

Features of the Pedagogical Activity of a Preschool Teacher in Preparing Children for School

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Abstract

In the modern world, there is a trend towards the demand for preparing children for school from preschool age. There are many different points of view of scientists on determining indicators of school readiness, as well as considering the understanding of school preparation from the point of view of psychological and pedagogical features. In this paper, an attempt is made to generalize existing theories of understanding school preparation, as well as an experimental study of the preparation of children in kindergarten.

Key words: school preparation, experimental study, traditional approach.

This issue is revealed through a developing and traditional approach. In the theoretical aspect, these approaches are disclosed and the advantages and disadvantages of the developmental and traditional approaches in preparing preschool children for school are empirically verified. The study revealed that the traditional approach does not consider personal readiness in comparison with the developmental approach. Children who studied using the traditional approach showed low results in terms of seeking help, disclosure of creative opportunities with friends, empathic feelings, control of aggression, etc. In General, summarizing the results, we can say that the traditional and developmental approaches ensure readiness for school. It should be emphasized in the context of comparative analysis that the developmental approach shows high results in comparison with the traditional approach to preparing children for school.

The development approach promotes self-reliance, curiosity, and creativity. The traditional approach is aimed at socialization, as well as at gaining knowledge and skills. The content of education is the same for all children, regardless of their individual interests and needs, because the teacher transmits knowledge to the student through conversations, classes, games. The traditional approach involves raising obedient, compliant and disciplined children whose attention is focused on the adult. There are differences between traditional and developmental approaches to curriculum development, depending on their educational environment and the realization of their potential. It is assumed that the developmental approach provides a high level of self-regulation and awareness. Along with socialization, individualization occurs by taking into account the unique characteristics of children. The traditional approach focuses on developing social skills, promoting health, and transferring knowledge from teacher to child. All these differences can lead to different learning outcomes.

2 Materials and the results of the research. The purpose of this study is to identify the relationship between approaches to preparing children for school in preschool institutions.

The essence of the research hypothesis is that the traditional approach and the developmental approach provide different results of school readiness. The study involved 92 preschool children (51 boys and 41 girls) aged 6 to 7 years. These children attended preschool institutions of the city of Grozny. Six psychologists and teachers were interviewed during the study. The study was conducted between 2018 and 2020. An empirical study has shown that most children achieve a high level of cognitive readiness and can successfully interact with peers and control aggression. However, they also have difficulties in cooperating with their teacher and expressing their opinions. A comparison of the results of school readiness of traditional and developmental approaches showed that children who attended preschool with a developmental approach showed a higher level of readiness for school: they are able to ask for help, coordinate their creative intentions with their peers, empathize, and their self-awareness is

higher than that of their peers who received education under the guidance of the traditional approach. In addition, they demonstrate a huge voluntary commitment to school. Meanwhile, children who attended preschool institutions with a traditional approach showed a higher level of verbal and logical thinking. We can say that both traditional and developmental approaches provide some components of children's readiness for school. However, the development approach has better results, because it encourages children's initiative, fair attitude of the teacher to the child, and takes into account the individual characteristics of children. Hypotheses of the study: are there any differences in school readiness outcomes for the developmental and traditional approaches, and what are they? what are the benefits of a traditional preschool approach and a developmental preschool approach for children who attend them? Research methods: method of rapid diagnostics of intellectual abilities of children aged 6-7 years"; method "scale progressive matrices" by J. Raven; structured survey of the teacher; method "Educational activity".

The cognitive component of school readiness of children in the traditional approach groups showed that awareness is observed in 66.7% of preschool children, which corresponds to the average level, 21.8% of participants have a high level of awareness, and The personal component of children's readiness for school from the developmental approach groups was shown by 74.5% of children (they were able to make contact with adults successfully). 76.1% of the survey participants are ready to ask for help and help others. 23.9% of respondents rarely sought help and provided assistance to others. There were no children who did not do it. Coordination of a creative idea with peers is necessary for cooperation and is common for 73.9% of the group considered developing approach. 26.1% occasionally contacted their partners. There was not a single preschool child who was not able to cooperate and coordinate creative intentions among children using a developmental approach. 78.3% of respondents have a high level of empathy towards their peers. Children understand the other child's emotional state and can provide emotional support. Such qualities of empathy were not typical for 17.4% of preschool children from this subgroup. 4.3% were unable to comfort or support others. 80.4% of children from the developmental approach groups were able to use arguments to defend their opinions in interaction with other children. The level of communication skills is observed in 17.4% of children, and a low level is perceived only in one Respondent. This child tends to stick to their point of view without trying to explain 84.8% of children have adequate self-awareness, an idea of themselves and their environment. They were able to assess their achievements and successes and were aware that some of their skills and qualities were imperfect; self-representation was quite clear. 52.3% of children from the traditional approach groups do not show aggression towards people around them, do not resort to hostile actions or statements. 43.2% of respondents are not always ready to restrain their aggressive tendencies, but in most cases, they behave friendly even in conflict situations. 4.5% of children regularly show aggression, using verbal and physical pressure on their peers as a way to cope with conflicts that were beyond their capabilities. Control of aggressive reactions was demonstrated by 80.4% of children from the developmental approach group. Minor difficulties are experienced by 10.9% of respondents. The smallest number of children (8.7%) were unable to control hostility towards their peers and usually found themselves at the center of conflicts. The analysis of children's psychological readiness for school from the point of view of developing and traditional approach in groups demonstrates their essential specificity. The Mann Whitney test ($P=0.05$) was used to identify significant differences between the two groups. Comparison of the traditional and developmental approaches to school readiness showed the following: differences in the component of personal readiness for school showed that children from the groups of the developmental approach are significantly more successful in contacting adults (the average value for the developmental approach=49.33, for the traditional approach =41.50, $P=0.08$). The emotional development of children from the point of view of the developmental approach is characterized by greater empathy towards their peers (the average value for the developmental approach=52.64, the average value for the traditional approach=37.18, $P=0.001$).

Mathematical, verbal and logical tasks. Summing up, we can conclude that both traditional and developmental approaches provide some components of children's readiness for school. However, the developmental preschool approach has better results, because it promotes the development of children, taking into account the interests of children and individual characteristics.

The results show the potential of not only specially organized and targeted learning, but also the environment in the preschool organization. In addition, in the future, it is necessary to take into account not only the influence of preschool, but also educational practices in the family.

Poetically speaking, Preschool teaching is no less than an art form. Imagine yourself guiding a bunch of young children who are venturing out of their comfort zone for the first time, and teaching them the basic skills of life. Not every child is similar, not every child requires the same amount of care; to be able to fulfill the needs of a child, and to enable them to start becoming independent in their actions is what preschool teaching is all about. It is not just a learning experience for children, but also for parents who begin to grow with their children. Thus, a preschool teacher is no less than an artist commanding a bunch of young ones.

However, why are we talking about this? A very simple answer for this is our ignorance of the importance of preschool education. In a country where pre-schooling has only recently become popular & termed important for many obvious reasons, there still exists uncertainty & lack of surety as to how a preschool functions & what it aims to achieve. This article, therefore, aims to remove that uncertainty by explaining in simple terms how preschool functions, and the methods it adopts to teach children.

Like any other educational institute, teachers are the backbone of the entire preschool system. These teachers, young and experienced, are entitled to the task of educating children on their eating habits, reading skills, toilet habits, and developing their cognitive skills. While this aspect of preschool teaching is clear to the parents at large, what is less understood on their part is how all this is sought to be done.

Different Schools of Thoughts:

Contrary to the popular imagination, preschool teaching is not just about performing the objective tasks in a routine manner. It involves a lot of subjectivity on part of teachers, and a lot of thought goes into dealing with every child and knowing how a child can evolve. Because of this subjectivity, preschool learning/teaching throughout the world have come up with different methods of teaching or different school of thought. These various methods provide us with an understanding of different styles of teaching and fill up the gaps in our understanding of preschool education.

Play way Method:

A very widely accepted and popular method of Play school teaching has been the play way method. Essentially, this school of thought believes that the best way of teaching a child is through taking up activities. The institutions rely on the heaving of activities such as role-plays, virtual games, singing, free play, and a lot more, to teach children. It is believed that such a method of learning brings exposure to the child in a friendly environment with no pressure at all. The focus is entirely on the needs of the child and the activities revolve around fulfilling such needs.

Play way method has been widely accepted by educational institutions dealing with young kids in the age group of 3-5. It fits well with the commitment and aim of not burdening the kids with tasks they are not yet capable of performing.

Reggio Emilia Method:

Another school of thought or method of teaching adopted is the Reggio Emilia Method. Evolved in Italy, inherently, this approach also believes in teaching through activities. How the approach differs in the type of activities and the core values it promotes. The approach believes in & is aimed at enabling the child to make its own place in society. It encourages communication with others, forms relationships, and promotes the child to wonder. The classroom acts merely as a catalyst that consists of material facilitating learning. The children are encouraged to communicate through music, art, dance, writing, and more. The parents are also involved in designing the curriculum and the entire progress of the child is recorded.

Waldorf Method:

The Waldorf method is also another popular method of teaching that evolved in Germany. The method focuses on enabling the child to grow through imagination. This school of thought believes in developing the ability of thinking and imagine among children. A child must be able to use their imagination and create through it. Thus, children are told stories, taken for walks, made to play games, and create toys out of available material.

The method of teaching kids grounds itself on the fact that reading and writing are not be introduced to children at such a small age and their education must be entirely oral and replete with creative imagination. There are also different age groups for which separate curriculum is subscribed. These age groups are 0-7yrs, 7-14yrs, and 14-18yrs.

Montessori Method:

Named after Maria Montessori, the first woman physician, this method, in its essence, deals with developing the personality of a child through sensory learning, which includes touching, smelling, seeing, and tasting, rather than learning and reading. The classroom includes such self-correcting material, the use of which is demonstrated by teachers and reenacted by children. The activities are more work-based rather than play-based in the sense that the focus is more on reducing errors and promoting concentration abilities among children. In addition, since it aims to improve the concentration abilities of children, the classrooms and materials are aesthetically designed and give a home-like feeling to children.

Bank Street Method:

The Bank street method is also among various methods adopted by teachers to enable children to learn. The method aims at the overall development of the child through first-hand experiences. The primary difference between the bank street method and play way method is the nature of the activities involved. The former contains activities like puzzles, building blocks, clay, etc., which enable a child to experience a given problem.

Conclusion

Thus, to conclude, there are various other methods of teaching too different institutions around the world have adopted that. Although different in approach, it is not always the case that these methods can be compartmentalized into clearly distinct ways of teaching. Many times different approaches can correspond at a certain level, also depending on the need of various children. However, what these different methods reflect is the effort on part of the institution to deal with the needs of a child. These methods also reflect the need of engaging actively with a preschool for the sake of the child.

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