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Pedagogical conditions for training future teachers of preschool organizations to use information and communication technologies

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Abstract

Relevance. The relevance of the research of the article is due to the problem of introducing information and communication technologies into the educational process, which allow expanding the level of educational services in the field of their practical application in preschool education.

Purpose. The purpose of the article is to develop a model for the implementation of the pedagogical application of information and communication technologies with older preschool children at the level of the professional personality of the teacher.

Methodology. The leading methods for the study of this problem were the testing developed by A. Mehrabyan, N. Epstein "Emotional Response Scale" to determine the level of responsiveness and sensitivity of future teachers of preschool education based on their personal qualities.

Results. The article presents a model of the use of information and communication technologies in the framework of pedagogical work with older preschool children based on methodological parameters that consider their successful development in a friendly atmosphere against the background of the development of their cognitive interest, which includes periodic modification of the use of these opportunities in the form of creating a zone of natural video installation with the corresponding natural sound, cognitive and gaming activities with displaying on the screen against the background of collective solving logical tasks, viewing master classes and educational children's programs, creating literary hours, during which children will listen to reading books with a pleasant visual component or accompanied by a symphony orchestra.

Conclusions. The formed model of the use of information and communication technologies will harmonize the psycho-emotional sphere of children, create favorable conditions for their cultural and cognitive development and upbringing in the conditions of their stay in a preschool institution, which is of practical importance for the education system and the well-being of society.

Keywords: personality development; preschool pedagogical activity; methodology; pedagogy.

Introduction

The educational environment occupies one of the important components in the training of highly qualified

personnel who will conduct professional activities within the framework of the education of the future generation, where the preschool environment from the standpoint of

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the educational process and psycho-emotional vulnerability of preschool children, should proceed in comfortable conditions that ensure their favorable development, against the background of positive emotions with the formation of their high self-esteem, as well as considering the expansion of their cognitive activity, which will ensure the development of their mental function and ensure that they acquire the necessary knowledge for their further education in the school environment [1]. The success of the pedagogical field largely depends on the use of various technical means that can significantly improve the pedagogical sphere against the background of expanding its capabilities, so preschool organizations that prepare at the level of intellectual development with educational elements of older preschool children can provide a form of presenting the necessary knowledge from the perspective of using information and communication technologies that will diversify and strengthen the emotional, cognitive, creative components of the educational process within the framework of children's stay in preschool institutions [2-4].

The introduction of information and communication technologies in work with older preschool children will create a greater variety of forms of conducting classes to increase interest in them at the level of an actual and mandatory condition for maintaining a health-preserving environment for children in preschool institutions [5-7]. Thus, various information technologies will make a great contribution to the successful development with the search for new ways to improve the educational process for the implementation of the main goals of preparing cultured and thinking individuals with high self-esteem and the formation of value orientations that will be traced during the stay and education of children in preschool institutions [8]. At the same time, along with the use of new technologies, it is important to understand the importance of pedagogical training of future teachers of preschool education, who should be able to use them as part of strengthening creative communications, creating a favorable environment for the development of children and improving the effectiveness of the educational and cognitive process, which they will independently organize against the background of their professional activities, where their professional personality qualities with pedagogical prerequisites for the development of a harmonious cultural and aesthetic component of the personality of their wards will play a great role [9-11].

At the present stage, there is a great versatility in the use of information and communication technologies, and future teachers will need to choose, based on a sensitive attitude to children at the level of understanding their emotional mood, state, noticing changes in their behavioral reactions, the most appropriate, adaptive forms of using these opportunities that will stabilize the emotional and behavioral manifestations of children against the background of active creative communications with a cognitive and developmental component, which will form a worthy personality of older preschool children at the level of high socialization, with the development of a creative component and cultural and aesthetic qualities, which will help to realize future schoolchildren personal characteristics and knowledge, which will gradually form motivational level of positive striving for sociocultural life,

due to adequate, timely and periodic modification of the use of information and communication technologies, which needs correction at the level of creating pedagogical conditions to determine the possibilities of using them in the framework of his future professional activity for future teachers, determining the relevance and significance of this work [12-15].

Materials and Methods

This pedagogical experiment was carried out using the diagnostic testing method developed by A. Mehrabyan and N. Epstein "Scale of emotional response", which reveals the desire of the personality of a future teacher at the level of successful prosperous maintenance of a background for children in preschools with timely harmonization of possible situations in a positive emotional background, which is the basis of harmonious development of children, and keeping them motivated to visit and stay in preschool, where an important component is a factor of attentive and responsive attitude towards them, against the background of the use of various pedagogical tools, one of which is information and communication technology in General training together, which will allow future teachers of preschool institutions to conduct their cognitive and educational classes at a high level. Thus, determining the level of personal sensitivity, attention to the needs of others, observation for timely correction of the use of educational methods are important indicators that will give success to the periodic use of various methods of teaching and upbringing through the use of information and communication tools.

The selected diagnostic test has 25 questions that represent judgments in an interrogative form, having a different character for personal perception of various situations in the form of direct and reverse perception, which the subjects will evaluate based on the positive or negative characteristics of the individual at the level of individual ability to understand the essence of the situation, to see options for getting out of it at the level of a prosperous component, the level of empathy, which will contribute to the personality of the future teacher to change the background of children's stay in preschool always to positive, with the capabilities of modern technologies from the position of their positive influence on the emotional and cognitive sphere of children. So, in this context, the criteria of this testing will be important components in the use for pedagogical purposes, the model of application of information and communication technologies.

After diagnostic testing, the results obtained were calculated using ready-made keys that allowed determining the level of personal characteristics of future teachers in their sensitive and attentive attitude to others, including future wards, based on internal motivation to solve organizational issues in a benevolent framework of creative conditions that will contribute to the improvement of all components at the emotional, social and physical level of stay of older preschool children in kindergartens and other preschool institutions, where for the teacher the well-being of children will be the most important component of the educational process. When calculating the results of the study, the standard method of mathematical calculation and graphical representation of the results was used.

The pedagogical experiment was conducted at Abai Kazakh National Pedagogical University, Almaty, Republic of Kazakhstan. 86 students from the 2nd to the 4th year with an age parameter from 19 to 23 years were subjected to diagnostic testing.

This problem was investigated in three stages, and at the first stage, a theoretical analysis of scientific, research, methodological literature on the problem under consideration was carried out within the framework of pedagogical development of a model for the use of information and communication tools, so the actual problem, goal, research method and the plan of active work were determined. At the second stage, students were tested, and this experimental work was carried out with the analysis of the results and the formulation of conclusions. At the third stage, the conclusions were clarified, and the results obtained were systematized.

Results and Discussion

Using the system-activity approach, the data obtained during testing were analyzed, which made it possible to identify the personal characteristics of future teachers who will influence the use of technical means of the information and communication field at the level of the activity approach within the framework of maintaining a safe environment for children, considering the development of their cognitive and educational component for children of senior preschool age using the highly professional approach and respecting the preservation of healthy development of children at the physical, psycho-emotional and social levels.

The stay of the younger generation in a preschool institution should be initially adjusted at a favorable level of maintaining their psycho-emotional state, which is a reflection of the influence of any components of the external world on the well-being, development, general condition of children, their mood and other indicators, the change of which should be timely noticed and adjusted against the background of further positive developments of children in the kindergarten or other preschool institutions by the teacher and their assistants, which will be reflected in their positive emotional component and will also contribute to the preservation of a friendly, psychological health-preserving environment for maintaining health at all levels, emotional background, social self-determination and independent activity within the age criterion of children [16]. Based on this position, the data obtained from diagnostic testing were analyzed, which reflect the personal indicators characteristic of performing this correction in the field of application of the use model from the perspective of the successful development of educational and cognitive functions in children by a teacher against the background of the use of information and communication technologies, where the factor of timely inclusion in the program of one or another component of the proposed model will be adequately used by indicators reflecting the mood, aspiration and emotional state of older preschool children [17-19].

There are known facts of using the same pedagogical tool to use it from the position of application in different conditions, which will affect the well-being and the level of changes in emotions caused by this on a negative background, which will provoke aggressive behavior,

antisocial manifestations, the appearance of aggravating components of the emotional background, such as fear, anxiety, which is unacceptable in the context of the problem under consideration, and in this case, based on their wide possibilities of the fields of application of information and communication technologies, will be important indicators of the personality of the future teacher, who will have to apply them only with a positive impact on children [20-22].

So, in the aggregate of creating a model for the use of information and communication technologies at the level of their pedagogical conditions of use in the framework of pedagogical education, the factor identified during testing of students, future teachers of preschool education, who at the level of personal criteria will be able to use these technological capabilities in a positive, necessary motivational and target direction within their educational and pedagogical support of children, where they will direct the aesthetic and cognitive part of the resources of the technological component against the background of coordination of the actions of children, their cognitive, creative, contemplative, gaming, communication and other elements of various spheres, which will create conditions for a successful educational, creative processes against the background of play activities and, in general, the stay of children in preschool institutions [23, 24].

The correctional activity of future teachers should exclude the factor of administrative pressure, psychological manipulation of children, within the framework of which their aspects of interest in the application of information and communication tools will be used only under certain conditions, since such a position will aggravate the psycho-emotional and social development of children, and therefore the model in question was developed from the conditions of correctional support based on ensuring the timely needs of the child and his harmonious development at the physical, psycho-emotional and social levels [25].

From the position described above, the competent use of the resource capabilities of technological means of information and communication orientation will allow, against the background of their natural application, to use a multidimensional system of cognitive and aesthetic components that will positively affect the upbringing, education of children, including in preparing them for school at the level of development of their social activity on a trusting background with a teacher, which together will provide a highly professional approach to the development of older preschool children, and the result in the success of actions, which lies in the multidimensionality of options for using the technologies in question, which will be applicable in practice only within the framework of a successful the influence and development revealed in the reflection as a result of this technological impact at the level of positive formation of valuable, favorable personal qualities, properties, where there is a special systemic reproduction of personal emotions and associations that encourage children to creative social communication, self-realization, increase their self-esteem and self-confidence, develop their cognitive and creative functions [26].

A detailed analysis of the obtained parameters during diagnostic testing, as well as pedagogical observation and

clarifications within the components of motivations and personal attitude to the parameters of the created model for the use of information and communication technologies allowed a deeper understanding of the missing factors for the success of developing a model in different variants adapted for older preschool children, considering their psychophysiological age characteristics, which, within the evaluation component, involves the analysis of methodological results, adaptive correction of the use of technologies, identification of levels of formation of motivational reactions to the proposed options for using data based on the selected parameters with pedagogical clarifications in conjunction with the obtained testing data.

Thus, the above-described components of the experimental study in interaction reveal the development indicators of a pedagogical application model of information and communication technologies, considering the conditions of their beneficial impact on the development of older preschool children, which will ensure the strengthening of the success of the educational process within the framework of children's stay in preschool institutions. The result of the functioning of the study under consideration is understood as a certain level that allows us to develop a model for the use of information and communication technologies for pedagogical purposes.

The results of this research work with the created methodological parameters of the pedagogical use of information and communication technologies were introduced into the educational process in several stages, which included determining the level of attentiveness to the condition of others, which in the projection of future pedagogical activity is reflected in the level of responsiveness to the condition of children with personal motivation to create a favorable atmosphere for the stay of wards in preschool institutions and the use of pedagogical means to strengthen the well-being criterion of children's development, as well as pedagogical supervision and clarifications necessary from respondents, and final statistical processing of the results obtained. Subsequently, at a further stage, there was a development and implementation of a model of conditions for the successful pedagogical application of the resource capabilities of information and communication components for its subsequent implementation in the field of practical education.

The study covered 86 students studying in the specialty teacher of preschool education, and analysis of the results of diagnostic testing allowed us to conclude that most future teachers understand and realize the importance of creating a favorable learning environment and stay of children in preschool at the level of their successful development, and these indicators were determined at the level of inherent properties in personalities that identify components for the use of funds within the use of technological progress at the level of their information and communication categories to improve the educational process in older preschool children with the possibility of forming a personal parameter of attentiveness to the emotional components of the formation of an emotional background, preserving its at the level of a positive assessment, which will reflect the well-being of the child.

Thus, the calculated data allow us to say that the degree of personal sensitivity to changes in the state of others, at the level of empathy, personal responsiveness were revealed within the framework of a high and medium level. In 53 (61.6%) students, the data reflected a high level of personal emotional participation and attentiveness to the needs and condition of others, which shows their pedagogical competence for the successful use of information and communication technology based on the successful result of their use, and correction of their modifications within the framework of a favorable influence on older preschool children based on their preferences and aspirations in cognitive-creative or creative implementation, which will ensure high success of this indicator. 33 (38.4%) students have an average degree of internal responsiveness to the needs of others, which shows that there is a great potential for a sensitive and attentive attitude to children, and correction of the use of technological means at the level of its successful application in the presence of clear knowledge, when, what, and in what cases they should use, which shows the need to create instructions and programs of information categories that can be applied, if necessary, with a targeted description of their actions for the development of what qualities and knowledge they are directed, taking into account a qualitative target sample based on their successful and positive impact on the psycho-emotional sphere of children senior preschool age in the framework of the development of their contemplative, educational, cognitive, aesthetic component of their personality [27]. In Figure 1, you can see a graphical representation of the results obtained.

Identified level of personal responsiveness in students (percentage)

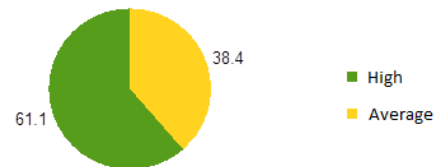


Figure 1. Distribution of students by levels of the revealed degree of internal responsiveness

The pedagogical clarification revealed that many future teachers of preschool education believe that at the moment often the stay of children in preschool institutions is very limited in the methods of conducting classes with them, and they cannot fully realize many of the possibilities of the pedagogical environment to create conditions for a comfortable and favorable stay for all children at the same time at the level of their high interest and productive educational and creative process, and so students noted that they see the need to expand pedagogical tools that could improve the educational and cognitive environment for children of senior preschool children, which would allow them to conduct interesting classes at different levels at a successful level forms against the background of maintaining a positive emotional state of children, for their harmonious development and with an increased interest in visiting and finding them in a preschool institution, as shown in Figure 2.

Students' attitude to the expansion of pedagogical capabilities (percentage)

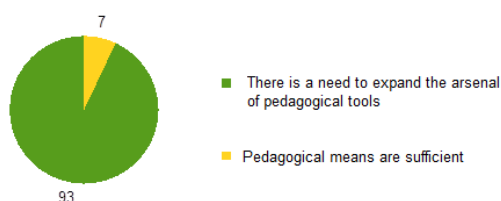


Figure 2. Students' attitude to the expansion of pedagogical opportunities after diagnostic testing

Also, during the pedagogical clarification, it was revealed that all students want to create a favorable atmosphere for children in preschool institutions during their future professional activities and organize interesting leisure with a cognitive component that would allow them to activate the process of developing creative function, enhance the level of assimilation of information parameters necessary for studying this age group of children at the level of preserving and evoking positive good emotions in them with the education of cultural personalities.

The revealed indicators against the background of a certain need to expand pedagogical tools that would allow children to maintain a high level of motivation to attend and stay in preschool institutions against the background of a friendly atmosphere within the framework of creative motivation and friendly behavioral reactions, which will educate children in a socially adequate attitude to the people around them, preparing them, including from the position of acquiring the necessary component of knowledge in the framework of preliminary school training with mental development in creative conditions, which will allow during preschool education to form the personalities of older preschool children at a decent cultural and aesthetic level with the makings of self-expression on the level of manifestation within the framework of cultural behavioral reactions in the positive aspect of self-expression, with an increase in self-esteem and self-confidence, taking into account the reflection of personal emotions on the external attributes of the influence of all components of situations at a high friendly, positive level, which will be reflected in increasing interest in participating in the educational process, as well as increasing motivation to attend these classes, which is the main indicator of the success of organizing work at the preschool education level [28].

Thus, the processing of all the information received allows us to talk about the need to introduce into the system of practical preschool education factors that would satisfy the above parameters, which would significantly improve the educational process based on the expansion of pedagogical tools and methods that allow developing creative communication skills in the natural conditions of children's stay in preschool institutions without administrative and psychological pressure on them, based on factors and methods affecting the formation of a value attitude to life and its various spheres, with the manifestation of personal interest against a positive

background of the development of psycho-emotional, informational, creative and social parameters based on respect for personal the needs and aspirations of children, which will allow them to successfully form their personalities at the level of cultural development, taking into account their preparation at school within a preschool institution [29].

Based on the described, the trend and parameters for the implementation of research conditions were identified in the process of developing a model of pedagogical application of information and communication technologies in the framework of use in creative pedagogical conditions against the background of a positive impact on the development of older preschool children, taking into account their preparation for school and the expansion of their creative skills, horizons and cultural components of personality, as well as based on a detailed analysis of the results of diagnostic testing, pedagogical supervision and necessary clarifications, which allowed us to identify the main components of the considered process of model formation based on important indicators applicable in the educational process, depending on the formation of high motivation and interest in learning based on personal aspirations, which, when considering in the framework of future educational activities, will increase interest and motivation for further study of subjects at school, and being in it with the formation of a high cognitive interest in the educational process itself, with a personal manifestation in it against the background of activity formed in a preschool institution with high self-esteem and the development of mental activity in the framework of creative communications with the teacher and their peers, which is of great importance for the field of education. The identified factors were comparable with assessments of the resource capabilities of information and communication technologies at the present stage of development, which could create conditions against the background of their application comparable to the criteria described above, which will be important for reflecting the facts in question in the educational process of preschool institutions, where children spend most of their time and should acquire many skills and abilities in favorable conditions for preserving their psychological, physical and social health, both from the cognitive and cultural part of development [30].

So, bearing in mind the above, the parameters were determined and a model of pedagogical work with older preschool children was developed, taking into account the influence on the correction of this process of the personality of the future teacher in certain positive criteria described above for maintaining a positive emotional background of the presence of children in preschool institutions, which includes the use of modern information and communication technologies to create conditions for a sound and video sequence of the natural environment, which will create the effect of presence, against the background of personal perception, in nature in the form of an installation of a natural object, for example, a small waterfall in a forest visualized on a large screen of good resolution, so that the quality of the information shown on it was clear, and did not create interference that could negatively affect the health of the children present, considering the preservation of their high level of vision,

also under the correctional influence of the teacher, educational elements in the form of puzzles, riddles, mazes and other logical tasks can be reproduced on the screen, which children with the help of the teacher will be able to collectively solve, which will contribute to the development of their logical thinking and ingenuity, which they need for further school education.

With a certain periodicity, depending on the needs, emotional aspirations and responses of children of the erased preschool age, various cognitive programs for children about animals, music, art, etiquette, physical phenomena and other things will be reproduced on the screen, which is focused on the development of children's general outlook, the main cognitive components that they will later study at school in different subjects, for example, as the world around them, and which will also contribute to the formation of children's careful attitude to nature, develop their cultural component of personality, including at the level of their social activation. Reproduction of various master classes adapted for older preschool children at the level of development of drawing skills, modeling, performing crafts with the help of detailed clarifications of their teacher, will develop their creative abilities and figurative imagination, and it is also important that literary hours are held daily with the help of information and communication means for children, where they would be listeners of kind, ecological children's literature, fairy tales, classic stories, poems that would develop their attentiveness, cognitive function, love of reading, which is important within their future school educational activities, where reading school literature will be of great importance in their academic performance and development [31-33].

In turn, the reading displayed on the screen should be on a beautiful aesthetic background, so that it could hold the attention of children, and the reader should read with an arrangement, against the background of culturally literate speech, at a pace comfortable for hearing, which would maintain a calm atmosphere in the preschool education group, as well as the backgrounds on which literary works are read can change depending on the upcoming holiday or accompanied by a symphony orchestra, which will create a festive, joyful atmosphere, and will also strengthen interest and motivational criteria for the development of reading function in children in the future. It is important that the above-described methodological components of the developed model are implemented against the background of a psychological calm environment for children with their free movement, since most of them can be against the background of a passive child's play or periodic discussion, or clarification of something from a nearby person or teacher, which will allow him to strengthen the level of knowledge of what he saw or heard on the screen. Also, the conditions for the implementation of this model require equipping the premises with zones with soft surfaces, sofas, where children could be in a comfortable position, for example, reclining to listen to cognitive programs or reading books, or other, in a free motor mode for themselves, which will contribute to the preservation of their positive emotional state and physical health [34].

Thus, the developed criteria of the methodological component were introduced into the educational process of future teachers at the level of their cognitive part within the

framework of the necessity and importance of using information and communication technologies when conducting classes in their future professional activities as part of working in preschool institutions with older preschool children. Repeated testing was carried out within the framework of the described knowledge of the application of the developed model in their professional activities, where all students showed themselves at a high level of conducting their future pedagogical work at a high level of interaction with maintaining a positive component of the emotional state of children, and considering their interests and needs as part of the correction of the use of cognitive and developmental components of information and communication technologies, which is reflected in Figure 3.

Identified level of personal responsiveness in students (percentage)

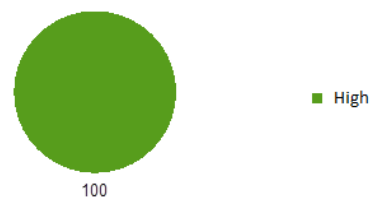


Figure 3. Distribution of students according to the levels of the revealed degree of internal responsiveness at the control stage of the pedagogical experiment

Also, in conjunction with the pedagogical research data, a high motivational (100%) component to self-manifestation was revealed in the developed framework of the presented model for all students who expressed a high level of desire to work in the above conditions when using information and communication technology, and while ensuring the personal order of organizational factors to create conditions for successful actions in a calm, measured pace of the temporary course of finding and teaching older preschool children in preschool educational institutions with the successful development of the basic cognitive skills necessary in it and the development of its culture [35].

The correctness of the study was ensured by the fact that the characteristics, these parameters of the diagnostic test and the developed criteria of the model were comparable in the study correctly. The analysis of the obtained research results allowed us to determine that the developed model of using information and communication technology in the pedagogical environment of preschool education can significantly increase the effectiveness of the educational process of forming a healthy personality of an older preschool child, enhancing the quality of the educational process at all levels.

Within the framework of modern technological development, the presented model defines the timely inclusion of the opportunities provided to it in the learning process as pedagogical advantages, which are fully revealed when using, among other things, information and communication technologies. As the results showed, the success of the model is determined in many of its components of influence on older preschool children, and in this aspect it has sociocultural value, and contributes to

the formation of the cognitive part of preparation for future schooling, as well as at the active level, children learn to understand about various components of life within the framework of studying information from cognitive programs, which will determine their future behavior in society from the position of forming behavioral reactions and examples that they hear and see using information and communication technologies in comfortable conditions of being at emotional, technical and aesthetic levels, which will also improve the pedagogical approach educational process and raises the status level of preschool educational organizations [36, 37].

This form of presentation of knowledge of different order in the presence of the use of variations in the possibilities of spending time and classes, both creative and informational, and aesthetic parameters, allows us to form, among other things, value motivation in preschool children, which will determine their future success in school education, so the theory and practice of knowledge at the modern level will be combined in technical, innovative developments, methodological and subject materials, TV technologies and others, with the use of cognitive creative and respectful conversations, master classes, intellectual and gaming activities, which in turn will avoid repeated copying of educational material. to provide it to all groups of all preschool organizations, and at the technological level, once developed, it will be available to all educational organizations at the same time, and in the future this methodological component can only be supplemented at the level of updating the educational process, which will simultaneously carry the function of professional development and teaching staff of preschool institutions [38-40].

The developed model will create conditions for teaching older preschool children the necessary knowledge with the acquisition of a practical level of the required skills in interesting and safe, modern, aesthetic, cognitive conditions of the educational environment of a preschool institution. Thus, the developed model of pedagogical application of information and communication technologies in the framework of the preschool educational process has proved to be effective and can be used in practice of preschool education significantly increasing its significance and quality.

Conclusions

Modern developments in the framework of information and communication technologies have found their successful application in the field of practical preschool education at the level of improving the quality of the educational process, which allows, within a friendly environment, to present the necessary multifaceted knowledge necessary for older preschool children at a

qualitative level, ensuring their development and preparation for school. The developed model of the use of technical means with information technology characteristics in pedagogical correction is considered as a created successful pedagogical tool that ensures the formation of a child's personality in a comfortable environment of a preschool institution within the framework of cultural and aesthetic development, with high self-esteem, developed thinking and a formed level of knowledge of the logical and informational component within preschool education against the background of increased interest in the educational process with the created successful motivation to attend and stay in a preschool institution at the level of application of methodological elements of the use of information and communication technology tools, which include the creation of a zone of natural video installation with appropriate soundtrack creating the effect of being in nature, extensive cognitive and gaming activities with display on the screen against the background of collective solving of various logical problems, puzzles, riddles, cognitive numerical and letter tasks, watching creative master classes with parallel execution of crafts or drawings against the background of active correction by the teacher, watching various cognitive age-related children's programs about nature, animals, art, music, as well as the creation of literary hours, where an actor or another reader will read aloud with an expression at a comfortable pace children's literary works, poems, fairy tales, stories and more, provided the course of this process of an educational nature within the framework of creating a comfortable friendly atmosphere under conditions of their free movement, with the creation of a comfortable recreation area in the classrooms of preschool institutions.

This model of pedagogical influence at the level of the educational and cognitive process will allow activating cognitive and creative activity, the development of thinking and speech, against the background of expanding horizons, and the formation of cultural and aesthetic qualities and skills of creative and respectful socialization. The materials of this article are useful for education workers, preschool teachers, methodologists and can be applied in practice, which will contribute to solving important tasks in the field of pedagogy.

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None.

Conflict of Interest

None.

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Педагогічні умови підготовки майбутніх вихователів дошкільних навчальних закладів до використання інформаційно-комунікаційних технологій

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Анотація

Актуальність. Актуальність дослідження статті зумовлена проблемою впровадження в освітній процес інформаційно-комунікаційних технологій, які дозволяють розширити рівень освітніх послуг у сфері їх практичного застосування в дошкільній освіті.

Мета. Мета статті – розробити модель реалізації педагогічного застосування інформаційно-комунікаційних технологій у роботі з дітьми старшого дошкільного віку на рівні професійної особистості педагога.

Методологія. Провідними методами дослідження цієї проблеми стало тестування, розроблене А. Меграбян, Н. Епштейн "Шкала емоційного реагування" для визначення рівня чуйності та чутливості майбутніх педагогів дошкільної освіти на основі їх особистісних якостей.

Результати. У статті представлено модель використання інформаційно-комунікаційних технологій в рамках педагогічної роботи з дітьми старшого дошкільного віку на основі методичних параметрів, що враховують їх успішний розвиток у доброзичливій атмосфері на тлі розвитку їх пізнавального інтересу, яка передбачає періодичну модифікацію використання цих можливостей у вигляді створення зони природної відеоінсталяції з відповідним природним звуковим супроводом, пізнавально-ігрової діяльності з показом на екрані на фоні колективного вирішення логічних завдань, перегляду майстер-класів та пізнавальних дитячих програм, створення літературних годин, під час яких діти будуть слухати читання книг з приємною візуальною складовою або у супроводі симфонічного оркестру.

Висновки. Сформована модель використання інформаційно-комунікаційних технологій дозволить гармонізувати психоемоційну сферу дітей, створити сприятливі умови для їх культурно-пізнавального розвитку та виховання в умовах перебування в дошкільному закладі, що має практичне значення для системи освіти та добробуту суспільства.

Ключові слова: розвиток особистості; дошкільна педагогічна діяльність; методологія; педагогіка.