программе детям дошкольного возраста доступны следующие представления о неживой природе: о свойствах воды, воздуха, снега, песка, почвы, камней в зависимости от состояния температуры, влажности воздуха, сезона года, воздействия солнца [6]. Так, например, в процессе реализации темы «Вода» формируются представления о сенсорных эталонах. Вода — это жидкое вещество, она льется, течёт. Вода не имеет цвета, запаха и вкуса, поэтому она принимает форму сосуда, в который налита; становится цветной, если добавить краску; может обрести разный вкус и запах, если добавить соль, сахар, лимон и др. Вода может быть чистой и грязной: чистая — прозрачная, грязная — мутная. Вода может быть разной температуры: холодной, комнатной, горячей, кипятком. Вода может менять свое состояние: на морозе она превращается в лёд, при нагревании — в пар. Лед твердый, хрупкий, прозрачный, холодный, от тепла тает и становится водой. Сильный пар можно заметить — он бывает, когда вода кипит. Пар легкий, беловатый, клубами поднимается вверх, при охлаждении становится каплями воды. Белые облака — это большое скопление пара. При резком сильном охлаждении пар превращается в снег, иней. Снег падает снежинками, он белый, мягкий, холодный, тает от тепла [5]. Также предусматривается реализация тем «Воздух», «Почва и камни».

Заключение. Как показывается анализ литературы, представления о неживой природе могут выступать средством формирования сенсорных эталонов в процессе чувственного познания, что в целом способствует развитию ощущений и восприятий, т. е. сенсорному развитию дошкольников.

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ACTIVIZATION OF MATHEMATICAL AND SPEECH ACTIONS OF SENIOR PRESCHOOLERS IN THE PROCESS OF ORGANIZATION THE SEPARATE COGNITIVE ACTIVITY

Introduction. Among the features of educational system in modern information society should be a much accessed education, provided by the extensive use of new educational technologies. The processes of modernization and globalization of higher education leads to the formation of appropriate conditions for high-quality training of specialists. The educational system is increasingly uses information technology in the context of innovative forms of learning. Ukraine as European country is on the verge of complete information support for society, and that is evidenced by a law of Ukraine "On the Concept of National Programme of Information Support" [1, p. 17], which states: "Information processes of education will be directed towards the formation and development of the intellectual potential".

In September 2012, the Government considered and approved the National Strategy for the development of Education in Ukraine for the period of 2012—2021, which states: "The efforts of education authorities at all levels, scientific and methodological services, supported by the entire society and the state should be focused on the implementation of priority trends for progress of education, overcoming of the actual problems, solving future challenges of sustainable development, including the formation of a modern material and technical support for the educational system, providing conditions for the growth of area of modern training means (teaching and methodical, electronic, technical, information and communication, etc.) development priorities of education comprise the introduction of modern information and communication technologies that ensure improvement of the educational process, the availability and effectiveness of education, training of young generation for the life activity in the information society".

Main part. Accordingly of basic component of pre-school education [1], it's indicated of necessity the clear definition of learning of children the content of educational ways, their holistic and general development, importance of base in preschool age of foundation for acquirement in further of special knowledge and skill are determined in it. The problem of activization of mathematical and speech actions of the senior pre-school from purpose of providing active intellection and speech constantly is in scientific interest of psychologists, pedagogies, psycholinguists (A. Boguch, L.Venger, M. Krutyi) [2; 3].

The base our technology is using of materialized means of appearance such as are: signs of things, signs of actions, signs of copies, signs of portents, signs-symbols, signs-signals, signs-indexes, lingual signs, to wit words, that using in formation of mathematical and speech actions during learning of the first numerical representation in children of preschool age and is necessarily period, during the child mastered of whole system of practical and cognitive-practical actions from sets of specific objects, from large spectrum of using marking of subjects of different signs. In the course of separate cognitive activity appropriate upload of children in different computes, begin from signs-things (put this number of quadrates, as in a sample, or to put this number of sticks, far as are quadrates), signs-copies (number of stuff is indicated of corresponding the number theirs images), signs-actions (number of stifles is designated such number of movements of hand or any action) and finishing of the most perfect wordily marks.

The organization of separate cognitive activity is permitted to lead of mathematical knowledge in corresponding activity and interest to knowledge, it promoted of the positive and emotional temper, successful posteriori of mental processes, and variety of material for modeling, schematization, symbolization, his variability is served of necessary condition for stimulation of cognitive activity of senior preschoolers in the learning of mathematical elements.

Conclusion. So, the system of training of future professionals should involve the development of the students not only the basic subject knowledge and also the skills of verbal and nonverbal communication, equal interaction skills to avoid or overcome conflicts, it is created of social and psychological competence of a future teacher. This approach significantly increases the role of professional self-knowledge and self-education of students.

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