PEDAGOGICAL AND PSYCHOLOGICAL FACTORS INCREASING THE EFFECTIVENESS OF PRESCHOOL EDUCATIONAL INSTITUTIONS TEACHERS-EDUCATORS ACTIVITY

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Abstract

This thesis examines the pedagogical and psychological factors that impact children's education. It explores scholarly perspectives on how educators' interactions with children in preschool settings can influence their development and outcomes.

Keywords: child upbringing, relationships with children, parents and educators, mental development, personality traits.

Introduction

The study of children by a preschool teacher is certainly different from scientific and psychological research. Psychological research on preschool teachers will have a practical direction. The psychological knowledge of preschool teachers is also very important for studying the individual psychological characteristics of each child. Since raising a child is a responsible job, educators must use pedagogical, psychological knowledge, and psychological tactics.

The psychology of young children today is very different from the psychology of the past. Research is conducted on developing a child's personality from early childhood. Among them is the scientist-psychologist V.T. Venza touched upon the issues of child personality development in the relationship between the child and his parents. He emphasized that child-parent relationships represent a microenvironment that determines both the physical and mental development of the child, determining the formation of his personality and character traits. It is necessary to understand the general mental development of the child, understand the reasons for his behavior, and notice the child’s tendencies. It should help create favorable conditions for the development of the child. It is necessary to diagnose and promptly identify negative deviations in the child’s behavior, defects in cognitive development, and determine educational methods aimed at correcting them.

Main Part

The physical and mental development of a child largely depends on the child’s communication with adults, on how this communication continues, especially in the context of child-parent relationships. A.N. Leontyev, A.R. Luria, D.B. Elkonin in their scientific studies emphasized that the mental development of a child is influenced by his emotional connection and relationship with his parents [2].

The relationship between teachers and teachers in preschool educational institutions influences the personality characteristics, emotional state, communicative characteristics and cognitive processes of the child. According to psychologist V.S.Mukhina, the child realizes his “mean” through mechanisms such as identification and isolation. It determines that certain behavioral traits are strengthened or weakened when interacting with adults [3]. Children's ability to be independent and their behavior is aimed at satisfying many needs and desires and is formed in the joint activities of the child with adults and peers. In preschool educational institutions, children's first important achievements are observed in the fall, and you certainly want to encourage them [4].

Children are a symbol of love, the joy of parents and the decoration of life. The future of the

society in which they live depends on their health and general well-being, as well as the future of the peoples and cultures to which they belong. Education given to a child is the gradual development of the child, leading him to completeness and perfection. It covers the physical, intellectual, moral and spiritual spheres [5].

Currently, special attention is paid to the psychology of raising children. The main role is played by the system of relations between adults and children known to us. In preschool educational institutions, educators must acquire the necessary knowledge and forms of relationships, taking into account the age characteristics of kindergarten children. Raising a child depends on many factors, such as sociocultural rules and national traditions and views of parents, social norms, child-parent relationships, personal qualities of the child, etc. According to some adults, parents and teachers, there are sayings that a child should be brought up in strict slavery. If a child is brought up under strict slave pressure, they block his activity and initiative. The child does not believe in himself, and doubts his every action, it is difficult for him to make decisions and express his thoughts.

Based on the needs of today, it is advisable for teachers of preschool educational institutions to effectively work on themselves using Internet resources and sites.

As we know, parents often make mistakes in family education, punishing and encouraging their children. Reward and punishment methods should be used sparingly in raising a child.

Adults strive to direct all their skills and abilities to children, to instill in them only the best moral standards and principles, of course, this has always been and will be. Kindergartens, schools, universities are the main organizations that have a significant impact on human development. Today, preschool educational institutions are required to be able to work with innovative pedagogical technologies and use psychological training. Even the methods that were optimal five years ago are no longer relevant. For this reason, any presented methodology for teaching and raising children must take into account the age characteristics of the child.

Another factor that positively influences a child’s learning in kindergarten is his home activities. In play, all aspects of a child’s personality are formed, significant changes occur in his psyche, and he prepares for the transition to a new, higher stage of development. In the game, the child’s first human needs and interests are revealed and satisfied. Through play, a child develops mental perception, attention, memory, speech and thinking. You should be very careful about children’s self-development in the game. Currently, methods of early childhood development, early learning and school preparation have become widespread. But the kids need to play before school.

Conclusion

In conclusion, enhancing the skills of teachers in preschool educational institutions through the integration of psychological and pedagogical knowledge is crucial. The dynamic nature of early childhood education requires educators to continually evolve their understanding and practices to meet the diverse needs of young learners effectively.

One effective strategy is to explore and implement psychologically informed approaches enriched with innovative technologies. By combining traditional psychological theories with modern technological tools, educators can enhance their teaching methodologies and improve the overall educational experience for children. For instance, interactive educational apps, virtual reality simulations, and digital storytelling platforms can be utilized to create engaging learning environments that cater to different learning styles and abilities.

Moreover, fostering a deeper understanding of child psychology among teachers can significantly impact their interactions with students. Psychological insights enable educators to recognize and respond to the emotional and developmental needs of children more effectively. This

includes cultivating empathy, promoting positive behavioral patterns, and supporting social-emotional learning initiatives within the classroom.

Furthermore, ongoing professional development plays a crucial role in empowering educators with the latest research findings and best practices in both psychology and pedagogy. Workshops, seminars, and collaborative learning opportunities should be encouraged to facilitate continuous growth and innovation in teaching methods. Schools and educational institutions can also support these efforts by investing in resources that promote the integration of psychological principles into everyday teaching practices.

Incorporating new psychological approaches enriched with innovative technologies not only enhances the professional skills of teachers but also ensures that preschool educational institutions remain adaptive and responsive to the evolving needs of children in today's digital age. This holistic approach not only prepares children academically but also equips them with essential life skills such as critical thinking, creativity, and adaptability.

In essence, by embracing psychological and technological advancements in early childhood education, educators can create inclusive, stimulating, and supportive learning environments that nurture the overall development and well-being of young learners. This proactive approach is essential for preparing children to thrive in a complex and interconnected world.

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