

## PEDAGOGICKÉ VĚDY

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### **PRESCHOOLERS' CAREER GUIDANCE BY MEANS OF DIDACTIC GAMES**

The article highlights the features of career guidance work with preschool children. It is established that various tools and methods of work are used in the process of preschool children's career guidance. The effectiveness of the use of didactic games in the process of forming children's knowledge about the adults' professional activities is proved. The main types of didactic games that contribute to the enrichment of children's knowledge about professions are games with objects, board-printed games, and verbal games. Samples are provided, and the features of their use in preschool educational institutions are described. It is established that depending on the information, children have, didactic games perform different functions, such as acquaintance, consolidation, testing of children's knowledge about professions.

Based on the analysis of the methodological support in a preschool educational institution on the problem of career guidance of preschool children, it was found that modern preschool education orients kindergarten teachers to form children's general knowledge about the most common professions, ignoring those that have emerged in recent years. The content of didactic games is offered, which is aimed at acquainting preschool children with the professions that emerge in modern society. Didactic games are divided depending on the type of human activity, and samples are developed for each type: a person – holiday, a person – computer, a person – the sphere of services, a person – image; requirements and recommendations are provided to educators regarding their implementation in the process of preschoolers' career guidance.

**Keywords:** *didactic games, career guidance, acquaintance of children with professions, preschoolers.*

**Introduction.** Modern society has been characterized by the extremely rapid development of technology and the introduction of IT innovations. First of all, the gradual replacement of natural human functions by means of technology, development of websites, and improvement of operating systems, diversification of gadgets and mobile applications is becoming widespread. The computerization of society has led

to the development of new professions and the extinction of the old ones. Researchers claim that in recent years, professions such as a security guard, a librarian, a postman, a waiter, a parking attendant, a courier, a banker and others, whose work can be automated by machines, may disappear. These constant processes necessitate the creation of a new generation of workers who will be able to compete in a modernized labor market.

Labor is one of the essential conditions through which an individual becomes a person. Involving children in learning about the professional world of adults begins in early childhood. Preschool age is sensitive to the formation of a conscientious attitude to work, to show interest in the professions of family and friends, the development of fundamental personality traits, in particular, diligence. Since play activities are leading in preschool age, children might faster and easier absorb information during the game. Didactic games are a universal means of acquainting children with professions, consolidating, and monitoring the acquired knowledge.

**Theoretical analysis of the problem field.** The question of career guidance work necessity in preschool institutions is new in pedagogy. M. Antonov, O. Hnizdilova, I. Hrishniaieva, I. Iershov, N. Zakharov, Yu. Lukashova, O. Chihirina addressed this question in their publications. The problem of acquainting children with the adults' labor was reflected in the works by L. Artemova, H. Belenka, Z. Borisova, T. Vvedenska, N. Kudykina, T. Makieieva, V. Lohinova, I. Shkolna, and others. From the ideological standpoint of the Soviet era, the problem of acquainting preschool children with professions was considered by A. Bulak, D. Sergeieva (education of respect for adult's professions), V. Glotova, V. Safonova (acquaintance with farmers' labour), G. Makieieva, H. Marochko, Ie. Nikitina (acquaintance with agricultural work), L. Pisotska (formation of knowledge about working professions). In the process of career guidance work with preschoolers, it is advisable to use different tools. In particular, the use of cartoons in the process of forming and enriching children's knowledge of the profession was discussed in our previous paper. V. Avanesovf, R. Zhukovska, O. Sorokina. They substantiated the role of game activity. L. Artemova, A. Burova, T. Markova, O. Yankivska analyzed the peculiarities of the use of didactic game and investigated the issues of using didactic games.

Despite the significant number of scientific works, which investigate the issues of forming children's knowledge about professions, the one of acquainting preschoolers with modern professions remains insufficiently revealed.

**The paper aim.** The article aims to reveal the importance of didactic games in the process of career guidance of preschoolers, development of the content of didactic games to acquaint children with modern professions, and methodological recommendations for their use.

**The presentation of research results.** Preschoolers are avid researchers of the world around them; they form ideas about others and the phenomena of social life. Preschoolers develop their first interests and abilities for a certain type of activity. They regularly strive for active involvement in the labor process and admire the work of people of different professions.

Children receive knowledge about the professional activities of adults from parents, close relatives, the media, gadgets, and, of course, kindergarten teachers. Conditions for the child to gain a wide experience of actions in the various worlds of professions, interest in labor activity, and respect for the work of other people are created in preschool educational institutions. Educators use a variety of tools and methods to acquaint children with professions, among which one of the most effective is a didactic game. With its help, the child receives the necessary baggage of knowledge about professions, tools, labor actions, and the importance of the professional activity.

Didactic games are created by teachers for educational purposes, and the game itself is based on the connection between the game and the didactic task. By playing didactic games, children not only gain knowledge but also develop cognitive abilities, learn rational means, and ways of mental activity.

Didactic game is an important and complex component in acquainting children with the adults' professional activities. It ensures the each participant's activities, systematizes the children's knowledge, helps to maintain the preschoolers' interest in the chosen topic, and creates a positive mood.

In the process of children's career guidance, different types of didactic games are used:

- games with objects ("At the doctor's", "Fire station" and others). This type of games allows children to try themselves in the role of representatives of various professions with the help of objects (toys, models of tools) (we are curing Masha's doll's throat; we are saving a bear that got into a fire);

- board games ("What is in the shop?" "What does a doctor need?", "Heroic professions" and others) help in an interesting way for children to explain new or consolidate previously learned information using different pictures, chips. During these games, preschoolers perform such tasks as: selection by similarity, common feature, pairs, making a whole out of parts, etc.

- word games ("About the place of work and profession", "Guess by description" and others) are one of the most difficult because children have to use only their knowledge and experience. In the course of the game they independently solve various mental tasks; describe objects, highlighting their characteristic features; guess by description; find similarities and differences; group objects by different features.

Depending on the preschoolers' experience, didactic games have different functions – acquaintance, consolidation, and testing of children's knowledge about professions. Introductory didactic games "Gardeners", "On the farm", "Firefighters and their things", "Builders and their things", "Pharmacy", "What do you need to work as a baker?" and others, aimed at acquainting children with different professions, tools, place, and importance of their work. Didactic games aimed at consolidating children's knowledge about the adults' professional activities ("Who works in the hospital?", "Who works in the shop?", "At the airport" and others) summarize and systematize children's knowledge about certain professions. Didactic games for diagnosing existing knowledge ("Professions and their things", "Who needs what to work?", "Who

manages what?”, “Who does what?”, “Who works where?”) are aimed at testing children’s knowledge about the learned professions.

Analyzing the programs in preschool educational institutions containing information about the preschoolers’ career guidance, we concluded that kindergarten teachers are oriented to the formation of children’s general knowledge about the most common professions. Most of them recommend introducing children to professions that have existed for decades, and new professions are given almost no attention. These didactic games are practically not reflected in the content of programs; they are generalized and aimed at clarifying the children’ knowledge (“Who needs what to do?”, “What do you need to work as builder?”, “What do you need to work as a seller?”, “Professions” (Bielienka, 2020).

Therefore, there is a need to create content for didactic games to acquaint preschool children with professions that are emerging in modern society. We have selected professions that have emerged in recent years that children may encounter in real life. The division of didactic games was carried out depending on the type of human activity.

- “A person—a holiday”. What unites these professions is that their professional activities are associated with special events (birthdays, weddings, anniversaries, etc.). The importance of acquainting children with them is since, despite the computerization of society, creative professions remain popular and in demand. We have created such didactic games as “An animator”, “An aero designer”, “ An event-manager”, “ A videographer and a photographer”, “ A florist”. Their purpose is to acquaint children with the professions connected with holidays, to give information about their importance, consolidate knowledge about working people’s activities and the necessary tools to perform the work.

- “A person—a computer”. Professions related to computers, the Internet, and their maintenance have become extremely widespread in Ukraine and the world in general. The development of technology obliges all people, one way or another, to use a computer in their professional activities, and the circle of IT specialists is growing every year. That is why there is a need to acquaint children with the representatives of these professions. In this context, we offer the following didactic games: “Programmer’s Things”, “A web designer”. These games are aimed at expanding children’s knowledge of the professions of programmer and web designer, familiarization with their working tools; development of attention, logical thinking, speech, fine motor skills of hands; formation of love for work, ability to use computer technologies.

- “A person—services”. Even though the service sector emerged long ago, it continues to be a key sector of the country’s economy. The service sector includes trade and transport, finance and insurance, utilities, educational and medical institutions, show business, etc. Due to the rapid pace of development of society, every year, there are a number of professions related to the provision of services to people. To acquaint children with representatives of professions in the service sector, we have developed the following didactic games: “A courier”, “A confectioner”, “Who works in a bank?”,

“A pizza maker”, “A barista”. They aim to acquaint children with representatives of these professions, materials, tools, and techniques they use in the process of work, to develop speech, logical thinking; show attention, and cultivate respect for work, desire to help.

- “A person–an image”. Since people always wanted to look good, there were tailors, hairdressers, cobblers. At the present stage of the fashion industry development, there is a large number of professions associated with the people’s and their pets’ images creation. These professions require specialists to have a good sense of taste, creativity, sociability, and knowledge of fashion trends. We advise acquainting children with this sector of professions by means of the following didactic games: “A make-up artist”, “An eyebrow maker”, “An image-maker”, “A shopper”, “A stylist”. These games introduce children to new professions related to style and the fashion industry; develop their creativity, aesthetic taste; expand knowledge about the relationship between professions; emerge children’s desire to show creative abilities in the process of playing games.

- “A person–nature”. The professions of caring for plants and animals originated a long time ago and remain important to this day. Their number is constantly growing every year. This might be due to the development of science and technology. Representatives of modern professions in the field of “a person–nature” must show love and patience, a desire to protect wildlife, to be aware of its peculiarities, to be able to care for nature. We have created the following didactic games: “A groomer”, “A city farmer”, “A cynologist”, “A hippologist”. The purpose of which is to form children’s ideas about professions related to the natural world, consolidate knowledge about the peculiarities of care for animals and plants, tools used in the process of labor; cultivate a careful attitude to the objects of nature, the desire to help them.

To generalize the received information, we offer a game with generalized content “Modern professions”. With its help, the kindergarten teacher has the opportunity to deepen the preschoolers’ knowledge about modern professions, their features, and social significance; to develop imagination, thinking, dialogic speech; to cultivate an interest in the modern world of professions, respect for work.

To use didactic games in order to acquaint children with the new profession, the kindergarten teacher must adhere to the following principles of activity:

- system (an acquaintance of preschoolers with professional activities should be consistent from the familiar professions to the new ones. Therefore, we recommend using didactic games which acquaint children with the professions that have recently emerged in the senior group);

- realism (images used in the game should be close to real samples, and the content of game actions should coincide with the content and meaning of behavior in life situations);

- duration (didactic game should last 10-20 minutes, tasks should be bright and interesting to keep the interest of children);

- children’s interest (inclusion of children in the game should be voluntary: not imposing the game, but involving children in it);

- task clarity (the educator must make sure that each participant understands the meaning and content of the game, its rules, the idea of each role);
- humanism (during the game, you need to adhere to morals and universal values; the game should not humiliate children, in particular in case of failure to comply with the rules of the game).

**Research findings and prospects for further research.** During the analysis of didactic games on acquainting children with professions, we came to the conclusion that modern preschool educational institutions traditionally acquaint children with the main professions, ignoring new ones due to the lack of methodological base. In this regard, we have developed the content of didactic games, which are aimed at acquainting children with the professions that emerge in modern society. During the selection, we were guided by their novelty, brightness of the professions, and demand in the modern labor market. The division of didactic games was carried out depending on the type of human activity. During the games, children have the opportunity to get acquainted with representatives of various professional fields (“a person–a holiday”, “a person–a computer”, “a person–services”, “a person–an image”). In order to improve the efficiency of the process of acquainting children with new professions, we provided recommendations to educators on the use of didactic games in the educational process.

Further development is needed to determine the educational potential of modern children’s literature on the research problem.

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