

Steps of the child's knowledge of the world of objects



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spontaneous research

spontaneous research and transformation stage

stage of variation in the use of objects

Spontaneous research stage

- the research process is spontaneous and situational;
- the child tries different ways to control the objective world.



The tasks of the teacher at stage 1:

- to organize the subject environment in such a way that it has objects that are different in shape, color, material, sound;
- to support the interest of children in the subjects, to study them;
- to form in children the notion of the appointment of objects that are in their immediate surroundings.

Stage of variation in the use of objects

- the child learns that one and the same thing can be used in different ways;
- the appearance of substitute items, which indicates the origin of the role-play.



The tasks of the teacher at stage 2:

- enrichment of the environment surrounding the child (multifunctional items, objects of the same purpose, but different in color, material, size, items that a child can use as substitutes);
- formation of ideas about the relationship between the function of an object and its purpose;
- development of creative attitude towards the world around us.

Spontaneous research and transformation stage

- children, showing interest in subjects, want to study them, find out how they are arranged, what properties they possess, what purposes they can serve;
- children have a desire to create some objects themselves or to transform old ones.



The tasks of the teacher at stage 3:

- continue to expand and deepen the views of children about the objects, their properties, qualities, purpose, function;
- to develop imagination, creative imagination, desire and ability to transform objects;
- to form an idea that objects are made by people to meet their needs.

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