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**South Ukrainian National Pedagogical University named after  
K. D. Ushynsky**

**Harbin Engineering University**

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**This international yearbook, as a periodical, includes scientific articles of Ukrainian and Chinese scholars on the problems of Sinology, Cross-cultural Communication, Pedagogics and Psychology: contemporary review. Odessa, Ukraine.**

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The third issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to acute issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian and Russian languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside with educational aspects of professional training of future specialists under conditions of multicultural environment.

The given articles may be of use to researchers, graduate students, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Pedagogics and Psychology.

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### **IMPROVING PEDAGOGICAL SUPPORT FOR THE PROCESS OF FORMING PRESCHOOLERS' SOCIAL SKILLS**

*The article deals with game activities. It is focused on the issues regarding the development of senior preschool-aged children's social skills. As a result of the generalization of the scientific foundation on improving the vocational training of future educators of preschool educational institutions there was determined the urgency of the problem. On the basis of self-reflection experience there was developed a strategy of productive training targeted to the future educators.*

**Keywords:** *professional competence preschool teacher, preschooler senior, social skills, social health of the child of preschool age.*

Personal and professional designation of domestic educator of pre-school educational institution has significantly increased and at the same time is complicated in the context of modern challenges. The question is not only of getting preschool education like an independent chain in the educational system in Ukraine, reorientation of schools in the development. Social and moral identity formation at the stage of preschool children seem to be of primary importance.

The problem of professional formation of successful professional society appeared long ago. The founders of modern professional education (A. Dubasenyuk, N. Guziy, Z. Kurlyand, V. Slastyonin, L. Khomich and others) defined the university stage which is of basic importance in the future specialist's professional

development. So, the researchers focus on increased resources, including modern high school while training students in the defined angle.

It should be noted that the training of future teachers of pre-school education is now studied in different directions: the formation of the teacher as a manager ( N. Denisenko, T. Ponomarenko and others), pedagogisation of preschoolers family education ( A. Sobolev, T. Zharovtseva and others), the formation of the teacher-researcher ( J. Wolyniec, N. Gagarin and others.), training a teacher-preschooler as a creative educator ( S. Havryliuk, A. November and others), the formation of teacher's speech personality ( A. Bogush, N. Gavrish) and others. But so far, in the field of professional pedagogy there is such an aspect: what innovative measures should be implemented in the educational process of a modern university for successful training of a preschool teacher who would be capable of developing child's constructive social and moral values, in particular at the senior preschool age under conditions of pre-school educational institution.

As a result of the analysis of scientific sources, some aspects of the problems of the national pre-school education are examined, we came to the conclusion that in the scientific discourse of a pre-school-aged child, as a subject of a social action, a multi-aspect phenomenon is positioned. The "sociality" of the child is manifested through an individual positive-creative transfer to a social being, who acts as an "integral result of social education of an individual". It is advisable to see certain "forms of sociality" (for example, civil) and a level where "the spiritual-value is higher than the level of sociality" ( T. Alekseenko, A. Brushlinsky, N. Lavrichenko, A. Malta, A. Rizhanova )

Sociologists emphasize attention to "social development" as a category of the human world relation. Psychologists (in particular, S. Rubinstein) argue about the appropriateness of proceeding from the concept of "picture of the world", the components of which are: physical space - is already associated with the attitude to the surrounding; social space, shows the attitude towards the surrounding people; moral space, reflects the value measurement of the child's entire environment; personal space, the manifestation of which is the attitude of the person to

himself/herself [7, P. 206]. The researchers of the problems of preschool pedagogy (for example, Andryushchenko T.) note on the contextual meaning of the "social health" of a child of preschool age, is associated with the presence of such vital skills as compassion, joint activity, effective communication; skills of "behaviour under pressure and threats". In addition, the formation of these vital skills contributes, as noted by some psychologists (in particular L. Smolskaya), the experience of the child's "happy moments", because happiness "synthesizes both sociocultural determinism and individual being-freedom."

It should be noted that experimental socio-pedagogical has been established experimentally for propaedeutics of negative manifestations in the behaviour of preschool children [4]. These manifestations are mainly associated with the lack of social skills in children already at the stage of preschool childhood.

Note that in modern psycho-pedagogics science, skill is considered as one of the forms of mastery of activity (alongside with skills and knowledge). This form is different in that, firstly, by repeating the action, it becomes worked out, if this action is performed with precision and perfection for the absence of element-wise conscious control and control on the part of the individual. Secondly, it is the skill that has this property: previously educated, it can either contribute to the formation of new skills, or delay this process.

Therefore, the first case concerns "transfer", the second one is about "interference".

Modern science distinguishes the following types of skills, as motor, sensory, mental and individual behaviour skills. It is believed that skills are formed in the first days of child's life, and, therefore, adults play an essential role in the process of its formation. Furthermore, it is much easier to create new skills "than rebuild wrongly cultivated"; for successful formation of skills, it is important for a child to accept it with understanding [2, p. 286]. So preschool teacher's exceptional personal and professional influence is the most important in this case.

It is hard to overestimate personal and professional impact of a nursery teacher on developing those skills without which the state of "social balance" is impossible

for a child. It is about the importance of individual social skills that contributes into its formation as a subject of a community action.

In our understanding these basic skills act as fundamentally important ones for an individual for the whole life. Therefore, the future preschool teacher should be focused on the influence on the process of the development in children, especially of the senior preschool age, a kind of the base formation of such quality tumors, which is a social skill, and choose a constructive strategy of deploying formative influence on the positive trend of improving these child's skills: relying on basic scientific researches about the educational nature of child's actions (or activity in general) - motivational, substantial and procedural aspects, we proceeded with the separation of qualitative parameters of knowledge and skills where the context is the programme requirements for its social development at its appropriate stage of [7, P. 34].

Thus, the plane of educational lines in accordance with the requirements of the state standards - the Basic component of Elementary Education of Ukraine ("The identity of the child", "A child in society", "A child in a natural environment," "The child in the world of culture," "Child's games", "A child in a sensory-cognitive space", "Child's speech") a future educator, first of all, should know the basic qualities of the child which could help him/her to acquire the status of a subject of the community action. Particularly, based on a comprehensive curriculum for pre-school education "World of Childhood", there are singled out such qualities of a child as: independence, consciousness, self-esteem; creativity, responsibility; freedom of behaviour.

So, developing the ability to identify a teaching strategy of personal and professional influence on preschooler's personality and his/her prosocial actions, the future educator should give a child the answers to the questions: "What is "socially recognized behaviour"? What meaning has the concept of "empathizing and sympathizing with others"? What are the components of successful teamwork? How to characterize prosocial activity of an individual where representational, search and research actions are its contents?" The parameters of appropriate basic knowledge

are, as follows: completeness, correctness, awareness, flexibility. We consider completeness, correctness, awareness, flexibility as the quality parameters of the before mentioned range of basic knowledge.

As it was noted, in the process of the development of research positions we have taken into account the position of the classical pedagogy (J. Comensky, K. Ushinsky, V. Sukhomlinsky), and their dominance in the modern psychological and pedagogical thought (V. Cooper, S. Goncharenko, G. Kostiuk, I. Malafiyik, A. Savchenko and others), namely the appropriate skills are formed on the basis of acquired individual experience and knowledge; skills formation is considered by scientists as a complex analytic-synthetic activity of the cerebral cortex of the brain. It is alleged that there is phasing in the process of formation of the abilities: 1) introduction, in which a person understands the meaning of an ability; 2) beginning, which is mastering of the corresponding skills; 3) the phase of independent practical using of acquired knowledge [1, P. 468 - 469]. Thus, in our opinion, it is appropriate to consider such skills as, recognition of actions on the model; recognition of similar actions; application of acquired skills in a new social situation etc., as parameters of quality of the formed preschoolers' abilities.

We proceeded from the understanding that social skills of senior preschoolers can be formed in the context of certain quality characteristics. In particular, it is about such parameters formed in preschoolers as accuracy; briefness; breadth of application; automatism.

Meanwhile, we note that despite the value of social skill, its formation in children, as G.A. Ball says, "unfortunately, stays exotic for practitioners." This view is confirmed by theoretical generalization of experience of social development of preschool children, formed in such kindergartens as "Academy of Childhood" (Odessa city), Kindergarten named after Chernovol (Yuzhny city), "Snowdrop" (Uzhgorod city).

Trying to improve the training of students - future preschool teachers through the development of methodological support, especially their educational objective and psycho-pedagogical cycle of regulatory professional and vocational optional

subjects, we concluded that system-character principle is preferable for. Thus, in the process of teaching the standard courses "Pedagogy", "Theory and technology of socialization of children in kindergarten" and subjects chosen by the student (such as "European outline pedagogy socialization" and "Theory and methods of cooperation of preschool educational establishments with family") with the purpose to term future professional's ability to develop social competence in preschool children ( "umbrella" over the whole process of training, and where basic values are social skills) There was introduced a system of multi-level educational and cognitive problems. In the context of these tasks, students were encouraged to "mental or imitative", but real immersion in future professional activities. Thus, the idea of contextual education was improved (O. Verbitsky). Our experience in this regard, confirmed that self-actualization and self-realization of students motivated them to acquire the ability to form pre identity as a subject of social action.

Written conceptual positions were assigned by us in order, to identify a kind of "problem field of" teaching-practice, which aims to pedagogically reasonable steps for the development preschool children's social skills, as well as the definition of a segment in the future professional activities, for the students majoring in "Preschool education".

The study of the experience of training teachers to implement written professional activities demonstrates inadequacy of traditional approaches that prevailed in high school. It remains an untapped resource in terms of training students through educational technologies, including such modern effective means, which appears a strategy game aimed at developing children's social experience. Thus, the creative practice of pre-school has educational establishments, evaluated the benefits, outlined pedagogical tools. A strategy game creates a situation of need for self-selection, teaches children to plan their pro-social actions and to predict their possible effects on their ability to work, creating opportunities to play new constructive ways of solution 'Social problems without being limited in time [6].

When we were selecting a personal strategy of innovative approaches, we first focused on educational efforts to strengthen the practice-oriented vocational training



component. In particular, when defining our theoretical position, we were naturally reflected in the relevant modules of content subjects, which allowed us, as the experience shows, to ensure consistency in the formation and motivation, content-centred and procedural components of the educational and professional activities in practice. In this case we used creative ideas of preschool teachers and innovators in the sphere of social health of preschool children [3]. The students and trainees were asked to develop the project "Learning the rules of correct choice" and to make their approbation on the basis of one of the playroom centers at preschool educational institutions (The centers like "Chomusyk", "Piznavayko", "Rules of social and moral behaviour", etc).

Pedagogical observation proved the constructiveness of the introduced strategies.

The perspectives of further research are associated with the development of a training workshop aimed at working out interactive technologies for the future educators which could facilitate the development of preschoolers' social skills based on the outlined theoretical and pedagogical foundations of this process.

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### **现代教育机构的教师：创新性培养的方法**

学前教育专业教师培养的普遍化，决定了师范教育的学生发展学前儿童认知和心智的能力。重点关注教学资源的联合以及游戏活动。学前儿童的社会技能发展有助于他们成为自主行动的主体。在自我反思的经验的基础上，拟定了师范学生在学前儿童社会技能形成方面的准备策略。

作者使用了大量的实验和自身的教学经验，阅读了大量文献来证明自己的观点，并条例有序的罗列出来，对于学前教育方面的教师培养具有重要参考价值。

· **关键词：**国家教育机构教师的能力，学前儿童，学龄儿童，社交技巧，适龄儿童的心理健