

ORGANIZING COURSES IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS

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Abstract: In this article, the form of education, types of training in the organization of training in preschool educational institutions, A word about what should be paid attention to in organizing small children's life and nature around them, activities to develop their speech and the simplest mathematical ideas, music activities, building and making, physical education activities in MTM is carried out.

Key words: frontal, collective, didactic games, agenda , social character of work.

The form of education means the specially organized activity of the pedagogue and the children and is held at a certain time in the agenda. The form of education differs depending on the number of children, the nature of the interaction between the pedagogue and the children, the venue, as well as the place it occupies in the agenda.

and individual forms of education are used in the pre-school educational institution . In addition, children's education is carried out through excursions, didactic games, during the day in various activities of children outside of training, in the process of guiding their games.

The lesson is mandatory for all children of preschool age: the content of the program is defined in it, a certain place and time is allocated to it in the agenda. The training is conducted under the guidance of an educator, the educator informs children of new knowledge during the training, organizes practical training for children. The content of the educational material is gradually becoming more complex.

It is very important to teach children in a team way: in joint activities, children actively influence each other, there is an opportunity to show their initiative and creativity. When children are faced with a demanding task of joint effort, they grieve together, a sense of community is formed. Excursions, cutting and pasting pictures, building and making together, performing common dance-games, listening to works of art, and reading together help to create a united friendly community of children. By teaching in the class, children are nurtured to be interested in studying at school, they develop the right qualities such as a sense of responsibility, self-control, the habit of striving to work, and completing assigned work.

and skills that ensure the mental preparation of children for school education and their mastery of the program material in primary grades are acquired during the training.

In the classes, children are trained to think independently, develop skills, listen to educators, follow their opinion, distinguish the main ideas of the story from the stories being told, and develop skills such as brief summaries.

Educational tasks are solved in the training. The training is conducted in a certain consistency, taking into account the age and specific characteristics of the children. In the educational program of the pre-school educational institution, the number and time of weekly classes for each age group is determined.

In preparatory groups, children are trained in skills such as initiative and independence, curiosity for knowledge, active thinking, comparison, generalization, drawing conclusions. Children's sense of observation and responsibility is improved, they are trained to work skills and desire. The work of teaching children independence is carried out regularly.

In MTM, children will be introduced to the surrounding life and nature, trainings to develop their speech and the simplest mathematical ideas, music trainings, construction and physical education trainings will be conducted.

Activities conducted with children of the first age consist of the interaction of adults with each child in a planned way, and the purpose of these activities is to develop children's speech and movement; this is the stage of preparing children for activities; As babies grow up voluntary attention, such training is conducted with a few children, and later with the whole group of children.

Teaching in classes requires mental and physical effort from children, that is, it is related to the active activity of the child and the child strives to achieve a certain result, which requires long-term voluntary attention from the child. . Therefore, it is necessary to take into account the age and ability of the children when preparing for the training: it is necessary to clearly determine the time of the training, its place in the agenda , correctly replacing different sections of the program.

It is advisable to conduct the training in the first half of the day, because first of all, the child can perform mental tasks better in the morning hours, the room will be well provided with natural light.

Number of training sessions for each age group , its content and how many minutes each training session lasts for each age group are defined in the MTM training program, taking into account their age characteristics.

In the first small group, the training is carried out by dividing the children into two groups. The number of children in groups is always the same. When drawing up a training schedule, a day of the week is chosen when the children's ability to work is higher . As it is known that in the middle of the week (Tuesday, Wednesday, Thursday) children's ability to work is high, for these days a more complex activity that requires active activity of children is chosen (elementary mathematics, speech development, literacy training, etc.). When making a schedule, these activities should be put first, activities that require a lot of movement and emotional stress from children (music, physical education, visual activities) were put second.

The content of knowledge acquired by children should be educational. The program of the preschool educational institution envisages the acquisition of knowledge about nature in children of preschool age (which instills love for nature, nurtures a sense of caring for plants and animals), content: love for one's homeland, people, love and respect for great people, interest in the country's

social life will appear. Preschool children have general ideas about social events, events. For example, the first ideas about the life of children in neighboring countries, the work of ordinary people, the life and friendship of other peoples are formed. When the educator marks the content of new activities, he thinks about how they are connected with the knowledge acquired in this or that activity. For example, knowledge about the work of a cook, librarian and teacher is a part of the information system about different types of work. Knowledge about the work of different employees at the post office is part of the knowledge system about the collective nature of social work. In order to understand the social character and essence of work, the child should get acquainted with many similar types of work. Training is divided into the following types:

1. The purpose of conducting activities that provide children with new knowledge is to inform them of new knowledge, to define and expand their knowledge of surrounding things and objects , events. Such activities include observing a new object, telling a story, etc. These classes are held in all age groups.
2. Activities that strengthen and systematize children's accumulated knowledge and experiences. Its main goal is to teach understanding and preliminary generalization of perceived things. For this, a familiar object is observed, two things are compared (house plants, trees, animals), didactic games, conversations are held. By conducting such an activity, the teacher learns what the children have mastered well and what they have not mastered well. During training, the teacher enriches the children's knowledge with new things - details.
3. Activities testing children's knowledge. The purpose of these trainings is for the educator to find out whether the children will master the knowledge and skills that should be mastered according to the program, and determine the content and method of future work. The teacher can conduct the training at his own will at the end of the quarter, half year and year, as well as at the request of the headmaster and the methodist.
4. Complex embodied training is widespread in kindergarten experience, in such training, children are given new knowledge, acquired knowledge is strengthened and repeated , systematized, and taught to apply acquired knowledge and skills in practice. Visual activities, construction, introduction to the surrounding social life and nature, development of speech, literacy, development of the simplest mathematical ideas, music and physical education classes are held in MTM. If the training is properly prepared and conducted in an organized manner, if a specific mental task is set before the children, their thinking will develop. The unity of mental tasks and specific difficulty organizes children and directs their attention in a certain direction. First of all, the child has the opportunity to overcome the difficulty in solving the mental task, as a result, the child becomes interested in the activity, he strives independently to acquire the skill, thinks and uses his wisdom to complete the task. As a result of performing the task in the form of copying, the child learns skills and abilities based on the instruction and example of the teacher. It is necessary for children to acquire practical and intellectual methods of activity. Children learn to hold a pencil, brush, scissors , draw, make things, compare, generalize, and abstract. The educator should not allow something to be repeated.

The teacher's leadership role in training and his readiness to conduct it. The educator is the main person in MTM. The quality of all ideological-educational work and, moreover, the level of upbringing and knowledge of the future generation depends on the educator's ideological-political and scientific-pedagogical preparation, sense of responsibility, pedagogical skills and creative attitude to work.

A child's attitude to educational activities is determined more by his attitude to the educator. A unique feature of an educator is his high professional skills. The most important thing is to know the child's psyche, age and specific psycho-physiological characteristics.

the kindergarten program is created taking into account the age, physical and mental characteristics of children, it is not possible to predict when and how a special mental characteristic of each child will manifest itself, this work is entrusted to a well-trained educator in the program.

The educator creates good conditions for the good physical development of each child in his group, the good functioning of his higher nervous activity, as well as the normal upbringing of his mental, moral, labor, and aesthetic aspects. The educator, knowing well the specific characteristics of each child, gradually loses the specific characteristics (if harmful) and makes favorable demands on the child. An educator should develop qualities and opportunities that will help each child to become a real person in the future. During preschool age, the personal influence of the educator on the child is very great. Because every impression of this period remains in the child's memory for a lifetime.

Being able to understand the child and enter his spiritual world requires excellent professional training from the educator. A lively relationship with a child is a source of ideas, pedagogical innovations, joys and worries, without which the creative work of an educator cannot be imagined.

In training, the teacher can use his voice as a weapon. It is necessary for the pedagogue to know that a slow, calm voice has a better effect on the child. It is possible to touch the child harder and firmly, but the tone of the words should have a soothing effect on the child.

The educator should pay special attention to the child's physical development, which is the basis of the child's normal mental development. Sitting still for a long time is very harmful for the child's health, it slows down the child's all-round development.

The fact that the child performs many activities while sitting also leads to improper growth of the body structure. Therefore, it is advisable to change the types of activities. And for the normal development of the child, it is always necessary to create a calm and cheerful environment. It is not necessary to rush the child by saying: "Hurry up wash - we are late for breakfast", "Hurry up the toy, we are late for a walk or training" and so on. When teaching, it is necessary to organize it in such a way that each child works actively and each one achieves a positive result.

Children's knowledge and skills acquired during the training can be used in other activities. The fact that children are able to apply what they have learned is an indication that they have mastered it well, that is, they can use it without any difficulty. This is the practical importance of education.

If the children have enough knowledge and skills, they can have a variety of activities, in which children can creatively use the existing knowledge: they can easily draw, build or make something, tell a story. These activities are organized in a different way from the usual activities: children are provided with various materials, and they are given the opportunity to define the theme of the picture, invent the construction, and create a story. Such trainings are held at the final stages of education in some sections of the program.

Children use the acquired knowledge widely in their games: using skills in the field of drawing, cutting, construction, they prepare the necessary equipment, build structures, etc. The acquired knowledge is reflected in the content of various games.

Awareness of the surrounding existence is based on intuition and perception. Perception through direct perception is the basis of imagination. The accuracy and completeness of such a vision is determined by the level of development of sensory processes. Sensory education is the purposeful development of senses and perception. The word "sensor" **comes from the Latin "sensus" - "feeling", "intuition", "perception", "sensing ability"** . Knowing existence begins with intuition, perception.

acquires knowledge about surrounding things and events with the help of sight, feeling and senses, only on the basis of these, memory , thinking, imagination processes are formed in him.

10.9 % of the mental knowledge of children of kindergarten and junior school age is made up of impressions perceived by feeling. The richer the intuition and perception, the wider the imagination of a person about the surrounding world. Sensory culture of children , in which the level of development of intuition and perception is an important condition for the success of cognitive activities.

And labor education in pedagogy . Preschool age is the period of development of sensory processes. Therefore, sensory education takes an important place in this period. Sensory education is a system of pedagogical influence aimed at forming emotional cognitive abilities , improving intuition and perception.

Maria Montessori's technology is a set of methods that promote this idea, and plays an important role in educating a mature, independent thinker, aspirational person. The method of pre-school education created by physician-pedagogue Maria Montessori stands out among all the systems of education of school-aged children. If parents can't instill compassion and kindness in their children, then the children will be indifferent not only to strangers, but also to their own parents. According to the Montessori methodology, the following goals should be considered in the sensory education of preschool children:

1. Formation of all external qualities.
2. It is necessary to develop all mental processes that are not yet fully formed through the cultivation of external emotions. Because attention , intellect and will will not be fully developed.
3. Default one don't side cultural from imagination get rid of to be _ _
4. Speech devices through the language development , word _ _ wealth increase _
5. Children's spiritual and physical capabilities according to in his own way _ _ _ _ _ service in doing need and requirements development .

To achieve the above pedagogical goals, Montessori recommends methods of raising a child in good conditions. Its materials are especially important in the development of mental activity.

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