

ПЕДАГОГИЧЕСКИЕ НАУКИ

ORGANIZATION OF EDUCATIONAL PROCESS IN PRE-SCHOOLS

Lyudmyla Vladyslavivna Alekseenko-Lemovska

Ph.D., Associate Professor,

Professor, Department of Preschool Education Pedagogy and Psychology

National Pedagogical Dragomanov University,

01601, Ukraine, Kyiv, Turhenevska Str., 8/14

Abstract. The article defines the specific organization of educational process in preschool education institution. The pre-school education content is intended not to give to preschooler the particular knowledge, skills, but to ensure the formation of the aggregate integration of personality traits on the level corresponding opportunities and patterns of child development at the stage of preschool children, curiosity, activity, emotional sensitivity, communication, arbitrariness, ability to solve intellectual and personal tasks, the presence of preconditions for educational activity and possession of skills needed to perform different activities. This is what defines the specific organization of educational process in preschool education institution.

Keywords: educational process, pre-school, organization principles.

The educational process in pre-school is controlled by a dynamic system consisting of interconnected elements providing focused, phased and planned activities of teachers to organize educational interaction with the child achieving educational goals-results. The purpose of the educational process is to promote comprehensive development of a preschool child personality, individuality, and subject of activity, forming the basis for the personal culture through the involvement of human and national cultures. The said purpose is specified in the tasks: the formation of children's complete picture of the world; development of abilities according to age; education of socially relevant personality traits, motives, needs, laying the foundations for social adaptation of the child; develop positive emotional understanding of the environment, practical and spiritual life.

Various aspects of the educational process organization in preschool educational institution are reflected in the studies of A. Bohush, N. Havrysh, N. Horbunova, N. Kalinichenko, E. Karpova, O. Kononko, K. Krutii, V. Maiboroda, T. Ponimanska, O. Proskura, O. Sukhomlinska, M. Sobchynska and T. Tanko.

The purpose and objectives of preschool children education and training define the content of the educational process in preschool and form the first component. The content of the educational process is a system of knowledge, skills, attitudes, experience, creativity, which mastery provides a comprehensive development of mental and physical abilities of children, forming their outlook, values, morals, behavior, training in social life, work, the development of individuality. The pre-school education content is intended not to give preschooler some knowledge, skills, but to ensure the formation of the aggregate integration of personality traits on the level corresponding opportunities and patterns of child development at the stage of preschool children, curiosity, activity, emotional sensitivity, communicative, arbitrariness, ability to solve intellectual and personal tasks, the presence of preconditions for educational activity and possession of skills required to perform different activities.

The second component is presented in a form of different activities that the child masters within the pedagogical process: common ways of working (goal-setting, planning, monitoring, evaluation and analysis for the results and the process of its implementation), the specific required to perform various activities (language, communication, cognitive, motor, labor, creativity). In the process of mastering this component of educational content, preschooler gets experience of cognitive activity, communication, he/she forms the position for the subject, the activity itself assumes the character of self-knowledge, self-expression, is the development of various skills [3].

The third component is the creativity ways: combining, the application of a familiar method to the new situation, the ability to consider a fresh subject and to see new ties, to reflect their experiences through a variety of means (through poems, pictures, and game), and experimentation.

The fourth component is a way to demonstrate attitude to reality. This experience is the basis for the individual's social and moral behavior. Motives, feelings, personality characteristics are formed by preschooler during the mastering process for the content of this component. Because of the content development, the basis of personal culture, manifested in terms (evaluative, cognitive, creative, aesthetic) to the world is formed for the child. All of the social and historical experience components are related, mastered by a child in unity and ensure comprehensive development of preschool age children [6].

The content of pre-school education should be seen as a common cultural and historical form determining the content and trend of child development in ontogenesis; based on the provisions of the L.S. Vygotskyi's cultural-historical theory and scientific psycho-educational school defining the laws on child development in the preschool age and the main approaches to the of preschool children education: cultural, historical, activity, personal; internal consistency in accordance with the principles put forward by theoretical state-

ments, forms and methods of work; provide comprehensive child development in key educational sector areas [5].

In the educational process, preschool educational institutions as such are: environment objects surrounding child (toys, construction materials, works of art and literature, didactic materials); social environment (teachers, professionals, parents, peers and communicate with them); various types of children's activities (game, productive activity, aesthetically oriented activities, motor). Educational situation (spontaneous or organized, raising, teaching or educational, life or specially created), which involved a child and acting in them, solving various tasks actively changing gain experience, can be considered as a means.

All costs related with each other, are used in unity and complex. Their choice is determined by: the nature of the educational process goals and objectives; capabilities and level of pupils' development; content types of children's activities. Means associated with methods, as they can be a part of the method (i.e., the means implemented between the educational process subjects, aimed at achieving the objectives of child's development and education). In education process at the preschool, different education and teaching methods are use. The most important of these are gaming, visual and practical.

The peculiarity of the child's development and education during preschool childhood determines the specific forms of educational process: regime moments, activities for children. A.P. Usova wrote on the need to introduce classes in the preschool educational process [7]. She noted that the classes are not an analogue of a lesson at school, adapted to the capabilities and specific training of preschool children, it is form of work with children different in nature and in the way of organization, designed to organize, arrange a varied, spontaneous experience of the child in other forms of education activity. For a long time, classes were considered as the main training and education form for children in preschools. Excessive didactics for the educational process has meant that teachers sought to implement virtually all educational tasks in the classroom. Hence it lead to the desire to intensify the pace of work in the classroom, to overload it with the excessive content, to increase the amount, to bring classes elements as the organized and managed teaching and learning activity of children in other moments, games and work. Today, it child's proposed to carry out education as an organized process in other forms: direct educational activities implemented during the joint activities of adults and children; joint activities of adults and children, carried out during the regime moments and aimed at solving educational problems.

Resource component in the educational process is an environment system, where purpose and objectives of education and training can be successfully resolved. Select the group conditions for the organization and implementation of the educational process in pre-school education: environmental, psychological, educational, didactic, and organizational.

Environmental conditions are an environmental organization, providing child's activity.

Psycho-pedagogical conditions are the implementation-centered model of interaction between a teacher and a child, implementation of the nature conformity principle, the construction of the subject-subject interaction (between the educational process subjects through dialogue and cooperation), the implementation of the individualization principle, and the interaction with a family.

Didactic conditions are implementation of the integration and comprehensive planning, as well as thematic organization principle in educational process, the implementation of the educational process through educational means, methods and forms of adequate age potential, goals and objectives of education programs, early learning and correction of the educational process.

Organizational conditions are establishing social partnership between a preschool institution, a family and close social environment (library, theater, and museum), and the use of regulatory requirements in the preschool education area.

Thus, the educational process in preschool is a purposeful process of comprehensive development, training and education for children of 3 to 7 years based on their individual and age characteristics, carried out in different models and forms of preschool education.

The educational process in preschools is characterized by common educational process principles, structure and construction logic. However, there are specifics education and learning processes in preschools, determined by age characteristics and patterns of child development at the stage of preschool childhood [4].

To build a quality educational process, the principles of its organization and functioning must be taken into account. The principles of the educational process are an output system of basic requirements for its construction, which implementation provides high performance for problem solving for personal development in terms of education and training.

The integrity principle of the child. The development is carried out as a single process. Therefore, this provision is necessary to ensure unity in solving the tasks of mental and physical education.

The systematic and continuous principle, or solution for training problem is carried out continuously throughout the day, morning conversation with the child, which prepares them for classes, during hand washing - exploring the properties of water and soap, during the breakfast - fostering the skills of cultural taking meals, during the walk - observation of the trees and establishing causation, while preparing to sleep - on the importance of sleep for the human body, in a free communication - learning conflict-free communication.

The principle of continuous progressive child's movement in the educational process involves the creation of conditions for continuous personal growth and awareness of the process by a child. The increasing complexity of the tasks, maintenance activities, the conditions of its performance, requirements to the child allows constantly improve and change themselves. This process should bring the joy and satisfaction to the child and this child needs to be successful.

The child age-appropriate opportunities principle. This principle is implemented through the idea child development amplification. The development should not be accelerated, overstating the requirements for children, an opportunity to insert various materials in typical activities for preschool children should be found.

The individualization and differentiation principle involves the creation of favorable conditions for the exercise and development of individuality for each child.

The principle of emotional and psychological comfort of the child in the learning process is associated with creation of psychological conditions for education and training, interesting content activities, needs, success, emotionally rich communication with adults, positivity in assessment for child's activities and skills.

The educational process subjects cooperation principle directs teachers to conduct interactions with children through cooperation, creating conditions for the development of child's subjectivity.

The humanization principle reflects the logical connection of the educational process to the needs of society and the individual himself.

The first direction is the compliance of training and education objectives, content and methods to the leading needs of preschool children [1, 2].

The second direction is the recognition of the child's intrinsic value, respecting his/her rights and freedoms. In terms of the humanism theory (philosophical basis of education), the child is considered as being unique, having an internal desire for self-improvement and self-realization. He/she has the right to live in such conditions that will contribute to his/her development. The adults' task is to create conditions for his/her full development.

The third direction is the humanization of the preschool education content. This principle foresees involving a child to accessible culture content. Preschool age is the basic period of child's personal culture, values attitude to the world. Personal culture basis is own human start. This is the basis for valuable approach to the world.

The fourth direction is the individual's humanization, i.e. creating such qualities and personality traits like compassion, kindness, communication, bases for tolerance, patriotism fundamentals, and cooperation principles. This area is realized through moral, environmental, legal, aesthetic, gender, patriotic education, education for peace and respect for other nations.

Fifth direction is a creating humane (subject-subject) relations for its members. The implementation of this principle is possible by person-centered interaction model, focused on consideration of the preschooler's needs, interests, and subjectivity. The basis for these relations is a cooperation between teachers and children, recognizing them as subjects of interaction. An activity is characterized by: proactive, communicative, creative, capable of choice, responsible, competent, independent. However, a small child cannot be fully subject of communication and activities. Adult promotes the cultivation of subjective qualities.

Conclusions. Thus, the educational process in preschools is designed to meet the child's needs:

1. The need for positive emotional contact with others people in love and goodwill from their side.

2. The feeling of acceptance, understanding, and love creates a sense of psychological security, peace of mind and balance in the child. On this basis, the trusting relationship to adult world is formed, and it is essential for the child to be socially active – willing to communicate, interact with others, to be self-confident, to show his/her dignity.

3. The need for knowledge and information exchange. The need for knowledge remains valid throughout the preschool age. It expresses a desire to know the world. The child realizes this need in a variety of forms, questions, search actions and experimentation. It is important to maintain and develop this need for persistent cognitive motive - cognitive interest. Pedagogical process in preschool institution (the content, form organization) environment, where it takes place, should be saturated with informative content for this.

4. The child's need for activity, self-assertion. This need is manifested itself in an child's effort to be independent of the adult, self-regulating, active. The need for the child to recognize his/her achievements by others, meaning that positive personal development is possible only in case of positive self-affirmation. This implies that it is required to form successful experience in activities, positive emotions about work for the child. In this respect, the negative evaluation of the child's development leads to inadequate self-esteem, insecurity and indifference to results.

5. The need to communicate with their peers. The researchers note that communication with peers is a necessary condition for social development. To realize this child's needs in education, it is required to develop interest to the peers, to form the experience in communication with peers, to develop humanity, to create conditions for the emergence of meaningful communication between children about a common gaming, productive activities, to generate communicative culture.

6. Organic needs are moving, eating, mode of life. The change and rotation of activities, as well as flexible mode allow implementing these needs.

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СОДЕРЖАНИЕ ИНДИВИДУАЛЬНОЙ ПРОГРАММЫ СОПРОВОЖДЕНИЯ КОММУНИКАТИВНО-РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ ПОДРОСТКА С КОМПЛЕКСНЫМИ НАРУШЕНИЯМИ РАЗВИТИЯ В УСЛОВИЯХ НАДОМНОГО ОБУЧЕНИЯ.

Ольга Константиновна Ибрагимова

Магистрант Южно-Уральского государственного гуманитарно-педагогического университета, учитель-логопед Муниципального автономного дошкольного образовательного учреждения «Детский сад №213 г. Челябинска»

В данной статье рассматривается пример составление программы сопровождения коммуникативно-речевой деятельности подростка с комплексными нарушениями развития в условиях надомного обучения. Описываются основные этапы работы непосредственно с самим подростком. А так же взаимодействие со специалистами и родителями.

Ключевые слова: сопровождение, комплексные нарушения, надомное обучение, индивидуальная программа, подростковый возраст.

CONTENTS OF THE INDIVIDUAL PROGRAM OF MAINTENANCE OF COMMUNICATIVE AND SPEECH ACTIVITY OF THE TEENAGER WITH COMPLEX VIOLATIONS OF DEVELOPMENT IN THE CONDITIONS OF HOME TRAINING.

Olga Konstantinovna Ibragimova

Undergraduate of the Southern Ural state humanitarian and pedagogical university, teacher-logopedist of Municipal autonomous preschool educational institution "kindergarten No. 213 of Chelyabinsk";

In this article an example drawing up the program of maintenance of communicative and speech activity of the teenager with complex violations of development in the conditions of home training is reviewed. The main stages of work directly with the teenager are described. And also interaction with experts and parents.

Keywords: maintenance, complex violations, home training, individual program, teenage age.

По мнению М.И. Лисиной, коммуникативно-речевая деятельность - это взаимодействие двух (и более) людей, направленное на согласование и объединение их усилий с целью налаживания отношений и достижения общего результата. [4, 15]

У подростков с комплексными нарушениями коммуникативно-речевая деятельность развивается неравномерно, в отличие от здоровых детей. Наиболее развитыми оказываются мотивы, формы и потребности данной деятельности. Последнее место занимают средства общения. Нарушение артикуляции и координации движений неблагоприятно отражается на процессе общения со взрослым. Также отрицательно сказывается на коммуникативно-речевую деятельность неспособность выразить собственное эмоциональное состояние. [1, 84]

Подросток с комплексными нарушениями испытывают огромные трудности в коммуникации и требуют к себе особого внимания, так как они лишены возможности выразить свои мысли, эмоции, желания и потребности. Такие дети чаще всего направляют на надомное обучение, так как с ним работают квалифицированные педагоги, которые умеют найти правильный подход к ребенку и учесть все его индивидуальные особенности, как здоровья, так и характера. Педагог помогает ребенку преодолеть барьеры межличностного обще-

ния, помогает найти общий контакт с людьми. Ребенок при такой форме образования не чувствует себя одиноким. [3, 43]

Для полноценного включения ребенка с комплексными нарушениями развития в общество необходимо индивидуальный подход и, следовательно, обучение должно быть организовано таким образом, чтобы удовлетворить особые потребности каждого ребенка. Достигнуть таких результатов поможет разработка индивидуальной программы психолого-педагогического сопровождения детей с комплексными нарушениями развития. [2, 20]

Проанализировав психолого-педагогическую литературу посвященную описанию особенностей коммуникативно-речевой деятельности подростка с комплексными нарушениями, мы пришли к необходимости более тщательного изучения коммуникативных навыков у данной категории детей и выявление индивидуальных возможностей ребенка, с целью определения зон ближайшего и актуального развития для составления индивидуальной программы коррекционно-развивающего воздействия.

Составленная нами программа психолого-педагогического сопровождения подростка с комплексными нарушениями развития создана для решения проблемы индивидуализации процесса обучения. Программа позволяет организовать