

**SPORT-ORIENTED PHYSICAL EDUCATION AS MEANS OF FORMATION OF SPORTS CULTURE OF STUDENTS****T.S. Bryukhanova, V.G. Losik**

*The article substantiates that attracting of students to going into one or more sports activities is a promising means of forming sports culture and healthy lifestyle.*

**Keywords:** sports culture, innovation processes, motivation, healthy lifestyle.

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**TRENDS OF THE SCIENTIFIC RESEARCHES IN THE SPHERE OF METHODS OF PRESCHOOL EDUCATION (1960s – THE BEGINNING OF THE 21<sup>ST</sup> CENTURY)****M. B. Evtukh, S. A. Sayapina**

*The article proves that appearance of the special scientific researches in the field of didactics of preschool education in the 1950s – 1960s was prepared by all previous development of theory and practice of preschool pedagogy and became a fully natural fact. A significant contribution to the theory there became the definition of the essence of preschool education, its laws and principles, objectives and content of educational work with children according to their age, means and forms of education that would effectively solve the set tasks, teaching methods and study techniques. Native preschool didactics was enriched with the concept of preschool education, which was seen as a unity of educational, pedagogical and teaching work. There proposed the direct purposeful teaching of children at*

*the compulsory collective lessons, which were given a certain place and time in the day schedule of the preschool institution. The results of the researches were put into the basis of creating the separate techniques of preschool education (1960s – 1980s) that significantly broadened and deepened theory and practice of teaching preschool children.*

*In the study process, we have found that the best, the most promising ideas of classical national pedagogy are the ideological basis of the personality-oriented model of modern preschool education, and at the same time, pedagogy has highlighted the urgent need for rethinking a number of major categories of learning, in conducting the large-scale experimental and scientific researches in connection with the objectives of the radical reform of preschool education, the solution of which has been and will be characteristic feature of the further decades.*

**Key words:** preschool didactics, education, experimental researches, teaching methods.

**The state of problem.** The unique reference points for researchers and practitioners in solving the urgent problems of the development of a child are becoming not only modern advances, new concepts, but also valuable and poorly learnt native experience of the past, updating its positive achievements and ideas. Today, there continues the work on the scientific and methodological principles of formation of personality of a child in the preschool years. In this context, there are unfolding the scientific researches aimed at alongside with the others learning and updating of the national educational heritage in theory and practice of preschool education.

The main objective of the national pre-school education is to create favorable conditions for personal development and creative self-realization of every child, formation of his / her vital competence, development in him / her of the valuable relationship to the world of Nature, Culture, People, Oneself.

At the turn of the XIX and XX centuries, there was an ongoing theoretical and practical search of forms and means of their organization of public preschool education, based on active learning foreign experience, broad experimentation in practice, and creative use of previously accumulated knowledge. This allows to make a supposition about the opportunities to identify in the materials of history of national pre-school pedagogy the views that are of great interest for the modern directions of preschool education and substantiation of the appropriate educational technologies.

**The analysis of current research.** While studying history of native preschool pedagogy one can define several directions of the research: the peculiarities of formation and development of the system of preschool education in different regions (L. Lytvyn, I. Chuvashv, F. Andryeyeva, H. Medvedyeva, S. Abramson, Z. Nahachevska, L. Batlina, S. Popychenko, M. Shabayeva); the contribution of the outstanding scientists of the past to the theory of pre-school education (O. Frolova, V. Reutova, Z. Borysova, I. Pinchuk, V. Serhyeyeva, O. Proskura, S. Popychenko, T. Slobodyanyuk, T. Kulish and others); the determination of the historical identity of certain topical issues of training and education of preschool children in native pedagogy (H. D'yakonova, H. Larionova, L. Savinova, N. Lytvynova, V. Odyntsova, M. Melnychuk, T. Sadova, I. Ulyukayeva, T. Kupach). However, the peculiarities of the historical formation and development of the problem of teaching preschool children in native pedagogy have not become the object of particular studying yet.

**The main material.** Native preschool didactics was enriched with the concept of preschool education, which was seen as a unity of educational, pedagogical and teaching work. A significant contribution to the theory there were the setting of the objectives and the content of educational work with children according to their age, means and forms of organization of education that would effectively solve the given tasks, study methods and techniques of teaching. There proposed the direct purposeful teaching of children at the compulsory collective lessons, which were given a certain place and time in the day schedule of the preschool institution. The results of this extensive work were highlighted in the "Program of Education in Kindergartens" (1962).

The introduction into the practice of the native preschool institutions the systematic training necessitated the development of the individual techniques. This process in native didactics began at the end of the 1950s – at the beginning of the 1960s. The content and methods of Mathematical education and teaching preschool children began intensively to develop (A. Leushyna, A. Stolyar, R. Nepomnyashcha, N. Bilous, K. Shcherbakova, Z. Lebedyeva, O. Proskura and others) [5].

V. Danylova, L. Yermolayeva and O. Tarhanova studied the possibilities of forming the quantitative concepts in young children and the ways of their improvement. The content and methods of the formation of the spatial-temporal representations during the study were identified based on the researches by T. Museyibova, K. Nazarenko, T. Rykhterman. The possibilities of using the visual modeling in the process of doing arithmetic

sums in the classroom N. Nepomnyascha studied, children's cognition of the quantitative and functional relationships L. Bondarenko and R. Nepomnyascha learnt, the ability of preschool children to the visual simulation while exploring spatial relations R. Hovorova, O. Dyachenko, T. Lavrentyeva and L. Khamuyeva investigated.

There was singled out the methods of preschool natural science, the general principles of which N. Bystrov, E. Zalkind, P. Samorukova, S. Veretennikova developed. In the 1970s – 1980s, it was made a number of studies on the problem of the formation of the representations of the wildlife with preschool children (S. Nikolayeva, T. Hrystovska, L. Avetyssyan), children's acquaintance with inanimate nature (I. Freydkin). Ye. Zolotova conducted special studies to familiarize preschool children with the world of animals. She deeply studied the content and techniques of work: comparisons, teacher's stories, demonstrations, stories-explanations that were tested in long-term experimental work and recommended for the use in practice.

Developing the ideas and principles, methods of teaching preschool children graphic activities are connected with the names of Ye. Florina and N. Sakulina.

Special studies on graphic activities of infants were carried by V. Avanesova (1968), T. Kazakova (1971), N. Shybanova (1974). In the 1960s the studies of creative works of children in different kinds of graphic activities. The detailed study on this subject was held to teach children the application works by I. Husarova (1968). She developed the program and methods of teaching children the application in three age groups. Under her supervision, there were performed two more studies: Z. Bohatyeyeva – formation of decorative and ornamental activities of senior preschool children and Ye. Rohalova – formation of the sensory bases of graphic activities of children of 6 – 7 years old on the material of decorative application works [2].

There were also conducted special experimental studies on the questions of the development of creativity abilities in the modeling of senior preschool children (N. Halezova), on the sensory bases of children's modeling (N. Kurochkina, Ye. Korzakova). The study of children's creativity in the design with various materials the research by V. Nechayeva is dedicated.

In addition, in training graphic activities there were developed the separate issues: the formation of graphic skills in painting (T. Komarova), the peculiarities of drawing from nature by senior preschool children and

methods of management (R. Kazakova), the influence of poetic images of nature on creative works in drawing of senior preschool children (L. Kompaniyeva), the influence of folk art of different republics on children's decorative work (Z. Bohatyeyeva), the influence of folk art toys on children's creative works, on the develop of their mental activity during modeling (N. Khalezova) and others.

The formation of native language teaching methods is associated with the names of Ye. Tyhyeyeva, Ye. Radina, L. Penyevska, R. Zhukovska, M. Schelovanov, N. Aksarina, N. Ladyhina, O. Kaverina, V. Petrova, H. Lyamina and others were engaged in the development of the teaching methods of the language skills of children during the first three years of life.

Special studies on various issues of native language teaching methods included: training of speech sound culture – O. Solovyova, speech training of children before going to school – A. Bohush, development of the system of lessons for all age groups – V. Herbova, forming the grammatical structure of language and cognitive development – A. Tambovtseva, forming coherent speech – O. Ushakova, problem of preparing children for learning literacy – F. Sokhin, vocabulary development of children – O. Strumina, introducing preschoolers to the structure of sentences – H. Belyakova, forming ideas about the sound structure of words – L. Kalmykova, mental development of children in the classroom with education of sound language culture – A. Maksakova.

Methods of musical upbringing and education of children are grounded and uncovered in the works by N. Vetluhina, L. Komisarova, S. Byelkina.

Basic methods of physical education are developed by M. Kistyakovska, A. Bykova, O. Keneman, D. Khukhlayeva. It should be noted special studies to develop the methods of physical education classes, games and gymnastics in kindergartens – V. Frolova, S. Layzane, T. Osokina, E. Vilchkovskyy, M. Alyab'yeva, H. Shalyhina and others.

Preschool didactics was significantly enriched with the psychological and pedagogical researches of age abilities of knowledge mastering (O. Zaporozhets, D. Elkonin, V. Davydov), the ways of implementation of the developing function of preschool education (V. Davydov, L. Venher, M. Poddyakov). The theory of developmental education is the set of principles, methods and techniques of training aimed at the efficient development of mental functions, personal qualities of a child. For a child it is important not only to form knowledge and skills but the ways of mental activities, the ability to intensify mental development. These features are put primarily in the content of educational material, which derivatives are the

methods of organizing teaching. In this context, an important role belongs to the training activities of a child – a special form of the activities.

If the study is regarded as artificially induced cognitive activities with the aim of reaching by a child the optimal mental development and learning the specified standard of knowledge, the most important place is the contradiction between learning and development. It is known that the problem of the interaction of these dominants attracted attention of many scientists (L. Vyhotsky, S. Rubinshteyn, L. Zankov, H. Kostyuk). Their main theoretical achievements can be summarized by the way of the theses: the child is developing by learning; learning takes the leading (but not the only) role in the development of personality; training should focus on tomorrow (the zone of the proximal development); the focused, well-organized training optimally develops; the training is organized at a high level of difficulty according to the child's peculiarities.

Developing education of preschoolers is based on O.Zaporozhets's reasonable concept of self-value of preschool childhood, according to which certain mental functions do not develop independently, but in the relationship as the qualities of the whole personality of a child. That is why pedagogical work should be directed to the holistic personal development in a variety of activities. According to the opinion by L. Venher in preschool education, there should be included the attractive types of activities: game, design, graphic activities, literary and creative activities. The task of the teacher is in directing learning activities of children, defining the content of knowledge, choosing the ways of organizing and stimulating cognitive activities. All these regulations have been highlighted in connection with the implementation of the personality-centered model of learning in modern preschool institutions [1; 3].

All of the above mentioned numerous pedagogical researches were focused on the solution of many important issues of educational work with preschool children. All of them are built on the humane approach to children, on the belief in the potential of children; they are from the idea of the leading role of the given activities in solving the relevant problems of preschool education and upbringing. The entry of the child to the social and cultural environment in order to attract him to the life of the country, nature and humanity was carried out by selecting the specific content of education and educational work, through the whole gamut tools (training educational lessons, observation, conversation, exercise, developed by didactics of the kindergarten), by searching for new effective conditions, opportunities, ways

of joint activities of adults and children, aimed at co-creation, cooperation with the purpose to actively cognate the world and themselves.

In this context, without any doubt, the ideas of preschool education conception developed under the guidance of V. Davydov and V. Petrovskyy are of special interest, these ideas were presented to the broad educational community in 1989. The emergence of this conception was due to the poor state of education and teaching practice in the kindergarten, by the general crisis, which the education system in terms of restructuring the economy, politics and culture in our country was going through.

The authors of the conception convicted the teaching and disciplinary model that prevailed in many pre-schools. Its purpose was defined as children's mastering knowledge and skills; the style of the interaction was the slogan "Do as I do!"; the uniformity of the content, forms and means of teaching was its characteristic feature. The basis of the new approaches to preschool education turned out to be the personality-oriented model, which was based on a different style of the interaction between a tutor and a child – "not near and not over, but together", and the goal is focused on the development of a child as a person. Tutor does not drive on the development of every child to certain canons, and creates opportunities for his maximum growth. Knowledge and skills are not seen as a goal but as a means of personal development. Communication means provide the ability to take the views of the child, do not ignore his feelings and emotions. Tactics of communication is cooperation. The child is a full partner in cooperation (the denial of the manipulative approach to children).

The personality-oriented model does not forbid the abolition of the systematic training of children, systematic pedagogical work. Taking into account the objectives of our research let us focus on the content of the basic ideas of this conception, dedicated to training.

With the introduction of the Law of Ukraine "On Preschool Education" (2001) it was created the legal basis for the functioning of the system of preschool education and outlined the conceptual approaches to the organization, content, program and methodological support of educational process in preschools. The provisions of the law are implemented in practice, based on the existing programs of the development, training, education – "Baby" ("Malyatko"), "Child" ("Dytyna"), "Child in the Preschool Years" ("Dytyna u doshkilny roky") and "Basic Component of Preschool Education" ("Bazovyy component doshkilnoy osvity") and the program "I Am in the World" ("Ya u svity!"), which orient tutors to the formation of the personality of each child, the development of his creative direction, the

opening of the potential opportunities while maintaining children's subculture and recognition of the unique role of preschool childhood in the development of the personality. All the questions of the educational process should be viewed through this prism.

Let us see how the problems of today highlight that theoretical experience that have been accumulated in the studied historical period and at what else we should work.

The basic component of preschool education, the program of education and training do not limit the creative initiative of the tutor in the choice of the forms and methods of organizing the educational process. Kids' activities should be organized so as not to inhibit their initiative and desires. For this traditional classes should be replaced by natural individual conversation and activities with the subgroups, releasing the child from the frontal lessons (except those that are built like music or entertainment ones).

The issue of preparing the six-year-old children to school is still relevant. The scientists informs of inadmissibility of carrying into work with them the appropriate methods of preparing the seven-year-old children, and thus in the spotlight teachers and parents put forward the task of ensuring the child with the minimum educational nucleus (A. Bohush, O. Kononko).

Game activity that is leading in the preschool years is further regarded as most effective means of upbringing and education of preschool children. It is not rejected the importance of training activities. They remain relevant the systematic use of the experimental and research activities, the problematic and searching situations, the combination of visual, verbal and practical methods, the introduction of productive types of activities that give the child the opportunity for self-expression and self-realization (painting, modeling, design, art work) and also speech, motor, musical activities (A. Bohush, L. Artemova, Z. Plokhyy, S. Kulachkivska, T. Pirozhenko, T. Ponimanska, K. Scherbakova, N. Havrysh, K. Krutiy, O. Amatyeva, O. Dronova, L. Kraynova, N. Heorhyan). Let us remind that most of these forms and means were widely discussed in the experience of the famous scientist, especially in the second half of the 19<sup>th</sup> – at the beginning of the 20<sup>th</sup> centuries, and the effectiveness of their use in practice of those contemporary preschool institutions was highly praised by the practitioners and scientists.

The basic component stresses that childhood for man is a unique time of the development of all basic mental processes. In this is its uniqueness. The whole system of modern preschool education should be directed to the formation of physical, cognitive and emotional strength of the child, which form the basis of the harmonious development of his personality. Therefore,

in the childhood in the first place it should be the problem of the common development, not the specific knowledge and skills. This means the return to the classical educational ideas of the past, but at the new, higher stage of the development of psychological and educational science.

Traditionally, the central figure of the educational process is considered a teacher, so that the requirements relating to the organization and supervision made by him in various documents (especially in the Soviet times) were hypertrophied – the attention was postponed from the child to the registration of the relevant documents. In contrast, the Basic component of preschool education recognizes the center, the starting point of teaching the child. The shift in emphasis from the adult to the child (let us remember the pedocentrist approach of the early 20<sup>th</sup> century) must make the appropriate adjustments to the traditional practice of organizing life of a preschooler. The basic component does not object lessons as one of the possible forms of life of a preschooler, but does not recognize it the main, and what is the most important, the most productive form for this period of life, because the smaller the child, the more important in his life is a game, communication and productive activities [4].

Long previous decades it was believed that the development of a preschooler is determined mainly by the content of his teaching by the adult. However, the child is formed not only under the influence of specially organized training, but also thanks to his own activity, in the result of spontaneous actions, independent life discoveries. Thus, training is an important but not the only factor that determines the content and logic of the development of the child. The basic component focuses primarily on the development of not adaptive forms of activities but on the development of creative, transformative activities of the child, his research, independent search of answers to questions (realization of the idea of classes as a form of fulfilling assignments – the 1920s – but with new methodological support). It is therefore advisable to focus attention on classes not so much as on organization of the independent activities of the child – cognitive, volitional, sensual, speech, constructive, subject-practical, and social.

The forms of educational work should vary with the provision of benefits to the group, individual and group and individual techniques before the monumentally-front, dialogic (interactive) – before monologic. Thus, it should be much more different conversations (collective, group and individual), elementary discussions, debates. It is reasonable the organization of free choice situations, life of preschoolers should be permeated with game. Moreover, to replace the traditional lessons it should come child's full-scale

life with dominated children's activities, the investigation should take considerable place. It is more often accentuated on the return to the term "lesson" of its initial meaning – to go in for the interesting and useful with child for his development (F. Frebel, A. Symonovych, M. Svyentytska, S. Rusova, L. Shleher). The priority of classes before socializing, playing, subject-practical and aesthetic-artistic activities of children will be greatly reduced. However, this form has the right to exist there where it is needed and still is the most appropriate. Thus, as we see, it is by no means a complete rejection of the lesson. It becomes relevant the need of the review and reassessment of its location, frequency, duration, rigid form of time regulation, venue and semantic content.

The peculiarity of preschool education is that it is carried out not only in specially organized mandatory classes, but also in everyday life. This fundamental difference from a school class-task learning is due to the fact that during the only mandatory lesson children of preschool age, who differ significantly in terms of pace and development, are not able to efficiently acquire knowledge and to participate actively in the learning process. Instead, a significant part of the knowledge and skills a preschooler learns outside the lessons – in everyday communication with adults and peers, games, during observations. The empirical experience the child refines, systematizes and consolidates in the training process. And it is the teacher who has to provide the link of the organized training in classes and learning outside them, to form such a style of relationships between all the participants of the educational process, which can be defined as cooperation (the idea that was pawned in the national educational thought of the end of the 19<sup>th</sup> – at the beginning of the 20th centuries and later was developed in the concept of preschool education).

This approach has gained the urgency in connection with the personality-oriented model of preschool education and the reduce of the number of mandatory lessons according to the plan of the educator. At this there aim the education and training programs in kindergartens and the Basic component that unlike the previous programs do not share the educational material on that one that must be learned only in class, and the one that children should learn in everyday life.

The most widespread in modern preschools there are group, individual, content integrated, complex classes. The latter, for example, include notifications of new knowledge to children, repetitions, consolidation, systematization and use of the acquired knowledge and skills.

One of the conditions for successful teaching preschool children is a combination of academic work in classes and beyond them. That is why, organization of training foresees the following forms: organization of training in daily life; organization of classes at the choice of the children (they choose the activity, material, ways of working under the guidance of the educator); compulsory lessons according to the educator's plan (he defines the purpose, content, structure). Modern requirements direct pedagogues on the need of the fulfillment of the educational tasks not only in the classroom but also in various forms of everyday life: during trips, walks, during the observation, didactic games, performance game exercises.

In the bosom of pedagogical practice there have crystallized various types of (in another terminology – aspects) study, which form an important area of didactics. Taking into account the peculiarities of teaching preschool children it is the most optimal to talk about direct (O. Usova, O. Surovtseva), problem (I. Lerner, M. Poddyakov, L. Paramonova, T. Kulikova, N. Lysenko) and mediated training (S. Novoselov, O. Kononko, H. Raratyuk). Direct training is an appropriate type for new knowledge and skills. Problem teaching is creation of problematic situations that require finding the right solution based on a new way of use of the acquired knowledge, establishing new interrelationships. Recently it has become prevalent mediated training – the combination for preschoolers the position of the object and the subject of learning, creating by an educator the developmental environment. Children should feel their competence in a particular activity, act as a “teacher”, tell others what they know, and teach them what they themselves can do. The essence of this teaching: an educator puts a child in the position of one who teaches others, actively helps children's self-learning and interlearning. Under such conditions, the child is on the one hand as an object of impact, because an educator, on the other hand, projects the purpose and mechanism of his development as a subject, as the child himself determines the extent of his participation in a particular activity.

The relevant problem of nowadays is the problem of motivation of learning. Children's activities in class may be alike outside but inside (from the psychological side) – very different. Internal motivation of learning is conditioned by the cognitive interest of the child. In this case, mastery of knowledge and skills is the purpose of his activities in class. Thus, such training is most effective. The task of the teacher is to increase motivation. Unfortunately, in the mass practice educators often explain or demonstrate what children can do. If the educator is interested in the active position of the

child in the learning process, he gradually develops his independence, encourages creativity.

Thus, the optimal approaches of organization of the educational process on the humanistic basis in modern preschools are: personality-oriented (child with his demands, interests, abilities becomes the starting point for the development of the content, forms and methods of the educational process, the establishment of interaction and cooperation of the adult and the child in training activities); and the activity approach (play activity is recognized for leading, but the importance of training activities is not rejected, it is mainly of playing nature, in teaching the experimentally-research, productive activities – speech, motor, music, graphic, etc. are actively used); integrated (combining the organizational forms, various means, training methods, its types – direct, problem-mediated).

Recently there have been explored new means of teaching, including information technologies using computers (S. Novosyolova, L. Paramonova, S. Kozlova, O. Davydochuk), have been considered the possibilities of new forms of organization of learning in kindergartens, in terms of which it is stimulated communication between the adult and the child, communication between children in the process of solving new problems (Ye. Subotskyy, N. Mykhaylenko, N. Korotkova, V. Pavlenchuk, K. Krutiy etc.).

**The conclusions and prospects of further scientific studies.** In the study process, we have found that the best, the most promising ideas of classical national pedagogy are the ideological basis of the personality-oriented model of modern preschool education, and at the same time, pedagogy has highlighted the urgent need for rethinking a number of major categories of learning, in conducting the large-scale experimental and scientific researches in connection with the objectives of the radical reform of preschool education, the solution of which has been and will be characteristic feature of the further decades.

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### СПРЯМОВАНІСТЬ НАУКОВИХ ДОСЛІДЖЕНЬ У ГАЛУЗІ МЕТОДИК ДОШКІЛЬНОГО НАВЧАННЯ (1960 р. – початок ХХІ століття)

М.Б. Євтух, С.А. Саяпіна

*У статті доведено, що появлення спеціальних наукових досліджень у галузі дидактики дошкільного навчання у 50-х – на поч. 60-х років було підготовлено всім попереднім розвитком теорії і практики дошкільної педагогіки і стало цілком закономірним фактом. Суттєвим внеском у теорію стали визначення сутності дошкільного навчання, його закономірностей та принципів, завдань та змісту освітньої роботи з урахуванням віку дітей, засобів та форм організації навчання, які б дозволили ефективно розв'язувати поставлені завдання, обґрунтування методів та прийомів навчання.*

*З'ясовано, що вітчизняна дошкільна дидактика збагатилася концепцією про дошкільне навчання, яке розглядалося як єдність освітньої, виховної та навчальної роботи. Було зроблено акцент на пряме цілеспрямоване навчання дітей на обов'язкових колективних заняттях, за якими закріплювалося певне місце та час у розкладі дня дошкільного закладу. Результати досліджень були*

*покладені в основу створення окремих методик дошкільного навчання (60-80-ті роки). Ці методики значно поширили та поглибили теорію і практику навчання дітей дошкільного віку. Виявлено, що ідейне підґрунтя особистісно-зорієнтованої моделі сучасної дошкільної освіти становлять краєці, найбільш перспективні ідеї класичної вітчизняної педагогіки. Вона висвітлила гостру потребу у переосмисленні ряду найважливіших категорій навчання, у проведенні широкомасштабних експериментальних та наукових досліджень у зв'язку з завданнями докорінного реформування дошкільної освіти. Розв'язання цих питань було і є характерною ознакою подальших десятиліть.*

**Ключові слова:** дошкільна дидактика, навчання, експериментальні дослідження, методика навчання

### НАПРАВЛЕННІСТЬ НАУЧНИХ ІССЛЕДОВАНИЙ В ОБЛАСТІ МЕТОДИК ДОШКІЛЬНОГО ОБУЧЕННЯ (1960 г. – начало ХХІ века)

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*В статье доказано, что появление специальных научных исследований в области дидактики дошкольного обучения в 50-х – нач. 60-х годов было подготовлено всем предыдущим развитием теории и практики дошкольной педагогики и стало вполне закономерным фактом. Существенным вкладом в теорию стало определение сущности дошкольного обучения, его закономерностей и принципов, задач и содержания образовательной работы с учетом возраста детей, средств и форм организации обучения, которые бы позволили эффективно решать поставленные задачи, обоснование методов и приемов обучения.*

*Подчеркнуто, что отечественная дошкольная дидактика обогатилась концепцией о дошкольном обучении, которое рассматривалось как единство образовательной, воспитательной и учебной работы. Был сделан акцент на прямое целенаправленное обучение детей на обязательных коллективных занятиях, за которыми закреплялось определенное место и время в распорядке дня дошкольного учреждения. Результаты исследований были положены в основу создания отдельных методик дошкольного обучения (60-80-е годы). Эти методики значительно расширили и углубили теорию и практику обучения детей дошкольного возраста. Выведено, что идейную основу личностно-ориентированной модели современного дошкольного образования представляют лучшие, наиболее перспективные идеи классической отечественной педагогики. Последняя осветила острую потребность в переосмыслении ряда важнейших категорий обучения, в проведении широкомасштабных экспериментальных и научных исследований в связи с задачами коренного реформирования дошкольного образования. Решение этих вопросов было и есть характерным признаком последующих десятилетий.*

**Ключевые слова:** дошкольная дидактика, обучение, экспериментальные исследования, методика обучения.

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## ПРАКТИКА ВИЯВЛЕННЯ ОБДАРОВАНИХ ШКОЛЯРІВ В ІЗРАЇЛІ

**О. В. Золотарьова**

*Статтю присвячено питанню виявлення обдарованих школярів в державі Ізраїль. Проаналізовано практику виявлення юних обдарувань у різному шкільному віці. Розглянуто загальний склад тестів, створених для встановлення інтелектуальної обдарованості. Встановлено установи, відповідальні за розробку тестів, організацію та проведення тестувань та обробку результатів.*

**Ключові слова:** виявлення обдарованих, Ізраїль, обдарованість, педагогічна підтримка, тестування, школярі.

**Постановка проблеми в загальному вигляді та її зв'язок з важливими науковими і практичними завданнями.** Питання виявлення обдарованих є настільки складним, наскільки складним є чітке визначення обдарованості як такої. Більшість країн усвідомили, що питання виявлення та розвитку обдарованих дітей є не лише