

PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS OF MODERN PRESCHOOL EDUCATION

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ABSTRACT

This article analyzes the main aspects of modern preschool education and its psychological features. The article provides a basic overview of the development of preschool children. Discussion of the main goals, programs and methods of preschool education. Some problems of preschool education are considered.

Keywords: Pre-school education, kindergarten, method, psychological aspects, age characteristics.

INTRODUCTION

Education in our country over the past decade has been constantly criticized. Preschool education did not escape this fate. His theorists and practitioners have repeatedly noted that children's health deteriorates during the preschool development period, that children are organized, that they cannot control their behavior and are poorly prepared for school. One of the main reasons for this state of affairs in preschool education is the reason for its lack of psychologization. The aforesaid means that when building a system of preschool education, the psychological characteristics of children and the psychological specificity of this period of development are not taken into account. If we analyze the principles on which modern preschool education is based, it is easy to see that learning in classes in certain subjects, ways of communication and interaction of children with adults and with each other, the organization of the day regimen, where special classes are interspersed with free play, and much more rather directly transferred from other older periods of childhood, rather than being built in accordance with the age-related patterns of development of preschool children. Any educational practice is based on a psychological theory that is not always conscious. Many systems of modern education are based on an activity concept. The programs built on its basis solve a number of fundamental problems of the mental and personal development of children. However, there are questions that cannot be resolved within the framework of activity theory.

In relation to the preschool age that interests us, we can say that it is characterized by the game as a leading activity, but together with the younger school age, for which the educational activity is leading, it enters one epoch of development childhood. At the same time, the preschool development period is associated with the orientation of the child to the world of people, while the younger school age is towards the world of things. At the heart of the organization of the learning process for children. The leading principles of didactics lie. Their use is due to age and psychophysiological characteristics and capabilities of children of this age. As in school, kindergarten education is aimed at the comprehensive development of the child's personality. By influencing the formation of the leading types of activities of children - games, educational, cognitive, labor, visual - learning becomes the most important means of comprehensive education of the child's personality. A specific feature of education in

kindergarten is the relationship of education with the daily activities of children, their play and work.

METHODOLOGY

This term is widespread throughout the world, but for Russian educators it is still not quite familiar. According to the representative of the Ministry of Education and Science I. Remorenko, "the concept of education of children of preschool age is closer to our traditions. "Basically, pre-school education is carried out in kindergartens, that is, in kindergartens. However, today there are many "unorganized" children, since pre-school education in our country is not compulsory and can only be recommended as an effective way to align the starting opportunities of future first-graders. Everyone understands that pre-school institutions carry out certain preparation of children for school, but due to the fact that there are no uniform rules for this preparation, children with reading and counting skills come to primary school, but at the same time, 35-40% of them do not have small motility, 60% - oral speech. 70% of first-graders do not have the ability to organize their activities. Therefore, the need arose for alternative forms of such training. The main task that preschool education should solve is the formation in children of motivation to study at school, emotional readiness for it, the ability to act both independently and together with others, the development of curiosity, creative activity and receptivity to the world, initiative, the formation of various knowledge. The transition of children from kindergarten to school is a difficult stage in his life, it is necessary to organize the continuity between the kindergarten and the school. Preschool education is the foundation of the entire educational system, since it is here that the foundations of the personality are laid that determine the nature of the future development of the child. The purpose of preschool education is to create conditions for the maximum disclosure of the child's individual age potential, it is necessary to create conditions for the development of a functionally literate person - a person who can solve any life tasks (problems), using knowledge, skills and skills acquired throughout life and staying with this person. A child should be entitled to become a subject of his own life, see his potential, believe in his own strength, learn to be successful in his activity. This will greatly facilitate the child's transition from kindergarten to school, maintain and develop an interest in learning in the context of schooling. The importance of knowledge is not in its accumulation, but in the ability to solve life tasks with their help. The purpose of preschool education is to create conditions for the maximum development and disclosure of the individual age potential of the child. Realization of the goal involves solving a number of tasks:

1. Creating a developmental environment for the child.
2. Protection and promotion of the health of preschool children, the development of their motor culture.. Development of content that ensures the development of personal qualities of the child, as well as his thinking, imagination, memory, speech, emotional sphere.

RESULTS

Even at an early age, elements of role play arise and begin to develop. In a role-playing game, children satisfy their desire for modern life with adults and in a special, playful way reproduce the relationships and work activities of adults. In preschool age, the game becomes a leading activity, but not because the modern child, as a rule, spends most of his time in games entertaining him, - the game causes qualitative changes in the psyche of the child. The game action is of a sign (symbolic) nature. It is in the game that the sign function of the child's consciousness is most clearly formed. In the game activity, the preschooler not only replaces objects, but also assumes a particular role and begins to act in accordance with this role. In the game for the first time, the child opens the relationship that exists between people in the process of their work, their rights and obligations. Responsibilities in relation to others - this is what

the child feels necessary to fulfill on the basis of their role, which he took upon himself. Performing duties, the child receives rights in relation to persons whose roles are played by other participants in the game. The role in the story game is children reflecting their diversity of activities. They reproduce scenes from family life, from work and labor in adult relationships, reflect epoch-making events, etc. The reality reflected in children's games becomes the plot of a role-playing game. The wider the sphere of reality faced by children, the wider and more varied the plot of the games. Therefore, of course, the younger preschooler has a limited number of stories, and the plot of games is extremely varied among the senior preschooler.

Along with an increase in the variety of subjects, the duration of the games increases. So, the duration of the game for children of three to four years is only 10-15 minutes, for four to five year olds it reaches 40-50 minutes, and for senior preschoolers, games can reach several hours and even within a few days. Some stories of children's games are found in both young and older preschoolers (daughters, mothers, kindergarten). Despite the fact that there are plots common for children of all preschool ages, they are played out in different ways: within the same plot, the game becomes more diverse among older preschoolers. It is common for every age to reproduce different sides of reality within the same plot. Along with the plot, it is necessary to distinguish the content of the role-playing game. The content of the game is that the child highlights the main point of adult activity. Children of different age groups, when playing with the same plot, contribute different contents to this game. So, younger preschoolers repeatedly repeat the same actions with the same subjects, reproducing the real actions of adults. Reproduction of real actions of adult people with objects become the main content of the game of younger preschoolers. When playing lunch, for example, kids cut bread, cook porridge, wash dishes, while repeatedly reproducing the same actions. However, the sliced bread is not served to the table for the dolls, the cooked porridge is not laid out on plates, the dishes are washed when it is still clean. Here, the content of the game comes down solely to actions with objects.

The game plot, as well as the game role, is most often not planned by a child of a younger preschool age, but arises depending on which subject comes into his hands. At the same time, among younger preschoolers, in some cases, the content of the game may be relations between people. Younger preschoolers recreate relationships in a game in a very limited, narrow circle of subjects. As a rule, these are games connected with the direct practice of the children themselves. Later, reconstructing people's relationships becomes the main point in the game. So, the game in children of middle preschool age proceeds as follows. The actions performed by the child are not repeated endlessly, but one action is replaced by another. Moreover, actions are not performed for the sake of the actions themselves, but in order to express a certain attitude towards another person in accordance with the role taken. These relationships can be played out with the doll, which received a certain role. The actions performed by a middle-aged preschooler are more curtailed than among younger preschoolers. In the plot games of middle-aged preschoolers, the main content is the relationship between people.

DISCUSSION

A detailed transfer of relations between people in the game teaches a child to obey certain rules. Acquiring through the game the social life of adults, children are more and more involved in understanding the social functions of people, and instilled relations between them. The content of the role-playing game for senior preschoolers is subject to the rules arising from their role. Children of this age are extremely picky about following the rules. Fulfilling the rules of social behavior in the game, children focus on what happens. Therefore, they argue about what does not happen. Thus, the development of the plot and content of the role-playing game reflects the

increasingly deeper penetration of the child into the life of surrounding adults. In game activity, the mental qualities and personal characteristics of the child are most intensively formed. The game develops other types of activities, which then acquire independent significance. Game activity affects the formation of arbitrariness in children mental processes. That, in the game in children, voluntary attention and memory begins to develop. The game situation and actions in it constantly focus on the development of mental activity of a preschool child. The game greatly contributes to the fact that the child gradually moves to thinking in terms of ideas.

Role-playing is crucial for the development of imagination. In playing activities, the child learns to replace objects with other objects, to take on various roles. This ability underlies the imagination. Competition games stand out in a special class, in which winning or success becomes the most attractive moment for children. It is assumed that it is in such games that motivation for achieving success is formed and consolidated in preschool children. In older preschool age, the constructive game begins to turn into labor activity, during which the child constructs, creates, builds something useful, necessary in everyday life. In such games, children learn basic labor skills, learn the physical properties of objects, and practical thinking is actively developing. In the game, the child learns to use many tools and household items. He develops and develops the ability to plan his actions, improves manual movements and mental operations, imaginations and ideas. Among the various types of creative activities that children of preschool age love to engage in, a great place is occupied by visual art, in particular children's drawing. By the nature of what and how the child depicts, one can judge about his perception of the surrounding reality, about the features of memory, imagination, thinking. In the drawings, children seek to convey their impressions and knowledge received from the outside world. Pictures can vary significantly depending on the physical or psychological state of the child (illness, mood, etc.). It was established that the drawings made by sick children are in many ways different from the drawings of healthy children.

As you know, the origins of the child's pictorial activity date back to early childhood. By the beginning of preschool childhood, the child, as a rule, already has some stock of graphic images, allowing him to depict individual objects. However, these images have distant similarities. The ability to recognize an object in a drawing is one of the incentives for improvement has a long history. Different forms of experience are introduced into the children's drawing, which the child receives in the process of acting with objects, their visual perception, the graphic activity itself and adult learning. Among the drawings of children, along with images corresponding to visual perception, one can find such images that express what the child finds out, not looking at the object, but acting with it or feeling it. So, often children draw a flat acute-angled figure (for example, a triangle) after it is felt in the form of an oval with short dots extending from it, with which they try to emphasize the acute-angled depicted object. During the development of drawing, the child has a need to use color. In this case, two tendencies towards the use of color begin to appear. One tendency is that the child uses color arbitrarily, i.e. can paint the object or its parts with any colors, often not corresponding to the real color of the object. Another trend is that the child seeks to color the depicted object in accordance with its actual color. Often children use the knowledge of the color of the subject, established from the words of adults, bypassing their own perception. Therefore, children's drawings are filled with color stamps (grass is green, the sun is yellow or red). An important place in the artistic and creative activities of preschoolers is music. Children enjoy listening to music, repeating musical series and sounds on various instruments.

CONCLUSIONS

In conclusion, we can draw conclusions. The main functions of a preschool are: the protection and strengthening of the physical mental health of children; ensuring the intellectual and personal development of the child; concern for the emotional well-being of every child; interaction with the family to ensure the full development of the child.

It should be emphasized that the tasks and functions of a preschool institution are based on the attitude to preschool age as a unique period of personality development. Unlike all subsequent age stages, it is precisely during this period that the child's ideas about the world are formed, his intense physical and mental development takes place. Of primary importance is the support and comprehensive development of personality traits that are specific to preschoolers, as it is not only difficult, but sometimes impossible, to catch up. The principles on which preschool education is based are as follows: the humanistic nature of education, the priority of universal values, human life and health, and the free development of personality. Education of citizenship, industriousness, respect for human rights and freedoms, love for the environment, Motherland, family; unity of the federal cultural and educational space. Protection and development by the educational system of national cultures, regional cultural traditions and characteristics in a multinational state; general accessibility of education, adaptability of the education system to the levels and characteristics of the development and training of students and pupils;- The secular nature of education at state and municipal educational institutions; freedom and pluralism in education; democratic, state-public character of education management; autonomy of educational institutions. Improving the pedagogical process and increasing the developmental effect in educational work with children in preschool institutions can be carried out in the following areas: changing forms of communication with children (the transition from authoritarian forms of influence to communication, focused on the personal identity of each child, on the establishment of trustful, partner relations of a teacher with children); refusal to present children with policies and specific information when familiarizing themselves with the outside world; changing the form and content of training sessions, reducing their number (the transition from frontal classes to classes with small subgroups of children, reducing the number of classes by selecting the most effective content for the development of children); saturation of the lives of children with classical and modern music, works of fine art, the use of the best examples of children's literature, focusing on universal moral values, expanding the horizons of the child; changing the organization of the subject environment and living space in the group room in order to ensure free independent activity and creativity of children in accordance with their desires and inclinations, children to choose the type of activity and its form - joint with peers or individual. The pedagogical process involves the construction of a personality-oriented model of education, a change in the form of communication between the educator and children in the process of traditional types of children's activities and in everyday life. To a greater extent take into account the interests, desires, abilities of the child, strive for cooperation in cognitive, productive, labor, domestic interaction, for partnership in games.

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