

ІННОВАЦІЙНІ ПІДХОДИ ДО ПРОФЕСІЙНО СПРЯМОВАНОГО НАВЧАННЯ FORMATION OF SOCIAL COMPETENCE OF SENIOR PRESCHOOL CHILDREN BY MEANS OF STORY-BASED ROLE-PLAYING GAMES

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Introduction. The cardinal transformations of the modern cultural and educational space dictate the establishment of the priority of preschool education. A number of regulatory legal acts in the field of preschool childhood (the Law of Ukraine «On Preschool Education», the Basic Component of Preschool Education, «On the Protection of Childhood») focus society's attention on the full and harmonious development of the child, the effective formation of significant practical skills in preschool age and the mastery of basic educational competencies (cognitive, communicative, social, etc.). The implementation of the specified task in practice is included in the scope of activity of preschool educational institutions, because thanks to their efforts, a large list of competencies is formed in children [44].

The Convention on the Rights of the Child regulates the right of children to play, and therefore every child, without exception, taking into account various conditions, time orientation, having a desire to realize himself in the game, must be provided with guaranteed opportunities to realize his gaming inclinations [44].

A special type of activity of preschool children is the game, which quite easily, naturally helps to master social norms, ensures the fulfillment of various social roles, various types of communication between people. From the huge variety of games, we will single out the story-based role-playing game, because it directly affects the formation of the social competence of a preschool child. Thanks to successful role-playing and imitation, the child's acquaintance with all kinds of models of relationships between people, established norms of behavior in society and the family circle, professionally significant activities are tested, which later become a standard for the child and a guide for the future life position [11; 12; 16].

Numerous studies by well-known scientists emphasize the need to increase attention to the formation of social competence of a preschool child, which will only contribute to the activation of his personal capabilities [15; 33; 40].

Presentation of the main material. The formation of social competence of children begins at an early age. For this purpose, the state implements a targeted educational policy, which is regulated by the relevant regulatory documents: «National Doctrine of the Development of Education in Ukraine in the 21st Century», National Program «Children of Ukraine», «Basic Component of Preschool Education», Law of Ukraine «On Preschool Education», «Declaration of the Rights of the Child», «Concept of Preschool Education in Ukraine», UN Convention «On the Rights of the Child», etc. The main direction of state and social policy is the declared course to ensure the viability of a preschool child, which in every way contributes to his successful adaptation and functioning in the modern social environment [17; 30; 38; 44]. The basic component of preschool education defines the main goal of the national preschool education system as «creating favorable conditions for the personal development and self-realization of each child, the formation of his social competence. One of the priorities of state policy in the field of preschool education of the 21st century is its personal orientation, support and development of abilities, ability to take active actions, independence, ability to make decisions in standard and non-standard situations taking into account the needs of other people» [44, p. 123].

Preschool age is considered the most optimal period for the implementation of the child's social development, instilling in him the norms and rules of the system of social relations, active formation of the components of social experience, establishment of moral and social norms, mastering stable forms of interpersonal interaction, mastering various social roles, genesis of a holistic personality [6, p. 787].

Today's life is characterized by the presence of extremely complex socio-economic conditions, which are caused by war, a large-scale change of eras, the transformation of ways of perceiving the world, a comprehensive reassessment by society of the system of values, the restructuring of established ties of the individual with society. The listed irresistible factors certainly have a negative impact on the child, since the lack of his own life experience forces him to adapt to new rules, existing life guidelines and changed priorities inherent in the world of adults.

Preschool age is not without reason considered the most important stage of childhood, during which the child gets used to, unfortunately, not always favorable social environment. The process of forming spiritual, moral, cultural, mental, physical components of personality development, assimilation of generally accepted norms and rules of behavior in society is extremely fleeting. In such difficult conditions, the process of socialization takes place and, accordingly, the general foundations of the social competence of a preschooler are initiated. The modern stage of life actualizes the importance of social competence in the too unstable formation of a person's personality. Social competence is considered to be new achievements in the community of people, acquired skills of social behavior, constant readiness to realize the entire array of diverse social information, an unwavering desire to know people, not forgetting about humanity and the need to create good deeds. The primary sign of a socially competent preschooler is the ability to implement the acquired knowledge and skills in everyday life in various ways. The process of socialization «involves the child's mastery of the basic moral categories, norms and values, as well as established rules of traditional behavior in the society that surrounds him. Socialization occurs primarily through means of communication, and therefore, the child initiates communication and instills the need for it in the mother or someone who performs her duties. Accordingly, the family is the most important institution of socialization» [2, p. 37].

The socialization of preschoolers is a rather long and ambiguous process, which, in fact, will later become an important step on the way to an unfamiliar entry into the outside world. The success of the child's adaptation process depends on the gradual fulfillment of any role in society, compliance with its requirements, and the skill of balancing between them and one's own needs. These features are called socialization factors in pedagogy. Here is an approximate list of factors of socialization of the personality of a senior preschooler, in particular, «they include the following: external factors or those that distinguish the content and forms of socialization of children of senior preschool age, determine the vectors of their further development. These include the aforementioned family, children's collective, early development centers, interest groups, preschool education institutions, as well as the culture and religion of a certain social group; internal factors are the individual characteristics of the child, which directly affect the formation of his general picture of the world and determine the style of experiencing interpersonal relationships» [43, p. 30].

The problem of socialization of the personality of preschool children is of primary and fundamental importance in preschool pedagogy and child psychology, because its success outlines the ability of the individual to fully interact in society as a subject. The degree of socialization reflects the harmonious development of a preschooler, having begun to master the processes of socialization at the start, accepting norms and attitudes on the way to full and equal membership in his social environment. The tools or content of the process of socialization of the personality of a preschooler is determined by the corresponding age stage of development and depends directly on the specific type of main activity. Age regulates the most important criteria of «a child's personal development, including the following: 0-3 years – communication within the family. It is through the prism of family relationships and values that basic information about the outside world is perceived and assimilated, and behavioral patterns are formed; up from 3 years – children have a need to communicate with peers. That is why it is important to create favorable conditions for full-fledged interpersonal communication (trips to early development groups, to a playground, to a garden or greenhouse, etc.). Here, children communicate with similar peers, mutually develop and teach each other simple norms of coexistence in society, for example, what is necessary to be friends, share, empathize; 3-6 years – cognitive processes are dominated by the development of speech and language itself: a preschooler masters the art of asking questions, building a dialogue, analyzing knowledge obtained verbally» [26, c. 427].

Separately, we note that the socialization of a preschooler occurs at each age stage, mainly through play. Radical changes every day dictate the search for new approaches to the «processes of upbringing and socialization of preschool children. The decisive role in the course of these transformations belongs to a socially active, socially competent individual who is able to implement them in conditions of unpredictable social risks and social instability. We consider the strategic task of the modern preschool education system to be the preservation of the life of a preschooler, the formation of a responsible attitude towards strengthening one's own health, the assimilation of various practical ways of safe living. The level of negative anthropogenic and technogenic impact on the natural and social environment in Ukraine significantly exceeds the corresponding indicators in developed countries of the world, and the social risks of the development of preschool children are also more acute. Their morpho-functional and psycho-social features are significantly affected by negative environmental, technogenic, and social factors. Therefore, the focus of the process of social education of children on the problems of forming social competencies in them is absolutely natural and belongs to the undisputed priorities of the work of a social educator, starting from the early age of the child» [35, p. 20].

According to psychologists, an important «neomorphism in older preschoolers is the ability to predict the results of their activities, the awareness of the desire for a full life. The following are considered to be important foundations for the formation of social competence in preschool children: the development and

improvement of various communicative skills and abilities; the ability to be friends with peers in different spheres of life; to be responsible for one's own health and the health of others» [5, p. 75].

Therefore, new and already known development methods and technologies are constantly being developed and improved, capable of providing a significant amount of assimilable information and practical communication skills in an accessible game form in order to maintain the lively interest of preschoolers.

The difficult conditions of today force the personality of a preschool child to perform a number of tasks and comply with a considerable number of requirements and restrictions. The success of life depends on a high level of adaptive relationships with the surrounding social environment. The objective need for a radical reassessment and conscious rethinking is dictated by the necessary changes in long-established social guidelines and the system of relationships and values. It is these circumstances that require teachers and practical psychologists to actively search for new ways to solve the problem of a child's entry into the social environment. Socialization can also be described as an ambiguous process of mastering skills, rules and values, which require constant control over one's own actions and emotions. Active relationships with a community of people contribute to the acceleration of the socialization of preschool children. Communication skills involve contacts at the verbal level, which causes a powerful impulse for the formation of spiritual values, personal beliefs, needs, volitional efforts and character. The success of the socialization process requires compliance with the following «conditions: 1. Independence. After receiving new information, the baby must comprehend it, check it and master it. 2. Self-organization. A preschooler can do his own business without outside help. Depending on the characteristics of the child, self-organization is more characteristic of older children, but not always. Older preschoolers develop the ability to perceive tasks, plan their activities, independently control and evaluate them. 3. Collective interaction. To grow up as a harmonious person, it is not enough to communicate only with adults. A baby needs communication with children of different ages. This will allow him to fulfill his role in different ways and adapt more easily in any social environment» [1, p. 40].

Socialization of a child at an early age requires modeling and combining play with scientifically proven methods, skillfully playing them in different situations. For this purpose, various developmental exercises and games, drawing, conversations, psycho-gymnastics are used, which will encourage the formation of extremely important social qualities, in particular sympathy, empathy, reflection, etc.

The characteristic features of children's socialization are: 1. Identification and specification of social space and permissible distance for correct behavior. For example, games for visual reflection and emotional relationships. 2. Rapid orientation in time-space planes and events. Various situations are specially modeled that require determining the main idea, expressing one's own emotional assessment of events and one's attitude to them. 3. The mandatory presence of a mentor or at least an idol who has a tangible influence on the child, attracts the child, who trusts him infinitely, shares secret information with him, and is interested in his opinion. 4. Regular use of role-playing games that allow you to live at least a short period of time in the role of an adult. 5. The formation of a correct idea of yourself, the mandatory upbringing of a sense of self-esteem, respect for other people is impossible without the participation of parents and the closest relatives [4, p. 27].

Helping a child to realize his own personal social potential, preparing for a full life are the primary tasks of parents and teachers. That is why it is so important to engage with the child, spend a long time with the child, teach the acquisition of skills, and be an example to follow. Socialization of preschool children successfully occurs within the framework of preschool education due to the emergence of a new circle of communication. This approach significantly increases the likelihood of achieving success in life through self-realization. Socialization of a child in the family circle is limited only by the chosen role, and the team enables various options for children's interpretation. Socialization of preschool children is also characterized by the course of evolutionary changes in consciousness, during which children master certain established norms of behavior, value orientations and social rules, which are absolutely necessary for normal integration into the existing society. At this stage, the child's comprehensive development is quite active, the gradual assimilation of new knowledge and ways of thinking through active interaction with family members, closest relatives, peers and other adults belonging to the community of residence [18, p. 516].

Socialization of preschoolers is an absolutely necessary element of entering the system of relationships between people in order to freely express one's own emotions, acquire the ability to carry out joint activities, recognize and differentiate various intentions of people, and give an adequate assessment of one's own and other people's actions and actions. The specified early experience of social communication lays the foundation for the further personal growth of children. It directly affects the child's ability to form a positive self-esteem and an active life position, to achieve success not only in school, but also in various types of activities. The general interpretation of the category «socialization of children» involves the socio-communicative evolution of the human individual as a subject of relations between people and conscious activity. Socialization begins «from the moment of birth of a child and continues throughout life. In other words, it can be defined as a process of self-education, carried out through contacts with the outside world.

The first years of a child's life are extremely important for enabling adaptation, because it practices the exchange of information, develops its own cognitive skills. In infants, this phase occurs due to the accumulation of experience of interaction, in particular: establishing eye contact; emotional reactions to changes in facial expressions; communication through crying and various verbal manifestations (sound expressions, etc.)» [19, p. 175].

Approximately at the age of three, systematic and purposeful activities for the socialization of preschool children begin. This process can last up to five years. During this time, the parents, as well as the outside world, in particular the teaching staff at the preschool or the child's closest relatives, take care of the mastery of personal qualities, the assimilation of the experience of empathy, the awareness of the values of the general human and national culture and specifically of society, as well as self-identification in the eyes of representatives of the living environment. Longer integration into society in adulthood continues when a person gradually, brick by brick, diligently builds relationships at work, tries to arrange romantic relationships and simultaneously be a member of various social groups. The presence of serious difficulties causes «problems: lack of self-organization skills; difficulties in making new acquaintances; unsatisfactory academic performance or even lagging behind in studies; difficulties that constantly accompany the process of educating a person; constant manifestations of aggression, anger, isolation, loneliness or a variety of other deviant forms of behavior» [21, p. 19].

Such people absolutely need constant care, stable support and moderate guidance.

There are extremely frequent cases when, in the absence of special knowledge about effective assistance in the socialization of a preschooler, parents often make mistakes when, for example, they are guided by personal experience or friendly advice from acquaintances, without asking for the professional opinion of specialists. Socialization of preschoolers involves mastering interaction with other people and the ability to choose methods of activity in different life circumstances. Psychologists distinguish several features of this stage of adaptive «development»: 1. Game-based learning: preschool children master a lot of knowledge through the game process, modeling various situations. For example, there are games that instill responsibility, the ability to negotiate roles, communicate effectively in a group, with a sense of self-esteem to win and be defeated. 2. Imitation: the socialization of preschoolers is characterized by the presence of increased susceptibility. They often imitate parents, teachers and peers, which helps to learn the algorithm of appropriate behavior. 3. Limited perspective: preschoolers, as a rule, have insufficiently developed perceptual skills. Therefore, it is quite difficult for them to understand the thoughts, feelings and intentions of other people. If this leads to conflicts and misunderstandings, then by competently using the child's socialization tools, it is possible to help teach him such traits as empathy, compromise, patience and pragmatism. 3. Egocentric thinking: the socialization of preschool children is noticeably different in the inability to coordinate different positions. A child up to 12 years old perceives events from his own position and is poorly aware of the view of the same situation from the position of outsiders. Therefore, it is important to take into account the fact that children's indifference to the opinions of their parents is only apparent. In fact, they are only learning to navigate in feelings, surroundings and existing rules» [29, p. 711].

By creating a favorable developmental environment and modeling appropriate behavior, parents are able to help preschool children develop their strengths, form an exclusively positive attitude towards themselves and others, as well as instill curiosity, independence, and initiative. Games that promote socialization help to acquire communication skills, increase self-esteem, stimulate physical activity, and develop creativity and imagination. This form of mastering social reality occurs more effectively in conditions of collective interaction. For example, let's take a closer look at games that improve understanding of how to promote the «socialization of a preschooler. 1. «Magic glasses»: children put on imaginary glasses that allow them to see only the good in people, and talk about the positive traits that they attribute to their peers, educators, parents, etc. The game teaches a benevolent assessment of the environment and empathy. 2. «Telegraph»: children imitate a telephone conversation, communicating with each other, training the ability to listen and establish feedback. 3. «Toy store»: children are conditionally divided into two groups – «toys» and «buyers». The first create an image of a toy using characteristic features, the task of the others is to guess it. The game promotes mutual understanding, relieves social tension and reduces communicative shyness» [14, p. 10].

In the conditions of modern continuous digitalization, gaming activity is somewhat underestimated, and therefore it has become more difficult to carry out the process of socialization of preschoolers. Instead, we consider live communication, active involvement in motor activity, and the introduction of pedagogical innovations to be effective ways of acquiring social competence by preschool children.

The formation of a competent personality, which is the ability to use the acquired knowledge, skills and experience of behavior in life situations, involves the readiness to interact in the community and show activity in various types of activities. Social competence is formed from preschool age, starting from the family, family circle. The ability to organize social relationships formed in the senior preschool age will allow creating social well-being in the future and will contribute to the self-realization of the individual [36, p. 16].

Social competence is a rather multifaceted characteristic of the individual, which combines all aspects of its functioning in society. The content of social competence involves social motives, knowledge, skills and abilities necessary for successful interaction with the social environment, the features of well-being and self-perception of the individual in a society prone to change. In the senior preschool age, the foundations of social competence are formed, because the child enters into active relationships with other children, people, and society as a whole. In the Basic Component of Preschool Education, «social and civic competence is interpreted as the ability to identify personal qualities, social feelings, love for the Motherland, readiness for active participation in social events that take place in children's centers, community, society and are aimed at improving joint life» [8, p. 17].

We consider the social competence of older preschoolers to be the ability of a child, based on his own capabilities and needs, to realize a value attitude towards himself and others, to organize interpersonal interaction with peers, adults, to quickly adapt and act in various life situations. Social competence integrates personal qualities, acquired knowledge and skills, experience and allows for persistent and systematic formation in the process of education in various types of activities. Scientists distinguish three components of social competence that need to be formed in older preschool children, namely: personal – aimed at realizing oneself as a member of society, as well as a number of personal qualities (responsibility, independence, initiative, humanity, benevolence, empathy, etc.) in relationships with people, interest in universal human values, mutual assistance; cognitive – children's awareness of the essence of a person, the norms of his behavior, an idea of himself as a member of society, his family, family, understanding of his rights and responsibilities, knowledge about his homeland, national traditions, culture; more active – a child's identification of his social roles, compliance with the norms and rules of behavior, manifestation of initiative, creativity, self-regulation skills in interaction with others in various types of activities» [13, p. 73].

In the content of social competence, «three blocks are distinguished: certain strategies that a person uses for effective interaction with society; situational manifestations of the level of social competence; certain qualities of a person, features of his character and behavior» [41, p. 10].

The theoretical principles of the formation of social competence in senior preschoolers determine «the main approaches: competence - aimed at the formation of the child's individual social experience; activity – aimed at the selection and organization of certain types of children's activities; personal – based on the development of social competence as a process of forming a set of psychophysiological and social personal formations» [25, p. 611].

Preschool age is a sensitive period of a child's social development, during which the basic personality traits, social behavior skills, and the ability to navigate human relationships are intensively formed.

In the senior preschool age, one can observe a gradual transition from «perception of the content of individual actions to generalization of behavior categories, the emergence of such traits as discipline, restraint, modesty, and the ability to differentiate certain terms: «kindness,» «sensitivity,» «justice,» «friendship,» «honesty,» «sociability»» [7, p. 160].

Scientists have identified the features of the social development of a senior preschool child, the types of activities characteristic of him, the priority of the sphere of social competence in relation to his own «I».

The senior preschool age most contributes to the development of social relationships and behavior in general due to the coherence of their certain mental properties: plasticity, sensitivity of the nervous system, etc. Constant communication and relationships contribute to the formation of a sense of dignity and self-respect. Older preschoolers are already able to control themselves, understand their own and other people's feelings, be responsible for their own actions and deeds, help others, respect the characteristics of strangers [19, p. 177].

Social competence is closely related to the characteristics of children's behavior, existing value orientations, norms and standards of a child's relationship with the world around them, and the level of its formation determines personal maturity and requires conscious development in preschool age. The system of interpersonal relationships is directly dependent on participation in joint activities, the acquired experience of communicating with peers and adults. Too low a level of development of social competence is explained by «unproductive ways of interpersonal interaction, which can lead to misunderstanding between members of different groups, is the reason for the formation of a bias towards one-sided perception of another person, the emergence of psychological barriers in communication» [39, p. 116].

The primary criteria for «social competence of older preschoolers are: the degree of adaptation to new conditions; the level of socialization; the ability to group interaction; tolerance in relation to the environment; the ability to get along; the ability to solve problems; unhindered communication» [31, p. 111].

Toddlers always have a need to communicate with adults and peers, in joint activities, as a result of which self-esteem and self-affirmation arise. The development of a child's personality in older preschool age is accompanied by the following processes: intensive development of social relations; change of social roles and functions with the further expansion of children's interaction with the surrounding society; dynamism of social ideas; special emotional attitude to the world [34, p. 27].

The formation of social competence of a preschooler begins in the family circle and continues in preschool education, and therefore depends on the joint efforts of parents and educators. In the family and the family, the first connections with people and relatives are born. Subsequently, the child's social connections are established outside the family - with peers and teachers in preschool education. The accumulation of social experience is absolutely necessary for adult life.

Thus, senior preschool age is a sensitive period in the formation of social competence, during its duration there is a development of qualities that determine the further prospects for the socialization of the individual, its active participation in various types of activity, including social ones.

The most important criteria for the level of social competence can be considered as follows: the child's adaptive capacity, the current level of socialization, the ability to interact in the community, the ability to show tolerance to others, non-conflict, the desire to solve problems, communicative abilities.

Playing activity is leading in the daily life of preschool children. It is not without reason that researchers of this attribute of childhood consider play to be the main means of mental and social development of toddlers, an absolutely unique, specific way of reflection and mastery inherent only to a child reality, an extremely colorful variety of social experience. Games invented by children themselves or story-based role-playing games stand out noticeably. During their conduct, children try to reflect events and phenomena, relationships and feelings, the surrounding life and specific features of the life of adults. In story-based role-playing games, «a social motive is necessarily present, which, in fact, acts as the most effective means of socialization of preschoolers and leads to the choice of a specific social role, enables the child to realize a certain role in society» [37, p. 130].

In preschool childhood, the very first established stereotypes of social behavior are initiated, a characteristic individual style of behavior is polished, habits and skills of correct behavior are mastered, like a mosaic, character is crystallized. The child becomes the pioneer of the not yet mastered world of human relationships, various types of activities and traditional social functions of various members of the community. Children strive to plunge into adult life as soon as possible, to feel older, to take an active part in it, which, of course, they do not yet succeed in. They demonstrate particular persistence in the desire to act independently, without outside help. The listed contradictions are the driving force for the organization of role-playing games or the initiative for independent activity of children, which allows modeling such an attractive and bright, according to children's logic, but not yet accessible life of adults [3].

The specific features of the formation of social competence of preschoolers are considered to be a set of individual personal properties, inclinations, needs, abilities, predispositions, the simplest theoretical ideas and practical skills that make the child's viability possible. For the successful organization of story-based role-playing games for children, it is necessary to ensure the fulfillment of specific requirements for its conduct, including the following: the ability of any of the participants to change roles without hindrance (exchange roles); the obligatory presence of polite words, which demonstrates an indisputable condition of the culture of communication; the accessibility and attractiveness of all game material, which is located in pre-thought-out places; the absence of prohibitions and restrictions on children's expression of their own initiative, and, on the contrary, its every encouragement. Teachers and parents should take care in advance and take a set of measures to facilitate the organization of game situations, necessarily taking into account time-space factors, in particular: allocating sufficient time and space to arrange different game options; providing a variety of toys and a wide arsenal of game material; organizing and facilitating the receipt of bright and diverse impressions, positive life experience; the formation of versatile game skills and abilities in each of the age periods; training and master classes to master communication skills in dialogue with peers; the presence of an atmosphere of politeness, attentiveness, empathy, sensitivity and tact in relationships with peers. According to well-known scientists, the future of a child significantly «depends on how he can adapt to the social environment. Therefore, there are the following indicators of social adaptation of preschoolers to society: adaptation to new living conditions, socialization, group interaction, status, attitude of authority, understanding of another point of view, regulation of joint activities, solving common issues, indicators of developed communication» [7, p. 161].

Indicators of the formation of social competence of an older preschooler «are considered to be: the presence of elementary knowledge about various social phenomena, events, etc., as well as probable ways of their adjustment; interest in the course of events dictated by social life, awareness of their importance; the ability to find a cause-and-effect relationship between people's social activity and one's own in order to implement socially established standards; awareness of acquired knowledge and interests in socially mature forms of behavior; the ability to verbalize (name in words) the main terms associated with social life; the ability to reflect one's own impressions provoked by social events and human relationships using artistic images (dances, fine arts, poetry, decorative and applied arts, music, folklore); the constructive nature of creativity; the ability to find a balance of personal and social interests» [35, p. 21].

With the same purpose, the qualities of personality inherent in each preschooler are determined, «in particular: qualities that enable the development and application of the child's social abilities; properties that crystallize in the process of interaction of community participants and are the result of a certain social influence, allow the perception of common principles and value orientations by the individual; features that are formed by the peculiarities of social behavior, the personal position of the individual; signs that are due to the existing general psychological and socio-psychological characteristics» [22, p. 432].

Clearly dosed and unobtrusive pedagogical support of a preschool teacher in game activity creates conditions for children to realize their own capabilities and enhance feelings and psycho-emotional comfort. The pedagogical potential of story-based role-playing games in the context of our study provides free expression of personal ideas and inclinations, the implementation of children in independent activities, creative application of acquired knowledge, and encouragement of communication manifestations. Story-based role-playing games contribute to the formation of social and communicative skills, the ability to show initiative, and improve the educational-cognitive and emotional-volitional spheres.

The existing pedagogical potential of the game, its positive impact on the development of the personality are significantly enhanced by the barely noticeable hidden game mechanisms, which should be carefully mastered and skillfully applied. Thanks to the game, as an active activity, the preschooler learns reality by replenishing and transforming the child's knowledge, impressions, and feelings, which allows us to consider the game as a specific form of effective cognition of objective reality [24].

The game realizes its potential through the arrangement of favorable conditions for the child's creative self-identification, and creativity, as is known, is considered an important means of social development of the individual [23].

The functions of the game are divided into «pedagogical and socio-psychological, namely: 1) orientational – creating an imaginary situation that would orient the child to certain norms of behavior in society, to mastering some skills and abilities, as well as spiritual values; 2) corrective – a function that makes changes in the child's consciousness regarding his behavior, where the child in the game tries to make a leap above the level of his usual behavior; 3) substitutive – when the properties of a thing are preserved, but their meaning is reversed, that is, the central moment becomes thought; in the game the child operates with the meanings of words that replace the thing; 4) developmental – when children effectively develop all mental processes in the game (memory, perception, thinking, attention, sensory qualities – orientation in space and time in the properties of objects, speech development); 5) therapeutic – used to correct various deviations in children's behavior (maladaptation, aggressiveness, isolation)» [10, p. 65].

Creating an atmosphere of friendly and warm relations between children, learning positive communication techniques by children, encouraging them to deeply analyze the causes of various conflicts and develop effective ways to resolve them – are far from all the nuances of the educator's pedagogical activity.

Pedagogical support of game activity is differentiated by the following «signs:

I. Indirect support or indirect guidance creates favorable conditions for the development of story-based role-playing games, namely: diversifying interests and stimulating the emergence of new interests and interesting plots, which would be reproduced in the game relationships of preschoolers with the obligatory presence of a bright emotional background in all processes (joint readings, holding exciting conversations, watching current performances, the latest cartoons, discussing watched programs, etc.); arranging the necessary conditions to ensure a dynamic increase in opportunities; observing the activity regime (manufacturing attributes and accessories, typical toys, acting out, discussing possible problem situations, modeling imaginary situations, etc.). Stages: preliminary work, discussing the development of events, modeling situations, predicting dialogues.

II. Direct support takes place during the game, before it, after the game and is aimed at the formation of communicative competence, the development of imagination, imagery of thinking, fantasy. The most important method of guidance is observation of the game, which enables the educator to have an effective influence on the further development of children's play. The story-based role-playing game at the peak of development involves activities under the conditions of which children in the role of adults generally, in special game conditions, reproduce the activities of adults and the relationships between them. The main characteristics of the story-based role-playing game are the presence of an artificially created imaginary situation, which involves the plot and roles that children play during the game, active and actor-like use of props» [37, p. 132].

The role of the educator in guiding the story-based role-playing game of preschoolers is extremely meaningful and aims to develop communicative and social abilities and is ensured by the implementation of the following measures: active involvement of children in the game; as much role-playing dialogue as possible, initially with an adult (teacher), and then between children.

The teacher is able to invent a joint game with children, smoothly complicating the existing rules in a variety of ways [23].

So, arranging children with the participation of adults story-based role-playing games allows older preschoolers to be in the role of an adult in order to realize their feelings, thoughts, and significance.

Our study involved conducting a survey among parents. Among the answers that demonstrated a remarkable commitment to the successes of their children, we can note the extraordinary popularity and prevalence of a huge number of story-based role-playing games.

We will give only a small part of them as an example. Thus, we will emphasize the frequent repetition by parents of the following games: «Family», «Hospital», «Supermarket», «Shop», «Hairdresser», «Dolphinarium», «Preschool», «Shop», «Drivers»; «Fishing», «Kitchen», «Beauty Salon», «Space Journey», «Bank», «Journalists», «Under Construction», «My Family», «In the Cafe», «Bus», «Chef», «Teacher», «Construction Worker», «Cafe», «We are Policemen», «Zoo», «Church», «Salesman», «Water Park», «In the Library», «Hotel», «Pharmacy», «Bakery», «Machinist», «Assistant Cook», «Farm», «Cafe» and many others. A story-based role-playing game, as an activity of preschoolers, which satisfies the age and psychological needs of toddlers and enables the acquisition of knowledge and skills, initiates the moral and intellectual development of the child, and most importantly - the formation of the personality.

There are two well-known primary sources that contribute to the emergence of children's ideas, motivate their implementation in the game. The first is the existing phenomena and events from the environment, which children observe and which have interested them. The second is a carefully thought-out, specially arranged cascade of accessible and interesting impressions by adults, which enrich the content of the game. The complex method of game management involves dividing the game into two main stages: 1. The emergence of the game as a result of children's impressions during the contemplation of social phenomena, expanding its content due to the use of appropriate props (toys, professional attributes). 2. Connecting the appropriate content of the games (information, moral ideas, independence, creativity) through compliance with the rules of collective play, the performance of pre-allocated roles.

The impeccable organization and conduct of the story-based role-playing game is based on the following components: clarity and methodically correct sequence of planning work on game management; the presence of an organic connection between learning in classes, creative games at leisure and socially useful work, which is aimed at meeting the requirements of the game; the presence of a well-thought-out prospective planning of the list of story-based role-playing games for the year; the logic and specification of game situations by the educator during the game; mandatory consideration of the age characteristics of the children's contingent; detailed specification of game situations, acquired experience, pedagogical tact, acting skills, etc.

Traditional requirements for the game include taking into account the following circumstances of its conduct: the performing ability of each child in relation to any role or game (the ability to freely exchange roles); politeness, as a necessary condition for the culture of communication between the participants in the game; the use of elementary mathematical knowledge in the process of conducting story-based role-playing games with an emphasis on increasingly complicated forms, including abstract thinking; attractiveness and accessibility of game material.

Conditions for effective guidance by the educator «in conducting a story-based role-playing game: deep knowledge of the psychological and age characteristics inherent in children of senior preschool age, and individually for each preschooler; acquired authority among the pupils due to the ability to understand the children's game ideas, their experiences, the ability to establish friendly contacts with the pupils; the ability to arouse the child's interest, curiosity in the game process, as well as the desire to participate in collective games of peers; the presence of specific knowledge about the structure of a role-playing game, especially the purpose of its four components (fair distribution of roles, accessibility of explanations of game actions to performers, skillful operation of the game use of available props and their prompt replacement with other objects, setting up constructive relationships between participants in story-based role-playing games); carrying out systematic work to familiarize children with the surrounding life, with the work of adults in various areas in order for children to obtain certain specific knowledge about the environment for further use in the game; development of creativity, imagination, fantasy in older preschoolers during the game using various techniques (assessment of individual characters, questions, instructions, encouragement, replica, etc.); monitoring the behavior of all participants in the game, participation in it (with younger ones – directly, with older ones – development of independence, perseverance, purposefulness); indirect assistance in organizing the children's team during the game, fostering friendship, positive moral qualities» [7, p. 161].

It is quite obvious that a child will not be able to get rid of negative emotions without the help of a practical psychologist outside the socio-communicative center. In general, emotions form a kind of connecting link that connects the child's inner life with the world around him. Each person can be imagined, with rare exceptions, as «a set of emotions and feelings that strive to express themselves in any life situations. At the same time, the range of emotions is practically endless – from positive (joy, surprise, pleasure, interest) to negative (aggression, anger, fear, pain, guilt, shame). All emotions The emotions that a

child experiences must necessarily have an outlet outside, since they are capable of transforming from external reactions to internal experiences» [6, p. 793]. There are no ways to limit the experience of negative emotions, but their detection is amenable to correction, as well as redirecting the flow of turbulent energy into a completely safe channel. Therefore, it is important to provide favorable conditions for the normal psycho-emotional development of the child. For this purpose, the arrangement of social and communicative centers, as places of emotional discharge, solitude and recreation, which allow getting rid of negative emotions, leaving a state of mental overstrain, turning the repository of aggression into readiness for serious communication, mutual respect or peace. There are special practical methods for relieving excessive emotional tension («Rugs from anger», «Glass for tears», «Bag for bad words») [27].

Huge children's secrets can be told to an imaginary Fairy-tale hero, who will help get rid of emotional tension or a bad mood. Also effective means of getting rid of negative energy can be inflatable rubber gloves, a «mirror of emotions», a «chair of good memories» [27].

A special place for psychological unloading can be filled with art-therapeutic means or various materials: sand, plasticine, plastic clay, natural waste material, pencils, felt-tip pens, sheets of paper, coloring books, etc. Various information stands, photo collages on various topics arouse lively interest in children.

A separate place is occupied by works of art by classics of pedagogical and fiction literature, in particular: V. Sukhomlynsky, K. Ushynsky, Yu. Shnaider, M. Pidhryanka, Ukrainian folk tales («Yazikata Khveska», «Kitty and the Cockerel», «Eagle», «Goat Dereza», «Fox and Crane», «Turnip», etc.). Practical recommendations for the social behavior of preschoolers can be formulated as follows: carry out systematic monitoring of behavior when communicating with other children, playing together; discuss with the child various topics regarding being in the preschool, in the yard, etc.; try to become an extremely attentive interlocutor, analyze the causes and consequences, as well as the appropriateness of her behavior in relation to other children; initiate frequent conversations with the child about her peers, classmates, neighbors; actively motivate and encourage positive judgments about them, about their inherent character traits, existing talents, skills they have mastered, etc.; draw a joint portrait of her friends, take part in making gifts for them for their birthdays, name days, and other holidays. gradually teach the child to be responsible towards others, to follow the rules of conduct, to think about their own actions and the actions of other children and adults; try to find the right solutions in difficult situations; in every way encourage the holding of various role-playing games («Family», «Preschool», «Hospital»); try to stimulate the child's independence with all kinds of assignments; learn to support the child, to be happy for him, to praise him for good behavior; always be an example to follow; strive to demonstrate the declared actions in practice. Therefore, parents who initiate the involvement of preschool children in social relations and take an active part in this process in the future life of children, who gladly help to arrange story-based role-playing games, should make certain efforts to master the methodological basics of forming social competence of older preschoolers with the help of story-based role-playing games.

Conclusions. Thus, preschool age is an extremely important period in the process of forming social competence. During this time, the child begins to actively acquire all ethical norms and rules of behavior of each particular society, to learn the necessary new knowledge, which will later be used in everyday life, acquires new skills and abilities each time, actively forms his/her horizons and his/her own vision of the world around him/her. He/she begins to realize the importance of his/her knowledge and tries to acquire new ones. The main and primary characteristic of a socially competent child of senior preschool age is the ability to apply his/her knowledge and skills in practice in everyday life among a community of people.

Specific features of the formation of social competence of senior preschoolers are the presence of certain personal qualities, needs, abilities, elementary theoretical concepts and practical skills that ensure the child's viability. The pedagogical essence of the story-based role-playing game is that it is not so much the specific result that is important in it, but the emotional process of experiences associated with the game actions of all participants in the game. The story-based role-playing game must strictly correspond to the level of modern scientific and technological progress, since it leads to the appearance of a large number of new technologies and advanced innovations in people's lives, which forms the main task of the educator - to create conditions for reflecting this in story-based role-playing games. The use of the teacher for the purpose of comprehensive development of the child's personality depends on the personality of the teacher, his knowledge, skills, professional skills and ability to creatively organize the management of children's play activities. In the process of his work, the teacher must pay great attention to the formation of friendly and warm relations of children to each other, teach children positive communication techniques, teach them to analyze the causes of conflicts and develop the ability to independently regulate them, because all this forms the social competence of a preschooler. Thus, the conducted research allows us to identify certain patterns in the process of acquiring social competence by children of senior preschool age as a result of the frequent use of story-based role-playing games in the conditions of a preschool educational institution and in the family circle, namely: parents are directly interested in improving the processes of socialization of children by

methods and means known to them. Practical methodological recommendations will definitely contribute to the formation of pedagogical skills of preschool specialists, and will also be interesting for parents.

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