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Using the heuristic method- an effective way of organizing research and educational activities of pupils of preschool educational organizations

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A B S T R A C T

In this article, we consider the use of the heuristic method-an effective way of organizing research and educational activities of pupils of preschool educational organizations.

A R T I C L E I N F O

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Introdiction.

Fundamental changes in the system of preschool education, the introduction of a new version of the "Ilk Kadam" program contribute to the effective formation of the personality of a preschooler. According to the State requirements for the development of children up to school age and the new edition of "Ilk Kadam", a very important competence developed at the stage of pre-school education is cognitive competence, which is successfully implemented when the teacher uses the heuristic method of teaching.

Acquaintance with the literature indicates that the heuristic method of teaching is partly a search method, the organization of search creative activity based on the elementary assimilation of knowledge and methods of activity, requiring the creation of such skills as analyzing its conditions in relation to the question posed, transforming the main problems into a number of private subordinates to the main one, design a plan and stages of a solution, form a hypothesis, synthesize various directions of searches, check solutions, etc. [1; p. 683].

As you know, "eureka" from the Greek word "found" is the legendary exclamation of Archimedes, which became commonly used to express joy in the event of solving a difficult problem, when he proved that the volume of displaced water is equal to the volume of a body immersed in water [2].

According to the researchers, the most expressive form is a heuristic conversation, consisting of a series of interrelated questions, each of which serves as a step towards solving the problem and most of which require students not only to reproduce their knowledge, but also to carry out a small search. In the course of a heuristic conversation, the teacher directs the search, consistently poses problems, formulates contradictions, creates conflict situations, and students independently seek solutions to emerging problems. At the same time, the child manifests the presence of knowledge, skills, and creativity that contribute to the

successful implementation of research activities, as well as the cognitive capabilities of the search methodology he has mastered.

Currently, according to the "Ilk Kadam" program, educational activities in preschool educational organizations are carried out in accordance with the following key areas of child development:

- physical development and formation of a healthy lifestyle;
- socio-emotional development;
- Speech, communication, reading and writing skills;
- creative development, which are implemented in such activities as gaming (role-playing game, game with rules and other types of games);
- communicative (communication and interaction with other children and adults);
- cognitive research (research and knowledge of the natural and social world in the process of observation and interaction with them (1; p. 42).

In a preschool child, during the development of the cognitive process in the intellectual-cognitive subfield, the following skills are formed:

- compare pictures;
- can be grouped by 2-3 features;
- describes and compares the basic needs of living beings (animals eat, breathe, move, etc.);
- describes the importance of water, air for life;
- knows and correctly uses in speech different periods of the day (morning, afternoon, evening, night);
- describes the characteristics of the seasons;
- actively interested in the outside world (1; p. 74).

At the same time, the following skills are formed in the sub-area "Research and cognitive activity":

- participates in experiments with adults (dissolution, magnetism, coloring, warming, boiling, etc.);
- name the natural phenomena characteristic of the seasons;
- knows why you need to eat, breathe, study;
- knows the functions of certain organs of the body;
- knows about the significance of some physical processes;
- creates designs, collects puzzles, mosaics, Lego.

Materials from Wikipedia indicate that heuristic learning is learning, which aims to construct by students their own meaning, goals and content of education, as well as the processes of its organization, diagnosis of awareness. Heuristic learning for children - * continuous discovery of the new (heuristics - from the ancient Greek - "I look for", I open").

It is noted that the prototype of heuristic learning is the Socrates method, which, together with the interlocutor, through special questions and reasoning, came to the birth of knowledge. At the same time, the extraction of knowledge hidden in a person can be not only a method, but also a methodology for all education, since the teacher is invited to build the trajectory of his education in each of the subjects studied, creating not only knowledge, but also personal goals of classes, programs of his training, ways of mastering topics studied, forms of presentation and evaluation of educational results. The student's personal experience becomes a component of his education, and the content of education is created in the process of his activity. {3}

In the history of pedagogy, heuristic learning was studied by Korol {4}, V. I. Andreev {5}, A. V. Khutorskoy {6}.

According to N. V. Kruglova, heuristics is a methodology of scientific research, as well as a teaching methodology based on discovery or conjecture. In preschool education, the heuristic method is aimed at manifesting independence at some point in the lesson. With this method of teaching, the educator does not know in advance what solution to the problem the children will come to. The main feature is that

at first the child independently achieves his result, and then compares it with well-known analogues. To do this, children need creative abilities. {7 As you know: the inclinations of creative abilities are inherent in any child, you just need to be able to discover and develop them. Children should not only acquire knowledge, but also apply it creatively. It is possible to develop these skills only as a result of pedagogical activity, which creates conditions for the creative development of preschoolers. Thus, the problem of developing the creative abilities of children through heuristic teaching methods is one of the most relevant.

The development of creative abilities is achieved through heuristic techniques Tasks: To form in children a stock of knowledge, skills and abilities and the ability to apply them creatively; Master mental operations; Teach children to get out of difficult situations; Develop the ability for self-regulation of behavior and the manifestation of volitional efforts to complete the tasks

Heuristic techniques: "introduction" into a well-known fairy tale of another fairy-tale character and help him get out of various situations in this work; inventing a happy continuation to a sad fairy tale (for example, the fairy tale "Gingerbread Man"); moving modern objects into the fairy tale (telephone, excavator, etc.) and obtaining a new fairy tale or changing it ("a fairy tale in a new way"); inventing riddles, fables; continuation of offers; inventing new words, figures, numbers, animals, planets (and then sketch or depict).

Games and exercises: "What do our palms look like?"; "Three colors"; "Magic thread"; "Wizards"; "Dance"; "What did the music say?"; "What it is?"; "Pebbles on the shore"; "Magic Mosaic";

"Let's help the artist"; "Wonderful transformations"; "Shifters"; "Different Tales"; "Come up with your own end to the fairy tale"; "Chain of contradictions"; "Fabulous animal (plant)"; "Tale-story"; "What can he do?"; "Robinson Crusoe"; "Teaser"; "What does it look like?

Game "Unfinished Drawing" Purpose: Development of creative imagination.

The game "Magic Pictures" Purpose: The development of creative imagination.

The game "Magic Forest" Purpose: To learn to create situations in the imagination based on their schematic representation.

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