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університет імені К. Д. Ушинського»
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ПСИХОЛОГО-ПЕДАГОГІЧНІ АСПЕКТИ РЕАЛІЗАЦІЇ СУЧАСНИХ МЕТОДІВ НАВЧАННЯ У ЗАКЛАДАХ ОСВІТИ

**ЗБІРНИК МАТЕРІАЛІВ
ВСЕУКРАЇНСЬКОЇ НАУКОВО-МЕТОДИЧНОЇ КОНФЕРЕНЦІЇ
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ОРГАНІЗАЦІЙНИЙ КОМІТЕТ КОНФЕРЕНЦІЇ:

Черненко Наталія Миколаївна - доктор педагогічних наук, професор.

Соловейчук Олена Максимівна – фахівець Південноукраїнського центру професійного розвитку керівників та фахівців соціономічної сфери.

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(протокол №7 від 26 грудня 2024 р.)*

Рецензенти:

Фурман Анатолій Анатолійович - доктор психологічних наук, професор, директор Навчально-наукового інституту гуманітарних наук Національного університету "Одеська політехніка"

Пєнов Вадим Васильович - кандидат педагогічних наук, доцент, доцент кафедри фізіології здоров'я і безпеки людини та природничої освіти Одеського національного університету імені І.І.Мечникова

Психолого-педагогічні аспекти реалізації сучасних методів навчання у закладах освіти: збірник матеріалів всеукраїнської науково-методичної конференції. Одеса : Університет Ушинського, 2024. 208 с.

До збірника ввійшли матеріали всеукраїнської науково-методичної конференції, присвяченої різним аспектам організації освітнього процесу в умовах цифрової трансформації, сучасним методам та формам організації освітнього процесу у закладах освіти різного рівня, підготовці фахівців соціономічної сфери у закладах освіти.

Науковці висвітлюють питання щодо сучасних форм і методів організації освітнього процесу в умовах цифрової трансформації.

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БЕРЕЗОВСЬКА Людмила Іванівна

GAME TECHNOLOGIES AS A MEANS OF FORMING THE READYNESS OF FUTURE EDUCATORS FOR PROFESSIONAL ACTIVITY

In modern conditions, the education system of Ukraine is focused on optimizing the professional training of future specialists and integrating innovative technologies into the educational process. Higher education institutions face the task of preparing competitive specialists who are ready to work in the unstable conditions of today, respond to socio-economic and political challenges. This also applies to future educators of preschool education institutions (hereinafter referred to as PEIs), whose success depends on effective interaction with children, parents, and the teaching staff, their ability to work in a team, establish and maintain professional relationships with representatives of various institutions and organizations, plan and organize activities for children, utilize appropriate methodological techniques and strategies, and enhance their professional competence.

The increasing demands on the professional training of future educators require the renewal of the content of professional education, the selection of modern methods, tools, and teaching technologies. Effective technologies in the process of training future educators in higher education institutions include the implementation of game-based technologies.

The issue of using game-based technologies in the educational process has been reflected in the scientific works of I. Dychkivska, O. Dubaseniuk, N. Kichuk, O. Komar, M. Marko, O. Pometun, H. Selevko, S. Sysoieva, M. Chepil, and others.

Game-based technologies in higher education are considered professionally oriented pedagogical technologies. In the context of this study, it is important to clarify the essence of the concept of "educational game-based technologies." To achieve this, we will explore the meanings of the terms "game" and "game-based technology."

In dictionary sources, the term "game" is defined as an action associated with playing or engaging in play; an activity for children [4, p. 473]; a type of non-

productive activity whose motive lies not in its outcomes but in the process itself. In the Encyclopedia of Education, a game is described as a type of creative human activity in which methods of interacting with objects, relationships between people, norms of social life, and cultural achievements of humanity that characterize the historically attained level of societal development are reproduced in an imaginary form [1, p. 138]. Thus, a game can be defined as an activity carried out under specially created conditions resembling real-life situations, aimed at reproducing and acquiring social experience and reinforcing practical methods of action.

The phenomenon of "game-based technology" is analyzed by N. Machynska as a system of structured actions designed to form, develop, expand, and generalize knowledge during the learning process. The scholar emphasizes that the use of pedagogically directed games in the educational process fosters positive motivation for learning, stimulates students' curiosity in solving professional tasks, and develops practical skills essential for their future professional activities [3, p. 20]. M. Marko defines game-based technology as a set of methods, techniques, and tools for organizing the educational process using various didactic games tailored to the objectives, specific tasks, and anticipated results. These technologies are characterized by their active cognitive and educational focus [2, p. 40].

Thus, the primary goal of game-based technologies in the training of future educators of preschool education institutions (PEIs) is to create professionally oriented situations through which students acquire practical interaction skills with children, forming the foundation of their professional activity. An important feature of simulated game situations is that they can be repeatedly practiced, reinforced, and improved through step-by-step action refinement. These situations serve as a learning tool whose main content and purpose are to teach future educators to act effectively in real-life situations.

Every game-based technology has its own characteristics, objectives, and goals, the understanding of which helps educators organize the learning process, create a positive mindset, and maintain a relaxed atmosphere. The use of game-based technologies allows educators to address various tasks by simulating professional situations, correcting and eliminating deficiencies, developing practical skills, and fostering professional self-improvement.

Modeling professionally oriented situations during the practical training of students in the specialty 012 Preschool Education is aimed at:

- developing a conscious attitude toward the future profession, encompassing value orientations, functional responsibilities, readiness to perform professional tasks, responsibility, empathy, tolerance, and humanity;
- professional competence, which includes mastering a comprehensive set of specialized knowledge, skills, and professional actions (e.g., analyzing simulated situations, designing and evaluating them, engaging in reflection and self-assessment);

- professional orientation, emphasizing the search for effective means of communication, proficiency in modern communication technologies and techniques, and the application of information and communication technologies in their work.

The effectiveness of students' mastery of theoretical material, game outcomes, and task execution depends on the purpose and objectives, selected material, and the content of professional situations when solving various problems, as well as a positive attitude toward learning. Professional activity modeling is associated with business and role-playing games, analysis of pedagogical situations, project methods, and more [3, p. 18].

Using the principles of role-playing games, the instructor has the opportunity to immerse students in their future profession and, by modeling professional situations, develop professional competence, enrich their vocabulary with specialized terminology, and foster readiness for practical challenges.

An illustrative example is the participation of third-year students specializing in 012 Preschool Education in the business game "I Can Achieve Success."

Objective: To help students understand the motivations behind potential obstacles on their path to achieving professional goals.

Procedure: Students were divided into groups and asked to select a card with a problem scenario. Each group discussed their problem, identified ways and strategies to overcome it, and filled out their findings on a shared sheet. During the presentation phase, participants took turns presenting the challenges they identified, proposed solutions, and discussed methods for overcoming and preventing failures. They also focused on developing skills necessary during their educational journey.

The game concluded with the exercise "Microphone." Participants were encouraged to complete sentences such as:

- "I can work as an educator because..."
- "I will succeed in my professional activities because..."
- "The level of professional competence of an educator depends on..."

The use of such interactive forms of learning created optimal conditions for students to assimilate theoretical material, stimulate critical thinking, develop speech and creative abilities, and gain teamwork skills. Furthermore, it allowed them to acquire self-presentation experience, crucial for their professional growth.

This approach highlights how business games not only contribute to enhancing professional competencies but also ensure that future educators are better prepared to tackle real-world challenges with confidence and creativity.

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БУЛГАКОВА Олена Юрївна

SOCIAL INTERACTION IN A HIGHER EDUCATION INSTITUTION AS A FACT OF STUDENTS' SUBJECTIVE REALITY

The main thesis of our study is the statement about social interaction within a social institution as a determinant of psychological readiness for it. In sociology, social interaction is usually interpreted as consisting of individual social actions. It is characterized by reference to such concepts as status (a range of rights and responsibilities), roles, social relations, symbols, and meanings [6]. The concept of social status indicates a certain position in the social structure related to other positions and contains a sign of rights and obligations. It is emphasized that each member of society in his or her life acts as a carrier of a certain “status set”, which includes the leading status (determines the style and way of life, circle of acquaintances, manner of behavior). There are such concepts as social status (the position of a person in society), personal status (the position of an individual in a small group), ascribed status (status by birth), and achieved status (obtained as a result of free choice and personal effort) [6].

Interaction, which is usually interpreted as an “exchange of actions,” includes such important features as: a) inducement (primary stimulus-responses to communication), clarification of the situation (perception of the other person, situation and information), direct action, completion; b) subjective meaning of actions, attitude to the actions of others and actions in response; c) a complex system of exchanges of actions, consisting of ways to balance rewards and costs; d) interpersonal interactions formed by single actions, in which such components as the actor, the object of action, norms of interaction organization, values of participants, and the situation of action are distinguished; e) contacts - spatial, mental (mutual

ЧЕРНЯВСЬКА Ірина Михайлівна Актуальні проблеми формування дослідницьких умінь здобувачів вищої освіти першого (бакалаврського) рівня	155
ШПАЛЯРЕНКО Юлія Анатоліївна Гейміфікація у навчанні як засіб підготовки майбутніх педагогів до викладання у початковій школі	157
ШУГАЙ Алла Юріївна, ХАРЧЕНКО Оксана Олександрівна, ЩЕНЯВСЬКА Алла Володимирівна Integration of technology in education: transforming learning for the digital era	160
БАБЧУК Олена Григорівна Features of innovative technologies in personal development	164
БЕРЕЗОВСЬКА Людмила Іванівна Game technologies as a means of forming the readiness of future educators for professional activity	167
БУЛГАКОВА Олена Юріївна Social interaction in a higher education institution as a fact of students' subjective reality	170
КОВИЛІНА Вероніка Геннадіївна Інноваційні технології як інструмент особистісного розвитку здобувачів вищої освіти за спеціальністю 012 «Дошкільна освіта»	176
КРИМОВА Наталія Олексіївна Modeling the educational process in a reflective environment: modern approaches and methods	179
КУДРЯВЦЕВА Олена Альбертівна Сучасні методи розвитку критичного мислення здобувачів вищої освіти	182
ЛИСТОПАД Олексій Анатолійович, ЛИСТОПАД Наталя Леонідівна Development of soft skills and meta skills in the process of professional training	185
ЛІТОВЧЕНКО Ольга Василівна Інноваційні методи вдосконалення мовленнєвої компетентності майбутніх логопедів	188
МАРДАРОВА Ірина Костянтинівна, ГУДАНІЧ Наталя Миколаївна Innovative technologies as a tool for training future teachers	191
ПОСТОЯН Тетяна Григорівна Проектна технологія навчання як умова ефективної професійної підготовки майбутніх педагогів	194