotional component is studied using the emotional-critical criterion, which in turn is manifested in the following indicators: emotional state during problem tasks, emotional reaction to comments, mistakes, unsuccessful performance of something; ability to treat difficulties with humour; ability to formulate one's own attitude. This criterion was studied with the help of D. Wexler test; the method of understanding plot drawings (D. Isaev), the Nonsense test, p. 88; M. Luscher colour test (Hrinova, Tereshchenko, 2015).

The emotional-critical criterion of the formation of critical thinking in a senior preschool child was studied using the D. Wexler test. For example, during the test tasks, a child can demonstrate a variety of emotional reactions to comments, failure, and praise during the entire examination (negative asthenic, ambivalent, joyful stenic, joyful asthenic), which is manifested in the reaction of contamination, aggression, indifference, satisfaction, and violent joy).

With the help of D. Wexler's text, we can observe the emotional state of the child during problem tasks, namely the influence of positive/negative emotions on further activity during the entire examination, which manifest themselves in the following: emotions do not affect the child and nothing changes in the child's activity; emotions activate the child and he/she becomes more active; emotions destroy activity and the child cannot continue to work.

The ability to see humorous things in reality was investigated using the Nonsense test (Hrinova, Tereshchenko, 2015).

A senior preschool child is shown a picture depicting several unrealistic situations with plants and animals. The educator asks the child to look at the picture carefully and say that the situations depicted do not happen in real life. The time limit is 3 min. The analysis of the test results is presented in Appendix D. It should be noted that there are 5 levels of test interpretation (very high, high, medium, low, very low). The results of the study of the state of critical thinking foundations according to the emotional-critical criterion in senior preschool children were determined using the following indicators: emotional state during problem tasks, emotional reaction to comments, mistakes, unsuccessful performance of something; ability to treat difficulties with humour; ability to formulate one's own attitude; emotional reaction to comments

The qualitative and quantitative indicators of the emotional-critical criterion were determined with observations during the implementation of (D. Isaev), the Nonsense test; M. Luscher colour test (Hrinova, Tereshchenko, 2015).

The emotional *reaction to praise during the whole examination* in the experimental (EG 72.5 %) and control groups (65.3 %) are joyful stenic, children feel satisfaction from stimulation of activity. The joyful asthenic reaction (violent joy) is demonstrated by 27.5% of EG and 34.7% of CG children of senior preschool age. This is explained by the peculiarities of the child's temperament formation and the specifics of socialisation. In both groups of senior preschool children, there was no ambivalent reaction to praise.

Reaction to remarks in EG children 49%; CG 44.7% negative stenic, i.e. the child gets upset in case of difficulties, failure. Ambivalent - 21.5% in EG and 28.8% in

CG children. Unfortunately, 14 % of children in CG and 15 % of children in EG had a negative asthenic reaction (aggressive).

Table 1.1

**Comparison of indicators of emotional reactions in senior preschool children
CG and EG**

Emotional reactions		EG n=51	CG n=52
to praise	joyful arousal	72,5% (n=37)	65,3% (n=34)
	duality	–	–
	joyful braking	27,5 % (n=14)	34,7% (n=16)
to remarks	negative arousal	49% (n=25)	44,7% (n=23)
	duality	21,5% (n=11)	28,8% (n=15)
	negative braking	29,5% (n=15)	27% (n=14)
criticality		80,3% (n=41)	82,6% (n=43)
Mindfulness in every test, without mistakes		70,5% (n=36)	73% (n=38)

The following data were obtained on the indicator of "*criticality*" in the process of performing tasks: EG 80.3% and CG 82.6% of children notice mistakes and try to correct them, and 19.7% of EG and 17.4% of CG children think that they do everything correctly, not noticing their mistakes.

According to the indicator "*Pace of work, mindfulness in each subtest*", children showed a fast and average pace without mistakes – EG 70.5%, and CG-73%. Accordingly, the number of tasks completed with errors was 29.5% for CG and 27% for EG.

For an objective analysis of the emotional-critical criterion, we used M. Luscher's colour test, which reflects the peculiarities of the child's emotional background. The analysis of the results is presented in (Tables 1.2 and 1.3).

Table 1.2

**Diagnostic results in senior preschool children of CG and EG by M. Luscher
colour test**

Predominance of the emotional state zone	EG n=51	EG %	CG n=52	CG %
Negative emotional state	21	42	26	50
Normal emotional state	15	29	12	23
Positive emotional state	15	29	14	27

Positive emotional state prevails in EGs of 29% and 27% of CGs; normal emotional state is observed in EGs of 29% and 12% of CGs, respectively. Negative emotional state was revealed in EGs of 21% and 26% of CGs of senior preschool age children. During the diagnostics, the behaviour of this group of children was characterised by anxiety and anxiety. The latter can be explained by the fact that senior preschool children are in the territory of Ukraine, where there is a war, constant shelling and air raids. Preschoolers are also affected by the state of their parents and caregivers, who are also in anxious and sometimes depressed states, which clearly affects the development and behaviour of older preschool children.

To conduct a qualitative assessment of M. Luscher's test, the colour interpretation with the values of colour pairs was carried out. The following table presents the most frequent choice of colour by children and will complement the disclosure of the state of formation of the foundations of critical thinking according to the emotional-critical criterion. The results of diagnostics of senior preschool children

by M. Luscher's colour test are presented in Table 1.3.

Table 1.3

Results of diagnostics of the emotional state of children of senior preschool age of EG and CG and by M. Luscher colour test

	EG (n=51)	CG (n=52)
yellow + purple	29 %	23%
yellow + red	29 %	27 %
yellow + blue	37%	39 %
grey + red	10,5%	12,3 %
blue + brown	51%	49 %
black + green	36 %	34%
black + grey	38 %	34%
grey + yellow	15 %	12%
blue + yellow	21%	22%

Children with a positive emotional state in both the control and experimental groups most often chose the following colour pair (EG 29% and CG 23%): "yellow and purple", characterised by a thirst for adventure, dominant fantasy; "yellow and red" (EG 29% and CG 27%), characterised by activity, search for new things that can give the child pleasure; "yellow and blue" (36%) – this colour pair is aimed at gaining the love of others. Children in this group are dominated by positive emotions. The child can be both happy and sad. Usually, the child is cheerful, happy, optimistic, there are no reasons for anxiety, and communication is normal.

The colour pair "grey and red", which indicates impulsiveness and rashness of actions, was chosen by 10.5% of EG and 12.3% of CG senior preschool children.

Uncertainty and lack of determination, which correspond to the colour pair "grey and yellow", were diagnosed in 15% of preschoolers from the EG and 12% of the CG. Emotional dependence (the colour pair "blue and yellow") is inherent in 21% of the experimental and 22% of the control group.

Passive attachment is characterised by the colour pair "blue and brown", the child achieves a sense of calm and security only by eliminating physical discomfort and ensuring attention from others, present in 51% of the EG and 49% of the CG.

Stubbornness, impatience and sincere confidence in their rightness are evidenced by the choice of "black and green", which was chosen by 36% of preschoolers from the EG and 34% of the CG.

The colour pair "black and grey" was chosen by children of both EG and CG, which indicates their isolation and lack of active interaction. The percentage of such preschoolers in the EG was 38%, and in the CG – 34%.

The Nonsense Picture Comprehension Technique (D. Isaev) was used to observe the emotional reaction of senior preschoolers to a nonsensical picture (an indicator of the emotional-critical criterion). The main goal was to find out the understanding of the content and meaning of the story drawings, to analyse emotional reactions to the nonsense of the image (laughter, smile, surprise).

The children of the experimental and control groups (70 %) reacted emotionally, vigorously, and humorously to the presented drawings, and one could see both surprise and satisfaction at seeing and realising a mistake and being able to give arguments why it is not possible in real life. The children had many questions and even comments to the teacher.

Children in both the experimental and control groups (30 per cent) reacted calmly to the drawings without fully understanding their meaning. Only after an adult asked them: "What is shown in the picture? What did the artist confuse?" the children became more active and began to analyse.

According to the results of the empirical study, the levels of the emotional and critical criterion of the formation of the foundations of critical thinking of senior preschool children have been determined.

A high level of formation of the foundations of critical thinking of senior preschool children according to the emotional-critical criterion was characterised by a positive or normal emotional state; adequate emotional reaction to comments, difficulties, failure, praise during the entire examination; awareness of mistakes (notices mistakes and tries to correct them); positive/negative emotions for further activities during the entire examination activate the child's activity; tasks are performed quickly, attentively, without long pauses, mostly without mistakes; evaluates oneself.

The average level of critical thinking skills of senior preschool children according to the emotional-critical criterion was characterised by a normal emotional state; ambivalent, joyful, sometimes negative emotional reaction to comments, difficulties, failure, praise; ability to understand and realise their mistakes and attempt to correct them with the help of an adult; emotions do not significantly affect the child's further activity during the entire examination (nothing changes in the child's activity); the pace of work, attentiveness in each subtest corresponds to the age norm, sometimes with errors; average scores in the "Nonsense" test (6-7 points); the child's ability to imagine emotional satisfaction from a specific activity process is at an average level.

The low level of this criterion was characterised by negative braking, joyful braking reactions to comments, difficulties, failure, praise during the entire examination; lack of awareness of their mistakes (the child thinks they are doing everything right); positive/negative emotions negatively affect further activities even to the point of destruction of this activity, when the child cannot continue to work; the pace of work, attentiveness in each subtest is slow, with mistakes, a large number of long pauses, slow movements, inattention; characteristics such as unbalance, impulsivity, distrust are revealed; low scores in the Nonsense test (2-3 points); the child is unable to imagine emotional satisfaction from a particular activity.

The generalised results of the formation of the foundations of critical thinking according to the emotional-critical criterion of senior preschool children are presented in Table 1.4.

Table 1.4

Levels of critical thinking foundations formation according to emotional-critical criterion of senior preschool children of EG and CG at the ascertaining stage of the study

Levels	EG n=50	EG %	CG n=52	CG %
High	8	15,4	10	19,2
Medium	22	42,3	19	36,6
Low	22	42,3	23	44,2

Conclusions and perspectives for further research in this area. Thus, in the article, components, criteria, indicators of the level of formation of the foundations of critical thinking of senior preschool children are considered as a criterion-diagnostic tool for organising the summative stage of the study, as a special form of organisation of individual mental experience, which reflects the individual intellectual resources of the child, manifested in the nature, specificity of reproduction of reality in the child's mind, logical operations, types, forms, qualities of critical thinking. The peculiarities of critical thinking formation are determined by understanding the component structure of the presented phenomenon, criteria, indicators and signs. *The emotional* component of the formation of the foundations of critical thinking of senior preschool children characterises the emotional state, emotional reactions of the child during thinking activities, willingness to accept other people's points of view and evaluate them. The emotional-critical criterion of the formation of the foundations of critical thinking of senior preschool children reflects the emotional component of the formation of the foundations of critical thinking of senior preschool children and is characterised by the following indicators: emotional state during problem tasks, emotional reaction to comments, mistakes, unsuccessful completion of the task; ability to treat difficulties with humour; ability to formulate one's own attitude to the situation; ability of the child to imagine emotional satisfaction from a particular activity. The results of diagnostics of the current state of formation of the foundations of critical thinking of senior preschool children at the summative stage of the study according to the emotional-critical criterion showed an average and low level of its formation, which indicates the need to develop and implement a mental and thinking methodological complex for the formation of the foundations of critical thinking of senior preschool children in various activities, optimisation and finding an effective tool for the formation of the foundations of critical thinking of senior preschool children.

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АНОТАЦІЯ

У статті компоненти, критерії, показники рівні сформованості основ критичного мислення дітей старшого дошкільного віку розглянуто як критеріально-діагностичній інструментарій організації констатувального етапу дослідження, як особливу форму організації індивідуального ментального досвіду, в якій відображено індивідуальні інтелектуальні ресурси дитини, що виявляються в характері, специфіці відтворення дійсності в свідомості дитини, логічних операціях, видах, формах, якостях критичного мислення. Особливості сформованості критичного мислення визначено за допомогою усвідомлення компонентної структури презентованого явища, критеріїв, показників та ознак. Емоційний компонент сформованості основ критичного мислення дітей старшого дошкільного віку характеризує емоційний стан, емоційні реакції дитини під час мисленнєвої діяльності, готовність приймати чужі точки зору та оцінювати їх. Емоційно-критичний критерій сформованості основ критичного мислення дітей старшого дошкільного віку відображає емоційний компонент сформованості основ критичного мислення дітей старшого дошкільного віку та характеризується такими показниками: емоційний стан під час виконання проблемних завдань, емоційна реакція на зауваження, помилки, на неуспішне виконання завдання; вміння з гумором ставитися до труднощів; вміння формулювати власне ставлення до ситуації; здатність дитини уявити емоційне задоволення від конкретного процесу діяльності. Результати діагностики актуального стану сформованості основ критичного

мислення дітей старшого дошкільного віку на констатувальному етапі дослідження за емоціно-критичним критерієм засвідчили середній та низький рівень його сформованості, що свідчить про необхідність розроблення та впровадження ментально-мисленнєвого методичного комплексу формування основ критичного мислення дітей старшого дошкільного віку у різних видах діяльності, оптимізації та знаходження дієвого інструменту формування основ критичного мислення дітей старшого дошкільного віку.

Ключові слова: критичне мислення, діти старшого дошкільного віку, емоційно-критичний критерій, діагностичний інструментарій.

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RETROSPECTIVE ISSUE PROGRAM-METHODICAL PROVISION OF THE GAME ACTIVITIES OF PRESCHOOL CHILDREN

РЕТРОСПЕКТИВНИЙ ЕКСКУРС ПРОГРАМОВО-МЕТОДИЧНОГО ЗАБЕЗПЕЧЕННЯ ІГРОВОЇ ДІЯЛЬНОСТІ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

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ABSTRACT

The article is devoted to a retrospective review of the problem of the transformation of the program and methodological support of play activities of preschool children in the second part of the 20th - at the beginning of the 21st century. The essence of the phenomenon "program and methodical support of game activity" is determined as an interdependent formation of a systemic nature that reflects the content of the game activity program and is the basis for the creation of educational and methodical publications of a professional orientation, generalization and dissemination of best practices that ensure the organization of game activities of preschool children in the educational process of the preschool education institution, the concepts of "transformation", "game activity", "program", "methodological support" have been clarified. The evolution of the program and methodological support of play activities of preschool children and the source base of the research were analyzed and systematized. The first group consists of scientific works devoted to the analysis of the theoretical foundations of game activity and the process of formation and development of the content of the program and methodological support of game activity of social preschool education (K. Dyakonova, N. Kudykina, T. Filimonova, etc.). The second group of works includes the research of scientists who reveal the study of the essence of the game, its psychological and pedagogical mechanism and the classification of games (O. Zaporozhets, S. Maksimenko, E. Manuylenko, etc.). The third group of scientific works is devoted to the pedagogical study of children's play (L. Artemova, T. Gubenko, V. Zalogina, V. Zakharchenko, N. Kudykina, O. Yankivska, etc.) and the disclosure of the