

# Actual Problems and their Solutions in the Organization of Pedagogical Processes of Preschool Teachers

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**Annotation:** This article presents the views of domestic and foreign scientists on the current problems in organizing the pedagogical processes of preschool educational organizations and their solutions. The article discusses one of the current pressing issues in the organization of the pedagogical process of preschool educational organizations, namely, the pedagogical factors of organizing the agenda of preschool children.

**Key words:** Inconsistency with the principles of child development, insufficient focus on play-based learning, limited technology integration, curriculum implementation that is inconsistent, absence of emphasis on individualised learning, infrastructure and resources.

## Introduction.

The pedagogical process organisation issues that preschool educational organisations are currently facing are complex and interrelated. They fall under the following general categories:

### 1. Pedagogical and Curriculum Methods:

**Inconsistency with the principles of child development:** Curricula may not always be developmentally appropriate, emphasising academic abilities too soon rather than promoting social-emotional, physical, and cognitive growth.

**Insufficient focus on play-based learning:** Preschoolers' development depends heavily on play, yet some programs place more emphasis on formal instruction than on play's value for learning and social-emotional development.

**Limited technology integration:** Although technology may improve learning, its incorporation requires careful planning to make sure it enhances rather than replaces important social contact and hands-on experiences.

**Curriculum implementation that is inconsistent:** Variations in how the curriculum is implemented in different classes and organisations might result from differences in teacher preparation and comprehension.

**Absence of emphasis on individualised learning:** It's still quite difficult to meet the many demands of kids with different learning preferences and developmental stages.

**2. Infrastructure and Resources: Teacher shortages and high turnover:** Teaching in preschool frequently entails poor compensation, hard labour, and little possibilities for professional growth, which results in high turnover rates and uneven teacher quality.

**Lack of funds and resources:** Insufficient funds can lead to packed classrooms, a shortage of critical support personnel, and restricted access to high-quality educational resources.

**Lack of specialised services:** It's possible that kids with special needs won't have access to the support services they require, which would pose serious obstacles to inclusive education.

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Inadequate equipment and facilities: Outdated equipment, inadequate physical infrastructure, and a dearth of designated learning areas can all impede efficient instruction.

3. Assessment and Evaluation: An overemphasis on standardised testing might restrict the curriculum and give academic proficiency precedence over other crucial developmental domains.

Absence of formative assessment: The efficacy of education is limited when continuous evaluation is not used to guide instruction and adjust to the requirements of the students.

Inadequate parent-teacher communication: Infrequent communication makes it difficult to work together and may delay necessary action.

#### 4. Cultural and Social Aspects:

Equity and access: Existing disparities are exacerbated by differences in access to high-quality preschool instruction that endure across socioeconomic and geographic regions.

Cultural sensitivity: Teaching methods and curricula may not always be inclusive to a varied student body and culturally sensitive.

Parental involvement: It can be difficult to get parents involved in their kids' education, especially in areas with little funding or time.

Here's a table outlining **modern solutions to current challenges in organizing pedagogical processes for educators in preschool educational organizations:**

No.	Challenge	Modern Solution	Examples/Tools
1.	Lack of individualized approaches	Implement personalized learning plans based on children's developmental levels.	Digital tools like ClassDojo, adaptive learning platforms.
2.	Limited engagement with technology	Incorporate educational technology for interactive and playful learning.	Apps like Kahoot, Montessori-based apps, smart boards.
3.	Time management difficulties	Use time management frameworks for structuring activities effectively.	Visual schedules, task timers for balanced activity distribution.
4.	Insufficient focus on social-emotional learning	Incorporate SEL programs to foster emotional and social skills.	Programs like Second Step or Emotion Coaching techniques.
5.	Ineffective collaboration among staff	Introduce professional development and team-building workshops for staff collaboration.	Use platforms like Google Workspace for shared planning and communication.
6.	Outdated teaching methodologies	Train educators in modern pedagogical techniques such as inquiry-based or play-based learning.	Workshops on Reggio Emilia and inquiry-driven methods.
7.	Parental involvement	Strengthen home-	Parent-teacher apps



	challenges	school connections through regular parent communication and involvement initiatives.	(Seesaw), newsletters, and interactive parent workshops.
8.	Inadequate use of outdoor and active learning	Integrate outdoor education programs and active play strategies into the curriculum.	Nature walks, STEM-related outdoor activities, and structured physical exercises.

While tackling important issues, each of these solutions emphasises the use of contemporary instruments, technology, and creative approaches to improve preschool instruction.

Preschool teachers' pedagogical process organisation issues call for a multidimensional strategy that emphasises technological integration, better training, more cooperation, and a change in pedagogical philosophies. Here are a few important fixes:

### 1. Making Use of Technology

**Personalised learning platforms:** Differentiated teaching and focused assistance are made possible by the use of educational applications and software that are adapted to each child's requirements and learning preferences. Diverse learning demands in a single classroom can be addressed in this way.

**Interactive educational resources:** Interactive whiteboards, instructional games, and simulations are examples of engaging digital resources that can improve learning outcomes and accommodate different learning styles.

**Data-driven insights:** By monitoring student achievement, learning management systems give teachers useful information to guide their lessons and pinpoint problem areas. This facilitates prompt interventions and enhances evaluation.

**Virtual professional development:** By filling in the gaps in teacher preparation and encouraging continual growth, online courses, webinars, and collaborative platforms give educators access to continuing professional development opportunities.

### 2. Improving Support and Training for Teachers: Training in developmentally appropriate practice (DAP):

By concentrating training on DAP principles, teachers may be sure they comprehend the special developmental requirements of preschoolers and use age-appropriate teaching strategies.

**Workshops on play-based learning:** Teachers can design rich, captivating learning environments when they get training that highlights the value of play in holistic development.

**Training in differentiated instruction:** Giving teachers the tools they need to organise and present lessons to accommodate a range of learning preferences and ability levels enhances learning outcomes for every student.

**Mentorship and coaching programs:** Assigning more seasoned instructors to less experienced ones offers important assistance and direction, which raises teacher retention and improves the standard of education.

**Trauma-informed training:** Teachers who are aware of how trauma affects children's behaviour and learning are better able to establish safe, caring settings in the classroom.

### 3. Improving Cooperation and Communication:

Platforms for communication between parents and teachers: Educators and parents may collaborate to promote children's learning by using applications and online portals to allow regular and transparent contact.



**Collaborative lesson planning:** When educators prepare classes together, they guarantee uniformity and a common knowledge of the curriculum, which enhances execution.

**Community partnerships:** Establishing connections with neighbourhood organisations may provide kids and teachers access to more resources, assistance, and enrichment activities.

**Professional learning communities (PLCs):** By forming PLCs, educators may exchange best practices, talk about difficulties, and work together to find solutions to issues, which encourages ongoing development.

#### 4. Reevaluating Pedagogical Methods:

**Project-based learning:** Getting kids involved in practical projects that delve deeply into subjects encourages critical thinking, problem-solving, and teamwork.

**Inquiry-based learning:** Fostering children's curiosity and self-directed learning involves encouraging them to pose questions and actively look for solutions.

**outside and nature-based learning:** Including outside activities fosters social connection, physical activity, and environmental awareness while connecting kids to the natural world.

**Social-emotional learning (SEL) and mindfulness integration:** Including SEL exercises and mindfulness practices in daily life helps kids develop their social skills, self-awareness, and emotional control.

**5. Addressing Systemic Issues: Promoting More money:** To address the shortage of resources, it is necessary to promote more government money and look into creative funding schemes that would assist preschool education.

**Enhancing teacher pay and benefits:** Competitive pay and benefit packages are necessary to draw in and keep top-notch educators and make teaching a more desirable career.

**Encouraging equitable access:** Every child should have access to high-quality preschool instruction, regardless of their geography or background.

#### **Conclusion.**

A multifaceted strategy is needed to address these issues, including better finance, better training and support for teachers, developmentally appropriate curricula, efficient evaluation procedures, and solid relationships between communities, families, and schools. Successful learning settings must prioritise equal access to high-quality preschool education and comprehensive child development.

When properly and comprehensively applied, these contemporary solutions may greatly enhance the pedagogical procedures in preschool educational institutions, guaranteeing that every kid receives a top-notch, developmentally appropriate education that puts them on the road to success.

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