

ПЕДАГОГІЧНИЙ АЛЬМАНАХ «АКТУАЛЬНІ ПРОБЛЕМИ ДОШКІЛЬНОЇ ОСВІТИ: ТЕОРІЯ ТА ПРАКТИКА»

Збірник матеріалів

**V Всеукраїнської конференції
здобувачів вищої освіти і молодих учених**

(6 листопада 2025 року)



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Державний заклад
«ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ
ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ імені К. Д. УШИНСЬКОГО»

ФАКУЛЬТЕТ ДОШКІЛЬНОЇ ПЕДАГОГІКИ ТА ПСИХОЛОГІЇ
КАФЕДРА СІМЕЙНОЇ ТА СПЕЦІАЛЬНОЇ
ПЕДАГОГІКИ І ПСИХОЛОГІЇ

Збірник матеріалів
V Всеукраїнської конференції
здобувачів вищої освіти і молодих учених

АКТУАЛЬНІ ПРОБЛЕМИ
ДОШКІЛЬНОЇ ОСВІТИ:
ТЕОРІЯ ТА ПРАКТИКА

Випуск 5
6 листопада 2025 року

Одеса
Видавництво ТОВ «Лерадрук»
2025 рік

Рекомендовано до друку Вченою радою університету Державного закладу «Південноукраїнський національний педагогічний університет імені К.Д. Ушинського» (протокол №5 від 30.10.2025).

Рецензенти:

Листопад О. А. – доктор педагогічних наук, професор, завідувач кафедри дошкільної педагогіки, ДЗ «Південноукраїнський національний педагогічний університет імені К.Д. Ушинського»;

Бабчук О. Г. – кандидат психологічних наук, доцент, завідувач кафедри психології та педагогіки, Одеський державний університет внутрішніх справ.

Педагогічний альманах «Актуальні проблеми дошкільної освіти: теорія та практика»: збірник матеріалів V Всеукраїнської конференції здобувачів вищої освіти і молодих учених (6 листопада 2025 року). Одеса: Видавництво ТОВ «Лерадрук», 2025. Вип. V. 272 с.

ISBN: 978-617-7768-55-4

Організаційний комітет:

Богуш А. М. – дійсний член НАПН України, доктор педагогічних наук, професор (голова);

Сторож В. В. – кандидат педагогічних наук, доцент, завідувач кафедри сімейної та спеціальної педагогіки і психології (заступник голови);

Кавиліна Г. К. – кандидат педагогічних наук, доцент, доцент кафедри сімейної та спеціальної педагогіки і психології (відповідальний секретар);

Булгакова О. Ю. – доктор психологічних наук, доцент, декан факультету дошкільної педагогіки та психології;

Тубичко Ю. О. – старший викладач кафедри сімейної та спеціальної педагогіки і психології.

Матеріали збірника відображають наукові дослідження і їх результати, здобуті в процесі науково-дослідної роботи студентів та молодих науковців, які навчаються у закладах вищої освіти України.

Відповідальність за зміст, точність цитат, прізвищ і представлених даних несе автор.

льного віку.....	74
<i>Скороход О. О.</i> Спільна діяльність дорослих і дітей як чинник формування позитивних взаємин у сім'ї....	80
<i>Хлань А. С.</i> Методика роботи з картинками з дітьми раннього віку.....	86
<i>Бабчук М. І., Христова Н. С.</i> Формування вольової регуляції в умовах індивідуальної спортивної діяльності....	91
<i>Шкурка О. В.</i> Методика організації фізкультурно-оздоровчої роботи в сучасному ЗДО.....	97
<i>Krymova N. O., Azarkina O. V.</i> The role of isotherapy in the formation of the emotional-volume sphere of elderly preschoolers.....	108
<i>Cojocari L.</i> Fundamente organizațional-pedagogice ale formării competenței profesionale a cadrelor didactice în educația pentru sănătate.....	115
<i>Ohrimenco (Boțan) A.</i> Percepții parentale privind utilizarea tehnologiei în copilăria timpurie: perspective educaționale pentru o mediere digitală conștientă.....	127

Розділ III. Особливості інклюзивних підходів

<i>Ковиліна В. Г., Кожемякіна В. В.</i> Ігрові методи у психологічній корекції комунікативних труднощів дітей старшого дошкільного віку із ЗПР.....	147
<i>Коргун Л. М.</i> Дослідження інклюзивної компетентності майбутніх вихователів.....	153
<i>Літовченко О. В., Лисименко А. Б.</i> Особливості розвитку довільної уваги у дітей із порушеннями мовлення.....	160
<i>Літовченко О. В., Роговець А. С.</i> Використання методів казкотерапії для розвитку мовлення у дітей дошкільного віку.....	168
<i>Парубська О. В.</i> Розвиток мовлення у дітей старшого дошкільного віку (на прикладі дітей з вадами слуху).....	176
<i>Krymova N. O., Zorochkina T. S.</i> The role of art-therapy in the formation of an inclusive educational environment in preschool institutions.....	183
<i>Tubychko Y. O.</i> Peculiarities of communicative speech	

THE ROLE OF ART-THERAPY IN THE FORMATION OF AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN PRESCHOOL INSTITUTIONS

**PhD in Psychology, Associate Professor N. O. Krymova
Master's Student T. S. Zorochkina**

Inclusive education of children with disabilities in preschool institutions is today one of the priority areas of development of the national education system. The preschool period is recognized as key for the formation of basic social, communicative and emotional skills that determine the success of the child's further adaptation in the school environment and society as a whole. At the same time, the specific needs of children with special educational needs (SEN) require an integrated approach that combines pedagogical, psychological and correctional methods. One of the most effective means of supporting the development of such children is art therapy – a technology that uses creativity as a tool for emotional expression, self-regulation and socialization. In the conditions of an inclusive preschool, art therapy helps to relieve internal tension, improve communication skills, develop creative potential, and also contributes to the formation of positive self-esteem.

Despite the positive global trends in the use of art-therapy in inclusive education, this direction in the modern realities of the country is at the initial stages of development and requires scientific substantiation, methodological support and implementation in practice. Given the importance of early support for children with SEN and the lack of research in this area, the study and implementation of art therapy methods in the work of preschool educational institutions is relevant and has significant social significance.

According to the results of domestic research, the main difficulties in implementing inclusion in preschool educational institutions are associated with the low level of staffing (in par-

ticular, the lack of defectologists and teacher assistants), a limited number of adapted didactic materials, as well as the lack of architectural accessibility in most preschool institutions [2; 3]. In addition, the lack of uniform standards and algorithms for cooperation with medical institutions creates additional difficulties in providing comprehensive support to children with multiple developmental disabilities.

Special attention is paid in the research to the role of inclusion in preschool age in the formation of a tolerant attitude towards children with special needs among peers. At the same time, there is often a contradictory attitude towards the inclusive approach among pedagogical workers: although a positive attitude prevails, in practice teachers are not always confident in their own professional readiness due to a lack of practical experience and methodological support [2].

Due to the heterogeneity of the composition of inclusive groups in preschool educational institutions, the content of the educational process should be as flexible and variable as possible, adapted to the individual needs and capabilities of each child with special educational needs. This requires not only differentiation of program material, but also the development of specialized educational standards for individual categories of children, which will ensure their full access to preschool education. It is also important to overcome barriers associated with the complexity of mental development or the child's inability to absorb the typical amount of knowledge, as well as to take into account the needs of children who have reached a level of development close to the normotypical, but still require an individualized approach.

In the context of inclusion, the introduction of art therapy as one of the effective tools of pedagogical and psychological support is becoming increasingly relevant. Art therapy tools – drawing, modeling, music, sand therapy, fairy tales, movements and dramatization – allow not only to gently influence the emotional state of the child, but also contribute to the de-

velopment of communication, reducing anxiety, the formation of social skills and positive self-esteem. Art-therapy techniques are especially effective in working with children who have speech difficulties, autism spectrum disorders or emotional-volitional difficulties, as they provide non-verbal channels for expressing feelings and thoughts. In view of this, we offer a set of practical recommendations for preschool educational institutions:

1. Systematic professional development of teachers and assistants. It is necessary to introduce short-term certificate programs with a practical focus, which cover not only sensory integration methods, speech therapy games and behavioral management strategies for children with autism, but also basic skills of art-therapy activities. Educators should be able to use creative techniques as a means of supporting a child in a group. Such training should be based on modern educational and methodological materials developed by Ukrainian specialists.

2. Integration of parents into the educational process. Practice shows that the effectiveness of inclusion largely depends on the participation of the family. Regular consultations, trainings and parent clubs should also include familiarization with the possibilities of home art therapy, which will allow parents to support the emotional state of the child outside the institution and form a single correctional and educational space [2].

3. Adaptation of the educational environment through game and sensory materials. The institution should be provided not only with adapted didactic materials (sensory panels, cards with pictograms), but also with creative materials for art therapy work: paints, plasticine, natural materials, sand tables. Such an environment promotes the child's active self-expression, the development of fine motor skills and the reduction of psycho-emotional tension.

4. Implementation of early intervention programs. At the level of a preschool educational institution, it is important to integrate the educational component with correctional and developmental work, including art therapy classes. Early care, in

particular through fairy tale therapy, isotherapy or sand therapy, has a significant positive impact on the emotional development of children with complex disorders and their readiness for school inclusion [1].

5. Formation of multidisciplinary support teams. In the psychological and pedagogical support team, it is advisable to include a specialist knowledgeable in art therapy methods (for example, a practical psychologist or social educator with appropriate training). The team's work should be based on an individual educational route, which involves the use of creative approaches to each child [3].

6. The use of art therapy to support the emotional and psychosocial development of children with SEN. Art-therapy in preschool institutions can play a key role in reducing the level of anxiety, aggressiveness, hyperactivity, as well as in the development of emotional sensitivity, the ability to empathize, self-regulation and self-awareness. For children with special educational needs, artistic activity becomes not only a way of creative self-expression, but also an alternative means of communication – especially in cases where verbal skills are impaired or insufficiently formed. Practice shows that such methods as: isotherapy (drawing, application, modeling); music therapy (listening to music, singing, rhythmic exercises); sand therapy; fairy tale therapy; drama therapy (role-playing, staging, puppet theater) have a significant therapeutic effect. They help the child feel safe, learn to recognize and express emotions, reduce internal tension and contribute to the formation of a positive self-image. Of particular importance is group art therapy, which is implemented in the format of joint activities of children with different types of development. This approach promotes social integration, the development of empathy, acceptance of diversity and skills of cooperation in the team.

6.1. Taking into account the art therapy approach in individual educational routes. The individual educational route of a child with SEN in a preschool educational institution should

include not only pedagogical, but also psycho-emotional goals. In this context, it is advisable to provide for the systematic use of art therapy classes in a weekly schedule. This may be, for example: a weekly class with elements of isotherapy or fairy tale therapy accompanied by a psychologist; integrated creative tasks during educational classes (for example, drawing emotions, creating stories based on one's own experience); free creative activity in sensory zones as a means of relaxation after active activity.

6.2. Training teachers to use art-therapy. To implement the art therapy approach in an inclusive preschool, methodological support and professional training of teachers are necessary. Educators and assistants should have basic art therapy techniques, be able to select exercises according to the age, type of disorder and emotional state of the child. The following is recommended: development of methodological recommendations on art therapy for a preschool educational institution; conducting master classes, supervisions and trainings with specialists in the field of children's art therapy, etc.

6.3. Monitoring the effectiveness of art therapy support. Assessment of the impact of art therapy on the development of children with SEN should be carried out regularly, using both qualitative and quantitative methods. It is advisable to conduct individual observations, fill out cards on the dynamics of the child's emotional state, and also conduct questionnaires with parents and teachers regarding changes in the child's behavior, well-being and social activity.

6.4. Creating an inclusive, emotionally safe environment. Art therapy helps create a psychologically safe space where every child, regardless of their developmental needs, can be accepted, heard, and supported. The introduction of art therapy approaches into the daily life of a preschool educational institution allows not only to develop the child, but also to form an inclusive culture among all participants in the educational process: children, teachers, and parents. The integration of art

therapy methods into the inclusive educational environment of a preschool educational institution is an effective way to develop the emotional, social, and cognitive potential of children with SEN. It also contributes to the humanization of pedagogical interaction, the establishment of partnerships with families, and the improvement of the quality of inclusive education in general.

Analysis of modern domestic research confirms the importance of preschool age for the development of children with SEN and the formation of an inclusive environment. Art-therapy is an effective means of emotional, communicative and social support for such children in special educational institutions. At the same time, in practice, inclusion is hampered by a shortage of personnel, a weak material and technical base and limited empirical research. Further implementation of art therapy techniques and systematic scientific support of their effectiveness is necessary.

Thus, to increase the effectiveness of inclusive education in preschool, it is advisable to: integrate art-therapy approaches into the daily practice of the preschool educational institution; strengthen the human resources potential of institutions through the training of specialists, in particular educators with basic art-therapy skills; provide methodological support and an educational and material base for the implementation of art therapy programs; increase the participation of parents in the development of individual educational routes using art-therapy. All this will contribute to the formation of not only an inclusive, but also an emotionally supportive educational space that meets the needs of each child.

REFERENCES

1. Вознесенська О. Л. Арт-терапія як засіб психосоціального відновлення особистості. *Актуальні проблеми соціології, психології, педагогіки*. 2015. № 3 (29). С. 40-47.

2. Колупаєва А. А., Таранченко О. М. Інклюзивна освіта: покроково для педагогів: навчально-методичний

посібник (серія «Інклюзивна освіта»). Київ, 2023. 232 с.

3. Миронова С. П., Платаш Л. Б. Соціальна та освітня інклюзія: історія, сучасність та перспективи розвитку (колективна монографія). Чернівці: Технодрук, 2021. 352 с.

4. UNICEF Innocenti. (2025). A systematic review on children with disabilities: Arts- and culture-based programmes to promote social inclusion (Innocenti Report). UNICEF. <https://www.unicef.org/innocenti/reports>.

PECULIARITIES OF COMMUNICATIVE SPEECH DEVELOPMENT OF ELDER PRESCHOOL CHILDREN WITH MODERATE MENTAL DELAY

Senior teacher Y. O. Tubycho

Language and speech play a key role in the mental development of a child. The involvement of a child in the world of language provides him with the opportunity to actively engage in cognitive activity and communication, which ultimately affects the formation of the child's basic mental processes. Therefore, violations of language perception and its production (speech) negatively affect the development of cognitive activity, communication and social adaptation of the child.

In special pedagogy, there are separate theoretical and experimental works devoted to the comprehensive study of communicative and speech activity of children with moderate mental retardation, as well as recommendations for the correction of violations of their speech development. However, there are no studies that address the issues of communicative and speech development of such children, which are implemented during interaction with whole statements, mastering the skills of organizing dialogical interaction and coordinating speech behavior at the discursive level, which determined the direction of further research [5].

Збірник матеріалів
V Всеукраїнської конференції
здобувачів вищої освіти і молодих учених

АКТУАЛЬНІ ПРОБЛЕМИ
ДОШКІЛЬНОЇ ОСВІТИ:
ТЕОРІЯ ТА ПРАКТИКА

Випуск 5

6 листопада 2025 року

Виготовлено з готового оригінал-макету
Технічне редагування матеріалів збірника – О.І. Кисельова.

Підписано до друку 03.11.2025 р. Папір офсетний. Формат 60×90/16.
Гарнітура «Times New Roman». Ум.-друк. арк. 16,3.
Тираж 300 прим. Зам. № 37.

Видавництво ТОВ «Лерадрук»
Свідоцтво ДК № 2645 від 11.10.2006 р.
м. Роздільна, вул. Європейська, 44.
E-mail: leradruk@gmail.com