

ORGANIZATION OF PEDAGOGICAL PROCESS IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS

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ANNOTATION:

This article provides information on the organization of pedagogy in pre-school educational institutions based on scientific research in the field of pedagogy and preschool education.

Keywords: pedagogical process, MTM, methodology, concept, creative games.

INTRODUCTION:

Great work has been done to update and reform the education system in our country. In the first years of independence, the first president of our country put forward the idea of creating a modern single system of Personnel Training: "it is necessary to develop a completely new system of training on moral, moral and professional skills of teaching. It is necessary to create completely new training programs in terms of quality". Subsequently, it served as a methodological basis for the creation of a national program of training of Personnel, recognized by many laws in the field of education, relevant normative acts, most importantly, the entire world community. In this program, it was envisaged to reform preschool and school, secondary special and vocational, as well as higher education in three stages, to create a five-stage education system. Preschool education is the initial stage of the system of continuous education.

Its main purpose is to ensure the development of the child's personality in all respects, to realize his abilities, to formulate the skills necessary for his studies, to receive a permanent education, and to prepare for a

successful study in school. The legal basis of the activity of pre-school educational institutions is the law "on education"(1992-th year.), National program of Personnel Training (1997-y.), "On pre-school education "(2008, 2011), the decision of the Cabinet of Ministers dated July 19, 2017 № 528"on the state preschool education institution "(2017)," regulations on non-state preschool education institution"," first step " Educational Program (2018) and other normative-legal acts are defined. The concept of "on pre-school education", developed in 2008, defines the priority directions of the development of pre-school educational institutions, methods and methods of improving the educational work, and the state requirements put forward in this regard determine the level of development taking into account the age of each child, allows educators and educators to increase the work efficiency. Issues of upbringing are organizational forms of educational work, various types of children's activities: through teaching in training, creative and rule-based games, independent activities of children, their own labor and acquaintance with adult labor, self-service weight loss is carried out through hygienic measures.

The successful implementation of educational and educational work depends on the correct Organization of the pedagogical process, each type of activity in the Mtm. In the pedagogical process of mtms, education plays an important role, and it is carried out in everyday life, in the game, in labor, through training. Education and training functions are not included in the training. Children tend to get acquainted with the surrounding life and

nature, learn speech and literacy, master the simplest system of imagination and knowledge, skills and abilities in Mathematics, Physical Culture, visual activity, music. The knowledge, skills and skills that children need to master are defined in the MTM program, which is important in the overall development of children and their preparation for school education. As a result, it will have a developmental and nurturing feature. The program sets out the number of sessions in each age group during the week and how long each session lasts. The educator, based on this, draws up his weekly schedule of training, which allows him to carry out the established educational and educational work on all sections of education in the right way and in the same way.

Children should be prepared for feeding, training, performing the duty of duty in the corner of nature, developing in them a sense of responsibility for the task, and at the same time form social feelings and relationships. The turn begins in the second subgroup from the second half of the year and continues in all age groups. Manual labor of children of large groups, labor in nature, economic and household labor are organized systematically in the morning and evening walks every day. Once a week with the participation of the whole group, children are organized collective labor, a new type of manual labor is taught in training. In the process of Labor, the skills and abilities of children to work are improved, their observability is developed, their interests are increased, moral qualities such as Labor, responsibility, a sense of duty are formed.

The labor activity of children should be organized in such a way that they grow their physical and mental activity. To do this, it is necessary to provide them with all the necessary materials and labor weapons. Self-service is one of the forms of Organization of children's labor.

Starting with a small group, children are taught to dress and undress independently. Children of a large group should always keep themselves immersed (appearance, hair, clothes, shoes). They collect toys, books, work weapons from the game and training key in-place.

Every day, after morning training, during the day, sleep, after evening breakfast, a walk is organized. On the picnic are organized all kinds of creative games, familiar to children and a new rule, games. It is important to lead children's entertainment, labor, independent activities. The place where games and training are held should be hygienic in demand. On the trip it is possible to observe nature, the activity of adults, the events of social life at the beginning of the trip there will be conditions for children to behave independently: running, sitting, talking and watching. Then action games, independent activities of children, labor, observation. various creative games are organized. Great attention is paid to the organization of children's marriages in MTM. The agenda, organized in each age group, should fully satisfy the needs of children to sleep, eat, work actively, create the necessary conditions for maintaining a positive emotional mood in the childhood, establishing the right attitude between children and adults.

In the activities carried out, the educator trains the cultural and hygienic skills of children: social behavior, culture of behavior. In order for the child to become healthy and develop correctly, the necessary sleep is important. The educator will ensure that the room is ventilated, peace after sleeping the children in the group room. It is necessary to slowly instill in children what they wake up.

The main focus of the preparatory group Educator is on the full appropriation of the content provided for by the pre-school education program of all children, since this is an obligatory condition for full-time preparation for school education. The

pedagogical process in large groups, arising from the tasks of preparing children for school, is unique. This uniqueness lies in the special organization of activities and manners in which children are directed not only to copy from the educational work of the school, but also to develop in them the irreplaceable formation of the qualities necessary for successful teaching in the school. When it comes to the preparation group, the child begins to manifest independently in all his activities: self-service, on duty, in the league, in the labor of nature sheep. Independence and organizational abilities in the child are formed in all their activities under the direct leadership of the educator.

In addition to the implementation of the general tasks of carrying out the program of physical education, children are trained in the morning physical exercises and physical exercises willingly, the desire to improve their movements. Therefore, it is necessary to develop the physical, mental activity of the child, as well as the activity of effort, which increases working capacity.

The educator takes care of the children's normal sleep and nutrition in order to ensure that they are able to sleep.

The educative and developing feature of education is the principle inherent in modern education. For this, the knowledge, skills, skills that are given to children are constantly improved. As a result, children learn to perform work-actions according to the instruction and example of an adult, apply his previously acquired knowledge in a new activity, monitor his behavior, work, behavior and correctly evaluate it.

Attentively listening to the explanations and instructions of the educator, striving for a good result in his work, the skill of working carefully at a certain speed and consistency is formed, the ability to work increases.

During the training, the educator takes into account the special characterization of each child at the level of attention, thinking, memory, knowledge and qualification.

Special concomitant with the educational process requires a slow implementation of mental tasks, complicated methods of their implementation. For example, if the child can not give something his own story, the educator will give him a plan for the subject, then he will entrust the work to be done independently. Through separate colliding, shy, sluggish children are faulted, the task is complicated for children who study the material well.

There is a specific aspect of the techniques used in the school preparation group. Visual techniques are not only used here in the method of action, but are also used to activate the active good of thinking in children. For example, in the popularity of landscape painting, sample rendering is used to animate the memory, fantasy image at the beginning of the training, and at the end of the training it is used for the purpose of comparing the work performed by the artist with the sample to see how correctly the picture was performed.

The oral method is of great importance in bringing the knowledge to the children thorough mastering, the correct addition of practical and play techniques with visual method in order to activate the educational process. Game techniques, especially the method of didactic games, also do not lose their importance. Analysis of the work done together with the children: compare, compare, control form the skills that are important for educational activities. When the educator teaches the children to analyze the work done, he first gives himself an example, then makes a plan, and after that the children independently analyze the work of themselves and their comrades, they will become appraisers of it. In order to educate the self-examination skills in the children, the educator offers children to tell

them how his partner has done the job, and on the way, "did you know where he has done the job?", "Why do you think so?" they ask questions like. In the school preparation group, there is an increased demand for children to be organized in training. Formulate a smart labor qualification so that children acquire such skills as preparing the workplace, correctly placing the necessary materials, performing the work in a certain sequence. Therefore, children are taught these works, which will be necessary for future activities. The program of giving moral and labor education to children at this age is complicated by the formation of relations with their peers and spouses, the upbringing of human qualities. Attention is paid to the fact that they occupy the rules of norms of behavior, solve tasks within the framework of etiquette, which are encountered in everyday life.

The education of the primary school teacher and the preparatory group of the MTM will organize an excursion to familiarize the children of the preparatory group with the school. Such extractions can be conducted 3 times a year on a continuous basis. During the excursion, the children of the senior and preparatory group get acquainted with schoolchildren, they tell the children of MTM about their schooling, their work; students will see how they decorate their room, how they care for plants and animals in the corner of nature, what kind of work they do in the workshop. Consistency is evident in the activities of the educator and Primary School student of the pre-school educational institution. One begins to educate and educate children, the other to continue. The communication between the school and the MTM can only be achieved with the goal of child education, provided that it is independent.

In order to successfully carry out the work of teaching and learning children of preschool age, it is not enough to know the program well, at the same time it is necessary to pay attention to the

fact that each child has different ways of developing personality, the child's ability to acquire knowledge, skills and abilities.

Another need for successful planning of the work of the educator is his extensive use of recommendations, which he received from the methodological manual, the Council of educators, methodological Association, courses and the like.

Educators should periodically go through the analysis of the work of children. The calendar plan is made up of one or two weeks and is an obligatory document of the tutor. According to the program, all educational work is carried out through all types of children's activities: play, work, household activities and training. The content of the calendar plan is reflected in all types of children's activities.

The calendar plan is drawn up according to the educator's agenda. The children's game too. both labor activity and household activity should take place from the daily calendar plan of the educator.

The task of organizing the pedagogical process as a single whole is a leader in planning.

Planning should be directed to the holistic Organization of the pedagogical process: to determine the task of the children's team and the upbringing of some children, to choose the content and methods of pedagogical influence according to the age of the children, to use various forms of Organization of children's life, types of activities, methods of guidance. The plan provides for a thorough pre-preparation for educational and educational work carried out with children to thoroughly consider the methods and methods, prepare the necessary materials and equipment. All the work planned by the educator should ensure the comprehensive development of each child. At the same time, it is possible to make changes to it, proceeding from the situation, without having hardened the plan.

It is necessary that the educator does not miss the same period of time and develop the child in every possible way. The educator should know well the requirements and content of the program of the group where he works, as well as the pre-and post-training. For example, in the Department of introducing small group children to the environment of the program, the task is set to acquaint children with the simplest knowledge and concepts in the birth of animals, plants and the like.

Today, there is a need to study the problem of improving the quality of education and training in public and non-governmental preschool institutions as a separate research subject. It is necessary to evaluate on the basis of the activities of employers of state and non-state preschool organizations, to focus on

improvement based on the criteria of professional activity, level of education and personal development.

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