# PEDAGOGICAL MEANS AND ORGANIZATION OF TEACHING PRESCHOOLERS

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**Annotation***: This research paper provides information on effective ways to teach English to young English language learners, and ways to develop language skills in preschool children.*

**Key words**: *preschool education, the importance of age, educational methods, pedagogical skill, ability, children's interest, game method*

## INTRODUCTION

A teaching tool is a material or ideal object that is used by the teacher and students to acquire new knowledge (P.I. Pidkasisty). Material means of training

Objects of material culture:

• natural objects: objects of the plant and animal world, real objects (objects);

• visual clarity (three-dimensional images): stuffed birds, animals, dummies of vegetables, fruits, etc.

• toys:

- plot (figurative) toys: dolls, figurines depicting people and animals, vehicles, dishes, furniture, etc.;

- didactic toys: folk toys (nesting dolls, pyramids, barrels, biryulki, etc.), mosaics, board and printed games;

- fun toys: funny figures of people, animals, fun toys with mechanical, electrical and electronic devices; sets of tricks;

- sports toys: aimed at strengthening the muscles of the arm, forearm, the development of coordination of movements (tops, serso, balls, bilboke, hoops); promoting the development of running, jumping skills, strengthening the muscles of the legs, trunk (wheelchairs, bicycles, scooters, skates, rollers, jump ropes); designed for collective games (table basketball, hockey, ping pong);

- musical toys: imitating musical instruments in shape and sound (children's balalaika, metallophones, xylophones, harmonicas, drums, pipes, music boxes, etc.); story toys with a musical device (piano, grand piano); sets of bells, bells, game devices for listening to music recordings;

- theatrical toys: dolls - theatrical characters, bibabo dolls, puppet dolls; sets of story figures, costumes and costume elements, attributes, scenery elements, masks, props, large inflatable toys (fairy-tale characters, animals), etc.;

- technical toys: cameras, binoculars, spyglasses, flying models, kaleidoscopes, children's sewing machines, etc.;

- construction and structural materials: sets of building materials, constructors, including new generation constructors: "Lego", "Quadro", "Aquaplay", etc., lightweight modular material;

- homemade toys made of various materials: unformed (paper, cardboard, thread, fabric, wool, foil, foam), semi-formed (boxes, corks, coils, plastic bottles, buttons), natural (cones, acorns, twigs, straw, clay);

• equipment for experiments, gaming equipment, etc.;

• educational and gaming manuals: "Logico-kid", etc.;

• didactic material (handout).

**DISCUSSION**

The choice of learning tools depends on:

• the laws and principles of learning;

• the general goals of learning, education and development;

• specific educational tasks;

• the level of motivation for learning;

• content of the material;

• the time allotted for the study of a particular material;

• volume and complexity of the material;

• the level of preparedness of trainees, the formation of their educational skills;

• age and individual characteristics of the trainees;

• type and structure of the lesson;

• number of children;

• children 's interest;

• the relationship between a teacher and children (cooperation or authoritarianism);

• material and technical support, availability of equipment, visual aids, technical means;

• features of the personality of the teacher, his qualifications [17, 28].

The purpose of individually-oriented learning: the development of the child as a special, singular being, a carrier of peculiar individual traits that distinguish him from others.

The main indicator of the effectiveness of individually-oriented learning is the level of intellectual development of children: the development of visual, intuitive thinking, prerequisites for logical thinking.

Principles of developing individually-oriented learning:

1)The principle of naturalness is orientation during training to the inner world of the child, creating conditions for self-expression and self-development of each participant. The realization of the inner potential of each child is promoted by

attention, respect, sincere expression of feelings to adults, trust in the relationship of an adult with children.

2)The principle of freedom of choice: giving the child the right to choose the content of the activity, determine its tasks, choose ways to solve them, a partner for joint activities; selection of material and creation of conditions for independent activity of children.

3)The principle of openness of the didactic process: adjustment of the content of learning depending on the actual conditions of the course, age and individual capabilities and characteristics of children; individualization of tasks and conditions for their implementation; organization of interaction with peers when the educational impact of an adult is complemented by the process of mutual learning [12, 32].

Forms of organization of individually-oriented training:

-Didactic play, as well as related activities (construction, visual and musical activities, etc.) are the most effective forms of developmental learning (they allow you to transform a cognitive task into a game or practical one that has a personal meaning for children). The specificity of the game forms of the organization of education lies in the indirect influence of an adult on the development of children through the content and rules of the game. Nevertheless, if we limit the development of cognitive activity only through play, this can lead to significant differences in the levels of intellectual development and an increase in the number of children in need of correction.

The game is an activity (in group form - 8-10 children), which creates conditions for more or less uniform development of all children. The group form of the organization of training allows you to really influence the development of each child. Options for organizing games-classes:

option: one subgroup is engaged with a teacher, the other is playing under the supervision of an assistant (preferably in another room), then the first subgroup gathers and goes outside with an assistant, and the second is engaged with a teacher;

option: training with both subgroups at the same time, when one group is engaged in an independent didactic game, and the other is engaged under the direct supervision of a teacher; then the groups change places.

Learning in everyday life (in the course of meaningful communication with an adult, situational communication of a child with an adult, in the course of independent activity) [19, 82].

A comparative analysis of the results obtained allows us to see the overall picture of the effectiveness of educational work with children of a particular group, the quality of pedagogical influence on the development of each child.

It is not necessary to expect from all children a high level of development in all directions. The main attention should be paid to ensuring that each child

progresses in accordance with their capabilities. The main indicator of the quality of educational work is progress in development. In this regard, a low task completion rate by a child can be regarded as positive if it is higher than the previous one.

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