

METHODS AND TECHNIQUES OF TEACHING OLDER PRESCHOOL CHILDREN IN THE PROCESS OF EDUCATIONAL ACTIVITIES

Darmonjon Bozorboevna Mahmudova

PhD, Acting Associate Professor, Chirchik State Pedagogical Institute

ABSTRACT

From the moment of birth, the child is mastering the world around him. Nature itself has taken care of this. Through its sensations, the child's brain receives knowledge and helps him adapt in the most complex world of adults. But for this process to be more effective, older preschool children need to be taught the techniques of educational activities, therefore, children need an individual approach, increased attention, help from educators and parents, and timely, qualified, systematic assistance.

Keywords: individual approach, children of senior preschool age, researchers of modern pedagogy.

INTRODUCTION

Many educators in their articles say that in practice they are convinced of the correctness of the words of great scientists. So in his works the outstanding psychologist L.V. Vygotsky. Especially noted that "The basis of the educational process should be based on the student's personal activity, and all the art of the educator should be reduced only to directing and regulating this activity."

We can trace the same idea in the works of the great teacher and writer Ushinsky K.D., Konstantin Dmitriyevich wrote that "the child should develop the desire and ability to acquire new knowledge independently, without a teacher to give the student a means to extract useful knowledge not only from books, but also from the objects around him, from life events, from the history of his own soul. Possessing such mental power, extracting useful food from everywhere, a person will learn all his life, which, of course, is one of the main tasks of any school education.

Researchers of modern pedagogy are revising the methods, techniques and forms of work with older preschool children. According to the updated curriculum, the subject "Natural Science" was introduced for the first time for study in the kindergarten. The program provides for the acquaintance of children with such topics as "Properties of a magnet", "Bodies and substances of inanimate nature" (sand, clay, coal, stone), "Environmental problems of the air", "Winter phenomena: frost, ice,

icicles". Children of older preschool age have minimal knowledge, no life experience. How is it accessible and interesting to tell children this material in such conditions? The conclusion suggests itself - in the classroom for 5-6-year-old children, actively apply research experimental techniques.

Educators of kindergartens and preschool classes know that the "Literacy" classes are difficult for most children. Sound-letter analysis of words is difficult to perform, because at first children do not hear individual sounds, and not everyone quickly memorizes the printed image of the letter, in this case playing with sand or writing on sand helps. Sand games are the most famous and memorable for any child, each of us spent a lot of time in the sandbox in childhood. Playing with sand, children involuntarily learn both sounds and letters.

The development of functional literacy in the modern world is impossible without knowledge of information communication technologies, therefore it is very important to use these technologies in the process of teaching and educating children.

In our opinion, the educator must use a computer and an interactive whiteboard in the educational process. The inevitable penetration of information and communication technologies into preschool education and upbringing makes it possible to increase the efficiency of the assimilation of knowledge and to maximize their volume.

LITERATURE REVIEW AND METHODOLOGY

The effectiveness of the methods depends on the pedagogical conditions of their application. The result of the child's work depends on his interest, therefore in the lesson it is important to activate the attention of the preschooler, to encourage him to activity with the help of additional techniques. Such techniques can be: game; surprise moment; request for help; encouragement, musical accompaniment.

Reception of teaching (methodical reception) is a structural element of the method; this is the action of the educator, which causes a response from the pupils, which corresponds to the goals of this action.

A variety of teaching methods, the "targeted" nature of their application in educational practice, the impeccable technique of their implementation into the main method, the art of implementation (artistry, emotionality, aesthetics and virtuosity, simplicity and expressiveness, etc.) are considered the main indicators of the teacher's professional skill.

The arsenal of teaching methods revealed in pedagogical practice is huge. Attempts are being made to classify them. A systematic description of the totality of

didactic techniques determines the need to search for the most significant grounds for this classification.

The use in each individual situation, along with the main method of teaching elements of other methods, is a common practice of organizing the educational process in any educational information environment. There is a problem of finding the optimal combination of these methods, modeling various ratios in order to achieve the maximum training effect.

The variable part of the implemented teaching method, including any elements of other teaching methods that are included in this method and enhance its educational effect, are defined in didactics as teaching methods.

The given definition of the technique covers a wide range of operations and actions, the introduction of which into the variable blocks of description is to put in order the knowledge about teaching techniques and their purpose, to determine the key directions of their application and search.

The whole set of teaching methods, including the content, methodological, organizational and material and technical aspects of the educational process, are divided into groups according to the following criteria:

- the functional purpose of the method - what methods of information consumption it supports, what elements of the subject's mental activity is directed at, the development of what mental processes it provides (methodological aspect);
- the type of information source used and its content, with which the training technique is associated (content aspect);
- methods of technical support for training, which are implemented through reception (material and technical aspect);
- ways of organizational structure of the educational process, which are reflected in the reception (organizational aspect).

Accuracy in the use of techniques and a sense of proportion are extremely important. In the selection of teaching methods and the technique of their inclusion in the educational process, the educator manifests himself as a subject, as a psychologist, as an educator, and as an actor. This refers exclusively to the last of the named manifestations; teaching is said to be not only science, but also art.

Thus, an attempt to construct an algorithmic prescription that determines the sequence of actions of the educator in choosing the methods and techniques of teaching, in no way excludes his professional creativity. The choice of instruments of pedagogical influence is only one of the stages of work. Designing a technology for the implementation of methods and methodological techniques as part of these

technologies for specific academic studies is the next creative task that requires educators in a number of cases of innovative thinking.

The problem of preparing children for school is one of the key ones in psychological and pedagogical research (Blagoveshchensky V., Vygotsky L. S., Kiterman B., Lyamina G. M., Ushakova T., Zeitlin S. N.). Modern school educational programs are interested in the fact that children who enter the first grade not only have some skills and knowledge, but also the ability to act mentally, which is formed in the process of assimilating a system of knowledge in one or another area of reality ...

For successful learning, a future student must have a sufficiently high level of general speech development (lexical and grammatical base, coherent speech, correct and distinct pronunciation and sound pronunciation), mental activity, the presence of learning motives, sufficient arbitrariness, controllability of behavior, etc.

When designing the content and nature of work with children, it is important to take into account general pedagogical principles: systematic, scientific, accessibility and consistency; and specific principles: consistency, integrity, integration, interdisciplinarity, humanization, dynamism, differentiation and individualization. The principles reflect the objective regularities of the content of modern education for preschool specialists, the integration of various areas of knowledge, the relationship of design goals with the definition of means and the achievement of a specific result.

The principle of consistency allows us to consider the variable and invariant elements of the content of the work as a whole, with various connections within the elements.

The principle of integrity determines the completeness of the necessary practical and theoretical skills and knowledge of the professional training of preschool specialists, their consistency with the particular goals of preparing for work with preschool children.

The principle of integration and interdisciplinarity orients the design of the content of work with older preschool children towards the synthesis of knowledge with various disciplines of the curriculum.

The principle of dynamism requires constant consideration of the latest trends and changes in methodological and psychological-pedagogical education.

The principle of humanization must be manifested in the inclusion of educators' needs, prospects and development interests in the center of personality training.

At the present time, in preschool pedagogy, child psychology and other

sciences, sufficient methodological and theoretical material has been accumulated, which makes it possible to single out the issues of the methodology and theory of forming the readiness of older preschool children for primary schooling into an independent subject.

When designing the content of work and preparing educators for working with children of senior preschool age, it is necessary to pay the development of tasks for studying the issues of the readiness of older preschool children for primary education: to analyze the content of the work of preschool institutions to form the readiness for primary education of older preschool children based on the following questions:

- How is work done to form the readiness of senior preschool children for primary schooling?
- What is the program of formation of readiness of senior preschool children for primary schooling?
- What methods, techniques, means and forms are used to achieve the solution of the assigned tasks?
- Is there continuity with the school in the formation of the readiness of senior preschool children for primary education?

Thus, the integrity of training is ensured by the implementation of all its components, the definition of the conditions of organization and content.

When organizing the process of preparing to work with older preschool children, the teacher must always remember the main thing: taking into account the characteristics of the preschooler, his needs and interests. You cannot "break" the usual way of life, overload the schedule of activities, reduce the time for games and other activities.

RESULTS AND DISCUSSION

Teaching older children of preschool age has a visual and effective character. Children acquire new knowledge on the basis of direct perception, when they follow the actions of the educator, listen to his instructions and explanations, and work themselves with building and natural materials.

The joint activity of the educator and the pupils often begins with elements of the game, surprise moments, they can be the unexpected appearance of a toy, things, the arrival of "guests", etc. This activates and motivates the child. But, when for the first time some property (stability, size, shape) is identified and it is necessary to focus the child's attention on it, the game moments may be absent. Clarification of constructive properties is carried out on the basis of comparing objects that are

characterized by either similar or opposite properties (wide - narrow, large - small, long - short, etc.).

Methods and techniques of teaching older preschool children in the process of educational activities contribute to the improvement of elementary skills of spatial orientation (front, back, middle, inside). The child learns to transform buildings according to various parameters, to build them according to verbal instructions. The teacher teaches you to create buildings according to a joint and individual plan. Practice shows that the relationship of preschoolers in constructive activity by themselves is not always built on the correct basis. Therefore, the role of the educator is of great importance here. He is obliged to teach his pupils to work collectively, to first discuss the plan together, to clearly distribute responsibilities in the process of performing buildings, toys, to coordinate their own work with the actions of their peers.

At the same time, it is necessary to educate children in the ability to motivate their own proposals, to comprehend the proposals of their peers and the ability to choose the best option, abandoning their own if it turns out to be not entirely successful.

In the process of joint implementation of the structure, children should help each other, respond kindly to the requests of their peers, be attentive and sensitive to their work. At the same time, not only art, creativity, but also aesthetic taste develops. Encourages to beat structures, to unite in games. Older preschool children have the ability to perform very complex activities in a specific sequence.

The teacher, in joint work and in consistent activity, can offer children simple constructors for experimenting with details. But if children do not cope with the task, do not work arbitrarily, they quickly lose interest in it, get tired and are distracted from the task. With this in mind, the teacher provides preschoolers with an example of each new way of acting. In an effort to prevent possible errors, he must show all the methods of work and explain in detail the sequence of actions: show the methods of fastening parts, installing simple structures, consider the drawings of structures. At the same time, explanations must be extremely specific, clear, precise, given at a pace that is accessible to the perception of a preschooler. If the teacher speaks hastily, then the child can stop understanding it and start to get distracted.

The teacher should demonstrate more complex ways of action 2-3 times, drawing the attention of the children to new details each time. Only repeated demonstration and naming of the same methods of action in different situations when changing visual material allow children to learn them. In the process of activity, the

teacher should not only point out to preschoolers about mistakes, but also find out their reasons. All mistakes are corrected directly in action with didactic material. Explanations should not be wordy, intrusive.

Older preschool children learn more about emotionally perceived material. Their memorization is characterized by unintentionality. Therefore, in the joint activities of the educator and children, didactic games and game techniques are widely used. They should be organized in such a way that, if possible, all the children are simultaneously involved in the action, and they do not have to wait for their turn. Games must be held that are associated with active movements: running and walking. But when applying play techniques, the teacher should not allow them to distract the children from the main thing.

From preschool age, familiarization with working with natural material begins: bark, branches, chestnuts, leaves, cones of spruce, pine, straw, nutshells, acorn maple seeds, etc. during free activity. The peculiarities of crafts made from these materials are that their natural form is used. Expressiveness and quality are achieved by the ability to notice in natural material the similarity with objects of reality, to enhance their expressiveness and similarity by additional processing using a variety of additional materials. Children learn how to glue parts together.

The teacher should encourage them to be careful in the process of activity, not to scatter, not litter, not to disturb the comfort and beauty of the room. Order in the workplace is a prerequisite for the successful completion of any task, education in children of the skills of organized work, aesthetic feelings. You can give combined tasks that allow the children to learn new tasks, and train them in what they learned earlier. Using natural material in their games, children get acquainted with its properties, learn to fill their free time with interesting activities. In particular, this activity plays an important role in the development of fantasy in children.

Methods of children's activity are distinguished: information-receptive method, reproductive method, heuristic method, research method.

All these general didactic methods are implemented through a system of techniques: visual, verbal, play.

Methods and techniques of teaching older preschool children in the process of educational activities can be considered on the example of a survey.

The survey is the purposeful examination of the subject to be depicted. Isolation of external pictorial features.

The survey can be divided into three stages.

Stage 1 - a holistic, emotional perception of an object through some expressive

sign (for example, a fluffy kitten is the most expressive sign of "fluffy").

Purpose: to evoke the desire to portray.

Stage 2 - analytical perception of the object, that is, the sequential selection of pictorial features, properties and parts of the object.

Selection order. Matches with picture sequence:

1. Allocate and name the largest part of the subject and its purpose.
2. Determine the form of this part (make the dependence of the form on its purpose, living conditions, etc.)
3. Determine the position of this part in space (differences in different types of one object: in pine, the trunk is straight and thick, in birch it is thinner and curved)
4. Further, another rather large part is distinguished, the position, shape, and its size in relation to the main one are clarified.
5. Allocate a color if its image is involuntary, but is performed in accordance with nature.

6. Pay attention to details.

During the examination, an examining gesture is used: circle the shape with a finger, visually accompany the movement of the hand.

Stage 3 - a holistic emotional perception of an object, as if uniting a holistic image (12, p. 4).

Also, teaching older children of preschool age in the process of educational activities can be considered using the example of a game technique with the role behavior of children and adults.

Children are offered the role of painters, potters, construction photographers, etc.

A rough outline of a drawing lesson on the topic: "Wonderful Garden" is presented below.

Subject monotype (senior group)

The goal is to draw a tree in a monotype manner.

Software content.

1. Teach the children to draw a symmetrical image: fold the album sheet in half and draw half of the tree.
2. Practice drawing with a brush in various ways: wide lines with the entire bristle, thin with the tip of the brush.
3. Develop an interest in drawing, a desire to apply various methods and materials for creating an image in drawing. Learn to portray unusual trees, make a whole garden out of several trees.

The teacher and the children discuss the sequence of the work, the teacher draws attention to the additions that the children made to the drawing (rain, leaves).

Physical education "Trees" + exercises for the eyes (at the discretion of the teacher).

The trees grew far apart

(showing trees with both - fingers "fanned out").

It is not easy for a man to walk this path ("little man" with his left hand).

Only the roots of two spruces intertwined once, ("roots")

As if two trees forever embraced, ("trees").

At the end of the lesson, the children choose the most beautiful forest, find unusual trees, and highlight those works where the children made an addition. You can read familiar verses about trees.

Thus, the modernization changes in preschool education provide the educator with freedom in choosing the methods and techniques of teaching older preschool children. The main result of modern education is that children have learned how much it contributed to their development, the formation of integrative personality traits.

The teaching method chosen by the educator should contribute to the formation of intellectual operations, create conditions for creative problem solving and the manifestation of initiative, teach responsibility and independence, and train children in the ability to arbitrarily control their own behavior.

CONCLUSION

Thus, we can conclude that the senior preschool age is the most favorable for laying the foundations of literate, clear, beautiful speech, which is an important condition for the mental education of a child.

In our article, we examined the methods and techniques of teaching older preschool children in the process of educational activities and found that the teaching method is a way of interconnected activities of teachers and students to achieve the objectives of the educational process. This concept of the method emphasizes the two-sided nature of the learning process. Indeed, teaching methods are not limited only to the activities of the teacher, but it is assumed that with the help of special methods he stimulates and directs the cognitive and practical activities of the children themselves. That is, the educator, on the one hand, provides the material himself, and on the other, seeks to stimulate the educational and cognitive activity of students (encourages them to think, independently come to certain conclusions).

The reproductive method is a method aimed at consolidating previously acquired knowledge and skills. This is an exercise method that makes the skills automatic.

The research method is aimed at developing independence, imagination and creativity in preschoolers. The teacher offers to do all the work independently.

The heuristic method is aimed at demonstrating independence, i.e. the teacher invites the child to do part of the work on his own.

A technique is an element of a method, its component part, a one-time action, a separate step in the implementation of a method.

The teaching method always includes the activities of the leader and the follower. But the educator, in addition to the oral presentation of information, should allow children to perform a number of exercises and tasks on their own. So the pupil will learn to apply his knowledge in practice, as well as consolidate his previous successes. And the teacher will be able to analyze the child's actions, control the results, and, if necessary, disassemble and correct his mistakes. Another distinctive feature of teaching methods is that they are not static, they evolve. The development of the method occurs by changing the position of the pupil in the process of educational activity. The child is continuously learning, therefore, his independence in cognition gradually increases, he becomes not a path of self-education.

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