

PEDAGOGICAL SIGNIFICANCE OF THE ORGANIZATION OF 5 DEVELOPMENTAL CENTERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation. This article analyzes the pedagogical significance of the organization of 5 developmental centers in preschool educational organizations.

Keywords: preschool education, computer, multimedia tools, activity centers, development, intellectual potential, method, theory.

Introduction

The pedagogical process aimed at ensuring comprehensive development of preschool children in preschool educational organizations is complex and colorful. To achieve the effectiveness of education, it is necessary to properly organize each type of activity in preschool educational organizations. Today's rapidly changing economic, social and spiritual life requires the wide use of new information technologies to form the worldview of children. Traditional training is gradually giving way to multimedia computer technologies, intensive and interactive methods, and non-traditional training. The working curriculum of the educational organization was established by the pedagogues of the organization with the involvement of parents and approved in accordance with the current legislation.

Main part

In pre-school educational organizations, children work in 5 centers based on the "First Step" state curriculum.

These are:

1. Language and speech center. (Speech training, nature, environment and fiction activities)
2. Construction, design and mathematics center. (Building and math activities)
3. Art center (Painting, appliqué, clay building, crafting and origami)
4. Story- role play and drama center. (Games with rules that are appropriate for the age of the group)
5. Science and Nature Center. (Activities to introduce nature and the surrounding world)

If we focus on the analysis of the activities in the centers, in the language and speech center, children will have the opportunity to express their opinions among their friends, create stories based on the topic, ask questions, and organize conversations for children. In the center, the child can create stories on any topic he wants. Sensory education and creativity develop in children in the center of construction, construction and mathematics. By completing a task, the child will have the opportunity to do both construction and mathematics.

There is an opportunity to raise the mood of children in the art center. Children's creative abilities are supported. Not everyone has the same talent for painting, sculpture, and other types of art. Therefore, only talented children participate in it. If the center is fully equipped with the necessary equipment, if the techniques of making and drawing are taught in the morning and evening hours, the work of the center will develop. is a comfortable environment. This center can also be called the center that forms the "I" of the child. All the equipment in the center is the equipment found in children's life, and during the game, the child learns to use them, and has the opportunity to get acquainted with professions.

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Experiments conducted at the experimental testing ground at the Science and Nature Center arouse interest in children and encourage them to make new inventions. This center is also the center of the greatest opportunity for children to learn about nature and its phenomena. If the activity of the center is organized correctly, children will learn 90% of the knowledge about nature. The main condition for the organization of development centers in the education of preschool children is to give the child the opportunity to choose activities in development centers, in which he can independently acquire knowledge about the world around him, develop skills and abilities, develop curiosity, independent research, research, rather than receiving ready-made knowledge from the pedagogue. development centers should perform educational, developmental, teaching, motivational, organizational, communicative functions. Most importantly, they should work on the development of independence, the interaction between children and adults should encourage the child's initiative based on person-centered learning.

The use of the group room in a flexible and variable way is required. The thematic, didactic materials in the development centers should serve to satisfy the needs and interests of the child. The design of the centers should be aesthetic, attractive for children, and should create a desire for independent activity. Development centers should provide opportunities for communication and joint activities with children and adults, as well as self-care. The importance of the game in the mental development of preschool children is high, and in the process of the game, along with the development of the child's mental abilities, the child's psychological development is at a high level. The game is the main activity of children of preschool age, through which children are formed as individuals. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Conclusion

The game determines the degree to which the child's future educational and social activities will be formed. Since ancient times, the game has attracted the attention of pedagogues, psychologists, philosophers, ethnographers, art historians. The game teaches the young generation to work. Understanding children's play was first described by K. D. Ushinsky. In his works, he says that children are defined by the impressions they have received in life, and they influence the formation of the personality. P.F. Lestgaft also reflects this opinion. Such activities are of great importance in the development of children.

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