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MODERN SCIENTIFIC RESEARCH ON THE DEVELOPMENT OF PROACTIVENESS OF PRESCHOOL CHILDREN

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Abstract. This article introduces the results of analysis of modern scientific research in preschool education, which represents the problem of development of basic qualities of the identity. The research displays that the results of the study on the problem of development of basic qualities of preschool-age children influence the improvement of the content of program provision in the educational process in preschool educational institutions in Ukraine and are meant to be a reference point in choosing the strategy of its reorganization.

Keywords: preschool-age children, preschool educational institution, basic qualities of the identity.

1. INTRODUCTION

In the conditions of the modern society nurturing of the basic qualities of the identity acquires great importance. According to the innovative content of education in the context of humanization of goals of preschool education, the preschool educational institution is oriented on the comprehensive development, contribution to the personal development of children, their socialization; approximation of the content of education to the modern needs of children, requests of the parents and society; formation of the life competence and ability to the subsequent self-realization in the modern society. Under the conditions of personal-oriented education a child demonstrates activeness in the performance, learns to act independently, solves controversial situations, self-expresses in the society and expresses activity in all the spheres of life [7, p. 5-10].

The content of preschool education in Ukraine is governed by a number of state documents and is developed according to the accepted conceptual basis. The foundation of the educational process in preschool educational institution (PEI) is directed on the development of the identity and upbringing of basic qualities in children of preschool age. It is represented on theoretical basis in the results of scientific researches and experience of teachers practitioners. In the state documents of the preschool education the significance of development of individual potential of the person and its basic qualities are claimed to be priorities. Therefore the relevance of researching peculiarities and manner of formation of basic qualities of the individuality from preschool childhood is unquestionable.

The goal of the article is presentation of the results of analysis of scientific approaches to the nurturing of the basic qualities of preschool-age children in the conditions of social preschool nurturing.

Main tasks of the article are seen by the author in the performing of the analysis of theoretical basis of formation of basic qualities of the identity in the period of preschool childhood, for instance, illustration of views on the nurturing of proactiveness of senior preschool children in the works of the researches.

Research methods: analysis, generalization, systematization of the data from scientific sources with an intention of defining theoretical basis and ways of practical solving the problem of formation of proactiveness in preschool-aged children in a role-playing game.

2. ANALYSIS OF RELEVANT RESEARCHES

The intensity of social changes in Ukraine causes changes in the nurturing of the human which leads to successful self-realization in dynamically renovating society. Ability to self-realization is expressed in self-affirmation of the identity, initiation of personal decisions in all spheres of life activities, performance results.

For considering main approaches to the nurturing basic qualities of identity in the child in preschool educational institution, we took into account the works of the prominent pedagogues and psychologists on the realization of modern approaches to the organization of educational process and implementation of the high-quality content of the educational programs in the practical work with children of preschool age (H. Bieliienka, A. Bohush, H. Havrysh, N. Denysenko, N. Diatlenko, O. Kononko, K. Krutii, T. Pirozhenko, etc). The problem of development of the identity and one's basic qualities is not new in the theory of preschool education and is clearly seen in the scientific inquiries of the past and the present – in works of K. Ushynskiy, L. Vyhotskiy, H. Kostiuk, O. Zaporozhets, H. Ball, O. Leontiev, D. Elkonin, M. Lisina, M. Poddiakova, L. Artemova, L. Bozhovych, V. Kotyrlo, K. Karasiova, O. Koshelivska, S. Kulachkivska, S. Ladyvir, N. Nepomniashcha, D. Usyk.

Pedagogical thought reflects different aspects of the issue of the development of the identity and nurturing one's basic qualities starting from the period of preschool childhood. The following may be highlighted among the main directions of scientific inquiry: L. Artemova, L. Burova, O. Koshelivska (nurturing of the child's identity in play activity), I. Beh, O. Budnyk, N. Havrysh, T. Ponimanska (forming of the moral qualities of the identity, moral and ethical education), H. Bieliienka (forming of the identity while working and interacting with nature, V. Kuzmenko (nurturing of individuality of the preschool-age child), M. Savchenko, O. Udina (nurturing of autonomy in play activity), etc.

In the scientific researches of the given authors the opinion is defended that the personal level of human's development is defined by their life activity. Active identity shows proactiveness in any type of activity. In our research we consider the opinion of T. Pirozhenko concerning psychological appearance of the senior preschool age, we expect that the formation of the creative types of activity, for instance a role-playing game, is an essential condition of the development of the personal potential of the preschool-age child and formation of his or her basic qualities in this age period. As a matter of fact appearance and formation of the activeness and proactiveness of the identity in this period of development happens during specific types of children's activities [11, p. 8-15].

According to O. Kononko basic qualities are main, most important features that are decisive in the formation of identity. She underlines that individual life experience of the child and external influence of the nurturing and education can be seen as essential conditions of constructiveness, productivity of the livelihood of the child, realization of his or her personal potential. O. Kononko connects these notions with achievement of the personal development of the child or in other words his or her life competence. The researcher defines life competent child of the preschool age as the one who has formed basic qualities of the identity. [4, p. 68-70]. According to O. Kononko the main strategic goals of the preschool education that should be solved by practitioners is the creation of the conditions for self-realization of the child, forming productive activity in them (proactiveness, independence, creativity).

Her point with regards to the nurturing of the basic qualities of the identity was also expressed by H. Bieliienka who thinks that the efficiency of the work on formation of basic qualities of the identity depends on emotional contact of the child with the environment, successful cooperation of the

pedagogues and parents of preschool-aged children in the scope of nurturing of the child. The researcher characterizes such main basic qualities of the identity as arbitrary behavior, autonomy, creativity, freedom and safety of the behavior, self-realization, self-attitude, self-assessment and proactiveness. H. Bielienska characterized proactiveness as ability and aptitude of the child to the active deeds and independent, personal initiatives. According to the researcher the development of proactiveness is advisable to perform first of all in the leading type of activity of the preschool-aged child that is play and education that is based on using playing methods [2, p. 11-15].

Having studied the problem of the nurturing of the morality of preschool-aged children, the other scientist T. Ponimanska mentions that morality is the basis of personality development and emphasizes on formation of the real morality in which a child consciously follows norms and rules of behavior. Therefore, morality of an identity is formed in the conscious choice and is revealed in actions that are defined by their moral values, beliefs and principals. Having studied subjective position of the child in the educational process T. Ponimanska noted positive influence of the subjective experience on the nurturing of morality which is acquired by a child through taking part in the performing a system of tasks including play activities. According to the researcher such basic qualities as creative activity and autonomy of the identity which includes proactiveness are formed in subjective experience of children which is provided through organization of pedagogical process on the basis of interaction of pedagogues and nurslings [12, p. 3-6].

According to S. Ladyvir a period of preschool childhood is appropriate for the development of the identity as long as their intensive development could be seen in different kinds of activity, communication, education. A great importance for the identity development has activity in which a child tries to get new knowledge and self-realize. This type of activity in the period of preschool childhood is a game, in senior preschool age this is its variety – role-playing game. Realization of personal potential in a game by the child acquires a status of valuable orientation for them which encourages the formation of proactiveness. Grown-ups are able to make this process more effective by means of organizing positive pedagogical interaction between a child and mediate control of the game. S. Ladyvir stated that the effectiveness of the pedagogical interaction between nurslings and grown-ups is reflected in the ability of the child to manifest him- or herself in the activity, his or her ability to act actively, to assess creatively, independently and take decisions proactively [8, p. 6-8].

According to L. Artemova an important way of nurturing influence on the child is play activity. The research results of L. Artemova witness that children of preschool age reflect acquired knowledge in the game which they got in the result of organized educational work and personal empiric experience and which confirms the reflection of individuality in the game. In other words, children bring independent, creative and proactive element in the game which is reflected in the choice of the role and the way of enacting it, adding personal ideas to the development of the plot in joint play. The researcher draws attention to the control of the gaming activity by pedagogues and consideration of display of activity, creativity, independence and proactiveness of the children. The researcher states that development of basic qualities of the identity and their mediated stimulation influences the content and time period of the development of the role-playing game. The game accelerates the activity of the children without depressing their proactiveness [1, p. 159].

According to the results of observations of pedagogues-practitioners and researches of scholars, formation of basic qualities of the identity and his or her general development is conditioned by the content and organization of the child's activity in the developing environment [3]. An ability of the preschool teacher to form and develop proactiveness of the child as basic quality mostly depends on the available methodical provision of the educational work in preschool institution, character of interaction between the nursling and pedagogues [6, p. 12].

The scholars agree on the point that nurturing of the basic qualities of the personality should be started at as early age as possible. At the same time we noted that among identity qualities outlined in the basic component, those that should be formed in the preschool childhood, are those that are not sufficiently studied on theoretical and practical levels. One of them is proactiveness. At the same time the scientists emphasize the necessity of the personal development of the child which is impossible

without providing him or her with freedom of activity, demonstration of autonomy and support of proactiveness.

The aforesaid tendency is reflected in the content of the educational program of the preschool educational institutions. All of them are directed on the improvement of the quality of preschool education, implementation of modern pedagogical technologies, methods and techniques, forms and means of formation of basic qualities of the identity [8, p. 31-32].

The listed ideas of the scholars actualize requests on the elaboration of the program and methodical documentation for preschool education, which target pedagogues on the organization of educational process on the basis of humanization and individualization principles.

In the modern programs of nurturing of children of preschool age we can note the focus of the educational process on the source of development of the identity based on the prerogative personal-oriented model of nurturing. For instance, the Ministry of Education and Science of Ukraine defined a list of recommended programs and educational literature for the use in preschool educational institutions. As of 2015 the following programs are recommended for use in preschool educational institutions: "Confident Start", program of development of children of senior preschool age (authoring team Andriietti O.O., Holubovych O.P. and others), "Dytyna": educational program for children from 2 till 7 years old (academic advisor Krutii K.L.), "Ukrainske doshkillia": program of development of preschool-age children (authors Bilan O.I., Vozna L.M., Maksymenko O.L.), "Soniashnyk"; complex program of development, education and nurturing of preschool-age children (author Kaluska L.V.) [10, p. 2].

Priority of the modern preschool education is improvement of its quality as a condition of identity development. According to the data of the Concept of the State Purposeful Program of Development of Preschool Education for the Period Until 2017, a net of the modern preschool institutions do not provide the citizens with preschool education in the full scale. Only 56% of the general quantity of children visit preschool educational institutions. Groups are overcrowded, 106 thousands children are waiting for their turn to be admitted. Preschool education covers 93,5 of total amount of 5-year-old children which contradicts to the legal requirements and affects the quality of the educational process in the school. Therefore, inquires of the parents of preschool-age children are directed at nurturing, development and education of the future generation in the conditions of preschool educational institution [5, p. 17]. The main tasks of the Concept of State Purposeful Program are: creation of conditions for the receiving of the obligatory preschool education by five-year-old children, improvement of quality of preschool education, provision of personal growth of each child with account of his or her inclinations, skills, individual peculiarities, strengthening of educational and methodological basis as well as material and technical resources [5, p. 20].

3. CONCLUSIONS

The society pays redouble attention to the problem of nurturing of active, independent, proactive identity that is capable of self-realization in the community. According to the analysis of the research results, the most effective way of forming and development of all basic qualities of the identity in the period of preschool childhood is play activity. Proactiveness is one of the basic qualities of the identity and simultaneously a component of a number of others. We attempt to conclude, by formation and development of this feature in the game we inspire wholesome development of the identity. It is essential to provide children with an ability to play freely and create pedagogical conditions when the process of nurturing proactiveness goes naturally and effortless.

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У статті представлено результати аналізу сучасних наукових досліджень з дошкільної освіти, в яких відображено питання виховання базових якостей особистості. Обґрунтовано, що результати дослідження проблеми виховання базових якостей у дітей дошкільного віку впливають на вдосконалення змісту програмового забезпечення освітнього процесу в навчальних закладах України і можуть слугувати орієнтиром у визначенні стратегій його перебудови.

Ключові слова: діти дошкільного віку, дошкільний навчальний заклад, базові якості особистості.