

it away? I should have left! " 6.25% are situations that defy interpretation due to the peculiarities of the thinking of this category of children.

Students with intellectual disabilities complicated by epilepsy understood the depicted frustrating situations worse and could not give a definite answer. The implementation of the Rosenzweig technique was accompanied by explosiveness, irritability, and aggressiveness. For example, subject Milana S. in a situation where her mother says: "Your bed is wet again. You are behaving worse than your little brother ", replies: " I will break this bed! ". Subject Ilya K. in a situation where his mother says: "I gave the last piece to your brother", answers: "You cannot give this to your brother!".

Conclusion. Thus, one of the most vulnerable groups in terms of victimization are children and adolescents with intellectual disabilities. Typical features of victimization of the personality of this category of persons include the deformation and disharmony of relations in society, a decrease in the stability of the psyche, inadequacy of self-awareness and perception of reality, the consolidation of negative attitudes, infantilism, and a low level of stress resistance.

Devictimization aims at restoring the boundaries of the personality: mastering the skills to differentiate oneself and another person (to distinguish between thoughts, feelings, desires of oneself and others), choose adequate ways of self-expression, make independent choices, determine the limits of personal responsibility, accept oneself and cooperate.

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FORMATION OF PERSONAL, META-SUBJECT AND SUBJECT COMPETENCIES IN SENIOR PRESCHOOL AGE PERSONALITY BY MEANS OF MOVING PLAY

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Keywords: interpersonal relationships; personal, metasubject and subject competences; integration of educational areas; outdoor game; senior preschool age.

The actual problem of modern preschool education is still the child's interpersonal relations with the people around him, the formation of the ability and readiness to successfully socialize in a changing society, adapt to various social

situations, foresee the consequences of his behavior, etc. In this regard, the mastery by a preschool child of a number of personal, metasubject and subject competencies that contribute to the formation of a value attitude towards a person, ideas about the norms and rules of life in society; the development of self-regulation, the ability to quickly and flexibly adapt to changing circumstances and the external environment, to analyze information and apply acquired knowledge from various fields in solving problems in real life situations, etc., is of priority importance.

The aim of the study is to develop and experimentally test didactic materials (outdoor games) that contribute to the formation of personal, metasubject and subject competencies in older preschool children by integrating the content of the educational areas "Physical culture", "Child and nature", "Child and society".

Material and methods. A special potential for the formation of personal, metasubject and subject competencies is possessed by outdoor play, the task of which is not only in the physical development of the child, but also in the formation of his personality: the development of social interaction skills (the ability to apply ethically valuable behavioral patterns, conduct a dialogue, build relationships taking into account interests and needs of other people, resolve conflict situations through a peace agreement, compromise, etc.); development of emotional responsiveness (sympathy, empathy, etc.); education of moral qualities (decisiveness, responsibility, tolerance, honesty, etc.) [1; 2; 3].

Outdoor games are developed on the basis of the principle of integrating the content of the educational areas "Physical culture" (dominant area), "Child and nature", "Child and society". The content of games is aimed at solving the problems of these areas for senior preschool pupils, which ensures the achievement of subject, meta-subject and personal results [4].

So, in the formation of subject competencies, the following results are most often achieved:

child:

- performs different types of basic movements;
- brings the started motor activity to completion, seeks not to resort to the help of adults;
- fulfills the basic rules of health-preserving, safe behavior;
- correlates plants and animals with their habitat, etc.

When forming metasubject competencies:

child:

- finds a creative solution to practical problems;
- sets the goal of the activity and predicts its result;
- unites his efforts with peers to achieve the goal while completing a common task;
- in the process of interaction, supports partners in the game;
- correlates his desires, aspirations with the interests of other people;
- conducts a simple dialogue with adults and peers, etc.

When developing personal competencies:

child:

– shows volitional efforts, follows social norms of behavior and rules in various activities, in relationships with adults and peers, observes the rules of safe behavior;

– independently organizes collective games, distinguishes between conventional and real situations, negotiates, plans and discusses the actions of the players, follows the rules, predicts the development of events.

The integration of these educational areas is achieved through the use of objects of the natural and social world in the plots of outdoor games, as well as through the very organization of outdoor games, which presupposes: interaction of peers with each other and with an adult; the need to comply with social norms of behavior and rules of the game, safe behavior in the process of motor activity; the ability to independently organize the game, negotiate, plan and discuss game actions with other participants, calmly react in conflict situations, manage emotions and control impulsive behavior; assessment by a pedagogical worker of the results of fulfilling the rules of outdoor games, as a result of which primary ideas about themselves and their own capabilities are formed in children.

The implementation of the principle of integration allows pupils to form a holistic picture of the world, to strengthen the activity basis for assimilating the content of education, to stimulate the development of the cognitive sphere (cognitive activity, needs, interests), and preschool education specialists, in turn, to effectively organize pedagogical activities and improve the quality of preschool education.

Findings and their discussion. The approbation of didactic materials (outdoor games) will be carried out from November 2021 to March 2022 in unregulated activities in accordance with the daily routine of the pupils of the senior group – implementation stage. The reflexive–analytical stage (April – May 2022) involves repeated pedagogical diagnostics, analysis, interpretation and generalization of the results of experimental work.

Conclusion. The introduction of the developed didactic materials (outdoor games) will ensure not only the strengthening of the pupils' health, the enrichment and accumulation of their motor experience, the formation of the foundations of a healthy lifestyle, the upbringing of the physical culture of the individual, but also will allow the formation of meta–subject and personal competences of older preschool children.

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