

Об'єктивна кризова ситуація розвитку в цьому віці супроводжується складним комплексом власних переживань дитини. Тому психологічне вивчення умов, що сприяють розвитку емоційної сфери дитини молодшого шкільного віку, являє собою важливу наукову задачу.

В подальшій науковій роботі вважаємо доцільним дослідити, які фактори впливають на створення позитивного психологічного клімату в класі молодших школярів.

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THE FORMATION OF THE CHILDREN'S IDEAS OF PROFESSIONS IN PRESCHOOL AGE

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Summary: The article deals with the formation of preschool children's ideas of the professions, the importance of the development of the love to the labour and respect to the professions. This process should take place during the whole period of the child's studies in the educational establishments, starting since the early age. The author comes to the conclusion that such work should be carried out gradually and systematically with the elements of game.

Key words: preschool age, occupation, work, play activity.

Князева Д. Формування уявлень про професії у дітей дошкільного віку

Анотація: У статті автор розглядає питання формування уявлень про професії у дітей дошкільного віку, а саме важливості виховання любові до праці та шанобливого ставлення до професій, яке повинно відбуватись протягом усього перебування дітей у навчально-виховних закладах, починаючи з самого раннього віку. Таку роботу потрібно проводити поетапно та систематично, застосовуючи ігрову діяльність.

Ключові слова: дошкільний вік, професії, праця, ігрова діяльність.

Problem relevancy. Human feelings of the child in preschool age are generated in the process of mastering his social values and norms which are accepted in the society. Thus a preschooler gets so-called „system of social standards”, which can be assessed by the child whether they are attractive to him or vice versa; good or evil. The preschoolers display active interest in social reality. The main goal of the adults is to open the social world to the children and to help them to gain social experience, to understand their place in this world. Work is a social phenomenon, because the people work for each other.

The child's strongest emotional feelings occur during the joint actions with the adults. The basis of this is the emotional and verbal contact between an adult and a child in the process of their joint activity [1, p. 7].

The development of the love to work and the respect to the professions should take place during the whole period of the children's studying in the educational institutions, beginning from the early age. The teachers should conduct such work not only with the children, but also with their parents in order to give the children the proper ideas about the world of professions and labour, to generate the children's

interest in the process of activity and to develop their creativity.

At preschool age children are particularly interested in the professions of adults and it is usually manifested in imitation of the adults' actions, the children have fun with the process and require approval by an adult. These actions help to form child's idea about the importance of labour, to develop patience, discipline and responsibility for his activities [2, p. 5].

Survey of the recent scientific researches. The problem of the educational value of work in preschool institutions was studied A. Bilous, D. Elkonin, V. Loginova, M. Mashovets, T. Ponimanska, V. Sukhomlynskyi, T. Chekalina and many others.

The purpose of the article is to investigate pedagogical conditions of effective formation of preschool children's positive attitude to work and professions.

The basic material. Preschool age is very favorable time for a child in the formation of adult's traits, new skills and abilities. So the adults have an important task. They must use all the possibilities of this age period for the formation of children's knowledge and skills of labour activity and involve the children in this activity. The peculiarity of the children's mental development in preschool age is that the children remember only those moments and situations which give them positive emotions. So the children should feel the joy and satisfaction from work, be interested in the results of their work, as V. Sukhomlynsy wrote: „The joy of work is a powerful educational force” [3, p. 12].

An important aspect of forming ideas of the professions is the children's desire to imitate adults' activity, to take an active part in their lives, achieving their own independence. The teachers and psychologists advise the parents to support children's desire to help adults in their activity. At this period child's ideas of the labour activity and different professions are formed and the child discovers many new things, tries to find the kind of activity what he likes more. But the desire to work is not enough for the children it is important to give them the technical aspect of the work: initial skills which will help to cope with the definite tasks and to achieve the desired result. If after an unsuccessful attempt to do something the child refuses to continue working, you should explain him that the skills are improved during the activity, after the first failure we should try again and then we will succeed, because all important components: the skills of organizing the activity, controlling it, and only at the end assessing and analyzing it, are improved during the work. It is especially important that during the work such qualities as independence, industry the habit to work

regularly are formed. All of them are the qualities of an adult person, so the support of the adults in this process is the necessary condition for the formation of the child's working activity [4, p. 6].

If a child is constantly striving for the participation in the labour processes of the adults, is active and interested in different activities, it has a very positive effect on the development of a child's independence, creativity and initiative. The children's labour itself has not an important social significance, but it is very important and interesting for the child. The child possesses the social motives of work.

The children's labour becomes expanded owing to the moments of game, imaginary situations or the process of imitation of adults. So, organizing the children's activity an adult creates the game situations, surprises when someone comes and asks for help the children are more interested in the job, see the use of their work, want to see the results of it. You can also encourage the child to perform monotonous household work, if you use a game motivation. For example, you can tell the girl that she is a magical fairy and can put all her toys in their places quickly and better. In this case the child will gather the toys with greater interest, because at this time she will not think about cleaning up, but she will think that she is a fairy and tidies her room [5, p. 37].

During the different work children receive the necessary ideas of the work, professions, summarize and systematize the knowledge during their own activities. Owing to involving children in adults' work, the desire to imitate them, preschoolers go through the first stage of professional self-determination during which the children understand their preferences, professional interests and define the importance of each activity for the society. Thanks to various types of the activity the child summarizes and classifies his own ideas of the adults' labour and the professions' diversity. The senior preschoolers are the most active in this process. According to A. Bilous, the children of 5-6 years old can name from 4 to 15 kinds of professions. As it is noted, the boys are more familiar with the traditional „male-dominated” professions: occupations connected with the various types of vehicles (a tankman, a driver, a pilot, a captain); with the agriculture (a tractor driver, a combine operator), with different activities (an astronaut, a scientist, a cleaner, a computer operated, a photographer) and others. As to the girls they mostly name „female-dominated” occupations such as: a teacher, a saleswoman, a hairdresser, a medical nurse and others [6, p. 5].

The children know not only the names of different professions but they are also familiar with the tools which the people of a certain occupation use. For example, performing the doctor's activity they take a

stethoscope, a syringe and a needle, a thermometer and medicine; performing the teachers activity the children use such things as a pen, a notebook, a register and a blackboard [6, p. 6].

The senior preschoolers can describe the succession of actions, for example: at first the driver checks the condition of the car, starts it, looks around and only then begins to move; the teacher in the kindergarten greets the children in the morning, helps them with breakfast, gives the lessons and then goes for a walk with the children. The children can also say what qualities the representatives of different professions should have: so the doctor is very attentive and careful, the teacher is clever and tolerant, the driver is attentive and polite.

The preschool children gradually learn about the labour of the adults and their professions begin to respect the adults' labour and understand its social importance. The knowledge of the adults' labour gained at the preschool age is the basis for the further development of the children's positive attitude to the labour and professions.

Conclusions and prospects for further scientific research. In the conclusion we can say that the basic means of forming children's ideas of the professions is to familiarize them with the labour activity, its motives and results, to organize the children's work according to their age and individual abilities. The content of such education is determined by the curriculum of preschool educational institutions and the work with the children's families.

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Круглик А. С

СОЦІАЛЬНА АДАПТАЦІЯ НЕПОВНОЛІТНІХ ДІТЕЙ В МІСЦЯХ ПОЗБАВЛЕННЯ ВОЛІ

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Анотація: В цій статті автор розкриває поняття „соціальної адаптації” в місцях позбавлення волі. Вивчаючи наукові документи, робить висновок, що культурно-дозвільна діяльність сприяє всебічному розвитку особистості та допомагає адаптуватися до різних умов життя.

Ключові слова: соціальна адаптація, неповнолітні, дозвілля, виховання.

Krugluk A. Social adaptation of minors in prison

Summary. In this article, the author reveals the concept of „social adaptation” in prison. By studying scientific papers concluded that entertainment activities promote the comprehensive development of personality, and helps adapt to different conditions.

Key words: social adaptation, minor, leisure, education.

Актуальність. На сьогоднішній день проблема соціальної адаптації неповнолітніх правопорушників в місцях ізоляції від навколишнього світу стає все більш актуальною. Бо від того, як дитина буде

пристосовуватися до нових умов життя та налагоджувати контакти з іншими дітьми, і залежить її майбутня доля та те якої саме психологічної допомоги вона потребує. Тому