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PEDAGOGICAL PREREQUISITES FOR PRE-SCHOOL CHILDREN ENGAGEMENT

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The article is devoted to the analysis of pedagogical conditions for the development of preschool children using currently existing teaching theories. Therefore, there is a need to study the psychophysiological characteristics of preschool children.

The purpose of the study was to determine the pedagogical conditions for working with preschool children. The main objectives of this study are a theoretical review and analysis of the literature on this issue and the identification of pedagogical conditions and problems of working with preschool children.

The attention is paid on nurturing not only biological needs but also social and individual needs characteristic of the preschool age, where each one attains independent significance. Notably, the utilization of modern gaming technologies is considered a key factor in the developmental process of preschool children. The article outlines key objectives in the development of the preschool children, delves into challenges specific to each preschool age group, and sheds light on certain aspects of family upbringing.

Hence, the content of the article can prove valuable insights for preschool educators, academic staff in higher education institutions, as well as students and graduate students pursuing pedagogical degrees in higher educational settings.

Key words: *preschool children, pedagogical conditions, motivation, integration, early childhood, adaptation, special educational needs.*

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАБОТЫ С ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА

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Статья посвящена анализу педагогических условий развития детей дошкольного возраста посредством существующих на сегодняшний день теорий обучения. Поэтому возникает необходимость изучения психофизиологических особенностей детей дошкольного возраста.

Целью исследования является определение педагогических условий работы с детьми дошкольного возраста. Основными задачами данного исследования являются теоретический обзор и анализ литературы по данной проблеме и выявление педагогических условий и проблем работы с детьми дошкольного возраста.

Особое внимание уделено развитию не только биологических потребностей, но и ведущих социальных и личностных потребностей в дошкольном возрасте, характеризующихся тем, что каждая из них приобретает самостоятельное значение. Следует отметить, что использование современных игровых технологий считается наиболее мощным условием развития детей дошкольного возраста. Также определены основные задачи развития дошкольного возраста, описаны проблемы каждой дошкольной возрастной группы и раскрыты некоторые вопросы воспитания в семье.

Следовательно, материалы статьи могут быть полезны воспитателям дошкольных учреждений, преподавателям учреждений высшего профессионального образования, а также студентам и аспирантам педагогических специальностей высших учебных заведений.

Ключевые слова: *дети дошкольного возраста, педагогические условия, мотивация, интеграция, раннее детство, адаптация, особые образовательные потребности.*

МЕКТЕПКЕ ДЕЙІНГІ ЖАСТАҒЫ БАЛАЛАРМЕН ЖҰМЫСТЫҢ ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ

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Мақала қазіргі кезде бар оқыту теорияларын пайдалана отырып, мектеп жасына дейінгі балаларды дамытудың педагогикалық шарттарын талдауға арналған. Сондықтан мектеп жасына дейінгі балалардың психофизиологиялық ерекшеліктерін зерттеу қажеттілігі туындайды.

Зерттеудің мақсаты-мектеп жасына дейінгі балалармен жұмыс істеудің педагогикалық жағдайларын анықтау. Бұл зерттеудің негізгі міндеттері-осы мәселе бойынша әдебиеттерге теориялық шолу және талдау және мектеп жасына дейінгі балалармен жұмыс істеудің педагогикалық жағдайлары мен проблемаларын анықтау.

Мектепке дейінгі жаста тек биологиялық қажеттіліктерді ғана емес, сонымен қатар олардың әрқайсысының дербес мәнге ие болуымен сипатталатын жетекші әлеуметтік және жеке қажеттіліктерді дамытуға ерекше көңіл бөлінеді. Айта кету керек, қазіргі заманғы ойын технологияларын пайдалану мектеп жасына дейінгі балаларды дамытудың ең қуатты шарты болып саналады. Мектепке дейінгі жасты дамытудың негізгі міндеттері де айқындалып, әрбір мектеп жасына дейінгі топтың проблемалары сипатталып, отбасындағы тәрбиенің кейбір мәселелері ашылды.

Демек, мақаланың материалдары мектепке дейінгі мекемелердің мұғалімдеріне, жоғары кәсіптік оқу орындарының оқытушыларына, сондай-ақ жоғары оқу орындарының педагогикалық мамандықтарының студенттері мен аспиранттарына пайдалы болуы мүмкін.

Түйінді сөздер: *мектеп жасына дейінгі балалар, педагогикалық жағдайлар, мотивация, интеграция, ерте балалық шақ, бейімделу, ерекше білім беру қажеттіліктері.*

INTRODUCTION

The present essay results from the joined effort of an international team, including researchers from Slovakia and Kazakhstan, who set as their aim to summarize the existing research in the sphere of pre-school education and to clearly set out the pedagogical conditions required for the auspicious development of a young child's personality.

According to psychologists Karmanova Z., Abylaikhan S., Alpysbayeva M., Sadvakassova N., maturation is mainly achieved to 60% when a child starts speaking and then decline progressively.[1] The most favorable period appears to be between two and five years old. This period is specified by a strong bond between maturation and self-programmed learning. At the early cognitive development, the child at the age of five accepts reality and limitations. There is a shift from coordination to subordination that is age-determined issue. At the age of eight, children are capable of abstract language processing, allowing them to quickly and effortlessly acquire concepts and corresponding vocabulary. Motivation is a significant factor in all learning and tasks. Although the word "motivation" is commonly used, its true nature is often poorly understood. Motivation stems from needs or interests, is influenced by external factors, and can easily fluctuate. At its core, it represents the desire to learn.

The purpose of the study was to determine the pedagogical conditions for working with preschool children. The main objectives of this study are a theoretical review and analysis of the literature on this issue and the identification of pedagogical conditions and problems of working with preschool children.

For preschool children, language exposure primarily occurs through activities, and their motivation is dependent on the level of interest generated by these activities. It's important to note the sensitivity of preschool and school-aged children to language acquisition. This critical period typically ranges from ages 4 to 8, during which language acquisition is more flexible compared to later stages. Children naturally pick up language through attentive listening, particularly to the language spoken directly to them or around them.

Parents often utilize simplified language, known as caretaker's speech or baby talk, to ensure their child understands them. Initially, the child may seem interested only in direct communication with them, but later they become engaged in conversations happening around them. The language heard by the child is stored in the brain and may remain latent for some time before being actively utilized, initially for comprehension and later for expression. As people age, there can be changes in the ability to perceive and process sounds, as well as in short-term memory. This is a natural part of the aging process [1, p.101].

In the preschool age, children have various **social and personal needs** that significantly contribute to their development:

Social Interaction and Relationships: Preschoolers have a growing need for interaction with peers and adults. They begin to understand the dynamics of friendships, learn how to share, take turns, and cooperate within a social setting.

Emotional Development: Understanding and managing emotions is crucial at this stage. Children are learning to identify and express their feelings while also learning to empathize with others.

Independence and Autonomy: Preschoolers start to assert their independence by making choices and decisions, such as dressing themselves or choosing activities. Encouraging autonomy supports their self-confidence and self-reliance.

Language and Communication Skills: This period is crucial for language development. Preschoolers are enhancing their vocabulary, learning sentence structure, and improving communication skills, which are fundamental for expressing themselves and understanding others. It is assumed that the world and surrounding of children are full of innovations and senses. Moreover, global integration, not only in financial and economic field, but also in other social spheres, makes this world so small that every preschool student, even being geographically far from target language country, can face every day linguacultural phenomena that allow learning a foreign language with utmost ease.

Play and Creativity: Play is central to a child's development. Preschoolers engage in imaginative and creative play, which aids in cognitive, social, and emotional growth. It also helps them develop problem-solving skills and learn about the world around them.

Routine and Predictability: Establishing routines and a sense of structure helps preschoolers feel secure. Predictable daily routines offer stability and aid in their understanding of time, responsibilities, and expectations.

Understanding and addressing these social and personal needs are vital for creating nurturing environments and effective educational approaches for preschool-aged children.

METHODS AND METHODOLOGY

The research has used systematic descriptive analysis on development of pedagogical conditions. The overview of literature gave opportunities to define pedagogical conditions work in preschool children. Empirical research methods, like a survey with parents of kindergarten was used that provide a solution to this problem. The research has used systematic descriptive analysis on development of pedagogical conditions. The review of literature offered chances to identify the pedagogical factors influencing preschoolers. Utilizing empirical research techniques, such as conducting surveys with kindergarten parents, offered a viable approach to addressing this issue.

Highlighting the principles of growth and the social and personality needs of children we have to understand these principles are indeed crucial for teachers and others who work with children.

The idea that growth is continuous but may vary in its pace at different stages is an important concept to keep in mind. This understanding allows for the projection of growth curves and the ability to make predictions about future growth with some level of accuracy.

Moreover, recognizing that, apart from biological needs, children also possess certain social or personality needs is essential. These needs, often referred to as sociogenic or learned needs, include the need for status, security, and affection. The need for status emphasizes that every child desires recognition and attention, seeking the esteem of their teachers, parents, and peers. Acknowledging and fulfilling this need can significantly impact a child's development. The need for security underscores children's desire for regularity and stability in their lives. Excessive uncertainty or anxiety can create unwholesome conditions for them, emphasizing the importance of providing a stable and supportive environment.

The need for affection emphasizes that everyone desires love, and fostering a supportive and caring relationship between teachers and students plays a crucial role in meeting this need.

In summary, understanding the principles of growth and recognizing the social and personality needs of children are fundamental for educators and other individuals working with children to provide a supportive and nurturing environment for their development.

A child becomes uneasy and restless when he discovers that he is not liked by his teacher; need for independence – children want to take responsibility and to make choices which are commensurate with their abilities. The wise teacher will give children an opportunity to satisfy this need in the many classroom activities, which are arranged. Individuals of every age group have problems, which must be successfully solved if normal adjustment is to be maintained. Psychologists have made a special study of the typical and unique problems facing human beings at various stages of their life.

There are nine basic problems of early childhood and nine tasks for the period of middle childhood:

1. learning physical skills necessary for ordinary games
2. building wholesome attitudes toward oneself as a growing organism
3. learning to get along with age mates
4. learning an appropriate masculine or feminine social role
5. developing fundamental skills in reading, writing and calculating
6. developing concepts necessary for everyday living
7. developing conscience, morality, and a scale of values
8. achieving personal independence
9. developing attitudes toward social groups and institutions.

Teachers have the responsibility of helping the child to solve these problems, which are particularly important at this stage of his development. The child who fails to master the important developmental tasks of children of his age group is in for trouble. Health, energy, rate of growth, and general fitness contribute both directly and indirectly to success in school and to mental and personality development. Knowledge about child's physical nature may be revealing in studying his behavior in his home and at school and may give clues about his attitudes toward himself. The child who is fatigued may be irritable, the child who is malnourished may lack energy required by school tasks and child whose level of physical development is at variance with that of his friends may feel insecure or ashamed. At all ages many school activities are posited on the assumption that practice and growth have yielded sufficient development to allow for active participation by all pupils. Everything from the early use of scissors and crayons to the fine hand-eye coordination demanded by mechanical drawing necessitates a certain degree of motor development. It therefore behooves teachers and curriculum builders to be aware of normal developmental expectations. For example, psychologists claim that we should not expect handwriting of any reasonable quality before age nine. Motor skills in one area (such as running, jumping, etc.) do not correlate highly with those in other areas such as manual dexterity. There is also only a slight relationship between a child's mental ability and his motor skill. Lack of self-confidence may preclude a child's receiving sufficient opportunities for the necessary practice in developing motor skills. The child who is over-protected at home often shrinks from contact games, thus losing the opportunity both for the learning of the physical skills involved, and for important social contacts.

The direct means of helping this sort of child is to help him acquire motor skills. Growth in mental ability is very rapid during early childhood and the intermediate years, and gradually tapers off in late

adolescence. Schoolteachers are usually very much interested in the child's IQ. They feel that this information will provide them with a measure of what the child can do at present and provide them with an indication of what the child will be able to do in the future. However, the IQ of a child does not give a sure answer to either of these questions. Mental test scores may be altered by emotional conditions, cultural factors, and environmental deprivation. Moreover, since there is no single test scale for all ages it is necessary to equate scales that do not fit together on the same dimension [2].

The result as previously noted is an inability to predict with much accuracy eventual mental development from mental test scores obtained during the early years of life. This is a fascinating description of a child's language development and their relationship with words and language. The understanding that children are interested in the sound combinations of words before they comprehend their meanings is crucial. It emphasizes the importance of exposure to rich language experiences from an early age. This also underscores the significance of incorporating various forms of poetry, lullabies, and traditional compositions into a child's environment to stimulate their interest and engagement with language. The idea that the language heard by the child is stored and remains latent in the brain for some time before being put into use aligns with contemporary research on language acquisition. It highlights the complex processes involved in the development of language comprehension and production in children. The progression from recognizing known voices and familiar sounds to understanding simple commands and responding to interdictions exemplifies the gradual nature of language development. The fact that 90% of comprehension ability is attained by the age of three further emphasizes the rapid progress and growth of language skills in early childhood. Understanding these developmental stages can be beneficial for parents, caregivers, and educators as they support and nurture a child's language development during these critical years.

The desire for success is derived from ego and social needs. The child craves not only to feel a sense of achievement himself, but also, he wants his accomplishments to be admired by others. This statement reflects the subjective nature of success and the influence of self-perception on individual goals. It emphasizes that one's perception of success is deeply intertwined with their self-concept and the significance they attach to external incentives. The example of a child striving for the highest grade in class based on their self-identification as a top-ranking scholar illustrates this principle. Furthermore, this insight highlights the importance of understanding how individuals define success for themselves and how their aspirations may differ from external expectations. It underscores the need for a holistic approach to motivation and goal setting, considering both internal self-perception and external validation.

In essence, this statement underscores the complex interplay between self-concept, external incentives, and individual interpretations of success, all of which contribute to shaping an individual's goals and aspirations. Success is a kind of reward in which the students' achievement results is a finished product associated with feelings of pride and accomplishment. A special kind of reward for achievement is the approval given children by age mates, teachers, parents and others. As an incentive, it includes praise, complimentary remarks, acceptance by a group, admiring glances, sheers, publicity, and the like. It might be conceived in a broad sense as including those cases of reward for achievement in which favorable attention is gained. In early years, however, the teacher may serve as the mediator of much of the recognition and social approval which a child obtains. The teacher's rejection of a child may become tantamount to group rejection. In some cases, rejection by the teacher then becomes a signal group acceptance. Especially it is true when the teacher comes to be perceived by the group as a force against them. When a teacher is viewed in this way, there is little he can expect in the way of successful motivation or interest as any suggestions he makes become associated with the students' concept of him as an enemy. Since the many incentives involved in social approval are powerful in directing or channeling this important social need, teachers should be fully aware of ways in which teaching can use and abuse these incentives. Overall, motivation, contrary to the popular usage of the term, is not a bag of tricks, which the teacher uses to produce learning. Rather it is a process, which belongs to the pupil. It is similar to vision in that it involves external stimulation, appropriate mechanisms of response, and an internal force, which energizes the response. The basic substratum of motivation may be found in the needs of the child.

The first important characteristic of motives is that they have an energizing function. They stir up behavior. Besides releasing energy, motives have a character of directionality. Energy produced by needs seeks a discharge in relevant incentives, or goal objectives, which satisfy needs. Motivation of preschool and school learning depends upon such factors as the learner's purpose or intent to learn, his self-concept and self-confidence, his levels of aspiration, his knowledge and appraisal of how well he is doing in relation to his goals. It is the job of teacher to create an atmosphere which provides desirable outlets for needs in the direction of worthwhile incentives an atmosphere in which interests will as a flourish.

The incentives toward which youngsters strive are sometimes quite different from those, which the teacher would think desirable. The ultimate goal of teaching should not center exclusively on many facts have been learned but around the kinds of motives children learn. However, this process requires deeply studying of psychophysiological development of children. This problem was investigated by L.S.Vygotsky. In his works, he talked a lot about the sensitive periods of development. This is the period in which child's mind is sensitive to certain kinds of influences, while at another time the same effect can be neutral or negative. In

general, this age is considered as the age of stable and equitable development, where the functional development of brain – the analytical development of its cortex. Therefore, learning is the leading activity of this age; it determines the development of all mental functions: memory, perception, thinking and imagination [3].

FINDINGS AND DISCUSSION

The exploration of learning theories has indeed been fundamental in understanding how individuals acquire, organize, and apply knowledge. Wakefield's definition of learning as a permanent change in behavior based on experiences or discoveries resonates with the emphasis on the transformative role of experiences in shaping our understanding of the world [4].

Furthermore, the mention of behaviorism as a significant learning theory underscores the influence of objectively observable behaviors in the study of learning, while disregarding mental activities. This acknowledgment highlights the impact of behaviorism on psychology and education.

Overall, behaviorist theories of learning have had a significant impact on education and psychology, particularly in terms of understanding how behaviors can be shaped and reinforced. The use of rewards and punishments to encourage desired behaviors and discourage challenging behaviors has been widely employed in various settings. However, it is important to recognize that behaviorism is just one perspective on learning, and other theories offer alternative frameworks that emphasize the role of cognitive processes and social interactions in learning. Token economy systems can be effective in promoting positive behavior in educational and therapeutic settings. By using tokens as conditioned reinforcers, students can be motivated to engage in desired behaviors by earning and exchanging tokens for rewards or privileges. This approach aligns with behaviorist principles by emphasizing the use of reinforcement to shape behavior.

However, it is important to consider individual differences in learning and behavior when implementing token economies. Research has shown that children vary in their ability to imitate linguistic structures and may not imitate at the same rate. This highlights the need to consider individual learning styles and the rate at which students acquire new language skills. In language learning, imitation, reinforcement, and rewarding can be useful strategies for acquiring new vocabulary and practicing language structures. However, it is crucial to recognize that the effectiveness of these strategies may vary among students. Factors such as motivation and individual learning styles should also be considered in language acquisition.

Overall, while token economies provide a structured way to reinforce and track behavior, it is essential to tailor the approach to individual learners and their specific needs. By considering individual differences, educators and therapists can create an environment that maximizes the effectiveness of token economies in promoting positive behavior and language learning. Cognitivism [5, p.12] also emphasizes the importance of memory and information processing in learning. According to this theory, individuals actively construct knowledge based on their own experiences, prior knowledge, and cognitive skills.

One key concept in cognitivism is schema, which refers to a mental framework or knowledge structure that helps individuals organize and interpret information. When encountering new information, learners use their existing schemas to make sense of it and integrate it into their existing knowledge. Another important aspect of cognitivism is metacognition, which involves thinking about one's own thinking. Metacognitive strategies, such as self-reflection and self-monitoring, are believed to enhance learning by helping learners become more aware of their own cognitive processes and regulate their learning accordingly.

Additionally, cognitivism highlights the role of motivation and attention in learning. Learners are more likely to engage in cognitive processes and retain information when they are motivated and focused on the task at hand. Cognitive theories of learning also emphasize the importance of individual differences in learning. These theories recognize that learners have different abilities, prior knowledge, and learning styles, and they emphasize the need for individualized instruction that takes these differences into account.

Overall, cognitivism is concerned with understanding the mental processes and cognitive mechanisms that underlie learning. It views learning as an active, constructive process that involves the learner's interaction with the environment and their internal mental processes [6].

Piaget's theory of cognitive development emphasizes the idea that children actively construct their understanding of the world through their interactions with it. He proposed that children go through distinct stages of development, each characterized by different cognitive abilities and ways of thinking. These stages include the sensorimotor stage (birth to 2 years), the preoperational stage (2 to 7 years), the concrete operational stage (7 to 11 years), and the formal operational stage (11 years and beyond). According to Piaget, children in the sensorimotor stage learn through their senses and actions. They begin to develop object permanence, the understanding that objects continue to exist even when they are out of sight. In the preoperational stage, children develop the ability to use symbols and engage in pretend play. However, they still struggle with abstract thinking and conservation, the understanding that the amount of a substance remains the same even when its appearance changes. In the concrete operational stage, children become more logical and capable of concrete problem-solving. They can also understand conservation and perform mental operations with concrete objects. Finally, in the formal operational stage, adolescents develop the ability to think abstractly, reason hypothetically, and engage in scientific thinking. Piaget's theory has had a significant impact on education and has influenced teaching methods that align with children's cognitive

capabilities at different stages of development. It emphasizes the importance of hands-on experiences, active learning, and problem-solving activities to promote cognitive development. In summary, cognitive theories, such as Piaget's theory, highlight the role of cognitive processes, such as attention, perception, encoding, memory, and problem-solving, in learning and development. They recognize that learners actively construct their understanding of the world and that education should be tailored to their cognitive abilities at different stages of development.

Constructivism is a theory of active learning that suggests children construct knowledge for themselves by actively making sense of their environment. According to Jean Piaget, a famous child psychologist, children assimilate information to fit their existing ways of thinking, but also adapt or change their thinking to accommodate new ideas [7]. This process of assimilation and accommodation is ongoing and helps children refine their understanding of the world. Children learn through explorations, play, and conversations with others, usually adults. Through these active processes, children construct their own knowledge and understanding.

Piaget's theory of cognitive development is indeed a foundational framework for understanding the stages through which children progress in their understanding of the world. His four universal stages – sensorimotor, preoperational, concrete operational, and formal operational – provide a comprehensive view of how children's thinking patterns and capabilities evolve over time. In the sensory-motor stage, spanning from birth to around two years of age, children are primarily focused on exploring and making sense of the world through their senses and motor activities. This stage is characterized by the development of object permanence, the understanding that objects continue to exist even when they are out of sight. Moreover, children progress from reflexive responses to purposeful actions, such as reaching for objects and imitating simple behaviors. The preoperational stage, which typically occurs from around two to seven years of age, is marked by significant cognitive and language development. Children in this stage begin to engage in symbolic play and make use of language to represent objects and events. However, their thinking is still egocentric, and they struggle with understanding different points of view or perspectives. Additionally, they may show signs of animism, believing that inanimate objects have human-like qualities.

As children transition into the concrete operational stage, roughly between the ages of seven and twelve, they become more adept at logical reasoning and understanding conservation, the concept that certain properties of objects remain the same despite changes in their appearance. This stage also sees the development of decentration, allowing children to consider multiple aspects of a situation simultaneously, as well as the ability to perform mental operations on concrete objects.

Finally, in the formal operational stage, which typically begins around age twelve and extends into adulthood, individuals gain the capacity for abstract thinking and hypothetical reasoning. They can engage in deductive reasoning, systematically test hypotheses, and think about complex, multi-faceted problems. This stage represents the pinnacle of cognitive development, enabling individuals to understand and analyze advanced concepts and engage in sophisticated problem-solving. It's important to note that while Piaget's stages provide a valuable framework, individual variations in children's development can lead to differences in the timing and sequencing of these stages. Moreover, cultural and environmental influences can also shape the progression through these stages. Therefore, understanding and appreciating the uniqueness of each child's developmental journey is essential for effective teaching and parenting. Piaget's theory of cognitive development indeed offers valuable insights into the evolving nature of children's thinking processes and abilities. The pre-operational stage, occurring between the ages of two and seven, marks a significant transition as children slowly progress from being primarily perception-driven to gradually incorporating more logical thinking into their cognitive repertoire. This period is often characterized by egocentrism, where children struggle to consider perspectives beyond their own and may exhibit a lack of logical reasoning. In the concrete operational stage, which typically spans from seven to eleven years of age, children's cognitive development takes a significant leap. They begin to demonstrate more logical, adult-like thinking, particularly evident in their ability to apply logical reasoning across various knowledge domains, including subjects like mathematics, science, and map-reading. However, their capacity for logical reasoning is still somewhat limited to immediate contexts, and they may struggle with generalizing their understanding. Finally, the formal operational stage, beginning around the age of eleven, represents a crucial phase in cognitive development as children start to think in more abstract and systematic ways. They become increasingly adept at conducting logical operations, such as deductive reasoning, and are able to engage in what Piaget termed "formal logic." This signifies a significant advancement as they can now think beyond immediate contexts and handle more abstract concepts.

Piaget's observations of children under the age of seven as being predominantly egocentric and lacking in logical thinking provide important foundational insights into the developmental trajectory of young minds. Understanding these cognitive stages not only aids educators and parents in tailoring their approaches to children's learning but also provides a framework for appreciating and supporting the unique cognitive processes that shape children's understanding of the world around them.

One of the Piaget’s famous experiments was the so-called “Three mountain experiment”. In this exercise, Piaget and his colleagues asked young children to walk around a three-dimensional display of

three mountains where each mountain was distinguished by a different color and a distinctive summit. Once the children had had a chance to look at the mountains, the experiments placed a doll at the opposite side of the display facing the children from the other end. At this point, they asked the children to choose a photo, which showed the doll's perspective. Typically, children under the age of seven in this experiment were unable to choose the correct photo. Instead, they chose as proof of these children's egocentrism. Many tasks similar to the one above were given to children seven years of age and younger. Some of these tasks tested "conservation", i.e. the understanding that moving two-sticks of the same length, or that pouring water from one container into another does not add or take away anything from the original amount of water. Other tasks tested "class inclusion", i.e. the relationship of subcategories and main categories and principles of hierarchy, for example, how the concepts of animals, types of animals like dogs, and types of dogs like terrier relate to each other.

Typically, the great majority of children under the age of seven gave incorrect answers to all the questions. Piaget concluded that their development had not reached the stage where they could have applied the rules of magic. The role of interaction: "social constructivism". Vygotsky's theory of learning. With the stage theory, Piaget emphasized the biological basis of development and the universal progression from stage to stage in every child. However, there is an important social side to children's development too. The social environment, the cultural context, and in particular the influence of peers, teachers, and parents engaged in interactions with children are also major sources of learning and development.

Social constructivism is associated with the ideas of the Russian psychologist, Lev Vygotsky. Vygotsky was a contemporary of Piaget and shared some of his basic beliefs about child development. He agreed with Piaget that children construct knowledge for themselves and that they actively participate in the learning process. However, he pointed out that the social environment too has an important role to play. In his book entitled Mind and Society, the Development of Higher Mental Processes, he explored the role of culture and social context. He turned parents' and teachers' attention to powerful effect of the social context: hence "social" is added to constructivism. Quite apart from which Piagetian stage a child belonged to, Vygotsky was interested in the learning potential of the individual, recognizing the fact that all children were unique learners. He was interested to explore what individual children were capable of achieving with the help and support of a more knowledgeable partner. Accordingly, the most famous Vygotskian concept was born, the "Zone of Proximal Development". This concept describes the difference of the "zone" between the current knowledge of the child and the potential knowledge achievable with some help from a more knowledgeable peer or adult. Vygotsky argues that working within the ZPD is a fertile ground for learning because it starts with what the child already knows and carefully builds on it according to the child's immediate needs to go forward. For example, think of a four-year-old boy who is sitting down to share a story book with a parent when he notices that the cover page of the story book is full of colorful stars. He is eager to start counting the stars and he is able to count up to 15 or 16 but beyond that he gets confused with the counting. He will say things like "Twenty ten" instead of thirty, leave out some numbers altogether, or just stop, not knowing how to carry on. Left to his own devices, he will probably abandon the task continuing. However, a parent or teacher, or even an older brother or sister, can help him to continue. They can prompt him by inserting the next correct number or by giving him a visual clue or by pronouncing the first sound of the word that follows [7].

Helping children to learn by offering systematic support. Given this kind of help, the child may be able to count up to 50 or even 100. When such help is provided in a systematic manner, it is often referred to as "scaffolding". Building on both Piaget's and Vygotsky's theory and work, Jerome Bruner, an American psychologist, and his colleagues, introduced this term in 1947 [8]. Scaffolding is essentially an instructional strategy which ensures that the child can gain confidence and take control of the task or parts of the task as soon as he or she is willing and able to. At the same time he or she is offered immediate, meaningful support whenever stuck. During the interaction that takes place in the ZPD, the adult encourages the child with praise, points out possible difficulties, and makes sure distractions are avoided. The adult also ensures that the learner stays on track and is motivated to finish the task. The support is carefully adjusted to the needs of the individual child. The importance of language learning. The language used in interactions with parents and teachers is important because it is the vehicle through which understanding and learning take place. It is language that allows us to make messages accessible to our listeners. It is language that allows us to ask questions and clarify what is not clear, and it is language that allows to express our ideas with great precision. According to Vygotsky, all learning happens in social interactions with others. Learning occurs in conversations, as a result of understanding and interpreting for ourselves what others are saying.

At the beginning, when children are very young, parents support them by explaining new ideas carefully, by repeating information in different contexts until they are satisfied that the messages have got through, In other words, early on, adults take responsibility for, or "regulate", children's learning. One of the most important tools parents use to regulate their children's learning is language, in particular dialogues. Later on, children learn to signal when something is not clear or ask questions to clarify a point. As children mature, they learn to regulate more and more aspects of their learning. The significance of language learning has important implications for teacher talk in all classrooms, including of course the foreign or second

language classroom. Children learn new language forms in meaningful contexts so listening to the teacher is essential both for modeling pronunciation and for providing opportunities for understanding new input from context. Children also need opportunities to join in and interact with the teacher and with each other. Teachers will need to think about how they can best scaffold children's early language production in their English classes, what questioning techniques they will use to elicit language from their learners, and how they can encourage children to use language meaningfully with each other.

Therefore, a humanistic perspective in life will create an amicable ambience that creates wonders. Naturally, so, a teacher who deals within his/her lessons with a humanistic approach gets a very good result as compared to a teacher without humanism. It was in America that humanism gained popularity in the 20th century. In the academic context, humanism or humanistic approach most possibly referred to the school of psychology called Humanistic Psychology. It was the works of Carl Rogers and Abraham Maslow that accelerated the development of Humanistic Psychology [9, p.33] in the early seventies, which was called Counseling Learning. According to Roger, the learners were not to be considered as a „class", but as a „group". Curran suggested that the learners ought to be considered as „clients" and the teachers were „counselors", who addressed the needs of the learners. Curran believed that by this method, the anxiety or fear of making a „fool" of oneself will be lowered. Another important goal of this kind of an approach is to perceive a teacher as an empathetic helping agent in the learning process and not as a threat. A Humanistic approach to language teaching is a welcome method. But how do we apply this methodology to our system of education. Humanism would concentrate upon the development of the child's self-concept. When a child feels good and confident about himself/herself, it shows a positive beginning. Only when a learner's self-esteem is raised, he/she realizes his/her responsibilities in the learning process. Now the learner has not only started his/her learning earnestly but also is progressing towards self-development. If there is humanism in teaching and learning, self-development is accelerated. Humanism in any field can do wonders, but when applied to teaching it gains significance because it is with the teachers that the learners spend most of their valuable years. Teachers should realize that their responsibility does not stop in just imparting knowledge to the learners, but also in facilitating them toward self-motivation. A humanistic approach in teaching not only helps learners easily learn things but also develops their personality in various ways. They easily solve problems in life situations, have good reasoning capabilities and are self-developed with free will and co-operation.

So long, there was value-education that taught humanism to the learners. However, today, thanks to the various researches done in the field of education, teaching with humanism not only inculcated values in learners, but also enabled them to grasp their subjects easily in a natural way. Then there is a chance that Humanist theory can be confused with the Behaviorist theory of expecting rewards like praise, money, gifts, etc. for an achievement. Humanist theory makes one expect rewards from within oneself like satisfaction and this creates in the child the eagerness to excel and achieve more. Early childhood is an important stage of life in terms of a child's physical, intellectual, emotional and social development. Growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning take place from birth to age six. It is a time when children particularly need high quality personal care and learning experiences. Education begins from the moment the child is brought home from the hospital and continues on when the child starts to attend playgroups and kindergartens. The learning capabilities of humans continue for the rest of their lives but not at the intensity that is demonstrated in the preschool years. With this in mind, babies and toddlers need positive early learning experiences to help their intellectual, social and emotional development and this lays the foundation for later school success. During the first three years parents will be dominant and influence on the child's learning process. Everything that parents do for their children has a vast impact on how children develop. Speech development is one of the first tools that a child will demonstrate in his/her lifelong education. Wordlessly at first, infants and toddlers begin to recognize familiar objects and to formulate the laws that systematically govern their properties. With encouragement through books and interaction, toddlers soon pick up vocabulary. Children within the same age groups may show similar characteristics but at the same time, they are also very different as individuals with their strengths and preferences as learners. While teachers can benefit from familiarizing themselves with the universal aspects of children's development, it is also important that this is balanced out with focus on the individual child. Teachers will have to use their best judgment in deciding about the most suitable materials and techniques to fit their learners of different ages in different contexts. Learning about the children by talking to them, observing them, and talking to their parents can help teachers to understand the children they are working with. By incorporating variety into everyday practice, teachers of children can make their lessons full of stimulation for all learner types and intelligences [10].

RESULTS AND RECOMMENDATIONS

The use of interactive methods in teaching has numerous benefits for children. Not only do these methods enhance listening and speaking skills, but they also foster a deeper understanding of the mentality and customs of people from different countries. By engaging in creative and fun activities, children are able to actively participate in their learning process, making it more enjoyable and effective. One popular interactive method is role-playing, which aims to improve the efficiency of teaching by involving learners in

active work and positively influencing their inner activity. Role-playing creates a cooperative and motivating atmosphere, allowing learners to tap into their personal potentials and develop practical skills and habits. This method encourages creativity, problem-solving, resourcefulness, and self-management. Role-playing serves not only an educational purpose but also social aims. By modeling real-life situations, learners are exposed to various scenarios and are given the opportunity to develop the necessary skills to navigate these situations. It requires learners to immerse themselves in the roles they are assigned, creating a sense of freedom and enabling them to perform their roles effectively.

Overall, interactive methods, such as role-playing, are powerful tools that enhance the learning experience for children. These methods promote active engagement, foster personal growth, and facilitate the acquisition of practical skills and knowledge. By creating an interactive and enjoyable environment, teachers can effectively guide learners towards the goals of the lesson, making the learning process both educational and meaningful.

Howard Gardner's theory not only reinforces their learning but also encourages interaction and communication outside of the classroom. Another interactive method that can be beneficial for learners is the use of technology. With the widespread availability of smartphones and tablets, incorporating educational apps and online resources can engage students in a way that is both familiar and enjoyable. These digital tools can provide interactive games, quizzes, and simulations that cater to different learning styles and abilities. By integrating technology into the learning process, educators can create a dynamic and interactive environment that promotes active participation and knowledge retention. Furthermore, collaborative learning activities can also be highly effective in engaging students. Group projects, discussions, and problem-solving tasks allow learners to work together, share ideas, and learn from one another. This fosters social interaction, teamwork, and critical thinking skills. Collaborative learning not only enhances the learning experience but also prepares students for real-life situations where cooperation and communication are essential.

Games can indeed be a powerful tool for teaching and learning, especially for young learners. By incorporating games into the learning process, children are naturally motivated and engaged, which can lead to a more positive and effective learning experience. Games can help boost children's self-confidence by providing a non-threatening environment for practicing the target language. Furthermore, games can provide meaningful contexts for language learning, allowing children to direct their energy towards learning in a more natural and enjoyable way. It's important to recognize that games are not just time fillers or purely for fun, but they can also be integrated into learning programs to enhance the overall learning experience. By incorporating games into the curriculum, children have the opportunity to express their ideas and opinions in different situations without prior preparation. This can help develop their communicative skills and confidence in using the target language. When designing learning programs, teachers can select materials that not only support language learning but also enhance cultural awareness. This can include incorporating songs, stories, and traditional games from different cultures, allowing children to explore and appreciate the diversity of the world around them.

In conclusion, games can play a crucial role in language learning for young learners, providing a motivating and engaging environment that fosters language development, cultural awareness, and confidence in communication.The use of interactive methods in teaching not only makes the learning process more enjoyable but also facilitates better comprehension and retention of information. By incorporating role-playing, technology, and collaborative learning activities, educators can effectively engage all types of learners and create a stimulating and inclusive classroom environment [11].

The article discusses the pedagogical conditions for the development of preschool children based on current learning theories. The authors conducted a study on the psychophysiological characteristics of preschool students to better understand their mental development. They identified the driving forces of this development as the contradictions that arise due to the needs of the child. The article highlights three important needs of preschoolers: the need to communicate, the need for external impressions, and the need to move. The need to communicate arises from the absorption of social experience, and it plays a significant role in shaping the child's personality. Communication with both adults and peers is crucial for the preschooler's development, as it fosters increasing autonomy and familiarity with the surrounding reality. Speech becomes the primary means of communication during this stage. Preschoolers often ask numerous questions, seeking answers and engagement from adults. This cognitive communication reflects the child's desire for serious interaction and partnership. If the child does not receive this kind of attention, they may exhibit negativism and stubbornness.

Overall, the article emphasizes the importance of recognizing and addressing the social needs of preschoolers, as they significantly influence their development. By creating a supportive and communicative environment, adults can positively impact the cognitive and emotional growth of preschool children. The article discusses the pedagogical conditions for the development of preschool children based on current learning theories. The authors conducted a study on the psychophysiological characteristics of preschool students to better understand their mental development. They identified the driving forces of this development as the contradictions that arise due to the needs of the child. The article highlights three

important needs of preschoolers: the need to communicate, the need for external impressions, and the need to move. The need to communicate arises from the absorption of social experience, and it plays a significant role in shaping the child's personality. Communication with both adults and peers is crucial for the preschooler's development, as it fosters increasing autonomy and familiarity with the surrounding reality. Speech becomes the primary means of communication during this stage. Preschoolers often ask numerous questions, seeking answers and engagement from adults. This cognitive communication reflects the child's desire for serious interaction and partnership. If the child does not receive this kind of attention, they may exhibit negativism and stubbornness [12].

CONCLUSION.

Overall, the article emphasizes the importance of recognizing and addressing the social needs of preschoolers, as they significantly influence their development. By creating a supportive and communicative environment, adults can positively impact the cognitive and emotional growth of preschool children.

At preschool age, children begin to engage in personal communication, actively seeking to discuss their behavior and actions, as well as those of others, in terms of moral norms. This indicates a higher level of intelligence as they start to understand and reflect upon ethical considerations.

When it comes to learning theories that are relevant to preschool age, several prominent ones are constructivism, Piaget's stages of development, Vygotsky's theory of learning, and humanism. I will provide a brief overview of these theories and their key points:

1. Constructivism: This theory suggests that children actively construct their understanding of the world through their experiences and interactions with their environment. In the preschool years, children are constantly exploring and experimenting, which helps to shape their cognitive development.

2. Piaget's stages of development: According to Piaget, children progress through four stages of cognitive development: sensorimotor, preoperational, concrete operational, and formal operational. In the preschool years, children are primarily in the preoperational stage, where they develop symbolic thinking, begin to use language, and engage in pretend play.

3. Vygotsky's theory of learning: Vygotsky emphasized the role of social interaction in cognitive development. He believed that children learn through their interactions with more knowledgeable others, such as parents, teachers, or peers. In the preschool years, scaffolding, where adults provide support and guidance, becomes crucial in fostering cognitive growth.

4. Humanism: This theory focuses on the individual's potential for growth and self-actualization. In the preschool years, humanist approaches emphasize the importance of creating a supportive and nurturing environment where children can explore, express themselves, and develop their unique identities.

Overall, during the preschool years, there is a significant development of cognitive processes influenced by education and training. Children's understanding of the world expands, and they become more capable of reflecting on moral norms and engaging in meaningful conversations about behavior and actions.

This development relates to the touch. Sensory development is improving perceptions, visual representations. Children lower the threshold sensations. Increased visual acuity and color discrimination accuracy, developing phonemic and of pitch, significantly increases the accuracy of estimates of weight items. As a result, the child masters the sensory development of perceptual actions whose primary function is to survey objects and isolating them in the most characteristic properties, as well as in the assimilation of sensory standards generally accepted patterns of sensory properties and relations of objects. Most accessible to preschool sensory standards are geometric shapes (square, triangle, circle) and color spectrum. Sensory standards formed in activity. Molding, drawing, designing most accelerate sensory development. Additionally, we have discussed why games might be used in teaching English to young learners and tried to clearly indicate the many dimensions that need to be taken into account in selecting and organizing games if they are to become an important part of teacher’s repertoire.

Games have proven to be highly effective in keeping children motivated and engaged in the learning process. They provide a fun and interactive way for children to learn and acquire new knowledge and skills. Teachers, instructors, and parents can utilize games as a tool to enhance learning outcomes. By incorporating educational games into their teaching methods, they can grab children's attention and make the learning experience more enjoyable. Games also provide opportunities for teachers to direct and guide children in their learning, while still giving them a sense of autonomy and choice. One of the key advantages of using games in education is that they cater to children's natural inclination to play. Children are naturally curious and eager to explore, and games capitalize on this innate desire. When learning is presented in the form of games, children are more likely to be actively engaged and motivated to participate. This ultimately leads to more effective and efficient learning. Games can be used to teach various skills and concepts, including vocabulary, expressions, listening, and comprehension skills. They provide a context for children to practice and apply what they have learned in a meaningful way. Additionally, games can promote social interaction, collaboration, and problem-solving skills, which are essential for the overall development of children. It is crucial for teachers to ensure that all children in the group are involved in game-based activities. By creating inclusive and supportive environments, teachers can make sure that every child feels valued and included. This involves providing opportunities for all children to participate, regardless of their

personality or level of outspokenness. By taking such care, teachers can foster a positive and inclusive learning environment.

In conclusion, games offer a powerful and effective way to engage children in the learning process. They provide a fun and interactive platform for children to acquire new knowledge and skills. By incorporating games into education, teachers and parents can make learning more meaningful, engaging, and enjoyable for children of all ages. Absolutely, the development of social skills is another significant benefit of incorporating game-based learning in education. Games provide opportunities for children to engage in different forms of interaction, such as working in pairs, groups, or as a whole class. These interactions allow students to practice communication, collaboration, and teamwork, which are essential skills in today's interconnected world. Through games, children can see actions, hear words, and act out movements, creating a dynamic and interactive learning experience. This not only makes the lessons more enjoyable but also enriches the learning process by providing a multi-sensory approach. As a result, young learners not only have fun during lessons but also become more confident in their everyday lives. Developing social skills at an early age is crucial as it lays the foundation for effective communication and interpersonal relationships in the future. By engaging in communicative and game-based methods, students learn how to express their thoughts and ideas, listen to others, negotiate, and cooperate. These skills not only enhance their language abilities but also contribute to their overall personal growth and development. Additionally, the use of learning technology in cooperation further enhances the learning process. Technology can provide a platform for collaborative learning, allowing students to work together on projects, share ideas, and provide feedback to one another. This not only fosters a sense of community and connection among learners but also promotes critical thinking, problem-solving, and creativity.

In conclusion, the integration of game-based learning and communicative methods in education offers a multitude of benefits. It activates and intensifies the learning process, increases internal motivation, and allows for the development of essential personal qualities and social skills. By creating an enjoyable and engaging learning environment, games empower young learners to become confident, adaptable, and effective communicators, setting them up for success in higher education and their future interactions with others.

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