

Frame educational programme for pre-primary education

Zora Syslová

Responsibilities of the educator

- To adapt for developmental physiological, cognitive, social and emotional needs of children and to mind this specifics would be respected in full scyle
- To use the pedagogical analyse – to observe and evaluate the needs and interests of the child To use „promoting“ style of work with helpful, empathy and listening communication without manipulation with the child
- To be a attendant of child on his way to knowlege. Not to be this one who only takes tasks and takes control of this tasks

COMPETENCES

- 1. Competence for learning**
- 2. Problems solving competence**
- 3. Communications competence**
- 4. Social and personal competence**
- 5. Working and civic competence**

CONDITIONS

- 1. Material conditions**
- 2. Way of living**
- 3. Psycho-social conditions**
- 4. organisation**
- 5. School management**
- 6. Personal and pedagogical conditions**
- 7. Co-operation with parents**

Hazards striking at educational intentions

- Lack of time and instruments for spontaneous play
- Inadequate requirements to the child
- Often negative evaluation when the child feels the sense of failing
- Improper interference and interruption of the child's activities by adults
- Improper models of the behavior (indiscreet communication, lack of the social feeling, lack of the tolerance, insensitive relations and attitudes of surrounding)
- Lack of empathy
- Authoritative leadership and directive manipulation with the child
- Too often behaviour of the educator in the role of the judge

THANK YOU FOR YOUR
ATTENTION