

MANAGEMENT OF THE EDUCATIONAL PROCESSES IN PRE-SCHOOL AGE

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Abstract: The management of educational processes in preschool age is essential for the development of young people and their further socialization and integration in educational processes. In the educational processes intended for preschool children, it is necessary for educators and educators to be specially trained for the educational strategies that they can apply. Since it is about very young people, educational processes should be aimed at keeping the children's attention, and strategies related to the application of games in the educational process are usually applied.

Work in groups, where children learn and share experiences through mutual interaction, also has a significant contribution to the successful management of educational processes in preschool age. Crucial for their development is the acquisition of a certain amount of individuality in this process, whereby educators should direct children to find solutions to the challenges posed by educators themselves.

Keywords: management, educational, processes, preschool, age

1. INTRODUCTION

The management of educational processes in preschool age is essential for the development of skills among young people. When working with children of this age, it is essential to make efforts to apply methods that will positively affect their participation in the educational process. These methods need to be affirmative, that is, to affirm the children as members of the educational group, whereby they will acquire a certain sense of autonomy through the educational processes.

It is necessary to approach children as a group, but also as individuals who make up that group. Educators and educators should use all available resources to make the educational process as interesting as possible for children.

The success of the educational process also depends on it, because this part of children's lives is important for the development of their psycho-physical potential. Therefore, in this part of the young person's development, it is necessary to pay special attention and apply the best methods to enable proper psycho-physical development. The benefits from this part of the educational process are transferred to the higher levels of education, but also throughout the entire professional and social life of the individual.

2. DEVELOPMENT AREAS IN PRE-SCHOOL CHILDREN

The development of preschool children can be monitored through five developmental areas that we will analyze in this chapter of the paper. Typical child development means the simultaneous development of all five areas and all these areas are intertwined and have significant interactions throughout the child's developmental processes. One of the most important features in children's development, motor skills are very important for the development of speech and other skills. It is necessary to detect early signs of deficiencies in the child's development through the management of educational processes for children of preschool age.

The development areas are the following

Socio-emotional development implies a series of experiences that children acquire in the social sphere, their ways of facing emotions and their ability to establish positive relationships with other people in the environment. Children at this stage of development learn how to recognize emotions in other people, make friends with their peers, participate in group games created by educators and educators, understand the meaning of different words and acquire certain discipline. In this phase of the educational process, children gain self-confidence, self-esteem and better control of their emotions.

Speech and communication, which implies developing skills for listening and articulating speech in preschool children, expressing thoughts and emotions. Children in this stage move from unintelligible and disjointed speech to the ability to express logically correct thoughts. They learn how to describe their experiences in the environment, to speak in a time-cohesive character, but also to talk with their peers, parents, educators and educators, and other people from the immediate environment.

Cognitive development that represents the ability of children to manage and draw lessons in life situations and their acquisition of skills for more complex rationalization in relation to previous development. Children in the early stages of development are taught how to acquire thinking skills and independently find information about causality and differences between time periods, but also to solve tasks and problems assigned to them by educators and educators.

Motoricity development, which implies different activities that the child does in the environment, which does not only refer to the development of muscle mass, physical strength and movements in space. The development of motor skills also implies the development of perceptions of the environment, ways of thinking, decision-making, learning and other characteristics of the development of preschool children. (Adolph & Robinson, 2015)

Self-help and self-care involve skills that children use to meet environmental standards for independence and responsibility. It refers to the development of preschool children's skills to adapt to the environment and daily routines set by educators and educators. But this also applies to activities in the home such as nutrition, hygiene, as well as the adoption of certain routines in the child's life. These routines refer to the child's ability to adhere to a lifestyle predetermined by the environment as well as social standards.

3. STRATEGIES FOR MANAGEMENT OF THE EDUCATIONAL PROCESSES INTENDED FOR CHILDREN OF PRE-SCHOOL AGE

A large percentage of the problems in the management of educational processes among children of preschool age refers to the acquisition of knowledge in the educational environment. There are several risk factors such as inappropriate teaching, unclear division of work and activities, etc... The basic and primary analysis of the management techniques of educational processes among children of preschool age is aimed at answering the following questions:

- Is the child always at the center of the educational process?
- Is there an individualized approach according to the needs and skills of each child?
- Are the educational methods suitable for the children according to their age, their personal interests, the complexity of the subject, but also the level of their previous knowledge acquired at home?
- Is too much required of children in the educational process?
- Are the children motivated to work? etc. (Miller & Katz, 2002)

Properly approach for children of pre – school age

In order to properly approach this problem, it is necessary to understand that every form of expression of emotions or thoughts in children has its own form and function. The form is presented through the children's ways of behaving. In order to overcome complex situations in the management of educational processes for children of preschool age, it is necessary to create an environment for education in which children are motivated to learn and in which they feel safe and happy. (Mastropieri & Scruggs, 2014)

According to the scientific literature, there are three basic functions of children's behavior:

- Receiving some confirmation of their work and dedication (paying attention by educators and educators)
- Avoidance or delay
- Self-stimulating behavior

If these functions of children's behavior are analyzed, positive and affirmative strategies can be made for the development of preschool children.

There are several strategies that can be applied:

- Positive feedback

Important strategy in any type of educational work

The first and most important strategy in any type of educational work is the motivation of children. If children are motivated to work and study, most problems with the management of educational processes will not even arise. Educators and educators should make learning fun and stimulate children's motivation and interest.

- Establishing a system of rules, praise, ignoring

In this system, it is significant that educators and educators first establish rules that children should follow during the educational process. Essentially, children should be able to understand these rules, that is, these rules should be simple. Then it is important for educators to know when to praise the positive behaviors of children in public, i.e. the group. If this is done too often, it will negatively affect children's development, which is also true if children never receive praise, which will negatively affect their motivation. It is also necessary to establish order in the classroom and therefore educators should be capable of planned ignoring of undesirable behaviors of children that are intended to achieve attention. In this way, they would let the children know that this behavior is negative and socially unacceptable.

- Task analysis

This activity for children is intended for them to develop logical skills and to think in a logical and cohesive way. In this part, educators and educators need to give children tasks and problems to solve that are adequate for their age. At the same time, it is also necessary to give them feedback on how the children solve these tasks and to give them motivation to try to use their potentials in solving these tasks.

There are many other strategies that educators and educators can use in the educational process, and some that they can design themselves.

4. CONCLUSION

It is essential that children acquire a certain level of independence in their activities in the group, but educators and educators should direct their activities. The management of educational processes among children of preschool age is quite complex, because it is necessary to create an educational environment where children can develop their potential. This is especially important considering that this period of the child's life is the most significant for the development of his psycho-physical characteristics and potentials. If during this period the correct foundations of children's development are not established, then problems may arise in their functioning in the educational process in the future as well as in their social and professional life. Several methods and strategies are known in the scientific literature, which should be analyzed in detail and applied to the working groups, but it is also necessary to analyze the characteristics and individual qualities of each child and to apply individualized methods in their learning.

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