

TEACHING OLDER PRESCHOOL CHILDREN IN THE PROCESS OF EDUCATIONAL ACTIVITIES

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Resume: *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.*

Key words: *individual approach, children of senior preschool age, researchers of modern pedagogy.*

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.

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.

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 build 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.

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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