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DZIAŁALNOŚĆ TURYSTYCZNA JAKO KIERUNEK ORGANIZACJI PROCESU EDUKACYJNEGO W INSTYTUCJI EDUKACJI PRZEDSZKOLNEJ

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Adnotacja. W artykule określono specyfikę organizacji działalności turystycznej w procesie edukacyjnym instytucji edukacji przedszkolnej. Artykuł określa formy i rodzaje działalności turystycznej oraz grupy warunków zapewniających organizację procesu edukacyjnego w edukacji przedszkolnej: środowiskowe, psychologiczno-pedagogiczne, dydaktyczne, organizacyjne. Proces edukacyjny jest postrzegany jako kontrolowany system dynamiczny, składający się ze powiązanych ze sobą elementów, zapewniających celowe, etapowe i systematyczne działania nauczyciela w zakresie organizacji interakcji edukacyjnych z dzieckiem. Organizacja procesu edukacyjnego w instytucji edukacji przedszkolnej przewiduje proces zdobywania osobistych doświadczeń i kształtowania osobowości dziecka we wszystkich działaniach. Potrzeba zbadania problemu organizacji działalności turystycznej w systemie edukacji przedszkolnej wynika z nowych trendów w społeczeństwie informacyjnym związanych z gromadzeniem wiedzy naukowej i potrzebą znalezienia skutecznych mechanizmów ich przekazywania i wykorzystywania.

Słowa kluczowe: proces edukacyjny, instytucja edukacji przedszkolnej, działalność turystyczna.

TOURIST ACTIVITY AS A DIRECTION OF THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE PRESCHOOL EDUCATION INSTITUTION

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Abstract. The article identifies the specifics of the organization of tourist activities in the educational process of preschool education. Forms and types of tourist activity and groups of conditions that ensure the organization of the educational process in preschool education: environmental, psychological and pedagogical, didactic, organizational are mentioned in the article.

The educational process is presented as a controlled dynamic system consisting of interconnected elements that provide purposeful, step-by-step and planned activities of the teacher to organize educational interaction with the child.

The need to study the problem of organizing tourist activities in the system of preschool education is attributable to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for their transfer and use.

Key words: educational process, pre-school institution, tourist activities.

ТУРИСТИЧНА ДІЯЛЬНІСТЬ ЯК НАПРЯМ ОРГАНІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ В ЗАКЛАДІ ДОШКІЛЬНОЇ ОСВІТИ

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Анотація. У статті визначено специфіку організації туристичної діяльності в освітньому процесі закладу дошкільної освіти. У статті визначаються форми та види туристичної діяльності та групи умов, що забезпечують організацію освітнього процесу в дошкільній освіті: екологічні, психолого-педагогічні, дидактичні, організаційні. Освітній процес розглядається як керована динамічна система, що складається із взаємопов'язаних елементів, що забезпечують цілеспрямовану, поетапну та планомірну діяльність педагога з організації навчальної взаємодії з дитиною. Організація освітнього процесу в закладі дошкільної освіти передбачає процес набуття особистого досвіду та формування особистості дитини в усіх видах діяльності. Необхідність вивчення проблеми організації туристичної діяльності в системі дошкільної освіти пояснюється новими тенденціями в інформаційному суспільстві, пов'язаними з накопиченням наукових знань і необхідністю пошуку ефективних механізмів їх передачі та використання.

Ключові слова: освітній процес, заклад дошкільної освіти, туристична діяльність.

Introduction. The educational process in preschool education is a controlled dynamic system consisting of interconnected elements that provide purposeful, step-by-step and planned activities of the teacher to organize educational interaction with the child, achieve educational goals and results. In this context, the need to develop and update fundamental aspects of the theory and methodology of preschool education in the direction of organized tourism activity, which is confirmed by the Laws of Ukraine "On Education", "On Preschool Education", "On Tourism", etc. Thus, the Law "On Education" states that the main purpose of preschool education is to ensure the holistic development of the child, his physical, intellectual and creative abilities through education, training, socialization and the formation of the necessary life skills. The tasks of preschool education, defined by the Law of Ukraine "On Preschool Education", are: preservation and strengthening of physical, mental and spiritual health of the child; education of children's love of Ukraine, respect traditions and customs, national values of the Ukrainian people, as well as the values of other nations, a conscious attitude to everything. The new version of the Basic Component of Preschool Education (State Standard of Preschool Education) lists the key competencies of a child for preschool education: motor and health, personal, research, environmental, play, socio-civic, speech, artistic. Among the types of tourism, the Law of Ukraine "On Tourism" presents: children's, cultural and cognitive, medical and health tourism. The need to study the problem of organizing tourist activities in the system of preschool education is due to new trends in the information society, associated with the accumulation of scientific knowledge and the need to find effective mechanisms for their transfer and use.

Various aspects of the problem of organizing the educational process in preschool education are mentioned in the studies of A. Bogush, N. Gavrish, N. Gorbunova, E. Karpova, O. Kononko, K. Krutiy, T. Ponimanskaya, O. Proskura, O. Sukhomlinskaya, T. Tanko, T. Andryushchenko, O. Viligorsky, T. Dudka, N. Makovetska, B. Pangelov, V. Polishchuk, S. Pokhmurska, O. Trescheva and others. Scientists reveal the essence of planning and organizing work on children's tourism in a modern preschool institution (Vilihorskyi, 2009), determine the relevance of the problem of health of preschool children and the importance of using tourism in this process to form a culture of health and harmonious development (Makovetska, 2007; Panhelov, 2007; Pokhmurska, 2008; Treshcheva, 2005). According to T. Andriushchenko (2007), children's tourism allows not only to adjust the development of the motor sphere of preschoolers, but also forms their personal qualities, in particular, promotes the ability to predict the results of their own activities and behavior, creates conditions for developing a desire to know the world. (V. Polishchuk, 2008) proved the relationship between physical and mental abilities of preschool children in the educational process in the classroom with elements of tourism. T. Dudka (Dudka, 2013) described the role assigned to local lore and tourism tools in the structure of the development of mental activity of preschoolers. A. Medvid (2009) revealed the pedagogical conditions for improving the motor regime of preschool children in the process of tourist and local lore activities in a preschool institution.

Main part. The purpose of the article is to determine the specifics of tourism as a direction in the organization of the educational process of preschool education. The tasks of the article are following: to clarify the components

of the educational process of preschool education, to determine the forms and types of tourist activities and groups of conditions that ensure the organization of the educational process in preschool education.

Materials and methods. The following theoretical research methods were used to solve certain problems: systematic analysis, comparison, systematization, classification and generalization of scientific and methodological literature; method of systematic analysis of psychological-pedagogical literature, interpretation of key provisions of the study.

The methodological basis of the research is developed based on taking into account the provisions of functional-activity, axiological, universal, personality-activity approaches.

The organization of the educational process in the institution of preschool education involves the process of gaining personal experience of the child and the formation of all activities that are implemented in preschool age: motor, play, artistic and creative, cognitive and research. Competence approach to the organization of the educational process directs to obtain certain results (Basic component of preschool education and state standard of preschool education (Bazovyi komponent doshkilnoi osvity, Derzhavnyi standart doshkilnoi osvity, nova redaktsiia, 2021). The content of the educational process in preschool education is considered not only as a system of knowledge, skills, attitudes, creative experience, but also relevant competencies, the mastery of which provides diverse development of mental and physical abilities of students, their worldview, values, morality, behavior, which is the preparation for social life and the development of the child's personality. The content of preschool education is not to equip the preschooler with certain knowledge, skills, abilities, but to ensure the formation of a set of integrative personality traits at a level that meets the capabilities of child development in preschool: curiosity, activity, sensitivity, communication and so on.

To determine the specifics of tourism as a direction in the organization of the educational process, we will consider the components of the content of the educational process in the preschool institution.

The first component is the purpose and objectives of education and training of preschool children, which determine the content of the educational process.

The second component is presented in the form of different activities that are mastered by children in the educational process. We comment on the general methods of activity and the process of performing these activities, and specific activities that are necessary to perform different activities (eg, language, communicative, cognitive, motor, creative, etc.). In the process of mastering this component of educational content, the preschooler acquires experience of cognitive activity, he forms the position of the subject, the activity itself acquires the character of self-knowledge, self-development, self-expression, the development of various abilities (Bevz, 2003).

The third component is ways of creative activity: combining, applying a familiar way in a new situation, the ability to see the familiar in a new way, to reflect their impressions through various means (through poems, drawings, games), experimentation.

The fourth component is ways of expressing attitude to the surrounding reality. This experience is the basis for the formation of socio-moral behavior of the individual. Preschooler in the course of mastering of this component forms motives, feelings, properties of the person. As a result of mastering, the child forms the basis of personal culture, which is seen in treat (value, cognitive, creative, aesthetic) to the world. All components of socio-historical experience are interconnected, mastered by the child in unity and ensure the diverse development of the preschool child (Havrysh, 2008).

The content of preschool education has to:

1) be considered as a cultural and historical form that determines the direction of child development in ontogenesis;

2) be based on the provisions of cultural and historical theory of L. Vygotsky and scientific psychological and pedagogical school on the patterns of child development in preschool age (in relation to leading activities, social situation of development, uneven mental development, reactive spontaneous learning; take into account the zone of immediate development, dominance direct motivation, involuntary mental processes), which determine the main approaches to the education of preschool children: cultural-historical, activity, personal (Vyhotskyi, 1991);

3) comply with the principles of developmental education, the purpose of which is the comprehensive development of the child;

4) combine and interconnect the principles of scientific validity and practical applicability;

5) comply with the principles of internal consistency of the proposed theoretical provisions, formulated goals and objectives, forms and methods of work;

6) meet the criteria of expediency (solve the goals and objectives on the necessary and relevant material);

7) ensure the unity of educational, developmental and educational goals and objectives in the educational process of preschool children;

8) form competencies that are directly related to the development of preschool children;

9) provide an invariant part of the diverse development of children.

In the educational process of preschool education, main directions in educational are:

– the educational environment that surrounds the child and influences the formation and development of personality (a set of conditions, forms and methods of learning and education), is one of the factors improving the educational process;

– social environment of a preschool child (teachers of preschool education, peers, parents, involved specialists in the field of tourism);

– various types of children's activities (plays, physical activity, tourist activities).

Tourism in the educational process of preschool education is considered as a set of organized and planned activities, which include: excursions, the purpose of which is to learn about the historical, geographical and cultural features of the native land, country, active and cognitive leisure, physical development and rehabilitation of children.

Tourism allows strengthen the health of preschoolers due to a set of factors: environmental, physical, etc. At the same time, such pedagogical tasks as: health-improving, tourist-local lore, civic-educational, ecological, aesthetic, speech and others are comprehensively realized.

Educational situations (spontaneous and organized, which educate, teach and develop) can be considered as a means of organizing tourist activities. The choice of tools used in the complex is determined by: the nature of the goals and objectives, opportunities and level of development of students, the content of organized tourism activities.

The resource component of the tourist activity of the educational process is defined as a system of conditions under which the purpose and objectives of education, training and development of preschool children can be successfully solved.

The organization of the educational process in preschool education is provided by the following groups of conditions: environmental, psychological and pedagogical, didactic, organizational.

Environmental conditions involve the organization of the environment that ensures the activity of the child.

Psychological and pedagogical conditions are the implementation of a personality-oriented model of interaction between teacher and child. Didactic conditions determine the implementation of the principle of integration of the organization of the educational process, the implementation of tourism activities with the help of pedagogical tools, methods and forms, adequate to the age potential, goals and objectives of the educational program.

Organizational conditions ensure the establishment of social partnership of preschool education institutions with the social environment, the use of legal requirements in the field of preschool education.

The organization of tourist activity in the educational process of preschool education is characterized by general principles of the educational process, structure and logic of construction. At the same time, there is a specificity of the processes of education and training, due to the age characteristics and patterns of child development at the stage of preschool childhood.

Let us define the principles of the educational process as a system of basic requirements for its construction in order to ensure the effectiveness of solving problems of personal development of preschool children in the organization of tourism.

The principle of the integrity of development implies that the development of the child is carried out as a holistic process. In connection with this provision, it is necessary to ensure the solution of the problems of mental and physical education in the organization of various forms of tourist activity.

The principle of regularity and continuity is implemented in the educational process constantly during organized activities, including tourism. Before the tourist event a conversation with the child takes place, which prepares children for new experiences; during the event – observation of others, familiarization with new knowledge and skills, establishing cause-and-effect relationships; after the event – the development of the ability to analyze and evaluate, in independent activities – the transfer of acquired knowledge and impressions with the help of play and creative activities.

The principle of constant progressive movement of the preschooler's personality in the educational process is provided by creating conditions for the organization of tourist activities for continuous personal development and awareness of the child of this process. Increasing the level of requirements for the child, complicating the tasks, content and conditions of tourist activities allows the preschooler to constantly improve themselves.

The principle of the age capabilities of preschool children is realized through the idea of amplification of child development. Teachers, parents and professionals should not accelerate the child's development, overestimate the requirements for it.

The principle of individualization and differentiation involves the creation of an individual educational trajectory for each child while providing favorable conditions for comprehensive development.

The principle of providing emotional and psychological comfort of the child is associated with providing psychological conditions in the organized process of tourism activities for the implementation of educational and training tasks: interesting content of tourism activities, emotionally rich communication with the social environment, positive assessments.

The principle of cooperation of the subjects of the educational process orients the participants of the educational process in the implementation of tourist activities and cooperation.

The principle of humanization reflects the natural connection of the general educational process with the needs of the child, other participants in the educational process and civil society.

When ensuring the educational process in the organization of tourist activities it is necessary to take into account:

- compliance of tasks, content and methods of teaching and educating a preschool child with the leading needs;
- the self-worth of each child while ensuring respect for its rights and freedoms, creating conditions for its full development;

- the need to humanize the content of preschool education, which involves formation of personal values;

- humanization of the child's personality – education of such qualities and properties as the foundations of patriotism, the foundations of tolerance, communication, friendliness thanks to patriotic, moral, environmental, aesthetic bringing up in the spirit of respect;

– creation of humane subject-subject relations with the construction of a personality-oriented model of interaction of participants in the educational process, characterized by the activity of the subject and the manifestation of initiative, communication, creativity, responsibility; development of subjective qualities, competence and independence.

Thus, the organization of tourist activities in the educational process of preschool education is a purposeful process of diverse development, education and upbringing of children taking into account their individual and age characteristics, which is carried out in different models and forms. The educational process should meet the following needs of the child:

1) the need for emotionally positive contact with others and communication with peers, which is a necessary condition for social development of the child. This need of the child in the educational process is realized in the formation of communicative culture and gaining experience of communication;

2) the need for knowledge and information exchange, which is expressed in the desire to learn about the world around. Such a need is realized in various forms: questions, search actions, experimentation, and such a need for a stable cognitive motive – cognitive interest – develops. To do this, tourism as an organized educational process of preschool education (of various content and forms) and the environment in which it takes place, must be saturated with cognitive content;

3) the need for activity and self-affirmation, which is manifested in the child's desire to be independent, proactive, independent. Preschoolers seek recognition by others of their achievements, because the positive development of personality is possible only with positive self-affirmation, which involves gaining experience of success and receiving positive emotional experiences about participating in tourism activities;

4) physical needs (activities, healthy diet and lifestyle).

Conclusions. Thus, the purpose of organizing the educational process in preschool education is to promote the diverse and harmonious development of the preschool child as a person, individuality, subject of activity, the formation of the basis of personal culture through involvement cultural life. This aim is specified in the tasks: the formation of children's holistic picture of the world, the development of abilities in accordance with age, social adaptation and education of socially significant personality traits, motives, needs; ensuring a positive emotional and value attitude to the environment, nature and products of human activity. Tourist activity as a direction in the organization of the educational process of preschool education creates conditions for the harmonious development of the child.

We see the prospect of further exploration of this issue in determining the characteristics and component of organized tourism in the educational process of preschool education.

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