

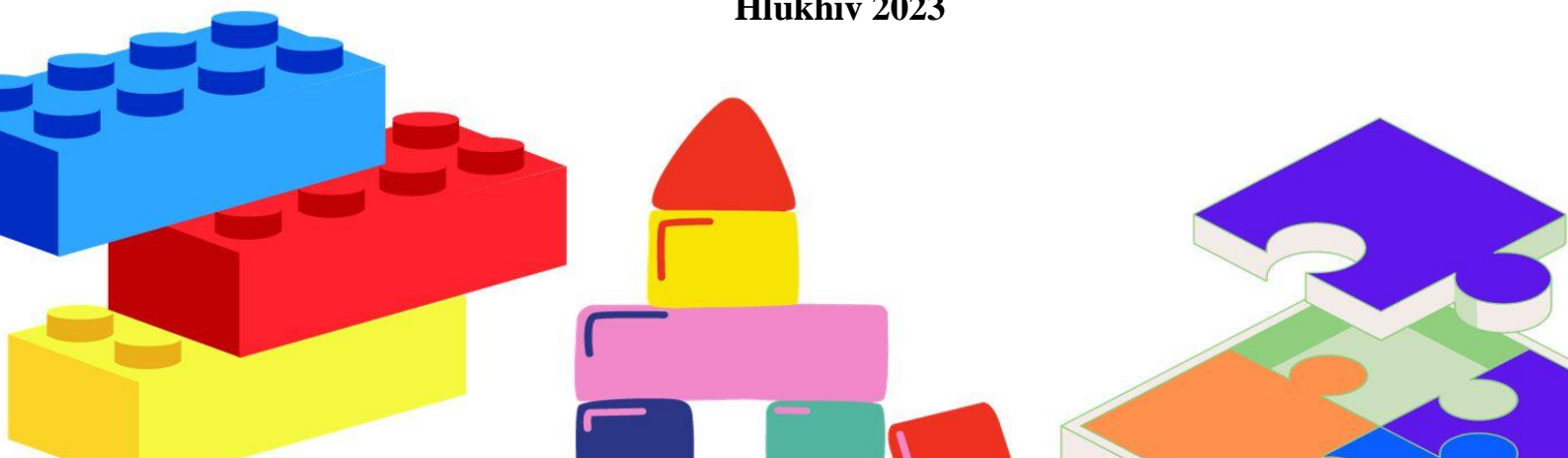


Ministry of Education and Science of Ukraine
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**METHODICAL RECOMMENDATIONS FOR PRACTICAL LESSONS
FROM THE ACADEMIC DISCIPLINE «PEDAGOGY OF THE PLAY IN
PRESCHOOL EDUCATIONAL INSTITUTION»**

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Lysytsia V. V. «Methodical Recommendations for Practical Lessons from the Academic Discipline «Pedagogy of the Play in Preschool Educational Institution». Hlukhiv, 2023. 68 p.

The proposed manual is a part of the methodological complex of the educational discipline "Pedagogy of the Play in Preschool Educational Institution", is studied by students of the first (bachelor's) level of higher education in the specialty 012 Preschool Education and ensures the formation of students' ability to apply active learning methods in the process of organizing the educational process in preschool educational institutions.

The manual contains plans for practical lessons, practical tasks, criteria for evaluating students' educational achievements, and the list of recommended literature.

For students of the «Bachelor» degree of full-time study in the specialty 012 Preschool Education, teachers.

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PREFACE

Methodical Recommendations for Practical Lessons from the Academic Discipline «Pedagogy of the Play in Preschool Educational Institution» were compiled taking into account the content and requirements of the Working Program of discipline «Pedagogy of the Play in Preschool Educational Institution» for students of higher education in the specialty 012 Preschool Education.

The purpose of teaching the educational discipline «Pedagogy of the Play in Preschool Educational Institution» is to form the readiness of future preschool teachers to implement the play as an end-to-end approach in interaction with preschoolers and to ensure the comprehensive development of children and the continuity between preschool and primary education in the conditions of the introduction of Basic Component of Preschool Education and the Concept of New Ukrainian school.

The main tasks of teaching the educational discipline «Pedagogy of the Play in Preschool Educational Institution» are:

- to acquaint students with the conceptual foundations of the play implementation as the approach in interaction with preschoolers;
- to ensure the formation of a valuable attitude to the play as an end-to-end approach and its possibilities for the comprehensive development of the child;
- to promote the development of system-forming professional skills of future preschool teachers regarding the end-to-end implementation of the play approach in the conditions of the educational process of the preschool educational institution, designing the play interaction of preschoolers and ensuring the formation of the child's play competence in accordance with the tasks of Basic Component of Preschool Education;
- promote the development of preschool teachers' professional qualities, in particular flexibility of behavior and thinking, proactivity, reflexivity, self-regulation, emotional sensitivity and resilience, ability to learn throughout life, etc.

As a result of studying the educational discipline «Pedagogy of the Play in Preschool Educational Institution», students must achieve the following general and special (professional) competencies:

Integral competence – the ability to solve complex specialized tasks and practical problems in the field of preschool education in the development, teaching and upbringing of children of early and preschool age (in particular, teaching children a foreign language), which involves the application of general psychological and pedagogical theories and professional methods of preschool education, and is characterized by the complexity and uncertainty of conditions.

General competencies:

GC-3. Ability to abstract thinking, analysis and synthesis.

GC -4. Ability to communicate in the national language both orally and in writing.

GC -5. The ability to evaluate and ensure the quality of the performed work.

GC -6. Ability to interpersonal, team interaction.

GC -7. Ability to learn and master modern knowledge.

GC -8. Ability to apply knowledge in practical situations, quickly and flexibly respond to changes, show independence.

GC -9. Carrying out safe activities.

Special (professional) competencies:

SC-2. The ability to develop basic personality qualities in children of early and preschool age (arbitrariness, independence, creativity, initiative, freedom of behavior, self-awareness, self-esteem, self-respect).

SC -3. Ability to develop curiosity, cognitive motivation, cognitive actions in children of early and senior preschool age.

SC -5. The ability to develop speech in children of early and senior preschool age as a means of communication and interaction with peers and adults.

SC -13. The ability to organize and lead play (leading), artistic speech and artistically productive (visual, musical, theatrical) activities of children of early and senior preschool age.

SC -19. Ability to communicate with children, effective cooperation and communication with parents, colleagues.

SC -20. Ability to self-education, self-development, independence, self-regulation, to continuity in education for continuous deepening of general education and professional training, transformation of acquiring education into a process that continues throughout a person's life.

SC -21. The ability to use effectively ICT and electronic educational resources in professional activities, to form digital competence in preschoolers, the culture of using gadgets.

Program results:

PR 4 To understand and determine the features of leading – playing and other types of activities of preschoolers, ways of their using in the development, education and upbringing of children of early and senior preschool age.

PR 6 Establish a connection between pedagogical influences and the results achieved by children.

PR 12 To build a holistic educational process taking into account the main regularities of its course. To evaluate one's own activity as a subject of pedagogical work.

PR 18 To possess the technologies of organizing a developmental subject-oriented play, natural-ecological, cognitive, speech environment in various groups of early and senior preschool age.

PR 22 To comply with the conditions of life safety of children of early and senior preschool age.

Organization of training.

Methods of teaching: verbal, visual, practical, practical-theoretical, explanatory-illustrative, partially-research, problem-based, research; technologies

of problem-based, positional, interactive learning, technologies of creative personality development.

Forms of assessment: oral (individual survey, frontal survey, interview, presentation with a report on a given topic); written (projects, essays, self-work, performance of individual tasks; creative and homework); self-control (self-evaluation and mutual evaluation of learning results), Power Point presentations, recording and editing of own video; analysis of pedagogical situations.

Methodical instructions for practical classes, questions for self-control, practical tasks included in the manual will contribute to the formation of general and professional competences and program learning outcomes.

The list of recommended literature contains a list of main and additional literary sources, information resources.

The manual is recommended for students of the 012 Preschool Education specialty, full-time education.

COURSE CREDIT STRUCTURE

	full-time study			part-time study		
	lectures	practical	Self-work	lectures	practical	Self-work
Module 1. Play in Today Context						
<i>Topic 1. Introduction to the course «Learning Through Play».</i>	2	2	2	2		2
<i>Topic 2. Possibilities for the play.</i>	2	2	8			13
<i>Topic 3. Preschool education in today context - part 1.</i>	2	2	8			13
<i>Topic 4. Preschool education in today context - part 2</i>	2	2	8			13
<i>Topic 5. Education: rethinking the concept.</i>	2	2	8	2	2	8
<i>Topic 6. Play: rethinking the concept.</i>	2	2	8			8
Module 2. Play as a Tool and Mechanism of Educational Activity in the System of Preschool Education						
<i>Topic 7. The play as a tool, mechanism and way of comprehensive development of a preschool child- part 1.</i>	2	1	8			8
<i>Topic 8. The play as a tool, mechanism and way of comprehensive development of a preschool child- part 2.</i>	2	1	8	2		8
<i>Topic 9. The play as a tool, mechanism and way of comprehensive development of a preschool child- part 3.</i>	2	2	8			16
<i>Topic 10. Free play: features and significance.</i>	2	2	8	2	2	13
<i>Topic 11. Implementation of the play approach in the preschool educational institution - part 1.</i>	2	1	8			8

<i>Topic 12. Implementation of the play approach in the preschool educational institution - part 2.</i>	2	1	8			15
<i>Topic 13. Characteristics of the child's play activity</i>	2	2	8			8
<i>Topic 14. Creativity as a key human skill.</i>	2	2	8			8
<i>Topic 15. Project activity as a modern educational technology.</i>	2	2	6	2	2	13
<i>Topic 16. Educator and parents. Modern dimension of interaction.</i>	2	2	8			8
<i>Totally</i>	32	28	120	10	8	162

TOPICS OF PRACTICAL LESSONS

№	Topic name	Hours	
		full-time study	part-time study
1	<i>Topic 1. Introduction to the course «Learning Through Play».</i>	2	
2	<i>Topic 2. Possibilities for the play.</i>	2	
3	<i>Topic 3. Preschool education in today context - part 1.</i>	2	
4	<i>Topic 4. Preschool education in today context - part 2</i>	2	
5	<i>Topic 5. Education: rethinking the concept.</i>	2	2
6	<i>Topic 6. Play: rethinking the concept.</i>	2	
7	<i>Topic 7. The play as a tool, mechanism and way of comprehensive development of a preschool child- part 1.</i>	1	
8	<i>Topic 8. The play as a tool, mechanism and way of comprehensive development of a preschool child- part 2.</i>	1	
9	<i>Topic 9. The play as a tool, mechanism and way of comprehensive development of a preschool child- part 3.</i>	2	
10	<i>Topic 10. Free play: features and significance.</i>	2	2
11	<i>Topic 11. Implementation of the play approach in the preschool educational institution - part 1.</i>	1	
12	<i>Topic 12. Implementation of the play approach in the preschool educational institution - part 2.</i>	1	

13	<i>Topic 13. Characteristics of the child's play activity</i>	2	
14	<i>Topic 14. Creativity as a key human skill.</i>	2	
15	<i>Topic 15. Project activity as a modern educational technology.</i>	2	2
16	<i>Topic 16. Educator and parents. Modern dimension of interaction.</i>	2	

SUBJECT AND CONTENT OF PRACTICAL LESSONS

PRACTICAL LESSON No. 1

Introduction to the course «Learning Through Play».

Theoretical questions:

1. Rules of cooperation within the special course «Learning Through Play».
2. Conditions of effectiveness and validity of the rules.
3. The concept of «child's agency» in the context of preschool education.
4. Defining expectations as an effective tool for conscious learning.
5. Play methods of uniting children in pairs, groups, teams.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
2. Bohlmann, N. L., & Downer, J. T. (2016). Selfregulation and task engagement as predictors of emergent language and literacy skills. *Early Education and Development*, 27, 18–37. [in English]
3. Care, E., Anderson, K., & Kim, H. (2016). Visualizing the breadth of skills movement across education systems. Brookings Center for Universal Education [in English]
4. Doherty, A. (2012). . Teacher, I showed her how to do that! *Primary Science*, 122, 24–26. DSD and UNICEF. (2015). National integrated early childhood development policy. Retrieved from <http://surl.li/moetu> [in English]
5. Dzhensen Kh., Pail A., Zosh Dzh. M., Ibrahim Kh. B., Sarahosa

Sherman A., Riunamo Zh. i Khamre B. K. (2019). Facilitating Play: The Art and Science of Engaging Preschoolers in Learning Through Play (White book). The LEGO Foundation, Denmark (2019) Retrieved from <http://surl.li/moeqy> 23 p. [in Ukrainian]

6. Fisher, K. R., Hirsh-Pasek, K., Newcombe, N., & Golinkoff, R. M. (2013). Taking shape: Supporting preschoolers' acquisition of geometric knowledge through guided play. *Child Development*, 84, 1872–1878. doi:10.1111/cdev.12091 [in English]

7. Reid, K. (2016). Counting on it: Early numeracy development and the preschool child. Australian Council for Educational Research (ACER). Retrieved from <http://surl.li/moeul>

8. Roma, O. Six Bricks: Methodical Guide (2018). Kyiv, 35 p [in Ukrainian]

9. Roma, O., Zvonyk, I., Malevych, H., Shvarova, H., Shuliak, O. Partial Program of Child Development from 2 to 6 Years of Age «Learning through Play» and methodical recommendations (2022). Zaporizhzhya, 108 p. [in Ukrainian]

10. State Standard of Preschool Education, Approved by Order of the Ministry of Education and Science of Ukraine, dated January 12, 2021 No. 33. Retrieved from <http://surl.li/jiwf> [in Ukrainian]

Additional literature:

1. Barker, J. E., Semenov, A. D., Michaelson, L., Provan, L. S., Snyder, H. R., & Munakata, Y. (2014). Less- structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5, 593 [in English]

2. LEGO Foundation Retrieved from <http://surl.li/moext> [in Ukrainian]

Professional Standard «Preschool Teacher» Retrieved from <http://surl.li/kqpnpq> [in Ukrainian]

3. Roma, O. (2018). Playing in a New Way, Learning in a Different Way : methodical guide Kyiv. 44 p. Retrieved from <http://surl.li/moeww> [in Ukrainian]

4. Roma, O. (2018). Six Bricks: methodical guide Kyiv, 35p. Retrieved from <http://surl.li/moexe> [in Ukrainian]
5. The Concept of the New Ukrainian School. Retrieved from <http://surl.li/moewh> [in Ukrainian]
6. Vinarchuk, A. & Sholovii, M. The Using of LEGO Technologies as a Means of Developing the Creative Abilities of Preschoolers in Art Classes. *International Scientific and Practical Conference «Current State and Priorities of Modernization of Science and Education»*: September 14, 2021 [in Ukrainian]
7. Vinarchuk, N. Logical and Mathematical Development of Preschoolers by Means of LEGO Construction. *International Scientific and Practical Conference «Current State and Priorities of Modernization of Science and Education»*: September 14, 2021 [in Ukrainian]
8. Website of the Ministry of Education and Science of Ukraine. Retrieved from <http://surl.li/ufok> [in Ukrainian]
9. Walsh, G., McGuinness, C., & Sproule, L. (2017). «It's teaching... but not as we know it»: Using participatory learning theories to resolve the dilemma of teaching in play-based practice. *Early Child Development and Care*, Advance online publication. doi: 10.1080/03004430.2017.1369977 [in English]
10. World Bank. (2018). World Development Report 2018: Learning to realize education's promise. (Overview booklet). Washington, DC [in English]
11. Whitebread, D., & Coltman, P. (2010). Aspects of pedagogy supporting metacognition and selfregulation in mathematical learning of young children: Evidence from an observational study. *ZDM - International Journal on Mathematics Education*, 42, 163–178. doi:10.1007/s11858-009-0233-1 [in English]
12. Xu, F., Spelke, E. S., & Goddard, S. (2005). Number sense in human infants. *Developmental Science*, 8, 88–101. [in English]
13. Zosh, J. M., Hirsh-Pasek, K., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Whitebread, D. (2018). Accessing the inaccessible: Redefining Play as a Spectrum. *Frontiers in Psychology*, 9. doi: 10.3389/ fpsyg.2018.01124 [in English]

Control questions

1. Are the rules important for the organization of partnership interaction with preschoolers?
2. Under what conditions are the rules valid?
3. Explain the term «agency».

Practical Tasks

- 1) Offer 10 ways to combine children into pairs / teams / groups (3 ways – from students, 3 ways – from the Internet, 3 ways – from classmates, 1 way – own). Complete the task in Word Doc.
- 2) Explore the meaning of the concept of «play» and create a word cloud in the applications mentioned in the resource at the link: Інтернет-ресурси для створення хмар слів власноруч <http://surl.li/fodmj>
- 3) Watch the video «Freedom and independence - the wonder of the Finnish kindergarten» <http://surl.li/mobvf> Find in the video those moments when the child experiences agency. Write it down
- 4) Create a badge that will tell about you as a person

PRACTICAL LESSON No. 2

Possibilities for the Play

Theoretical questions:

1. The play as an end-to-end approach in the educational process of a preschool educational institution.
2. Enriched educational environment as a condition of personality-oriented and competence-based education.
3. Play as a way to ensure a child's holistic educational journey.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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3. Roma, O. (2018). *Playing in a New Way, Learning in a Different Way : methodical guide* Kyiv. 44 p. Retrieved from <http://surl.li/moeww> [in Ukrainian]

4. Roma, O. (2018). *Six Bricks: methodical guide* Kyiv, 35p. Retrieved from <http://surl.li/moexe> [in Ukrainian]

5. *The Concept of the New Ukrainian School*. Retrieved from <http://surl.li/moewh> [in Ukrainian]

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9. Walsh, G., McGuinness, C., & Sproule, L. (2017). «It’s teaching... but not as we know it»: Using participatory learning theories to resolve the dilemma of

teaching in play-based practice. *Early Child Development and Care*, Advance online publication. doi: 10.1080/03004430.2017.1369977 [in English]

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12. Xu, F., Spelke, E. S., & Goddard, S. (2005). Number sense in human infants. *Developmental Science*, 8, 88–101. [in English]

13. Zosh, J. M., Hirsh-Pasek, K., Hopkins, E. J., Jensen, H., Liu, C., Neale, D. Whitebread, D. (2018). Accessing the inaccessible: Redefining Play as a Spectrum. *Frontiers in Psychology*, 9. doi: 10.3389/ fpsyg.2018.01124 [in English]

Control questions

1. Why is it important to teach children to negotiate?
2. Define the definition of «communicative skills».
3. What is an educational environment?
4. How to organize an educational environment for preschool children?
5. Explain the sentence: the play approach should be end-to-end.

Practical Tasks

1) Process the proposed articles, using the links: <http://surl.li/mocbl>
<http://surl.li/mocbq>; <http://surl.li/mocbv>

2) Record the main messages from each article in the form of PowerPoint presentation

2) Using various sources, create PowerPoint presentation about inventions, innovations in any sphere of life over the past year.

PRACTICAL LESSON No. 3

Preschool Education in Today Context

Theoretical questions:

1. The changing world is a modern reality.
2. Transformational changes in education.
3. Play as a way to prepare a child today for the world tomorrow.
4. The role of play in the formation of a child's integral personality.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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2. LEGO Foundation Retrieved from <http://surl.li/moext> [in Ukrainian]
- Professional Standard «Preschool Teacher» Retrieved from <http://surl.li/kqpnpq> [in Ukrainian]
3. Roma, O. (2018). Playing in a New Way, Learning in a Different Way : methodical guide Kyiv. 44 p. Retrieved from <http://surl.li/moeww> [in Ukrainian]
4. Roma, O. (2018). Six Bricks: methodical guide Kyiv, 35p. Retrieved from <http://surl.li/moexe> [in Ukrainian]

5. The Concept of the New Ukrainian School. Retrieved from <http://surl.li/moewh> [in Ukrainian]
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9. Walsh, G., McGuinness, C., & Sproule, L. (2017). «It's teaching... but not as we know it»: Using participatory learning theories to resolve the dilemma of teaching in play-based practice. *Early Child Development and Care*, Advance online publication. doi: 10.1080/03004430.2017.1369977 [in English]
10. World Bank. (2018). *World Development Report 2018: Learning to realize education's promise. (Overview booklet)*. Washington, DC [in English]
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12. Xu, F., Spelke, E. S., & Goddard, S. (2005). Number sense in human infants. *Developmental Science*, 8, 88–101. [in English]
13. Zosh, J. M., Hirsh-Pasek, K., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Whitebread, D. (2018). Accessing the inaccessible: Redefining Play as a Spectrum. *Frontiers in Psychology*, 9. doi: 10.3389/ fpsyg.2018.01124 [in English]

Control questions

1. What are soft skills?
2. How soft skills work?
3. Why should education change? Explain
4. Write your own associations to the concept of the New Ukrainian School
5. What is the common goal of preschool and primary education?

Practical Tasks

Answer the test questions

1. According to the Concept of the New Ukrainian School, a graduate of the new school is:

- a) personality, patriot, activist;
- b) entrepreneur, patriot, innovator;
- c) personality, patriot, innovator.

2. One of the key foundations of the Concept of the New Ukrainian School is:

- a) partnership pedagogy;
- b) pedagogy of cooperation;
- c) interaction pedagogy.

3. The new roles of the teacher, which are defined by the Concept of the New Ukrainian School (determine the correspondence with arrows):

Moderator -	a professional who, firstly, knows how to see and appreciate the positive potential in a person and, secondly, possesses special knowledge and skills that allow him to help a person see and develop this potential in a very short time.
Tutor -	he is a person who ensures successful group communication, contributing to a comfortable atmosphere and cooperation.
Facilitator -	a person, who is responsible for observing the

	established norms of behavior and communication.
Coach -	a mentor who helps students build the learning process in the most optimal way.

4. *According to the Concept of the New Ukrainian School, education should focus on active, developmental technologies:*

- a) the ability to learn, operate and manage information, quickly make decisions, adapt to the needs of the labor market;
- b) the ability to perceive, assimilate and reproduce the information provided by the teacher;
- c) the ability to use practical exercises that deepen and consolidate knowledge, skills and abilities.

5. *Priority approaches to children's education are:*

- a) personally oriented, authoritarian, active.
- b) democratic, competent, active.
- c) personally oriented, competent, proactive.

6. *Forms of organization of the educational process are:*

- a) consultation, workshop, observation, lesson, elective, seminar.
- b) lesson, elective, explanation, seminar, excursion, demonstration.
- c) practicum, consultation, lesson, elective, seminar, excursion.

7. *The components of the New Ukrainian School formula are:*

- a) new content;
- b) a motivated teacher;
- c) school autonomy;
- d) fair funding and equal access;
- e) education based on values;
- f) modern educational environment;
- g) student orientation;
- j) partnership pedagogy; k) new structure.

PRACTICAL LESSON No. 4

Preschool Education in Today Context

Theoretical questions:

1. Portrait of a modern preschooler.
2. Continuity between preschool and primary school in the context of the formation of key competencies and general skills of the child.
3. Conditions for effective development, education, and upbringing of modern children.
4. The play as a way of partner interaction of children, parents, teachers.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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4. Doherty, A. (2012). Teacher, I showed her how to do that! *Primary Science*, 122, 24–26. DSD and UNICEF. (2015). National integrated early childhood development policy. Retrieved from <http://surl.li/moetu> [in English]
5. Dzhensen Kh., Pail A., Zosh Dzh. M., Ibrahim Kh. B., Sarahosa Sherman A., Riunamo Zh. i Khamre B. K. (2019). Facilitating Play: The Art and

Science of Engaging Preschoolers in Learning Through Play (White book). The LEGO Foundation, Denmark (2019) Retrieved from <http://surl.li/moeqy> 23 p. [in Ukrainian]

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10. State Standard of Preschool Education, Approved by Order of the Ministry of Education and Science of Ukraine, dated January 12, 2021 No. 33. Retrieved from <http://surl.li/jiwf> [in Ukrainian]

Additional literature:

1. Barker, J. E., Semenov, A. D., Michaelson, L., Provan, L. S., Snyder, H. R., & Munakata, Y. (2014). Less- structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5, 593 [in English]

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7. Vinarchuk, N. Logical and Mathematical Development of Preschoolers by Means of LEGO Construction. *International Scientific and Practical Conference «Current State and Priorities of Modernization of Science and Education»*: September 14, 2021 [in Ukrainian]

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9. Walsh, G., McGuinness, C., & Sproule, L. (2017). «It's teaching... but not as we know it»: Using participatory learning theories to resolve the dilemma of teaching in play-based practice. *Early Child Development and Care*, Advance online publication. doi: 10.1080/03004430.2017.1369977 [in English]

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12. Xu, F., Spelke, E. S., & Goddard, S. (2005). Number sense in human infants. *Developmental Science*, 8, 88–101. [in English]

13. Zosh, J. M., Hirsh-Pasek, K., Hopkins, E. J., Jensen, H., Liu, C., Neale, D. Whitebread, D. (2018). Accessing the inaccessible: Redefining Play as a Spectrum. *Frontiers in Psychology*, 9. doi: 10.3389/ fpsyg.2018.01124 [in English]

Control questions

1. Explain the content of the «learning through play» approach, which is the basis of the updated edition of the Basic Component of Preschool Education
2. Define the term «competence approach».
3. Explain the meaning of the cross-cutting skills: longlife learning, adaptability, effective communication

Practical Tasks

- 1) Explore the characteristics of a modern preschool child and create a portrait of a modern child using creativity kits, any constructor. Be prepare to present it
- 2) Write down and analyze the features that characterize the modern generation of children
- 3) View a video from the EdEra portal «Thorough Skills» <http://surl.li/mocoe> Give an example of activities that require the application of a specific skill. For example, critical thinking is necessary when searching for information, driving a car, choosing products, communicating, etc.

PRACTICAL LESSON No. 5

Education: Rethinking the Concept

Theoretical questions:

1. International experience: current trends in preschool education in different countries.
2. Conceptual principles of preschool education development in Ukraine.
3. The concept of «play» in normative documents of preschool education.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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Additional literature:

1. Barker, J. E., Semenov, A. D., Michaelson, L., Provan, L. S., Snyder, H. R., & Munakata, Y. (2014). Less- structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5, 593 [in English]

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5. *The Concept of the New Ukrainian School*. Retrieved from <http://surl.li/moewh> [in Ukrainian]

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13. Zosh, J. M., Hirsh-Pasek, K., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Whitebread, D. (2018). Accessing the inaccessible: Redefining Play as a Spectrum. *Frontiers in Psychology*, 9. doi: 10.3389/ fpsyg.2018.01124 [in English]

Control questions

1. Find information and briefly note down interesting facts about preschool education in Japan, Finland, Australia, Denmark, Israel, Singapore.

2. Make a comparative analysis of preschool education in Ukraine with preschool education in Japan.

3. Write the most important facts about preschool education in Ukraine.

4. Name the regulatory documents and programs that regulate the educational activities of preschool educational institutions in Ukraine.

Practical Tasks

- 1) Find exercises for children on the Internet. Act them out
- 2) Create a PowerPoint presentation about preschool education in any European country

PRACTICAL LESSON No. 6

Play: Rethinking the Concept

Theoretical questions:

1. International experience: current trends in preschool education in different countries.
2. Conceptual principles of preschool education development in Ukraine.
3. The concept of «play» in normative documents of preschool education.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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1. Barker, J. E., Semenov, A. D., Michaelson, L., Provan, L. S., Snyder, H. R., & Munakata, Y. (2014). Less- structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5, 593 [in English]

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D. Whitebread, D. (2018). Accessing the inaccessible: Redefining Play as a Spectrum. *Frontiers in Psychology*, 9. doi: 10.3389/fpsyg.2018.01124 [in English]

Control questions

1. Analyze the Basic Component of Preschool Education in Ukraine.
2. Find the definition of the concept of «play» by different scientists. Take notes
3. Why play is scientifically proven to be the most effective way of teaching and learning at any age?
4. Explain: «A PLAY is not like five minutes during a lesson, but as a way of interaction between the teacher and the child, as a way of presenting information by the teacher and a way of searching for information by the child, as a style of thinking and behavior of the teacher and most importantly - as a way of learning, interacting with others. There is no single definition of a play, it simply does not exist. It is a concept that has certain characteristics, signs that help to understand whether the interaction that takes place in the educational space is a play or not». Do you agree with this statement?
5. How do you understand the phrase «activity approach»?

Practical Tasks

1. Give your own definition of «play».
2. Analyze the age-specific features of the development of a child of a certain age and related methods of interaction with the child. In the form of a table
3. Create cards (silhouettes of children with age characteristics and elements of clothing with an indication of interaction characteristics) for each age group.

PRACTICAL LESSON No. 7

The Play as a Tool, Mechanism and Way of Comprehensive Development of a
Preschool Child – part 1.

Theoretical questions:

1. Understanding play as an open system and end-to-end process in interaction with a child.
2. The role of play in the formation of a comprehensively developed child's personality.
3. Reflective analysis of own gaming experience.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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Additional literature:

1. Barker, J. E., Semenov, A. D., Michaelson, L., Provan, L. S., Snyder, H. R., & Munakata, Y. (2014). Less- structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5, 593 [in English]

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Control questions

1. Find and write down information about the «Six Bricks» method of active learning. Who is its author?
2. Since what year has The LEGO Foundation been closely cooperating with the Ministry of Education and Science of Ukraine in order to change the approaches of teachers? Find more detailed information about it
3. What is the peculiarity of the «Six Bricks» method?
4. What is the difference between the traditional approach and the «learning through play» approach?

Practical Tasks

1. Analyze the age-specific features of child development of all age groups and related methods of interaction.
2. Create cards independently (silhouettes of children with age characteristics and elements of clothing with an indication of interaction characteristics) for each age group.
3. Register in the Facebook group «Promoting Education» (at your request, to share experiences)
4. Come up with a physical education minute with LEGO bricks and be ready to conduct it at the next meetings

PRACTICAL LESSON No. 8

The Play as a Tool, Mechanism and Way of Comprehensive Development of a
Preschool Child – part 2

Theoretical questions:

1. Five characteristics of play as indicators of quality interaction between an adult and a child (meaningful, social, active, motivating, joyful).
2. The influence of play on the comprehensive development of a child: a holistic view

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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Control questions

1. What do you know about the storytelling method? What are its advantages? Give examples
2. Why do we teach children storytelling?

Practical Tasks

1. Come up with and describe an exercise using the «Storytelling» method
2. Process the material at the link <http://surl.li/modlm> . Write down the most important points concisely
3. Demonstrate the storytelling with finger puppets

PRACTICAL LESSON No. 9

The Play as a Tool, Mechanism and Way of Comprehensive Development of a Preschool Child – part 3

Theoretical questions:

1. The challenge of educational play
2. Stages of play development
3. The computer in the play environment

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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Additional literature:

1. Barker, J. E., Semenov, A. D., Michaelson, L., Provan, L. S., Snyder, H. R., & Munakata, Y. (2014). Less- structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5, 593 [in English]
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Control questions

1. Name the main tasks of the educational play?
2. What do you know about the stages of play development?

3. What are the features of using a computer in the play environment of preschool children?

Practical Tasks

1. Find information about six stages of play as identified by Parten. Create a Power Point presentation about each of the stages
2. Write in the form of a table the advantages and disadvantages of using a computer in the process of teaching preschoolers

PRACTICAL LESSON No. 10

Free Play: Features and Significance.

Theoretical questions:

1. Effective tools of professional interaction of a preschool teacher with children.
2. Conscious practice of the play.
3. Using of open questions and tasks for the implementation of the play as an end-to-end approach in the educational process of the preschool educational institution.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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Control questions

1. Explain the importance of free play for a child
2. What is the importance of free play for a preschool teacher? Write down three statements about the importance of free play for a teacher

Practical Tasks

1. Watch the cartoon «LEGO History» (<http://surl.li/modrc>), identify and write down key messages for yourself as a teacher and for yourself as an individual.

2. Explore types of questions, focusing on open and closed questions. Create a table of closed and corresponding open questions (less than 10)

Example:

Closed question	Open question:
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3. Imagine yourself as a speaker at a conference who has 2 minutes to speak in order to prove to the conference participants the importance and value of children's free play. Give a speech

PRACTICAL LESSON No. 11

Implementation of the Play Approach in the Preschool Educational Institution – part –1

Theoretical questions:

1. Unlimited possibilities of the play for the comprehensive development of the child.
2. Effective practices of the play approach.
3. The concept of «flow state» as an integral condition for maintaining children's interest and motivation.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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Control questions

1. Define the term «development play»
2. What are the features of the development play?
3. Name early childhood development plays

Practical Tasks

1. Find the program «Limitless World of Play with LEGO» on the Internet, familiarize yourself with its structure and pay special attention to the types of plays.

2. Invent / find a development play and describe it. Adapt it for early age preschoolers / senior preschoolers. Make it in Word doc format.

PRACTICAL LESSON No. 12

Implementation of the Play Approach in the Preschool Educational Institution –
part 2

Theoretical questions:

1. «Six bricks» as one of the tools for implementing the play in the educational process of the preschool educational institution.
2. The «easy start» rule.
3. The role of the play in the development of executive functions of the brain (working memory, self-control, mental flexibility).
4. Method of associative memorization.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational*

Psychology, 103, 1–18. doi:10.1037/a0021017 [in English]

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Control questions

1. Describe the play models that are prescribed in the «Limitless world of play with LEGO» program (iituational, project-based etc.)
2. What do you know about the method of associative memorization?
3. What do you know about Harry Loraine's 4 Memory Development Techniques?

Practical Tasks

1. Familiarize with examples of a cyclical approach in the applications to the «Limitless World of Play with LEGO» program.
2. Make an activity of any topic using a cyclical approach. Make it in Word doc format.

PRACTICAL LESSON No. 13

Characteristics of the Child's Play Activity

Theoretical questions:

1. The spectrum of play as a dynamic continuum: free play, directed play, developmental play.
2. Modeling the educational process taking into account the spectrum of the play.
3. Conscious navigation of the spectrum of play for the comprehensive development of the child.
4. The balance of adult and child initiatives as an integral condition for gaining agency experience.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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Control questions

1. Name the characteristics of the play, which are proposed by the team of scientists-partners of The LEGO Foundation

2. How do you understand the statement: «The educational space in which the child is located should be aimed at comprehensive development, that is, at the development of five main areas»?

Practical Tasks

1. With the help of the methodical manual «Playing in a New Way, Learning in a Different Way» of article 6, decode the content of each of the 5 spheres of the child's development and come up with and describe a play with a ball that would be aimed at the comprehensive development of the child, that is, develop 5 spheres child development.

PRACTICAL LESSON No. 14

Creativity as a Key Human Skill

Theoretical questions:

1. Effective practices of play implementation as an approach taking into account the dynamics of the play spectrum.
2. Awareness of the possibilities of development of a child's agency in the educational process of a preschool educational institution.
3. Analysis of practices according to the spectrum of the play.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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Additional literature:

1. Barker, J. E., Semenov, A. D., Michaelson, L., Provan, L. S., Snyder, H. R., & Munakata, Y. (2014). Less- structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5, 593 [in English]
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- Professional Standard «Preschool Teacher» Retrieved from <http://surl.li/kqpnpq> [in Ukrainian]
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Control questions

1. Define creation and creativeness. Distinguish them
2. Why it is so important to develop creative thinking in children?

Practical Tasks

1. Research the concept of «lapbook» on the Internet. View video on EdEra «Lapbook» <http://surl.li/moebt>
2. Make your own lapbook that can be used with children to develop their creativity. Present it
3. Offer several creative solutions in various institutions and organizations to improve the image and work efficiency: supermarket, restaurant, hotel, beauty salon

PRACTICAL LESSON No. 15

Project activity as a modern educational technology

Theoretical questions:

1. Morning meetings and their significance for children and the preschool teacher.
2. Reflection of play in professional practices of preschool teachers.

3. A conscious look at the organization of interaction with children.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]

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Control questions

1. What is the significance of project work with preschool children?
2. What types of projects do you know?
3. Give an example of a project with all stages.

Practical Tasks

1. Investigate the role of a modern preschool teacher using the program «Limitless World of Play with LEGO» and other sources. Compile the scanword «Characteristics of a modern preschool teacher»

PRACTICAL LESSON No. 16

Educator and Parents. Modern Dimension of Interaction

Theoretical questions:

1. Creativity as a way of thinking that stimulates innovation and transformation of the world around; as a mental muscle rather than a static quality and trait.
2. The play as a natural mechanism for the development of creative thinking.
3. Effective practices of finding creative solutions.
4. The play as a tool, mechanism and platform for the implementation of partnership pedagogy in a preschool education institution.
5. Play Fest and Play Day as effective practices of partnership interaction.

Literature

Basic literature:

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1–18. doi:10.1037/a0021017 [in English]
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 13. Zosh, J. M., Hirsh-Pasek, K., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Whitebread, D. (2018). Accessing the inaccessible: Redefining Play as a

Control questions

Practical Tasks

1) Research the topic and create an Idea List with a list of interesting forms of work with parents on an all-Ukrainian and international scale.

2) Compile advice for parents and arrange them in the form of drawings-symbols.

3) Be ready to present the content of your play portfolio according to the course materials of the discipline

Rating scale

Assessment of students' knowledge is carried out on the basis of the results of the current and final tests on a 100-point scale.

Current monitoring of students' progress is carried out almost constantly for all types of work: performance of practical tasks, oral answers, control testing, performance of creative works, general activity in classes, etc.

In the process of evaluating students' educational achievements, the following forms of control are used:

- - current control – is carried out in the course of students' daily educational activities: attending practical classes and working on them; performance of tasks of Self-work;

- - final control – is carried out after the completion of the course: credit.

The following verification methods are used:

- - methods of oral verification of learning results – conversation, speech, explanation;

- - methods of written verification of learning results – creative tasks, testing.

Written control is carried out in the form of completion of written tasks of Self-work by students. Oral control is conducted in the form of an interview with the student, for example, during the presentation of homework.

Assessment of knowledge by academic discipline takes place on the basis of accumulated points based on the results of current and final control of all types according to the assessment scale.

If there are 35 points of the current control, the student is admitted to the final control.

If a student misses a class for valid reasons, he is offered a practical task to practice the material, and an oral interview is held.

The final grade for the discipline is formed from the total number of points scored based on the results of current control and assessment.

Checking the level of knowledge acquisition (current and final test control, credit (theoretical part) at the teacher's choice can be done by: computer or written testing. The practical part of the credit is the preparation of the Play portfolio, the creation of the "I am a successful teacher" model, and an oral presentation.

The number of points for work in practical classes, during Self-work depends on compliance with the following requirements:

- - timeliness of practical tasks;
- - content;
- - quality of performance of practical tasks;
- - originality.

Evaluation criteria

1-2. Completion of a practical task and its presentation at a practical session is assessed at 3 points (1.5 points for preparation and 1.5 points for presentation.

Evaluation criteria:

3 points are awarded to a student who independently completed the task in full, showed a creative approach to its implementation and presentation; during the presentation, he demonstrated the skills of interaction with the audience, proposed his own tasks or questions for group discussion.

2 points are awarded to a student who did not complete the task in full, stereotypically, but fundamentally correctly; showed some activity during the presentation, proposed tasks or questions for group discussion.

1 point is awarded to a student who performed the task nominally, without a creative approach.

A student who did not complete the task receives 0 points. In such cases, the student is given the opportunity to repeat the task and present it, but no later than the next practical session. At the same time, the maximum possible number of points is 1.

4. Control testing after studying the sections is evaluated at a maximum of 4.5 points. The number of points is calculated according to the percentage coefficient based on 100% of correct answers – 4.5 points.

Practical part of the assessment. The creative task involves the preparation of a Play portfolio, which is drawn up in printed form, and the creation of the «I am a successful teacher» model.

Criteria for evaluating a creative task.

The maximum number of points is 20, which are awarded for the following parts of the work:

1. Play portfolio

- filling (in accordance with the tasks of Self-work) – 3 points;
- originality – 5 points;
- portfolio design – 2 points..

2. Creating a model:

- originality – 5 points;
- presentation of a creative task – 5 points.

The theoretical part of the exam is valued at 20 points. The number of points is calculated according to the percentage coefficient based on 100% of correct answers – 20 points.