

PRE-SCHOOL EDUCATION CHARACTERISTICS AND FUNCTIONAL PURPOSE

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***Resume:** The emergence and development of pedagogy as a science is associated with the practical need of society to study and generalize the historical experience of preparing new generations to participate in the production of material and spiritual values. Modern pedagogy is a special area of the science of human education at all age stages of its development. Each science has its own subject, i.e. she studies a certain area of reality. For pedagogy, such an area of reality is education. She studies the essence of upbringing, its deep internal mechanisms, the relationship with the development of the personality and the external conditions of its existence. Therefore, the most basic concept of pedagogy is education, all other concepts concretize and expand it.*

***Key words:** pre-school education, modern pedagogy, characteristics and functional purpose, education.*

The content of upbringing is understood as a system of knowledge, skills, skills, methods of activity, relationships, qualities and personality traits that the younger generation must master in accordance with the goals and objectives. It follows from this definition that the content of upbringing reflects its goal and objectives, is aimed at their optimal achievement and ensures the readiness of the forming personality for optimal entry into society. The content of upbringing is focused on the development of the individual in accordance with the requirements that are imposed on a person by society, the state and the world as a whole at this historical stage of its development.

Pedagogy as a science has always sought to theoretically streamline a huge variety of methods of education. This problem in the theory of education is called the classification of methods of education. Any classification of upbringing

methods is based on a certain criterion, i.e. the main feature, the basis on which the methods are grouped and isolated.

We have determined the methods by which educational activities are carried out.

1. Methods by which a feeling of joy, a positive emotional mood, self-confidence is aroused: the method of joyful perspective is joyful events that await a person and people who are significant to him in the near future; the method of passion for fun - humor always helps to overcome difficulties, optimism creates a major mood in life; the method of encouragement and praise - this method arouses in the child a sense of joy from what has been done, faith in himself and the desire to do even better through approval (facial expressions, gestures, glances, words); the method of self-observation of one's emotions is a method by which a child can understand under the influence of what reasons a particular emotion or feeling arises. This is necessary to maintain a positive emotional outlook in life.

2. Methods of physical recovery of the child: the method of the optimal mode of life; the method of gradualness - teaching the child to be consistent and deliberate in order to avoid an intermittent lifestyle leading to diseases; method of physical exercise and sports; the method of recreation is to ensure a calm rest of the body.

3. Methods of the child's mental health: the method of extinguishing negative experiences - a way of "thinking through" such emotions as resentment, shame, hatred, anger, fear, guilt, determining the causes of their occurrence and, as a result, extinguishing negative emotions; a method for eliminating bad habits; a method of developing good habits and positive character traits; relaxation method - a way to relax the body in order to calm down, create inner comfort.

4. Methods associated with supporting the emotional and moral sphere of the child: passion for a good deed; passion for the heroic - passion for moral deeds in the name of people, the Motherland. This method arouses a sense of pride, respect for one's history, fosters courage, the ability to calmly and firmly

endure difficulties; method of tradition - creative use of positive experience; passion for the beautiful - a feeling of aesthetic joy is aroused, the desire to learn about the beauty of nature, people, cultural monuments, and to protect it; passion for the mysterious - a feeling of curiosity is aroused, a desire to learn the secrets of the world and the universe, spirituality, religion, culture; personal example is a way of developing positive qualities on the personal example of a teacher.

5. Methods of strengthening a sense of responsibility: trust - develops faith in oneself; request - an appeal to a child for help in order to get them pleasure from an independently performed act; conversation-reflection - discussion of issues aimed at finding and making each participant a moral decision; lecture - the educator reveals the meaning of moral concepts; assignment - an appeal to a child with a task of a creative nature, giving him the right to choose the ways to solve it.

6. Methods by which the child's will is strengthened: reminder; doubt (this method arouses a feeling of dissatisfaction with oneself and there is a desire to correct their mistakes, to become better); reaching agreement with oneself is a method by which a feeling of tolerance for internal disagreement is achieved and a desire arises to correct character traits; achieving harmony with the environment is a method of protection from irritation and troubles caused by the natural, clothing, human environment by mastering the methods of cyanogenic thinking.

7. The method of cooperation (organization of joint activities in which a pessimist teenager could be successful and show his best qualities), the method of compassion (creation of an emotionally rich space that is personally significant for the child, for example, helping homeless animals and discussing this problem with the children), the method of co-creation (to help the child to see the beautiful, to participate in joint creative activities).

Summing up, we can conclude that the methods of education are methods of pedagogical influence on children, aimed at achieving the tasks of education. Therefore, a modern teacher should be imbued with the idea that raising a child is a collective matter, caring for successful results requires unity (coordination of

approaches to education, its content, methods of implementation) of the forces of all interested adults.

With the help of methods of upbringing and development of children, their behavior is corrected, personality traits are formed, the experience of their activities, communication and relationships is enriched.

Education methods are aimed at the holistic development and education of the individual. Therefore, it is natural that in the upbringing process with the help of upbringing methods, the teacher, influencing the availability, provides for the development and upbringing not of individual qualities, abilities and skills, but the integral formation of the personality.

The effectiveness of upbringing methods increases if they are used in the process of organized various activities of the child, since only in activity is the formation and development of certain personality traits and skills possible.

The methods of education are used in unity, in interconnection. It is impossible, for example, to use the method of encouragement without applying the method of persuasion (explanation, conversation, example).

In this case, teachers select methods, focusing on the patterns inherent in a specially organized educational process.

All methods of education are addressed to the personality of the pupil. But if educational influences are not accepted by the child and do not become an internal stimulus for his behavior, then we can talk about individual work, about the selection of methods that correspond to the peculiarities of upbringing, the organization of special pedagogical situations.

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