



PREPARATION OF BACHELERS FOR CORRECTIONAL WORK IN A PRESCHOOL EDUCATIONAL INSTITUTION

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Abstract: The article deals with the actual problems of preparing future teachers for preparatory and corrective work with children of the "risk" group in a preschool educational institution. The reasons for the need for this work are studied and analyzed. The technique and specifics of preparation of bachelor students for it are considered.

Keywords: children of the "risk" group, students, preschool education, emotional and personal development, correctional work.

Introduction. Preschool childhood is a short but very important stage in a child's development. During these years, the child acquires initial knowledge about the life around him, a certain attitude towards people begins to form in him, stereotypes of correct behavior are developed, and character develops [1, 2]. Recently, a lot has been written and said about children at risk. This is a category of children, which, due to certain circumstances of life, more than other categories, is subject to negative external influences from society. Among the children of the "risk" group, anxious children and children with signs of aggressive behavior stand out. The number of such children is steadily growing [3, 4]. The instability of our lives, numerous social problems, the costs of raising children in the family and kindergarten, and a number of other factors - these are the reasons for the growth of this category of children.

Children of the "risk group" require special attention from teachers, doctors, psychologists and other specialists [5, 6]. And only purposeful and specially organized work can help children overcome the existing disorders in the emotional sphere and behavior. The need for corrective work with such children is recognized by all, but its implementation in practice is not an easy task. Therefore, it is important in a special way to organize work aimed at preventing the mental health of children and correcting existing disorders [7, 8, 9].

The state standard of preschool education pays special attention to children of the "risk group". They do not need to create special conditions, but they need the organization of timely corrective assistance in order to prevent further complication of psychological problems. A modern preschool teacher should be ready to provide corrective assistance to children in the "risk" group [10, 11, 12, 13].

An analysis of the work of preschool institutions shows that the organization of corrective work with children at risk is a certain problem. Teachers experience significant difficulties in working with anxious and aggressive children. The methods of education they use often not only do not help the child, but also exacerbate his problem. The following disciplines contribute to the preparation of teachers to provide psychological and pedagogical assistance to problem children: "Child Psychology", "Children's Practical Psychology", "Psychological and Pedagogical Diagnostics", "Early Psychological and Pedagogical Assistance to Children and Their Families" [14, 15, 16]. The logic of studying these disciplines allows students to reveal the specifics of correctional work: first, normative psychology is studied, which allows them to learn to distinguish between the norm and deviations in the mental development of the child. Normative indicators of development become the basis of psychological and

pedagogical diagnostics, and then corrective work. However, almost all of these disciplines, except for the discipline "Child Psychology", are elective disciplines. In connection with this circumstance, the student is unlikely to be prepared for the implementation of correctional work [17, 18].

The organization of correctional work in a children's educational institution is such that the entire team of employees (not only pedagogical) is involved in creating conditions for the favorable development of preschool children. Working in the "team" ideology, each of its specialists fulfills their clearly defined goals and objectives in the field of their professional activity [19, 20].

The educator determines the level of development of different types of child's activities, the features of communicative activity and culture, the level of formation of purposeful activity (primarily, according to the assessment of visual and labor activity), self-service skills according to the age stage; implements the recommendations of a psychologist, a doctor (organization of a regimen, developmental and corrective games).

The state standard for preschool education has determined the requirements for the professional training of preschool teachers: they must be able to assess the individual development of children in order to solve educational problems. Such an assessment is made by the teacher within the framework of pedagogical diagnostics (or monitoring).

The results of pedagogical diagnostics (monitoring) can be used exclusively for solving educational problems:

- individualization of education (including support for the child, building his educational trajectory or professional correction of the features of his development);
- Optimization of work with a group of children. To teach future teachers to work with problem children, to provide them with corrective assistance is an important task of their professional training.

The tactics of psychological and pedagogical influence should be built depending on the nature of the child's aggressive behavior. In one case, the teacher will ignore the aggressive tendency and not fix attention on it; in the other, to include aggressive action in the context of the game, giving it a new, socially acceptable meaning; in the third - not to accept aggression and establish a ban on such actions; in the fourth - to actively participate in the game situation in the deployment or "stretching" of aggressive actions, which are based on fear, and to achieve an emotionally positive resolution of the child's behavior.

The work of a teacher with anxious children is built differently. They need to be taught socially acceptable forms of communication: greetings and farewells; requests for support, help, service; helping others. To speak in front of others, listen to others, cooperate, manage (command), obey. Working with passive, anxious children is fraught with certain difficulties and, as a rule, takes quite a long time. It is necessary to carry out purposeful work on a daily basis. Address the child by name, praise him even for minor successes, and celebrate them in the presence of other children. However, praise must be sincere, because children react sharply to falsehood. Moreover, the child must know why he was praised. In any situation, you can find a reason to praise the child. It is advisable to use physical contact games when working with such children. Relaxation exercises, deep breathing techniques, yoga, and massage and just rubbing the body are very useful.

The behavior of the teacher must meet the following characteristics:

1. He must be attentive to the needs and needs of the child.
2. Teach children to recognize their own emotional state and the state of those around them.
3. Do not make excessive demands on the child.
4. More often address the child by name.
5. To help increase the child's self-esteem, praise him more often, but so that he knows why.

6. More often use body contact, relaxation exercises.
7. Do not compare the child with other children.

Conclusion. The extremely high rate of mental, personal and physical development in the preschool period allows the child to quickly go from a helpless creature to a person who owns all the basic principles of human culture. He does not follow this path alone, there are always adults next to him. Only psychologically competent support for the development of the child will ensure the maximum realization of all the possibilities available to him, will allow him to avoid many difficulties and deviations in the course of his mental and personal development.

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