

Список використаних джерел

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В статье показаны пути развития проектной деятельности дошкольников и учеников младших классов с помощью средств информационно-коммуникационных технологий - социальных сетей (в частности, Pinterest), интерактивных познавательных презентаций, мультимедийных статей. Приведены примеры использования ИКТ для внедрения различных учебных проектов. Обоснована проектная деятельность как коллективная деятельность, где результат каждого становится частью общего результата. Охарактеризован сеть Pinterest как возможность предоставления информации в доступном виде, удобность ее систематизировать, понимать людям из разных стран; познавательные презентации как интерактивные дидактические пособия и мультимедийные развивающие игры.

Ключевые слова: интерактивная проектная деятельность, информационно-коммуникационные технологии, проектная деятельность, познавательные.

The article describes the development of the project activities of pre-schoolers and primary school students by means of information and communication technologies, mainly social networks (in particular, Pinterest), interactive informative presentations, multimedia articles. Examples of the use of ICT for implementation of various educational projects have been suggested. Design activity as a collective activity, where each result becomes part of the overall result has been grounded. Network of Pinterest has been characterized as an opportunity to provide information in accessible form convenient to systematize it, to understand people from different countries; educational presentations as interactive teaching aids and multimedia educational games.

Key words: interactive design activities, information and communication technologies, project activity, cognitive.

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ROLE-PLAY GAME AS A MODELING AND SIMULATION OF PROFESSIONAL ACTIVITIES OF TRAINING FUTURE SPECIALIST

The article deals with theoretical aspects of the role-play game as a means of simulation and modeling of future specialist professional activities. Role-play game as a kind of interactive technologies, realizing the subject - subject approach in the educational process. The general scientific and special methods of knowledge have been applied: theoretical synthesis method enabled to specify the conceptual apparatus, sequence of the role-play game stages has been defined by means of abstract logical method. The article is aimed to determine the characteristics of the role-play game as means of professional simulation and modeling of future professionals. Role-play game has been determined as a kind of interactive technologies realizing the subject - subjective approach to the educational process of higher education. It has been proved that the place and role of role-play game in the teaching process depends on several factors: the target set; peculiarity of game action; material and technical support; capabilities and abilities of the students, their interest in games and creative activities. The application of active learning methods and techniques that can constitute technological and methodological core of role-play game has been analyzed. It has been substantiated that the simulation and modeling of professional situations in the course of role-play game in high school makes it possible to provide a positive atmosphere in the student team to achieve common professional goals; awareness of the individual values collectively made inferences; free expression of opinion. It is proposed to step into high school use gaming debatable character that promotes the development of critical thinking skills to formulate, define, validate and implement analysis discussed thoughts and ideas, the formation of research skills, improving organizational skills, the formation of reflective listening skills and an adequate interpretation of the information obtained.

Key words: role-play game, simulation, modeling, methods of teaching, high school, vocational training.

The modern world is characterized by increased competition, which leads to the changing requirements in the training of higher education graduates. Specific features of readiness of future professionals is an ability to be creative to professional activity, to change the profile of the work or complete the training in accordance with changes in the sphere of labour and employment. In the

professional training of future specialists we need to use active teaching methods that promote effective development of students' abilities and the formation of life skills, systematic thinking, ability to adapt in rapidly changing modern society. In the past decades business game quite widely penetrated in production, social activities, economy, control theory and education. This is

confirmed by scientific research and publications, among which are works by Y. Arutyunov [1], M. Birshtein [2], N. Volkova [3], M. Vorovka [4], T. Hlebnikova [15] and others.

It is necessary to mention the developments related to the use of methods of teaching the game in higher education. For example, the works of A. Verbitsky propose the scheme how to use business games and their place in the system of higher education. Basing his research position on the study of role-play game from the standpoint of the concept of sign and contextual learning A. Verbitsky saw its point in a form of reconstruction of the subject and the social content of professional activity, system modeling relationships specific to a certain type of work [3, p. 129]. A. Verbitsky scientific position on the definition of the essence of role-play game is also shared by renowned psychologists A. Petrovsky and N. Yaroshevsky. According to the views of these authors, role-play game is a form of reconstruction of the subject and social content of professional activity, modeling of systems of relations that are typical for this type of practice [10]. A. Polton and L. Pirozhenko note that the role-play game is the active form of playback of a particular professional situation in a standardized manner and search of optimal solutions to a given situation [11]. According to V. Rozin, in the process of the business game at the professional level there is the dialogue, the clash of different opinions and positions, mutual criticism of hypotheses and proposals, their justification and strengthening that promotes the acquisition of new knowledge, ideas, experience of the solution of pedagogical tasks and psycho-pedagogical situations. This games help to solve scientific problems, develop programs of research, exchange professional experience. The practice of conducting business games shows that they give particularly interesting results when applied to the study of complex systems, as well as situations of conflict, alternative solutions and innovations [12, p. 66-74]. However, the gaming activity, as noted by S. Goncharenko, it is a kind of human activity, in which there is mastery of public functions, relations [6, p. 217], where the required elements are educational, creative and pedagogical components. Thus, we can say that role-play game do not only simulate professional activities, but also form personality in the preparation of future specialist.

However, it should be stated that there is need for further study of the problems associated with the extensive use of role-play game in modern conditions of modernization of training of future specialists in higher education.

The purpose of the article is to determine the features of the role-play game as a way of designing and modeling of professional activity in the training of future professionals.

The new stage of preparation of future specialists associated with the rapid development of high school, and the intensification of differentiation of the educational process, the emergence of different educational systems, requires, on the one hand, the use of such teaching methods in higher education, which would intensify and hasten the process of preparing the student for the content and the nature of his profession, and on the other hand - the need for a phased science-based organization of the educational

process at the institution of higher education. Educational role-play game in the training system in higher education - is an activity in the design and modeling of training and learning activities and their subsystems and game modeling future professional activity of graduates in these systems.

The design and modeling of professional activity in the process of a business game in the system of training of future specialists has two forms: simulation and gaming. Simulation design and modeling of the organization of educational-cognitive activity of students is a process of designing a model of real system of organization of this activity with regard to the formulation and solution of professional problems by simulating the specific professional activity with a clear system of knowledge, abilities, skills, traits of the creative personality of the student, which must be provided by high school. Game design and simulation of organization of educational-cognitive activity of students is a process of making and implementing roles, adequate professional activity in simulated situations and presentation of interpersonal relationships according to the stated objective.

Note that learning through games is the most successful and promising innovative educational technology. In the process of educational game we develop purposefulness, activity, dynamism and productivity of thinking, strength and speed of memory, commitment to excellence and belief in ourselves. From the didactic point of view, learning through game is perspective because it doesn't oppose to modern pedagogical theories and can become a form of integrated learning.

Analysis of studies conducted in recent years in the development of educational business games[5; 7; 9; 14; 15], advanced pedagogical experience in the country and abroad, as well as their own practice of creation of educational business games based on the above definitions, allowed to identify the main structural elements of the educational role-play games. The structure of the simulation model is a model of organization of educational-cognitive students' work, based on the model of educational-cognitive activity.

The principle of simulation is laid in the management structure of a business game, involves the construction of learning models, representing in simplified form the selected object reality. The choice of this object to educational business games must be due to the overall objectives of the training of students in high school. Description of the object of imitation suggests a certain didactic processing, the selection of the content information that must be assimilated by students.

Simulation games involving mostly play situations, are held for the purpose of finding ways to improve the quality of work in the future; role-playing game based on conditional roles for participants, are dynamic in collectively-personal relationships, teach to work in groups, form the ability to analyze professional activity, to identify typical professional tasks and develop training and production tasks on their basis.

In the structure of educational role-play games there are following components: purpose; actors; the nature of the situation that is being modeled (planning, reception, holding meetings, conferences, seminars, sittings, etc); the

nature of the gameplay (how the game is played: identification of steps, their sequence, the definition of actors and their functions, the nature of assessment results); providing instruction to all participants of the game; the game materials, literature, descriptions; defining the rules of the game; determination of time for the preparation and conduct of the game [7].

The purpose, role and activities in the educational process of the business game are determined by educational, social and professional tasks. The structure of the training sessions, which involves business game, could be: teacher instructing (purpose, content, final result, instructions for carrying out the formation of game teams and roles); - study of participants the game documentation, defining its content and course (the scenario, the game rules, didactic material); the actual game (the study of the situation, discussion and decision making, achieving goals); public "protection" of the proposed solutions; determining the winners of the game; summary and analysis of the game by the teacher (analysis and evaluation of the achieved results, the analysis of action and activity, the mistakes made during the game, their causes and grading).

Determination of the place and role of the role-play game in the educational process of high school depends on several factors: the target setting (cognitive summarizing and controlling); the specifics of the game action (theatrical, imitation, competition, etc.); from logistics (educational facilities, information and communication provision, videos, musical arrangement); capabilities and abilities of the students, their interest in the game and creative activity.

The choice of a role-play game is determined primarily as leading by the functions that the teacher identifies: forming a holistic view of future specialists about the features of professional activity and its dynamics to gain experience of decision making, the development of theoretical and practical creative thinking, building professional and positive motivation.

G. Selevko highlights various modifications of role-play games: simulation games (the operation of any activity and any organization are simulated in the classroom; scenario simulation games, in addition to the plot events, discusses the structure and purpose of the simulated objects and processes); operational games help to find out the performance of specific operations, actions); roles (practicing tactics, actions, functions and duties of any person; " role-play theatre" (the playing out of some situations and human behaviour in a role-play setting, close to real); psychodrama and sociogram (socio-psychological " role-play theatre", which is fulfilled by the ability to feel the situation, assess the psychological state of another person) [13].

However, it should be noted that in pure form, these games are not used, each specific role-play game is the combination of these aspects, or in accordance with the defined goals of the game, the emphasis may be on any one.

Analysis of scientific literature allows us to determine the requirements for the formulation of the rules of the game: a clear statement of the conditions relating to certain aspects of the game (the game technology, game

rules of procedure, game procedures, the roles and functions of teachers who lead the game, the estimation system and methods of interaction between players, the possibility of introducing unexpected situations); the optimal number of basic rules (5-10), otherwise the game is reduced to the memorization of rules and does not fulfill its purpose; the nature of the rules must ensure the playback and gaming contexts ; the rules must be closely linked to other structural elements of the game, and especially with the system of assessment and instruction to students.

In methodological and technical support of role-play games include: project development of business games; scenario development; methodological recommendations on the organization and conduct of the game; collection of various blank form documentation; list of technical equipment for role-play games; information support.

The process of designing a business game (by G. Selevko) includes 4 stages: the first stage: defining the purpose of the game, which is formulated based on the objectives of learning, content of the studied theoretical problems and the abilities that must be formed among the participants in the learning process; the second stage: definition of the content according to which the process of designing a business game chooses situations with the most typical activity structure for the future specialist that provides professional context of the game; the third stage: development of the game context, which is specific and mandatory component in the design of business games and which is provided by the introduction of new rules, the game rights and duties of players and referees, the introduction of the characters, the performance of dual roles, the introduction of opposite interests, roles, designing behavioral contradictions, the development of a system of penalties, rewards, bonuses; a visual representation of the results; the fourth stage: preparation of the structural-functional programs, business games, defining goals and objectives, a description of the game situation, its organizational structure and sequence, the list of participants in the game, their functions, the incentive system.

The method of implementation of the business game includes several successive steps:

1. Preparation is carried out through preparation of participants in the game on the topic including lecture material, independent work over the recommended literature followed by self-monitoring and self-evaluation by the teacher-developed list of questions and answers.

2. Organizational is based on theme and objective of the game, the formation of small groups (4-5 people), the creation of arbitration (4-5 pers.), informing participants about the conditions of educational business games, submitting the appropriate documentation. Actualization of knowledge completes this stage: each mini-group answers the questions asked, the representatives of the other mini-groups complement.

3. Primary - includes independent work groups, study the situation, instructions, roles, collecting additional information, filling in the summary tables, evaluation of written responses.

4. The game in which mini - groups prepare the task.

After answering other mini-groups supplement, clarify, or contradict their actions; arbitrators introduce improvisation, which should be solved in short time. The arbitrator fixes all performances, additions, and evaluates them.

5. Analysis of the decisions and conclusions. The arbitrators analyze the process of the game, behaviour and activity of students, draw attention to errors and non-standard solutions, sum up the competition [14].

G. Selevko identifies a number of active methods and ways of learning, which can be of technological and methodological core of business games. These include:

1. The analysis of specific situations (case study) - one of the most effective methods of active cognitive activity, can be represented in the following types of learning situations: situation-problem; situation assessment; illustrate the situation; the situation of exercises.

2. Simulation exercises form active method, which feature is the presence of pre-known better (optimal) solution for teacher. Simulation games are played legal, socio-psychological, pedagogical mechanisms, the principles that determine human behaviour and interaction in a particular simulation situation.

3. Role-playing is game method of active learning, characterized by the following main characteristics: the presence of tasks, problems and the distribution of roles between the participants; interaction is done through discussion; the introduction of a teacher correcting conditions; discussion and evaluation of the results and conclusions. The method of role playing is effective in dealing with certain management decisions.

4. Game designing is a dynamic method, which is characterized by the following distinctive features: the presence of research or methodological problems, challenges; division of participants into small groups and development of options for solving this problem (task); projective-constructive development of possible solutions is reflected in the form of written work, layout, models, etc.; public defense of the project.

5. Discussion is the process of dialogical communication between participants, which is formed around the experience of joint participation in the discussion and solution of theoretical and practical problems. Objectives of discussions may be different: teaching, training, diagnostics, stimulation of creativity, etc.

Properly organized discussion passes through three stages of development:

1. Stage of orientation: participants adapt to the problem and to each other, at this time a certain setting to solve the problem is produced. Thus before the event has the following objectives: to formulate the problem and the purpose of the discussion, hold acquaintance of participants to create the necessary motivation, explain the problem and show its importance and bring in unresolved and controversial issues, define the expected results; set a

time limit, debate time limits on statements to formulate the rules of the debate.

2. Stage of the evaluation involves a situation of opposition, confrontation and even conflict of ideas. At this stage the teacher has the following objectives: to organize an exchange of views; to gather maximum ideas, plans, proposals, maintain a high level of activity of all participants, to prevent excessive activity of some at the expense of others, promptly analyze statements, ideas and thoughts. This analysis represents a summary or conclusions, which are given at time intervals of 10-15 minutes. The conclusions may be given by participants.

3. Consolidation stage includes developing a common or compromise solutions, conclusions, recommendations. The teacher's task are: to analyse and evaluate the conducted discussion to sum up the results and announce the results. To match the initial objectives and outcomes, identify positive and negative, to help participants to agree to accept a group decision, together with the participants, providing the advantages of each position; in his concluding remarks to bring the group to a common constructive conclusions, which have cognitive and practical value; to achieve a sense of satisfaction from participating in the discussion.

In our opinion, it is reasonable in the modern pedagogical conditions in high school to enhance the use of discussion business games: debates, disputes, discussions. Such educational business games will contribute to the development of critical thinking, development of skills to formulate, determine, justify and analyze the discussed thoughts and ideas, the formation of research skills; the improvement of organizational skills, the skills of reflective listening and appropriate interpretation of the information received.

Conclusions. Global-scale innovation processes in higher education system, shifting demand from traditional passive accumulation of knowledge motivated to teach students the methods of obtaining scientific information and skills to apply their knowledge in professional activity. Design and simulation of professional situations in the process of role-play games in higher education allows us to provide a positive atmosphere in the student team to achieve common professional goals; creating awareness of personality values collectively made inferences and free expression of opinions; creating approximate models of professional relationships, engaging students in these relations through specific content, which is realized in the performance of specific roles. Replacing real professional relations model allows: to acquaint the students with almost any type of professional activity, make decisions, make changes, review and evaluate quite a lot of possible alternatives of decisions of non-standard situations.

Prospects for further research can be theoretical and practical aspects of the introduction of innovative teaching methods in the professional training of specialists in modernization of the high school.

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В статті розглядаються теоретичні аспекти ділової гри як способу проектування та моделювання професійної діяльності майбутнього фахівця. У процесі підготовки дослідження застосовано загальнонаукові та спеціальні методи пізнання: метод теоретичного узагальнення дає можливість уточнити понятійний апарат, за допомогою абстрактно-логічного методу визначено послідовність етапів ділової гри. Метою статті є визначення особливостей ділової гри як способу проектування та моделювання професійної діяльності майбутніх фахівців. Схарактеризовано ділову гру як вид інтерактивних технологій, що реалізують суб'єкт - суб'єктний підхід у навчально-виховному процесі вищої школи. Усистематизовано теоретичні підходи до структури та моделей ділової гри. до розуміння ділової гри як інтегративного методу навчання у вищій школі. Обгрунтовано, що місце і роль ділової гри в навчальному процесі залежить від ряду чинників: цільової установки; специфіки ігрових дій; матеріально-технічного забезпечення; можливостей і здібностей самих студентів, їх інтересу до гри і творчої активності. Проаналізовано застосування активних методів і способів навчання, які можуть становити технологічне та методичне ядро ділових ігор. Обгрунтовано, що проектування та моделювання професійних ситуацій у процесі ділових ігор у вищій школі дає можливість забезпечення позитивної атмосфери в студентському колективі для досягнення спільних професійних цілей; усвідомлення особистістю цінності колективно зроблених умовиводів; вільного висловлення думки. Запропоновано активізувати у вищій школі застосування ділових ігор дискусивного характеру, що сприятиме розвитку критичного мислення, вміння формулювати, визначати, обгрунтовувати та здійснювати аналіз обговорюваних думок та ідей, формуванню дослідницьких навичок, удосконаленню організаційних навичок, формуванню навичок рефлексивного слухання та адекватної інтерпретації отриманої інформації.

Ключові слова: ділова гра, проектування, моделювання, методи навчання, вища школа, професійна підготовка.

В статье рассматриваются теоретические аспекты деловой игры как проектирование и моделирование профессиональной деятельности будущего специалиста. Определено деловую игру как вид интерактивных технологий, реализующих субъект - субъектный подход в учебно-воспитательном процессе. В статье обобщены теоретические подходы к структуре и моделям деловой игры. Систематизированы подходы к пониманию деловой игры как интегративного метода обучения в высшей школе. В процессе подготовки исследования применены общенаучные и специальные методы познания. Метод теоретического обобщения дал возможность уточнить понятийный аппарат, с помощью абстрактно-логического метода определена последовательность этапов деловой беседы. Целью статьи является определение особенности деловой игры как способа проектирования и моделирования профессиональной деятельности будущих специалистов. Обосновано, что место и роль деловой игры в учебном процессе зависит от ряда факторов: целевой установки; от специфики игровых действий; от материально-технического обеспечения; от возможностей и способностей самих студентов, от их интереса к игре и творческой активности. Проанализировано применение активных методов и

способов обучения, которые могут представлять технологическое и методическое ядро деловых игр. Обосновано, что проектирование и моделирование профессиональных ситуаций в процессе деловых игр в высшей школе дает возможность обеспечения позитивной атмосферы в студенческом коллективе для достижения общих профессиональных целей; осознание личностью ценности коллективно сделанных умозаключений; свободного выражения мнения. Предложено активизировать в высшей школе применение деловых игр дискуссионного характера, что способствует развитию критического мышления, умений формулировать, определять, обосновывать и осуществлять анализ обсуждаемых мыслей и идей, формированию исследовательских навыков, совершенствованию организационных навыков, формированию навыков рефлексивного слушания и адекватной интерпретации полученной информации.

Ключевые слова: деловая игра, проектирование, моделирование, методы обучения, высшая школа, профессиональная подготовка.

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ЕКСПЕРИМЕНТУВАННЯ ЯК ЗАСІБ ОРГАНІЗАЦІЇ ДІЯЛЬНОСТІ ДІТЕЙ У ДОШКІЛЬНОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

Стаття присвячена розкриттю сутності експерименту, як засобу організації науково-пізнавальної діяльності молодших дошкільників. Метою її є обґрунтування доцільності використання засобу експериментування в процесі пошукової діяльності молодших дошкільників. Потреба дитини в нових враженнях лежить в основі виникнення і розвитку невичерпної орієнтовно-дослідницької (пошукової) діяльності, спрямованої на пізнання навколишнього світу. Методика дослідження автором проводилась поетапно. Практична значущість полягає у розробці серії експериментів, які можуть бути впроваджені у практику роботи дошкільного закладу. Пошуково-дослідницька робота стимулює пізнавальну діяльність молодших дошкільників, розвиває творчі здібності, зміцнює здоров'я на основі підвищення загального рівня рухової активності.

Ключові слова: предметно-маніпулятивна діяльність, орієнтовно-дослідницька (пошукова) діяльність, експеримент, валеологічна обізнаність, методика, молодший дошкільний вік.

Потреба дитини в нових враженнях лежить в основі виникнення і розвитку невичерпної орієнтовно-дослідницької (пошукової) діяльності, спрямованої на пізнання навколишнього світу. Чим різноманітніше і інтенсивніше пошукова діяльність, тим більше нової інформації отримує дитина, тим швидше і повноцінніше вона розвивається.

Постановка проблеми. Згідно з діяльнісною парадигмою в освіті, розвиток особистих якостей та психічних процесів дошкільника відбувається паралельно з оволодінням практичними навичками, прийомами пошукової діяльності. Таким чином, в оновленому, реформованому дошкільному навчальному закладі, дитина повинна оволодіти знаннями та практичними навичками. Молодший дошкільний вік є найбільш чутливим для формування означених якостей, оскільки саме в цьому віці відбувається становлення мотиваційної, діяльнісної та когнітивної сфер особистості.

Аналіз останніх досліджень і публікацій. Проблема валеологічного виховання молодших дошкільників висвітлена сучасними педагогами в таких аспектах: організація валеологічного виховання дітей молодшого дошкільного віку (Г. Бєленька, Н. Дєнісенко, Л. Лохвицька, М. Машовець), проблема формування цінностей здоров'я у молодших дошкільнят (О. Богінч, З. Плєхій); становлення валеологічної культури дітей (В. Деркунська, Н. Повєденюк, Н. Тимофєєва); питання пізнання природи з позиції єдності екологічного та

валеологічного виховання (Г. Бєленька, З. Плєхій), проте проблема збереження активної позиції молодшого дошкільника в процесі валеологічного виховання висвітлена частково. Так, у дослідженнях Н. Лисенко, Л. Калужької розглянуто вплив цього методу на валеологічне виховання дітей, але про молодших дошкільників згадано лише побіжно. Теоретичні основи експериментування як методу висвітлені в роботах Г. Бєленької, М. Под'якова, психологічні передумови експериментальної діяльності широко представлені в працях Б. Ананьєва, Л. Виготського, Д. Ельконіна, З. Істоміної, О. Леонтьєва, Г. Люблінської, проте недостатньо уваги приділяється висвітленню педагогічних умов організації експериментування молодших дошкільників у процесі валеологічного виховання.

Метою статті є обґрунтування доцільності використання засобу експериментування в процесі пошукової діяльності молодших дошкільників. На підставі аналізу теоретичних джерел і педагогічного досвіду визначити сучасні тенденції валеологічного виховання молодших дошкільників; визначити критерії та показники валеологічної обізнаності дітей молодшого дошкільного віку; теоретично обґрунтувати та експериментально перевірити педагогічні умови експериментальної діяльності молодших дошкільників та розробити методику організації експериментування з дітьми молодшого дошкільного віку.

Результати дослідження. Експериментальне дослідження було проведено у три етапи: