

Possibilities of Organizing Design Activities in Preschool Educational Organizations

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Abstract

Today, arming the young generation with modern knowledge and educating them to be the possessors of strong knowledge that can compete with their peers in the world has become an urgent issue of today. The huge opportunities that are being created contribute to the education of the young generation. Special attention to the growing young generation at each educational age indicates that youth education has risen to the level of state policy. Interest in learning, aspiration, enthusiasm, perseverance, ambition, high potential, characteristic of our nation, are qualities that ensure continuity of generations.

Keywords: preschool education methodology, culture, content, age periods.

Introduction

In modern society, there is a need for active people, active people who can quickly adapt to changing working conditions, work with optimal energy consumption, and are capable of self-discipline. In this regard, the project method is attracting more and more attention.

At the senior preschool age - the initial stage of entry into project activities, it creates the basis for further mastering of the project. the content of children's project activities is formed by choosing existing material that introduces children to the world of technology. Therefore, this initial stage of project education of students can be called "Introduction to project activity". By the end of the training, children of preschool age identify all three stages of project activity, perform operations related to all stages of project activity.

The project sounds formal and scientific, doesn't it? But, in fact, this word hides the name of one of the methods of carrying out the tasks of developing and educating preschool children.

Project activity consists of joint activity of teacher, parents and children to study some issue.

The purpose and task of the projects is to develop independent thinking in children, to make decisions, to search for answers, to plan, to expect results and to learn to cooperate with other people. The teacher gives the children age-appropriate tasks and teaches them how to solve them and how to present the results of the solution.

Preschool children cannot develop a project independently, in kindergarten we do everything together. Usually, this type of activity is only educational in nature, we use the project as a means of learning, gaining knowledge and enriching life experience. This method has recently been used in preschool education, it is effective for modern and modern children.



Active parents can do this simple thing at home, I will describe in detail the types, topics, structure. In the format of preschool education, development and education are mainly carried out through game activities, therefore, projects have a creative, playful orientation. The most effective children's group research activities.

Project topics are diverse. For example, a "Family Tree" or "My Family" theme is a theme that works for children's projects. This project can be done in different ways - in the form of a collective panel with photos of the family of each child in the group or a large painted tree or an exhibition of children's works on the theme of children's families.

The point is not to give the children a finished project, but to give them a topic and help them decide how to do the project: what materials to use, who to ask for help, how to design the project product, how presenting it. And this applies not only to children of senior and preparatory groups. Toddlers also do projects they can handle on their own.

In order not to search for information for a long time, I suggest you "register" in my favorite UchMag online store, because there are absolutely any methodological literature, including excellent guides on our topic there is:

- "Projects in a preschool educational institution: the practice of teaching 3-7-year-old children";
- "Innovative pedagogical technologies. The method of implementation of projects in a preschool educational institution ";
- "Projects in preschool education: theory and practice of child development";
- "Projects in preschool educational institutions. Teaching practice of 3-7 year old children. Program for installation via the Internet";
- "Development program of preschool educational institution. CD for computer: an innovative educational project";
- "Environmental projects in preschool educational institutions. Research activities in walking ";
- Such manuals are simply a treasure trove for preschool teachers, given the modern demands placed on preschool educators. There is everything you need to competently plan and implement pedagogical activities: how to create a project, what to consider, how to formalize the results, etc.

In the current practice of modern kindergartens, we use the following types of projects:

- Research with a creative bias: CHILDREN find out some information, for example, why snow melts in the spring, and compile the results in the form of drawings, wall newspapers, scenes, etc.;
- Creative tasks are also cognitive in nature, but research results are presented in the form of a theatrical performance, performance, children's holiday;
- Social information: young people study the topic of the project and compile the result in the form of a newspaper, a folder, a poster, a montage;
- Role-playing or playing: children solve the project task through a fairy tale they know, learn the roles of the characters, present the result of learning in the form of a role-play plot.

According to the method of project implementation, group, individual, intergroup and complex projects are distinguished.



According to the time of implementation, projects are short-term (one lesson), medium-term (1-2 lessons) and long-term (whole academic year or half a year).

Especially for parents, these projects may seem too difficult for preschoolers. But, I repeat, preschoolers are just getting acquainted with this type of activity, they are preparing for independent research that they will conduct at school.

It's not about trying to get a perfect research result from a child on, say, their favorite toy. The point is to arouse interest in studying and analyzing the processes happening around us. Instilling interest and healthy interest in children is the task of children's projects.

What exactly is the work on the project?

The stages of working on a children's project in kindergarten are prepared by the teacher and carried out by the joint efforts of adults and children:

- Determining the goals and objectives of the project is the task of the pedagogue, who should choose the topic of the project in such a way as to solve some problem with his help. For example, to give children a deeper knowledge about a natural phenomenon (rain, wind) or to identify the names of days of the week, seasons, flowers, etc.

Having determined the goal, the teacher says it in front of the children. Together we choose the final product of the project - poster, album, holiday, performance. The type of product, of course, depends on the type of project and goals. At this stage, children face the following tasks: understanding the problem and getting into it, getting into the game situation (because the main type of learning in kindergarten is the game).

The main thing that the teacher should achieve is to arouse activity in children and find ways to solve the problem. For example, we want to learn more flower names. At the first stage of working on the project, children should participate in the implementation of the project with the help of the teacher and present the final product, which can be a panel, a paper bouquet, an application, a bouquet. drawing

Projects completed in Usul mtt allow full development of children's creative abilities and cognitive initiatives with the participation of adults to solve cognitive and practical problems. A relatively recent innovation in the pedagogical piggy bank of preschool education today is aimed at unlocking the potential of children, synthesizing educational directions, theoretical and practical knowledge. Surprisingly, project activities are equally important for children and adults, as they stimulate creative thinking, professional development and the quality of education in general.

The project activity involves the integration of several types of activities under the auspices of a single thematic plane of the given problem, an in-depth and comprehensive study of the problem. Thanks to this, new methods of education and upbringing appear in the pedagogical process, new ideas are introduced, and preschool children form a unified picture of the world, and the kindergarten uses developing, educational and health technologies. projects in preschool education are as follows:

- gathering experience of creative activity, imagination, free independent personality development;
- contributes to the formation of general educational skills, the practice of collective creativity and cooperation with peers, family members and teachers;
- formation of an emotional-valuable attitude to the environment;



- stimulation of cognitive abilities, thinking;
- participation in the implementation of tasks of increasing complexity of practical importance;
- communication development.

Since the family is often a comfortable and vital environment, the interaction of students with family members is a necessity for achieving the goals and harmonious development of the personality of the preschool child.

The methodology is based on the principle "I learn what is useful for me, I know where and how to apply the acquired skills and knowledge", which ensures a balance between theoretical and practical skills. This allows to activate the natural interest of children and direct it in the right direction. At the same time, the child will always be the "leader", and the teacher will be given the role of "slave", who will obey the interests and desires of the preschool child, but will control his activities. This allows for the abandonment of authoritarian pedagogy in favor of cooperative principles in joint activities.

Not everyone understands the difference between design and research activities: a project is a method of organizing work that ends with a concrete solution used in practice.

Project activity in a preschool educational institution has the following characteristics:

1. Project work is not educational, but intended to solve life problems of interest to one student or a group of children. Therefore, it is important that the studied problem is relevant for the children, and not for the teacher.
2. Using the project method, it is recommended to solve problems that do not allow a linear (simple) solution. Because design is an intellectual, labor- and resource-intensive method, it is used to solve really complex and important problems.
3. Each project combines resource constraints, deadlines, and strict requirements for the finished product. It is easier for children to adapt to business, knowing that they work in "adult" conditions and solve important problems. Thus, children need to understand how to allocate their time and the time of the teacher, how much paper, paint, pencil or plasticine is needed to complete the project, what the result of the work should be (you can imagine material, touch, look). The last point is very important, because the completion of the project is the product, and the result of the activity is the skills and competences that the children have acquired. It is impossible to confuse the concepts of product and result, as well as to create projects of patriotism, friendship, and mutual understanding. Such projects are accepted, but in a different direction: to instill a sense of patriotism, you can study the genealogy of the family, study the lives of great compatriots, and create a photo collage with friends for friendship, and do it together. an important task is to take care of the plants, making bird feeders to befriend in the process. The product of preschool children's project activities should be socially and financially significant.
4. Project activities at all stages of childhood include teamwork. Creating a team allows children to understand how to interact with parents and caregivers, who to involve as help
Before children start doing project work in preschool educational organization, teachers should understand the difference between the following types of activities:
 - research - allows you to get more information about the problem or event (topic) of interest, to find the truth;



- effective - includes the simplest solution to the problem;
- project - it implies not only solving the problem, but also developing the situation, therefore, within the framework of the project, preschool children can use effective, research and educational activities, but all of them should lead to the creation of the project. specific product.

Each project expands the knowledge of children in a certain area, forms the necessary skills and abilities in them, and allows enriching the life experience of a preschool teacher. Children learn to make independent decisions, set goals and achieve them, develop thinking, cooperate and negotiate with other members of the group.

Summary. Preschool children in their psychophysiological development are not yet able to independently create their own projects from beginning to end, so teaching the necessary skills and competencies is the main task of teachers. Thus, due to a reasonable and appropriate combination of theory and practice project activities help to update children's ideas, skills and abilities to find and solve problems independently, stimulate interests, the need for creative activity, create conditions for cooperation with adults and peers. Psychological characteristics of preschool children cover cognitive, emotional, behavioral areas and allow developing interest in stable knowledge. However, not everything arouses interest in a child, for which it is important to create conditions for the development of cognitive interest. One of the conditions is the use of the most effective teaching methods, which, in my opinion, include the project activity method. The educator makes conclusions about the overestimated or underestimated self-assessment of the authors of the project individually in the conversation with the children.

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