

Марчій-Дмитраш Тамара Михайлівна, кандидат педагогічних наук, доцент, доцент кафедри теорії та методики дошкільної і спеціальної освіти, Прикарпатський національний університет імені Василя Стефаника, 76000 м. Івано-Франківськ, вул. Шевченка, 57, тел. 0977635767, e-mail – tamara.dmytrash@ukr.net, <https://orcid.org/0000-0001-8438-9735>

ORGANIZING OF EDUCATIONAL SPACE OF INSTITUTIONS OF PRESCHOOL EDUCATION: SUBJECT AND ETHNOLOGICAL ENVIRONMENT

Introduction. Preschool childhood is an extremely important period of human development, during which the foundations of personality are laid, will and arbitrary behavior are formed, basic mental processes (imagination, attention, memory, perception, thinking), language, creativity, general initiative are actively developed and also the foundations of national consciousness are formed.

There is no doubt that one of the areas of preschool education is to ensure the diverse development of children, taking into account their age and individual characteristics in the main educational directions of the Basic component of preschool education. The subject and ethnological environment is of great importance for the preschoolers' development, especially in their independent activities.

Based on the analysis of scientific researches (A. Bogush, N. Gavrysh, O. Kononko, V. Kuzmenko, etc.) it was established that in the interaction with children it is important to form their knowledge about various objects and phenomena. The importance of preschoolers mastering not only individual subject knowledge, but also the ability to combine them based on mental actions is emphasized. This is also due to psychological researches (I. Bekh, L. Vygotskyi, P. Halperin, V. Davydov), which emphasizes the balance of complexity of knowledge.

Cognition of the environment takes place in the process of acquiring knowledge both by distinguishing the subject from others and by determining its connection with them. This activity forces the child to analyze the properties of objects in the context of external and internal specific connections, in the process of which development happens.

Subject and ethnological environment is a system of material and national objects that surrounds the child, functionally models the content of his spiritual, patriotic and physical development, and provides the unity of social and natural means of ensuring a variety of activities. The equipment of the educational process depends on the content, age, experience and level of development of children, their activities.

Subject and ethnological developmental environment is a stimulant, a driving force in the holistic process of forming of the child's personality, enriches its personal development, promotes early manifestation of diverse abilities.

The environment in which the child lives (rooms, household items, toys) has a great influence on its development, the activation of cognitive interests, the forming of attitudes to the surrounding reality. Many prominent scientists, in particular, L. Artemova, V. Druzhynin, L. Lokhvytska, A. Makarenko, O. Pisotska, L. Prokoliienko, V. Sukhomlynskyi, K. Shcherbakova and others, emphasized this. The subject environment must correspond to the age and capabilities of children. Its poverty, monotony lead to limited development opportunities, as well as delays in speech development of preschoolers.

In this regard, educators are faced with the question of creating optimal psychological and pedagogical conditions, finding tools and methods for the full personal development of children.

At the same time, the analysis of scientific literature and practice gives grounds to assert that the approaches to the content, methods of using the subject

environment for the personal development of preschool age children are not yet sufficiently studied.

Presenting of main material. In the context of changes in modern society, there is an urgent need to modernize one of the most important institutions of human socialization - the educational system. Reliance on scientific principles in the process of organizing the life of the child should help to solve many problems of modern educational institutions. This requires from the teacher to review traditional tactics and strategies of choosing new forms and methods of work.

The educational space should be organized in such way to successfully solve educational and upbringing tasks and to ensure the normal growth and development of the body, expanding its adaptive capabilities and not to harm the health of the child.

Numerous publications of last years show the growing interest of scientists in the term «*space*», namely «single educational space», «educational space», «cultural and educational space», «ethnological environment», «childhood space», etc. (S. Bondyrieva, E. Bondarevskaya, N. Selivanova and others). These terms provide a list of elements that characterize a particular area of human activity.

In pedagogical researches, starting from the 80's of the twentieth century, special attention is paid to the influence of the surrounding world on the development of personality and organizing of the pedagogical process. However, the term «space» was not used. Instead, they used the term «situation» or «environment». Although the situation has changed since then and the term «space» is widely used in relation to the organizing of education and upbringing, these concepts are still often not distinguished or confused.

One of the most effective ways of organized purposeful influence of the environment on children - development, training and education through a special

pedagogically appropriate organizing of the environment of those who, interacting with this environment, receive education.

Summarizing current tendencies in the usage of the term «*space*» in pedagogics (according to M. Vilenskyi, O. Meshcheriakova), we highlight two directions in pedagogical researches in the context of our study, which do not contradict each other: firstly, modern researchers consider pedagogical phenomena in single educational space; secondly, they identify and study individual subspaces (social, didactic, educational and individual).

Common to the approaches described above for defining the concepts of «environment» and «space» is an attempt at analysis from the point of view of the theory of individual, which is the main point of reference, the center around which is located in different sequences «environment», «space», «conditions» and so on. At the initial stage of research, the term «environment» was more common, which characterized the methodological content of these approaches. Indeed, if we accept that the individual, personality has special, fundamentally different from other qualities, we can agree with the understanding of it as a center around which the environment, space are developing.

Spatial organization of the environment has a positive effect on the harmonious development of personality, which begins in early childhood. Therefore, one of the most important pedagogical problems is the impact of the subject environment on the personal development and health of the child. Below it is presented the analysis of the scientists' approaches to this problem.

The part of the subject environment in the development of preschoolers is defined in the researches of L. Bozhovych, D. Elkonin, D. Feldstein, P. Jacobson, S. Rubinshtein, L. Vygotsky, L. Wenger, O. Zaporozhets and others, who believed that material world is the main stimulus for the mental development of children and affects the forming of relationships between people.

Acquaintance with the material world plays an important role in forming an individual picture of the child's world. Objects reveal different aspects of human life such as work, life, art, culture, history, traditions. Knowing the material world, the child learns about the essential and insignificant qualities and properties of the world in general.

Well-known researcher O. Kononko assesses the environment in accordance with its usefulness for preschool development. According to her opinion, creating a developmental subject environment, we should take into account the most important parameters for personal development: the child's worldview, self-awareness, experiences, manifestations of arbitrary behavior, basic personal qualities, interests and needs [1, P. 7-10].

S. Novosielova defines the subject developmental environment of childhood as a system of material objects of the child, which functionally models the content of his spiritual and physical development and is full of manuals, toys, equipment and materials for organizing independent creative activities of children [2].

M. Poliakova characterizes the developmental subject environment as a natural, comfortable, cozy environment, rationally organized, rich in various sensory and game materials, the main characteristics of which are safety, rich sensory impressions, independent individual activities, opportunities for research of various objects. The subject environment should be organized in such a way that there will be many opportunities for active purposeful and diverse activities, beginning from preschool age, the child needs to learn about the environment, making its own picture of the world, understanding its place in the environment [3, P. 31].

When researching this topic, it was important for us to determine the content and components of the subject and ethnological environment, as well as the system of relations with other areas. Children learn about the world of objects from the first days of their lives. The subjects present the experience of society,

the perception of which takes place in a generalized form through the specific qualities of objects in the system of its relations with other objects. Growing up, children learn other areas of life, namely: nature, traditions, culture, history, other people, themselves, other types of culture.

In the context of our research, we understood the *subject environment* as the immediate one, the center, in which the child develops (family, preschool, street), a variety of household items (utensils, clothes, shoes, furniture, appliances, etc.), transport, art, which are used by people to satisfy their needs. *Ethnological environment* is a set of artificially created objects to meet different needs, it is an important element of culture, in particular national clothes, shoes, utensils, amulets, toys, household items. In the scientific literature, the such environment is defined as «the world of things», «material culture», «material and technical culture», «folk spiritual culture» and «subject culture».

To acquaint children with ethnology in the institution of preschool education, it is advisable to arrange in the group a national corner or ethnological center in the playroom or ethnological room (it depends on the material and technical capabilities of the institution). It can be an ethno-site in the form of a Ukrainian courtyard, decorated with picturesque household items of Ukrainians that would attract children's attention with its beauty, color, ornamentation, features of forms and species, helping to learn more about the history, life, spiritual values and artistic heritage of the Ukrainian people, developing of cognitive interest in ethnological objects. It is important that children have the opportunity to move, experiment and interact in such a center.

The national corner, which is in the group room, should be located in a place convenient for children to see, slightly separated from play centers. It is important that the objects of the exhibition change and replenish depending on the situation according to the season and the rituals associated with it. An important criterion of the national corner is its aesthetic design.

Objects of the national corner can be folk art products, including those of them according to seasonal rituals (autumn, winter, spring, summer cycles). So, in the autumn during harvesting the basket with fruit, vegetables can be appropriate; in winter, during the celebration of Christmas in the national corner it can be put a Christmas star, a sheaf-didukh; in the spring, during the spring meeting, it can be placed figurines of larks and pigeons baked from salt dough, and on Easter - willow twigs, decorated with flowers, ribbons, Easter eggs, krashankas, etc.

In the national corner it can be also placed a bouquet of flowers and study the national symbols of Ukraine (poppies, marigolds, daisies, periwinkle and others).

Changes in the objects of the national corner may be related to the cognitive theme of the week in ethnology. In the senior preschool age according to the program, it is necessary to allocate regional features of national towels, ware, clothes, footwear, art, to acquaint with national craftsmen of the region.

When there are changes in the objects of the national corner, it is important that the teacher attract the children's attention to this, analyzing, discussing them and explaining what it is related to. Such observations and conversations about changes in subjects should be planned by the educator and recorded in the long-term and calendar plans [4].

The main peculiarities of the subject and ethnological environment as a set of objects are shape, size, color, material, structure, function, purpose, history of manufacture and transformation [5, P. 303-310].

The subject environment influences the aesthetic development of children, E. Fleryna, N. Vetlugina, R. Zhukovska and others emphasize on it. Accentuating the aesthetic aspect of the material world, teachers and parents cultivate respect and care for the results of work, neatness, diligence, gratitude for caring for them, so the educational function is realized. The ability to manipulate objects promotes

the development of such character traits as accuracy, care, diligence, honesty in activities, as well as the desire to be creative [6, P. 4-7].

Subjects are a tool for play and subject activity of preschoolers, as well as a basis for understanding the activities of adults. Thus, preschool childhood plays an extremely important role in learning environment, in particular, the subject. Accordingly, it is extremely important to take into account and implement the new content, principles and methods of interaction with children.

For properly organizing the development environment, it is necessary to have knowledge of the principles on which it is based. In the process of creating a subject environment as a component of a single educational space, educators need to consider the following basic principles [7, P. 3-6].

1. The principle of distance, position in the interaction.

The primary condition for creating the subject and ethnological environment for the development of preschoolers is to establish contact between the participants of the interaction. It is equally important for an adult to find the right distance for contact, a common psychological space of communication with each child and with the group as a whole. That is why the teacher must remember that everyone has their own special ideas about the comfortable distance of interaction.

2. The principle of activity, independence, creativity.

The subject and ethnological environment should provoke the emergence and development of the child's cognitive interests, his volitional qualities, emotions and feelings. The adult teaches children household operations in the process of activity and communication, while developing the cognitive, intellectual, emotional and volitional abilities of them. For these purposes, various functional areas are used (kitchen, hairdresser, workshop, ethnographic corner etc.). Children and adults in the institution of preschool education should become the creators of their subject environment.

3. The principle of stability and dynamism of the subject environment.

Rationally organized subject environment stimulates children to be active with those objects, toys that attract with their shape and color. Light furniture, screens allow to limit or expand the playing space.

4. The principle of acquisition and flexible zoning.

This principle is closely related to the previous principle, but provides the possibility of constructing areas of activity and zoning of the subject space.

5. The principle of individual comfort and emotional well-being of each child and adult.

In order to create an optimal environment in which a person can develop and feel comfortable, it is necessary to select incentives for quantity and quality. The environment should be organized so that it encourages children to interact with its various elements, thereby increasing their functional activity. The environment should give children a variety of changing experiences, awaken activity, give the opportunity to perform a variety of movements, while inhibiting motor activity when necessary.

It is also a prerequisite for the implementation of this principle to provide personal space for the child in the institution of preschool education (wardrobe, bed, storage space for toys brought from home, etc.).

6. The principle of combining habitual and extraordinary elements in the aesthetic organization of the subject and ethnological environment.

Children's awareness of the aesthetics of the environment begins with their perception of the beauty of sounds, colors, abstract lines. Therefore, it is important to use in the work with reproductions of paintings by famous artists collages, applications, vases, flower arrangements created by teachers, parents. At the same time, a necessary condition for the created exhibits is their art and sense of taste.

7. The principle of openness - closeness.

The subject environment of the group room should be open to change, adjustment and, most importantly, development.

8. The principle of taking into account gender and age differences of children [7, P. 3-6].

Construction of the subject environment taking into account gender and age differences allows the teacher to fill the group with various manuals, equipment, games that will be interesting for both girls and boys. At the same time, developmental manuals for girls should be attractive in their form, first of all, for them, but equal in content for all. Subjects should help educators realize their interests, abilities, inclinations.

Exploring the specifics of the organizing of the subject environment, which would have a positive impact on the development of intellectual, mental and personal qualities of preschoolers; it is important to understand the requirements for such an environment. The main ones are: 1) the subject environment should promote the timely and quality development of all mental processes of children (perception, thinking, speech, memory, imagination, attention); 2) its content must be built in accordance with the basic elements of social culture; 3) its main objects must be elements of different activities (cognitive, playful, linguistic, communicative, motor, educational and others); 4) the subject environment must be organized in accordance with the basic principles described above; 5) it is important to take into account the individual, socio-psychological characteristics of each child, thus ensuring the optimal balance of joint and independent activities and providing conditions for subgroup and individual activities of preschoolers (division of group room space, delimitation by means of furniture, etc.); 6) taking into account the peculiarities of emotional and personal development of children and providing «privacy zone» as a special place where the child can store their personal belongings for a favorite activity, «recreation area» (soft pillows, light transparent curtains, etc.), usage of informational boards; 7) taking into account the individual interests, preferences and needs of the child, ensuring its right to freedom of choice; 8) taking into account the age and gender-role characteristics

of children and anticipating the age and gender targeting of equipment and materials; 9) subject and ethnological environment in which the child operates should be interesting, informative, meet the needs of novelty, transformation and self-affirmation [8].

Thus, the subject and ethnological environment is an important component of a single educational space in the institution of preschool education, affects the forming of children's knowledge, their development, and is a powerful tool for education. Depending on the type of preschool institution, the content of education, cultural traditions and the developmental subject environment can acquire a special, unique content. Taking into account all the above requirements, it provides variability that arises at the content-pedagogical and design levels.

Analyzing foreign scientific sources, it was found that they pay considerable attention to the cognitive and personal development of preschool age children. Foreign concepts consider the personal development of preschoolers from two positions: in the biogenetic approach to the assessment of driving forces and sources of mental development in ontogenesis (A. Adler, S. Freud, M. Klein, M. Mahler and others) and in determining the place of education and external environmental factors as the main elements that are the basis for the forming behavior (D. Bokum, G. Craig, E. Erickson, J. Gevirez, R. Sire and others).

Psychologists associate the mechanism of environmental influence on the individual with the concept of «social situation of development», as a kind of age-appropriate relationship between the child and the world around him. It is very interesting for a child to be among the objects of culture, in the context of human relations with each other. The dynamics of preschooler's development depends on the relationship between himself and environment, culture, traditions, taking into account permanent changes taking place in himself and in the environment. The child's attitude to the environment determines his activity in it. In this regard, the environment is a condition, process and result of personal development.

The forming of the image of the environment is an important task of parents and teachers in institution of preschool education, as it, in turn, contributes to the forming of each person's idea of the purpose of life.

The environment is formed as a result of activity, and the individual adapts to it through aesthetic, cognitive, folk, evaluative and other types of relationships and interactions.

For a preschool child, direct sensory perception of the material world is important, because of which he receives empirical knowledge. The more senses involved in the process of cognition, the more complete will be the empirical knowledge of the object or phenomenon of reality. Reality appears to children in the form of clear and incomprehensible knowledge. The contradictions that arise between these two areas stimulate children's cognitive activity. To maintain it at a high level, it is necessary that the growth of incomprehensible knowledge precedes the growth of understandable. Thus, the child must move in awareness from empirical knowledge to theoretical, from objective to subjective.

Subject environment as a system of material objects of the child's activity, functionally models the content of its spiritual and physical development and provides the unity of social and substantive means of providing a variety of activities. This is an effective means of enriched development of specific children's activities (especially games), which is very valuable in the preschool period.

The subject environment, which is consistently perceived by the child, is increasingly expanding for her. These include objects that make up the immediate environment and then other surrounding objects.

Subject environment should have distinctive features for ensuring the personal development of children in each age group in the institution of preschool education, namely:

- for children of the third year of life should be a large space to satisfy the needs of active movement;
- in the group of children of the fourth year of life the saturated center of role-playing games with attributes should be provided;
- in work with middle preschool children it is necessary to take into account their needs to play with peers and to be alone;
- in the senior group it is extremely important to offer children games that develop perception, memory, attention, etc.

As children grow older, the subject environment is determined firstly by the educator himself, taking into account the interests of preschoolers, from the middle group it is organized by the pedagogue together with the children, older preschoolers themselves create and change it in terms of their children's interests. However, the subject environment should be focused on the area of immediate development of students and contain both objects and materials known to children and those that he masters with the help of an adult, and, finally, completely unfamiliar to him elements of the environment. Gradually the subject environment is updated [9, P. 241-246].

It is important to consider that in the early preschool years, children's interest in future schooling begins to increase. It is advisable to allocate a study area so that the atmosphere of the group was closer to the learning environment of the classroom: put tables in rows, hang a school board. In the future, this will help to adapt to school conditions. An important task at this stage is the development of reflection, the forming of adequate self-esteem. It is necessary to show children the growth of their achievements, to evoke in them a sense of joy and pride in successful independent action. To do this, it is important to fix the success of students with pictures or icons.

The ability to plan will be useful to the child at school and in life. The plan is fixed in different ways, filled in by the educator, marked with signs, pictures.

To do this, you can have a list of children's names in the group, putting a plan card in front of each name. This is easily done with scotch tape or fixing a piece of white wallpaper on the wall (on which you can write).

For children 5-6 years of age, opportunities to learn about their homeland, country are expanding. It is important that the group will have the coat of arms of the city (village) where the children live, the coat of arms and the flag of the country, maps. On the map of the country, it is appropriate to mark the location of the institution of preschool education, as well as the places visited by the children of the group. Next to it, you can attach photos of sights, important events of people in a particular area.

Older preschool groups need to have a variety of materials to help them read, math (block letters, words, tables, books in large print, textbook, numbers, board games with numbers and letters, puzzles), and those that reflect school theme (pictures about the life of pupils, school supplies, photos of older siblings' school life, attributes for games at school, etc.). This has a positive effect on the personal development of children, and helps to develop readiness for school and school maturity. Therefore, it is necessary to organize this environment so that the child from the beginning had the necessary level of freedom not only in the manifestation of already formed spiritual and practical opportunities, but also in the familiarizing of new achievements.

An important place in this direction belongs to the immersion of preschoolers in the atmosphere of folk holidays, which contributes to the study of cultural and historical experience of the Ukrainian people. It is recommended to carry them out according to the calendar seasonality. Children of the 6th year of life should be involved in the manufacture of costumes, attributes, decorations. Preschoolers have the opportunity to once again strengthen their understanding of them, clarify and specify the acquired knowledge. The preparation and participation of older preschool age children in ethnological holidays fills and enriches their emotional

and volitional sphere with positive impressions, teaches them to work together, uniting their efforts, for a common goal, cultivates moral feelings, and promotes national consciousness. In preparation for the holiday, children of preschool age learn folk songs, proverbs, riddles, poems, thanks to which they learn a lot about their country, its history, culture, people. This is what contributes most to the expansion of children's worldview, development of memory, imagination, language.

One of the valuable elements of the ethnological space are Ukrainian folk toys. In institutions of preschool education, children should be acquainted with them both in games and with the technology of making toys, their historical and regional features, folk artists, as well as shapes, colors and images on toys. During classes, children are involved in creating individual patterns and ornaments that are unique to a particular type of toy in certain region.

Acquaintance of children with folk crafts and handicrafts is important in order to understand the place of work in human life and creativity of the Ukrainian people, it is advisable to organize by studying the source of the object, the material from which it is made, its properties, attractiveness and artistic value.

It is especially important during such educational work to form a national consciousness in preschool children, a careful attitude to Ukrainian history, culture, traditions, achievements of the nation and some practical experience in making objects and things related to Ukrainian folk culture.

During the education of children in preschool institutions they are introduced to national (towel, embroidered shirt, wreath; viburnum, willow, poplar, oak; cuckoo, stork, crane, swallow, etc.) and state symbols (emblem, flag, anthem) of Ukraine.

The variety of classes and emotional saturation of ethnological educational events both in content and form enriches children's active vocabulary, cultivates

a sense of national dignity, instills love and respect for their land, national culture, native language, folk traditions, Ukrainian people.

Thus, we conclude that the organizing of the subject and ethnological environment is an important element of the educational process, has a developmental nature, the environment is a condition of the process and result of self-development of the individual, attitude to basic values, forming social experience, development personal qualities, a way to transform external relations into the internal structure of the individual, satisfaction the needs of the subject.

Subject environment that promotes personal development should serve the interests and needs of the child, enrich specific activities, provide a zone of immediate development, encourage conscious choice, help implement initiatives, make independent decisions, develop creativity, and form personal qualities and life experiences. This is the environment of childhood, which is able to ensure the full development of the individual at a particular stage of his life and be governed by legal documents regulating the functioning of preschool education, and which reflect the requirements for children's development in the subject environment.

Thus, the *Basic Component of Preschool Education* ((State Standard of Preschool Education (new version)) defines the state requirements for the level of education, development and upbringing of preschool age children, describes the characteristics of the final results of the child's skills which it must master before entering school [10].

According to T. Ponimanska, an important direction in the implementation of the State Standard is that the child's interaction with the environment must meet the need for self-realization and the desire to adapt to the surrounding reality, to take its position [11, P. 6].

Analyzing the invariant component of the State standard of preschool education, the educational direction «Personality of the child», we note that the

development of the child in the subject environment occurs in the context of certain competencies:

- motor competence (the child must know the names of objects and tools for sports, perform exercises from different starting points, both with objects and without them);
- health competence (the child must know how to handle unknown objects and substances, anticipate dangerous situations, understand and be able to use different objects at home, in the institution of preschool education, on the playground, etc.);
- personal competence - characterized by the development of personal qualities of the child in various activities (the child's understanding of its inner world, worldview, development of consciousness and self-awareness as the ability to identify with his «I», positively evaluate their actions, have positive self-esteem, regulate its behavior and activities etc., know own rights and responsibilities).

Personal competence is manifested in such skills and abilities of getter of preschool education as creativity and initiative, control of their emotions, ability to think independently, express and justify their opinion, make decisions, solve problems, cooperate in a team. These skills are formed in children's play activities, as well as in the process of their interaction with objects and phenomena of the environment. The level of development of personal competence indicates readiness for a new way of organizing life, including schooling [12].

The educational direction of the Basic Component of Preschool Education «Child in the sensory-cognitive space» determines the requirements for the abilities of preschool children in the following competencies:

- subject-practical, technological competence (the child must be creative in the transformation of environmental objects both independently and with the help of adults), the result of which is formed subject-practical and

technological actions, it is important to show the child's interest in transforming various objects in various ways. The teacher also forms knowledge about environmental objects, their properties, materials and methods of processing, rules of safe handling and careful treatment of objects created by other people. It is important to work on the forming of skills such as mastering of various types of subject-practical activities (designing, modeling, projection, technical creativity), identification of constituent elements of the object, analysis of its size, shape, creating different objects on the model and independently, evaluation of their created objects and comparing them with the sample, the ability to see and correct deficiencies in them;

- sensory-cognitive, logical-mathematical, research competence (the child must show a desire to explore objects and subjects of the environment, compare them, group and divide by common features, etc.).

Parents' help is important in the process of forming these competencies, in particular, in providing preschoolers with the necessary materials for various types of independent activity and creativity, discussing the properties and purpose of objects, rules of safe usage of them, involvement in needlework, usage the toys in games [10].

Let us analyze the current programs of education, upbringing and development of preschool age children for our study. Thus, the program of development of preschool age children «Ukrainian preschool» in the educational line «Personality of the child» substantiates the features of physical development, health, disease, hygiene and safety of life, physical activity and self-regulation in early, junior, middle and senior preschool age. It is noted that in the personal development of a preschool age child gradually it is traced the path from the child's understanding of the content of certain concepts to general ideas about good behavior, ability to evaluate their own and others' behavior [1].

For the harmonious development of the preschooler, it is necessary to have the support, approval, friendly attention of adults, cooperate with them, gain mutual understanding, recognition and positive evaluation of the results of his achievements. At the age of 6-7 years, the child is more aware of his social «I», it is important for him how different people treat him; he wants her personality to be recognized by important to him people.

By the end of senior preschool age it is important for a child to understand himself as a member of children's society and play a role in it, use its communicative skills in various activities, be independent, understand their strengths and weaknesses, make friends with other children, distinguish offense from humor, analyze their own and others' behavior and actions.

The section «Ethnology» at the end of preschool education provides the following main tasks and their implementation:

- to encourage children to use oral folk art (tales, proverbs, sayings, riddles, signs, colloquialisms) and materials of ethnological content not only in the group, but also in everyday life;

- to get acquainted with folk crafts and handicrafts;

- to involve children in national traditions, especially in the preparation and participation in folk festivals, games;

- to form the knowledge about family amulets of the Ukrainian people;

- teach children basic work skills: embroider, cut out, paint Easter eggs, decorate dishes, make toys, create applications, etc. [13, P.189].

In the educational line «Child in the world of culture» in the section «Subject world» according to each age category it is presented the main characteristics of objects and their parts with which the child interacts in preschool age at home (furniture, utensils, clothes, shoes, toys, hygiene items, etc.). Also, according to the program, the child gradually learns to compare objects by basic features (size, shape, color, material, purpose, etc.), group and combine them; gets

acquainted with electrical appliances and household appliances, rules of handling them; should gradually realize the connection between the practical use of an object and its benefits, pay attention to the aesthetic appearance of objects, understand the importance of favorite things for everyone, know about ancient and modern household items.

The section «Kindergarten» describes the objects that the child gets acquainted with there, one of the tasks of the pedagogue is to form and maintain the child's interest in the examination and research of various subjects, the work of adults, its cognitive activity, select objects for games, teach take care of toys.

The section «Transport and Communications» states that it is necessary to get acquainted with vehicles and their types, professions of people, to respect the results of human work.

Important *indicators of a child's competence* in the context of this content line and our study at an early age are: ability to recognize objects according to their signs, properties, functions; find and isolate familiar and unfamiliar objects in the environment; to discover new properties of objects, to enjoy this activity.

In the early preschool age, in addition to those mentioned above, the following indicators are identified: to maintain order in the room, both at home and in the institution of preschool education, to treat objects carefully; name objects and know their purpose; examine objects, identify their features.

In the middle preschool age, in addition to the above, the following indicators are concretized: be able to name household items and briefly describe them; independently engage in certain activities and maintain the order of objects in space; to share their impressions of what they saw.

In the senior preschool age, in addition to those mentioned above, the following indicators are distinguished: treat environmental objects with care; understand the place of housing and comfort in it in the life of every person [13].

The section «Subject-practical activities» identifies the features of self-service with the usage of various environmental items according to each age period and household chores involving children to perform simple work assignments in the group room and playground, it is justified the importance of maintaining order in the group room, in the yard and on the site of the institution of preschool education, adhering the culture of work, including the ability to use equipment and maintain order in the workplace.

The section «Forming the personality in the game» states that important areas of work are to develop self-confidence, initiate independence, think based on personal experience, identify and understand emotions, cultivate purposefulness, actively participate in games, following the rules, performing certain roles; choose independently and together with other participants items for games, understanding their purpose; learn to put objects in place after the games [13].

The program of development of a preschool child «I am in the World» in the invariant component of the educational line «Personality of the child» defines age opportunities in health and physical development, motor activity, hygiene, safety, sexual identification, including the process of interaction with the subject environment [8].

The educational line «Child in Society» states that it is important for a child to receive attention from an adult, cooperate with him and empathize to recognize his achievements. Preschooler compares herself with peers, often imitates them, wants to interact and reconcile their own and others' wishes and interests.

In the educational line «Child in the world of culture» in the section «Subject world» the place of subjects in subject-practical and plot-role activity is defined. The main objects of life, outside the home, the requirements for interaction with objects, handling them, the importance of maintaining order and cleanliness in accordance with the age capabilities of preschool childhood are

described. It is important to work in the direction of economic education, in particular, in earning and spending money (purchasing food, household items, toys in mega markets, shops, markets, which forms financial literacy) [8].

According to the program «I am in the World», as described above, the important learning tasks are as follows: to form an idea about the subjects of human housing in urban and rural areas, economical work; learn to take care of yourself; to expand the idea of objects that are outside the home; enrich speech with words related to the subject environment; learn to establish links between the purpose, shape and materials of subjects; learn to use subjects for their intended purpose; to acquaint with new objects, to stimulate research activity; learn to consciously treat money, use it rationally.

The main educational tasks of the program are: to form a habit of order and careful attitude to things; to cultivate skills of safe behavior; to educate a positive attitude to subject-practical activities and diligence; to educate respect for adults who earn money [8, P. 75].

The educational program for children from two to seven years «Child» in the section «Personality of the child» offers age-specific features of mental development of children of each age category. It is also noted the importance of forming causal links between objects in the mind of the child, the foundations of patriotic feelings, economical culture [14].

In the section «Child in the sensory-cognitive space», important tasks are defined to involve children in actions with objects, toys, to develop skills to group objects according to certain characteristics. A special place is given to orientation in the form and size of objects, in space, acquaintance with sets.

In the section «Child in society» in the subsection «Subject world» educational tasks are defined. Thus, the main ones for the first junior group are the expansion of knowledge about objects and, accordingly, the enrichment of sensory experience, learning to name, learn, distinguish between their own and

others' things, their properties and so on. The content of pedagogical work is to expand children's knowledge of objects at home and in the group in the institution of preschool education, acquaintance with electrical appliances and transport [14].

Conclusions. The analysis of psychological and pedagogical literature allowed revealing the essential characteristics of the subject and ethnological environment as a necessary condition for personal development of preschool children. It has been established that the problems of the organizing of the environment in the institutions of preschool education are the subject of many studies.

The organizing of the developmental subject and ethnological environment should be designed in accordance with the program, implemented in the educational institution. The educator must take into account the individual characteristics of each preschooler and know the group as a whole, so as not to delay the further development of children and at the same time not to set them impossible tasks. When choosing the subject and ethnological content of the developmental environment, it is important to focus on the area of immediate development and the capabilities of children.

References:

1. Kononko, O. (2005). Oriientyr siohodennya – kompetentna osobystist [Landmark of today – a competent person]. *Doshkilne vykhovannia [Preschool education]*, no. 7. pp. 7–10 (in Ukrainian).

2. Pysarchuk, O. (2016). Osoblyvosti formuvannia predmetno-rozvyvalnoho seredovyshcha doshkilnoho navchalnoho zakladu [Features of forming of subject-development environment of preschool educational institution]. *Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatyuka. Seriya: pedahohika [Scientific notes of*

Ternopil National Pedagogical University named after Volodymyr Hnatiuk. Series: pedagogics], no. 4. pp. 9–17 (in Ukrainian).

3. Ilchenko, V. (2004). *Kontseptualni osnovy intehratsii zmistu pryrodnycho-naukovoi osvity. Osvitnia prohrama «Dovkillia» [Conceptual bases of integration of the content of natural-science education. Educational program "Environment"]*. Kyiv-Poltava: Environment-K (in Ukrainian).

4. *Metodychni rekomendatsiyi shchodo oformlennia natsionalnykh kutochkiv u grupakh DNZ [Methodical recommendations on the design of national corners in groups of PEI]* (n.d.). Retrieved from: <http://dmytrivka.dytsadok.org.ua/metodychni-rekomendacii-17-05-29-26-12-2017/> (in Ukrainian).

5. Sydelyukova, O. (2012). Tsinnisne stavlennia do vlasnoho Ya yak chynnyk rozvytku osobystosti dytyny doshkilnoho viku [Value attitude to one's own I as a factor of the development of the personality of a preschool age]. *Teoretyko-metodychni problemy vykhovannia ditey ta uchnivskoi molodi [Theoretical and methodological problems of upbringing children and pupil youth]*, no. 16, book 1. pp. 303–310 (in Ukrainian).

6. Sydelyukova, O. (2012). Osobystist dytyny: roziasnennia do osvitnioyi liniyi [The child's personality: an explanation of the educational line]. *Doshkilne vykhovannia [Preschool education]*, no. 10, pp. 4–7 (in Ukrainian).

7. Nerianova, S., Shvachova, O. (2021). Dosiahnennia ta perspektyvy rozvytku doshkilnoi osvity [Achievements and prospects for the development of preschool education]. *Doshkilne vykhovannia [Preschool education]*, no. 1, pp. 3–6 (in Ukrainian).

8. Aksionova, O., Anishchuk, A., Artemova, L. et al. (2014). *Prohrama rozvytku dytyny doshkilnoho viku «Ya u Sviti» (nova redaktsiia) [Preschool child development program «I am in the World» (new edition)]*. O. Kononko (Ed.). In 5 vol. Kyiv : TOV «MCFER - Ukraine», vol. 2 (in Ukrainian).

9. Bogush, A., Gavrysh, N. (2008). *Metodyka oznaiomlennia ditei z dovkilliam u doshkilnomu navchalnomu zakladi [Methods of acquainting children with the environment in preschool educational institution]*. Kyiv : Publishing House «Slovo» (in Ukrainian).

10. Bazovyi komponent doshkilnoi osvity v Ukraini [Basic component of preschool education in Ukraine] (n.d.). *mon.gov.ua*. Retrieved from: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini> (in Ukrainian).

11. Ponimanska, T. (2004). Dytyna i sotsium [Child and society]. *Doshkilne vykhovannia [Preschool education]*, no. 8, pp. 4–8 (in Ukrainian).

12. Metodychni rekomendatsiyi do Bazovoho komponenta doshkilnoi osvity (Derzhavnoho standartu doshkilnoi osvity) [Methodical recommendations to the Basic component of preschool education (State standard of preschool education)] (2021). *mon.gov.ua*. Retrieved from: <https://mon.gov.ua/storage/app/uploads/public/605/0be/86b/6050be86b4f68482865820.pdf> (in Ukrainian).

13. Bilan, O. (2017). *Ukrainske doshkillia. Prohrama rozvytku dytyny doshkilnoho viku [Ukrainian preschool. Preschool age child development program]*. O. Nyzkovska (Ed.). Ternopil: Mandrivets (in Ukrainian).

14. Ohneviuk, V., Belenka, H., Mashovets, M. (2016). *Dytyna. Osvitnia prohrama dlia ditei vid dvokh do semy rokiv [Child. Educational program for children from two to seven years]*. Kyiv: Kyiv university named after B. Hrinchenko (in Ukrainian).