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**THE CONCEPT OF THE CULTURE OF BEHAVIOR OF
PRESCHOOL CHILDREN AND THE NEED FOR ITS EDUCATION
ПОНЯТИЕ КУЛЬТУРЫ ПОВЕДЕНИЯ ДОШКОЛЬНИКОВ И
НЕОБХОДИМОСТЬ ЕЕ ВОСПИТАНИЯ**

Аннотация. В данной статье рассмотрено понятие культуры поведения дошкольников и необходимость ее воспитания.

Ключевые слова: поведение дошкольников, культура, воспитание.

Annotation. This article discusses the concept of the culture of behavior of preschool children and the need for its education.

Keywords: behavior of preschool children, culture, education.

The concept of a preschooler's culture of behavior can be defined as a set of sustainable forms of daily behavior useful for society in everyday life, in communication, in various activities. Culture of activity - manifests itself in the child's behavior in the classroom, in games, while performing work assignments. To form a culture of activity in a child means to cultivate in him the ability to keep in order the place where he works, studies, plays: the habit of completing the work he has begun, taking care of toys, things, books. Children in senior preschool age should learn how to prepare everything they need for classes, work, and select toys in accordance with the game concept.

An important indicator of the culture of activity is a natural craving for interesting, meaningful activities, the ability to value time. At this age, the child learns to regulate his activities, rest, quickly and orderly perform hygiene procedures, etc. This will be a good basis for the formation of his skills in the effective organization of work. To determine the achieved upbringing of a culture of work activity, one can use such indicators as the child's ability and desire to work, interest in the work performed, understanding its purpose and reasonable meaning; activity, independence; manifestation of volitional efforts in achieving the

required result; mutual assistance in collective work. Communication culture - provides for the child to comply with the norms when communicating with adults and peers, based on respect and good will, using the appropriate vocabulary and standards of treatment, as well as courteous treatment in public places, everyday life. The culture of communication assumes not only to do in the right way, but also to refrain from actions and words that are inappropriate in a given situation. The child must be taught to notice the states of others. The culture of communication necessarily implies a culture of speech. The culture of speech presupposes that the preschooler has a sufficient stock of words, the ability to speak tactfully, while maintaining a calm tone. Mastering the culture of speech contributes to the active communication of children in joint games, to a large extent prevents conflicts between them. Cultural and hygienic skills are an important part of the culture of behavior. The need for neatness, keeping the face, hands, body, hairstyle, clothes, shoes clean, is dictated not only by the requirements of hygiene, but also by the norms of human relations. Food culture is often referred to as a hygienic skill, but its significance goes beyond physiological needs. It makes ethical sense, because table behavior is based on respect for the people sitting next to them, and also for those who cooked the food. From preschool age, children must learn certain habits: you cannot put your elbows on the table while eating, you need to eat with your mouth closed, chewing food thoroughly. Already at an early age, the implementation of the regime creates certain prerequisites for understanding that it is necessary to perform actions related to the regime in a known sequence and at the right pace. That is why, if we talk about the rules of behavior, it is necessary first of all to teach the child to comply with the requirements of the regime (while sitting at the table for food), to instill in him self-service skills (to eat on his own, wash his hands before eating, take off his clothes before going to bed, carefully hang it on chair near the bed). This not only develops important practical skills, but also changes the nature of the relationship between children and adults. A child who has previously freed himself from the daily care of adults, feels more confident, he more boldly enters into communication with other children, expresses a desire to help a peer in what he

himself has just learned. All actions of children with a high level of independence are distinguished by greater orderliness and organization. Such children are freer to start a game; it is easier to learn the simple rules of general games. In older preschool age, a reminder, encouragement of the child's efforts, his desire to independently help others acquire a significant role. The first friendly sympathies and affections of children are formed, on this basis the skills of politeness, organization of behavior, and culture of speech are successfully formed. Taking into account the special susceptibility of preschoolers, it is therefore important that they see positive examples. At the senior stage of preschool age, the learning of the rules of behavior by children ensures the development of organization. But she is one of the most important indicators of readiness for schooling: a future student will have to fulfill educational duties, work rationally in the lesson, under the guidance of a teacher, and independently, at home. The child becomes not only a performer of the requirements of adults addressed to him or to a group of children - he begins to make demands on himself and on other children.

- In the senior preschool age, the skills of children's moral behavior gradually become a habit, become a natural need, because children have mastered elementary ideas about morality, a humane attitude towards people. Therefore, along with showing examples of children's behavior in various situations, they should be specially trained in moral actions.

- The process of cultivating a culture of behavior is very complex, it presupposes a conscious and deep application by the teacher of a rich arsenal of various methods. These are methods such as: introduction of rules of culture of behavior; exercises to consolidate them; assessment of the actions of children; ethical conversations; reading fiction; conversations on works of art; games; a positive example for children; tours; viewing puppet shows and performances; lessons.

- The upbringing of a culture of personality largely falls on the shoulders of the parents. It is family relationships that enable children to reveal the cultural knowledge they received in kindergarten. Organic consistency in the work

of kindergarten and family is the most important principle of full-fledged upbringing of children. That is why one of the primary duties of a teacher is to contribute in every way to improving the pedagogical culture of parents whose children do not attend preschool educational institutions, because they themselves will have to lay the foundations of cultural behavior.

- In the formation of a culture of behavior, the educator is obliged to constantly improve his pedagogical skills, to look for approaches to the children's mind and heart, to be an example for children, an example to follow. Therefore, the preschool educational institution conducts methodological work - a creative and complex process in which practical training of educators is carried out in methods and techniques of working with children to form a culture of behavior.

- The foundations of the culture of behavior laid down in childhood with the help of the teacher's skillful use of directions in work and methods for the formation of a culture of behavior of preschoolers largely determine the formation of the future personality of the child.

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