

- socio-cultural competence makes it possible to pattern student's behavior in an authentic language environment, allowing to predict and thereby avoid possible difficulties that arise in another sociocultural environment;

- the basis for socio-cultural competence is cultural studies, which gives a true picture of the country's socio-cultural portrait, including historical and cultural knowledge, values and way of life of the peoples of the country [1, p.118].

Therefore, successful foreign language teaching must also enable students to have knowledge of the rules of social use of language and be able to use them practically, with social and cultural competence. Language is a manifestation of social culture. It is impossible to learn languages well without understanding culture. Conversely, the more profound and detailed understanding of the history, culture, traditions, customs, lifestyles and details of life of this countries, the more correct and accurate the use of the language can be understood.

At the same time, we should also pay attention to the relationship between language ability and communicative ability. Improving communicative competence should include the four language abilities (listening, speaking, reading, and writing) and sociocultural competence. Communicative competence is a very important concept in "the Ethnography of Speaking", and it has become the core idea of the communicative teaching method in the field of applied linguistics.

So, in foreign languages teaching, teachers should pay attention to socio-cultural component. Teachers should not only help students learn the language, but also help students understand social and cultural factors. Only in this way can students expand their knowledge quickly, and then learn well and communicate successfully in foreign languages. Give full play to the leading role of teachers in adhering to the combination of foreign language teaching and social and cultural background knowledge teaching. Teachers should be mediators and interpreters between two different cultures. They should be very familiar with the two cultures involved in foreign language teaching, and try to help students overcome the prejudice of ethnocentrism.

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## **ORGANIZING THE TRANSITION ACTIVITIES OF PRESCHOOL CHILDREN IN CHINA: PROBLEMS AND SOLUTIONS**

**Zhang Wanyue**

*Master's student of the Department of Pedagogy  
Belarusian State Pedagogical University named after Maxim Tank, Minsk  
zwy123520@gmail.com*

The paper reflects the problem of effective organizing the transition activities of preschool children in China. The transitional session is not only a link and bridge connecting each activity in the life of children, but also plays an important role in transit and connecting various activities. A good transitional link organization can provide children with rich learning opportunities, improve the efficiency of class activities, and promote comprehensive development of children. The author made the analysis of the current situation and develop the effective solutions.

**Keywords:** innovation strategy; transition link; preschool education; multiple links.

Transitions link refer to the intermediate stage generated from one activity from one event to another during a day event (the "activity" here is equivalent to all aspects arranged on the kindergarten's daily schedule) [3, p. 47]. In the process of education and teaching the transitional session plays a vital

role. It also contains rich educational value in the education process of the transitional session. What are the problems in the current kindergarten transition link? The organizational transition session has been valued by more and more educators, arranging the transition link reasonably, and the correct grasp of the education opportunities of the transitional link has become an imminent thing in kindergarten education and teaching.

The day life of kindergarten is composed of multiple links. The transition session mainly includes the morning garden, outdoor and outdoor transition, "teaching -game" transition (the game here mainly refers to regional games), snack transition, pre -meal transition before meal transition, Come after meals, transitions before a nap, and organizational links. At present, the preschool education community in my country generally divides the kindergarten's day-to-day activities into life activities, learning activities, game activities, and sports. This method of division of activities is difficult to define the transitional link. Therefore, the "activity" here is equivalent to all aspects arranged on the kindergarten's daily schedule.

From the perspective of policy, since the "Kindergarten Education Guidance Outline (Trial)" (hereinafter referred to as the "Outline") promulgated in 2001, the transitional session has been valued by educators. In the third part of the "Organization and Implementation" in the "Outline", "scientifically and reasonably arrange and organize a day of life" in the third point of the transition link: "minimize unnecessary collective activities and transition links as much as possible, reduce and eliminate negative waiting phenomena. "During the daily transition session of the kindergarten, there is a situation where teachers have the unclear understanding of the educational value of the transitional session, the transitional session is not valued and the organizational strategy is misunderstood.

In the kindergarten, there is a problem that the kindergarten teachers can't understand the transitional link. Some main class teachers know what transitional session is, but the deputy class teachers cannot say what a day activity is and what is transitional session. The kindergarten teachers cannot accurately explain the accurate meaning of the transition link. There are misunderstandings about the transitional link, insufficient understanding, and the nutritional teacher's learning of the transitional link related knowledge. Design exerts the potential education function of the transition link. Just as Wu Yinchun says, that "Teachers ignore the values of education in the transitional link and miss the potential function of education" [4, p. 6].

Another problem is insufficient consideration of children's own characteristics and personality differences. In the traditional sense, education is often compared to trial education. Most of them are based on collective activities or simple instructions, command instructions and some controllable instructions. It is difficult to consider the characteristics and personality differences of children's own development. Essence of kindergarten, education that is mainly controlled and maintained in kindergarten is often difficult to play the nature of children, which is not conducive to the development of children.

The next problem is that the design content of the transition link is monotonous. The content of the transitional session of the children's teacher is mainly washing, toilet, drinking water, singing, etc. The content arrangement is relatively monotonous and there is no novelty. Secondly, when the child was converted from an event to the next activity in the life process table, the teacher did not give the children a transition instruction, and the child did not understand whether it had entered the transition.

Lack of diversity, flexibility and innovation for the organization in the transitional link are also challenges for preschool education process. A lot of transitional links lack smart and interesting, often blindly pursue efficiency, violate the educational concepts of children, lack of careful observation and scientific guidance. Avanesov V.N. proposed, that the most common thing is that the one-day activity is too close and the planning is unreasonable, so that teachers have to compress the transition link to complete other activity goals [1, p. 35].

What tools can we use to plan effective transitions?

1. Teachers' understanding of the transitional link should be enhanced.

The frequency of the transitional lesson is high, so the kindergarten should increase the teacher's attention to the transitional link in accordance with the specific situation. Increasing teachers' awareness

of the transition link, teachers need to learn this boring transitional knowledge in a happy and relaxed atmosphere through innovative and new forms, such as conducting school teaching, through the form of debate, teachers should gradually understand the transition into debate. Games and interesting activities should be used so that teachers can learn what is transitional. For example, by drawing a lucky card, watch the video in random order and immediately answer related questions. You can also transfer knowledge points in other ways through the form of headphones. As we all know, learning theory can be a good foundation for practice. Only by laying the foundation of the house, we can build a solid and strong house. Children are independent individuals. How teachers are educated to teach them and their methods are extremely important. Thus, increasing the awareness of teachers about transitional connections, increasing the theoretical training of teachers, and increasing the overall literacy of teachers. The organizational form of the transition link and enrich the content of the transition link should be optimized.

The transitional session of the kindergarten is a bridge in all aspects of daily life. Therefore, when the teachers are organized, they must have reasonable and scientific. Secondly, the content of the transition link should not be just a single wash, drinking water, and toilet life activities. Teachers should conduct the organizational form and rich transition link of optimization and innovation. Collective activities and negative waiting phenomena. Xu Ping pointed out the importance of learning through fun and games. Therefore, when organizing the transition process, teachers can creatively play games, tell some novel stories, and make free conversations to combine the transitional link and other activities to effectively connect with other activities [5, p. 1].

2. The children's own characteristics and needs should be respected.

The proper organization of the transition in a preschool child's day means not only taking into account the physical and mental characteristics of the child, but also using appropriate teaching methods and methods at every age. In different children, it's different. The most common manifestations are reduced activity, reduced attention, increased excitability or drowsiness in children [1, p. 3]. On the other hand, transition times should be carefully planned and roles and responsibilities should be assigned not only for children but also for all adults in the classroom. Planning and clarifying roles and responsibilities of teachers, paraprofessionals, and volunteers during transition facilitates optimum learning and interaction and reduces the waiting time for preschool children, thus, reducing challenging behaviors [2, p. 2].

For example, when outdoor activities, teachers allow children to finish toys and materials to enter the class to drink water and wash their hands to the toilet. Teachers should consider as appropriate. Let the fast-moving young children first perform the transition link.

In conclusion, we can say, that children aged 3-6 are very plastic. Various activities of kindergartens have their own significance and value. Effective connections and cooperation can promote the cultivation of children's living ability and key quality. Teachers should grasp the implementation of each transition link and maximize the role of the transition link, in order to truly realize the educational concept of children-oriented children and promote the comprehensive development of children.

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