

Pakhalchuk N. O. Formation of professional competence of future specialists of preschool and primary education by means of a game / Pakhalchuk N. O. // Сучасні технології розвитку професійної майстерності майбутніх учителів : зб. наук. праць / відп. ред. В. В.Макаручук. – Умань : ФОП Жовтий, 2016. – С. 144-148.

Pakhalchuk Natalya Oleksandrivna

Candidate of Pedagogical Sciences,

Department of preschool and primary education

Vinnitsia State Pedagogical University named after M. Kotsyubynskyi

orcid.org/0000-0001-7098-3821

FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS OF PRESCHOOL AND PRIMARY EDUCATION BY MEANS OF A GAME

Modernization of contemporary education proposes new requirements for professional educational activities. One of the promising ways is the introduction of playing forms of study into the educational process. The usage of playing approach will contribute the amplification of mental activity of the individual that saves health [3]. Playing approach to learning provides great opportunities for the development of self-esteem as one of the most important professional qualities of future specialist.

Thus, in the context of discipline «Methods of physical education of children» students cope with playing technology created by Lyubomyr Beyba [1], which includes improvisation, fantasy and implementation of creative tasks with gymnastic sticks, hoops, balls, ropes, etc., from which future professionals made up various geometric figures, alive and inanimate objects of the world. The purpose of a defined technology is creation of favorable conditions for increasing physical activity, independence, arbitrariness in the practical experimentation; providing with space for the realization of positive ideas, expanding of the aesthetic experience of the individual. Therefore, the students performed the tasks connecting with creation of different images according to the plot of outdoor games, stories, poems and riddles. Creation of images with gymnastic equipment should be used as an active rest between realization of learning tasks in class.

Furthermore, we introduce aesthetic-oriented issues in the content of themes of discipline «Methods of physical education». Thus, the issue «Usage of playing travels in physical education of preschool (primary school) age» was added to the theme of «Methodology of physical and recreational activities with children». As H. Tarasenko considers, that the main conditions of playing travel are obligatory creation of the required attributes to create a romantic atmosphere of the travel (expanded cards of playing travel, route sheets for crews, emblems, logbook, cables, etc.); avoidance of formalism, coercion, negative assessments of children's activities; maximal activation of collective creative activity of pupils and involvement of all participants of playing travel to its preparation, holding and summarizing [2 ,120–121]. We are eager to give an example of piece of informative provision of the issue:

1. Physical and recreational subject matter of playing travels: «Regatta «athletic interestingness», «Tournament of athletes», «Physical and recreational rally», «Music and motor Wimbledon», «Sportive trip to the healthy waterfall», «Journey to Wonderland of strongmen», «Journey by dance and game planets», «Ranged slalom», «Rally», «Cossack's fun» and others.

2. The main characters for the journey: animals (hedgehog, bunny, fox, dolphin, etc.), fairy tales and cartoons positive characters (Cheburashka, Gingerbread Man, Nemo, Dunno, Red Riding Hood, Snow White, Puss in Boots, The Penguins of Madagascar, Lilo or Stych, Fairy and others.), fictional characters and so on.

3. Transport: real (bike, bus, train, plane, boat, spaceship, etc.), fantasy (gymnastic bench, football, yohamat, mat, step-platform, bat, etc.).

4. Names of stations:

The first variant (the names can consist of a single word or a sentence, they are not tied to natural or architectural objects): station «Range», station «General Development», station «If you can – then run», station «Games», station «Victorious»; stop «Greeting», stop «Our favorite exercises», stop «Let's play with Sun player», stop «Breathing» and so on. The second variant (the names should be tied to natural, architectural, geographical objects, depending on the name playing travel): the city of «Tourist», street «Medical», house «Eurythmical», theater «Health», village «Gymnastic», bridge «Motor», forest «Hardening», meadow «Rhythmic», mountain «Sport and recreation», field «Basketball», river «Power and Grace», lake «Super posture», island «Outdoor games», cape «Tracks», gulf «Plastic show», bay «Olympic», planet «Ice Skating» etc.

5. Moving from station to station, using magic sayings; using a combination of movements or rhythmic pattern, accompanied by mobilizing music.

Maps for playing travels can be divided into such groups : according to the specifics of implementation: linear (map's items are located in the same plane) and volume (map's elements are arranged in various planes and have a volume); according to the specifics of passage of the route: open (all stations are presented on the map at once) and closed (next station is opened from the previous passage); according to the specifics of move of items: mobile and static. Playing travels can be: according to the venue: the space (the current trip to the realistic country, city, etc.), time (journey into the past or future and journey into the present time), fantastic (imaginary trip to a fantastic object by magic transport); the duration: short-term (one trip per class), long-term (one trip per a few classes, a week, a month, etc.).

Playing travel at physical training classes is different from the plot physical education class that: it is organized as a collective creative activity with five stages; it is a journey from station to station with a main character (characters) according to the map; it should be provided transport to move around, charming sayings, the combination of movement and music; it should be provided a system of rewards, according to the concept of the game and their types (transient, accumulative or at the end of the competition).

Also it is important to train future professionals to organize sports and recreational activities of children by means of games. Analysis of course of the game and the achieved results promotes the development of students' ability to use playing communication during the motor activity of pupils, and to see, adjust and correct their own mistakes; to assess and monitor their professional preparation and compliance to its best professional standards; to be responsible for results of their activity; to know themselves and to realize themselves. Here are some examples of tasks of playing direction:

1. To conduct the preparations of classes (lessons), including low temperature. To implement a playing method, simulation exercises, figurative language.

2. To prepare for the games «Master of posture» (a playing task, each participant should prepare several variants of exercises for the correct posture); «Possession on your own» (a playing task: to come up with several options of «formula settings» for children to perform the chosen physical exercise).

3. To find movable psychological games with elements of colour therapy, extraordinary relays «Relay of gentle words», «Append the word», «Who is the best mathematician» and others.

4. To develop game tasks to a mini-competition «Danger foreseen is half avoided» to check the level of knowledge about safety rules during playing sport games and so on.

5. To prepare a narrative, a story, puzzles and interesting tasks for working with children of preschool and primary school age, telling about safety rules during playing sport games, gymnastics, movable games and so on. For example, the fairy tales «When a bunny attempted whether track and field is really easy»; «Winter has come with the skies» and others.

Furthermore, future teachers at practical classes and laboratory classes manage with the technology of physical education by M. Yefymenko, aimed at the interaction of physical, aesthetic, creative development of personality. In particular, students demonstrate funny physical activities which are separate playing exercises that are not related with each other by plot, with humorous titles that are performed in accordance with the golden formula of motor development of preschool children (from supine position to standing position, from low posture - to high one etc); create physical cultural fairy tales; design a playing space, invent names of images for physical education equipment; pick up music to class and so on.

Consequently, the modernization of the content of higher education provides its orientation on the humanization of life of personality, formation of motor areas and the implementation of pedagogical technologies in the educational process. They also work with students advisable to observe the following eco-rules: to strive for harmonious combination and alternation naturally appropriated load and rest; not to divide «integrated essence» of the individual, but to ensure the formation of her motor experience in relation with mental, spiritual and moral health; to promote emotional and sensitive, imaginative cognition of motor images.

Bibliography:

1. Beyba L. From movement to health. The aid of kindergarten teachers, teachers of junior classes and parents / Beyba Lyubomyr. – Drohobych : Circle, 2000. – 40 p. : im.
2. Tarasenko H.S. Wonderful World: Lessons of aesthetic and ecological culture (based on Ukrainian Studies): teacher guide / Halyna Tarasenko. – K : MPP Center "Kyiv", 1995. – 210 p.
3. Tatyana Kryvosheya. Pedagogical conditions of mental activity, that saves health of preschool children in the formation of elementary mathematical concepts / Tatyana Kryvosheya // Child Psychopedagogy Journal (Romania) – 2015. – № 14. – P. 55–65.