

3. INFORMATIZATION OF PRESCHOOL AND PRIMARY EDUCATION: UPDATING THE CONTENT AND IMPROVING THE QUALITY

FORMATION OF SOCIAL AND CIVIC COMPETENCE IN CHILDREN OF SENIOR PRESCHOOL AGE IN THE CONDITIONS OF DISTANCE LEARNING

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Introduction.

Ukraine is a sovereign and independent, democratic, social, legal state. Accordingly, the formation of such a state requires conscious citizens who are devoted to their Motherland, respect their people and are ready to take confident, selfless steps to build the future of their country. The formation of such a society does not happen by itself but must be purposeful. To this end, the state should use a certain list of methods, means, influences on the consciousness of citizens, especially the younger generation.

The Basic Component of Preschool Education presents a new key competence of the child, namely social and civic (Basic Component of Preschool Education, 2021). The formation of this competence in preschoolers can become the basis for the formation of conscious citizens who have an active civic position, as well as are able to establish social partnership in solving social problems. At the same time, the war in Ukraine and modern socio-economic processes in the country have sharpened society's interest in the problem of socialization of the individual, starting from preschool age. Today, hostile propaganda is especially aimed at children, and therefore has a negative impact on the socialization of children; Secondly, already in preschool age, the individual is included in various spheres of society, his relationships with other people are actively enriched, elementary concepts are assimilated, skills and abilities of role behavior are formed,

imitating social relations. To date, a significant number of preschool education institutions have been forced to switch to distance learning, which has led to the search for new and transformation of existing methods, forms and means of distance learning for preschool education students in Ukraine.

Analysis of current research. Various aspects of the formation of social and civic competence in preschool children are substantiated in the studies of L. Artemova (Artemova, 2004), T. Ponimanska (Ponimanska, 2006) (child and society); A. Bogush (Bogush, 2006) (methodical principles of socialization of preschool children); O. Kononko (Kononko, 2009) (socio-emotional development of personality, social competence of the child as an integral quality of personality); N. Havrysh and O. Reipolska (Havrysh & Reipolska, 2018) (theoretical foundations of socialization of preschoolers); O. Kosenchuk (Kosenchuk, 2020, 2021) (formation of social and civic competence of a preschool child in various types of activities, methodological tools for the formation of social and civic competence); G. Belenka (Belenka et al., 2015) (introducing the child to the world of universal values on the basis of subject-subject interaction between an adult and a child); L. Kozak and S. Fedorova (Kozak & Fedorova, 2022) (formation of social and civic competence of children of senior preschool age in the modern socio-cultural environment) and others.

The problems of distance education are considered by A. Lytvynov (Lytvynov et al., 2022), T. Zenchenko (Zenchenko, 2023) and others, distance learning of preschool children in general and on the basis of partner pedagogy during martial law – N. Havrysh, K. Krutiy I. Romaniuk, N. Shalda (Havrysh et al., 2020), L. Zimakova, L. Zhdaniuk, O. Tupytsia (Zimakova et al., 2022), technological aspects of the implementation of the educational process in secondary education in interaction with parents in the conditions of distance learning, levels of interaction – N. Vakhniak (Vakhnyak, 2023), pedagogical interaction of a preschool education institution and a family with the use of digital technologies in the process of distance learning – L. Lyakhotska (Lyakhotska, 2021).

The Law of Ukraine "On Preschool Education" (On Preschool Education, 2001) defines as one of the tasks the education of children in love for Ukraine, respect for the family, respect for folk traditions and customs, the state language, regional or minority languages and the native language, national values of the Ukrainian people, as well as values of other nations and peoples, conscious attitude to themselves, the environment and the environment, which is represented in the Law of Ukraine "On Education" through the content of civic and social competencies (On Education, 2017).

The analysis of scientific and methodological sources gives grounds to conclude that civic and social competencies are basic for the formation of personality and contribute to the quality self-realization of a preschool child and are in demand in society.

Purpose: to carry out a theoretical analysis of the main aspects of the problem of formation of social and civic competence in preschool children in general and in the conditions of distance learning in particular.

Research results.

The Problem of Formation of Social and Civic Competence in Preschool Children in Psychological and Pedagogical Research.

The state educational policy is based on the priority of preschool education as the foundation of an integral system of continuous education. The difficult situation in our society is caused by many problems of its development and transformation, therefore the main task of teachers and parents is to find the basis for harmonizing the social and personal interests of preschoolers, their personal views, beliefs and future social and civic prospects.

Today, one of the important tasks of PE is the formation of social and civic competence in children of preschool age in general and senior preschool age in particular.

The legal foundations of social and civic education in Ukraine are laid down in the Constitution of Ukraine, the Laws of Ukraine "On Education", "On Preschool

Education"; Strategies of national-patriotic education. With the adoption of the new Law of Ukraine "On Education" and considering the Decree of the President of Ukraine "On Priority Measures to Promote the Strengthening of National Unity and Consolidation of Ukrainian Society, Support of Public Initiatives in this Area", it became necessary to determine specific steps towards the formation of social civic education in Ukraine.

At the present stage of development of pedagogical science, various aspects of the formation of socio-civic competence have been studied: 1) social competence (A. Bogush, N. Havrysh, O. Kononko); 2) civic competence (O. Kosenchuk, S. Kurinna, O. Stayenna); 3) moral education and formation of value orientations (A. Bogush, T. Pirozhenko, T. Ponimanska); 4) personality-oriented education and upbringing (I. Bekh, N. Bibik, L. Kozak); 5) civil society (O. Horban).

Of great importance in determining the essence of socialization of preschool children, outlining the features of its course in the conditions of the socio-cultural modern environment are the works of H. Belenka, Havrysh N., S. Vasylieva (Belenka, Havrysh & Vasylieva, 2015), M. Doktorovych (Doktorovych, 2007), I. Rogalska-Yablonska (Rogalska-Yablonska, 2008).

In the Encyclopedia of Education, civic education is interpreted as a pedagogical process of becoming a conscious, responsible and competent citizen-patriot, aimed at self-development and the development of a democratic civil society" (Encyclopedia, 2008).

Considering the fact that during the period of preschool childhood, the foundations of consciousness and self-consciousness are laid, as well as those character traits that will determine the personality, this age is of exceptional importance for civic education. Senior preschool age is the most sensitive period for the education of civic qualities, and it is emphasized that civic education should begin at preschool age (L. Artemova (Artemova, 2004); I. Bekh (Bekh, 2003); A. Bogush (Bogush, 2006).

The pedagogical foundations of moral and legal education, principles, methods, ways and means of forming the civic qualities of the individual in modern conditions are developed in the research of I. Bekh (Bekh, 2003), who considers civic education as one that combines several types of education and "is aimed primarily at patriotic...", although it does not exclude moral and legal.

Civic feelings are based on children's interest in the immediate environment (family, family, native land) and are based on the example of adults, since children adopt a certain emotionally positive attitude much earlier than they begin to assimilate knowledge. The main directions of patriotic education are defined: the formation of ideas about the family, family, clan and pedigree; Local History; acquaintance with the phenomena of social life; formation of knowledge about the history of the state, state symbols; acquaintance with the traditions and culture of their people; formation of knowledge about humanity (Ponimanska, 2006).

O. Pometun (Pometun, 2005) understands civic competence as a key ability, the ability of an individual to exercise civil rights and responsibilities actively, responsibly and effectively for the development of a democratic society.

O. Kucher (Kucher, 2014) analyzes civic competence in a broad sense as a function of civil society, which creates the basis for effective civic activity of an individual, social groups and the whole society, in a narrow sense – as a parameter of activity of a person socialized under the influence of civic knowledge, skills and abilities, which implies the presence of civic values and qualities, compliance with the rules of conduct and responsibility as a social quality of a person.

T. Smahina (2007) notes that the competence of an individual in the civic sphere corresponds to his civic responsibility, the ability to make decisions together with others and implement them, to show tolerance, to harmoniously combine personal interests with the needs of society.

We agree with the opinion of scientists that the conceptual foundations of the ideas of humanism form the basis for the formation of civic competence of children of senior

preschool age. The components of civic competence are the education of spiritual and value orientations, a person-centered approach.

Let's consider various studies of the definition of "social competence".

According to the Council of Europe Recommendations, one of the key competences for lifelong learning is social competence. It is determined by a person's ability to reflect on their activities, effectively manage time and social information, and work with others in a constructive way. This competence includes the ability to cope with difficulties and uncertainties, to empathize with and manage conflict situations, and is provided by: knowledge of the rules of behavior and communication that are generally accepted in different societies and environments; skills and abilities, namely: the ability to identify one's capabilities, concentrate, overcome difficulties, think critically and make decisions; ability to communicate constructively in different environments and collaborate in a team (New paradigm..., 2018).

Social competence along with civic competence is given in the Recommendations of the European Parliament and the Council of Europe "On core competences for lifelong learning". They prioritize the Regulation on "New Core Skills" and emphasize that lifelong learning should include learning from pre-school to post-retirement (Recommendation..., 2021).

The concept of "social competence" integrates the terms "social", which comes from the Latin word "socialis" – sociable, public, belonging to society, related to the life and relations of people in society, and "competere", that is, perfect mastery of business, knowledge. At the end of the 60s of the twentieth century, the term "social competence" was introduced. He singled out three types of human competence that ensure his successful life: self-competence (knowledge of oneself), social competence (interaction with others), subject competence (practical activity). It was this understanding of social competence that became the basis for her further research.

There are different interpretations of the concept of "social competence" in scientific sources:

- purposefulness to achieve success in life, conscious accumulation of knowledge and social experience, their application in real life" (Kononko, 2009).

- the acquired ability of the individual to flexibly navigate in constantly changing social conditions and effectively interact with the social environment (Doktorovych, 2007).

- the process and result of assimilation and active reproduction by a person of socio-cultural experience (a set of knowledge, skills, values, norms, traditions) based on his/her activities, communication, ability to apply experience in solving life problems, take responsibility, take initiative, be active in teamwork, prevent conflicts and resolve them, be tolerant in difficult situations, show empathy (Nicolaescu, 2014).

In addition, in scientific sources the social competence of the child is singled out and interpreted as:

- openness to the world of people, skills of social behavior, readiness to perceive social information, desire to get to know people and do good deeds (Ponimanska, 2006).

- integral quality of the personality, which consists of a complex of emotional, motivational, characterological features and is manifested in the social activity and humanistic orientation of the individual (Havrysh & Reipolska, 2018).

The main conditions for the formation of social competence are social orientation, adaptation, integration of social and personal experience of the individual (Rogalska, 2008).

V. Kuzmenko (Kuzmenko, 2001) identifies the following elements of social competence of preschool children: adaptation to new living conditions; Socialization; group interaction; the beginning of the formation of an authoritative status; understanding other opinions; creation of joint activities; Dispute resolution. A socially competent child should only be an emotionally receptive child with developed social feelings. The researcher also identified the types of social competence of preschool children.

Social competence can be manifested at different levels (an individual, social groups, society as a whole) and, accordingly, have both common and different in structure and interpretation; the main content lines and approaches in judgments are outlined, in particular, "social competence" as knowledge (knowledge system), understanding, relationship "I am – society", degree of preparedness, skills, social skills, abilities, abilities, personal qualities or formation, state of balance, transfer of social experience, level of socialization, result of social development, set (complex) of competencies or constructive methods, component of the philosophical category "art of living", functional literacy, competent behavior, etc. (Warecka, 2014).

O. Shishova (Shishova, 2012), characterizing the psychological and pedagogical means of developing the social competence of preschoolers, notes that the content of its components (aspects) includes: knowledge as a result of experience of cultural, spiritual and practical activities of people; ability to perform necessary actions in accordance with social and moral norms (this is improved in the process of one's own life and relevant practical actions); Attitude, defined as a stable emotional direction, is closely related to his aspirations, intentions, value institutions, etc.

Thus, the social competence of a preschooler is a complex personal formation, integral in its essence, consisting of a complex of knowledge and ideas of the child about the world around him, the formation of his emotional, moral and volitional sphere, as well as the skills and abilities of social interaction.

Despite different interpretations, the concept of "social competence" implies, firstly, the interaction of the individual and the social environment; secondly, interpersonal interaction, based on one's own social experience, observance of traditions established by society or on the basis of the acquisition of knowledge; thirdly, it is an integrative characteristic that has several components; fourthly, the correlation of one's own goals and needs to the goals and needs of another individual, a group of people and society as a whole (Kremen, 2007).

The formation of social competence is determined by the influence of a number of factors, which include age, gender, environment of life and upbringing of the child, his/her social environment, etc. This competence is the result of the child's age-appropriate socialization and determines its effectiveness.

Thus, the analysis of scientific and methodological sources (Andriushchenko, 2013; Kozak & Fedorova, 2022; Kremen, 2007) gives grounds to conclude that civic and social competencies are basic for the formation of personality and contribute to high-quality self-realization and self-education of a preschool child and are in demand in society.

Scientists (Bogush, Varianytsya & Havrysh, 2006; Hrytsyshyna, 2016) Emphasis is placed on the fact that the socialization of a child of senior preschool age differs from the socialization of an adult. Among the differences between the socialization of a child and an adult are:

- The adult is guided by external behavior – the child forms basic values;
- Adults evaluate social norms – the child is just mastering them and social experience is formed;
- Adults make choices in the process of socialization – children obey generally defined rules set by adults;
- Adults are carriers of models, standards, norms, rules that are accepted in society – the child discovers the world and the relationship "child – adult".

The specificity of preschool age lies in the fact that the social development of the child is carried out under the influence of an adult who introduces him to society. A preschooler cooperates with competent adults, as a member of society, he is included in the system of human relations, where there is a dialogue of personalities and values. The assimilation of patterns and norms of behavior, the search for the right life attitudes occurs in the child in the process of interaction with peers, educators, parents.

The social competence of children aged 5–6 is an integrative personal formation that involves the child's awareness of phenomena of social reality, formation of

necessary social and moral norms of interpersonal relationships, as well as ways of behavior in the social environment, a developed emotionally positive attitude to the world around them, a system of social and moral values and guidelines of behavior in society formed by age (Lytyshko, 2019).

An important role in the acquisition of knowledge and skills related to socialization by a child is played by appropriate social institutions. O. Kononko (Kononko, 2009) defines them as important factors in the social growth of the child. The factors themselves, according to the researcher, are external and include family, family, peers, preschool education institutions, etc. During the child's stay in PE, he/she develops social needs, skills and abilities necessary for harmonious social coexistence, including social and communicative ones.

The modern socio-cultural environment is a set of natural, technological, and social conditions in which human society functions and is the main condition for the formation and development of the individual. From birth, at the stages of acquiring and assimilating social experience, the personality is involved in the process of communication and relationships with people around him, phenomena, things, develops certain social and civic activities. Consciousness and spiritual values of a person are formed by the whole way of life and the surrounding socio-cultural environment, which acts in conjunction with education.

The formation of life competencies is a fundamental component of basic education. The Basic component of preschool education defines social and civic competence as the ability to manifest personal qualities, social feelings, love for the Motherland; readiness for feasible participation in social events that take place in children's centers, community, society and are aimed at improving public life." The result of the formation of social and civic competence should be the child's valuable attitude to himself, his affairs and the rights of others, the presence of ideas about the rules and methods of interpersonal interaction with family members, other people and the ability to follow these rules in the social and civic space, as well as a valuable attitude and respect for the

cultural heritage of the Ukrainian people, representatives of different national cultures (Basic..., 2021).

The definition of the goals and objectives of socio-civic competence is determined by the value, spiritual, moral and ethical orientations, political structure, social order and objective conditions for the development of modern society and the state. The upbringing of a socially competent conscious citizen in modern society is conditioned by the expansion of the boundaries of the socialization process and the change in ideas about it caused by the technical progress, the European integration of Ukraine and modernization of the national educational system taking into account the European experience (Kozak & Fedorova, 2022).

The key concepts of social and civic competence are:

Personal qualities of preschool children are a set of personal qualities of a child: activity, independence, initiative, observation, creativity, responsibility, justice, sensitivity, respect for people of different ages, which are laid down in preschool childhood and ensure the manifestation of his/her activity in social and public space.

Social feelings are the emotional and valuable attitude of children of senior preschool age (trust, gratitude, affection, sense of security, awareness of their rights and responsibilities, respect for diversity, etc.) to the objects of social reality, national cultural values of their people and other cultures, people, their own participation in various activities.

Love for the Motherland is a component of formation of patriotism in children of senior preschool age, the system of knowledge about the state and national symbols of Ukraine, customs, traditions of the family and the Ukrainian people.

Readiness for feasible participation in social events that take place in children's centers, community, society and are aimed at improving social life is the ability and readiness of the child, which is ensured by a set of formed competencies (Kosenchuk, 2021).

Social and civic competence is the core of the future citizen of Ukraine. Preschool education institutions become centers of democracy formation, where everyone has the opportunity to express their opinions, be heard, take an active part, and have the opportunity to experience democracy. Of course, in such conditions, children gain valuable experience, take an active part, become active participants, subjects of activity, and not only executors of adults' orders. Scientists have proved that the formation of social and civic competence in preschool children will contribute to the fact that children will learn to be proactive, make decisions, take responsibility, express their emotions and thoughts, feel that others respect them, and this respect is manifested in action.

The formation of social and civic competence of preschool children is also facilitated by education for sustainable development, which is implemented in interdisciplinary relations, ensuring not only the acquisition of knowledge, skills, and abilities of sustainable development by children, but also the formation of a culture of personal consumption.

The peculiarity of education for sustainable development is that the learning process is focused on the needs of real life and the solution of existing life situations; In addition, the training is open-ended; Children independently formulate life and cognitive goals that are focused on the relationship with social and universal values. In sustainability education, every opinion is honored; the results of each child's activity are evaluated, but without comparison with the results of other children (Havrysh, 2014).

Scientists consider games, project activities, children's literature, including fairy tales, to be important means of teaching and educating preschoolers.

For the formation of skills focused on sustainable development in preschoolers, the developmental impact of story-based didactic games is especially important: formation of behavior skills in accordance with the rules of the game, empathy, the ability to plan, take a role, cooperate, assess the situation, be patient, dexterous, persistent (Zagorodnia, 2023).

Thus, modern socio-economic transformations related to the construction of civil society and the rule of law require the formation of active, competent citizens who effectively participate in the democratic process. At present, it becomes obvious that there is a need for the formation of social and civic competence of the younger generation, mastering this competence from preschool childhood, which in the future will certainly contribute to their self-realization in the context of growing freedom of economic, political, ideological choice, will allow solving various problems in everyday, professional and social life.

Features of the formation of social and civic competence in children of senior preschool age

Civic education of the individual has a deep history and is a complex dynamic process of interaction between the individual and the state and society. At all historical stages of human development, the environment has been and continues to be one of the important factors influencing the upbringing of the younger generation. It is in the preschool years that the child becomes a personality, competencies and values are formed that will determine his attitude to himself and the world, influence his actions and behavior in general. And it is adults who play an important role in the formation of an active social and civic position, which is to help children find themselves in life, self-determination, and instill skills that would help them function successfully in the world.

The social environment, as a constant source of replenishment of personal experience, knowledge of a person, is the objective factor that determines the direction of life needs, interests, values, real behavior of a person, the process of his self-determination and self-realization.

At the same time, the social (socio-cultural) environment can both facilitate the process of socialization and restrain it. Provided that the social environment corresponds to the social needs of the child, the process of socialization of the child is effective. In the case of adverse influences of the social environment, the process of socialization of the child, although it occurs, at the same time acquires features of instability, social

insignificance, even criminal orientation. Therefore, the child will successfully go through all stages of socialization in the presence of an appropriate social environment, purposeful development, upbringing, and training (Karnaukh, 2012).

At present, the state of the modern socio-cultural environment is of deep concern. Humanity is in a state of active development of information and technological progress, when the priority has become excessive emphasis on the development of intellectual and physical abilities of the child, the desire for material values. Children are increasingly influenced by the media, and there is a danger of forming a distorted view of the world around them, in which moral values are inferior material interests (Ponimanska et al., 2014).

Therefore, we can note that since the social environment and the individual are in constant interaction: the environment influences the personality, contributes to its formation; A person who acts in a social environment, enters into relations with other individuals, participates in the further activities of various communities, creates this environment, and gives it a certain social quality.

The formation of social and civic competence in preschoolers occurs in the process of their socialization.

The main characteristics of socialization of children of senior preschool age are as follows:

- adaptation of the child to society and social environment and adaptation of the environment to the child;
- model of behavior of a senior preschooler in the system of social and interpersonal relations;
- social and moral norms: requirements for behavior and activities in society;
- orientation to the values embedded in society;
- value orientations meet the needs of the personality of the senior preschooler;
- factors of socialization (conditions that affect the child in the process of forming appropriate competencies);

- factors of socialization (the experience that the older preschooler masters; active cognitive activity in interaction with the outside world; communication between the child and an adult to transfer social experience; the child's activity in the process of self-knowledge) (Bogush et al., 2006).

A child of senior preschool age understands family relationships, the attitude of family members to each other, knows his family, knows that the attitude of family members is from each other. She shares participation in honoring the memory of ancestors, relationships with family, loved ones. Shows interest in family heirlooms, participates in the preservation of family traditions, has formed ideas about goodness, humanity, sincerity, as important qualities of human relationships, justice, the ability to accurately assess human behavior, about honesty as a requirement to meet with one's own behavior the criteria that are used to evaluate the actions of others; self-esteem based on a person's sense of individuality, the right to self-expression, emotions and independent behavior that does not create problems for other people. Understands the state and feelings of another person by analyzing his appearance, intonation, action, shows respect for his feelings, realizes his right to be as he is, treats other people politely regardless of age and gender. An older preschooler is able to prevent conflicts and resolve them, understands people's attitudes towards him. This is naturally felt in a group of acquaintances and strangers, he knows how to react to manifestations of unfair treatment of himself, understands the reasons and tries to eliminate them; trying to make the relationship correct, tolerant; understands the concepts of "friendship" and "comradeship" and therefore behaves with peers accordingly. Has an idea of the state, its symbols, its people, national characteristics of Ukrainians; knows national monuments, heroes, shows respect for them, honors national shrines, understands the concept of "humanity", respects the customs of other peoples (Gumovska, 2011).

The formation of social competence in children of senior preschool age presupposes the presence of certain personal properties, needs, abilities, elementary theoretical ideas and practical skills that ensure the child's viability.

The formation of social and civic competence of preschool children takes place in the course of various forms of work using different methods and means. One of the most important tasks of teachers and parents is to give children a correct idea of themselves and the surrounding reality, to teach them to feel like the master of fate. And it is parents and teachers who must lay in the child something that will help him or her to go through the difficult path of growing up in the future. It depends on them how the child will grow up, what place in society he will take.

Family education plays an important role in the process of forming social and civic competence in older preschoolers. In the family, the child establishes and establishes his connections with other people, with relatives. At all stages of a person's life, the family is a central component of the microenvironment. The advantage of the family as an educational collective is that the child could observe the behavior of the father and mother in informal family relations; communicate with people of different ages, genders, life experiences; It is natural to participate in the life of society. Emotionally rich relationships between parents and children, which are of a personal nature, are established in the family, and the necessary social experience is acquired.

The formation of social and civic competence of older preschoolers is also facilitated by the child's initial social ties outside the family. Children establish such connections with peers and adults in a preschool education institution. It is in ZDO that they acquire important social experience, basic knowledge and skills necessary for further life among people and are involved in various activities. In other words, if a child is socialized in a family under certain conditions of relationships between family members, then a preschool education institution, significantly expanding the circle of close and distant people, presents their relationships in an educational context.

Therefore, the social unit responsible for the social and civic maturity of preschool children should be a preschool education institution with its educational, consultative and educational functions. It is the specificity of the preschool institution that facilitates the process of entry of the growing personality into the wide world of real social

relations, instills the skills of practical life, its individualization and socialization (Kononko, 2009). Adults play an important role in this work, namely: parents, educators. The closest adults create a certain educational space that meets the conditions of spirituality, protection, rational dosage of positive and negative experiences, which would give the child a sense of confidence in himself and the people around him. For the child, the adult acts as a carrier of knowledge, skills, moral values, and a direct organizer of the educational process. The child's presence in the team contributes to the formation of social competence, experience, awareness; a preschooler forms a certain social behavior, the ability to meet the situation, requirements, and expectations of authoritative adults; social needs, abilities, motives of behavior and activity are developed. The importance of social development for personal development lies, first, in the formation of social competence and guarantees the child's awareness of how to behave in order to be harmonious, in tune with others, to feel comfortable in any society.

One of the tools that contributes to the formation of social and civic competence in children of senior preschool age is fiction. This media tool not only expands knowledge about the world around us, but also contributes to the development of critical thinking and the formation of ethical values.

First, fiction allows children to experience the diversity of cultures and social contexts. Through the reflection of different characters and plots in books, children are given the opportunity to understand and empathize with other perspectives and life circumstances.

Secondly, fiction provides an opportunity to cultivate social empathy and an understanding of the importance of collaborative interaction. Studying stories about friendship, mutual assistance and tolerance forms children's skills of social interaction and mutual understanding.

Thirdly, fiction promotes the development of speech and communication skills. When discussing the plots and characters of works of art, children develop the ability to express their thoughts, listen to others and interact in a group.

As a result, fiction acts not only as a source of entertainment, but also as a powerful tool in fostering social and civic competence in children, contributing to their fuller interaction with the world around them and understanding the importance of social values.

The values embedded in literary texts are experienced by the individual and appropriated by him as his own values, attitudes, norms, creating a children's subculture. Fiction has a significant impact on the formation of children's subculture, basic competencies, while the choice of a work of art and attitude to it depends on the subculture of childhood.

Works of art help children to master new social roles, get acquainted with moral and ethical norms of behavior, receive new information, restore the chain of events, establish semantic connections within one work and between different works. While working on the content of a work of art, children learn to interpret it, to change the literary situation in such a way that it is like a fairy tale, and not to their own everyday experience; children acquire the ability to sympathize with literary characters; learn to understand the motives of the characters' behavior, try to explain their intentions and actions. And in the future, they are used in the process of developing their verbal creativity (Danylchenko, 2023)

The ideas that children receive from works of art are transferred to real life gradually: the works first contribute to the emergence of an emotional attitude in preschoolers to the actions of the characters, then to the people around them, their own actions.

A significant number of works of art by V. Sukhomlinsky are aimed at the formation of social and civic competence of children, the writer seems to indirectly, imperceptibly outwardly, but in fact skillfully and deeply forms the child's idea of the best qualities of a person. With his work, the outstanding teacher was able to achieve those moral and ethical norms that can be preached as commandments.

L. Zagorodnya developed a system of work using the works of V. Sukhomlynsky for the formation of skills focused on sustainable development, and identified the main tasks that will be solved, among them those that, in our opinion, will contribute to the formation of social and civic competence of older preschoolers:

- to teach children to see the moral qualities of heroes, to evaluate them objectively;
- to form preschoolers' skills of analysis and objective assessment of the behavior and actions of characters;
- cultivate anticipation (the ability to predict the consequences of one's actions);
- to cultivate responsibility for their actions, behavior, for loved ones, etc.;
- develop the skills of observing speech etiquette when communicating with adults and peers;
- to cultivate indifference to the world around us (people and nature), to show love for environmental objects (Zahorodnia, 2023).

Considering individual and age characteristics, knowing the processes of social development of the child, S. Kondratiuk (Kondratyuk & Butenko, 2018) identifies the pedagogical conditions that are necessary for the social formation of a senior preschooler, the formation of a certain level of social competence. Among them:

- purposeful activity of the preschool education institution in a certain direction;
- a single space for the child's development both at the level of a specific preschool education institution and with the involvement of various subjects of the social environment that ensure the functioning of the institution as an open educational system;
- Direct and diverse activity of the child – free or specially organized, own, or joint with significant people, which is considered as a way of manifestation of the child's activity and initiative in the system of social relations, as an opportunity to determine his own place among other people.

Considering the defined pedagogical conditions, we can state that the formation of social competence of senior preschoolers is a long, complex, complex, systematic,

purposeful process, should be carried out according to the plan, be theoretically grounded and methodically provided.

Thus, the family and the institution of preschool education have their own peculiarity of influencing the child, their own educational means. These centers do not mutually exclude each other and do not compete but complement and correct each other's influences. The family fosters respect for elders, mutual assistance, and compassion. And teachers should become good advisers for parents and continue to form humane traits that parents have laid down.

The formation of social and civic competence in preschool children in general and older preschoolers in particular depends on the joint efforts of parents and teachers.

Thus, the formation of social competence of senior preschoolers is a long, complex, complex, systematic, purposeful process, must be carried out according to the plan, be theoretically grounded and methodically provided.

The formation of social and civic competence in children of senior preschool age is facilitated by purposeful education, the development of the emotional-evaluative sphere, acquaintance with moral norms and spiritual values, the development of communication skills in the process of communicating with the world around them. The formation of social and civic competence should be expressed in the value attitude of the child to himself/herself, his/her rights and the rights of others, the presence of ideas about the rules and methods of interpersonal interaction between family members, family members, other people and the ability to follow these rules in the social and civic space, as well as in the valuable attitude and respect for the cultural heritage of the Ukrainian people, representatives of different nationalities and cultures (Kosenchuk, 2021).

A. Voznyuk singled out the main lines of implementation of social and civic competence in preschool:

Self-affirmation and communication with others: skills to comply with societal norms, behave positively towards others, and follow the rules of communication in a group.

Socially healthy environment. This line assumes that the child understands the purpose of public buildings, has a specific idea of the most common professions (recognizes different professions and imitates them through play activities), and is ready to participate in the activities of the group as one of the links in society.

Cultural and national values. This line involves the involvement of pupils of preschool education institutions in the preservation of customs, traditions characteristic of the community, stories about family traditions related to holidays or on weekdays (Vozniuk, 2022).

One of the important directions in the formation of social and civic competence of preschool children in general and older preschoolers in particular is the strengthening of children's national identity as a basis for the education of patriotism; formation of a positive image of their country in children, affirmation of an active position of a citizen of their country, education of a valuable attitude to their family as part of their people, its history, traditions, culture. Today, there is an acute issue of developing and implementing in preschool education institutions an end-to-end educational trajectory for the formation of social and civic competence, which will ensure a holistic system of personality development in the preschool period. The effectiveness of the proposed content, forms and methods of organizing the educational process and the life of senior preschoolers in secondary education as a whole, favorable for ensuring the formation of social and civic competence of children, is determined by combining the efforts of the family and the preschool institution in achieving a sufficient level of formation as a result of purposeful social and civic education.

Socialization of older preschoolers in various types of activities, which can be implemented in a preschool education institution, requires the search for innovative content, forms and methods of working with children of senior preschool age, establishing a strong partnership between PE and families of preschoolers, performing a facilitation function by the educator in enriching social experience, revealing and developing the abilities, moral qualities of children, realizing their personal potential. It

is important today to create conditions for improving the quality of preschool education, considering the multifaceted interaction of a modern child with the outside world, teachers' awareness of the need and feasibility of a versatile organization of educational activities, stimulating innovative processes in the educational process and forming the diversity of modern educational reality (Danylchenko et al., 2023).

O. Kosenchuk singled out various types of children's activities that will contribute to the formation of social and civic competence of a preschool child, in particular: play, communicative, health-saving, artistic and aesthetic, search and research, etc.

Among the forms of work that ensure the formation of social and civic competence, the scientist singled out: games, classes, collective affairs, joint search activities (Kosenchuk, 2021).

In the process of games, thanks to imitation and the possibility of reincarnation, situations can be designed in which norms and models of behavior, features of relationships between children and adults are revealed. During play, children are enriched with their ideas about social relationships; knowledge about oneself, one's family, preschool educational institution, Motherland, customs, and traditions of the Ukrainian people, etc. It is advisable for educators to organize games in which children could make a choice (vote), give arguments in its favor, realize the consequences of their own choice, accept the results of the majority choice and make concessions if their actions are justified.

A. Bondarenko calls the game, which is used in the educational process of a preschool education institution, as a task that contains an educational task (problem, problem situation), the solution of which will ensure the achievement of a certain educational goal (Bondarenko, 2005). The educational game is aimed at the acquisition and use of specific knowledge, skills, and abilities, is a means of learning, the main pedagogical content and purpose of which is to teach how to act. An educational game is both a means of purposeful guidance by the teacher of the mental activity of children, as

well as a means of forming such cognitive structures that provide its participants with the opportunity to independently regulate their mental activity.

Collective affairs, joint search activities – participation in the following forms of activity contributes to the acquisition by children: individual experience of joint life; ability to cooperate; defend their own position, negotiate, coordinate personal needs with the needs of others; ability to participate in the development of rules/daily practices of cohabitation; experience of the culture of democracy, which is necessary for the establishment of social contacts in the future, interaction in society, etc.

Among other forms of education that contribute to the socialization of preschool children, it is worth highlighting the organized education of children in everyday life; organizational types of classes at the choice of children, where they themselves choose the type of activity, the material with which they will work, ways of working with it under the guidance of a teacher; didactic and active games that can be used as an independent form of learning and as a component of the lesson; excursions and observations that allow children to be directly acquainted with the social environment outside the school; entertainment, festive matinees and evenings.

Modern teachers have identified the principle of integration as one of the leading ones in the organization of the educational process, and its implementation will ensure the consistency of children's knowledge. Today, it is common to use multidirectional or interdisciplinary classes in parallel with subject classes, the content of which combines different fields of knowledge and activities.

O. Maksymova proposes to consider the basic stage in the formation of children's love for the Motherland as the accumulation of social experience of life in their city, the assimilation of the norms of behavior and relationships adopted in it, and involvement in the world of its culture. To this end, together with children and parents, projects focused on fostering citizenship are being developed and actively implemented (Maksymova, 2018). During classes (comprehensive, integrated, thematic) with the use of game techniques, children's initial ideas about society and life are laid. The use of the above

forms and activities is impossible without the use of various groups of methods by the educator, such as: visual, verbal, practical, problem-based, research and interactive (Kosenchuk, 2021, 2022).

The use of visual methods will contribute to the visualization of social phenomena and processes in which older preschoolers can participate (demonstration of social rules and norms of behavior, agreements in daily life, mastering examples of demonstrating openness to communication and interaction with representatives of different nationalities and cultures).

Verbal methods are aimed at developing children's ability to express feelings with the help of words, facial expressions, gestures; explain the reasons for their emotions; seek help from peers and acquaintances; use polite words when communicating; express one's own opinion and accept the opinion of others, resolve conflicts through dialogue.

Using practical methods, children gain experience in observing the norms of morality, show respect for human rights and freedoms; learn to behave according to a social role (daughter/son, brother/sister, granddaughter/grandson, friend); are involved in various activities, participate in decision-making on personal issues and the life of the team, etc.

Problem-based methods make it possible to make the cognitive task relevant for each child in the group. Solving problems related to the need to assess events and characters, social phenomena, and facts, will contribute to the formation of an emotional and valuable attitude to them.

Research methods satisfy the need of children to gain experience of social behavior during activities and to use it creatively in everyday life.

Interactive methods involve the interaction and cooperation of all participants in the educational process while solving practical problems. They create the necessary conditions both for the formation and improvement of competence through the involvement of participants in the educational process in a meaningful experience of

individual and collective activities, and for their awareness and acceptance of civic values, for the accumulation of experience in social and civic activities.

The formation of social and civic competence will be facilitated by the use of creative and differentiated tasks, the creation of problem situations and the motivation of educational or other activities, the conduct of integrated classes, the use of innovative technologies, interactive methods and techniques for organizing the educational process in secondary education, etc. Children learn to adapt to changes, realize their creative potential, constantly improve, and form their own point of view. The implementation of the ideas underlying the purposeful work on the formation of competencies of older preschoolers is largely determined by the readiness of educators and parents to build a dialogue and ensure partnership with older preschoolers.

For the successful formation of social and civic competence of preschoolers, personality-oriented interaction between all participants in the educational process is necessary. An important role in this process is also played by the personal values of the educator and his life experience. The teacher must know, respect and protect the rights of children; show respect for human dignity, diversity, set an example of communication based on mutual respect; organize a developmental space to familiarize children with human rights and responsibilities in a democratic society; create conditions for children to gain social experience; support children's initiatives to participate in various activities; provide an opportunity to make decisions about their own participation in solving issues of the group's life; ensure that children are aware of their individuality, uniqueness and value for the team; support children as they initiate interactions, express their opinions, and demonstrate camaraderie; talk about the norms of interaction between people and invite children to develop such norms and rules together; help pupils set their own boundaries, respect the boundaries of others, find ways to resolve conflict situations; prevent and stop bullying; promote the formation of leadership qualities; interact with parents; encourage parents to make joint decisions regarding the work of a preschool institution, group, for example, joint organization of activities in which children

participate, etc. (Kosenchuk, 2022). Scientists have proved that the formation of social and civic competence in preschool children will contribute to the fact that children will learn to be proactive, make decisions, take responsibility, express their emotions and thoughts, feel that others respect them, and this respect is manifested in action.

One of the important elements of the formation of social and civic competence of the preschooler's personality, scientists distinguish the development of his self-awareness. A child of senior preschool age already positions himself as a part of society, begins to understand his thoughts, feelings, emotions, and becomes an integral part of society. At this stage of personality formation, it is necessary to enrich, expand, deepen elementary ideas, teach to combine one's inner world with the interests of the environment: relatives, acquaintances of peers. Older preschoolers have the necessary knowledge to form their social status. O. Kononko calls this position the primary social position and emphasizes its importance for a more normal development of the individual (Kononko, 2009).

The development of the child and his/her successful socialization, of course, depends on the extent to which the child is recognized as an adult subject of interaction with the environment, to what extent it allows the child to manifest this subjectivity, creating conditions for creating an image of the world. By the end of preschool childhood, each child creates his or her own picture of the world, based on a variety of fantastic ideas about the World of Nature, the World of Culture, the Social World of People, the World of Their Own "I" (Rogalska, 2008).

Thus, the senior preschool age is an important period in the process of forming the social and civic competence of preschoolers. During this time, the child begins to actively absorb all the ethical attitudes and rules of society, acquire new knowledge necessary in everyday life, acquire new skills and abilities, he or she forms his own vision of the world around him; She begins to understand the importance of her knowledge and tries to acquire new ones. At the same time, social and civic competence in older preschoolers will be formed under the condition of organizing the educational

process using appropriate methods, techniques, teaching tools in the system; integration of various types of children's activities (educational, playing, labor, pictorial, artistic and speech); close cooperation with parents of pupils in the offline and online system.

The result of the formation of social and civic competence is the child's valuable attitude to himself/herself, his/her rights and the rights of others, interpersonal interaction between peers, family members, loved ones, valuable attitude to the heritage of the Ukrainian people.

O. Kosenchuk identified the components of social and civic competence of preschoolers: the ability to manifest personal qualities, the development of social feelings, the formation of love for the Motherland, the feasible participation of children in social events (in children's centers, community, society).

Thus, the process of formation of social and civic competence in children of senior preschool age is complex and multifaceted. The study of various aspects of social and civic competence made it possible to identify a number of key ones that affect its formation, such as interaction with others, the development of communication skills and awareness of basic social norms. The analysis of the works of scientists also emphasized the importance of the role of the educator and the family in stimulating the social and civic development of children. Taking into account the individual characteristics and needs of each child, the use of game methods and pedagogical innovations become important components in the educational process. The theoretical analysis of this problem provides a comprehensive understanding of the features and factors that determine the formation of socio-civic competence in children of senior preschool age and is an important prerequisite for the development and implementation of effective pedagogical strategies in the practice of preschool education.

Innovatization of the educational process in secondary education in the conditions of distance learning.

Martial law has led to the search for new and transformation of existing methods, forms and means of distance learning for preschool students in Ukraine. The territorial

remoteness of the preschooler and his parents from the school did not deprive him of the right to receive educational services, pedagogical support, counseling of educators, pedagogy of parents, that is, the continuation of partnership between the subjects of the educational process.

Let's conduct a terminological analysis of the essence of the concept of "distance learning". Modern sources interpret it as an individualized process of acquiring knowledge, skills, and ways of human cognitive activity, which occurs mainly through the indirect interaction of participants in the educational process remote from each other in a specialized environment that operates on the basis of modern psychological, pedagogical, information and communication technologies" (Distance Learning Regulations, 2013); organization of the educational process in the conditions of remoteness from each other of its participants and their indirect interaction in an educational environment that operates on the basis of modern educational, information and communication technologies (Kosenchuk & Novik, 2020); a set of tools that ensure the organization of the educational process using information and communication technologies in a convenient way and time for students (Recommendations for Provision, 2021); individual process of acquiring knowledge, developing skills, abilities and ways of cognitive activity at a distance with the involvement of information and communication technologies and active teaching methods, integration of modern tools and technologies into distance education (Danylchenko et al., 2023).

Distance learning is systematic, purposeful learning, which is carried out at a certain distance between the subjects of the educational process, whose interaction is distributed not only in space, but also in time (Kukharenko, 2007).

Distance learning for preschoolers is, first, pedagogical education of parents without any imposition, pressure, and obligations (Havrysh et al., 2020).

Scientists reveal distance learning for preschool children as the organization of partner educational interaction in the conditions of the educator's remoteness from children and their parents (adults caring for children), which functions synchronously or

asynchronously based on modern educational, information and communication (digital) technologies (Zimakova et al., 2022).

The essence of distance learning in a preschool education institution is to ensure interaction between participants in the educational process, in particular in establishing communication between the teacher, children, parents and children among themselves. Joint activities of teachers, parents, children in an educational institution and online, in an information and educational environment, make it possible to take into account the individual characteristics of each child; to promote its comprehensive development using innovative opportunities; prepare for training in Nova Ukrainian school, as well as to involve parents in the process of education, upbringing, and development of their own children (Kosenchuk & Novik, 2020).

The main features of distance learning are the simultaneous interactive interaction of the teacher with children and adults who care for them, the allocation of time for all partners of educational interaction for the development of cognitive material by the child, consultative support, etc. The positive aspects of distance learning in PE are the provision of educational services at a distance, in particular the ability for children and teachers to use a wide range of educational resources, such as videos, games, programs and interactive lessons, access to a variety of educational resources; development of technological skills – the use of computers, tablets and other devices develops technological skills in children that will become important in their future; easy involvement of additional information sources that deepen, visualize, enrich the topic of the lesson or type of activity; interaction and communication, because the use of online platforms allows children to communicate and cooperate even at a distance, which contributes to their social development; adaptability, as online resources and interactive programs can be adapted to different levels of children's development, allowing them to create individual curricula and tasks that take into account the level of development and needs of each individual child.

There are certain challenges and disadvantages of introducing distance learning in preschool education that should be taken into account, in particular: lack of personal contact; unreliable or absent technical equipment under martial law; reformatting the interpersonal interaction of the educator with children and adults who care for them; insufficient information and technical literacy of PE teachers; spontaneous (independent) retraining of teachers, mastering new ones competencies necessary for communication via video communication, insufficient or absent visual, emotional and psychological communication with students (Zimakova et al., 2022).

There are no fixed requirements for the implementation of distance or blended learning in secondary education, since each teacher, having the right to academic freedom, creatively approaches this work in accordance with the requirements of the educational program for the development of children in their group, their age and individual characteristics, formed interpersonal relationships with both children and their parents. On the basis of partner pedagogy, distance learning is based on the observance of the basic principles the relevance and value of which increases during the war period, namely: respect for the individual; friendliness and positive attitude; dialogue-interaction-mutual respect; trust in relationships and relationships; distributed leadership (proactivity, the right to choose and responsibility for it, horizontality of relations), principles of social partnership (equality of parties, voluntary acceptance of obligations, obligation to fulfill agreements).

The communicative space should be built based on the principles of universal design, aimed at designing the educational environment, communication, the use of information technology or online services that are accessible, understandable to all participants in the educational process and meet the requirements of common use.

Technological aspects of the organization of communication of the educational process will help to qualitatively build a remote format of interaction with parents on the formation of social and civic competence in preschool children. Namely, the creation of a developmental environment – educational content: online classes, multimedia

presentations, scribing presentations, interactive games, folk games, finger games, proofreading tables, mnemonic tables, mind maps or mental action maps, simple experiments, fun exercises during the day, physical education minutes, various types of theaters, musical repertoire, etc.

The target audience of distance learning is children together with their parents. During distance learning, parents are involved in the educational process, they are provided with pedagogical support (both in a group format and individually), assistance in finding up-to-date information, and opportunities to productively spend leisure time with children (Kosenchuk & Novik, 2020).

The involvement of the family in the educational process in a distance format will be facilitated by the creation of a closed community in a social network (Viber, Facebook, Telegram, Instagram, WhatsApp, Signal, YouTube channel), where teachers are administrators. As practice shows, this is a convenient way of online interaction with the family, which provides feedback not only with the teachers of the group, but also with other specialists of the preschool institution. The main thing is to remember and consider the fact that parents are not students, but partners, and we need to help, not teach them. (Vakhnyak, 2023).

Regarding the use of Internet resources in working with parents, it is necessary to determine the time and platform (Viber, Skype, Zoom, Google Meet, etc.) for further online communication.

The recommended platforms make it possible to implement the author's methodological ideas of teachers, create training courses, flexibly distributing content between online and offline parts, differentiate educational tasks, conduct online classes, promptly provide feedback, track the dynamics of each child, create and fill a personal and professional portfolio (Kosenchuk & Novik, 2020).

Parents can send tasks and photos of work completed by children to the teacher by e-mail or social networks, and teachers should store them in children's electronic portfolios for monitoring and planning further activities based on their strengths.

With the help of the website of the preschool education institution, it is worth organizing a box of parental proposals, questionnaires and testing; post tasks and recommendations for working with children; thematic moving folders; to represent virtual children's funds on fiction and Ukrainian folklore; audio library funds; video libraries with full-length cartoons, films, interesting historical facts available for children to watch; virtual shelves with folk art; a kind of bank of interactive games, exercises; to present the ideas of social and civic education in the family; project activities; virtual trips using an interactive map, etc. (Vakhnyak, 2023).

An example of an online resource that PE teachers recommend to parents on FB pages is the Ukrainian project "Smart Cat – Assistant for Mothers", which, with the help of poems and educational videos, popularizes the Ukrainian language among preschoolers. His publications are also in the FB group of the same name and are presented on YouTube (Smart Cat is an assistant for mothers).

A striking example of distance learning for preschoolers is a joint project of the United Nations Children's Fund (UNICEF) in Ukraine and the Ministry of Education and Science of Ukraine, a digital platform for the development of preschoolers "NUMO". The educational project "NUMO Preschool Development Platform" is aimed at developing 16 global skills for preschoolers identified by UNICEF and UNESCO. It is in the conditions of martial law that the authors of the NUMO platform and the YouTube channel of high-quality preschool education for Ukrainian children "Ptashenya. Children's Space" created "Kindergarten Online NUMO" with developmental video classes for children 3-6 years old, the video materials of which are posted free of charge on the YouTube channels "UNICEF Ukraine", MEGOGO (NUMO Preschool Development Platform; Ptashenya. Children's Space).

During martial law, The LEGO-Foundation developed a series of scenarios for online game meetings for preschool teachers in the form of exercises, games on various topics "New Adventures of the Bun", "Spring Miracle Butterflies", "Paper Transformations", etc. The materials are posted on the Fb platform, in the "Promotion of

Education" community. The value of online meeting scenarios lies in the fact that activities are offered not only for the educational interaction of the teacher with children, children among themselves, but also for playful interaction between parents and children. The game approach used by the authors has its implementation under the headings "Playing together", "Playing with parents". Activity – in the involvement of children and parents in various types of activities (motor, artistic and aesthetic, speech, etc.). Additional materials for teachers and parents are located according to Q-codes, for example: "Experiments with paper", "Magic notebook" have links to relevant Internet sources. The LEGO-Foundation in Ukraine encourages educators and parents to partner through recommendations.

BaraBooka Publishing House held a series of webinars "Living Writers. How to Talk to Children about War and Peace" for educators, librarians, parents, and all organizers of children's reading, during which they presented a system of working with works of art that deal with war and constantly presents educational books for children; conducts activities relevant to today's preschool, in particular to prevent bullying of internally displaced persons in the educational environment, etc.

Thus, the analysis of psychological, pedagogical and methodical literature on the problem of the formation of socio-civic competence in preschool children gives grounds for the conclusion that it is in the period of preschool childhood that the foundation of the worldview, the basis of personal culture is laid, the image of the world and the value attitude to oneself, society, and the development ability to manifest personal qualities, social feelings, love for the Motherland; readiness for feasible participation in social events that take place in children's centers, community, society and are aimed at improving common life. It was found that the formation of social and civic competence in children of senior preschool age occurs in the course of various forms of work using different methods and techniques and during different types of children's activities. The formation of social and civic competence is a complex process that requires close interaction of all subjects of the educational process in a distance format: teachers,

parents, the child; their awareness of the need for and importance of formation emotional and value attitude in a preschool child. Therefore, in the context of distance learning, which is due to martial law in Ukraine, a preschool education institution should increasingly turn its face to each family and consolidate efforts to strengthen the national identity of children, which fosters true patriotism in them, asserts the active position of a citizen of their country. For interaction with the family to be effective, it must be systematic and interactive.

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