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METHODS OF TEACHING PRESCHOOL CHILDREN

Most small children are restless and very active, so sometimes it is difficult to interact with them. Of course, they like active rest and movement more than reading or calligraphy. So it is often difficult for them to concentrate on such tasks, because the material seems completely uninteresting and boring to them. That is why teachers in preschool education use different teaching methods to draw children's attention to different sciences. And I will talk about some of them later.

The purpose of the work is to analyse some methods of teaching preschool children.

Teaching children basic life skills is not too easy, because all children are different and need special attention and an individual approach to each of them.

According to the sources of knowledge, teaching methods are divided into verbal, visual and practical. The first method consists in the spoken language of a teacher, for instance:

1. Explanation. That is, the teacher explains to the child something that he cannot understand independently.

2. Briefing. That is, the task is explained into detail to the children and materials are provided for its implementation.

Conversation. It involves the formation of a dialogue between the teacher and the child [3].

The visual methods include observation and demonstration. The first of them is the main method of learning, because it helps to analyze, compare and draw conclusions. And the demonstration expands children's knowledge and helps to develop their language, as well as improves the ability to perceive and understand what is depicted [2].

Practical methods, in turn, are aimed at interaction directly between the teacher and the child, for example:

– exercise and games. That is, constant repetition of certain actions, controlled by the teacher;

– experiments. Certain tasks that children perform independently are aimed at consolidating knowledge and skills [3].

There are also such popular methods as "Reggio Emilia Method" and "Waldorf Method". The first method was developed in Italy and is aimed at giving the child the opportunity to take a place in society, because it forms relationship between children

and improves the communication. Therefore, children are encouraged to communicate through music or art [1].

Another method was created in Germany and is aimed at giving the child the opportunity to develop through imagination, because he must be able to create with its help. For this reason children are recommended to play games and create toys from improvised materials.

To conclude, we can say that such methods of teaching contribute to the all-round development of the child and help him learn and discover something new for himself, learn to communicate with others and generally to explore the world.

References

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