



# METHODOLOGY FOR ORGANIZING AND PLANNING TRAINERS FOR INDIVIDUAL WORK WITH CHILDREN

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## ANNOTATION

*This article presents the methodology for organizing and planning trainers for individual work with children in preschool educational institutions in order to improve the quality of the educational process.*

**KEYWORDS:** *preschool education, educational process, individual work, professional activities.*

## INTRODUCTION

Individual work with pupils in a preschool educational institution is a system of purposeful psychological and pedagogical influence on the consciousness [1], feelings and behavior of children, taking into account the characteristics of his personality as much as possible. An individual approach to educational activities makes it possible:

- to embrace the daily attention and purposeful interaction of each child;
- comprehensively study and know the individual characteristics of each child and it is pedagogically expedient to use this knowledge in planning the educational process;
- pedagogically competently choose the forms, methods, means and techniques of interaction with children, taking into account the situation, individual characteristics and goals of his preparation and development (upbringing, re-education);
- skillfully create an environment, pedagogical situations to ensure the effectiveness of teaching and upbringing of children;
- timely adjust the teacher-student relationship, purposefully achieve success in working with him,

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**The purpose of individual work is** to create conditions that would ensure the greatest realization of the pupil's capabilities in the process of all-round development of his personality.

Organization of individual work with pupils in the preschool educational institution includes a set of activities:

- determination of the goals and objectives of this work - coverage of constant attention of all pupils;
- thoughtful planning of individual work;
- deep analysis and constant monitoring of the results.

Individual work can be done with a subgroup of children or separately with a child. To maintain the interest in the activity of children's creativity, individual work is carried out not only with lagging children, but also with the rest. Moreover, individual work can have not only teaching, developmental value, but also educational, when children are introduced to some norms, rules, etc. Properly organized individual work allows children to fully master the program material, has a great positive impact on behavior.

## METHODICAL PART

Disclosure of the essence and methods of conducting individual educational activities is not the task of this manual, it is described in the manual "*Learning through play*", at the same time, we note that in the organization of the educational process, three main stages of activity can be distinguished, inextricably linked by the general content and methodology [2]:

### 1. **Initial stage of activity** (Organizing time).

The teacher invites you to activities - optional, unconstrained: "Let's go today ..., who wants to, make yourself comfortable ..." or "I will ...

Who wants, join ...". Having outlined a task for joint implementation, the teacher, as an equal participant, suggests possible ways of its implementation. Gaming motivation is a must. Playful motivation is a methodological technique that helps to guide children's activities in a playful way and achieve the desired result. Play motivation should correspond to the age characteristics of children. Activities: game, subject, speech, productive.

**2. The course of educational activities** (process) - main part.

During the process of educational activity, the teacher, as an equal participant:

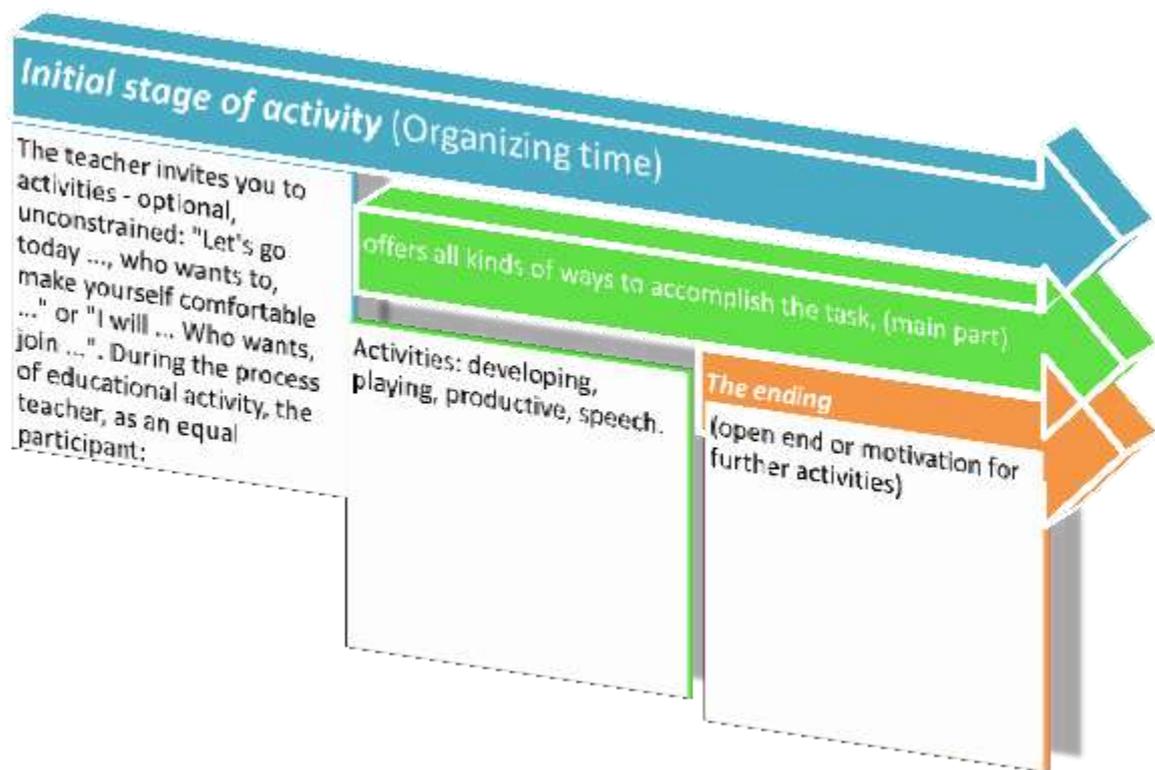
- offers all kinds of ways to accomplish the task, sets the developmental content (new knowledge, ways of working, etc.);

- offers his idea or his result for children's criticism;

- shows interest in the result of children; is included in the mutual assessment and interpretation of the actions of the participants;

- enhances the child's interest in the work of a peer, encourages meaningful treatment, provokes mutual assessments, discussion of emerging problems. Activities: developmental, play, productive, speech [3].

**3. The ending** (open end or motivation for further activities)



**Fig. 1. Stages of individual educational activities**

There are no separate topics, exercises or games for individual lessons [4,5]. The teacher takes

material from different educational areas, on which he considers it necessary to work (Table 1).



**Table 1**  
**Memo for a teacher on planning educational and upbringing activities**

Lesson type	Kind of activity	What learning tasks can be applied	The structure of the main part of the lessons
<b>Assimilation of new knowledge</b>	<ul style="list-style-type: none"> <li>• Cognitive - research activities</li> <li>• Motor activity</li> <li>• Musical activity</li> <li>• Fine activity</li> </ul>	Form.... Meet... Give an idea... Develop.....	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Submission of new material</li> <li>• Consolidation</li> </ul>
<b>Consolidation of previously acquired knowledge</b>	<ul style="list-style-type: none"> <li>• Communicative activity</li> <li>• Constructive activity</li> <li>• Play activities</li> <li>• Perception of fiction and folklore</li> <li>• Self-service and elementary household labor</li> </ul>	Generalize... Organize ... To fix....	Motivation. Games, exercises, conversations to consolidate and summarize the material
<b>Creative application of knowledge and skills</b>		Develop... Guide ....	Motivation Repetition Applying existing knowledge to a new situation
<b>Combined construction of educational and educational activities</b>		To repeat... Form ... Meet... Give an idea... To fix....	Motivation. Repetition of previously learned Submission of new material. To fix
<b>Complex construction of educational and upbringing activities</b>	<ol style="list-style-type: none"> <li>1. Communication activities</li> <li>2. Communication activities /</li> <li>3. Elementary work skills</li> <li>4. Cognitive - research activities /</li> </ol>	At each of the lessons, the tasks of each type of activity are solved	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Repetition (may not be).</li> <li>• Introducing a new topic on a defining activity.</li> <li>• Practical activities with solving problems of these types of activities</li> </ul>
<b>Integrated construction of educational activities</b>	<ul style="list-style-type: none"> <li>• Motor activity</li> <li>• Musical activity</li> <li>• Fine activity</li> <li>• Communicative activity</li> <li>• Constructive activity</li> <li>• Play activities</li> </ul>	Tasks are determined by a specific type of activity, and the means for solving them are other types of activity.	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Repetition (may not be).</li> <li>• Introducing a new topic</li> <li>• Consolidation in other activities</li> </ul>

In the morning, it is recommended to carry out work to familiarize yourself with others: on environmental and valeological education, conversations on moral topics and on safety and rules of behavior at home and on the street.

Individual work on the formation of elementary mathematical concepts, the formation of a sound culture of speech and enrichment of the vocabulary, the development of movements, music is planned for a walk or in the afternoon [6]. Practicing fine arts and design skills can be carried out both in the morning and in the evening.

## CONCLUSION

Cyclogram of individual work during the day in accordance with the daily routine:

- conduct short conversations with parents during the morning reception of children about the well-being of their child, about what worries them in his behavior;
- create and maintain a calm, joyful environment, provide each child with the opportunity to do something that interests him (play, look at books, draw);
- pay special attention to children who are withdrawn, shy, timid. They certainly need to be encouraged, they really need it. If peers ignore or



offend a shy child, the teacher must join the game himself in order to correct and guide it;

➤ Overly excited children should be involved in such games and activities that would help to calm them down, relieve excitement. For example, these are Montessori exercises: playing with water and various types of transfusions, pouring cereals have an extraordinary therapeutic effect and are suitable for young children. Another pleasant and calming activity that captivates even overly active children for a long time is modeling, drawing, working with a constructor, Lego;

➤ when carrying out educational activities, it is necessary, first of all, to pay attention to the fact that it is convenient for all children to work, so that everyone can see and hear the teacher well. Make sure that they do not slouch, do not lean low over the table;

*During the day, observe and supervise the work of those on duty. Select pairs of attendants in accordance with their individual characteristics, taking into account the mutual positive influence of children on each other.*

**When preparing for bed,** make sure that none of the children is too excited.

Also, educators need to remember:

- children who do not show interest and love for animals and plants should be involved in observations and work in the Center for Science and Nature;
- pay attention to the manifestations of children in work.

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