INFORMATION AND COMMUNICATION ENVIRONMENT IN PRESCHOOL EDUCATION

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ABSTRACT

The subject-developing environment in preschool education has been and remains the most important condition for the development of a child. With the development of high technologies, another environment has appeared, which has a growing influence on the formation of a child's personality. The information and, more precisely, the information and communication environment (ICS) is rapidly developing and covers all aspects of the life of modern society, including the education system. ICS is involved in the process of educational activities, management of institutions, organizes interaction with families and external structures. We will look at the dynamics of the development of information and communication technologies in preschool and determine the place of ICS in preschool education in the near future.

INTRODUCTION

Development of ICT in preschool education: state, problems, prospects.

In order to imagine the informational future of kindergartens, it is necessary to look back a few years ago. More recently, there have been debates about whether or not to use ICT in preschool education. And today, probably, there is no kindergarten in which modern information technologies are not applied in all areas of the DOW's work: managerial, methodological, educational.

Each kindergarten has a website that performs, as a rule, an informative function.

Multimedia presentations are the most common way to include ICT in the educational process of preschool education. There are also applications for children, of which the most interesting is the series "Dreamer" - a joint development of the company "New Disk". Electronic educational resources (EOR) have been created http://eor-np.ru /, which can be downloaded and used by any preschool education specialist.

The Moscow DOW has implemented systems designed to solve managerial and financial and economic problems. This is the Moscow Register of Education Quality (http://new.mcko.ru /), software products of the company Avers, Unified Complex of Information Systems (ECIS) http://st.educom.ru /, which unites all the educational institutions of the city and with their help forms a single database for Moscow.

The level of ICT development in Moscow preschool education is noticeably higher than the average in Russia. However, it does not reflect the current trends of the information technology market. There are two powerful vectors that have already captured many children, starting from primary school age and in which preschool education does not yet take the slightest part: social networks and children's tablet apps.

MATERIALS AND METHODS

Here is an eloquent statistic:

1. The number of applications for Apple tablets has exceeded 500,000 this year. Of these, more than half are intended for younger children (up to 8 years old). iPad competitors from Southeast Asia are not far behind.
2. The number of users of social networks is growing exponentially. So, Facebook unites 702.5 million people, Vkontakte and Odnoklassniki - about 50 million.

Our forecasts for the development of ICT in preschool education:

1. Preschool education needs its own specialized interactive social networks. In the next five years, they will become popular and will allow parents and children to instill a culture of modern online communication adequate to the age and interests of children.
2. Tablets will come to the DOW, replacing computers and laptops. The absence of a keyboard, convenience, "coolness" in use, ease of transition to media functions and video communication with family and friends, a large selection of high-quality educational games, network capabilities - no wires! - here is an incomplete list of advantages that will make computers make room and carry only managerial functions.
3. Within 5 years, a single educational space will appear in preschool education - the information and communication environment (ICS), which will combine the created ICT resources in all areas of child development and the tasks of preschool education in this space, all four subjects of education will be equally important: the child, the parent, the specialist and the ICS itself.

The formation of ICS as one of the main directions of the development of preschool education.

The information and communication environment (ICS) in an educational institution is electronic, software and telecommunications tools and information resources combined to achieve educational goals.

The distinctive features of educational ICS are interactivity, multifunctionality, the ability to unite various educational institutions and user groups, the ability to organize and use common resources without duplication, integration with traditional pedagogical technologies.

In comparison with the subject-developing environment, ICS has the following innovative components:

1. A potentially limitless resource of information;
2. New ways of presenting, presenting and exchanging information;
3. Equality of participants in the educational process;
4. The possibility of going beyond the limits of the habitat;
5. The emergence of new types of creativity;
6. Openness to development.

Modern preschool children spend 5-10, and sometimes 12 hours a day in Kindergarten. What do they do, what do they play, what do they discuss? These questions are interesting to any parent, and it is often impossible to get answers from educators - there is not enough time.

Eltiland provides parents with the opportunity to communicate with pre-school specialists at a convenient time for them. And not just to communicate, but to exchange tasks, games and products of the child's creativity.

A virtual library has been created for pre-school specialists, regularly replenished with regulatory documents, methodological and demonstration materials for the main educational programs. It is very simple to prepare an interesting game or educational situation for children: it is enough to download the necessary poems, drawings, music or presentation. Remote clubs and clubs can be organized for preschool children with disabilities or for kids with an increased level of cognitive activity - an electronic system for supporting remote work with children has been created on the portal.

RESULTS AND DISCUSSION

An extensive collection of psychological and pedagogical literature on the development and upbringing of children has been laid out for parents, it is possible to get recommendations in the selection of books, toys and computer applications. A forum and consultation with the best specialists in the field of children's education and development was organized.

Remote circles and clubs have been created for preschool children on the portal, the most interesting and useful games are collected, there is an electronic Children's newspaper containing not only fascinating stories, but also educational tasks.

Eltiland has every chance to become an information and communication environment that unites children, teachers and parents. In addition to the functionality and applications listed above, the portal:

1. Provides teachers and parents with up-to-date information about the state of affairs in the preschool education system;
2. Helps in organizing play and educational activities with children in preschool;
3. Organizes interaction with families, making them full-fledged participants in the educational process;
4. Provides the possibility of remote work with special categories of preschoolers, including gifted and children with disabilities;
5. Provides an opportunity to monitor public opinion, identifies the needs of parents and the pedagogical community.

In the next five years, the ICS will become the basis for the formation of a modern unified educational space for preschool education, uniting children, pre-school specialists and parents. Eltiland is not the only example of a developing information and communication environment for this stage of education. In competition and interaction, certain rules will be developed, and, possibly, standards that will allow each subject of the educational process to take advantage of information technologies. Educational, educational, including multimedia, management and communication functions will become convenient and accessible in the wireless space from a single tablet or smartphone. And the gadgets themselves and specialists in the educational process.

Here is a list of those tasks that should be solved in the process of forming a unified educational space for preschool education:

1. Integration of ICS with traditional pedagogical technologies;
2. Training and retraining of teaching staff;
3. Integration of ICS with systems for analyzing the quality of preschool education;

4. Involvement of tablet and mobile device users in ICS;
5. Providing feedback from all participants of the educational process;
6. Bringing regulatory documents, including SanPiNs, in line with the level of technology development and the needs of society. This should be preceded by the research work of specialized institutes.

Each of the listed items on this list needs state and public support. The business community should also take an active position in the development of the educational space, entering into a public-private partnership with educational and scientific institutions for this purpose.

CONCLUSION

Thus, the use of ICT contributes to improving the quality of the educational process: teachers get the opportunity to communicate professionally with a wide audience of Internet users, their social status increases. The use of EOR in working with children serves to increase the cognitive motivation of pupils, respectively, there is an increase in their achievements, key competencies.

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