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ОРГАНІЗАЦІЙНО-МЕТОДИЧНІ АСПЕКТИ ДІЯЛЬНОСТІ ЦЕНТРІВ ОСОБИСТІСНОГО РОЗВИТКУ ДІТЕЙ В СИСТЕМІ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. Сучасний розвиток науки, техніки та інформаційних технологій розширює цілі дитячого розвитку, ініціює нові потреби і запити до інституцій навчання та виховання, зокрема дошкільної освіти. Необхідність інновацій, трансформацій задля вдосконалення у сфері освітніх послуг вимагає чітких теоретичних обґрунтувань процесів формування нових підходів, добору методів і прийомів педагогічного впливу, засобів їхньої практичної реалізації. Реагуванням на такі запити соціуму вважаємо створення великої кількості альтернативних та експериментальних закладів дошкільної, шкільної та позашкільної освіти. Сьогодні для дітей, їхніх батьків та педагогів представлено чималий обсяг варіантів щодо вибору найбільш оптимальних і комфортних способів набуття знань, забезпечення розвитку та виховання відповідно до індивідуальної освітньої траєкторії дитини.

Проаналізовано чинники, які сприяють поширенню та зумовлюють необхідність функціонування центрів дитячого розвитку, з-поміж них такі: виникнення нових освітніх потреб та формування альтернативних підходів до навчання і виховання; мобільність до трансформацій на ринку праці; Поглиблення розуміння психологічних особливостей дитячого віку, сенситивних періодів, новоутворень, особливостей когнітивної та емоційної сфер у певний період. Схарактеризовано такі види альтернативної освіти, як домашнє навчання, альтернативні школи, дистанційна освіта, дитячі центри розвитку. Розкрито переваги та недоліки кожного з них. Проаналізовано принципи діяльності центрів дитячого розвитку: особистісно орієнтований підхід у роботі з дітьми і сім'ями, опертя на дані соціально-педагогічної діагностики; принцип розвитку; принцип відкритої системи, можливостей регулювання і вибору в процесі педагогічної діяльності; принцип взаємодії з сім'єю та індивідуального підходу до потреб сім'ї; принцип професійної взаємодії (спільна робота з психологами, педагогами, дефектологами, лікарями).

Ключові слова: дошкільна освіта, освітнє середовище, центри особистісного розвитку дітей, діти дошкільного віку.

ORGANIZATIONAL AND METHODOLOGICAL ASPECTS OF THE CENTERS OF PERSONAL DEVELOPMENT OF CHILDREN IN THE SYSTEM OF PRESCHOOL EDUCATION

Abstract. Modern development of science, technology and information technology expands the goals of child development, determines new needs and demands to the institutions of education and upbringing, in particular, preschool education. The need for innovation, transformation for improvement in the field of educational services requires clear theoretical justifications for the formation of new approaches, selection of methods and techniques of pedagogical influence, ways of their practical implementation.

The factors that contribute to the spread and determine the need for the functioning of child development centers, among them, are: the emergence of new educational needs and the formation of alternative approaches to learning and education; mobility to transformations in the labor market; Deepening the understanding of the psychological features of childhood, sensitive periods, tumors, features of the cognitive and emotional spheres in a certain period. Such types of alternative education as home schooling, alternative schools, distance education, children's development centers are characterized.



The advantages and disadvantages of each of them are revealed. The principles of activity of child development centers are analyzed as follows: personality-oriented approach in working with children and families, relying on the data of socio-pedagogical diagnostics; principle of development; the principle of an open system, possibilities of regulation and choice in the process of pedagogical activity; the principle of interaction with the family and individual approach to the needs of the family; the principle of professional interaction (joint work with psychologists, teachers, speech pathologists, doctors).

Keywords: preschool education, educational environment, centers of personal development of children, preschool children.

INTRODUCTION

The problem formulation. The multidimensionality of the modern child's interaction with the world around him and by himself actualizes the need and expediency to build pedagogical activity in different ways, stimulates innovative processes in the educational space of Ukraine, forms a variety of modern pedagogical realities. This was most clearly manifested in the formation of innovative types of preschool education institutions, in the formation of its humanistic paradigm, as well as in the implementation of various types of personality-oriented models of child development (Bekh I. D., 2020, p.7-8).

We consider the creation of a large number of alternative and experimental institutions of preschool, school and out-of-school education to respond to such demands of society. Today, children, their parents and teachers are presented with a considerable amount of options for choosing the most optimal and comfortable ways to acquire knowledge, ensure the development and upbringing in accordance with the individual educational trajectory of the child.

Analysis of recent research and publications. The concept of alternative education has been attracting attention for a long time. The founders of progressive education are considered to be John Dewey and Francis Parker. A significant contribution to the development of author's pedagogy was made by S. Frenet, M. Montessori, R. Shtainer, as well as domestic teachers-innovators: M. Guzyk, O. Zakharenko, V. Sukhomlinsky, whose activities date back to the XIX-XX century and describes the experience of organizing education, which laid the foundation of modern author's schools.

Also, the possibility for preschoolers to receive education in accordance with their own needs, requests, inclinations is reflected in the Laws of Ukraine «On Education», «On Preschool Education», the Concept of Early and Preschool Education (2020), the Basic Component of Preschool Education (2020).

AIM AND TASKS RESEARCH – to carry out an aspect analysis of the work of centers for personal development of children in the system of preschool education as educational institutions that provide alternative educational services based on innovative technologies.

RESEARCH METHODS: study of scientific sources and modern approaches to solving the problem of functioning of personal development centers for preschool children; analysis, synthesis, generalization and systematization to highlight various requirements for the operation of such institutions in Ukraine; modeling and forecasting of strategic directions of development of modern preschool education.

RESULTS OF THE RESEARCH

The spread of alternative and author's educational institutions in Ukraine is becoming more active, respectively, we describe how the latest social phenomena and changes in the educational space contribute to the spread of child development centers.

Namely:

1. The crisis of general education institutions. On the way to democratization of society, the processes of parental dissatisfaction and their statements about the need to rethink the quality of educational services for children provided in formal institutions have become noticeable. Having received the freedom and the right to influence the content and form of organization of the educational process, parents actualize the imperfections of the established system of preschool education.

2. The emergence of new educational needs. The formation of alternative approaches to teaching and education requires the transformation of pedagogical influences and, above all, attention to the categories of children with special educational needs, however, the development of general giftedness (special abilities) is also important (Zabolotna O., 2009, p.32).

3. Mobility to transformations in the labor market. Such processes involve the identification of the individual potential of preschool children, determine the development of such personal qualities, to which secondary schools pay indirect attention. For example: architectural skills, business understanding, design, robotics, etc. So, there are institutions that respond quickly to such changes and offer ways to develop and learn new skills from an early age.

4. Deepening understanding of psychological features of childhood, sensitive periods, tumors, features of cognitive and emotional spheres in a certain period, the importance of providing an individual approach, understanding the need for purposeful development of interpersonal skills (Zabolotna O., 2009, p.32-33).

It is these processes that create a demand for the emergence of new proposals for the organization of education and upbringing of the younger generation, for the possibility of choice in the field of individual development of the child.

The results of the analysis of the state of the problem allowed us to identify a number of types of alternative education, such as: home schooling, alternative schools, distance education, children's development centers (Polozhennia pro indyvidual'nu formu zdobuttia povnoi zahal'noi seredn'oi osvity, 2021). Let's describe them in more detail.

Home school, from the English homeschool - is home schooling. Parents who choose this type of alternative education take full responsibility for their child's education and development. Most of the time, children are at home and study at home, and the system of classes is determined by the parents themselves. Depending on the purpose and interests, it can be a regular school program that the child simply learns in a comfortable and cozy home environment, or a self-developed program that covers the child's personal interests, needs, abilities and other factors (Polozhennia pro indyvidual'nu formu zdobuttia povnoi zahal'noi seredn'oi osvity, 2021).



Studying at home contributes to the fact that the child has a lot of time for extracurricular activities, develops closer and closer relationships with the family, improves self-education skills and the ability to manage their own time. Such children avoid the discomfort associated with the need to adapt to new conditions, possible negative processes in the group dynamics among peers and adults. During this form of education, there are more opportunities for freedom, choice and responsibility. At the choice of the parents, the child can study independently or invite teachers to study with him for a certain period of time. This approach to some extent resembles tutoring, but the teacher must meet much higher requirements: he must deal with the child not from the position of teacher and student, but from the position of a friend who shares his knowledge with her (Martynchuk I., 2017, p.64).

If such an approach to learning was not conscious and responsible, then in such a situation there is a risk of insufficient development of the child's skills of arbitrary behavior, skills to follow the requirements and rules and, most importantly - learning skills, because the child can learn that learning is a spontaneous activity. rather than a purposeful process. Thus, before school age, development and learning mostly take the form of games, and starting from middle school age, children need to understand that for learning and mastering the material requires conscious effort (Polozhennia pro indyvidual'nu formu zdobuttia povnoi zahal'noi seredn'oi osvity, 2021).

Another risk is when parents teach themselves: there is a confusion between the identity of the father or the mother and the identity of the teacher, which causes a certain level of dissociation in the child, contradictions and emotional imbalance.

The issue of socialization of children whose parents have chosen home education is ambiguous. On the one hand, studying at home does not require a permanent stay there: like all children, homeschoolers attend classes and extracurricular activities, have interest groups, meet with friends and develop as full members of society. Concerns about the lack or difficulty of socialization are associated with a period when home education was a feature only for special children who for various physical and psychological reasons could not attend general education (Zabolotna O., 2009, p.36).

An important issue when choosing and organizing home education is that, according to the law of Ukraine, full general secondary education is compulsory. Therefore, it is important to document this process, including all the necessary attestations of knowledge to obtain a document on general education (Bekh I. D., 2020).

The next type we consider alternative schools that operate in Ukraine and have different specifics, approaches, forms and their own vision of education. They are mostly created by parents for their children when all other educational options cannot meet the demands of learning. Sometimes, such schools are transformed into large centers of alternative education, for example, this happened with the school «Athens», which has been operating for many years in Kiev (Shkola «Afiny». Osvita nova). In other cases, schools operate in the format of small, semi-family schools, where their own children and the children of relatives are educated.

Most of these schools function as full-time schools. This specific activity is optimal not only to carry out training, but also to leave such an important and necessary time for games, sports, extracurricular activities, hobbies and other activities that are crucial for the full development of the child. Many alternative schools abandoned the national assessment system and introduced their own methodology. However, those who have a state license (for example, the school «European Collegium») leave the twelve-point system, as they issue their graduates full educational documents (Pro shkolu. Shkola Yevropejs'kyj kolehium).

Education systems in alternative schools are quite diverse, they are distinguished from classical schools by a focus on the child and his personality. Alternative school programs involve the use of a significant number of innovative generally accepted world methods. Traits such as forcing a child to study certain topics, interfering in his comfort zone, stimulating the teacher's power, building a social hierarchy, and other typical attributes of a classical school are completely unacceptable for such a school. All approaches to learning must be built taking into account the natural curiosity, clear mechanisms for communicating materials and acquiring useful skills, from language variability to modern technologies (Martynchuk I., 2017, p.65).

Distance education is the result of a synthesis of several approaches to learning, which allows you to learn the school program without being in an educational institution.

Distance schools offer a choice of general school courses or external studies and are aimed at children who for some physical reason cannot attend school. In particular, this is a war due to russian aggression in Ukraine. Also, an appropriate state of health that does not allow the child to attend an educational institution, or exceptional academic success that allows the child to officially study at home.

The educational process is as follows - participants of the distance program visit their own online office on the school portal, which contains the schedule, program, recommendations on the subject and other useful information needed to master the material. Children who study remotely, in contrast to students who attend alternative schools or study at home, without unnecessary problems and shadow schemes receive a state certificate, because distance and external education is provided by the legislation of Ukraine (Nerianova S., Shvachova O. 2021, p.3).

The student also has online lessons with the teacher during distance learning. This interaction allows you to build a closer relationship "teacher-student" and helps the child better master the material of the general program. The form of distance learning is optimal for families, which, in principle, are satisfied with the classic program, but due to the flexible schedule and learning at home, the child has more free time. At the same time, parents do not have to spend a lot of effort on self-compilation of the program and its preparation, as all educational materials are already available.

Initially, distance learning in the Ukrainian educational space was introduced in the Free Economic Zone. Due to the innovativeness and unusualness of this form of education, higher education students have faced a number of difficulties related to the need for self-organization of the educational process. Distance education at the present stage is experiencing its formation, although this type of education is in great demand in society. It is due to political processes (migration of a large number of families from the occupied territories), such education is necessary for children who, due to mental and



physical health problems, are unable to attend educational institutions. This request is made by families for whom the ideas of learning in periods favorable to the child are valuable (Kremen' V. H., 2005, p.256).

With this form of education and development, there is also a need for a high level of self-organization, self-control and motivation of the individual to be included in the full educational process.

The above types of alternative education cover, for the most part, school education. Regarding preschool - the following types of it function: family preschool education and development; traditional preschool institutions; invitation of persons with high moral qualities, relevant higher education, license for the right to provide educational services in the field of preschool education (Zabolotna O., 2009).

Children's development centers are an alternative at the present stage.

The concept of out-of-school training centers is not new, however, as educational institutions they reach a qualitatively new level. Their main goal is to ensure the comprehensive development, education and upbringing of the child, in accordance with his abilities, inclinations, individual psychological needs and characteristics (Bekh I. D., 2020, p.14).

Let's try to analyze the features of children's development centers as an alternative type of preschool and out-of-school education. The activities of the latter are aimed at the development of the child's cognitive sphere (perception, memory, thinking, imagination, attention), taking into account the sensitive periods of development and the most favorable forms of educational influences; sensory development - the assimilation of ideas about the various properties and relationships of objects and phenomena, the mastery of new actions of perception, which allow a fuller and more differentiated perception of the world; development of intellectual abilities; the child's ability to solve problems, process information, according to age and abilities; support and development of imagination, creativity, which promotes innovative activities and is a component of intellectual development; development of aesthetic feelings (Bekh I. D., 2020, p.15).

Assumes the formation of the ability to perceive and transform reality according to the laws of beauty in all spheres of human activity; development of the emotional sphere. Formation of stable moral qualities, needs, feelings, skills of behavior on the basis of assimilation of ideals, norms and principles of morality and practical activity; development of volitional processes, which involves the development of the ability to set goals, the desire to achieve goals, efforts to overcome obstacles, mobilize internal tensions, the ability to regulate motivation, the ability to make decisions and inhibit behavioral reactions; language and speech development. Teaching children to speak the language, correctly pronounce sounds, words, use intonation, expand and accumulate vocabulary; development of physical abilities and preservation of health.

Provides for the formation of motor skills and their successful use in various life situations, as well as achieving optimal development of motor (physical) qualities: speed, agility, flexibility, endurance and strength; active socialization of the child, development of skills of interaction, communication, cooperation with peers and adults; development of adaptive capabilities, the child's ability to adapt to changing environmental conditions, using internal and external resources; development of self-care skills ((Martynchuk I., 2017).

The development of these qualities is realized in the following forms: purposeful and spontaneous game activity, educational and developmental classes, walks and games in the fresh air, communication and interaction with adults and peers, sand therapy, LEGO-construction, eidetics (Nerianova S., Shvachova O. 2021).

Also suitable are methods of organizing children, in particular, in groups for short stays, full days, comprehensive preparation for school (including psychological readiness and adaptive abilities), attending certain classes for children in peer groups and extracurricular development activities, consultations of teachers, speech therapists, individual lessons with a speech therapist, developmental and correctional classes with a psychologist.

In general, for the effective operation of children's development centers, it is necessary for their organization to comply with a number of principles and requirements.

The main principles of the child development centers are as follows: personality-oriented approach in working with children and families, relying on the data of socio-pedagogical diagnostics; principle of development; the principle of an open system, possibilities of regulation and choice in the process of pedagogical activity; the principle of interaction with the family and individual approach to the needs of the family; the principle of professional interaction (joint work with psychologists, teachers, speech pathologists, doctors) (Zabolotna O., 2009, p.33).

Requirements are divided into six groups:

The first is staffing requirements. They include: the presence of specialists who meet the qualifications, as well as have the basic competencies to organize activities aimed at improving the health of students and their physical development; organization of various activities and communication of children; organization of educational activities; interaction with parents (legal representatives) of pupils; methodological support of the educational process, possession of information and communication technologies and skills to apply them; support by pedagogical staff and the institution of professional development and improvement, obtaining additional knowledge, skills and abilities.

The second is the requirements for logistics. They include: requirements for the building (premises) and area of the educational institution (group) in accordance with sanitary and epidemiological rules and regulations; to water supply and sewerage, heating and ventilation, the area of the educational premises, their processing and equipment; requirements for artificial and natural lighting of premises for children's education; fire safety requirements in accordance with the rules of fire safety, electrical safety, requirements for protection of life and health of pupils and employees of the institution; the presence of premises in which educational activities are carried out, various types of children's activities (play, communication, labor, cognitive-research, productive, musical-artistic), health equipment; availability of the necessary (based on the number of pupils) qualified staff of specialists providing health and correctional work with children (speech therapists, speech therapists, educators and physical education instructors, pedagogues-psychologists, medical workers, teachers of additional education, teachers-defectologists) (Kremen' V. H., 2005, p.218).



The third is the requirements for educational and material resources: comprehensive equipment of the educational process, which provides the following opportunities: organization as a joint activity of adults and pupils, and independent activities of children, and care for them, building an educational process using age-appropriate forms of work. The main form of work with preschoolers and the main activity for them is the game, so it is necessary to organize a variety of play activities, space for physical development of students, as well as materials and equipment for physical activity, compliance with games, toys, teaching materials, publishing products, the availability of equipment for art and design, the availability of materials for sensory development, equipment and equipment of offices (speech therapist, teacher, speech pathologist, psychologist, medical, methodical) and halls (music, sports) in accordance with the principle of necessity and sufficiency for correctional work, medical care for children, methodical equipment of the educational process, as well as providing a variety of physical activity and musical activities of preschool children; the possibility of using modern information and communication technologies in preschool educational institutions (Kremen' V. H., 2005, p.225).

Fourth - the requirements for medical and social security. They cover the requirements for medical care of pupils in the educational institution (group), because he must be responsible for the health and physical development of children, treatment and prevention measures, compliance with sanitary and hygienic standards, regime and quality of nutrition; occupancy of preschool groups. The number and ratio of age groups of children in an educational institution is determined by the founder in accordance with their maximum occupancy and hygienic standard area per child in accordance with the requirements of sanitary and epidemiological rules and regulations; requirements for preventive examinations of staff working in the educational institution (group); requirements for the organization of nutrition and rehabilitation of children in accordance with sanitary and epidemiological rules and regulations.

The fourth requirement is medical and social security. It includes: information support of the educational process, which allows the use of interactive didactic materials, educational resources; the ability to meet the informational, educational and methodological, educational needs of teachers of the institution.

Sixth is organizational requirements, namely: to the psychological and pedagogical support, which is aimed at the formation of professional interaction of teachers with preschool children. It is based on an individual approach, definition of the zone of the nearest development and benevolent attitude to the child; organization of educational processes in the institution, which should include both joint activities of an adult with children and free independent activities of children (Kremen' V. H., 2005)

The teacher must be able to organize different activities. As the leading activity of preschool children, play activity is defined, which puts forward certain requirements to teachers for the organization of story-role play of preschoolers in preschool educational institutions; preservation of mental health of preschoolers, monitoring of their development, organization of classes with children aimed at correction of certain disorders of their mental development. Providing psychological support to preschoolers of the institution; observance of unity of educational, educational and developing purposes and tasks of educational process; building interaction with the families of foster children in order to achieve the full development of each child. Educators and pedagogues-psychologist are in constant contact with parents (legal representatives) of children, explaining to them the strategy and tactics of the educational process, advise parents on all issues of development and life of the child, the division of children into age groups according to (from birth to 1 year), early (from 1 year to 3 years), junior (from 3 to 4 years), middle (from 4 to 5 years) and senior preschool (from 5 to 7 years).

Compliance with the development center of most organizational requirements is the basis for the implementation of a set of goals, creating a comfortable environment for children and teachers, ensuring high quality educational services.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

We believe that child development centers are a full-fledged institution of preschool education and upbringing, providing all the needs of a preschool child, carrying out full-fledged comprehensive development of personality, formation of a culture of behavior and moral feelings. For children's centers is characterized by variability educational programs, which releases the creative energy of teachers and at the same time contributes to the effective development and education of children. Differences in the conceptual provisions of different programs lead to a variety of methodological support, the latest approaches to the organization of the pedagogical process in development centers. Different philosophy of programs is due to different views of the authors on the child, the patterns of its development, and hence the creation of conditions conducive to the formation of personality, preserve its uniqueness and reveal the creative potential of each child.

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