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HOW TO FORM COMPETENCIES IN THE KINDERGARDEN

Nurgyul Feimova, PhD Student

Department of Pedagogy,
University of Ruse "Angel Kanchev"
Tel.: +359884069724
E-mail: nfeimova@uni-ruse.bg

Assoc. Prof. Valentina Vasileva, PhD – Supervisor

Department of Pedagogy,
University of Ruse "Angel Kanchev"
Tel.: 082/888268
E-mail: vvasileva@uni-ruse.bg

***Abstract:** The creation of favorable conditions, the formation of the foundations of the basic culture of the personality, the comprehensive development of mental and physical qualities in accordance with age and individual characteristics, preparation for life in modern society, for learning in school, ensuring the safety of life at preschool age.*

Key educational competencies in preschool age will also be determined by the child's core activities, allowing him to master social experience and acquire vital skills in practical activities. The main activity of preschool age is play.

The key competencies that are necessary and possible for the formation of a preschool child are social, communicative, informative, cognitive and emotional. The child in relation to the studied objects masters the creative skills of productive activity acquiring knowledge directly from reality.

***Key words:** key competencies, preschool, play, preparation of life.*

INTRODUCTION

Key educational competences in pre-school age are defined on the basis of the main objectives in the field of pre-school education. The creation of favorable conditions for a full life of a child from early childhood, the formation of the foundations of personality, the comprehensive development of mental and physical qualities in accordance with age and individual characteristics, preparation for life in modern society, for learning in school, ensuring the safety of life at preschool age.

Kindergarten teachers should be able to understand the curriculum so that they can provide a variety of activities and experiences that can optimize children's growth and development. Key educational competencies in preschool age determine the child's main activities, allowing them to master social experience and acquire vital skills in practical activities. The main activity of preschool age is play.

In this way, the key competencies can be identified, namely:

- Social;
- Communicative;
- Informational;
- Healthy savings;
- Cognitive;
- Emotional.

EXHIBITION

Pre-school education is for those who are curious about their environment and have a desire to learn. The child who is motivated to think is a very important task in terms of management, encouragement and development. The first pre-school educators (Montessori, Froebel, Pestalozzi,

Macmillan, Jsaax) offered children a rich and diverse environment that could allow them to acquire the skills they would need later in school and life. Before the start of the compulsory school years, should any competences first be acquired through the training programmes to be drawn up? They must meet the individual needs of the children. With the help of actions that guide the child, the teacher must have a balance between actions that guide him. Parents should be involved in raising children. The early childhood education programme should be able to develop many skills and abilities in children. These competencies are usually related to the following areas.

1. To realize themselves
2. Have social skills
3. Recognize their culture and other cultures
4. Ability to communicate
5. Analytical thinking and problem solving skills
6. Creativity and and aesthetic skills

One of the most important areas of competence is the self-awareness of the child and awareness of their own personality. What the child says about itself, what they feel to cope with the world around them. What skills should preschool children have? Children who develop positive feelings about themselves are more curious, inquisitive and motivated. In the preschool period, the child learns only some positive things. It not only develops an inner idea of itself, but also the functions of the body and the sense organs. Along with their success, he or she is aware of themselves and can explain. In children's pre-school educational institutions, more effectively learn by organizing trainings.

Healthy emotional development for a successful student is vital.

Borke (1971) states that children can understand the feelings of others and share their views.

In other words, they may have a high level of empathy and observation.

Emotional characteristics that should be supported and accelerated during the years of pre-school education are:

1. Their happiness, sadness, anger, joy, etc. can identify, describe and speak of emotions.
2. Links between emotions and social behavior. Ability to reflect (e.g. the child hits someone, he / she needs to know that this will anger the other person and increase the possibility that the other person will hit him/her).
3. Be sensitive to the needs and feelings of others. Understanding the emotional characteristics of the child.

This is an effective tool for the child to understand itself and others.

Healthy emotional development, the comfort of the child is the safe atmosphere of teaching-learning. The teacher does not cause the child to be bored or angry.

The ability to collaborate and work with others is one of the most necessary skills for highly socialized societies. This characteristic of childhood causes a lot of learning.

For example, a child who constantly tries to take toys from his friends may understand that it will be left only by its friends as a result of that behavior.

Another important social skill is the ability to belong to a group.

It's about rules. For example, a child at any time, joining a group that has already started an activity may want.

What should be the role of adults in the development? Of course, this does not mean standing back and doing nothing. Children with the power to solve problems by recognizing their characteristics should be left to solve the problem by themselves.

Building competence in preschool is a complex and important process that requires careful planning and preparation on the part of the pedagogical team. Since early childhood is considered to be a critical period for the development of basic skills and competences, today more and more research and practices focus on this aspect of early childhood education.

Teachers play an important role in the process of building competencies in preschool age. Their knowledge, skills and approach are essential for creating a stimulating and collaborative environment and development for children. Teachers should be aware of current theories and practices in the field of early childhood education and be flexible in adapting their methods and strategies to suit the individual needs and interests of children.

Building competence in kindergarten is an essential aspect of the educational process that aims to prepare children for their successful coping with the challenges of the future. Here are some key aspects and strategies for building competence in kindergarten:

1. Play and interactive learning methods: Play is a major way of learning for young children. Through various games and interactive activities, children develop motor skills, social skills, language development and cognitive abilities.

2. Developing social skills: kindergarten is a place where children learn to fit into the community, share, care for each other, and resolve conflicts in a constructive way.

3. Creating a stimulating educational environment: it is important that the kindergarten offers a variety of stimulating materials and activities to support the development of the different areas of competence of the children.

4. Tailored learning: teachers should pay attention to each child's individual needs and interests and create personalized curricula to support their development.

5. Partnership with parents: cooperation with parents is essential for the successful development of children. Parents should be informed and involved in the educational process, together with teachers to work together for the development of children.

6. Use of a variety of learning methods: in order to meet the different learning styles and needs of children, it is important to use a variety of learning methods. This may include games, experiments, group activities, projects, and more.

7. Technology integration: incorporating modern technologies into the learning process can be extremely beneficial for children's development. Interactive programs, educational applications and multimedia resources to facilitate the educational process and turn learning more enjoyable and engaging.

8. Development of critical thinking and problem solving: children should be stimulated to think critically, analyze information, and seek solutions to problems. This can be achieved by providing challenging tasks and play scenarios that stimulate their creativity and analytical thinking.

9. Support for the development of emotional skills: kindergarten should be an environment where children can express their emotions, understand and manage their feelings, and develop empathy for others. Teachers should be sensitive to children's emotional needs and provide them with appropriate support and encouragement.

10. Creating an educational space: it is important that the kindergarten offers a stimulating and inspiring educational environment that supports the development of children's fantasy and curiosity. A variety of materials, toys, books and artificial activities can help this process. Media resources can support the learning process and make learning more fun and engaging.

Advanced competence building in kindergarten involves many factors that complement each other and create a favorable environment for children's development.

Through these diverse strategies and approaches, kindergarten can become a place where children not only learn, but also develop as individuals, ready to face the challenges of the world around them.

Research shows that the quality of the interaction between the teacher and the child is essential for the development of competencies. Positive and cooperative relationships create a foundation of trust and security essential for the active participation of children in the learning process. Teachers must be able to provide appropriate stimulation and support to each child while creating opportunities for cooperation. The organization of the learning process is also essential. Structured and targeted activities support the development of children's skills and interests.

Teachers must be able to plan and implement learning activities that are tailored to the needs of children and encourage them to actively participate in these activities.

The integration of different methods and approaches is essential for the overall development of children's abilities. Combining play activities with Creative Arts provides children with a wide range of opportunities to develop different skills and interests. Teachers should be able to experiment with different skills and strategies to meet the specific needs and characteristics of their students' social interaction between children.

Understanding causal relationships, discrimination is closely intertwined with thinking and problem-solving skills. Children learn how everything works, why it works the way it does; how every event happens. They want to know what happened and why it happened. The high motivation of preschool children and the level of curiosity should work effectively. Helping children understand simple cause-and-effect relationships helps them know how to ask questions of themselves, as individuals who explore and can answer their own questions. This will allow them to grow, and as a result, through various educational situations, they can accelerate the development of analytical thinking. The child's sense of curiosity should be developed, he or she should be exposed to real problems and practice solving them. Also, it should be ensured that the child enjoys the activities he does.

But at the same time, it is very important during the period of preschool childhood not to allow the child to get tired of learning. We should not forget about its need for movement, change of different types of activities, during the classes to use the integration of all types of activities – playful and communicative, Cognitive, Research and productive, musical-artistic, as well as labor activity.

The formation of key competencies among students of preschool institutions contributes to the development of the creative abilities of the child, allows him to solve real problems with which the preschool child faces in various situations.

CONCLUSION

As a result from all mentioned above in the areas discussed qualification (characteristics) in pre-school education there goes brought about a healthy lifestyle through the study programs which prepare children to recognize and get to know themselves in the future; to effectively communicate with others and make friends, to be curious, to explore, to find, be creative and for those able to discern beauty in short with themselves and be happy, living in peace with their surrounding world in order to set up the foundations of transgression to school.

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