

ON THE ISSUE OF CONSIDERING THE PROBLEM OF FORMATION OF FUNCTIONAL LITERACY IN THE FIELD OF RADIOECOLOGICAL SAFETY IN OLDER PRESCHOOL CHILDREN

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The article provides a retrospective analysis of the concept of "functional literacy" in the psychological and pedagogical literature. The essence of functional literacy in the context of radioecological safety of preschool children is revealed.

The concept of "functional literacy" at the present stage of the development of science and practice is considered through the prism of a competence approach. Proponents of the competence approach talk about the formation of competencies of a developing personality, which occur through various means of educational content and, as a result, the learner develops abilities that can further help solve real problems of his own daily life [1].

O.E. Lebedev in his research considers functional literacy as one of the indicators of the level of education within the competence approach. O.E. Lebedev sees the task of determining a person's functional literacy as

identifying the ability to solve functional problems that they encounter based on activities such as learning, communication, social activities, self-determination, including professional choice. To systematize and concretize this task, several fields of activity are defined. In the lives of different people, the same sphere has different meanings, but there is also something that unites different spheres, a kind of invariant. In this case, it is possible to say that the invariant forms the structure of functional literacy [2].

Thus, functional literacy is considered as the ability to use all the knowledge, skills and abilities constantly acquired in life to solve the widest possible range of life tasks in various spheres of human activity, communication and social relations. At the present stage, research is devoted to the problem of functional literacy at the levels of secondary, specialized secondary, and higher education. However, today the problem of functional literacy at the stage of preschool childhood remains relevant.

The problems of the formation of functional literacy of a personality at different levels were considered in the studies of B.S. Gershunsky, V.A. Ermolenko, I.V. Zimnaya, S.A. Krupnik, O.E. Lebedev, A.A. Leontiev, S.A. Tangyan, P.I. Frolova, S.Y. Chernoglazkin, T.I. Shamova, I.V. Shutova and others.

A small number of studies have been devoted to the formation of functional literacy during preschool childhood (R.I. Brown, G.H. Vakhitova, S.V. Gaichenko, I.G. Galyant, A.A. Daribaeva, V.G. Smelova, L.M. Tolametova, etc.). The research examines the development of functional literacy among elementary school students and their dependence on personal qualities and skills that they developed in preschool age [3, 4, 5]. Among them are independence, initiative, critical thinking, curiosity, the ability to think creatively and find non-standard solutions, sociability, tolerance for friends, the ability to accept and provide assistance, the ability to choose a professional path, the willingness to study throughout life. The structural and functional literacy of preschool children is represented as a set of competencies based on acquired knowledge, skills and formed values [5].

Many scientists rely on a competence-based approach in their research to substantiate the structure of functional literacy of a personality. This is due to the fact that the end result of modern education is the formation of certain professional competencies (N.V. Kuzmina, A.K. Markova, L.A. Petrovskaya, etc.). In preschool age, the competence approach is interpreted as the formation of competent behavior in children, ensuring the effectiveness of their further education at school and successful functioning in various life situations in the future.

Preschool age is favorable for the development of the interests and abilities of the growing personality, the formation of qualities that will certainly affect the success of her future professional activity. In preschool childhood, there are prerequisites for the future formation of functional personal literacy, which are further developed and improved at the stages of school and higher education. The optimal conditions for this are provided by the organization of various types of activities with preschool children, which stimulates children's curiosity, transforming it into curiosity and cognitive activity, critical thinking in the process of solving certain game tasks, promotes creativity in order to develop a game situation, develops planning skills, taking into account possible mistakes, and thinking through ways to resolve them.

In the current environmental situation in the Republic of Belarus, the determining factor is the significant contamination of a large area with radionuclides due to the Chernobyl disaster in April 1986. The Chernobyl disaster also brought about many serious socio-economic problems that affected the vital interests of millions of people, their health, lifestyle, and well-being; it generated sustained socio-radiological stress in a significant part of the population, which is characterized by a widespread sense of anxiety, anxiety, and fear for the lives and future of their children. In this situation, it is important to help people not only cope with problems, but also to teach them how to properly and safely organize their lives in order to preserve their own health and the health of their loved ones. Compliance with the rules of radioecological safety should become the basis and an integral part of the lifestyle of every resident who lives in polluted areas. It is quite possible to begin the formation of knowledge on the organization of a healthy lifestyle and safe living in conditions of radiation risk at the senior preschool age [6].

In the senior preschool age, systematic work is underway to develop knowledge among preschoolers about a healthy lifestyle and safe behavior. The educational process is organized in such a way that the foundations of safe behavior for a child are formed in close combination with systemic ideas about the world around them and themselves. The curriculum of preschool education sets the teacher the task of "forming students' ideas about the rules of safe behavior at home, on the street, in public places, including in extreme situations" [7].

High results in the formation of functional literacy can be achieved through the use of various modern educational pedagogical technologies and methods of working with children.

In the life of preschool children, play is a leading activity that is used by adults for the education of preschoolers and the development of various activities with objects, methods and means of communication. In the game, the child develops as a person, he forms those aspects of the psyche on which the success of his academic and work activities, as well as relationships with others, will later depend.

In the direct process of communicating with nature in a playful way, preschoolers develop emotional

responsiveness, develop skills and desires to actively protect nature; participate in creating the necessary conditions for the normal functioning of living beings within the reach of children; understand the importance of nature protection, consciously comply with the norms of behavior in nature.

In this regard, we see the pedagogical potential of didactic play as a means of forming functional literacy in the field of radioecological safety of preschoolers in providing opportunities for mastering radioecological concepts, arousing interest and developing a conscious attitude to nature, forming motives for radioecological activities and practical skills that determine the formation of radioecological upbringing among preschoolers; involving children in the process of cognition, providing potential opportunities for opportunities for self-reliance, initiative, and responsibility in making radioecologically correct decisions.

Literature

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