

Summary

Topic of graduate qualification work: «Psycho-pedagogical conditions for senior preschoolers' intellectual arena development ».

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Topicality of the research

Nowadays balanced growth plays the most important place in every pre-school educational institutions. This development takes part in specially organized educational process which helps to develop such preschoolers' features as intellectual, moral, esthetic and physical

The topicality of the problem is based on the investigation of psycho-pedagogical conditions influence on intellectual arena development of senior preschoolers. One of the most important directions of senior preschoolers' education and development is the creation of all necessary conditions for intellectual arena development.

The **problem** of the research was stated upon analyzing of psycho-pedagogical literature and deals with the determination of psycho-pedagogical conditions for senior preschoolers' intellectual arena development.

Aim of the research: improvement of senior preschoolers' intellectual arena development.

Object of the research: senior preschoolers' intellectual arena.

Subject of the research: psycho-pedagogical conditions for senior preschoolers' intellectual arena development.

From the perspective of the aim and goals of the research we arise following **hypothesis** that specific character of senior preschoolers' intellectual arena

development is defined by psycho-pedagogical conditions of education environment organization in pre-school educational institution.

Goals of the research:

1. To implement theoretic analyze of the different researches of concept content “intellectual arena” and psycho-pedagogical conditions for senior preschoolers’ intellectual arena development;
2. To formulate test tools for investigation of senior preschoolers’ intellectual arena development;
3. To investigate specific features and provide insight into senior preschoolers’ intellectual arena development in terms of such programs realization as “Development” by Venger L.A., Diachenko O.M. and “From the birth to school” by Veraks N.E.;
4. To find out the specificity of psycho-pedagogical conditions for senior preschoolers’ intellectual arena development depending on educational programs realization;
5. To define psycho-pedagogical conditions and recommendations for senior preschoolers’ intellectual arena development.

Theoretical and methodological background of the research: theory of higher psychical functions development (Vygotskii L.S.); theoretical positions of specificity of preschoolers’ psychical development (Venger L.A., Diachenko O.M., Zaporozhets A.V., Obukhova L.F.); lean approaches of intellectual operations in the performance of a cognitive task (Menchinskaya N.A.); theory of step-by-step mental effort development (Galperin P.L., Talyzina N.F.).

Theoretical relevance of the research is defined by the following: the results of the research help to evaluate modern condition of senior preschoolers’ intellectual arena development; knowledge of psycho-pedagogical conditions for senior preschoolers’ intellectual arena development in the context of traditional and developmental educational programs of pre-school educational institutions are

systematized; the model of psycho-pedagogical support of senior preschoolers intellectual development optimization.

Practical relevance of the research consists in the following: diagnostic program of senior preschoolers' intellectual arena development investigation was created; the results of the research can be used by nursery teachers of pre-school educational institutions in their activity of joint and separate realization of play structure program for senior preschoolers' intellectual arena development.

Results of the research. Theoretical and methodological analyze and specific features investigation of senior preschoolers' intellectual arena development were implemented in the course of the research.

After data analyzing we can make conclusion that dominancy of the results in favor of preschoolers' intellectual arena development in kindergarten #12 "Kalinka" were noticed by the following: level of decentration development, ability for regularity understanding, ability to follow an instruction, intellectual efficiency (attention), formedness of inner plan of actions and imagination, visual indirect memory development, level of eye-mindedness formedness.

Along the analyzing of received data we can notice that the ability to act upon example, level of letter-sound word structure recognition, emotional attitude to moral standards didn't show any statistically significant difference between study groups.

Therefore statistically significant differences between quotient of preschoolers' intellectual arena development of kindergarten #12 "Kalinka" (group A) and kindergarten #23 "Zvezdochka" (group B) is as follows 60%, i.e. common is 40% and specific is 60%.

Done research defined that sufficient status of psycho-pedagogical conditions significantly influence on senior preschoolers' intellectual arena development level, therewith confirming suggested hypothesis.

Recommendations. "Program of pedagogical support of senior preschoolers' intellectual arena development" was worked out in order to perfect cognitive processes, flesh out children's intellectual arena on basis of using

modern educational technologies and psycho-pedagogical capacity building of nursery teachers.

Psycho-pedagogical conditions which help to develop senior preschoolers' intellectual arena include:

1. To create universal educational space in pre-school institution which is oriented on senior preschoolers' intellectual arena development;
2. To realize person-centered model of nursery teacher and senior preschoolers cooperation which provides positive emotional comfort in solving tasks relevant to "zone of proximal development" and oriented on preschoolers' intellectual arena development in process of different activities;
3. Nursery teacher should use different forms (individual, group, frontal), methods and approaches (problem situations, logical tasks, experimenting, modeling etc) of work in educational process with senior preschoolers relevant to their psycho-aged and individual specific features;
4. Using general pedagogical approaches to form educational process on basis of teachers' cooperation with children oriented on interests and capacities of every child;
5. Construct psychologically comfortable area using different visual and didactic material (demonstrative, hand-out, playing) which provide child's intellectual development;
6. To form integrated and complex lessons concentrated on one topic context using different methods to wake-up children's cognitive and intellectual activity.

Pedagogical recommendations

1. To develop senior preschoolers' intellectual arena it is better to use playing technologies which include exercises for psychical processes development (attention, memory, sense perception, imagination, ideation), such skills development as analyzing, comparison, abstraction, classification;
2. To add games and exercises in cooperation with children which demand children's attention concentration on some activity;

3. During playing activity of senior preschoolers it is necessary to help them to know different materials properties, their functional potential, to create images and models of real subjects thus it will help them to connect with social realm;

4. To invite senior preschoolers to define situation specific nature, subjects and events properties which are meaningful for solving challenges;

5. During cognitive activity process with senior preschoolers to use problem and developmental educational methods, modern pedagogical technologies (experimenting, planning and exploratory activity, patterning);

6. To grade games and textbooks on difficulty level, to create system of complicated tasks in different activities of senior preschoolers.