

BUNIN YELETS STATE UNIVERSITY

"APPROVED"

Director of the Institute of Psychology
And Pedagogy _____/T.D.Krasova/



THE WORK PROGRAMME OF THE DISCIPLINE B1.E.01.ES.01.02 Pre-school preparation

Direction of training: 44.03.01 Pedagogical Education

Profile: Primary education

Qualification (degree): bachelor

Mode of study: full-time

Institute of Psychology and Pedagogy

Department: Pedagogy and educational technologies

	full-time	full-time and part-time form	correspondence course
Study course	1		
Term	2		

Lectures	18		
laboratory work			
Seminars	36		
including practical training	2		
Form of control	Credit test		
Control			
Other forms of work			
Independent work	54		

Total number of academic hours: 108

Labor intensity: 3 credits

Developer of the work programme: candidate of pedagogical sciences, associate professor I.V. Kondakova

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline: to develop readiness for pedagogical work with preschool children based on the possibilities and characteristics of their age development and the implementation of the principle of continuity.

Objectives of studying the discipline:

1. Introducing students to the laws of personality development and manifestation of personal qualities of 6-year-old children, psychological laws of periodization and developmental crises, the main tasks, principles, and methods of pedagogical diagnostics.
2. Formation of a system of skills for organizing training and education in the field of education using technologies that correspond to the age characteristics of students, knowledge about the methods and types of activities, continuity of preschool educational institutions, families and schools;
3. Formation of a humanistic position, a value-based, positive emotional attitude towards pedagogical knowledge and the teaching profession in future teachers.

The place of the discipline in the structure of the BPEP: implemented within the framework of the part formed by the participants of educational relations of block B1. Elective disciplines (modules).

Planned learning outcomes for the course:

Code competencies	Indicators of achievement of competencies	Planned learning outcomes for the discipline
PCS-2	Know: - patterns, principles and levels of formation and implementation of educational content according to primary school disciplines; - the structure, composition and didactic units of content of school subjects primary school disciplines ;	Knows: - psychological and pedagogical foundations of education and modern technologies for teaching subjects in the pre-school period; - patterns, principles and levels of formation and implementation of educational content;
	To be able to: - carry out the selection of educational content for implementation in various forms of training primary school disciplines in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State	Is able to: - carry out the selection of educational content for implementation in various forms of training in accordance with didactic goals, age characteristics of students - create a health-preserving educational environment in accordance with the

	Educational Standard of General Education;	requirements of the Federal State Educational Standard.
	To possess: - subject content of primary school disciplines ; - skills in selecting variable content taking into account the relationship between class and extracurricular forms of teaching primary school subjects	Possesses: - modern technologies and teaching methods in primary school; - skills in selecting variable learning content.

II. CONTENT AND SCOPE OF THE DISCIPLINE
indicating the number of hours allocated for contact work of students
with a teacher (by type of class) and for independent work

Full-time education

Item No.	Name of sections and topics	Total	Classroom lessons			Indep. work .
			Lec.	Sem.	Lab.work	
	Section 1 Theoretical and methodological foundations of pre-school preparation.	36	6	12		18
1.	Topic 1. The main objectives of pre-school preparation .	12	2	4		6
2.	Topic 2. Continuity of pre-school and school education.	12	2	4		6
	Section 2. Pedagogical process of pre-school education	12	2	4		6
4	Topic 3. Psychological characteristics of senior preschool age and primary school age	72	12	24		36
5	Topic 4. Formation of initial forms of educational activity in children aged 6-7 years.	12	2	4		6
	Topic 5. Conditional and symbolic methods of play activity	12	2	4		6

	Section 3. Fundamentals of methods of education and training of preschool children	24	4	8		12
6	Topic 6. Formation of initial forms of educational activity in children aged 6-7 years.	12	2	4		6
7	Topic 7. The main reasons for unpreparedness for school education	12	2	4		6
8	Topic 8. Theoretical foundations of cognitive, speech and artistic-aesthetic development of preschoolers.					
9	Credit	108	18	36		54
10	Total for semesters 9-10	2				
11	including practical training	108				
	TOTAL	36	6	12		18

Full-time and part-time education (*not implemented*)

Part-time education (*not implemented*)

III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERMEDIATE CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Current certification is carried out in the form of a test (in traditional or test form) and an essay.

Standard version of the test paper

In traditional form:

1. What are the main objectives of pre-school preparation?
2. Describe the signs of school maladjustment in a first-grader.
3. Describe psychological maturity and readiness for school.

In the test form:

1. Readiness is:

- a) this is a certain level of mental development of a person;

- b) bringing something to a state of readiness;
- c) this is a certain level of physical development of a person.

2. A child ready for school should:

- a) be able to see the learning task;
- b) be able to read;
- c) be able to read and write.

3. The weight of the daily set of textbooks and writing materials for students in grades 1-2 should not exceed:

- 1) more than 1 kg
- 2) more than 1.5 kg,
- 3) more than 2 kg;
- 4) more than 2.5 kg

4. Identify the signs of school maladjustment in a first-grader:

- 1. Stuttering and obsessive movements appear
- 2. Puberty and the associated restructuring of the body
- 3. Frequent trips to the toilet, urinary incontinence
- 4. Anxious despite good academic performance
- 5. Aggression, negativity, bravado

5. They are characterized by a verbal-logical style of cognitive processes, a tendency towards abstraction and generalization:

- 1) Ambiverts
- 2) Left hemisphere
- 3) Right hemisphere

6. Who called the game a “school of arbitrary behavior”:

- a) D.B. Elkonin
- b) A.V. Zaporozhets
- c) Z.V. Manuylenko

7. The preschool should be dominated by:

- a) complex classes in which several didactic tasks are solved simultaneously;
- b) frontal exercises;
- c) individual forms of work.

8. Development of fine motor skills of the fingers, coordination of movements of the hands, fingers and visual apparatus, development of attention, memory, thinking, imagination, speech, knowledge and understanding of the surrounding world implies

9. Some psychologists consider the formation of three types of relationships to be an indicator of readiness for school education. List these relationships:_____

10. Stimulation of physiological and mental processes in the child's body is:

- a) functional training of the student ;
- b) special training of the student;
- c) general preparation of the student.

11. A comprehensive system of observation, assessment and forecasting of changes in the state of the parameters of an object (phenomenon) as a result of the impact of certain factors:

- a) control
- b) monitoring
- c) design

12. “Every function in the cultural development of a child appears on the stage twice, in two planes, –first social, then –psychological. First between people as an intersychic category , then within the child as an intrapsychic category .” These words belong to:

- a) L.S. Vygotsky;
- b) D.B. Elkonin;
- c) A.N. Leontiev.

13. The rational mode is defined as:

- 1) compliance of the content, organization and structure of activities with certain hygienic requirements;
- 2) compliance with hygiene rules;
- 3) rational nutrition;
- 4) alternation of work and rest

14. A dynamic stereotype is:

- 1) an established habit of a new regime;
- 2) complex restructuring of the nervous system;
- 3) stable, established, balanced state of the organism;
- 4) the body's resistance.

15. The “Orientation Test of School Maturity” by J. Kern- Jirásek consists of two parts:

- a) its first part is non-verbal thinking and other mental functions, the second is verbal thinking;
- b) the first part includes drawing a person, a house, a tree, the second - answers to the psychologist's oral questions;
- c) the first part includes the child's ability to answer questions, the second – to respond.

Sample topics for abstracts

1. Factors and patterns of social and mental development of a senior preschool child.
2. Scientists' views on the importance of senior preschool age in personality development. L.S. Vygotsky's concept.
3. Scientists' views on the importance of senior preschool age in personality development. Concept of D.B. Elkonin.
4. The views of scientists on the importance of senior preschool age in personality development. Concepts of E. Erikson, J. Piaget and modern teachers and psychologists.
5. Psychological characteristics of senior preschool age and primary school age.
6. The concept of age-related developmental crisis.
7. Factors and patterns of development of a senior preschool child.
8. Social situation of development of a child aged 5.5 – 6.5 years.
9. Skills and abilities of a child aged 5-7 years.
10. Disorders of behavior and activity regulation in children.
11. Reasons for unpreparedness for school education.

Interim assessment of students is carried out in the form of a test, using the following assessment materials: a list of questions for the test.

Questions for the test (2 semester)

1. Current issues of preschool education for children aged 5.5-6.5 years.
2. The purpose and objectives of pre-school education.
3. Methodological foundations of the concept of pre-school education.
4. Models of educational institutions.
5. The main forms of organizing education in preschool .
6. Modern approaches to solving the problem of continuity of preschool and school education. Forms of cooperation between kindergarten and school.
7. Improving the forms of organization and methods of teaching in preschool institutions and primary schools.
8. Analysis of educational programs for preparing children for school.
9. Three aspects of school maturity in foreign studies (G. Getzer , A. Kern, J. Jirasek , etc.)
10. The problem of a child's readiness to begin systematic school education in Russian psychology and pedagogy (L.S. Vygotsky, L.I. Bozhovich , D.B. Elkonin, N.G. Salmina, and others).
11. General and special readiness of children for school.
12. Problems of psychological readiness for learning at the age of six.
13. The main objectives of pre-school preparation are: comprehensive education (physical, mental, moral, aesthetic) and special preparation for mastering school subjects.

14. Factors and conditions for the development of the personality of a senior preschool child.
15. Social situation of development of a child aged 6-7 years.
16. The emergence of initial forms of educational activity in preschoolers and primary school students as a result of spontaneous or purposeful formation.
17. Inclusion of elements of learning in the leading activity of this age - play.
18. Problems of senior preschool children leading to the phenomenon of school maladjustment and failure.
19. There are two groups of reasons for unpreparedness for school education: organic (deviations in the physical and neuropsychic development of the child) and educational.
20. The role of peers in the development of the personality of a child aged 6-7 years.
21. The importance of play for the development of interpersonal relationships in children aged 6-7 years.
22. Features of social and psychological adaptation of children to school
23. Emotional support for the child during the adaptation period from the teacher.
24. The importance of no marks during the period of children's adaptation to school.
25. Teachers' attitudes towards children's "disobedience" during the adaptation period.
26. Stages and manifestations of socio-psychological and physiological adaptation.
27. Theoretical foundations and methods of speech development of preschool children.
28. Environmental education of preschool children.
29. Mathematical education of preschool children.
30. Theoretical foundations and methods of physical development of preschool children.
31. Musical education of preschoolers.
32. Development of children's fine arts.

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Aron, I.S. Pedagogy: textbook / I.S. Aron; Volga State Technological University. - Yoshkar-Ola: Perm State Technical University, 2018. - 144 p. : table, diagrams. - Bibliography . in the book - ISBN 978-5-8158-2015-9; The same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=496200> (access date: 02.09.2024).
2. Tsibulnikova, V.E. Pedagogical technologies. Health-saving technologies in general education: a textbook (with practical training) for students of pedagogical universities / V.E. Tsibulnikova , E.A. Levanova ; Ministry of Education and Science of the Russian Federation, Faculty of Pedagogy and Psychology; founder Moscow State Pedagogical University; under the general editorship of E.A. Levanova . - M.: Moscow State Pedagogical University, 2017. - 148 p.: table. - Bibliography in the book. - ISBN 978-5-4263-0490-1; Ditto [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=471794> (accessed: 02.09.2024).

4.2. Additional literature

1. Popov, E.B. Fundamentals of pedagogy: textbook / E.B. Popov. - 3rd ed., revised. - Moscow ; Berlin: Direct-Media, 2018. - 133 p. : ill., table. - ISBN 978-5-4475-2798-3; The same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=494796> (access date: 02.09.2024).

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE DISCIPLINE

No. PP	Link to information resource	Name of the development in electronic form	Availability
1.	https://infourok.ru/	Infourok : educational internet project of Russia. Includes: lesson plans, presentations, tests, video lessons and other materials on school curriculum subjects.	Free access
2.	http://edu.ru/	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access
3.	http://window.edu.ru/	The information system "Single Window of Access to Educational Resources" provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Free access
4.	https://www.gumer.info/	Gumer Library: Provides free access to 5,000 books and articles on the humanities	Free access
5.	http://fcior.edu.ru/	The Federal Center for Information and Educational Resources (FCIER) provides access to electronic educational resources and services for all levels and stages of education.	Free access
6.	https:// www.school.edu.ru	Russian general education portal	Free access

VI . MODERN PROFESSIONAL DATABASES

AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (EBS) University Library Online	Registration via any university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
2.	www.garant.ru	Information and legal portal	Free access
3.	www.elibrary.ru	Russian information portal in the field of science, technology, medicine and education	Free access
4.	www.consultant.ru	Russian computer reference and legal system	Free access
5.	https://data.gov.ru/	Open Data Portal Russian Federation	Free access
6.	http://fgosvo.ru/	Portal of Federal State Educational Standards of Higher Education	Free access
7.	https://fgos.ru/	Federal state educational standards (for all levels of education)	Free access

VII. LICENSED AND FREELY DISTRIBUTABLE SOFTWARE

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and etc.

VIII. EQUIPMENT AND TECHNICAL TEACHING AIDS NECESSARY FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

Independent work is carried out in rooms equipped with computers with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.