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Learning Process in Kindergarten

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Abstract: Comprehensive education of a child should begin from the earliest years of life, because the first years of life are a time of active mental and physical development, the formation of basic knowledge and skills, determining the child's individual abilities and creating conditions for their implementation. The article is devoted to preschool pedagogy. Preschool pedagogy is understood as a science whose subject is the patterns of development, upbringing and basic forms of education of children before school. The goal of preschool pedagogy is the comprehensive harmonious development of the child's physical, intellectual, spiritual abilities from birth to seven years, his preparation for further education and life in modern society.

Keywords: preschool, education, children, learning process, activity, group.

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Education in preschool age is a systematic, planned, purposeful process of developing children's cognitive abilities, equipping them with a system of basic knowledge, and developing skills and abilities to the extent provided for by the kindergarten education program. Education plays a leading role in the mental education of preschool children; during the training, all tasks of mental education are comprehensively solved. It provides for the consistent communication of knowledge to children, its clarification and systematization, the development of cognitive processes and mental activity. Training promotes the development of observation, curiosity and such qualities of the mind as inquisitiveness, intelligence, and criticality.

Training is also necessary for the successful implementation of physical, moral, labor and aesthetic education. In kindergarten, children are taught cultural and hygienic skills, basic movements, they learn the rules of cultural behavior, they develop moral qualities, labor, visual, constructive, musical skills. Education in kindergarten is an important prerequisite for successful learning at school, not only because children master a system of knowledge, skills, and abilities, but also because they form the foundations of educational activities.

Education in kindergarten differs from school education in content, organizational forms and methods. At school, students are equipped with the basics of scientific knowledge. The task of the kindergarten is to give preschoolers scientifically reliable, but elementary knowledge about surrounding objects and phenomena. The amount of knowledge and skills that preschoolers acquire is insignificant compared to

school, but this knowledge and skills are of great importance for the further development of the child. V.F. Odoevsky called education in preschool age "a science before any science." The content of education in kindergarten includes familiarization with surrounding objects and phenomena with the simplest connections and relationships between them, with the immediate causes of observed phenomena. Its purpose is to transfer to children not only knowledge and skills, but also the very methods of mastering them.

The organizational forms of education in kindergarten and school are also different. The main form of preschool education is an activity that differs from a school lesson in duration, structure, and level of requirements placed on children. In kindergarten, homework is not assigned and grades are not given; verification of acquired knowledge is carried out in the process of communicating new ones.

Preschool education also differs in methods. Visual methods occupy a large place; didactic games and gaming techniques are widely used. The assimilation of new material occurs mainly in the process of active actions: practical manipulations with objects, various games, drawing, designing. However, as in school, education in kindergarten is programmatic in nature: it is mandatory for the teacher to fully implement the program, assimilate knowledge and skills by all children. In the learning process, he relies on the same didactic principles as a school teacher. The transition to teaching children from the age of six is provided for by the reform of general education and vocational schools. The learning process in the first grade of school is a logical continuation of preschool education.

Learning is a two-way process. It is successful only with the active participation of both the teacher and the children. The teacher plays a leading role: he not only communicates new material, but also achieves its assimilation, actively influences the cognitive activity of preschoolers, and guides it. The result of learning is expressed both in the acquisition of knowledge, skills and abilities, and in the change in the child's personality that occurs during educational activities.

Educational activity is the child's activity in acquiring knowledge, skills, and methods of action. It proceeds under the guidance of a teacher. The developed educational activity of a preschooler is characterized by the fact that he understands the task assigned to him, is able to choose the necessary ways and means for its implementation, as well as ensure self-monitoring of the progress of the task and self-checking the results of his work. The main components of educational activity are, therefore, the acceptance of a task, the choice of ways and means for its implementation and adherence to them, self-control and self-test. Each of these components requires the child to have corresponding skills.

So, in order to accept the task, preschoolers must be able to listen and hear the teacher, look and see what he shows, follow his instructions in mastering cognitive content and methods of action. In order for a child to be able to choose ways and means to achieve a set goal and be able to follow them, it is necessary to know possible ways and means, to be able to think through a work plan and act on it. During the work, he must show active mental interest, initiative and organization, act independently, and achieve certain results in completing the task.

As noted above, one of the components of educational activity is self-control, i.e. the ability to compare one's actions, statements, judgments with what is being taught. Self-control is an important point for children to develop attentiveness to the work process itself and the ability to make changes in the way they act. As a result, the child asks questions, asks to explain something again, retell it, etc. During the work, children begin to control their actions and critically evaluate its results. The teacher analyzes children's work and compares what each child has done with the sample. Children thoughtfully and with great interest compare their work with the standard and usually do not make mistakes in their assessment, often noticing even minor discrepancies.

The emergence of self-control is a significant change in the child's behavior and consciousness associated with learning. He begins to act independently, relying on demonstration and explanation, and does not resort to the example of his neighbor, which is sometimes incorrect. Concentration and independence appear: the learning process disciplines. All this makes the behavior of preschool children

more organized and makes them more well-mannered. Research and practice show that children more successfully master educational activities during the learning process in the classroom, quickly assimilate the requirements placed on them if the training in certain knowledge, skills and abilities begins in a timely manner, taking into account the age characteristics and capabilities of the children. The scope of educational skills that children must master under the guidance of a teacher at each age stage is determined in the "Standard Program for Education and Training in Kindergarten."

Thus, in the first junior group, the teacher strives to maintain a positive emotional state of children in classes, arouse interest in their content, encourages children to be active, perform actions, and answer questions.

Children of the second younger group must have basic learning skills: listen to instructions and explanations from an adult, complete tasks without interfering with each other, and show activity and interest in the proposed activities.

Children in the middle group are able to purposefully organize their own activities: listen carefully to the teacher's instructions and act in accordance with them; Perform tasks diligently and in an organized manner to the end, overcoming difficulties. Children must carry out basic actions of monitoring and evaluating their own activities: compare the final result of the activity with the model, instructions and explanations of an adult, notice inconsistencies and eliminate them independently or with the help of an adult, be active, desire to participate in common work, and follow the rules of behavior.

Older children should be active in their own activities: be able to identify goals and methods of achieving them (what to do, how to do it); independently, based on the instructions of the teacher, determine ways to complete the task; actively participate in the discussion of the task, achieve the final result, and in case of difficulties, show persistence and determination. They must also be able to control their activities: in the process of completing a task (step by step), establish the compliance of the results obtained with the sample or conditions determined by an adult, and in case of discrepancies, eliminate them independently. Children of the older group must, during the learning process, carry out joint activities with peers: show attention to the difficulties of a friend, offer help, show restraint in the event of a mistake by a friend, fairly and kindly evaluate the work of peers, complete tasks together, three of them, distribute work among themselves, coordinating their actions .

In the preschool group, children must successfully master all the skills acquired during their stay in kindergarten; in addition, they must be able to enter into the general pace and rhythm of work and maintain it during the lesson, plan their activities, foresee the result in advance, follow a single plan for a common cause, bring the plan to the end, until the expected result is obtained, support joint efforts, find a partner at work, be able to maintain a working posture and working condition until the end of the lesson.

The teacher must gradually form in children cognitive motives for learning activities, that is, interest in the very process of acquiring knowledge, in ways of performing actions, so that they receive satisfaction from acquiring new knowledge and skills. The internal need for knowledge manifests itself in cognitive interest. The cognitive interest of a preschooler is expressed in the desire to learn new things, to find out what is incomprehensible in objects and phenomena of reality, in the desire to understand their essence, to find connections and relationships between them. The development of cognitive interests increases the effectiveness of educational activities.

When selecting program material, it is taken into account that it was, on the one hand, feasible for children, and on the other hand - to maximize the development of their mental abilities; that it was not only a stock of information, but also gave preschoolers the opportunity to approach the understanding of regularities that are inherent in the world around them; that children receive such knowledge, which encouraged them to observe the environment, to establish connections and dependencies, to draw conclusions.

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