

*SVITLANA LUPINOVYCH, Candidate of Pedagogical Sciences, Associate Professor, Head of the Department of Pedagogy and Teaching Methods, Khortytsk National Academy, Ukraine*

*IRYNA LAPSHYNA, Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Teaching Methods, Khortytsk National Academy, Ukraine*

Lego technology for education is popular in most countries of the world. In elementary school lego is often used as a handy tool for counting. However, the possibilities of lego are much wider. And today, lego technology can be used to diversify the educational process, modeling and experimentation.

For first-grade students, adaptation and getting used to the school educational process is a factor of mental and physical overload. The use of lego bricks during the lesson virtually transports a significant number of children to their preschool past, creates conditions for learning something new through familiar activities. Adaptation of children to learning is faster thanks to this method.

Educational game technologies are an effective method of forming mathematical competence. And the effectiveness of the game can be ensured by using tasks with a visual result. Lego bricks can successfully replace a significant number of decorations in the game, because it is enough to announce their meaning at the beginning of the game. The application of tasks that require the combination of lego constructions between students of the same team will form the skills of productive teamwork. With this approach, all students, regardless of their level of learning in the subject, will get a significant result. This result can be corrected if necessary, which is an effective educational measure. Evaluation of the results visualized with the help of lego saves the teacher from the need to conduct a long evaluation and the students from waiting for the evaluation.

The use of lego for the implementation of projects can become special. Younger students often cannot really assess their contribution to the project. A

simple method of visualizing one's own contribution to the group activity is to build a pyramid of "success", when the child adds a brick to the general pyramid of the project group for each type of work performed.

It should be noted that the capabilities of lego coincide with the goals and objectives of STEM (STREAM) education. STEM education is built on visualization of engineering design procedures, and lego is a convenient tool for construction.

The lego's design realizes the transition from abstract educational tasks to imaginary life situations. The student has the opportunity not only to receive the result of his own activity, but also to see it and physically feel it. This is a powerful tool for the formation of subject and key competencies of younger children.

Our team made a bank of target tasks and methodological recommendations for its use. The structure of the bank of target tasks is correspond to the systemic goal of forming the mathematical competence of younger students.