

Game as a Condition of Pre-school Teacher Training

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Abstract

Pedagogical activity in pre-school has its own peculiarities. Managing of this activity supposes to have the definite knowledge, skills and abilities. Specification of their manifestation is connected with the child's leading activity — game. Undoubtedly, it is important for future pre-school teacher to have a possibility to develop and master the professional pedagogical skills, which are necessary for leading the playing activity of a child. Therefore, in the research we have taken an attempt to figure out the conditions supporting the students' effective acquiring of the skills and abilities, which are necessary in the organization of the gaming activity of pre-school children, as well as to reveal the possibilities of the psychological and pedagogical disciplines and special subjects.

The aim of the research: to figure out of the conditions of the effective training of the pre-school teacher.

Methods of the research: theoretical analysis, method of theoretical construction, questionnaire.

In fact, all distinguished pedagogues and psychologists who have investigated the personality in early childhood, admitted that pre-school age is the most important in the man's development. Therefore, the special role in the social life plays the organization of the pre-school child's education and development. This is also well-known a fact that game is a significant factor of the child's activity. In connection with its development occur the most important changes in the child's psychic. In a gaming process are developed the psychic process of a child, which prepare his conversion to the new level of development (3;138).

The mentioned above prove that pre-school pedagogical activity has its own peculiarities. But at the same time we, grown-ups should take care about the development of the activity (spiritual, intellectual and physical) of each child forming the inner desire to explore the surrounding world and acquire the experience made by grown-ups (2).

Realization of this aim, naturally depends on knowledge and abilities to choose the proper activity for the child, effective ways and means of the pre-school teacher education.

Today it is required that teacher would be able to create for children the possibility of the all-round development and introduce them into cultural environment. Therefore, the problem of the pre-school teacher training is very important and actual.

But management of the leading activity of a child in the pre-school age supposes the teacher to have the complex of the definite skills: constructive, gnostic, communicative, organizational, special.

Professionally pedagogical skills, which are necessary for leading of the gaming activity of pre-school children, were first distinguished in the researches of the Russian pedagogue L.T.Semushina. They are as follows: observation of the game, its analysis, assessment of the level of development of the child's gaming activity, projection of the development of gaming activity, planning the ways directed towards its development, enrichment of the children's impressions with a purpose to develop the game, organization of the beginning and the end of the game and motivation them to take part in a game, skill to enter into a game taking the main or accessory roles, etc [6,63-64].

The other researchers of the gaming activity (L.V. Artemova, L.N. Novoselova, E.A. Zvorkina, K.J. Vazina, N.N. Michalenko, T.V. Antonova, etc.) supplement their list and concretize

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some of the mentioned abilities: ability to organize the subjective-gaming environment; ability to change the character and content of the communication with children in accordance with the level of the development of the gaming activity of concrete age group; to introduce the shy, unconfident and inactive children into the gaming activity; ability to give the exact and brief instruction using the special, available only for children vocabulary, show the flexibility in the organization of gaming activity, etc. [5].

It is very important to form and develop all these skills in the pedagogical process of the higher educational establishment.

Therefore, we have asked 100 pre-school teachers (former students of our university) with a work experience not more than 3 years to figure out if the students enough acquire the knowledge and develop the skills which are necessary for work at the pre-school establishment; are all the pedagogical subjects include the elements of the basic activity of pre-school teacher. All responses were assessed on 5th point scale (the highest mark — 5 points, the lowest mark — 1 point). The results show that:

- special subjects have on average 2,2 points;
- psychological and pedagogical subjects have 4,3 points;
- pedagogical practice 4,7 points.

The time provided for the pedagogical process in the higher educational establishment is divided into such parts:

- special disciplines — 51 %;
- psychological and pedagogical subjects 43 %;
- pedagogical practice — 6 %.

The information received from teachers shows the necessity of mastering of the special disciplines. The effectiveness of psychological and pedagogical subjects can be also increased.

The pedagogical condition for pre-school pedagogue's training is practical implementation of the psychological and pedagogical disciplines in pedagogical process. The consequence of that is the students' realization (more or less deep) of the importance of theoretical and practical acquiring of the psychological and pedagogical knowledge, skills and abilities, which are necessary in the future professional activity.

The didactical conditions of this can be the practical acquiring of the pedagogical and psychological knowledge through the teaching of these subjects. It means the quality of teaching. Does student get the whole concepts, knowledge, creative skills through the learning? Does the student get a possibility to act independently in the process of learning, show initiative, take a decision without strict regulation from the teacher's side.

Pedagogical disciplines reveal only the general patterns of the development and functioning of the educational process in school leading ideas, which are in its basis.

However students should be able to use the theoretical knowledge while solving practical tasks.

Theoretical knowledge "should be translated to the language of practical actions, practical situations, to be a mean of solving of the practical tasks." (4;5).

We suppose, that in a study process on special disciplines and pedagogical and psychological subjects the acquired knowledge should always follow the practical activity.

The successful realization of these conditions promotes the future pre-school teachers' knowledge acquiring, which is necessary for the given practical activity and at the same time this gives a possibility to check the quality of the acquired knowledge and extend them.

On the other hand, we aimed the task to determine the forms of work most often used at the kindergarten. Analysis was made on 2 positions: the quantity of the forms of work reflected

in the working plans of pre-school teacher and most often used plans of work. Teachers who have 5-10 years of work experience successfully use 64 types of work forms. One third of its total number (conditionally called) verbal: conversation, telling, reading a tale, poetry, stories, attending of the significant objects, walks, etc. Two thirds (conditionally called) active: games, exhibitions, contests, projects, holidays, etc.

This induced us to work out the program "pre-school teacher", realization of which allows to activate students' learning activity, develop the creative approach to pedagogical work, get in touch with a modern condition of the pedagogical process in a pre-school educational establishment. I supposed that the use of gaming elements in the different forms of students' teaching (lectures. Seminars, laboratory works, etc) increases the effect of training. But at the same time, that does not mean a decrease of the possibility of fundamental scientific training of the students. I consider, that such an approach creates the best conditions for achieving the natural professional activity of the future pre-school teacher. One of the forms are organizational-active games. It is possible to list a lot of references on active games, however most of them deal with an use of these forms in industrial collectives and school pedagogy. In our case, the active games were developed and introduced to the study process of the higher educational establishment, which due to consolidation of the thinking efforts of the participants included in this situation move the student to the concrete models of the practical work of the pre-school teacher. The peculiarity of such organizational-active games is that means and ways of realization of the problem are unknown neither to participants nor to the organizers of the game. Directly towards the searching of this ways are aimed the attempts of the future teachers. The participants of the game get a possibility of work at the breaking point of their thinking abilities acquire the new psychological qualities. For instance, while studying the topic "Interaction of the family and kindergarten" along with theoretical study of the problem, we conduct the organizational-active game of the co-operative session of the group of parents and pre-school personnel (teachers, nurse, support personnel) and review the problem "the role of the grown-ups in pedagogical process".

The main attention is paid upon the difficulties of the everyday communication with pupils, parents, role of the teacher in consolidation of the collaboration with them.

For future teachers this game helps to understand the problem deeply, self-affirm, take a responsibility for a new cause, determine the alternatives of the situation, formulate the own position towards the present condition of the problem, overcome misunderstanding, contradiction, i.e. possibility to combine the different opinions of the players.

All that predetermine the objective requirements towards the professionally significant personal and business qualities of the pre-school teacher, as well as methods of revelation, training and development of these qualities and skills.

The main result of the organizational-active games, in our opinion, is that in a process of such games students rapidly increase craving for knowledge and skill of the contently thinking and activity, develop the ability to predict and assess the collaboration.

Students prepare to the game in advance: they became acquainted with an essence of the game, figure out what tasks, skills and abilities will be necessary for them in a process of game, i.e. on a theoretical level it is realized the commonness of the aim of pupil (child) and teacher. Analysis of the teacher's activity is done reasoning from their own experience. The main attention is paid in the given analysis of the teacher's activity to the dialectic of his position and partners' co-operation.

The teacher focuses the students' attention on knowledge of the definite theoretical and practical material, points out the concrete references, knowledge, which is necessary, inspiring in such a way the need of the students to the exchange of the spiritual values. During the lectures, and, especially, seminars we offer a number of situational tasks, connected with a content of the forthcoming game. Strenuously goes output of the students' choice of means of

collaboration. These tasks solving does not execute completely, but only direction for searching the relevant literature is given to students. The students are offered to visit the pre-school educational establishments for a practical acquaintance with a withdrawn problem. Students are also directed to the teachers-consultants. While preparing to the activity game the common requirements should be met:

- students figure out the topic, objectives and tasks of the game. The objective contains information on what skills and abilities acquire the students.
- it is becoming formed the concrete group of students, i.e. contingent of the participants;
- it is developing the structure — the main points of the content of the activity game, system of stimulation and assessment of each game participant;
- it is setting the time of each phase of a game.

There are also developed the methods of game-contests, etc.

The presented method allows mastering of the future pre-school teacher training, because:

- the preparing phase of this method includes the independent work of the student, connected with mastering knowledge on a chosen problem and method of the realization of the given form of work;
- there is given a possibility to put on practice the acquired earlier knowledge;
- the uncommonness of the gaming environment, especially the real intra-group communication, the status of the student-“teacher” promotes the getting into a contact with participators, and shows how pedagogically correctly to behave in the given situation;
- the game-contest reveals how formed is skills and opinions at once, because there is an assessment committee in the game contest, which provides immediate assessment of the participants;
- the contest's participants show confidence, firm voice intonations, “auditorium feeling”, and in the end, all this leads to the getting into a contact with pupil and collaboration;
- thus it is mastering the ability to organize the creative atmosphere during the lessons.

Revealing of the connection between basic methods and forms of work, which pre-school teacher uses in his pedagogical work, in the pedagogical process of the higher educational establishment is one of the main conditions in preparing the students to practical work.

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