
АКТУАЛЬНІ ПРОБЛЕМИ ДОШКІЛЬНОЇ І ПОЧАТКОВОЇ ОСВІТИ: ВІТЧИЗНЯНИЙ І ЗАРУБІЖНИЙ ІННОВАЦІЙНИЙ ДОСВІД

CURRENT ISSUES IN PRESCHOOL AND PRIMARY EDUCATION: DOMESTIC AND FOREIGN INNOVATIVE EXPERIENCE

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CREATING THE EDUCATIONAL AND DEVELOPMENTAL ENVIRONMENT OF PRIMARY SCHOOL AS A PEDAGOGICAL CONDITION FOR THE FORMATION OF INFORMATION AND DIGITAL SKILLS IN JUNIOR PUPILS

In the process of digital transformation of social spheres, the issue of developing information and digital skills in primary school students is becoming increasingly important. It is the availability of these skills that is the key to successful and safe orientation of students in the large flows of information with which they interact on a daily basis. An important role in the formation of information and digital skills of primary school students is played by the creation of an educational and developmental environment of primary school. This is due to the fact that everything that surrounds the individual (people, processes, objects, etc.) has a direct and indirect impact on him/her, stimulating the development of the relevant neoplasms necessary for life.

The purpose of the report is to substantiate the creation of an educational and developmental environment of primary school as a pedagogical condition for the formation of information and digital skills in primary school students.

Educational and developmental environment is "a system of influences and conditions of personality formation, as well as opportunities for its development, contained in spatial-subject, social-communication, psychological-didactic and cognitive-motivational components" [3, p. 42]. In order to create an educational and developmental environment of primary school, favourable for the formation of information and digital skills in primary schoolchildren, it is necessary to ensure its quality functioning in this direction at the following levels: state and regional; a specific educational institution and classroom [2, p. 234].

The state and regional level covers the implementation of regulatory documents, the content of which provides for the implementation of state policy aimed at improving the level of information and digital skills of primary school students. This may include the purchase of equipment, professional development of teaching staff, development of methodological recommendations for the organisation of the

educational process for the first level of all general secondary education institutions within the framework of the NUS reform and the implementation of the State Standard of Primary Education in general [5].

The level of a particular educational institution and class covers specifically those means that contribute to the development of information and digital skills in primary education students and interaction with them. These are digital technology tools (computer, smartphone, printer, photocopier, etc., their software and online services), as well as accompanying information and didactic materials (posters, tables, diagrams, video, audio, etc.) that are located directly in the classroom or in the common areas of the GSEI. The main teaching materials used by teachers in primary school lessons include the following: "online resources (applications) for the educational process, computer didactic games, electronic educational game resources, online test environments and message chats" [4, p. 164]. It is important to note that it is not only necessary to have these tools or have access to them, but also to create algorithmic steps for their use, given the need to organise interaction between all participants in the educational process (teacher, students and individual students) to develop in younger students the ability to search for and critically evaluate digital information, choose and use digital tools to meet needs, interact ethically and safely on the Internet, and solve basic technical problems [5].

Pedagogical condition is a specially designed general factor of influence on external and internal circumstances of the educational process and personal parameters of all its participants. The creation of an educational and developmental environment of primary school as a pedagogical condition for the formation of information and digital skills in primary schoolchildren is characterised by the features of this general definition [1, p. 56]. In particular:

- determining the results of individual learning: acquiring knowledge in the environment of digital tools and those that allow to enhance their educational impact, algorithmic organisation of work with them during the interaction of students determine the formation of information and digital skills in primary education students;
- objective provision of the possibility of improving the results of mastering thematic abilities: a purposefully and successfully organised educational and developmental environment stimulates a higher level of information and digital skills in primary school students than one that does not specifically provide for such a goal;
- application of modern methods and technologies for acquiring competences: creating an educational and developmental environment of primary school requires the use of computer technologies, interactive methods, digital tools (online tools and device software) and innovative approaches to their use in the educational process;
- Implementation of the best ideas of pedagogical experience: to create an educational and developmental environment in a school of the first stage, aimed at developing the abilities of younger students, it is advisable to borrow effective methods or their elements developed by practicing teachers.

The creation of an educational and developmental environment of primary school at the state and regional levels is determined by the content of decisions of state and local authorities, and at the level of a particular educational institution and classroom - by the administration and the teacher. Only in this interconnection is it possible to provide a set of conditions for the qualitative formation of information and

digital skills in primary schoolchildren. After all, implementing the first level will only provide a theoretical basis for mastering these abilities, while it is the activities at the second level that contribute to the practical results of individual students.

Thus, the creation of an educational and developmental environment of primary school, which is carried out at the state and regional levels, at the level of a particular educational institution and class, is a pedagogical condition for the formation of information and digital skills in primary schoolchildren. This is substantiated by the essence of the proposed thesis, as well as its compliance with the general features of pedagogical conditions.

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ПСИХОЛОГО-ПЕДАГОГІЧНІ УМОВИ ЗАБЕЗПЕЧЕННЯ ПРОЦЕСУ АДАПТАЦІЇ ДІТЕЙ ДО ВІДВІДУВАННЯ ДИТЯЧОГО САДКА

Адаптація дітей до дитячого садка є критично важливим етапом у їхньому розвитку, що потребує відповідної підтримки з боку педагогів і психологів. Процес адаптації дітей до відвідування дитячого садка – це поступове звикання дитини до нових умов життя, що включають нове оточення, розпорядок дня, вихователів, правила поведінки, а також взаємодію з іншими дітьми. Цей процес є важливим етапом у житті дитини, який впливає на її емоційний стан, соціальні навички та загальний розвиток. Успішна адаптація є важливою для подальшого розвитку дитини, тому педагоги та психологи повинні створити умови, що сприятимуть цьому процесу.