

PEDAGOGICAL CONDITIONS OF USE OF GAMES-DRAMATIZATION IN THE DEVELOPMENT OF CREATIVE ABILITIES OF CHILDREN

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Summary of final qualifying work

Subject matter of the dissertation – pedagogical conditions of use of games-dramatization in the development of creative abilities of children.

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Thematic justification:

On pages of methodical literature experiment of practical workers on the organization of theatrical and game activity of preschool children is widely lit. From all known types of the dramatized games the preference is given to games-dramatizations. Problem of development of game activity of preschool children one of actual problems of modern pedagogical science, theory and practice of preschool education.

Thematic justification of final qualifying work is caused by the importance of development of pedagogical conditions of use of games-dramatizations aimed at the creative development of the identity of children of the advanced preschool age.

Research objectives:

1. To study history of emergence of games-dramatizations in practice of preschool education;
2. To consider the psychology and pedagogical characteristic of games-dramatizations;
3. To define features of a technique of the organization and carrying out games-dramatizations with children of the advanced preschool age in the conditions of preschool educational institution;

4. To define and check in practical work a possibility of enrichment of game-dramatization in preschool educational institution in development of creative abilities of children of the advanced preschool age.

Theoretical significance of the research consists in justification of didactic and methodical conditions of the organization and the management of games-dramatizations for development of creative abilities of children of the advanced preschool age.

Results of research can form a teoretiko-methodical basis for further development of ways and techniques on the management of game-dramatization and performances of fairy tales as means of education, development and education in preschool educational institution.

Practical significance of the research consists in author's «development of didactic providing for the organization of work on development of creative abilities of children of the advanced preschool age by means of the theatrical etude». Materials and results of the study can be used in the education of pre-school profile specialists; at the preschool education department at refresher courses of educators.

Proceeding from relevance, a problem of research, its insufficient readiness, the theoretical and practical importance, the research subject was defined, its purpose, tasks are formulated, the object and an object of research are proved.

Results of the research: theoretical - methodological analysis of pedagogical features of development of creative abilities of the senior preschool children in the course of game-dramatization was carried during the research. The conducted research revealed that the sufficient readiness and application of a scientific methodological support in the course of game-dramatization substantially influences the level of formation of creative abilities of children of the advanced preschool age, thereby confirms the made hypothesis.

The research revealed that the developed of sufficient organizational and pedagogical and application of scientific and methodological support in the plot-role-playing game largely affects the level of development of the creative potential

of the senior preschool children through ideas about the transformation of human activity and human relations, and thus confirms the hypothesis.

Recommendations:

1. To create conditions for perception of all work in general:
 - Viewing or hearing of the fairy tale, ballet or performance performed by adults alive, with use of television or listening of compact disks.
 - Reading the literary work, conversation according to contents.
2. To promote improvement of work on a performance:
 - The characteristic of heroes, selection of the art fragments characterizing this character.
 - Discussion of appearance and clothes of each character, discussion of features of character of each character.
 - Acquaintance to music to a performance and learning of separate music turns.
 - Learning of fragments of the text of the fairy tale with children.
 - Playing of separate scenes, learning of separate dialogues (use for this conical theater, theater of Parsley, etc.). The offer to the wishing children to try this or that role.
 - Cast.
 - Rehearsals in the form of etudes, dialogues by small subgroups and individually. Work on expressiveness of the speech, movements, mimicry and gestures.
 - Connection of all parts of a performance in a whole.
 - Dramatization repetition (for participation of all children).
 - Production of posters, tickets for a performance, creation of sketches of suits and scenery.
3. To promote improvement of the organization of a performance before the audience.