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## **PREPARATION OF FUTURE PRESCHOOL TEACHERS TO THE IMPLEMENTATION OF «ANJI PLAY» EDUCATIONAL PRACTICE IN THE TRAINING PROCESS DURING REFLECTION WORKSHOPS**

Higher education didactics is constantly replenished with new approaches and teaching technologies, responding to the demands of the changing society and best practices in education. In order to improve teaching of pedagogical disciplines, interactive forms and methods oriented both on the process and on the result are increasingly implemented. The value of such technology lies not only in what is said, but also in what happens to the student, which processes take place both in the subjective world and in interpersonal interaction. Interactive learning

implies a different logic of the educational process, namely: formation of new experiences through theoretical reflection, and then its introduction and use. The experience and knowledge of the participants of educational process serve as a source of their subsequent mutual learning and mutual enrichment.

Interactive technologies are related to the concept of contextual learning by A. A. Verbytskiy, who distinguished three blocks of teacher training: learning/teaching activity of academic type, quasi-professional activity and educational and professional activity [Verbitski A. A., 1999].

According to L. V. Zdanevych, the essence of *quasi-professional activity* is simulation of future teaching activity in the classroom (social and subject content of this activity is modeled). Using educational, simulation, business games in the process of learning pedagogical disciplines, it is possible to precisely reproduce the context of future professional activity (to simulate lesson elements and episodes, relationships of a future educator and a child, solving complex conflicts situations and various correction methods of interaction with pupils) [Zdanevych L. V., 2016; Zdanevych L. V., 2015].

Thus, the personality of the teacher as a professional is formed and most clearly reveals in the process of direct teaching activity or during practical training in «*quasi-pedagogical activity*», under which we understand the simulation of diverse situations of professional activity in the teacher-training classroom.

For formation of a future teacher as a subject of professional growth and development, both lectures and practical classes are important. However, we believe that the activity of students is to some extent formed during practical classes, when the conditions for the organization of quasi-professional activities are created. Among the methods of conducting practical classes on pedagogical disciplines in high school, we should distinguish a training, which involves the use of interactive learning methods aimed at activating the students in the process of deepening and apprehending the theoretical foundations, formation of practical skills and development of professional and pedagogical qualities [Krutii K. L., 2016].

Using the training format in working with students has *a number of advantages*, including the following:

- conditions are created for the development of the personalities of future teachers and formation of the necessary competences;
- group work experience helps in solving interpersonal problems and improving individual reflection;
- possibility of receiving feedback and support from other participants in solving problems advance;
- in a group, a student can learn new skills from peers;
- group activity facilitates the processes of self-development, self-observation, self-learning;
- the atmosphere of openness and freedom of communication between the participants, the climate of psychological security creates conditions for the formation of the emotional intelligence in future teachers;
- the use of different methods and techniques during the training helps to withstand a high pace of work, increase its intensity;
- alternation of various activities gives participants the opportunity to relax, makes the training more exciting [Krutii K. L., 2004; Krutii K. L., Pasiuk O. V., 2015].

Recently, the interpretation of the concept «training» has expanded place. In determining the place of training among the higher education formats, the answers to two questions are essential: «What is meant by training?», «How exactly can this format be most effectively implemented in the educational process?».

Concerning the answer to the first question, there are several approaches to the interpretation of the term «training». Thus, *training* is a short-term event or a series of activities aimed at gaining knowledge, acquiring skills, and educating participants in the process of it. Knowledge-based training is generally classified as a seminar during which students receive information and knowledge in a particular field or subject; the one that is aimed mostly at forming skills, is usually called *practical training* or *training*.

There is no universal classification of trainings, but most researchers tend to distinguish the following types of trainings:

– *by customer: personal*, when the customer is an individual; *institutional*, when the customer is an institution (a group of people, an institution, a community); *mixed* when the customer is both an individual and an institution;

– *by eligibility: corporate*, when the participants of the training are only employees of a specific institution or social group; *open*, when participants of the training do not belong to a specific institution or social group;

– *by duration: short-term* (several hours), *one-day or long-term*;

– *by the basic skills* that training is aimed at: communicative, educational, etc.

As for the answer to the second question, it should be noted that the training is not a substitute for traditional forms of practical classes, but a quality addition to traditional training formats. Trainings should be included in the process of learning pedagogical disciplines after mastering the theoretical course or closer to the completion of professional training. However, maximum effectiveness can be achieved by conducting a cycle of trainings with a certain periodicity, which will make the educational process more meaningful, both in terms of accumulating theoretical knowledge and developing practical skills. Classroom training, in any case, is determined by the main goals: acquiring new knowledge and its evaluation.

Organizing trainings in the process of future teachers' preparation, the following requirements should be met:

According to N. S. Ladyzhets, first of all, the training should be a short-term event – within one or two classes, conducted with familiar participants. Consequently, there is no need to use the whole set of interactive games offered by trainers, and in case of transferring the lecture material into the training format even the possibilities of the thematic promotion are reduced, as the time for acquaintance of the participants with each other, motivating them, etc. is not spent [Ladyzhets N. S., 2010].

Secondly, training can be used for acquiring of interconnected modules, which presuppose the consistency and coherence of the content delivery, as well as the teacher's creative work on content restructurings (in the format of theory blocks, partly compressed into assignments and

cases of new information). Under this approach, the learnt information will make an expanded and strengthened methodically practical cycle of material.

Thirdly, supplementing the course with full-text demonstration materials in PowerPoint format, which students can download and track on their PCs simultaneously with the on-screen classroom version, changes the format of lessons, combining elements of a lecture, a seminar and a training.

In our opinion, the most fully interactive methods of teaching at a higher school are implemented in a *workshop* as one of the formats of short-term group trainings, which encompasses the acquisition of theoretical knowledge, discussions on the topics offered by a teacher or students and practical exercises. *Workshop*, as a form of training, aims, first of all, at maximizing the use of potential, knowledge and experience of each participant; at creating the phenomenon of «group learning» by applying special techniques. In view of this, we consider a group of students as a community of people characterized by a limited number of members (up to 15 people, optimum number is  $7\pm 2$ ), direct contacts, distribution of roles and positions, interdependence of participants, common goals, values and norms.

The program of a workshop should be developed taking into account the classroom settings. Such an innovative format of training requires *a special organization*, since it does not fit into the traditional academic schedule, which more closely corresponds to the format of study at a higher education institution:

- the specificity of a workshop provides some flexibility in its implementation: while preserving the conceptual integrity of the syllabus, the time allocated to particular topics is regulated in general;

- the choice of one or another method of teaching during the workshop is determined by the following factors: its content, group characteristics, peculiarities of the situation, potential of the workshop facilitator;

- despite the diversity of training methods, there is a certain structure, which will make the training effective, namely: psychogymnastics (warm-up); facilitation; moderation; elementary exercise; game (business, role-playing, metaphorical); sharing.

Table 1

**Characteristics of workshop methods**

№	Method title	Comments	Degree of participants' involvement
1.	Exercise is working out a certain behavioral experience or strategy in a group	To develop certain skills and acquire behavior strategies	High: each participant develops skills
2.	Psychogymnastics (warm-up) is interaction between the participants, aimed at activating mental functions and processes, modification of interpersonal interaction	The wrap-up should be a «bridge» to the topic of the training session. To regulate the mental state, awareness of personal states and characteristics, optimize interpersonal interaction	High
3.	Role playing is performing certain roles in modeling, simulating a situation with further analysis	Everyone plays a certain role and behavior rules in specific situations	High
4.	Facilitation is a structured collection of participants' opinions on a particular problem	Participants feel they are heard; optimizing of interpersonal relationships	From high to low
5.	Group discussion is discussion by participants of ideas, concepts and regularities	At the discretion of the game leader	From high to low
6.	Moderation is the development of a new concept on the same criteria that are similarly understood and accepted by each participant.	To develop a unified semantic field of the group	Middle
7.	Mini-lecture is a presentation of new material	At the choice of the head. Getting of new information	Low
8.	Brainstorming is a generation of ideas or a solution of a particular task	Usually used for performing a group assignment or creating a project	Various: from high to low
9.	Business game is a joint activity of participants to perform a specific task and develop algorithms for effective work of professional or quasi-professional character	Involvement through participation in the creation of new projects	Various: from high to low
10.	Blitz-game is a game when students have limited time to think the moves over	Held according to certain rules, except for a few specifics	Various: from high to low

Under *sharing*, we understand the feedback – reaction to a verbal message: answers to questions, agreement or disagreement, etc. Feedback can take the form of action: after listening to the speaker, the participants act according to the recommendations; these are verbal and non-verbal messages sent intentionally or unintentionally by a participant in response to a message from another participant.

In the table we describe the methods that it makes sense to use during the seminar, depending on the purpose and tasks that the facilitator wants to achieve (Table 1). When planning a workshop, developers should carefully choose the methods that they will use to build professional competencies for future teachers.

Performing of professional tasks by students in the context of real situations of quasi-professional activities and experiences arising in the process of forming future teachers is the essence of reflexive training procedures. Therefore, the use of a workshop in the system of training future teachers will contribute to the development of students' ability to reflect. Reflexive processes accompany all the stages of pedagogical activity: practical interaction of the teacher and students, when the teacher tries to adequately understand and purposefully regulate thoughts, feelings and actions of students; designing students' activities, when the teacher develops training goals and constructive schemes for their achievements, taking into account peculiarities and possibilities of their development; self-analysis and self-evaluation of the results [Demchenko E. P., 2018; Demchenko O. P., 2008].

The peculiar feature of this kind of training is that students, consistently performing the roles of «a teacher» and «a child», deeper learn themselves as personalities, as subjects of future professional activities, mastering professional roles. The procedure involves a group format of education (formula  $7\pm 2$  participants), where each participant carries out the role of «a teacher» and «a child». «A teacher» develops and conducts classes according to the topic previously offered by the leader of the training.

Bellow we shall consider an example of the «*Anji Play*» workshop with the students of the speciality «Preschool Education», which was

developed by the authors of the article on the basis of the modified and adapted reflection training of A. A. Biziaieva [Bizjaeva A. A., 2004].

To conduct this kind of interactive training, in the schedule one academic hour should be included. The lesson 15–25 minutes long (depending on the age of «children»), is aimed at teaching any practical skills which can be easily assessed (the role of imaginary «children», «teachers», «parents» performed by students of the group). Offered by the facilitator various lesson topics, which have specific learning goals, encourage the «teachers» to actively seek and implement all new educational strategies. An important characteristic of the workshop is that the lesson topics offered to students are not related to their major subject. That is, a special emphasis in their activities and further analysis is placed on the professional interaction in the «teacher-child-parents' system».

The following steps are related to the analysis conducted by two participants of the training session, which is based on the principle of mirroring the educational situation through the eyes of «a teacher» and «students». This technique provides an opportunity for all the participants of the training to reflex their actions, relationships and views.

#### **Students' self-preparation activities for the «Anji Play» workshop**

Upon mastering of the topic «Playing activities of preschool children», the teacher of the discipline «Pedagogy of early and preschool age» plans a workshop on implementation of the new educational practice. Before the workshop, the students receive the assignment: to get acquainted with the information about «Anji Play», to ask questions to the text, to find answers, to watch the videos by the links:

<https://www.youtube.com/watch?v=TKbz9WutGAY>

<https://www.youtube.com/watch?v=HV0JljxisUc>

<https://www.youtube.com/watch?v=tLRZS55P2iM>

The students should be invited to explore Anji methods, be taught to clearly understand the concept of «Anji Play» and have experience in the «Anji Play» spirit research to understand why they have to be able to adapt it and how they can scale «Anji Play» to the specific pre-school setting. «Anji Play» can convey the essence of Chinese culture and become a more



comprehensive, systematic, harmonious educational program for preschool children in Ukraine.

The educational practice of «Anji Play» is not entirely innovative, because the game is not something new to humanity. However, *at the very core of this educational practice is how and what we think about the game.* Valuing the play of children is not a new concept. It was recognized and affirmed two hundred years ago. Nevertheless, the unavoidable reality is that adults have always anticipated using so-called «instruction», to didactize their interaction with children, while children seek natural to them «independent learning».

The founder of «Anji Play», Cheng Xueqin, came to an important conclusion that *game is the best mode of learning for children, and this is the main type of activity through which children grow and develop.* It is essential, that it is not about didactic game, but about an independent, free, spontaneous, game organized by children (without the participation of an adult). Chinese educators abandoned the unified teaching curriculum; they became researchers of children, developed and implemented various local gaming materials. This reform led to revealing of an important *secret of self-determination* that children gain in the game. The *peculiar feature of «Anji Play»* is that the play environment is mainly created in the open air and is minimally controlled. In 130 kindergartens implementing the educational practice of «Anji Play», there are no toys and bright playing grounds with slides and sandboxes, but there are carefully arranged and sorted in a prominent and accessible place other very important materials to play with. Instead of toys, children have instruments made of natural materials, such as ropes, bamboo ladders, clay pots, barrels, tires and other items of everyday use. Children interact with these things by creating their own games according to their own rules, while adults do not interfere in the game, but only observe and record what is happening. In the evenings, children and adults watch videos of their play and discuss what discoveries they made during the day, what new things they learned in interaction with others. Thus, children learn to trust each other, to understand their peers, to make decisions, to independently solve conflicts and to cooperate. Such a

game without a pre-written instruction, where children come up with the rules, concepts of justice, honesty, equality themselves, is called Anji Play.

It is worth mentioning that in economically underdeveloped rural areas of China, pre-school teachers in kindergartens lack a high level of education, and the majority children attending these kindergartens are unique, that is, they belong to the so-called Chinese phenomenon of the «left-behind child». However, the result is that in these kindergartens, children achieve a high level of development by play, when teachers do not interfere, just because they do not know how to do it.

The first thing that surprises at the «Anji Play» kindergarten is that when 9:00 am arrives, the children fly out of the school building and move from the areas surrounding the yard the materials that they wanted to play with. Another surprising thing is that there is no teacher explaining the rules of play, no activities organized by the teacher, children independently forming into groups and entering into a variety of play contexts. In the play, no teacher directed children to do or not do anything. Teacher do not instruct the children what to do or not to do. The game space is placed in the open air [anjiplay.com, 2019; Yukelson A., 2018].

In the first part of the day, at least one hour and a half, teachers patiently stand by and observe how the process of choosing the necessary materials, design, team discussion and game activity takes place. Adults can only intervene when there is a direct threat to the lives and safety of children. After the play, children return all the materials to their place. In the second part of the day, children, together with teachers, watch the records, discuss what they were doing, what they learned, how they interacted with each other. Children also depict schematically the process of designing and playing in their drawings. Teachers note how the structures made by children gradually become more complex; how much more meaningfully they settle the risk boundaries, and naturally acquire teamwork, problem solving and conflict solving skills [anjiplay.com, 2019; Yukelson A., 2018].

It is worth mentioning that elementary school teachers attend «Anji Play» kindergartens to learn to understand the students who will come to their «Anji Play» schools.

**Love, risk, joy, engagement and reflection are  
at the core of «Anji Play»**

The main rule for «Anji Play» educators is: «Mouth shut; hands down; ears, eyes and heart open». The minimum of control, safety by watching, no unnecessary intervention make a real challenge for many adults who came to work in such kindergartens. Teachers learned to keep silent and watch children closely. Throughout the day, children are given the opportunity to reflect on their game and discuss it. Daily, children draw or represent in their own made up characters the story of their play and then their teacher writes the exact words of the child's explanation on the same piece of paper. At some point during the day, the teacher's guide a group discussion of the play that happened that day. While teachers are observing, they are required to keep a record of the play happening through photographs and videos allowing a deeper understanding of how the children are playing and use these artifacts during group discussions.

Anji Play's motto is *giving children back their right to play*. The children spend their school days playing with open-ended projects based on real life objects that are moldable and natural that allow them *to explore their creativity, imagination and childhood, which helps them develop their true play*.

Thus, educational practice «Anji Play» presents a real play without a pre-written «scenario» where children themselves establish rules and limit their capabilities, and is based on five core principles: love, risk, joy, engagement and reflection [anjiplay.com, 2019].

Below we shall consider these principles in detail.

*The principle of love* is the foundation of all meaningful relationships. In the atmosphere of love, the whole concept of «Anji Play» is built. Only in the environment that supports complete freedom and self-expression, children can confidently overcome physical, emotional, social difficulties; learn and discover the universe; ask questions and find answers. In kindergartens, teachers not only love every child as their own, but also spread love among children, raise love in the family, and in educators' community.

The principle of risk. With no risk, it is impossible to acquire problem solving skills. *Without proper experience, it is impossible to resolve learning issues.* Children, guided by their own circumstances, time and place, choose the obstacle they want to overcome. They have a perfect opportunity to collaborate and enjoy physical, social, and intellectual adventures. They find, explore and overcome difficulties according to their capabilities. Educators watch and support children, but do not interfere, do not give orders (unless there is a direct threat, or a child has exhausted all available methods).

*The principle of joy.* Without joy, the play can not be a true play. Joy is an independent, unconscious process. By choosing the degree of difficulty, the reverse effect, the appropriate reaction is formed. The main criterion for «Anji Play» teachers' work is *achievement the feeling of joy by children during their day at the kindergarten.* In a joyful state, children can express emotions quietly, with concentration, noisily or expressively. The spirit of joy constantly feeds preschoolers.

*The principle of engagement.* The real engagement comes from passionate in-depth learning of something by children; the process of discovering the environment, society. «Anji Play» *gives children the greatest freedom,* when they are engaged in dynamic outdoor activities, immersed in the process of studying fully, exploring and discovering the world around them.

*The principle of reflection* is of key importance in the process of gaining knowledge. Children get help in considering and analyzing their actions, verbalization of their experience in everyday life in different ways from teachers, parents, the environment, and various materials.

### **Can «Anji Play» model work as an international model for preschool education?**

In 15 years of profound experience, «Anji Play» has not only provided deep change and an entirely new perspective to the world of Chinese early education, but today it has also entered the world, and is currently influencing the development of global early education by bringing joy to children of diverse ethnicities in different countries. Among those captivated by «Anji Play», there are educators and child psychologists

from different countries and regions who come here looking in search of Anji's secrets to educate their country or region. Kindergartens in Canada, England, Australia, Brazil, Indonesia, India, Nigeria, Korea and other countries are already part of, or have expressed an interest in becoming a part of «Anji Play», and the secret of this approach is becoming global. We hope that our attempts to acquaint the Ukrainian educational community with «Anji Play» will be successful.

**Why does «Anji Play» have a hope  
of becoming an international model for early education?**

Coffino Jesse Robert who plans, organizes and helps implement «Anji Play» outside of China explains that growing income inequality and centuries of racism in America have had a negative impact on many children. «Children who live in poverty, who experience intergenerational trauma, and who live in environments of de facto segregation are being forced to learn, because people with decision making authority see this as a strategy to solve unequal outcomes» [Coffino J. R., 2016].

Basing on the analysis and synthesis of the information received during the preparation for the workshop, students are encouraged to study the Anji methods, learn to clearly imagine the concept of «Anji Play» and participate in the study of the spirit/specificity of «Anji Play» to understand why and how it can be adapt to the national features of education and how exactly to scale/implement it in the conditions of a specific institution of pre-school education. On the one hand, «Anji Play» can convey the essence of Chinese culture; on the other hand, it is able to become a more complete, systematic, harmonious educational practice for preschool children in Ukraine.

Sharing V. M. Agapova's opinion, that the educational practice of «Anji Play» is considered as an effective mechanism for the transfer and preservation of cultural values, we can express this idea in the following way: «*Anji Play*» arose on a specific cultural ground, therefore, a direct transfer to another cultural environment is impossible [Agapova V. N., 2018].

During the workshop, *the transfer channel* is cognitive communication, aimed at transferring knowledge from a communicator to

a recipient. The information regulator is an educational program with a cultural and ethnographic inclination/context. Students become *recipients*, a prepared audience who seek to learn about new educational practices and implement them in their future professional activities. As a result, the development of cultural values of another country has a systematic, stage-by-stage nature and results not only in increasing knowledge, but also in strengthening the given value systems, the development of cultural literacy and the conscious desire to participate in the adaptation of new conceptual approaches [Agapova V. N., 2018].

In particular, an intercultural training is one of the most effective methods of developing the cultural intelligence of a personality. Among the objectives of the training, there are awareness of the influence of cultural factors on the educational process; practical mastering of values, norms, rules of behavior of representatives of other cultures; elaborating of ethno-cultural stereotypes; defining of ethno-cultural identity, etc. The most important thing is that intercultural training makes it possible to transfer the received knowledge to new situations in practice. The development of components of cultural intelligence contributes to the use of special methods and techniques in the structure of training, developing empathy [Demianenko O. Ye. 2016].

It is impossible to deny that intercultural training contributes to the formation of the future specialists' qualities that help to operate the main cultural concepts and to trace culturological patterns in any phenomena. In the process of intercultural training, students must be aware of the actions at the cultural level, that is, the actions aimed at achieving the understanding of a single fact as part of the general human process, because it can be the main factor for the formation of culturological understanding of reality [Demianenko O. Ye. 2016].

*As a result, the educational practice «Anji Play» can be considered as a mechanism for transfer and preservation of cultural values in various contexts, including Ukrainian educational realities.*

### **Peculiarities of practical preparation of the materials necessary for the «Anji Play» Reflection Workshop**

First, the instructions for a student-«teacher» who will conduct the workshop are prepared. Contents of the instructions:

«Please read carefully all sections of this assignment. You are the participant of the group who is given the opportunity to test yourself in the art of teaching. You are offered to conduct a lesson for a group of «teachers». Try to prepare and conduct it so that your «teachers» could successfully master new knowledge or skills and feel they have achieved the goal».

Instructions to the lesson you will conduct: it is necessary to demonstrate (to present) in the learning process the practical skills that the «teachers» have to master, namely: using the principles of educational practice «Anji Play», they should choose the most appropriate and correct scheme for observation of the game activity of children of the senior preschool age. You are free to choose a training strategy (how to make a presentation).

*Your goal* is to ensure that within a 25-minute period your «teachers» can learn on their own and without mistakes how to make a plan for monitoring children, and to choose a way to record the children's activity. When you are sure that all your «teachers» are ready, let your supervisor know that the class is over. The goal can be achieved faster than within a 25-minute period, but not later.

Next, you need to check the learning outcomes: assess each «teacher» individually. You will have to do it within another 25-minute period. Everyone has to present the results of his/her work. Inform the «teachers» about the assessment criteria (see «Performance Table»). Distribute the «Sharing Cards» to the «teachers» and, as long as they are filling them in, add the points received to the «Performance Table». Collect the cards and read them carefully. Now you can get down to the discussion of the lesson in small groups, if necessary prepare the review questions.

*Teaching materials to be prepared for the training seminar by the facilitator:* 5–7 preliminary variants of protocols for the monitoring of the children's play activities, the forms of «Sharing Cards (Feedback)» and

«Performance Table»; «Review questions» to discuss the conducted lesson.

### **Additional materials for the workshop**

#### **1. Feedback card (filled in by participants)**

Date \_\_\_\_\_

Topic: \_\_\_\_\_

Name of the participant: \_\_\_\_\_

1. Circle the number of points for your satisfaction with the explanation of the teacher (from 1 to 10 points)

\_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

2. In your opinion, what went well during the lesson?

3. In your opinion, what didn't work well? What problems did you experience? Why? How might it be improved?

#### **2. Performance Table (filled in by the facilitator)**

Date \_\_\_\_\_

Topic: \_\_\_\_\_

Name of the participant: \_\_\_\_\_

<i>№</i>	<i>Participant's Surname and Name</i>	<i>Number of Points</i>
1.		
2.		
3.		
4.		
5.		
<i>Number of participants who completed the assignment from the first attempt</i>		

Assessment Criteria: 3 points – assignment is completed correctly from the first attempt; 2 – assignment is completed from the second attempt; 1 – assignment is performed with the help of a facilitator or a teacher; 0 points – assignment is not completed.



## ***2. The question to the facilitator who conducted the class to discuss the results of the reflection workshop***

1. Considering the results of the «teachers», evaluate the effectiveness of the class.

2. Taking into account the impressions of the participants from the class expressed in the Feedback Cards, analyze the factors that influenced it: the content of the class, your behavior as a «teacher», competence, teaching skills, the style of interaction with the participants, psychological environment, etc.

3. How successful and effective was your chosen teaching strategy? What are its strong or weak points?

4. What, in your opinion, worked definitely well?

5. What prevented the achievement of the goals, acquiring the material and gaining the feeling of satisfaction?

6. What did you give priority to when you were preparing and conducting class: the content of the training materials; the method of explanation, that is, the teaching technology; your behavior, how you will be perceived and understood; individual peculiarities of participants, their behavior, their attitude to learning; possible difficulties they might encounter, etc.?

7. To what extent have your intentions, hopes and concerns been realized in the class? Why do you feel satisfied (dissatisfied) now? What new things did you discover in the art of teaching?

8. What would you recommend to other facilitators and «teachers»?

## ***3. Questions for the discussion of the reflection workshop (facilitator and participants)***

1. What, in your opinion, has had the greatest impact on how the lesson was conducted: content of the material; age and individual features; class settings; supporting (visual, technical) teaching aids; the personality and role of the teacher in the learning process (attitude to the class, competence, emotional state), etc.

2. What do you feel about the class? (Participants are invited to briefly share their impressions about the experience gained, to tell about their «vision» of the class).

3. How successful and effective was the chosen learning strategy? What are its advantages and disadvantages?

4. What were the reasons for the class to be a success? What enabled the participants to learn the material and to enjoy the lesson?

5. Was there anything that prevented the «teacher» from achieving the optimal result?

6. What new things did you discover for yourself that you would like to remember and use later – both in teaching and in learning?

On the whole, in the process of development of the forms and methods for preparing future teachers in the current conditions of higher education reforms, interactive learning is attached a great importance. The students will be able to develop the skills necessary for various aspects of their professional activity most effectively in the process of quasi-professional activities during practical training in pedagogical disciplines. One of the innovative ways to conduct practical classes is training with the main accent on interactive teaching methods in its structure. Through active participation during the training, interaction with each other, the students significantly increase their personal involvement, learn to use knowledge about the new educational practice «Anji Play» in the new conditions, activate reflexive processes.

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