



## PECULIARITIES OF PSYCHOLOGICAL DEVELOPMENT OF PRESCHOOL CHILDREN

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### ABSTRACT

*This article discusses the peculiarities of the psychological development of children in preschool education. The author focuses on important issues of psychological and emotional formation of kindergarteners.*

**KEY WORDS:** *kindergarten students, psychology, mental development, psychological factors, interactive lessons*

During the first seven years of life, the child has come a long way of development. From a helpless being, completely dependent on an adult, unable to even speak and eat independently, he turned into a genuine subject of activity, with a sense of his own dignity, experiencing a rich spectrum of emotional processes from delight to guilt and shame, consciously fulfilling moral norms and rules of behavior in society ... The child has mastered the world of objects. Before him "opened" social relationships, meanings and goals of adult activities in the process of modeling social reality in different types of activity. By the age of 6, the child first developed an idea of himself as a member of society, an awareness of his individual significance, his own individual qualities, experiences and some mental processes. These transformations in the child's psyche lead to a change in the main contradictions of mental development. In the first place is the discrepancy between the old "preschool" way of life and the new possibilities of children, which have already surpassed it. By the age of 7, the social situation of development changes, which characterizes the transition to primary school age. The child strives for more important, significant from the point of view of society, socially approved and valued activity (A. N. Leontiev, L. I. Bozhovich, D.B. Elkonin). Specifically "preschool" activities lose their attractiveness for him. The child is aware of himself as a preschooler and wants to become a schoolboy. Entering school marks the beginning of a qualitatively new stage in a child's life: his attitude towards adults, peers, himself and his activities is changing. The school determines the transition to a new way of life, position in society, conditions of activity and communication. A new adult enters the environment of the child - the teacher. The educator

performed maternal functions, providing all the life processes of the pupils. The relationship with him was direct, confidential and intimate. Pranks and whims were said goodbye to the preschooler. Adults, even if they were angry, soon forgot about it, as soon as the kid said: "I will not be any more." When evaluating the activities of a preschooler, adults more often paid attention to the positive aspects. And if something did not work out for him, then he was encouraged for his diligence. It was possible to argue with the teacher, to prove that he was right, to insist on his opinion, often appealing to the opinion of the parents: "But my mother told me!" The teacher takes a different place in the child's activity. This is, first of all, a social person, a representative of society, whom it has entrusted to give the child knowledge and evaluate academic success. Therefore, the teacher is the most authoritative person for the child. The student accepts his point of view and often declares to his peers and parents: "And the teacher at school told us ..." In addition, the assessment that the teacher gives at school does not express his subjective personal attitude, but shows an objective measure of the significance of the student's knowledge and performance in learning assignments.

Changes in peer relationships are associated with the collective nature of learning. This is no longer playful and not purely friendly relations, but educational ones based on shared responsibility. Grade and academic success become the main criteria in the assessment of each other by peers and determine the position of the child in the classroom. In kindergarten, education is most often carried out in a playful way. For example, a bunny "comes" to visit the children and asks to draw him a house, Dunno "appears" and makes riddles. The preschooler has the opportunity to act under the influence of his own



interests and inclinations, choosing a particularly attractive type of activity. At school, learning activities are compulsory for all children, it is subject to strict regulations, strict rules that the child must follow. In connection with the transition to school, the attitude of adults towards the child also changes. He is given more independence than a preschooler: he must allocate time himself, monitor the implementation of the daily routine, do not forget about his duties, and do homework on time and with high quality. Thus, learning is a new, serious, socially significant activity, personifying a serious, socially important and, therefore, more adult way of life.

The most important neoplasm of preschool age is the readiness for schooling. As the result of a child's development during the first 7 years of life, it provides a transition to the position of a schoolchild (A.N. Leontiev). The degree of readiness for schooling is largely a matter of the child's social maturity (D.B. Elkonin), which manifests itself in the desire to take a new place in society, to perform socially significant and socially valued activities. When starting school, a child must be ready not only for the assimilation of knowledge, but also for a radical restructuring of the whole way of life. A new internal position of the student appears by the age of 7. In a broad sense, it can be defined as a system of the child's needs and aspirations associated with school, when the child experiences participation in them as his own need ("I want to go to school"). This is an attitude towards entering school and staying in it as a natural and necessary event in life, when the child does not think of himself outside of school and understands the need for learning. He takes a special interest in the new, proper school content of classes, preferring literacy and numeracy lessons to preschool-type activities (drawing, singing, etc.). The child refuses the orientations characteristic of preschool childhood in terms of organizing activities and behavior, when he prefers collective classroom lessons to individual learning at home, has a positive attitude towards discipline, prefers a socially developed, traditional for educational institutions method of assessing achievements (grades) to other types of encouragement (sweets, gifts). He recognizes the authority of the teacher (T.A. Nezhnova). The formation of the student's internal position takes place in two stages. At the first stage, a positive attitude towards school appears, but there is no orientation towards the meaningful moments of school educational activities. The child singles out only the external, formal side, he wants to go to school, but at the same time preserve the preschool way of life. And at the next stage, there is an orientation towards the social, although not the actual educational aspects of the activity. A fully formed student's position includes a combination of orientation towards both social and educational aspects of school life, although only a few children

reach this level by the age of 7. Thus, the inner position of the student is a subjective reflection of the objective system of the child's relationship with the adult world. These relations characterize the social situation of development from its external side. The internal position is the central psychological neoplasm of the crisis of 7 years. At school, the child proceeds to the systematic assimilation of the foundations of the sciences, scientific concepts. Therefore, an important component of readiness is associated with the development of the child's cognitive sphere. Let us emphasize that knowledge by itself is not an indicator of readiness for schooling. Much more important is the level of development of cognitive processes and cognitive attitude to the environment. What points should you pay attention to? First of all, on the child's ability to substitute, in particular to visual-spatial modeling (L.A. Venger). Substitution is the beginning of a path that leads to the assimilation and use of all the wealth of human culture, enshrined in the system of signs: oral and written speech, mathematical symbols, musical notations, etc. ideas about objects, phenomena and apply them in solving a variety of mental tasks. Unlike a preschooler, a schoolchild is faced with the need to acquire a system of knowledge according to a specific program, drawn up in accordance with the requirements of science itself, and not only follow their interests, desires and needs. To perceive and remember educational material, the child must set a goal and subordinate his activity to it (L.I.Bozhovich). Consequently, by the end of preschool age, the child should have formed elements of voluntary memory and the ability to observe, the ability to voluntarily imagine and control his own speech activity. School education is subject-oriented. Therefore, by the age of 7, a child should be able to distinguish between different aspects of reality, to see in the subject the sides that make up the content of a separate subject of science. This distinction is possible if the child has developed the ability to perceive objects of reality differentially, not only to see their external signs, but also to understand the inner essence; establish causal relationships, draw independent conclusions, generalize, analyze and compare. The goal of schooling is to assimilate knowledge.

Therefore, the success of educational activity is also ensured by pronounced cognitive interests, the attractiveness of mental labor for the child. In the personal sphere, for school education, the most significant are the arbitrariness of behavior, the subordination of motives, the formation of the elements of volitional action and volitional qualities. The arbitrariness of behavior is manifested in various areas, in particular, in the ability to follow the instructions of an adult and act according to the rules of school life (for example, to monitor your behavior in the lesson and during recess, not to make noise,



not to be distracted, not to interfere with others, etc.). Behind the implementation of the rules and their awareness lies the system of relations between the child and the adult. The arbitrariness of behavior is precisely connected with the transformation of the rules of behavior into an internal psychological instance (A. N. Leontiev), when they are performed without the control of an adult. In addition, the child should be able to set and achieve a goal, overcoming some obstacles, showing discipline, organization, initiative, decisiveness, perseverance, independence. In the sphere of activity and communication, the main components of readiness for educational activity, when a child accepts an educational task, understands its conventionality and the conventionality of the rules by which it is solved; regulates his own activities on the basis of self-control and self-esteem; understands ways of doing a task and shows the ability to learn from an adult. The educational task differs from the practical, everyday result. When solving an educational problem, the child comes to a different result - changes in himself. And the object of the educational task is the mode of action (D.B. Elkonin). Therefore, its solution is aimed at mastering the methods of action. Therefore, in order to learn successfully, the child must understand the conventional meaning of the educational task, realize that the task is being performed not in order to obtain a practical result, but to learn something. The child should consider the material of the problem not as a description of an everyday situation, but as a means of learning a general way of solving problems in general. How can we not recall the well-known Buratino, who, after hearing the problem that he had two apples in his pocket, and someone took one from him, to the question: "How many apples are left?" replied as follows: "Two. I will not give apples to nekto, even though he is fighting!" There is a lack of understanding of the conventionality of the educational task and the substitution of the content of the task by an ordinary situation. In order to learn how to solve educational problems, the child must pay attention to the ways of performing actions. He must understand that he is acquiring knowledge for use in future activities, "for future use." The ability to learn from an adult is determined by out-of-situational, contextual communication (E.E. Kravtsova). Moreover, the child understands the position of an adult as a teacher and the conventionality of his requirements. Only such an attitude towards an adult helps the child to accept and successfully solve the educational problem. The effectiveness of teaching a preschooler child depends on the form of his communication with an adult. In a situational-business form of communication, an adult acts as a play partner in any situation, even an educational one. Therefore, children cannot

concentrate on the words of an adult, accept and hold on to his task. Children are easily distracted, switch to extraneous tasks and hardly react to the comments of an adult. With a non-situational-cognitive form of communication, the child has an exacerbated need for the recognition and respect of an adult, which, during learning, manifests itself in increased sensitivity to comments. Children are attracted only to tasks that are easy to do and that are approved by an adult. Children react to the censure of an adult with affects, resentment and refusal to work. With extra-situational personal communication, attention to an adult, the ability to listen and understand his words is clearly manifested. Preschoolers, having good command of verbal means, focus on the task, hold it for a long time, without switching to extraneous objects and actions, follow the instructions. The rewards and censures of an adult are treated adequately. Reproaches encourage them to change their minds, to look for a more correct way to solve the problem. Rewards build confidence. The prerequisites for educational activity, according to A.P. Usova, arise only with specially organized training, otherwise children have a kind of "learning disability" when they cannot follow the instructions of an adult, control and evaluate their activities.

Let us indicate the central components that make up the psychological readiness to study at school: - a new internal position of the student, manifested in the desire for socially significant and socially valued activity; - in the cognitive sphere, the sign-symbolic function of consciousness and the ability to replace, the arbitrariness of mental processes, differentiated perception, the ability to generalize, analyze, compare cognitive interests; - in the personal sphere, arbitrariness of behavior, subordination of motives and volitional qualities; - in the field of activity and communication: the ability to accept a conditional situation, learn from an adult, regulate their activities.

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