



*The Academy of Management  
and Administration in Opole*

**IMPROVING LIVING STANDARDS:  
CURRENT OPPORTUNITIES  
AND LIMITATIONS**

**Opole 2020**

**ISBN 978 – 83 – 66567 – 21 – 4**

**Improving living standards: current opportunities and limitations.** *Monograph.*  
Editors: Wojciech Duczmal, Iryna Ostopolets. Opole: The Academy of Management and Administration in Opole, 2020; ISBN 978-83-66567-21-4; pp.594, illus., tabs., bibls.

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**Publishing House:**

The Academy of Management and Administration in Opole  
45-085 Poland, Opole, 18 Niedziałkowskiego Str.  
tel. 77 402-19-00/01

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## **Part 4. The Place of Education in Improving the Life Quality of the Population**

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## **Part 4. THE PLACE OF EDUCATION IN IMPROVING THE LIFE QUALITY OF THE POPULATION**

### **4.1. Formation of preschool age children's personal competences in the process of labor and multicultural education**

At the present stage of development of society, the formation of personal competencies in preschool children in the process of labor and multicultural education is of great importance.

The trend in the development of education in the civilized world is the introduction into practice of competency-oriented education, which contributes to the acquisition by students of competencies necessary in life. The theory of the competence approach in education was developed and presented in the works of foreign scientists R. Bader, D. Mertens, B. Oskarson, A. Shelten. Ukrainian perspectives of the competence approach in modern education were studied by scientists I. Bekh, N. Bibik, O. Bykovska, L. Vashchenko, I. Yermakov, V. Verbytsky, O. Lokshina, O. Kononko, O. Pometun, O. Savchenko and others. The practical implementation of the competence approach, the formation of personality competencies was revealed in the works of Russian scientists V. Bolotov, I. Zimnyaya, E. Zeyer, A. Zolotareva, M. Katunova, V. Laptev, O. Lebedev, N. Radionova, V. Serikov, A. Tryapitsyna, A. Khutorsky, S. Shishov and others [4, p. 5].

The concept of "competence" is quite broad. It includes learning abilities, knowledge and skills, moral values, attitudes. Competent (from the Latin competent – appropriate) – experience in a particular field, which is characterized by competence, awareness, awareness, authority.

Competence is a set of certain knowledge, skills, abilities, personal qualities in a certain field of activity, and competence is the quality of possession, how competence

is manifested in activity. To the senior preschool age it is possible to allocate such as: psychophysiological, mental, personal achievements of development, relative autonomy and independence of the child in behavior, the decision of elementary household problems, the organization of accessible activity (game, art, cognitive), character of interaction with peers and adults that testifies on the formation of initial key competencies. It is the initial key competencies that are integrative personality characteristics that determine a child's ability to solve a variety of available tasks of life and activity.

The initial key competencies are multifunctional, because mastering them allows the child to solve various problems in everyday life and activities, they are universal, tolerable, which can be used in different situations.

Different scholars on the structure of the concept of competence distinguish subject-knowledge, organizational, technological, environmental, legal, political, cultural, social, economic competence, as well as competence in the field of communication and in the field of personal and everyday life. According to O. Kononko, competence does not only mean the available age awareness of the child in a wide range of life problems. It provides a set of characteristics: developed sensory experience; practical life skills; developed needs, abilities, habits; a set of basic personal qualities that guarantee the child adaptability to life; ability to navigate in changing conditions, to find the optimal means of realizing one's personal potential [4, p. 5].

Thus, the competence approach in preschool education involves preparing the child for life, forms in him various ways of activity that are necessary to solve vital tasks related to the development of moral norms and values, communication with other people, creating an image of I. Initial key competencies require the holistic development of the child (his personal, emotional, intellectual, social sphere) as a subject of activity and behavior.

Full-fledged development of the personality cannot occur spontaneously, after all it provides purposeful interaction of the tutor and the child which purpose is observance of certain norms. And this "formativeness" is morally justified, because

the pupil joins the socio-cultural knowledge, traditions, expands his individual experience. This gives the personality of the child, which is constantly growing, developing, a socially valuable vector of development.

To understand the essence of the development of personal competence of a preschool child, it is necessary to rely on the following general psychological and pedagogical provisions, such as:

- nature-appropriate process of formation of the child's personality takes place in interaction with the socio-cultural environment;

- the success of the child's personality is determined by the active and meaningful activities of the child. The basis of such activities is the conscious and unconscious desire of the child to deepen their culture (to be better), to acquire new knowledge (to know more), to carry out their development (to become adults);

- awareness of the meaning of human activity of a constantly growing child's personality is helped by the reflection of his experience.

Therefore, personal competence is a process of conscious change of the child's self, which is manifested in the realization of the need for self-improvement, self-movement, self-affirmation as a person.

According to modern scientists, the formation of personality should begin with the lowest but most important level of education – preschool.

The issue of multicultural education of preschool children reveals its versatility, close relationship with many other core issues in pedagogy.

The attitude to people of different nationalities under the condition of purposeful pedagogical influence begins to be formed from preschool age. The path of its development begins from the manifestation of sympathy, friendship to people of other nationalities in a period when children still do not know about the existence of different peoples, to learn certain knowledge about them, about their lives, work, fairy tales, national clothes, learn oral and musical folklore, language. All this contributes to the awakening of interest and conscious friendly attitude and respect for other nationalities.

It is work that plays a leading role in the formation of personal competencies (or foundations of morality) of preschool children, mutual assistance, friendliness, responsibility for the task, as well as a general positive attitude to it, joy of its implementation, satisfaction and usefulness of results.

Labor education is considered by us as a purposeful process of formation of children's work skills and abilities, respect for the work of adults and peers, habits of work. Unlike the work of adults, the work of a preschooler does not create an objectively significant product, but is of great importance for his mental development. This is primarily due to the fact that the preparation of the child for future employment begins long before his participation in community service. Necessary for this activity, the mental qualities of the individual are formed under the influence of living conditions and upbringing.

Preschool education is the first link in the system of continuing education and it is in it that the foundation of personal development is laid. It is in preschool that an idea of cultural diversity and their relationship is formed; fostering a positive attitude towards differences between cultures; development of skills and abilities of interaction in labor activity with carriers of different nationalities and cultures on the basis of tolerance and mutual understanding. In the preschool age, labor activity is just beginning to take shape, so adults play a particularly important role in its organization and focus. It is necessary to organize joint work of children, to find a place in it for realization of efforts of each child, to help to master rational methods of interaction, to form in preschoolers ability to work for the general benefit, ability to the end and as much as possible to carry out the entrusted business [3, p. 11].

During preschool childhood, the initial forms of work form the preconditions for the development of various types of children's activities (primarily productive and playful), the arbitrariness of its behavior, purposefulness of action, the introduction of planning elements, mastery of work skills. Due to this, the actual formation of labor activity, the introduction of social motives in it.

Work activity presupposes the presence of certain practical skills (for example, the ability to use the simplest tools), acquaintance with the properties of materials. It

requires the development of intellectual qualities (the ability to plan their actions and predict their results), a certain level of willpower (a strong desire to achieve the goal, get the intended product, the ability to subordinate behavior to goals).

In productive activities (pictorial, constructive) there is a general development of arbitrary actions, the formation of various motor skills.

A special role in the formation of labor activity belongs to the game, in which the motives of future socially useful activity are formed and revealed. Enriching the child with impressions, encouraging him to play, educators focus on socially useful work, contribute to the development of a positive attitude towards it. In the game, the child reflects the working life of adults, learns to build relationships, learns some labor operations. While playing, the child prepares for creative work, as well as "tries on" various social roles.

Observation of plot-role games on household, production topics gives grounds for conclusions about the attitude of children to work, that they consider it the main, what relationships they reflect. Play as a leading type of preschool activity helps to form a positive attitude to work, its social motivation, moral relationships. In games, the child learns the peculiarities of relationships, motives for work, the quality of people.

Organized work of preschoolers is of great developmental and educational importance throughout the preschool childhood, although it acquires social significance much later – in adulthood. Work as an activity attracts preschoolers due to the following factors: the desire for independence, which the child declares at the age of 3, interest in life and work of adults, the tendency to imitate and later – to achieve a productive result. It is the organized labor activity of preschool children that is able to ensure the formation of their basic readiness for work, which is manifested in a positive attitude to the task assigned or independently, interests in it, interest in successful implementation. This aspect is especially relevant in connection with the preparation of preschoolers for systematic schooling and the introduction of compulsory preschool education for children 5-7 years old.



Interest in different types of work arises in children during walks and excursions to construction sites, shops, museums, during observations of adults, meetings with parents – representatives of various professions, in the process of performing new work activities and more.

But this interest, as a rule, at first superficial, direct: kids are attracted by novelty of a workplace, stock, separate moments of work. For the most part, such curiosity is unstable, short-lived. And cognitive interest in work is manifested in the desire to acquire special knowledge about it, to acquire practical skills and abilities related to this type of activity.

In the context of multicultural society, the leading goal of labor education can be considered as the formation of a person capable of effective life in a multinational and multicultural environment, which is characterized by a sense of understanding and respect for historical, cultural and labor heritage of other cultures, beliefs and races.

Prominent teachers of the past paid attention to the issue of the methodology of multiculturalism. Yes, even Y. A. Comensky considered multiculturalism as a program of universal education of the whole human race, which aimed to form in children the ability to live in peace and harmony with others, to perform common duties and responsibilities, to respect and love people [1, p. 195].

The organization of education of preschool children in a multicultural environment is one of the most pressing tasks at the present stage of development of society. The intensification of the migration process in Ukraine leads to an increase in the number of members of several ethnic groups in one group, which increases the risk of conflict situations between preschoolers. It is during this period that it is necessary to acquaint children with the cultural values of their people and other ethnic groups [2, p. 3]. This can be achieved in the process of joint work, play, creative activities, as well as in the process of learning a foreign language.

In multicultural education, the following sequence is appropriate:

- national-patriotic education, which we understand as instilling love and respect for their people, a sense of respect for its cultural and historical achievements;

- acquainting children with people of the immediate national environment, forming a friendly attitude towards peers and adults of other nationalities on the basis of acquaintance with the traditions and customs of neighboring peoples, as well as their languages;

- acquainting children with the ethnic identity of peoples and the formation of a positive attitude to the multinational diversity of the planet.

Thus, it can be argued that multicultural education is a way of forming a child's worldview, which develops such personal competencies as openness, tolerance, understanding and acceptance of the traditions of different peoples by studying their cultural, labor (in other words, material) and historical heritage. Also, the formation of a patriotic attitude towards his people, their achievements.

Thus, in terms of economic, cultural, ethnic, social and other changes in society, the issue of educating a citizen capable of reviving, preserving and increasing the heritage and values of the Motherland becomes relevant [5, p. 222].

Labor activity is aimed at creating socially useful products – material and spiritual values necessary for humanity. After all, labor education is one of the components of the system of harmonious development of preschool children. The basis of labor education is a certain amount of knowledge available and interesting for the preschooler, a positive level of their perception and understanding.

Thus, the personal competence of a preschool child is a set of stable connections of its elements, which provide a certain integrity and identity in all periods of human history. After all, the individual is social, so it historically and psychologically depends on the social environment as a condition of its development, as a natural human being. The meaning of the concept of "personal competence of a preschool child" is understood as a complex socio-cultural formation that is mediated by educational activities, in the process of which the child not only learns, "appropriates" social experience, but also reflects it with the content of existing experience, qualitatively changing yourself. In general, the development of the preschooler's personality is associated with purposeful pedagogical activities aimed at understanding the child's personal meanings of their activities, because the child

seeks to understand the meaning of what is happening, to comprehend what is seen and heard. It is this behavior is the understanding based on reflexive activity that causes internal changes in the child's mind, forms the image of I.

The child, who came to kindergarten today is a future employee, an active participant in the great achievements that are taking place in our country and the world. Preschool is the first step on the way to prepare a young person for future working life. It is here that we need to start involving children in hard work, taking into account the age characteristics of preschoolers, making comprehensive use of educational and developmental opportunities for various types of children's activities – learning, play, work. After all, it is in the process of various activities that children form those personal competencies that will help improve their standard of living in the future, as well as the development of the state.

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**3.11. *Oleksandr Sobol, Svitlana Bordiuzhenko, Olena Liashevska.* The method of covering the specified areas by departure areas of divisions of the citizens safety centers with restrictions on resources.** This work is devoted to solving the problem of determining the required number and location of safety centers with taking into account the level of fire risk in the region and the limited resources for creation of these centers. The problem was formulated, a model of optimal coverage of objects was built with taking into account the special type restrictions and a method of optimal coverage of given areas by departure areas of safety centers was developed, which includes: optimal coverage of given areas taking into account special type restrictions; taking into account the limited resources for the creation of safety centers. The developed method allows determine the required number and location of safety centers in the regions, and the sequence of their creation, taking into account the limited resources.

#### **Part 4. The Place of Education in Improving the Life Quality of the Population**

**4.1. *Marina Roganova, Vita Yakovenko, Olha Kurhannikova.* Formation of preschool age children's personal competences in the process of labor and multicultural education.** The article considers the essence and features of the formation preschool children's personal competencies in the process of labor and multicultural education. The concepts of "competence", "labor education" and "multicultural education" were defined. It was considered the most actual sequence children's multicultural education in the conditions of modern institution of preschool education; outlined the importance of early

labor education for the preschool children's mental development; determined the importance of labor and multicultural education in the process of becoming a Patriot of own country and the preschoolers' international feelings.

**4.2. Ihor Soloviov, Yevhen Stetsiuk, Viktor Strilets. Study of regularities of air consumption by divers during underwater demining.** The study proposes a method of experimental research to study the patterns of air flow by divers during underwater demining. The technique developed by the authors makes it possible to obtain quantitative estimates of the air flow by divers when clearing submarines, which simultaneously characterize the nature of the operational work of the sapper diver, the conditions of his activity and check how significantly each of the selected factors affects the air flow when working in an isolation apparatus.

**4.3. Vira Burnazova. Linguization of the educational process – a way to integrate music teachers into the world's professional, scientific, educational space.** The article aims to reveal different approaches in the training of music professionals for the implementation of the course of integration into the European Union. In particular, the introduction of approaches such as integration and linguistics of educational space, which significantly updates the content of higher education, search and application of the most effective modern forms and methods of teaching forming high quality general, professional competencies and learning outcomes for students at all levels, directly music teachers, who over time will become competitive in the European and world educational space.

## **Part 4. The Place of Education in Improving the Life Quality of the Population**

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