

DEVELOPING EDUCATION SYSTEM OF PRESCHOOL CHILDREN

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Resume: *In the history of human learning (as in education) arose from the need to preserve and pass on available experience to the younger generation, preparing it, so for independent living. In recent years, the teaching language is increasingly included the concept of "teaching education"; "Educate training", emphasizes the unity of education and training of personality formation.*

Key words: *preschool education, upbringing, training, knowledge system formation, personality formation.*

Education is aimed at forming a system of values, ways of social behavior. For training, the priority is the formation of a system of knowledge, skills, methods of cognitive and practical activity.

Since training affects the entire life of the student: it ensures the assimilation of knowledge, abilities, skills, experience of creative activity, an emotional and evaluative attitude to the world, to oneself, it plays the role of a system-forming factor.

Teaching is a teacher's professional activity aimed at transferring knowledge, abilities and skills to students. As we can see, the main goal of training is the transfer of knowledge, skills and abilities. But depending on the educational work, there may be goals for the general development of the child without claims to a programmatic nature (performed in conditions of play, work, individual communication, etc.).

But along with general goals, there are goals that are more specific, directing educational work in a certain direction. It is necessary to improve, for example, the speech development of the child, to expand the orientation in the environment, to develop the child musically. In order for these specific requirements to be fulfilled, children need to be educated through setting goals for solving a specific problem.

From the various relationships between the child and adults, an activity that we will call learning or learning activity can be isolated and formed at this stage. A characteristic of this activity is the child's assimilation of knowledge and skills.

At the senior preschool age, the child forms the following elements of educational activity:

- the ability to determine the goal of the upcoming activity and ways to achieve it, to achieve results;
- self-control, which manifests itself when comparing the result obtained with a sample, a standard;
- the ability to exercise arbitrary control over the course of activities in the process of obtaining intermediate results;
- the ability to plan an activity, focusing on its result.

The activity of a teacher (teaching) is aimed at organizing the process of active assimilation of knowledge, skills, and abilities. Here, preliminary preparation of the lesson is important (planning, provision of material and object equipment, creation of a favorable emotional environment).

The principle of awareness of the learning process is close to the principle of consciousness and activity in learning. It suggests the need for the child to develop a reflective position: how did I know that I did not know, how I thought before, why I was wrong, etc. If a child understands what and why he made a mistake, what is still not possible, he takes the first step on the path to self-education. And the teacher will help him to take the next steps, encouraging, advancing success, and providing concrete assistance.

In the learning process, the joint activity of the teacher and the trainees is carried out in a certain order and in the established mode, in other words, it is clothed in a specific form. Historically, there were 3 forms of training organization: individual, group, (with a subgroup), frontal (with the whole group).

Each of the forms is distinguished by its specificity, which is expressed in the didactic goal, in the degree of independence of children, in the ratio of collective and individual work, in the features of pedagogical leadership.

The individual form of training organization contains many positive factors. The teacher has the ability to determine the task, content, methods and means of teaching according to the level of development of the child, taking into account the pace of assimilation of the material, the characteristics of mental processes, etc.

With each child in the group, the teacher periodically conducts an individual lesson of a control and diagnostic nature in order to identify the level of his exposure, while identifying problems in the assimilation of knowledge and skills. This is necessary to adjust the further education of children.

Group forms of training assumes that classes are conducted with a subgroup of no more than 6 people. The basis for recruiting can be personal sympathies, the commonality of their interests, but in no case coincidence in the levels of development. Each subgroup should have children with different levels of development, then the "strong" will become "beacons" for those who are often referred to as lagging behind. Providing such interaction of children in the educational process is the main function of the group form of education.

Frontal classes are also necessary in a modern preschool environment. Their content can be artistic activities. In these classes, the effect of "emotional influences of empathy" is important, which leads to an increase in mental activity, encourages the child to self-expression.

Teaching children is not limited to classes. Moreover, a child acquires a significant part of knowledge and skills without special training, in everyday communication with adults, peers, in the course of games, observations. Therefore, the teacher's task is to help the child acquire full knowledge outside of class.

In modern life, the problem of realizing the responsibility of adults to children is acquiring special relevance. Education is viewed as an integral form of pedagogical activity, including a system of interrelated tasks, content, forms of its organization, as well as the intended results, and the form of its organization determines the stability of the learning process, in which the leading role belongs to the adult. The harmony of the inner and outer world is possible in the conditions of the unity of the world of adults and children, the community of their being. The

main task of the teacher is to create conditions that ensure the entry of children into a new world of adults and peers. He needs to be guided by the inner world of the child, which he has already developed. And only on the basis of this experience is harmonization possible, which means their normal development. It should be remembered that there is not only a culture of adults, but also a culture of children. Only by studying and understanding it, it is possible to provide children with a normal life and development.

The significance of the peculiarities of the educational activity of the preschooler, the foundations of the theory of learning, the principles, methods and forms of organizing the learning process, will help the teacher build his work in such a way that it stimulates the development of each child in accordance not only with age, but also with individual capabilities.

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