

ACADEMICIA

ISSN (online) : 2249-7137

ACADEMICIA

An International
Multidisciplinary Research
Journal



Published by
South Asian Academic Research Journals
A Publication of CDL College of Education, Jagadhri
(Affiliated to Kurukshetra University, Kurukshetra, India)

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An International Multidisciplinary Research Journal

ISSN (online) : 2249 –7137

Editor-in-Chief : Dr. B.S. Rai

Impact Factor : SJIF 2020 = 7.13

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

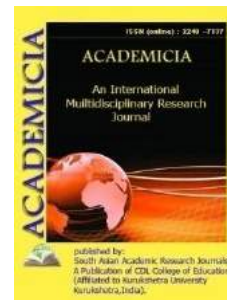
Indexed/ Abstracted : Scientific Journal Impact Factor (SJIF2020 - 7.13), Google Scholar, CNKI Scholar, EBSCO Discovery, Summon (ProQuest), Primo and Primo Central, I2OR, ESJI, IJIF, DRJI, Indian Science and ISRA-JIF and Global Impact Factor 2019 - 0.682

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DOI: **10.5958/2249-7137.2020.01959.X**

MODERN ASPECTS OF PEDAGOGY AND PSYCHOLOGY IN PRESCHOOL EDUCATION

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ABSTRACT

The article provides an overview of scientific concepts and approaches that characterize modern preschool education. The essence of the concept of "intrinsic value of preschool childhood" in modern academic science is shown. The necessity of creating conditions for a full-fledged living of the preschool period of childhood is substantiated. The content and features of the social situation of development in preschool age are analyzed, the key positions of modern preschool pedagogy on the specificity of human development in preschool age are highlighted.

KEYWORDS: *Amplification Of Child Development, Humanization, Preschool Childhood, Educational Process, Social Situation Of Development, Socio-Cultural Conditions, Intrinsic Value, Specifically Children's Activities*

INTRODUCTION

At present, significant changes have occurred in the pedagogy and psychology of preschool education, taking into account the requirements of the time. One of the leading directions of scientific research today is the development of a model for the process of integral development of the personality of a preschooler child.

This problem is multifaceted and involves such areas as the study of the mechanisms of mental development of preschoolers and the design on this basis of psychological and pedagogical support for their personal formation and development.

The scientific interests of modern pedagogy and psychology are aimed at studying the inner world of a child, the mechanisms of his self-knowledge, the subject position of the future student, the laws of socialization processes in the modern information space.

It is known that all cultural values accumulated by mankind are the result of creative activity, which means that the future will be determined by the creative potential of the younger generation.

Modern progressive trends in child psychology and pedagogy define productive activity as a condition for personality creativity. Moreover, the approaches and techniques differ among themselves.

So, some researchers (V. Glotser), (Bu Jefferson) believe that any interference in the process of a child's creativity harms the individual expression of the personality, because creativity is a spontaneous process. The role of the educator then is to protect the child from external influences, thereby preserving the originality of creativity.

Other researchers, such as A.V. Zaporozhets, N.A. Vetlugina, T.G. Kazakova, without denying the importance of intuition and originality, consider the necessary intervention of an adult. It depends on the teacher in the kindergarten whether the child will be able to fully reveal his creative abilities, since he has to make his choice in favor of one method or another, create his own methods and techniques of interaction in accordance with the situation and the individual psychological characteristics of the child. It should be borne in mind that the creativity of children can be neither compulsory nor compulsory.

Moreover, according to L.S. Vygotsky, the principle of freedom must be observed, which is a prerequisite for any creativity.

The experience of the teacher's work convinced me that for the child, it is not so much the result that is important as the process, as the opportunity for self-expression and self-discovery as a person. The intuition acquired during the period of work in a child care institution helps me to navigate whether the child needs support, approval at one time or another of his creative creation. It depends on many factors, such as individual psychological characteristics of the personality, working conditions, the child's well-being, etc.

However, the presence of the caregiver, his own personal qualities are always very significant for the child. It is also important that the teacher is most often a woman.

In this regard, as well as the urgency of the problem, gender education, it should be taken into account that the conducted diagnostic examination to determine the level of formation of sex-role socialization of children revealed an average and low level of knowledge on this issue.

A serious gap has formed in the family and in pedagogy, which must be closed. That is why preschool children's institutions have created the necessary conditions for gender socialization of children at an early age.

New effective pedagogical technologies have appeared in the field of gender education of children. I believe that gender education should permeate the entire system of preschool education, be present in one way or another in any occupation. Then these concepts will be fixed in the child at the subconscious level and persist throughout life. Elements of gender education can take place in a game, a walk, any process or action, in actions.

I have developed a competition game "Boys are strong, girls are skillful", prepared a report for the parent meeting "Games for boys and girls", since for the full upbringing of a child it is important that parents are literate in matters of gender education.

In the conditions of joint education of boys and girls, it is considered a very important pedagogical task to overcome the disunity between them and the organization of joint games.

During play, children act together, but in accordance with gender characteristics. Thus, having studied modern methodological literature, as well as in the course of acquiring my own experience, I came to the following conclusions.

Among the modern principles of psychology, the most important in the upbringing of preschoolers are the following: humanity, individualization, self-development, variability and harmonization. Guided by these principles, I have developed a set of games and exercises that contribute to the development of skills and abilities necessary for the child's social adaptation to rapidly changing living conditions. It is important to develop in children, in the course of psychological and pedagogical support, such qualities as self-confidence, flexibility of thinking, creativity, commitment, kindness and honesty.

To make the child's life as comfortable as possible, to provide conditions for the self-development of all spheres of his personality through the most significant ways of activity, to stimulate creative activity and initiative, to ensure the realization of his basic needs and interests - these are the main conditions for the full development of a preschooler's personality.

The concept, opposite in meaning, is intensification, acceleration, that is, artificial acceleration of child development through the introduction of early school teaching in reading, counting, writing, a foreign language, etc. and the forced "coaching" of children. Supporters of this concept are convinced that super-early education will ensure further success in the development of the school curriculum by children and professional self-determination. However, as studies of scientists show, the practice of compulsory education of children too early leads to a loss of educational motivation and cognitive interest and, as a consequence, to the emergence of school maladjustment and neuroses.

Standing firmly on the position of amplifying child development, domestic preschool pedagogy proclaims the priority of specifically children's types of activity: play, cognitive research, artistic and aesthetic, etc. in personality development, because, as you know, human development is impossible outside of activity. It should be emphasized that the presence of knowledge in a child is not a guarantee of successful learning, the ability to independently acquire and apply them in practical and cognitive activities is much more important. Scientists place special emphasis on the assimilation of culturally developed means by the child in the process of education, which regulate the process of child development. Independent and creative in nature, the process of mastering these means by a child must be specially and competently organized. A developing effect is achieved only when the activity remains self-directed and creative. On this basis, one should not use a role-playing game to teach children new knowledge and skills - these functions are successfully performed by didactic games.

A preschooler is an intensively developing organism, and it is this feature that largely determines the significance of the preschool period of life. The specificity of preschool age lies in the fact that the achievements of children are determined not by the totality of formed knowledge,

abilities, skills, but by the system of personal qualities that ensure positive socialization and, above all, the success of school education.

Today, it is necessary to introduce such forms of work with children that will allow preschoolers to be taught in a non-directive entertaining form and at the same time will contribute to the development of their cognitive motivation.

The social situation of development is one of the central concepts of "First step", which is understood as the existing system of the child's relationship with the surrounding social world.

The social situation of development provides the dynamics of the mental development of the preschooler, determines the conditions and ways of its development in various types of children's activities, acquired psychological neoplasms.

It is important to realize that in each age period there is a special specific social situation of development, the study of which provides an understanding of the dynamics of age development and the prerequisites for the emergence of psychological neoplasms. The most important neoplasms of preschool childhood, according to domestic scientists, are visual-figurative thinking, the ability to substitute, arbitrariness of behavior and cognitive processes, creative activity, etc.

In each social situation of development, a certain leading type of children's activity arises and develops. The social situation of the development of the modern preschooler is characterized by a number of features. Thus, the great openness of the world, the availability of various sources of information, often negative and / or not appropriate for age, makes it difficult for a preschooler to select adequate models of behavior in a given situation. The complexity and variability of the surrounding world, the intensity and inconsistency of the flow of information lead to early maturation of children, the mastery of a complex toolkit for understanding the world already at the stage of preschool childhood.

The development of a preschooler child does not take place in a vacuum, but in a certain socio-cultural space, understood in preschool pedagogy as a specific social environment immediately surrounding the child, ensuring his interaction with social culture.

The creation of an optimal socio-cultural environment that ensures the full and harmonious development of a preschooler is designated as one of the fundamental principles: "familiarizing children with sociocultural norms, traditions of the family, society and the state, taking into account the ethnocultural situation of children's development." The standard puts forward the task of familiarizing preschoolers with spiritual, moral and sociocultural values, socially approved rules and norms of productive interaction with adults and peers.

The modern socio-cultural space of a preschooler is, first of all, a family, his parents and relatives around him. Studies have shown that in order to create an optimal social situation for the development of children, taking into account the specifics of preschool age, it is necessary to ensure the interaction of public preschool education with family education, to actively involve parents in the educational activities of a preschool organization. Moreover, this should not be a simple visit by parents to holidays and meetings in kindergarten, but an interactive interaction between two subjects of the formation of a child's personality, based on dialogue, the creation of educational projects, taking into account the study of the needs of the family and support of its educational initiatives. Preschool education aims at organizing an educational environment in

kindergarten that will ensure the creation of conditions for maximum participation of parents in the educational process as its active subjects.

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