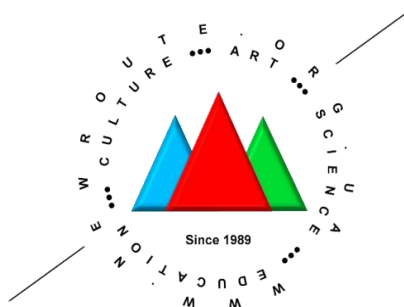
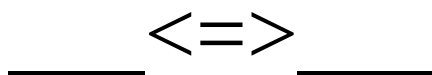




УКРАЇНА ТА СВІТ: ВИМІРИ СЬОГОДЕННЯ



Колективна монографія



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1.2. Senior preschool students "Soft skills" detection of the state of development by means of creative games

The chapter reveals the state of development of senior preschool students "soft skills" by means of creative games in the conditions of a preschool education institution. The relevance and necessity of the development of soft skills by means of creative games of senior preschool children are considered, scientific approaches to the problem of real and game relationships of preschool children are analyzed in the reflection of interpersonal interaction in creative games in psychological and pedagogical literature, the main trends of establishing real and game relationships in process of creative games, the expediency of reflecting interpersonal interaction of senior preschool children in creative games is determined. The real and game relationships of senior preschool children in the reflection of interpersonal interaction in creative games, the need for the development of a harmonious personality and the formation of social competence of a preschooler in a new socio-cultural environment are substantiated. Key words: senior preschool age, soft skills, development of "soft skills", creative game.

Education, in particular in the field of preschool education, faces the problem of finding and applying effective methods of interaction of all participants in the educational process: the choice of effective learning and education technologies, the implementation of quality approaches to the management of the pedagogical process. That is why, in the conditions of active search and transformation of educational models, a renewed image of the child is formed: who is able to act independently, quickly make decisions, realize personal creative potential, be mobile, flexibly adapt to living conditions, creatively approach the solution of any tasks; to work diligently and persistently with others to achieve the set goal; boldly step forward, taking responsibility for everything that happens around; confidently overcome difficulties, achieving the maximum results of their activities. Such a complex of abilities and skills is today known as "soft skills", and it is necessary for the formation and development of a child's personality in modern society, and they are an archival indicator of our "life" competence, an important factor for career growth and success in everyday life.

The Education Alliance's 21st Century Learning Partnership Program (2021) explored the Four K's formula: creativity, critical thinking, cooperation (teamwork) and communication skills. It is these knowledge and skills that will be necessary in the future.

The base of soft skills is formed in early childhood and develops throughout life. Therefore, it is especially important to build a solid foundation for soft skills in older preschool children. The development of soft skills from an early age is the foundation for further self-improvement of the child.

Analysis of the latest research and publications on the specified problem. Laws of Ukraine "On education" (2017), "On preschool education" (2017), "On higher education" (2017), "On childhood protection"; The concept "New Ukrainian School" (2018), the Basic Component of Preschool Education (2021), the Educational Alliance Program "Partnership for Learning in the 21st Century" (2021), the order of the Ministry of Education and Science of Ukraine regarding the SENN project (or SEE Learning), current child development programs "Child: an educational program for children from 2 to 7 years old" (2021), "Ukrainian preschool child development program", "I am in the world" (2019), by order on conducting an all-Ukrainian level experiment on the topic "Organizational and pedagogical conditions for the formation of soft skills of students by means of socio-emotional and ethical training" (2019), etc.

The purpose of the chapter is to theoretically substantiate the state of development of "soft skills" in senior preschoolers by means of creative play.

N. Gavrysh, K. Krutiy, O. Barynova, E. Hayduchenko, A. Marushev, V. Davydova, V. Zhadko, A. Churkina, D. Ivanov, I. Kanardov were engaged in researching the problems of "soft skills", I. Klyukovska, N. Miroshnychenko, M. Novykov, A. Choshanov, L. Chulanova, E. Pavlova, Yu. Portland, O. Sosnytska and others. Today, the world is changing, and the socio-economic development of society is accelerating. In order for a modern preschool education specialist to keep up with all the latest changes, it is necessary to constantly develop oneself. This is necessary in order to successfully achieve the set goals, competently use skills, knowledge and abilities in professional activities and be a competitive specialist.

The issue of game activities of preschool children is particularly acute, because the main emphasis is on learning and less attention is paid to children's game, as something secondary. This problem can be solved only when it is clear that the game should prevail in the educational process of the preschool education institution. In the process of a child's development and formation of as a personality, the game certainly plays a rather important role. For children of preschool age, the game is the leading type of activity. It is in the game that not only mental processes develop: e.g language, speech, memory, attention, as well as such important personality qualities as perseverance, attentiveness, the ability to follow certain rules. By means of the game, such feelings as compassion, the ability to come to help, and be friends are cultivated. The use of children's games in the educational process in modern society is not only natural, but also necessary (A. Bogush).

Creative game is the independent creation by children of a game concept and plot based on works of art familiar to children, that is, a creative interpretation of the content of fairy tales, stories, etc., familiar to children. Creative game is variously characterized by such features as: imagined situation, creative character, availability of roles, arbitrariness of actions, specific motives, social relations. The pedagogical value of the creative game is that in this process, in addition to the relationships determined by the content, roles, and rules, real relationships arise between children. After all, they have to agree on the game, assign roles, monitor the implementation of the rules, etc. In the game, preschoolers more easily establish contact with each other, subordinate their actions, yield to each other, as this belongs to the content of the roles they have accepted. Real relationships are the basis of the organization of children's society, which gives grounds to consider play as a form of organizing the life and activities of preschoolers [3, p. 6].

All current, approved and recommended educational programs for training and raising children of preschool age determine among the priority goals and tasks of preschool education the realization of the abilities and potentials of each individual. This thesis is implemented in the program documents through the formation of various competencies (intellectual, social, speech, etc.), each of which points to the indisputable and main condition for their existence – the development of knowledge, abilities and skills, the ability to understand oneself and realize one's life aspirations among others.

In the Basic component of preschool education, game competence involves the formation of the following characteristics:

- an emotional-value attitude, which includes sustained interest and enthusiasm for game activities, interest in game and real events, game reincarnation, values of group solidarity in the game;
- knowledge: about the types and names of games, content of games, norms of behavior in games;
- skills: choosing a theme for games, developing a plot based on direct and indirect experience, setting up a game environment, following the rules of the game, coordinating one's own actions with the actions of game partners [1].

Game competence is formed by including the child in creative games. Children's game researchers (D. Elkonin, N. Korotkova, N. Mykhaylenko, T. Ponimanska, etc.) highlight the following features of the game:

- the presence of rules of the game that regulate the actions of the child, and their assimilation helps to master the moral norms embedded in the role;
- social motives of games;
- experiencing emotions that are not yet available in real life, which determines the child's emotional development; at the same time, the complexity of the game contributes to the awareness and complexity of emotions;
- development of children's thinking and imagination, awareness of the acted actions meaning;
- development of speech, with the help of words the child learns to express his thoughts and feelings, to understand the experiences of his partners, to coordinate his actions with them [9].

The game represents the highest level of child development: it is freedom, active disclosure of the child from the inside; a spiritual product and at the same time the model and imitation of all human life, the inner, hidden life of nature in man and in all creations; joy, freedom and satisfaction; peace with the world.

However, in recent times, serious concern on the part of scientists (O. Kravtsova, O. Smirnova, D. Feldshtein) causes a conclusion about the "impoverishment" of game in the children's subculture. Scientists note the low level of game development of preschoolers, which leads to the underdevelopment of the child's motivational and need sphere, arbitrariness, communicative and behavioral skills. The results of the observations prove that children's games become meaningless, game actions are monotonous, preschoolers do not know how to develop the plot of the game, rarely use substitute objects and do not create new game situations. Therefore, the game leaves the child's life, and with it the childhood itself, researchers of children's games come to such a disappointing conclusion [9].

Thus, the reason for the decrease in children's interest in the game is the decrease in adult attention to it, when attention is replaced by providing a large number of toys. The situation can be changed by an adult's orientation towards a compatible partner game, rather than familiarizing the child with the rules, helping him master new, more complex ways of playing, teaching the child the ability to explain his actions and correlate them with the actions of his game partners (N. Korotkova, N. Mykhaylenko). The defined approach contributes to the development of confidence in one's abilities and the desire to act independently and develop the skills.

N. Kudykina, distinguishes between creative games and games according to the rules: creative games are defined by the researcher as creative activity of the child on his own initiative, games according to the rules are aimed at the implementation of certain meaningful and procedural bases of the game already created by adults. Among the creative games, the researcher singles out: story-role, constructive-building, dramatization and theatricalization games, games with work elements, fantasy games. Games with rules include: didactic, cognitive, travel games, mobile, sports, dance, folk, intellectual, computer, entertainment games. Despite the variety of games, the researcher calls the development of independent, active activities of children in parallel with the use of a system of pedagogical methods and techniques aimed at mobilizing all structural components of the game and achieving a positive result as a condition for methodical support of gaming activities [5].

T. Ponimanska emphasizes that the creative game is a school of morality, since the moral qualities formed in it affect the behavior of preschoolers in everyday life, therefore the elements of the creative game are effective in forming the "soft" skills of 6-7-year-old children [4].

The problem of the development of game activities in modern preschool children is reflected in the works of T. Pirozhenko. She notes the fact that the place of game in the lives of senior preschool children has decreased as a result of the reduction in the educational value of role-playing games by adults. The researcher notes that this leads to inhibition of the active development of mental processes and neoplasms in the child. As a result of the limited experience of communication in story role-playing games with peers, preschool children's ability to think creatively decreases, the process of assimilation of communication norms is complicated. The peculiarity of creative games is that they are collective and not regulated by adults. Educators indirectly influence play activities by enriching children's experience in communicating with peers. The content of the game is determined by the players themselves, the plot is chosen, the roles and rules are assigned, according to the game events. Under such conditions, children are given the opportunity to act freely and show initiative in their own behavior, to introduce individuality and elements of novelty into the role [4].

M. Savchenko's research is devoted to the role of play activities in the education of preschool children independence. The author claims that in the pedagogical support of game activities, educators prefer such methods as encouragement to active actions, encouragement, preliminary positive assessment. Instead, techniques such as asking leading questions, explanations, solving problem situations, and exercises are used occasionally. This position of upbringing led to the problem of developing independence and initiative in children during role-playing games. Regarding the provision of game space, M. Savchenko notes that the equipment of group rooms in most

educational institutions needs to be diversified. On the basis of theoretical analysis, we define role-playing games as an effective means of raising the initiative of senior preschool children. After all, it is in this type of activity that natural conditions are created for the unforced education of the personality and its qualities [7, p. 365-369].

In creative games and preparation for them, soft skills are actively formed thanks to children's communication, their joint activities, and collective creativity. Creative game is an opportunity for every child to express himself, discover hidden abilities or talents, learn to interact with others, work in pairs or groups, make compromises, express his own opinion, etc. In the game, the child's neoplasms develop and manifest, which make it possible to learn to independently plan, carry out and control one's own activities. It was established that for the rational organization of game activities of senior preschool children, it is advisable to carry out the correct pedagogical guidance, based on knowledge of the peculiarities of the development of mental processes in the game. In order to identify the state of development of "soft skills" by means of creative game, it is necessary to conduct a comprehensive individual assessment and pay attention to:

- The concept of the game, the setting of game goals and tasks. How does the idea of the game arise (determined by the game environment, the suggestion of a peer, arises on the initiative of the child himself, etc.)? Does he discuss the idea of the game with his partner, does he consider their point of view. How sustainable is the idea of the game? Does the child see the perspective of the game? Is the idea static or does it evolve over the course of the game? How often is improvisation seen in the game? Is he able to formulate a game goal, a game task verbally and offer them to other children?

- Game content. What constitutes the main content of the game (actions with objects, domestic or social relations between people)? How diverse is the content of the game? How often are games with the same content repeated?

- The plot of the game. How diverse are the plots of the games? What is the stability of the plot of the game (that is, how much does the child stick to one plot)? How many events does the child combine into one plot? How extensive is the plot? It constitutes a chain of events or the child is a participant in several events included in one story at the same time. How is the ability to jointly build and creatively develop the plot of the game manifested? What are the sources of game plots (book, observations, stories of adults, etc.).

- Performance of the role and interaction of children in the game. Does it indicate the performed role with a word and when (before the game or during the game)? What are the means of vyko does it act to interact with a partner in the game (role speech, visual actions, facial expressions and pantomime)? What are the features of the role-playing dialogue (degree of elaboration: individual lines, phrases, duration of the role-playing dialogue, focus on the toy, real or imaginary partner)? Does it convey and how does it convey the characteristic features of the character? How does one participate in the distribution of roles? Who manages the allocation of roles? What roles do you most often perform: main or secondary? How do you feel about having to play secondary roles? Why does the child prefer: to play alone or to join a play association? To characterize this association: number, stability and nature of relations. Does the child have favorite roles and how many roles can he play in different games?

- Game actions and game objects. Does the child use substitute objects in the game and which ones? By what principle does the child choose substitute objects and change their purpose for use in the game? Does the child verbalize substitute objects, how easily does he do it? Who is the initiator of the choice of a substitute object: the child himself or an adult? Does he offer his replacement option to the partner? Does he use figurative toys in the game and how often? Does the child have favorite toys? Characteristics of game actions: the degree of generalization, comprehensiveness, diversity, adequacy, consistency of one's actions with the actions of a partner in the game. What is the role of words in game actions? How does one perceive an imaginary situation, does he understand its convention, or does he play with imaginary objects?

- Game rules. Do the rules function as game regulators? Does the child recognize the rule? How does the child relate the fulfillment of the rule to the assumed role? Does he follow the rules of other children? How does he react to violations of the rules by his partners in the game? How does the child react to the game partner's comments about her following the rules?

- Achievement of the game result. How is the initial idea and its implementation in the game related? Does the child correlate his idea with the achieved result? By what means is the implementation of the plan achieved?

- Features of conflicts in the game. About what do conflicts most often arise (assignment of roles, compliance with rules, possession of a toy, etc.)? What are the ways to resolve conflicts?

- Game environment. Does the child prepare the game environment in advance or pick up items during the game? Does the child use the proposed game environment (play corner content) and how?

- The role of an adult in leading the game. Does the child address the adult during the game and about what? How often does he apply? Does the child invite an adult to participate in the game? [8].

The child wants to play with other children and enjoy it. It is important for the child to be played with, to be given the opportunity to play with friends, to be helped to find new friends in the game and to experience a very

important feeling – the feeling of collectivism. An important point that determines the success of "drawing" children into the world of the game is the behavior of an adult during the game. The educator most often acts in the role of a "teacher" – demands, asks, evaluates. In a game, the position changes to a "game partner" with whom the child feels on an equal footing, there will be no pressure from the teacher. It can be concluded that the teacher should play with the children in order for them to master the game skills.

Therefore, it is important to pay attention to certain aspects to identify the state of development of "soft skills" through the means of creative play. The assessment of these aspects will allow us to find out to what extent a child can formulate game goals and tasks, show creativity, work in a team, as well as to what extent his game design reflects intellectual and emotional development.

An important means of forming the beginnings of collectivistic relationships in senior preschoolers is the organization of joint activities. Involvement of the child in joint activities together with peers helps to feel and understand the need to comply with generally accepted norms and rules of interaction, contributes to the formation of the ability to subordinate one's personal goals and intentions to group ones for the sake of the common cause success. A methodically correctly planned and organized game provides positive results in the development of soft skills of a preschool child, which makes it necessary to strengthen further research in the direction of methodical development of games for preschool children, directly aimed at developing certain soft skills in them.

Summarizing the obtained results, we can say that it is extremely necessary to pay significant attention to the development of children's flexible skills, to involve them in communicative activities, to teach them to take responsibility for their actions and deeds, to work on the development of creative abilities, to form the ability to use time rationally, etc. Games, story role-playing games, dramatization games, staging games can be effective for this.

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