

DEVELOPMENT OF CHILDREN'S TEAMWORK THROUGH WORLD CAFE TECHNOLOGY

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Abstract. Currently, the modernization of the education system and the introduction of updated regulatory documents have set new tasks for the entire education system of the Republic of Kazakhstan, the solution of which requires the introduction of active, innovative methods and technologies.

One of the active methods and technologies is the facilitation technology, which includes various methods and technologies, of which the authors propose the technology of the World Cafe. In this article, the authors reveal the essence of the technology of the World Cafe, and also offer its adapted version for use in preschool institutions in order to develop children's collectively creative and collectively cognitive activities as one of the main directions of socialization of children's personality. The authors of the article reveal the concepts of "collective creative" and "collective cognitive" activity of an individual. The analysis of scientists' opinions on this problem is given.

In addition, the article describes the technology of the World Cafe, adapted in accordance with the age-related psychological characteristics of children. The article also describes a pedagogical experiment that was conducted in the preschool institution "Aigolek" in Semey in three stages – the ascertaining, the forming and the final.

The authors of the article consider the State mandatory standard of preschool education and training in order to identify educational areas in which the technology of the World Cafe can be used. Based on the opinions of research scientists, as well as on the results of an experiment that showed positive changes in the process of teaching and educating older preschool children, the authors recommend using various methods of facilitation in working with children in accordance with their age characteristics.

Keywords: facilitation, World Café technology, collective creative activity, collective cognitive activity, innovation, technology, method, activity

Basic provisions

The socialization of a child is an urgent issue of our time. The development of the child's personality occurs when exposed to the environment.

Introduction

The socio-economic development of Kazakhstan has put forward new requirements for the education system as a whole, including pre-school education and upbringing. All normative documents regulating the activities of preschool institutions have been updated.

Pre-school education and upbringing is the primary link in the general system of education and upbringing. At this stage of age, the first worldview is formed, when the child receives the first emotional impressions about the world, objects, human relations with nature, animals and plants, make friends, socialization occurs.

Mudrik A.V. believes that socialization of children, adolescents, and young men occurs more in their interaction with groups of relatives and elders. The idea that the collective is the most important means of education and training appeared a long time ago and was intensively developed by Russian pedagogy since the middle of the XIX century. The realities of modern society and prospects of its development, the problems of human socialization and its occurrence in a changing world allow considering the principle of collectivity leading organizational basis of social behavior, which gives increasing experience of life in society, the experience of interaction with others, can create the conditions for positive-directed self-knowledge, self-determination, self-realization and self-affirmation, and in general – to gain experience of adaptation in the society.

For some, the process of socialization is painless, personal psychological and communicative qualities allow them to adapt quickly to society. However, there are children who find it very difficult to adapt, to get used to new friends, to a new circle of communication. This requires a new approach and new technologies. All this led to the choice of World Café technology as a means of developing children's collective work.

Materials and methods

The purpose of preschool education and upbringing is to create conditions for the disclosure of the individual potential of the child.

In accordance with the State mandatory standard of preschool education and training of the Republic of Kazakhstan, the content of education is based on the following educational areas: “Health”, “Communication”, “Knowledge”, “Creativity”, “Society” and is implemented by integrating them through the organization of various activities.

Communication skills are a connecting component of five educational areas in the education and training of preschool children, the development of these skills contributes to the development of children's communication skills, critical thinking, and collaboration.

A. N. Leontiev believed that the development of personality is due to the duality of the subject's connections with the world - subject activity and communication. The development of these subordinations takes a long period. At the first stage there is a spontaneous folding of the personality, at the second stage there a conscious personality arises [1].

We decided to investigate the educational areas of “Cognition”, “Society” and “Creativity”, since in these educational areas it is more possible to use collective activity to solve the aim of the research. The aim of the educational field “Cognition” is to develop the personality of a preschool child in order to master the basic skills of cognitive activity necessary for interaction with the surrounding world. The purpose

of the educational field “Society” is to positively socialize children of early and preschool age, to introduce them to the socio-cultural norms, traditions of the family, society and the state.

Practice shows that children's relationships in constructive activities themselves are not always built on the right basis. Therefore, the role of the educator becomes important here. He should teach his pupils to work collectively, discuss the idea together beforehand, clearly distribute responsibilities in the process of building, toys, and coordinate their work with the actions of their friends [2].

Organized educational activities of the educational area “Society” include: self-cognition, familiarization with the surrounding world, the basics of ecology [3,4,5].

As a rule, in organized educational activities in preschool institutions, children perform their own work individually. Children are particularly satisfied with the creation of common paintings, compositions, where images of all the children of the group are combined. Such paintings are called collective.

To conduct such organized educational activities in older groups World Café technology is of great help. It includes children in collective work, activates them, which is expressed in independent reasoning, develops the desire to control their actions, contributes to the formation of positive relationships with their peers, and teaches them to help those who need it. Children are more satisfied with the overall result than with individually completed work.

All of the above mentioned makes it possible to use methods of collective creative and collective cognitive activity in the educational process of preschool institutions.

Collective cognitive activity has an educational effect influence on the development and improvement of the team itself, as well as on the formation of individual interests, creative abilities and self-affirmation of the individual child's personality.

When the child develops first motor and later verbal activities, it allows him to modify his cognitive, assimilation and accommodation schemes, until he builds new knowledge. This helps to interact with the environment and solve daily situations individually or in a team. The child makes use of the logical tools that he possesses, managing to develop his thinking and build new learning, which favors the process of his individual or group cognitive development (Tornero et al., 2015).

This collective cognitive activity involves the creation of the team a system of relationships where children are engaged in mutual learning; help each other, which in turn contributes to the creation of an atmosphere of benevolence, education of comradely mutual assistance and commitment not only to their personal achievements, but also for the whole team. The atmosphere of cooperation and goodwill has a positive impact not only on the development of cognitive and social activity, but also on the education of children's groups.

Specific features of collective creative education imply dialogue of all emerging points of view; respect for the child's self, its unique position in the world; social, aesthetic orientation of collective creative activity. Collective creative education uses the phenomenon of group influence on individual creative abilities of the individual

and considers the organization of collective creative activity of schoolchildren as a means to create a powerful creative field. Collective creative education is defined by such authors as O. S. Gazman, I.P. Ivanov, A.V. Mudrik, L. I. Novikova, S. A. Shmakov. In addition, in modern research by L.B. Bayborodova, L. I. Malenkova, S. D. Polyakov, M. I. Rozhkova, N. P. Suslova, and N. E. Shchurkova, it is noted that the method of collective creative activity, collective cognitive activity contains mechanisms for including an individual in the active development of the aesthetic in the surrounding world.

Creativity in Preschool Education in the last decade suggests that this is not only a question of the individual's aptitudes, but rather the disposition that has more to do with motivational and personality factors, cognitive aspects, personality traits, interests and motivations (Sánchez & Morales, 2017).

That is why, in educational practice at the preschool level, it is essential to foster in students not only cognitive skills but also creative skills, which contribute to their comprehensive training. The foregoing converges in that children manage to express all creative talent that they possess, which generates in them important capacities and attitudes for their future life. The role of the school is regarded as one that stimulates students to think, imagine, create and, above all, that school strengthens divergent thinking (Sánchez & Morales, 2017).

The goal of collective creative activity is the emancipation of the individual, the formation of civil self-consciousness, the development of his abilities for social creativity, and the upbringing of a socially active creative personality [6].

Collective creative activity is based on the following principles:

- teaching without coercion, priority of success of the student (“Every child is talented”);
- taking into account the subjectivity (self) of the child's personality (the child's right to make mistakes, free choice, own point of view);
- a combination of collective and individual education, etc.;
- priority of ethical values over awareness (the main reference points: kindness, love, hard work, conscience, dignity, etc.);
- turning the school of Knowledge into a school of Education [7].

L. V. Mardakhaev in his work “Socializing situation of personal development as a phenomenon and process: socio-pedagogical analysis” wrote that each category of people has its own “socializing situation of development”. The socializing situation of development as a process is a peculiarity of the flow of qualitative and quantitative changes in human sociality under the influence of a certain driver during the life cycle or a certain period. The drivers of the socializing situation of development are: educational activities; environmental factors; purposeful activity; the duration of a person's immersion in the activity, the attitude towards it and its effectiveness.

Collective forms of education and upbringing using World Café technology provide an even greater opportunity not only to successfully assimilate the educational material of all pupils, but also contribute to the intellectual development of children, their independence, goodwill towards the teacher and each other.

The "World Cafe" refers to facilitation methods. Studies have shown that the main methods of facilitation include: idea-log, Delphi method, Open Space, World Café, Future Search, Appreciative Inquiry Summit, Real Time Strategic Change, Work Out, Dynamic facilitation, Brainstorming, Metaphorical method, Polarization of opinions, SWOT analysis, Decision Tree, Moderation.

Facilitation technology has appeared relatively recently in the post-Soviet space, and is gaining more and more popularity, as it is a helping method in many areas of human life.

Facilitation is a complex and emerging concept based on the views of K. Rogers, D. Myers, D. Raf, E. G. Vrublevskaya, O. E. Smirnova, V. E. Sumina, I. Ya. Pundik, A.V. Martynova and other researchers. The term "facilitation" comes from the English verb facilitate – "facilitate, facilitate, facilitate, help, promote".

Most often, the word "facilitation" is used in combination with "social facilitation" and is a psychological term denoting the effect in which a person performs tasks more successfully in the presence of other people than alone. The main research on the problems of social facilitation was carried out in the late XIX and early XX century by N. Triplett, F. Allport, K. Levin, and then in the 60s by R. Zayonets, J. Moreno, etc..

According to V.E. Gladchenko, the use of this technique is of great importance in the formation of an active, strong, self-developing personality of a child, however, it makes no less contribution to working with parents who do not really want to be ordinary listeners at the next meeting.

To date, there are many studies in the framework of the use of facilitation technology in the educational, developmental process in preschool institutions, such as "Pedagogical facilitation in preschool education", "Sand therapy in working with preschool children as a method of facilitation training", "The influence of facilitating factors on the activities of informal professional communities of preschool education specialists". Here also can be added the following studies as "Facilitation as a way to increase the motivation of preschool teachers to participate in methodological activities", "Creating conditions for improving the effectiveness of the pedagogical process through team building in a preschool educational organization", etc.

All the above studies prove the effectiveness of the use of facilitation methods in the educational process in group (small and large) and collective work.

Genesis shows that the World Café technology has been known in the world since 1995. It was developed in California in 1995 by a small group of business and science leaders who met at the home of Juanita Brown and David Isaacs in Mill Valley [8].

World Café technology is a dynamic format for organizing collective activities aimed at a quick exchange of views and experience between participants [9, 10]. It includes dividing the participants into groups, formulating the issues discussed, conducting several rounds of discussion with the transition of participants from topic to topic according to a certain algorithm, as well as presenting the results of collective work. The "World Café" method is well used during conferences, seminars, discussions, etc. [11].

With the help of the “World Café” one can combine completely different people in a short period of time, avoid possible misunderstandings and overcome the reluctance to work together. An informal and friendly atmosphere promotes relaxation and openness in the generation of ideas and subsequent discussion, possible relieves anxiety and stiffness. During World Café, it is allowed and even encouraged to have a free conversation over a cup of tea or coffee [12].

However, in order for the technology to really succeed, one needs to prepare it carefully. It usually takes from forty minutes to three hours, depending on the number of participants and the issues to be resolved. The host does not need special skills: his task is to observe the timing and instruct the participants.

The usual number of participants is at least 12-15 people. They sit down, as it happens in ordinary cafes, three or four at a table. In this case, one person becomes the "host" at the table, the rest - his "guests". In order to solve the problem in a small group there should be paper tablecloths and markers, all ideas are recorded in any form - a record, drawing, or diagram. After a short period of time, for example, half an hour, the “guests” go to the next table, they act as “messengers of new ideas”, while the “host” remains in place and introduces the new “guests” who have come to him to the course of business: presents the main considerations considered before. The work continues taking into account everything that the previous “guests” have prepared. By the end of the second round of discussions, all the “visitors” of the cafe will get acquainted with each other's ideas and suggestions, everyone will express their opinions and listen to their colleagues. After several such "walks" between tables, everyone gathers for a general discussion of the topic. At this stage, it is possible to provoke an unusual turn of the conversation in order to deepen it and make it more fruitful. At the end of the work, a “paper tablecloth vernissage” is arranged - the results of all participants are posted for public review and discussion.

Results

The further goal of our research is to adapt the World Café technology to the age criteria and psychological characteristics of older preschool children and to approbate it.

Experimental work was carried out on the basis of municipal state-owned public enterprise “Nursery-garden No. 9 “Aigolek” of Semey. The study involved older groups of preschoolers, including 46 children aged 5-6 years. The children were divided into two groups “control” and “experimental”.

Pedagogical experiment is a “general scientific method of cognition that allows getting new knowledge about the cause-and-effect relationships between pedagogical factors, conditions, processes by systematically manipulating one or more variables (factors) and registering the corresponding changes in the behavior of the studied object or system”. The pedagogical experiment was carried out in three stages: ascertaining, forming and final.

The purpose of the ascertaining experiment was to study the level of readiness of older preschoolers to work together with their peers in preschool educational institutions. In this connection, 46 respondents-children were interviewed.

The primary diagnostic tasks were:

1. To select and test a set of diagnostic techniques aimed at: a) determining the level of formation of pupils' ideas about the concept of "collective activity with peers"; b) determining the level of readiness of older preschoolers to work together with peers in preschool educational institutions;

2. Analyze and interpret the received data.

Primary diagnostics was carried out in three directions:

- individual conversation with children;
- the method of "Labyrinths" by E.E. Kravtsova;
- Moreno's sociometry.

On the basis of a complex indicator, level characteristics of collective work were compiled, which include taking into account ideas about the rules and methods of joint activity and the level of manifestation of real skills of joint activity of pupils in the studied groups.

At the first stage of the experiment, an individual conversation took place to determine the level of formation of pupils' ideas about the concept of "collective activity with peers" (Table 1). The analysis of the pupils' responses allowed us to identify three levels of formation of pupils' ideas about the concept of "joint activity with peers":

Table 1- The level of formation of ideas about the concept of "joint activity with peers"

<i>Level</i>	<i>experimental group</i>		<i>control group</i>	
High	5	21,7%	5	21,7%
Average	7	30,4%	8	34,7%
Low	11	47,8%	10	43,4%

According to table 1, we see that the children of the experimental group and the control group showed almost the same result, realizing that in order to achieve collective activity with peers, it is necessary to explain their actions and desires to their friends, to help them - 21.7%.

The average level was scored: in the experimental group – 30.4 %; in the control group-34.7%. They practically understand what collective activity is, however, they don't use this word in their speech. Students identify separate criteria for general work, express positive, friendly relations to their peers, however, mainly in the process of communicating with friends, they are aimed at themselves. They mostly hold their own opinions, as a rule, do not give in to other children and are offended when they do not agree with them.

A low level (in the experimental group – 47.8 %, in the control group - 43.4%) determined that children found it difficult to answer questions that relate to collective activity and methods of its establishment. They were characterized by the answers "when I am not understood, I tell the educator", "I will not do anything if I am not understood". These children of the senior group #3 and # 12 are focused only on

themselves, do not accept the opinion of their peers, and take a favorable position in the process of cooperation.

The next stage of the ascertaining experiment was to determine the type of cooperation and the level of readiness for collective activity of children of senior preschool age. For this purpose, the technique of E. E. Kravtsova “Labyrinths” was used.

In accordance with the method, children were offered a rather difficult labyrinth located on a 60x70 cm board. In the opposite diagonal corners of this board were two “garages” painted in different colors with four toy cars in each. The cars were also painted in two garage-corresponding colors. Before the start of the game, the cars were put in a “foreign” garage. Two children were asked to guide the cars through the labyrinth so that each one ended up in a garage of its own color.

As for the rest the rules of this game are reduced to the following three main requirements:

- you can only drive one car;
- cars should only drive on the paths of the labyrinth;
- you can't touch your partner's car with your hands.

It should be emphasized that the proposed task – to take their cars to the appropriate garage – can only be completed when the participants can "agree" together, only in this case, if the partners will somehow coordinate their own actions. The results of diagnostics of cooperation and the level of readiness for collective activity of children of senior preschool age are presented in table 2.

Table 2 - Types of interaction and levels of readiness for joint activities of older preschoolers

<i>Type of interaction</i>	<i>Level</i>	<i>experimental group</i>		<i>control group</i>	
1 - they do not see the partner's actions, there is no coordination of actions	Very low	4	17,4%	4	17,4%
2 - they "see" the partner's actions, but they perceive them as a model for uncritical, "blind" imitation	Low	7	30,4%	8	34,8%
3 - actual interaction, having a situational and impulsive-immediate nature.	Average	4	17,4%	4	17,4%
4 - for the first time they begin to perceive the situation of the task as a whole	Above the average	3	13,04%	2	8,7%
5 - the emergence of genuine cooperation and partnership in the situation of a common task	High	5	21,7%	5	21,7%

Based on the results of the performed diagnostics, five types of interaction between children of senior preschool age and their peers were conditionally identified.

The first type of interaction (very low level of development) is not even able to describe it as “collaboration”. Children did not see the partner's actions, and there was not the slightest coordination of actions.

The second type of interaction (low level of development) is quite similar in behavior to the first. Subjects of this group are characterized by the fact that they “see” the partner's actions, but perceive them only as a model for uncritical and “blind” imitation.

The third type of interaction (the average level) is qualitatively different from the first and second in that it is its representatives who create the real interaction. In each specific situation and for each car, children try to agree and coordinate their actions.

The fourth type of interaction (the level of development above average) is characterized by the fact that students first begin to perceive the situation with the task as a whole. Children of this group establish a certain relationship with a partner, which is maintained throughout the joint activity. Children view their partner as an opponent in a game with which they have opposite positions and interests. The game becomes a competition.

The fifth type of interaction (high level of development of joint activities) is characterized by the appearance of real cooperation and partnership in a joint task. Children no longer have competitive relationships. Participants demonstrate the ability to jointly plan and anticipate the results of not only their own actions, but also those of their partner.

The third stage of the ascertaining experiment was to diagnose interpersonal and intergroup relations in order to change them, and improve joint activities. Moreno's sociometry and observation method were used for the experiment. According to the conducted sociometric research, it should be concluded that the results indicate an insufficient level of readiness of preschool children of the older group for joint collective activities with their peers. The results of the ascertaining experiment indicate the need to develop a new technology for organizing the educational process.

All of the above points to the insufficient level of readiness of preschoolers of the senior group for joint collective activity with peers. The results of the ascertaining experiment indicate the need to develop a new technology for organizing the educational process in preschool institutions.

For the formative experiment, technological maps were developed for the development of readiness for joint collective activity of children with their peers in preschool institutions using the World Café technology.

Aim: to increase the level of readiness of older preschool children for joint collective activities with their peers.

Objectives:

1. Development of mutual interest and interaction with peers as a manifestation of the natural need for teamwork.

2. Formation of common views in preschool age regarding the structure of joint activities and the development of a single "group language" that determines the interaction of partners in the process of joint solving of cognitive tasks.

3. Practical development of the main methods of collective activity.

4. Developing the ability of older preschoolers to independently select a model of collective activity to solve the problem.

The recommended duration of organized training activities is 25 minutes once a week.

A number of technological maps were developed for the development of children's collective work. For example:

For the development of collective creative activity:

1. Technological map using World Café technology "Home furniture".

Aim: to activate the name of furniture items in the speech of pupils, to improve the ability to model objects of various shapes and sizes. Model furniture in parts, combining them by pressing and smoothing the joints. To improve the performance of the collective work. Develop a careful attitude to furniture. Collectively add furniture attributes by moving from one table to another.

Preliminary work: selection of 3 table hosts and explanation of the upcoming work, conversation, viewing of illustrations.

For the development of collective cognitive activity:

2. Technological map using World Café technology "Birds on a feeder".

Educational field: Cognition.

Aim: to improve the perception of children, the ability to emphasize various characteristics of birds; to compare birds; to teach to model a bird in parts; to develop the ability to enjoy the formed figures; to arouse interest in nature, the desire to help birds.

Preliminary work: monitoring birds on the walk and from the window, looking at them in the illustrations. Reading fairy tales, poems about birds, etc.

All the principles and rules of World Café technology have been preserved in the organization of collective creative and collective cognitive activities. Tables covered with white paper were displayed, necessary materials for children's activities and creativity were distributed on the table, and a bouquet of flowers was placed in the center of the table, associating home comfort.

The "hosts" of the tables were selected and the tasks to be performed were explained. It was not forbidden, but on the contrary children were encouraged to go from one table to another, their contribution to joint creativity was also encouraged. At the end of classes, the results of collective work were summed up and the whole team was evaluated. Individual active children designated as "reference children" were also encouraged. Classes were held in a stormy discussion, reflection, addition and active involvement of children in collective activities.

We can distinguish the following areas of formation of readiness for joint activities: communicative, emotional, and cognitive.

The orientative stage was conducted in two interrelated directions. The first is devoted to strengthening positive emotional contacts between pupils, their expansive rapport, the formation of mutual interest in a friend and cooperation, as a manifestation of the natural need for collective activity. The second is devoted to the formation of common ideas about the structure of collective activity of children and

the development of a single “group language”, which determines the mutual understanding of partners in the joint solution of educational and cognitive tasks.

A set of skills, as well as accompanying communicative acts that were used by children at each stage of cooperation were highlighted:

- the ability to accept a common goal, define it as a collective and feasible joint effort;

- ability to determine the conditions for upcoming collaboration, coordinate the sequence of actions of the process and indicate the positions of participants;

- the ability to talk to each other while working, with the content of replicas that are aimed at: fixing and comparing individual methods of action;

- ability to correlate the result with the goal, perform basic control and evaluation actions, make adjustments and additions based on the overall goal.

Thus, based on the results of the formative experiment, a final one was organized, in which the following results were obtained during an individual conversation (table 3).

Table 3 - The level of formation of children's ideas about the concept of “collective activity”

<i>Level</i>	<i>Experimental group</i>	<i>Control group</i>
High	39,1%	26%
Average	52,1%	39,1%
Low	8,6%	34,7%

The results of repeated diagnostics of children according to the method of E.E. Kravtsova “Labyrinths” are presented in table 4.

Table 4 - Levels of readiness to collaborate with peers

<i>Type of interaction</i>	<i>Level of development</i>	<i>Experimental group</i>	<i>Control group</i>
1 - do not see the partner's actions, there is no coordination of actions	Very low	4,3%	13%
2 - "see" the partner's actions, but perceive them as a model for uncritical, "blind" imitation	Low	8,6%	26%
3 - actual interaction that has situational and impulsive-immediate character	Average	13%	26%
4 - for the first time begin to perceive the situation of the task as a whole	Above the average	34,7%	13%
5 - the emergence of genuine cooperation and partnership in a situation of common purpose	High	39,1%	21,7%

According to tables 3-4, the majority of children were characterized by forming partnerships in a common working situation, the ability to plan and anticipate the

results of actions not only of their own, but also of their partners, as well as to actively involve the partner in joint actions.

According to the results of repeated sociometric research, it should be noted that the relationship of children changed in the experimental group. In the experimental group, there were fewer isolated children. There were small changes in the control group, but there were significantly more isolated individuals than in the experimental group.

Discussion

Group facilitation effects increase motivation, provide interactive participation of all, and also affect team cohesion.

Gerber Yu.S. in her work emphasized that the advantages of facilitation include such features as the appeal to the personal experience of participants, the activity of participants, the combination of theory and practice, the mutual enrichment of the experience of participants, the ability to use new experience, ease of perception and assimilation, creativity of participants, a variety of points of view [13,14,15].

The conducted pedagogical experiment on the development of collective activity of children using the World Café technology allowed us to draw the following conclusions:

- the use of World Café technology adapted for children in the educational activities of preschool institutions gives great potential for variability of topics, approaches and results;
- technology allows you to create a platform for reflecting experience, planning and creating creative ideas and products;
- the "World Café" technology allows you to create an atmosphere necessary for fruitful communication of children in a group.

All of the above is achieved through the correct choice of the facilitation method, the ability to create warm and trusting relationships with children, the ability to create a special atmosphere of cooperation, avoiding conflicts.

Conclusion

Thus, the study of such technologies and continuous improvement of skills in applying various formats will not only increase the effectiveness of methodological work and raise it to a new level, but also contribute to the development of pedagogical skills of mentors, since they can be used in pedagogical practice when organizing group work with parents and children, in methodological support of work with the team. The conducted pedagogical experiment of development of collective activity in senior preschoolers with the use of World Café technology allowed expanding the boundaries of using various methods and technologies in preschool institutions.

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ӘЛЕМДІК КАФЕ ТЕХНОЛОГИЯСЫ АРҚЫЛЫ БАЛАЛАРДЫҢ ҰЖЫМДЫҚ ЖҰМЫСЫН ДАМУ

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Аңдатпа. Қазіргі уақытта білім беру жүйесін жаңғырту және жаңартылған нормативтік құжаттарды енгізу Қазақстан Республикасының бүкіл білім беру жүйесінің алдына жаңа міндеттер қойды және оларды шешу белсенді, инновациялық әдістер мен технологияларды енгізуді талап етеді.

Белсенді әдістер мен технологиялардың бірі - фасилитация технологиясы болып табылады, оның құрамында әртүрлі әдістер мен технологиялар бар. Олардың ішінен авторлар Әлемдік кафе технологиясын ұсынады. Бұл мақалада авторлар Әлемдік кафе технологиясының мәнін ашады. Сонымен қатар балалардың жеке басын әлеуметтендірудің негізгі бағыттарының бірі ретінде табылатын балалардың ұжымдық шығармашылық және

ұжымдық танымдық қызметін дамыту мақсатында мектепке дейінгі мекемелерде қолдануға бейімделген Әлемдік кафе технологиясының нұсқасын ұсынады. Мақалада авторлар жеке тұлғаның "ұжымдық шығармашылық" және "ұжымдық танымдық" әрекеттері туралы түсініктерді ашады. Бұл мәселе бойынша ғалымдардың пікірлеріне талдау жасалды.

Мақалада авторлар балалардың жас ерекшеліктеріне сәйкес бейімделген Әлемдік кафе технологиясын сипаттайды. Сондай-ақ, мақалада Семей қаласының "Айгөлек" мектепке дейінгі мекемесінде үш кезеңде жүргізілген педагогикалық эксперименттің сипаттамасы келтірілген – анықтаушы, қалыптастырушы және қорытынды.

Сондай-ақ, мақалада авторлар Әлемдік кафе технологиясын қолдануға болатын білім беру салаларын анықтау мақсатында Мектепке дейінгі тәрбие мен оқытудың мемлекеттік жалпыға міндетті стандартын қарастырады.

Зерттеуші ғалымдардың пікірлеріне, сондай-ақ егде жастағы мектеп жасына дейінгі балаларды оқыту мен тәрбиелеу процесінде оң өзгерістер көрсеткен эксперимент нәтижелеріне сүйене отырып, авторлар балалармен жұмыс кезінде олардың жас ерекшеліктеріне сәйкес әр түрлі фасилитация әдістерін қолдануды ұсынады.

Тірек сөздер: фасилитация; Әлемдік кафе технологиясы, ұжымдық шығармашылық жұмыс, ұжымдық танымдық жұмыс, инновация, технология, әдіс, қызмет

РАЗВИТИЕ КОЛЛЕКТИВНОЙ РАБОТЫ ДЕТЕЙ С ПОМОЩЬЮ ТЕХНОЛОГИИ МИРОВОЕ КАФЕ

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Аннотация. Модернизация системы образования и внедрение обновленных нормативных документов поставили перед всей системой образования Республики Казахстан новые задачи, решение которых требует внедрения активных, инновационных методов и технологий.

Одним из активных методов и технологий является технология фасилитации, в составе которой имеются различные методы и технологии. Из которых авторы предлагают технологию Мирового кафе. В данной статье авторы раскрывают сущность технологии Мирового кафе, а также предлагают ее адаптированный вариант для использования в дошкольных учреждениях с целью развития детской коллективно творческой и коллективно познавательной деятельности, как одних из основных направлений социализации личности детей. Авторами в статье раскрываются понятия "коллективная творческая" и "коллективная познавательная" деятельность индивида. Приведен анализ мнений ученых по данной проблеме.

Кроме того, в статье описывается технология Мирового кафе, адаптированная в соответствии с возрастными психологическими особенностями детей. Также в статье приведено описание педагогического эксперимента, который проводился в дошкольном учреждении «Айгөлек» города Семей в три этапа – констатирующий, формирующий и заключительный.

Авторами в статье рассматривается Государственный общеобязательный стандарт дошкольного воспитания и обучения с целью выявления образовательных областей, в которых может быть использована технология Мирового кафе.

Опираясь на мнения ученых-исследователей, а также на результаты эксперимента, который показал положительные изменения в процессе обучения и воспитания детей старшего дошкольного возраста, авторы рекомендуют использовать различные методы фасилитации в работе с детьми в соответствии с их возрастными особенностями.

Ключевые слова: фасилитация, технология Мирового кафе, коллективная творческая деятельность, коллективная познавательная деятельность, инновация, технология, метод, деятельность

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