

THE TECHNOLOGY OF REDUCING PEDAGOGICAL PROBLEMS THAT CAUSE FUTURE EDUCATORS IN THE PERSONAL RELATIONSHIP PROCESS

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Abstract: *in this article, games and activities are the basis of programs for preschool children. After all, research has shown that games are an integral part of young children's lives, they learn by playing.*

Key words: *Play and development, leading from each other's hand, conditions in which children grow, their free play.*

Introduction: The forms of games are different: individual play with objects, organized play with other children, active and complex stage games with props and with other children, structured games, group play (for older children). According to experts, the game is necessary for the growth of children's cognitive and movement skills, as well as for the world of people around us and their place in it. Children's social skills develop as they interact with their peers, where they learn what rules are, how those rules are made, and what truth and justice are. They learn to cooperate and share with each other. When setting tasks, challenges and successfully solving them, working together with other children and solving personal, physical, mental and social problems, their ability to be able to evaluate themselves objectively is formed. Encouraging children's play, it is necessary to create various opportunities for them to play both indoors and outdoors. All parts of the space where children are located are organized in the form of activity centers. Children play in them, that is, they act freely based on their thoughts and imagination, these places serve as a special testing ground for testing children's initiatives, creativity and imagination. Although the establishment of centers requires the establishment of a suitable building and certain conditions in it, this does not mean that children's play is restricted or that training is conducted only in one direction as defined in them. For example, a doll made in the art center can be used in the construction center. Because a theater stage was created here, this puppet can be brought to the stage through the staging center. If the materials are used with sensitivity 36, we will open the way for children to shape the curriculum based on their own interests. The agenda allows children to consciously choose the activity centers that interest them.






Children who initially do not have the opportunity to see so many toys and materials at once may often move from center to center. When the time comes, they will concentrate on tasks and centers that interest them. The child has to manage his own play: he also has the ability to move from one center to another. Adults follow children's interests and provide opportunities for the development of this very play, which is necessary for the child's emotional and cognitive growth. Child psychologists advise educators and parents to spend time playing with children. At home, educators and parents, allowing the children to "lead" and direct the game, begin to exchange experiences with them without realizing it. The materials (things) stored in the centers stimulate children's activity, forcing them to use all their senses. Children test their "hypotheses" and acquire knowledge based on their individual abilities as they experiment, search and discover new things for themselves. In the same way, children learn to pose problems, solve them, think critically, make choices, and create solutions. In the constant working environment dominated by the group, children interact with each other through internal reason, acquire social skills in the process of communicating and sharing with their peers and adults. In addition, during the game, children master general and fine movements (motor skills) and develop coordination. In this process, the role of the educator is manifested as an assistant.

He should be ready to complicate the game by asking open-ended questions that make him think. He needs to know when to give additional information, to explain what the child does not understand, to add new materials, and if possible, to organize activities aimed at further learning, such as trips and walks. Because these events serve to further enrich and stimulate thinking and knowledge. Educators demonstrating the game must be able to appreciate the full importance of the situation in which the game takes place. 37 Individual approach to each child. Educators provide the foundation for children to learn how to achieve goals, to care about others, and to develop into active, driven people capable of influencing their world. At the same time, educators are concerned about how the first period of childhood will pass by itself. It is necessary to recognize that games play a special role in this way and the importance of organizing the learning process in an individual way. Individualization is achieved by taking into account the level of development and planning activities accordingly, guaranteeing each child's chances of success. This requires comprehensive information about the child's health, level of physical and emotional development, as well as cognitive growth. The educator's job is to make decisions, during which he observes the child, determines at which stage the child is in important areas of growth, and on this basis determines one or






another way of influencing. Why is individualization of education important? Individualization leads to the appearance of age-specific characteristics, abilities, interests and needs in a child based on the process of acquiring knowledge.

In this, children gain deep knowledge and learn self-respect. They develop a sense of courage to tackle more difficult tasks. A child-centered environment allows for individualized learning. The arrangement of equipment, materials and objects in the group room serves the growth and development of each child, and the assigned tasks are designed based on the capabilities of each child. Children themselves begin to individuate by choosing an appropriate activity center or picture that is assembled from five pieces rather than twelve. In individualization, the educator comes up with such types of activities, in which everyone is given the same instructions, but each child is allowed to achieve success independently based on it. The level of individualization can be optimized. Choosing the type of activity that requires dexterity and resourcefulness, and carefully observing the children, the educator can change or adapt the tasks and materials if necessary.

In order to increase the level of individualization of group work, it is advisable to conduct it in small groups. The schedule of group activities should be made taking into account the needs of each child, both during the period of active creativity and during rest 38 . Individualization is an important part of this program. After all, the more individual the teacher approaches each child, the more effective his work will be. Activity centers give children the opportunity to independently individualize the educational process based on their personal skills and interests. For example, in the art center, one child cuts paper, and another child cuts out a shape from this paper with scissors. At the center of tabletop games, one child makes a shape out of four wooden cubes, while another prefers to make a picture out of twenty-five pieces of cardboard. The teacher observes the children in the process and writes down the thoughts related to their development. After some time, he offers children materials that complicate the task or, depending on the situation, directly helps the child in performing these tasks. Due to this behavior, the child can grow up at a good pace. An environment rich in materials and experiences appropriate to the child's individual interests and growth.

Educators play the role of children's assistants in the program, provide a wide range of opportunities in the place of training and plan activities taking into account the level of individual development of each child. The agenda should include different types of activities: together in small groups and under the guidance of the educator, individually (individually) or independently (time should be allocated to the activities chosen by them, because children learn to make conscious choices,






realize their interests and abilities). Children's ability to make their own choices, solve problems, work together with others, set individual goals and know how to achieve them are among the main goals of the "Child-centered education" program. Transition from activity to activity Transition from one activity to another often becomes a problem for children and educators. It also happens that educators rush children, leaving little time for them to complete one activity and move on to another.

Conclusion: If the activity schedule is made flexible enough that children can work at a rhythm that is convenient for them, the problem of switching from activity to activity can be eliminated. Even when there is a clear schedule for the day 39, educators should allow enough time for children to complete the previous work and move on to the next activity. Educators need to show respect for children's work and give them options to choose activities.

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