

# Career Guidance for Preschoolers in a Preschool Educational Organization

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## **Annotation:**

The article reveals the content of work on early career guidance with pupils of preschool educational organizations. The purpose of the article: to share experience with colleagues in organizing a subject-development environment as a means of early professionalization in kindergarten in accordance with the requirements of the educational standard.

**Keywords:** preschooler, early age, subject-development environment, child development, formation, role-playing game, work, socialization.

The child's personality is formed under the influence of many factors, it can be social, national, cultural, natural, specially organized, psychological components. But one of the main factors is the environment in which the baby lives, develops and is brought up.

Specialists in preschool pedagogy and psychology began to pay great attention to the formation of a subject-spatial developmental environment.

They believe that such a space helps children understand their abilities, show skills and independence, and contact other members of a group or community.

It is necessary to understand such concepts as: "environment", "subject environment", "spatial environment", "developing environment".

T.V. Volosovets believes that the concept of "environment" includes "all the surrounding social, material and spiritual conditions of human existence"[6].

The environment is for a child a complex of social, social, material and spiritual conditions that contribute to his full development. A person (child) is always at the center of the influence of

various environments on him, under their influence his personal qualities, values, relationship experience, norms of behavior, etc

are formed. The natural environment is a very strong factor influencing the formation and development of a child. The geographical area in which he grows, its climatic conditions, ecology, the attitude of people around him to nature – greatly influence the worldview of a preschooler.

Scientific approaches that formed the basis for our study of the concept of "professionalization":

1. Cultural-historical approach (L. S. Vygotsky, A. R. Luria) – evaluates personality as a product of an individual's study of cultural values. The cultural and historical course chose a sign, a word, a symbol, speech, work as a unit [20].
2. The activity course (S. Rubinstein, A. Leontiev, L. Wenger, etc.) – personality development is considered from the standpoint of actual activity as a special form of human mental initiative. According to the approach, the mental state of a person is determined by the variety of activity options that a person is really involved in, and the personal meaning that he fills these activity options [13; 14].
3. Individual approach (L. Bozhovich, A. Zaporozhets, V. Petrovsky, etc.) – personality is meant as a set of internal conditions that refract all external influences. A figure is a concrete personality, as if an element of the transformation of the world for the basis of its cognition, anxiety and attitude towards it [7; 8; 27].

The development and education of a child at preschool age is a new step in entering the world around him. A significant role is assigned to the social adaptation of children and belongs to kindergartens, since especially there is an active development of the child's personality.

The study of the nature of the process of social adaptation of preschoolers, the study of external and internal factors complicating it, gives the probability of solving the main question of psychological and pedagogical practice: how to prepare children for a busy life in society.

Preschool age is a time when the initial development of personality takes place, the development of the foundations of self-awareness and the characteristics of the child. Professionalization of preschool children is a long and multifaceted process. Gradually, he gains experience of behavior that meets the requirements of society. These characteristics in pedagogy are called the conditions of professionalization:

1. External conditions – establish the form of professionalization, the meaning and vectors of subsequent development. These include the family, the collective, children's institutions and early development centers.
2. Internal factors – determine the personal specifics of the child, which affect the formation of a picture of the world and determine the style of interpersonal relationships.

The impact of professionalization institutions, in this case, acts as an external factor, gives the meaning and forms of professionalization of the child, as well as directions for the development of his social competence.

The internal moments of professionalization include the age and individual specifics of the child himself, which are embodied in the subjective system of public relations and the development of the worldview.

Special public institutions, where one of the important functions is the professionalization of the individual, include the family, preschool educational institutions, schools, vocational educational institutions, children's and youth systems and associations.

In pedagogy, the concept of "professionalization" is directly combined with such considerations as "education", "training", "personal development".

Therefore, it is possible to note that professionalization is the process of developing and developing a personality that occurs under the influence of educational and educational activities. The professionalization of the personality of a preschooler seems to be the foundation for the formation and manifestation of social culture.

Preschool age seems to be a good period for social development, and important for the baby's entry into the world of social relations.

The social environment of development is considered to be the connection between the external conditions affecting the child and his inner view of these conditions. Therefore, the environment of a preschool educational institution, the culture of communication with elders with a child, a toddler with peers, the range and variety of activities correlate with the age of the child – these are the main components of the positive professionalization of a preschool child.

In the course of familiarization with social reality, a person is professionalized. Professionalization is a process of familiarization with the values and norms accepted in society.

Recently, the topic of professionalization and social formation of preschool children has been especially relevant. One of the target structures of the Federal State Educational Standard for Preschool Education is the creation of a criterion for the social situation of the formation of preschoolers, revealing the ability of positive professionalization of a child, his comprehensive individual moral and cognitive development, the formation of initiative and creative opportunities based on certain preschool-age options of activity, partnership with adults and peers in the area of his immediate development.

The formation of children is also facilitated by a natural, rationally organized environment, rich in diverse sensory stimuli and play materials.

The organization of this environment provides for communicative features, the level of speech formation of children and the ability to creatively teach new methods of activity.

The reliability of the educational environment lies not so much in high-quality toys made from materials that are safe for the child, but also in understanding and accepting the personality of the baby, taking into account his views and the ability to understand the child's feelings. And emotions, in other words, the mental harmlessness of the environment.

When creating a subject-developing environment, the following tasks should be set:

- protection and improvement of the physiological and mental well-being of children, ensuring the emotional comfort of children;
- communicate with children on educational topics, promote the formation of speech, curiosity and initiative;
- To create conditions for the development of role-playing games and experimentation; to educate children's need for imaginative creativity.

The maximum sensual effect for children is provided by physical education minutes, in which the process is accompanied by poetic text, song, and music. The contents of certain physical education minutes are combined with the formation of simple mathematical representations.

Group furniture and equipment must be placed in such a way as to provide enough space for the free motor initiative of children. Preschoolers have the opportunity to walk, run, drive cars, push strollers and construct large building materials. Furniture and shelves must be securely fixed and

safe for the sake of children. Games and toys are placed on the lower shelves so that children can easily get them out and put them back without putting themselves in danger.

A significant space in the structure of the conditions of the Federal State Educational Standard for preschool education is occupied by conditions for the requirements of the program in a preschool institution, providing a social condition for the formation of the personality of any child. The main task is to develop the educational process, increase the improving result of educational work with children through a system of subject–spatial environment that provides creative activity and the most perfect self-realization.

The developing subject-spatial environment should ensure: the implementation of a variety of educational programs used in the educational process of the organization; in the case of an inclusive system, the conditions necessary for it.

It is necessary that the preschool has a team for children with disabilities, for whom all conditions are built: this is a ramp, of course, specifically a developing environment where open access to games, toys, materials, and manuals is provided, providing all the main options for children's activity.

The circumstances of the implementation of any program are obliged to guarantee the full development of educators in all educational fields.

Following from the above requirements, the activity of the teaching staff will be oriented to organize an educational space and enrich the contrast of materials, equipment and inventory in order to secure all possible options for children's activities:

- game room,
- visual,
- educational and research,
- musical,
- motor,
- maintenance and basic daily work,
- designing from various materials,
- understanding figurative literature,
- Communicative.

The formation of a child takes place in an activity that characterizes the effectiveness of formation at any mental age, which is performed in the conditions of a given developing real environment.

The coherence of the teaching process and the sequence of stages of activity formation in early, junior and senior preschool ages is guaranteed by the coherence of the developing subject world, taking into account the peculiarities of the educational one with their age characteristics.

When creating a progressive educational environment in preschool educational organizations, the teaching staff should consider the guidelines stipulated by the Federal State Educational Standard.

The developing subject-spatial environment is obliged to guarantee:

- the greatest realization of the educational potential of the group space,
- include materials, equipment and inventory for the development of preschool children,
- to protect and strengthen their health,

- to think over the psychophysiological,
- age and subjective characteristics of children.

In preschool groups, in a developing environment, children realize their advantage for free choice of activities, realization of their interests and needs. The independent activity of children in development centers helps them to independently search, participate in the search, select materials and equipment to achieve their goals, but not to receive ready-made knowledge through teachers.

The environment not only organizes good circumstances for the child's life, but also serves as a direct initiator of children's efficiency and influences the educational process. The principle of a preschooler is that everything acquired in the process of common activity with a teacher is probably mastered and attached to them in practice.

Consequently, the teacher closely observes, draws conclusions and rationally organizes a formative place for children based on their interests, necessities and features of the educational and educational system in the preschool, providing saturation, transformability, multifunctionality, variability, lightness and reliability of the environment.

The characteristics of the environment are also largely determined by the individual specifics and pedagogical attitudes of the teacher, only then will the environment be for the development and self-development of the preschooler.

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