

Polevikova O.B., Shvets T.A. General basis of preschool didactics // “Science progress in European countries: new concepts and modern solutions”: Papers of the 6th International Scientific Conference. April 19, 2019, Stuttgart, Germany, - P.194-199.

GENERAL BASIS OF PRESCHOOL DIDACTICS

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A person will know the world in different kinds of activities, but its cognitive endeavors in the process of learning are especially focused, which is fairly considered the most important and most reliable way of acquiring knowledge.

Preschool teaching - a joint activity of the teacher and the child, focused on the learning of knowledge, skills and methods of cognitive activity.

The essence of teaching, its features is studied didactics - the science of learning, its laws and laws, principles and content, methods and forms of organization. From her point of view, the following teaching functions are most

important:

- educational (implemented through the selection, transfer and assimilation of children by a certain system of knowledge, skills and abilities);
- developmental (focused on mental development of the child, continuous improvement of his mental abilities, cognitive activity);
- educational (manifested in the content of knowledge, which become the basis of world outlook, personality trait).

An important component of didactics is pre-school didactics, which, being a property of folk and general didactics, relies on the age-old features of preschoolers.

Preschool didactics - the theory of teaching children of preschool age, which defines the purpose, develops the content, methods and forms of organization of teaching children.

The founder of preschool didactics is Yan A. Komensky, who considered the main didactic tasks to expand the child's direct experience, to enrich her knowledge of subjects and phenomena, to form the ability to distinguish between similar objects and phenomena and to correctly identify them.

Teaching as a means of direct and direct influence of the educator on preschoolers is intended to provide specific information about the reality, the education of the correct attitude towards it, the acquisition of specific actions by the children, and their comprehensive preparation for the school. The knowledge that children of preschool children possess are divided into two categories: simple knowledge and skills that they learn without special training, and in everyday communication with adults, during games, observations, and other activities; more complex knowledge and skills that can be learned only in the process of special training of children in classes.

The basis of the educational activities of preschool children is a combination of social experience, which the child learns, with little her own experience, and enrichment in the process of learning. The main components of this activity are:

- educational assignment. In the younger preschool age, it appears in unity

with practical tasks. Their distinction appears gradually and not immediately. This is due to the logical complication of educational tasks, the isolation of methods of mental and practical activities, which should be mastered, the analysis of the results of educational activities, establishing their relationship with the understanding of the problem, using the specified methods of activity;

- planning. Its essence consists in the selection of means and methods of activity, establishing the sequence of actions, etc.,

- ability to control activity, to correctly evaluate its results. It allows to organize the educational activity of the child rationally, avoid unimportant or simplified tasks, which is one of the prerequisites for its mental development;

- motives. They are intended to encourage children to study. If the younger and middle preschool age prevails emotional attitude of children to communicate with adults, organization of classes, educational materials, then at an older age they are attracted by the process of learning itself, there is awareness of the importance of success in learning activities, cognitive interests.

The peculiarity of pre-school education is that it is carried out not only in specially organized, compulsory classes, but also in everyday life. This fundamental difference from the school's classroom education is due to the fact that for preschool children only for compulsory classes, which differ considerably in terms of the level and pace of development, they cannot effectively master knowledge, take an active part in the educational process. Instead, a significant part of knowledge and skills is acquired by a preschooler outside classes - in everyday communication with adults and peers, games, during observations. This empirical experience of the child specifies, organizes and fixes in the process of classes. A thoughtful, creative educator who is interested in the successful formation of educational skills for children, will help establish the connection between knowledge acquired by the child in everyday life and new information, supplement and enrich the knowledge that the child has. For this purpose, use the perfect word, folk signs, proverbs and sayings, reading fiction, stories, riddles, puzzles. Thus, the teacher provides a link between organized training in classes and training outside

of them.

Another feature of preschool education is the style of relationships between all participants in the educational process, which can be defined as cooperation (the child and the teacher, children among themselves).

Knowledge of the teacher of the peculiarities of educational activities of children will help correctly guide their studies, organize cognitive activity, promote the development of the child in the learning process.

Preschool didactics sees learning as a two-way process of interaction between educator and children, aimed at learning children's knowledge, skills and abilities, their comprehensive development as personalities. Learning is a particularly powerful source and means of mental development, if the educator gives the child the opportunity to independently search.

The family plays a significant role in the successful education of children. Parents should be well informed about the peculiarities of the educational work of a preschool institution, participate in the enrichment of knowledge of children, and organize their educational activities at home. It is advisable to inform parents about the educational success of their child, to involve in the implementation of simple tasks for the preparation of children for classes (reading fiction, observation, excursions, etc.).

In the process of learning combines a variety of objective and subjective factors. Despite the importance of each of them, the effectiveness of learning depends primarily on their harmonious unity and interaction, as well as the subordination of their didactic principles (principles of learning).

By combining different types of learning, the teacher will create conditions for a person-centered approach. As you know, children are more successful and more pleased with tasks that require new ways of acting. Therefore, the task, methods of their implementation, used in this material should be as diverse as possible. When selecting a task, it is necessary to be guided, so that each child in the process of their implementation intensified their knowledge and skills, carried out the efforts of thought, and also enjoyed the success of the work. It is important

that the success of the preschool child has been supported by the teacher's approval, especially his predictive assessment ("I am sure you will find the right answer").

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