

DOI <https://doi.org/10.30525/2592-8813-2022-4-14>

THE PROCEDURE AND METHOD OF ASSESSING THE DEVELOPMENT OF A MELON IN ONTOGENESIS: A MODERN VIEW OF THE PROBLEM

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Abstract. The article examines the problem of intensive changes in education, in particular those related to the criteria for evaluating the quality of education and child development. This applies to all branches of education, both individually (pre-school, primary, higher, after-school, art), and in joint interaction with each other. The problem of significant updating of the diagnostic toolkit is identified, which will allow in the first stages of the child's development to direct and align its development in the early stages of ontogenesis. The interdependence of the effectiveness of the toolkit, the psychophysiological features of the modern child, the awareness of his needs and the definition of modern educational tasks have also been determined. The method that allows you to direct and align the child's development at the early stages of ontogenesis is demonstrated. The model of modern education needs balanced, thorough, theoretical and methodological foundations and analysis of constructive practical experience.

Key words: education, pedagogy, quality of education, development assessment method.

Introduction. The formation of each personality begins in childhood. That is why, aware of the basic rights of every child to the free development of the personality, the right to education and equality, enshrined in the Constitution of Ukraine, we must understand that there is a need for new methods of influencing the modern child in order to meet the individual needs of each individual, taking into account all the diversity of its manifestations. The current legislation of Ukraine on preschool and primary education defines the legal, organizational and financial foundations of its functioning and development, which should ensure the unity of the development, upbringing and education of the child, perform other socially important functions in the modern conditions of the development of society, be based on a combination of family and community education, achievements of domestic science, acquisitions of world pedagogical experience, to contribute to the formation of values of a democratic legal society in Ukraine. Preschool education is a holistic process aimed at ensuring the versatile development of a preschool child in accordance with his aptitudes, inclinations, abilities, individual, mental and physical characteristics, cultural needs; the formation of moral standards in a preschool child, his acquisition of life social experience.

Investigating the methods of evaluating education and raising a child, we note that the problem of evaluating the quality of education has not lost its relevance even today. Thus, *the purpose of our research is to describe* the procedure and methods of assessing the development of a child, in particular, with special educational needs, which meets the educational requirements of the modern age and the individual needs and interests of any child. The proposed method allows you to direct and align the child's development at the early stages of ontogenesis, in particular, the emotional-volitional and interpersonal spheres.

Main part. One of the important and relevant areas of modern psychodiagnostics is the diagnosis of child development. Development diagnostics are based on L. Vygotsky's ideas about child development as a wide range of life opportunities that are realized in the zone of his immediate development, simultaneously acting as a key diagnostic principle of education and training. It is obvious that the assessment of compliance with the norms of a child's mental development is important for the purpose of early detection of possible deviations, during the planning of individual prevention and correction measures aimed at equalization and rehabilitation of certain aspects of mental development. Thus, the tasks of the research are: to analyze the prerequisites for successful evaluation of the child's development in ontogeny; characterize stages and diagnostic tools; to establish the interdependence of the effectiveness of the toolkit, psychophysiological features of the child, the modern needs of both the child himself and the modern tasks of education (depending on the link of education); to demonstrate one of the methods that allows you to direct and align the development of the child in the early stages.

Research material and methods. Research methods are defined as theoretical analysis of modern scientific works, generalization. In the process of analyzing the prerequisites for successful assessment of children in ontogeny, the works of V. Goncharov, A. Kolupaeva, and N. Shkrebeta were identified for our research, which allowed us to characterize the main stages and assessment, to determine the advantages of traditional and innovative aspects. The study proposes a modified technique of incomplete sentences for children of senior preschool and junior school age. The methodology includes four blocks with different numbers of unfinished sentences that can be supplemented/modified depending on the child's personality and the purpose of the study.

The role of planning individual prevention and correction measures aimed at leveling and rehabilitation of certain aspects of the mental development of the work is connected with the exceptional importance of the early stages of ontogenesis for personality development. Thus, thanks to the rapid pace of development in childhood, deviations from normal development that are not noticed or seem to be such, sometimes lead to pronounced changes in older age. But, on the other hand, it is in childhood that there are quite wide opportunities for timely recovery, correction due to greater plasticity, sensitivity to external actions aimed at optimizing the child's mental development (Honcharov, 2012). Accordingly, without knowledge of the laws of the age-related development of the psyche and the differential foundations of development, it is impossible to carry out either the diagnostic procedure itself or an adequate analysis of the obtained results.

So, in particular, children of preschool age are endowed with a number of psychological and behavioral characteristics, the knowledge of which is necessary to obtain reliable results in the process of their psychodiagnostic examination. These features include, first of all, a relatively low level of consciousness and self-awareness. A number of psychological studies (O. Leontiev, S. Pantileev, M. Lysina, V. Mukhina, etc.) show that developed consciousness manifests itself in a certain arbitrariness and assumes both internal volitional control over one's own actions and deeds, as well as mediation through the language of the main cognitive processes of the child, his perception, attention, memory, imagination and thinking. In the majority of preschoolers, these processes, as consciously regulated, are at a relatively low level of development, due to the incompleteness of cognitive development. Usually, the first rudiments of arbitrariness are observed in a child before the age of 3–4, and its completion occurs no earlier than by the end of adolescence (Shkrebeta, 2018). Therefore, in the process of psychodiagnosis of children of early and preschool age, tasks should be chosen that do not require the child to have a highly developed arbitrary control of his behavior and cognitive processes. Otherwise, there is a danger of obtaining data that do not correspond to the child's real level of development.

Indicators of developed self-awareness are: awareness of one's own personality qualities, adequate assessment of one's behavior, formed self-esteem. By the age of 4, children are still very weakly

aware of their cognitive abilities and personal qualities and are unable to give a correct assessment of their own behavior. In addition, their self-esteem has not yet fully formed, which does not allow them to have a clear idea of themselves, their strengths and weaknesses. At the age of 4–6, most children already have such opportunities and are able to evaluate themselves as individuals, but still within certain limits (Shkrebeta, 2018: 12). That is, they evaluate mainly those personality properties, cognitive abilities and behavioral features that the surrounding people have repeatedly drawn his attention to. Therefore, the methods of personal, cognitive and communicative-behavioral diagnosis of children under 4 years of age should not include tasks and questions focused on self-awareness and a balanced assessment of one's own qualities and capabilities. Starting from the age of four, children can be offered some personal and behavioral questionnaires (including in the form of a conversation, but not exceeding 10-15 points), which are based on adequate self-assessment and direct thoughts; but it should be borne in mind: the self-assessment capabilities of children at this age are still quite limited (Kolupaeva, 2009: 223). In senior preschool and junior school age, it is possible to use test methods for researching cognitive processes, a number of methods for studying the peculiarities of emotional and motivational spheres, personal properties and interpersonal relationships. To obtain additional information, mini-questionnaires, interviews, and the method of expert evaluation are used.

The situation of obtaining psychological data about a child using diagnostic tools includes four main stages:

- 1) work with the request: familiarization with a certain complex of objective and subjective information about the child (social and medical history), which allows drawing the elements of the working «personality picture» necessary for psychological diagnosis and development forecast;
- 2) data collection in accordance with the task and hypothesis formulated by the psychologist/correctional teacher based on the request;
- 3) processing and interpretation of received data;
- 4) making a psychological diagnosis, formulating a development forecast and developing relevant recommendations.

The child's diagnostic procedure should be built as a situation of open cooperation, where the position of classical testing is inappropriate. After all, the test is a means of testing that separates the child and the psychologist/correctional teacher (Kolupaeva, 2007; 2009). At the same time, when the testing procedure is mandatory, the choice of tests should serve, first of all, as a reason for organizing cooperation with the child. In other words, the attitude to the test not as self-worth, but as one of the means of unfolding this or that typical situation of interaction with the child will also determine the selection of methods used during the examination. At the same time, the tests themselves should be interesting, compact, portable and not rigid.

We offer a modified method of incomplete sentences for children of senior preschool and junior school age (Author of the method, Tetiana Zhytnik).

The test refers to associative methods and is aimed at diagnosing the child's attitude to parents, brothers, sisters, children's informal and formal groups, teachers, school, their own abilities, as well as identifying goals, values, conflicts and significant experiences. All the child's answers must be recorded verbatim.

The test includes 4 blocks with a different number of unfinished sentences that can be supplemented/modified, depending on the child's personality and the purpose of the study.

Testing (without processing) takes from 20 minutes to several hours (depending on the personality of the subject).

Questionnaire form

Block I (relations with parents):

1.1. My mother most often...

1.2. My dad most often...

- 1.3. My mom loves...
- 1.4. My dad likes...
- 1.5. How would my mother....
- 1.6. How would my dad....
- 1.7. I want my mother to have/has...
- 1.8. I want my dad to have/has...
- 1.9. Family is...

Block II (relations with relatives):

- 2.1. My/my sister/brother/grandmother/grandfather most often....
- 2.2. My/my sister/brother/grandmother/grandfather likes...
- 2.3. As if my/my sister/brother/grandmother/grandfather....
- 2.4. I want my/my sister/brother's grandparents to have...
- 2.5. Most often, we are with a sister/brother/grandmother/grandfather...
- 2.6. I like it when my/my sister/brother/grandparents....
- 2.7. I worry when my/my sister/brother/grandparents....

Block III (relationships in social groups):

- 3.1. In my group/class I have...
- 3.2. I like when in a group/class...
- 3.3. I don't like when in a group/class...
- 3.4. The thing I remember most in the group/class was when such an event took place...
- 3.5. I would like the group/class to have more/less...
- 3.6. I always have a good/bad mood when in a group/class...

Block IV (Values and goals for the future):

- 4.1. Most of all, I would like to...
- 4.2. It bothers me...
- 4.3. If I had/hadn't...
- 4.4. In the future, I would like to...
- 4.5. In the near future I need...
- 4.6. I think that very soon I will be able to...
- 4.7. I think that soon I will be able to...

During the analysis of the answers, it is possible to single out the answers related to one's own life, to the life of the collective (group, class, circle, etc.). The obtained results will give an idea of the integral properties of the child's personality, which are expressed in the unity of knowledge, relationships, dominant motives of behavior and actions.

The last, most important requirement means that, at least at the beginning of the examination, such tests and methods are used, which, on the one hand, make it possible to immediately highlight the most diverse features of the child, and on the other hand, precisely because of their projective uncertainty, they do not allow immediate making of narrow diagnoses, but at the same time, they provide grounds for hypotheses that should be further clarified (Shkrebeta, 2018: 224–227). With such a fundamentally non-rigid examination procedure, the specialist gradually develops a sufficiently multidimensional and vivid individual image of the child, not too abstracted from the specific features of his (the child's) personal experience and not too constrained by the conceptual schemes of professional diagnosis.

In addition, the qualitative picture of the inner world of the child, revealed during the examination, does not always require strict quantitative assessments, although it is based on knowledge (more precisely, on feeling) of the age norm in its individualized versions. The indicators observed during the examination of certain age and individual characteristics of the child's inner world are extremely diverse, and therefore, they cannot have an exhaustive description. At the same time, the individual fragments observed in the motley mosaic of the inner world of the child at the next stage must be

assembled into a single whole, describe this picture as adequately as possible, and then – in a general form, outline the steps that allow overcoming the recorded difficulties or disturbances in the child's development, in that including self-awareness.

During the organization of the diagnostic procedure, it is necessary to remember that:

– firstly, it is rather difficult for preschoolers and younger schoolchildren to perceive tasks of an abstract nature, taking into account the age-specific nature of thinking;

– secondly, children demonstrate their abilities, personal qualities and other developmental features only if their participation in testing is stimulated in attractive ways (for example, receiving an incentive or reward). Therefore, in most cases, diagnosis of the structural components of self-awareness should be offered to children in an individual form (including playful methods of interaction) and with the use of visual stimulus material;

– thirdly, the tasks offered to children should be such as to maintain the child's interest in their content throughout the diagnosis period. It should be taken into account that the inconsistency of involuntary attention and increased fatigue of children can be caused by psychogenic factors, which means that test tasks should not be long and very time-consuming. If the child is prone to quick fatigue, his attention is often distracted, then it is necessary to distract him from the task, switch to another type of (less active) activity and only after some time return to the completion of unfinished tasks.

Results and discussion. Experience convincingly proves that for those specialists who already work in educational institutions, methodical readiness is an effective means of preparation for correctional work with children, in particular, with special educational needs. The content of such education should be the basics of correctional pedagogy and psychology, with certain methodological aspects. In particular, educators must be competent in the following matters:

- approaches of the state and society to the organization of education of children, in particular, with special educational needs;

- basic concepts of correctional pedagogy and special psychology;

- peculiarities and patterns of development of various categories of persons with psychophysical disabilities;

- complex psychological and pedagogical study of children;

- differentiated and individual mechanisms and methods of pre-school and junior high school remedial education and upbringing of each category of children;

- content and methods of working with families of pupils.

In order to implement inclusive education, educators must be able to:

- monitor the development of children who have difficulties in acquiring knowledge, various types of activities and competently assess the reasons for these difficulties;

- timely identify disorders in the child's development and participate in the implementation of the correct psychological and pedagogical support of children who need correction of psychophysical development;

- implement an individual and differentiated approach to pupils, in particular, with special educational needs;

- to form the child's readiness for positive joint interaction with peers who need correction of psychophysical development;

- work with parents to provide them with reliable information about the child.

Without any doubt, the competence of the teacher is one of the conditions for the effectiveness of education. The results of research by scientists prove that the mental, emotional and social development of children, in particular, with special educational needs, primarily depends on a positive attitude towards them, their understanding and acceptance by teachers, parents and children.

Conclusions. A favorable social and developmental environment is one of the initial conditions for solving the problems of inclusive education. However, it should be remembered that its effectiveness

depends on many conditions, the main one of which is the methodical support of the teacher. In the context of European values, inclusive education requires significant changes and reorientations of society, first of all, of pedagogical workers. Therefore, the manual was developed with the aim of providing a toolkit for the teacher, which will satisfy his professional needs and enable the implementation of the content of education, in particular, inclusive education.

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