

FORMATION OF RESEARCH SKILLS OF PRESCHOOLERS IN THE PROCESS OF ORGANIZED EDUCATIONAL ACTIVITY



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- Subject / topic.

As part of the continuity of preschool and elementary education, the general subject “Natural Sciences” has been introduced, the main purpose of which is to develop the research and development skills of children. This study is aimed at studying the practical activities of preschool teachers to develop research skills of preschool children.



- **Goals / objectives.** The aim of the work is to analyze the use of the methodology for the development of research skills of preschool children in preschool institutions in the current period.

- The theoretical basis.
- The study is based on the theoretical aspects of the works of N.N. Poddyakov, A.I. Savenkov, who prove that experimentation stimulates the cognitive activity of a child, is the basis of children's self-development.
- Also the scientific sources of our work are the studies of K.M. Kertaeva, O.B. Botalova, BonawitzE, ShaftoP, GweonH, GoodmanND, SpelkeE, and SchulzL. who claim that detailed instructions to children limit their spontaneous exploration and discovery.



- The study of the work “Environmental Concept”, proposed by the program of Reggio Emilia, formed the basis for recommendations on the organization of the research environment in the premises and in the territory of the kindergarten.



- **Research methodology.** In the framework of the research topic, the following issues were considered: the development of research skills in children of preschool age; methods used by educators for children's research activities; children's interest in research.



- In the research process, theoretical and empirical methods were used: the study of psychological and pedagogical literature, observation of children's research activities in the process of organized educational activities, independent and joint activities; interviews, surveys of parents and teachers in order to clarify attitudes toward research activities; analysis of products of children's activities, pedagogical experiment.





- The study involved 120 children of senior preschool age, 48 teachers of preschool institutions in the city of Petropavlovsk, North Kazakhstan region, 56 parents.

- For observation, observation sheets, checklists with relevant assessment criteria, questionnaires for parents and teachers were developed to clarify their relationship to children's research activities.



- Teachers do not sufficiently understand the influence of experimental activity in the formation of natural-scientific knowledge; accordingly, there is no systematic research activity with children.



- Our results demonstrate that research skills appeared in older preschool children in the process of free activity in nature and play.
- 56% of children independently found interesting objects,
- 32% made observations on their own,
- 64% shared the results in pairs and groups,
- 87% experimented on their own, modeled with new materials and objects.



- Guidelines for teachers of preschool institutions on the organization of research training for preschoolers have been developed. As part of the pedagogical experiment, a series of experiments has been developed for independent performance by older preschoolers.



Картотека опытов
и экспериментов с
детьми
дошкольного
возраста
Сборник

*Опыт со старшими
дошкольниками
«Что можно спрятать в
воде?»*

Цель: *умеют
экспериментировать с водой,
устанавливать простейшие
причинно-следственные связи.*
Материалы: *сосуды с водой,
песок, соль, сахар, молоко,
таблица для зарисовок.*

Ход

*Мысленный эксперимент. -
воспитатель задает вопрос
детям: «Что можно
спрятать в воде?».*
*Выслушивает гипотезы
детей.*

*Предлагает в парах провести
опыт, сделать зарисовки по
ходу опыта в таблицу и
принять совместное решение.*
*Дети помещают в воду
различные вещества и
предметы, сравнивают
данные, вносят данные в
таблицу, в виде рисунков.*

*Делают выводы и
представляют его группе на
основе заполненной таблицы.*

*Воспитатель задает вопросы:
«Почему некоторые вещества
исчезли, а другие нет?», «Как
называется это свойство
воды?».*

*Объясняет детям понятие
растворение – процесс
распределения и
взаимодействия одного
вещества в другом.*

*Предлагает детям составить
алгоритм опыта в виде
рисунка.*

- The developed series of experiments for independent implementation by the senior preschoolers of experiments and modeling with new materials and objects will allow teachers of preschool institutions to put them into practice for the formation of research skills.



Research continues...