

MODERN TECHNOLOGIES ARE A NEW STAGE OF CHILDREN

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Abstract: *Children to technical creativity, which contributes to the formation of the inclinations of engineering and technical thinking, and also gives children the opportunity to show initiative and independence, the ability to creative and cognitive actions.*

Keywords: *Technical thinking, the manifestation of initiative and independence, the ability to creative and cognitive actions.*

Аннотация: *Инновационные технологии дают возможность приобщать детей к техническому творчеству, что способствует формированию задатков инженерно-технического мышления, а также дает возможность проявлять детям инициативу и самостоятельность, способность к творческим и познавательным действиям.*

Ключевые слова: *Инженерно-технические мышления, проявление инициативы и самостоятельность, способность к творческим и познавательным действиям.*

The child's need for new impressions underlies the emergence and development of inexhaustible orienting research (search) activity aimed at understanding the world around. The more varied and intense the search activity, the more new information the child receives, the faster and more fully he develops. What result did I want to get?

1. To develop children's interest in independent research, discoveries.
2. Develop observation, curiosity.
3. Develop cognitive processes: logical thinking, perception, voluntary attention, memory, fine motor skills, active speech and enrich vocabulary.
4. Enrich the subject-developing environment in the group.
5. To form self-confidence in children through the development of mental operations, creative prerequisites and, as a result, the development of personal growth and a sense of self-confidence and self-confidence in children.

Based on this, she determined the purpose of the work: the development of cognitive activity in children, curiosity and the formation of children's interest in the study of animate and inanimate nature through children's experimentation.

After diagnosing children by sections of ecology, the result showed that many children have "gaps" in knowledge. Not all children have a solid knowledge of the diversity of the world of living and inanimate nature.

As a result, I was given the following tasks:

Raise in children an interest in natural phenomena. To give elementary ideas about the properties of sand, water, stones, air. To develop cognitive activity in children, voluntary attention, memory, speech, fine motor skills of hands and tactile-kinetic sensitivity. Show the relationship between man and nature. To educate the culture of children's behavior in nature. Learn to take care of the natural environment.

The question arises - where to start?

Of course, the first thing is to create conditions for experimental activities.

After all, a properly equipped research laboratory, with its correct introduction into the educational process, provides an opportunity to saturate kindergarten classes with experiments with animate and inanimate nature, arouse children's interest in experimental activities, and form the initial skills of conducting independent research. I divided the materials that are in the corner of experimentation into sections: "Sand", "Water", "Air", "Stone". They are in a place accessible for free experimentation and in sufficient quantity.

The material in the corner of experimentation is designed for children, both of an average level of development, and for gifted children and children with a high level of development, in order to comply with the mini-max principle.

In the experimentation corner there are: both basic (various vessels made of various materials, different volumes and shapes; natural and waste material; etc.) and additional equipment (oilcloth aprons, towels, containers for bulk and small items.) My observations have shown that the formation of these structures proceeds with great difficulty. Children do not have enough knowledge, do not know how to analyze.

In this regard, I have defined the purpose and objectives of my work.

Purpose: development of cognitive and logical abilities of children (personal development).

Tasks I have set for myself:

1. Teaching children operations: analysis - synthesis, comparison, ordering of actions, orientation in space.
2. Development in children: logical thinking, speech (the ability to reason, prove), arbitrariness of attention, cognitive interests, creative imagination.
3. Education: communication skills, the desire to overcome difficulties, self-confidence.

How to solve this problem? To solve the problem, I first of all created an appropriate developmental environment in the group, the Zanimatika center, which included a variety of didactic games - mathematical entertainment, taking into account the age characteristics of children.

To study the value:

- Logic puzzle "Big - small";

To study shape and color:

- Mosaic;
- Logic puzzle;
- Geometric lotto;
- Colored counting sticks;
- A set of geometric bodies.

For the study of space:

- Logic puzzle insert "Geometric shapes";
- "Geometric";
- Tangram.

To study time:

- Didactic game "What first and what then";
- Game "Didactic hours".

A card file of didactic games has also been formed. Work is underway with parents in the form of consultations and recommendations on organizing joint games at home for the development of logical and mathematical thinking. Did I get positive results? Yes! Observing the play activities of children, I noted that didactic games for the development of logic are of the greatest interest to children.

The results of the diagnostics confirmed the need for targeted pedagogical work to organize a system of game classes using didactic games aimed at the formation of logical and mathematical thinking. The results of the diagnostics show that during my work, my experience contributed to an increase in the level of logical development of children. As Sukhomlinsky wrote in his book "I Give My Heart to Children", "There are thousands of tasks in the world around us. They were invented by the people, they live in folk art as riddle stories." The ability to think logically, to draw conclusions without visual support, to compare judgment with certain rules is a necessary condition for the successful development of children in the future. To develop cognitive activity in children, voluntary attention, memory, speech, fine motor skills of hands and tactile-kinetic sensitivity.

Show the relationship between man and nature. To educate the culture of children's behavior in nature. Learn to take care of the natural environment.

The question arises - where to start? Of course, the first thing is to create conditions for experimental activities. After all, a properly equipped research laboratory, with its correct introduction into the educational process, provides an opportunity to saturate kindergarten classes with experiments with animate and inanimate nature, arouse

children's interest in experimental activities, and form the initial skills of conducting independent research.

I divided the materials that are in the corner of experimentation into sections: "Sand", "Water", "Air", "Stone". They are in a place accessible for free experimentation and in sufficient quantity. The material in the corner of experimentation is designed for children, both of an average level of development, and for gifted children and children with a high level of development, in order to comply with the mini-max principle. Thus, with the help of STEAM - technology, preschoolers delve into the logic of ongoing phenomena, understand their interconnection, study the world systematically and thereby develop curiosity, an engineering style of thinking, and the ability to get out of critical situations. At the same time, children learn the basics of management and self-presentation, which, in turn, provide a completely new level of child development.

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