

MODERNIZATION OF PRESCHOOL EDUCATION

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ABSTRACT

The article presents the current problems of modern preschool education, a general analysis of the programs and their impact on the development of children of this age. The authors emphasize the importance and special role of personality-oriented interactions between adults and children, as well as games in the context of the development of preschool education. Issues related to preparing teachers to work with young children are raised.

Keywords: Preschool education, preschool education and school continuity, play, pre-school teacher training.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The authors of the study say that neglecting the specific features of a child's development at a young age leads to serious, profound problems in his or her later life, including in school, immediately after preschool age. "We all come from our childhood, our future seems to depend on it.

Undoubtedly, the modern preschool education system is very important and relevant. There are modern educational problems at the moment. I would like to emphasize that in the preschool age the child takes into account all the basic personality traits and determines the quality of his subsequent physical and mental development. If you do not pay attention to the developmental characteristics of the child at this age, then it can negatively affect his future life.

Pay attention to the child's communication. Communication is a big problem. Communication requires the ability to hear and listen, to communicate with peers and adults, to express one's thoughts, to understand speech. But full communication is impossible without the communicative skills that need to be developed in the role-playing process from childhood. Despite all the advantages of role-playing, not all teachers devote their time to this type of activity. And often the teacher plays the role-playing game only at the request of the children.

I also want to look at the topic - family. Large or single-parent families raising children today. This is the situation. When the parents do not have time to deal with the child, he is left to his own devices. Most modern parents are reluctant to partner with DOW on an employment basis.

I want to go straight to the most modern education. When I list the problems of education, I want to know what modern education should be. I propose to consider completely different areas of modern education.

First, teachers and adults build work with children independently. By preschool, the child learns information like a "sponge," the child is often active in learning new things and is interested in new ones. Therefore, adults want to take advantage of this period and change the time the child goes to school a little over a year or so. And these cases are doubled. In the first

case, adults want to leave the child in kindergarten longer. In the second case, parents emphasize that the child should pay attention only to the physiological preparation for school and go to school early, asking to forget about the psychological preparation for school.

From this we can conclude that the above results slow down the goal of early education. For example, there are problems with continuity in the education system between kindergarten and primary school, such as negative effects such as children's loss of interest in reading. I want to add. The fact that a child's knowledge cannot determine the success of a training is more important for the child to master them independently and apply them.

The second is education based on the interests of the child himself and his family, that is, his legal representatives. The person-centered approach focuses on the evolving type of education. It takes into account age and individual characteristics, focusing on the interests of each child. But I would like to emphasize that not every teacher can see this direction in the development of education. For some reason, educational development goals cannot be achieved for every child. You may notice that such training contributes to both developmental impact and development. The teacher must set a goal - to ensure development through the use of knowledge and skills. If the child is active and curious, it can be assumed that the developmental process is ongoing.

When working with preschoolers, I use health technologies to achieve new learning outcomes

The health of the nation is one of the most important problems of modern society. The problem of optimizing the health and physical development of children in the context of preschool education in the current socio-economic conditions of development of society is that a serious problem is the unsatisfactory state of health and physical development of a significant part of preschool children.

Children's health indicators require effective measures to improve their health.

The introduction of health technologies in preschool education will become an effective tool for maintaining and strengthening the health of children, if:

The choice of forms, methods and teaching aids takes into account the state of health of the child and his individual psychophysiological characteristics.

Health-saving technologies are a system of measures that include the interdependence and interaction of all factors of the educational environment aimed at maintaining the health of the child at all stages of education and development. .

Use such methods as: dynamic pauses, outdoor and sports games, relaxation, gymnastics: for fingers, eyes, breathing; through physical education classes, health classes, self-massage, I increase the effectiveness of the upbringing and education process, forming values focused on health and strengthening for students.

The introduction of health-saving technologies enhances the child's interest in the learning process, increases cognitive activity and, most importantly, improves the psycho-emotional state and health of children. It helps to reduce illness, increase physical fitness, and form a conscious need for a healthy lifestyle.

To summarize the above, I would like to say that there are problems in education, especially in modern education, and they are obvious. Without communication, it is impossible to develop the communicative side of a child's personality, which can then lead to awkward sociogenesis. Without the cooperation of the parents with the DOE, the full development of the child is impossible. Parents need to be influenced in such a way that they try to be with and support the child throughout the preschool years. As for several areas of education, I would like to add that they are the exact opposite, but often found. Of course, more effective teaching is a person-centered approach, but it all depends on the teacher, his or her goals, the teacher's priorities and priorities. Whether or not the problems in modern education are solved depends on the adults.

Development management issues

The changing social and political environment affects all institutions of life and, above all, education and culture, the purpose of life is changing and the need for education is changing accordingly. In the new political, socio-economic and socio-cultural context, with the development of the education system, it is necessary to develop new approaches to education management in general, in particular, to reconsider the role and place of preschool education management .

The existing preschool education system in Russia is a great achievement, a national asset. It is characterized by the following rules:

1. Preschool education is the first stage of the general pedagogical system, however, any DOE can be considered as an independent socio-pedagogical system;
2. it is characterized by certain features: expediency, integrity, structuralism, manageability, interdependence and interaction of components, openness, communication with the environment;
3. Its transformation and development is largely determined by the effective management of all its relations and, first of all, the application of the latest scientific and pedagogical achievements in the field of management in the practice of preschool education (DOE).

As a public institution, the kindergarten is created by the society to achieve specific goals and therefore fulfills its social order. The Law of the Russian Federation "On Education" states that the network of preschool educational institutions "provides for the education of preschool children, the maintenance and strengthening of their physical and mental health, the development of individual abilities and the necessary correction of developmental disorders in these children." determines whether to work for.

A distinctive feature of the reform of modern Russia is the modernization of the education system. The Ministry of Education is implementing a program to modernize education. Preschool education has its own characteristics: goals, group structure, types and structure of information and communication processes. Therefore, today it is impossible to provide favorable conditions for the creative activity of the DOE team without purposeful and scientifically based management.

The current stage of modernization of the Russian education system declares its openness, quality and efficiency as key priorities. The implementation of these priorities in educational institutions will not be possible without structural changes in the management system.

Such requirements are placed on the modern preschool educational institution, as raising the level of management of the preschool educational institution becomes an objective necessity

and an important aspect of its further development. Managers have to adapt to the needs of society in a complex economic situation that is constantly changing and respond quickly, finding ways to survive sustain and develop.

The creation of an effective mechanism for managing the education system largely depends on the prognostic approach to the development of education in modern large and medium-sized cities, the quality of management staff who have effective ways to solve management problems in the municipal education system .

The practice of creating a new system of preschool education management requires the development of a scientific basis for optimizing this activity. Of particular importance is the development of a scientific basis for a program-targeted approach in managing the development of the preschool education system.

First, the application of a program-targeted approach is related to the process of managing preschool education at the city level, defining its goals and objectives, functions and competencies. The activities of pre-school education governing bodies include the formation of a wide network of multidisciplinary flows and connections between the pre-school education system and other sectors of the municipal community. It should include vertical connections that ensure the management of the preschool education system while maintaining the ability to adapt dynamically and flexibly to changing conditions; and - horizontal, which helps to regulate relations through coordination in a single space of management activities.

Solving the problem of effective management of preschool education at the municipal level, in our opinion, requires the creation of a rational algorithm for the organization of preschool education, the distribution of functions of the governing body and the creation of a prognostic model based on them. need

This approach has several advantages, in particular:

- Distribution and consistency of the main and intermediate management goals as a result;
- formation of mobile specialized mobile structures together with the organizational management mechanism in order to develop the management system and solve specific problems;
- a complex combination of all types of resource support;
- Involve all management entities to achieve the goals of developing the whole system of preschool education in general, and its subsystems in particular.

Priorities for the development of the preschool education system Improving the quality of preschool education in terms of education policy; development of alternative forms of preschool education. In addition to traditional forms of pre-school education in the municipal environment, measures are being taken to manage the process of disseminating news, including the replacement of pre-school education services with private education services and public-private partnership services, an approximate normative framework for the organization of various forms of preschool education is being developed. .

Priority models of the changing form of preschool education are non-governmental (private) and autonomous preschools, tutoring, family groups. The increase in births by demographic indicators raises the issue of lack of space in existing preschools for this period and remains the most pressing problem.

In order to ensure the comprehensive development of children who do not attend preschool institutions and the development of alternative forms of preschool education, the project work on the establishment of a small family kindergarten is being updated.

These activities should open up opportunities for alternative forms of child support, including home and family development.

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