ДНЕВНИК

по преддипломной практике

студента \_\_ курса группы ДО\_\_

дошкольного отделения

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(Ф.И.О.)

Специальность \_\_\_\_\_\_\_\_\_«Дошкольное образование»

Руководитель практики

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**1. СОДЕРЖАНИЕ И ОРГАНИЗАЦИЯ ПРЕДДИПЛОМНОЙ ПРАКТИКИ УЧАЩИХСЯ**

* 1. **Цель и задачи практики**

***Цель практики:*** проверка возможностей будущего специалиста самостоятельно выполнять профессиональные функции.

***Задачи практики:***

* актуализация, углубление и расширение теоретических знаний, их применение в решении конкретных профессиональных задач;
* формирование профессиональных умений и навыков;
* развитие творческой активности, профессионального мышления;
* формирование социально активной личности будущего специалиста, устойчивого интереса и любви к избранной профессии.

Практика обеспечивает целостность подготовки специалиста к выполнению основных трудовых функций, преемственность практического и теоретического обучения, последовательное расширение формируемых практических умений и навыков, их усложнение, профессиональную и социальную адаптацию учащихся к условиям учреждения дошкольного образования.

* 1. **Обязанности студента-практиканта**

***Учащиеся должны быть компетентны:***

* в системе действующих нормативных правовых документов в области образования;
* в вопросах охраны детства и защиты прав матери и ребенка;
* в требованиях к нормам безопасной жизнедеятельности детей в дошкольном учреждении;
* в санитарно-гигиенических и педагогических требованиях к оснащению и оборудованию помещений и участков дошкольного учреждения;
* в вопросах межличностного взаимодействия детей в дошкольной группе и развития детского коллектива;
* в вопросах формирования гуманных отношений, способах создания благоприятного социально-психологического микроклимата для каждого ребенка;
* в содержании, специфике разных видов детской деятельности (общении, предметной, игровой, художественной, учебной и трудовой);
* в технологиях организации и оформлении развивающей среды (предметно-пространственной, архитектурной, ландшафтной);
* в достижениях психологической и педагогической науки и практики, тенденциях развития воспитательных систем и педагогических технологий;
* в системе знаний об основных закономерностях и особенностях анатомо-физиологического, психологического и гендерного развития детей дошкольного возраста;
* в вопросах организации образовательного процесса в дошкольном учреждении с учетом индивидуальных особенностей развития детей;
* в формах, методах и средствах образовательной работы в соответствии с целями и задачами образовательных стандартов и программ воспитания;
* в вопросах личностно-ориентированного подхода в воспитании и обучении детей дошкольного возраста;
* в методах психологической и педагогической диагностики развития детей дошкольного возраста;
* в традиционных и инновационных средствах обучения, диагностики и контроля, методике их применения;
* в принципах взаимодействия и сотрудничества по вопросам воспитания и обучения детей в семье, дошкольном учреждении, школе;
* в видах готовности и показателях качества подготовки детей к школьному обучению;
* в вопросах физического, речевого, математического и музыкального развития детей, ознакомления с природой и организации экологического воспитания, развития детской изобразительной деятельности;
* в видах и формах планирования, особенностях организации образовательного процесса в учреждениях дошкольного образования;
* в формах рациональной организации труда, методах самосовершенствования на основе самоанализа и коррекции, создания условий для личностной самореализации;

***Учащиеся должны уметь:***

* руководствоваться действующими нормативными правовыми документами в области образования;
* наблюдать и анализировать образовательный процесс в учреждениях дошкольного образования;
* выполнять функции воспитателя учреждения дошкольного образования в работе с детьми дошкольного возраста;
* изучать эффективность образовательного процесса, динамику развития, успешность воспитания и обучения воспитанников дошкольных учреждений;
* владеть формами, методами и средствами обучения и воспитания;
* выбирать педагогические технологии, адекватные приоритетным задачам воспитания на данной возрастной ступени;
* осуществлять педагогическую рефлексию.
  1. **Организация практики**

Преддипломная практика проводится в учреждениях, обеспечивающих получение дошкольного образования в группах дошкольного возраста.

Во время прохождения преддипломной практики учащийся выполняет работу, предусмотренную должностными обязанностями квалификационных характеристик по получаемой им специальности, а при наличии вакансий он может быть принят на работу.

Во время прохождения практики учащиеся ведут документацию согласно установленному перечню.

Формами рефлексии хода практики являются анализ, самоанализ, ведение документации по практике.

Учащийся, не выполнивший программу преддипломной практики и получивший неудовлетворительную отметку по итогам прохождения практики, отчисляется из колледжа. Он может быть направлен на преддипломную практику повторно после восстановления в установленном порядке на учебу в колледже.

В случае невыполнения учебной программы преддипломной практики по уважительной причине колледж может направить учащегося на практику в индивидуальном порядке и при положительной отметке по итогам преддипломной практики допустить его к итоговой аттестации в период работы государственной квалификационной комиссии в колледже.

Формами отчетности для учащихся по итогам прохождения преддипломной практики являются дневник и письменный отчет, отчет-презентация.

* 1. **Отчетная документация по преддипломной практике.**

К окончанию практики студенты-практиканты представляют следующие документы:

1. Дневник.
2. Отчет по практике.
3. Характеристика практиканта с оценкой деятельности, утвержденной администрацией ДОО.
4. Календарно-тематические планы по неделям, заверенные старшим воспитателем.
5. Технологические карты всех занятий.
6. Комплекс утренней гимнастики (на две недели);
7. Комплекс гимнастики после сна (на две недели);
8. План работы с родителями за период прохождения практики.
9. Сценарии досугов, развлечений (в неделю один раз).
10. Награждения практиканта по итогам практики (благодарственное письмо, грамота, диплом).
    1. **Подготовка отчетной документации по практике.**

***Примерная схема отчета о прохождении преддипломной педагогической практики.***

1. Выделить основные этапы практики (дать краткую характеристику).

2. Определить объем и раскрыть содержание педагогической работы, выполненной в процессе практики:

- количество проведенных занятий, организованных видов деятельности; обозначить типы трудностей при проведении занятий, определить их причины; использование в работе специальной и дошкольной научно-методической литературы, наглядных пособий и дидактического материала;

- дать краткую характеристику развития детей;

- рассказать о формах и методах проведенной воспитательной работы с детьми дошкольного возраста, раскрыть особенности воспитательной работы с детьми;

- проанализировать содержание работы и основные результаты работы с воспитателями и родителями (указать количество занятий, проведенных для родителей);

- представить сведения об изготовлении наглядных пособий и дидактических материалов (указать количество и цели использования);

- перечислить документы, подготовленные к окончанию практики;

- сформулировать выводы и предложения по организации практики (содержания и методика преподавания отдельных дисциплин, овладение методикой воспитательной работы, связь с педагогической практикой предыдущих лет обучения).

ОТЧЕТ

о проделанной работе студентки \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( фамилия, имя, отчество)

о педагогической практике в дошкольном образовательном организации №\_\_\_\_\_\_\_\_\_\_\_\_\_

в период с \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ по \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Примерная схема составления характеристики практиканта.***

ПЛАН СОСТАВЛЕНИЯ ХАРАКТЕРИСТИКИ

При составлении характеристики необходимо отметить следующие показатели:

1. Качество теоретических и практических знаний, умений, их использование в работе (планирование, диагностика, конспекты).

2. Организация педпроцесса в осуществлении всестороннего развития детей, использование нетрадиционных форм (занятия, игры, труд, режим, развлечения и т.д).

3. Организация детского коллектива, индивидуальный подход.

4. Наличие и качество работы с родителями.

5. Качество общественно-полезной работы.

6. Отношение к работе, дисциплинированность, положительные качества, черты характера личности, как будущего воспитателя.

7. Отрицательные качества и черты характера, которые мешают работе.

8. Выводы и предложения.

9. Общая оценка за практику.

Заведующий \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Ф.И.О.)

Воспитатель группы \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Ф.И.О.)

М.П.

ХАРАКТЕРИСТИКА

Студентки \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(фамилия, имя, отчество)

Группы \_\_\_\_\_\_\_\_\_

ГАПОУ РС(Я) «Намский педагогический колледж им. И.Е. Винокурова»

Проходила преддипломную практику в \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ группе \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

наименование дошкольной образовательной организации

с \_\_\_\_\_\_\_ по \_\_\_\_\_\_\_\_ 20\_\_\_\_\_\_\_\_года.

За время работы с детьми показала (-л)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. ОБЩИЕ СВЕДЕНИЯ О ДОШКОЛЬНОЙ ОРГАНИЗАЦИИ**

**2.1. Место прохождения практики:**

ДОО \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Адрес: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Телефон: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Заведующая: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Воспитатель группы:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Помощник воспитателя: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.2. Сведения о группе**

**Список воспитанников \_\_\_\_\_\_\_\_\_\_\_\_\_ группы**

|  |  |  |  |
| --- | --- | --- | --- |
| **№ п/п** | **Фамилия, имя,**  **отчество воспитанника** | **Число, месяц, год рождения** | **Примечание** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
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**Примерный распорядок дня**

**Организация жизнедеятельности воспитанников**

***Группа\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| --- | --- | --- | --- | --- |
| ***Организация жизни детей*** | ***Время*** |  | ***Организация деятельности детей*** | ***Ответственный*** |
| Прием детей | 8.00-8.22 | 22м | Игровая деят-ть | Воспитатель, родители |
| Утренняя гимнастика | 8.22-8.30 | 8м | Совместная деят-ть со взрослым. Двигательная активность | Воспитатель |
| Подготовка к завтраку. Завтрак | 8.30-9.00 | 30м | Совместная деят-ть со взрослым | Воспитатель, пом.восп-ля |
| Игры, подготовка к занятиям | 9.00-9.30 | 30м | Самостоятельная деятельность | Воспитатель, пом.восп-ля |
| Организованная образовательная деятельность (включая перерывы) | 9.30-10.20 | 50м | Совместная деят-ть со взрослым. Образовательная деят-ть | Воспитатель, пом.восп-ля |
| Самостоятельная деятельность детей | 10.20-10.50 | 30м | Игровая деят-ть | Воспитатель |
| 2 завтрак | 10.50-11.00 | 10м | Совместная деят-ть со взрослым | Воспитатель, пом.восп-ля |
| Свободная деятельность детей (конструирование, лепка, рисование, игры, беседы) | 11.00-12.15 | 1ч15м | Совместная деят-ть со взрослым. Двигательная активность | Воспитатель, пом.восп |
| Подготовка к обеду, обед, гиг.процедуры | 12.15-13.00 | 45м | Совместная деят-ть со взрослым | Воспитатель, пом.восп |
| Дневной сон | 13.00-15.30 | 2ч30м | Отдых | Воспитатель |
| Закаливающие процедуры | 15.30-15.38 | 8м | Совместная деят-ть со взрослым | Воспитатель |
| Подготовка к полднику, полдник | 15.38-16.00 | 22м | Совместная деят-ть со взрослым | Воспитатель, пом.восп |
| Организация игровой деятельности, игра | 16.00-16.30 | 30м | Игровая деят-ть | Воспитатель |
| Чтение худ.лит-ры, конструирование, доп.образование, досуги | **16.30-16.45** | 15м | Совместная деят-ть со взрослым | Воспитатель, пом.восп-ля |
| Организация игровой деятельности, игра  Уход домой | **16.45-18.30** | 1ч45м | Совместная деят-ть со взрослым, Самостоятельная деят-ть | Воспитатель |

**Сетка НОД**

|  |  |  |
| --- | --- | --- |
| **День недели** | **Время** | **НОД** |
| Понедельник |  |  |
| Вторник |  |  |
| Среда |  |  |
| Четверг |  |  |
| Пятница |  |  |

**3. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ**

**3.1. Рекомендации по самостоятельной подготовке плана по проведению режимных моментов для младшей, средней, старшей и групп детского сада.**

**Прием детей, осмотр, игры, утренняя гимнастика**

При планировании работы желательно заранее указать, где будет осуществляться прием детей воспитателем: в группе, коридоре или на участке.

Во время утреннего приема необходимо создать хорошее настроение как ребенку, так и его родителям.

Необходимо обращать внимание на внешний вид детей, пришедшие дети должны здороваться, разговаривать негромко и не кричать.

Воспитатель обязан проследить, чтобы все нашли себе интересную деятельность и не мешали другим детям. В случае если ребенок не смог самостоятельно выбрать себе занятие, воспитатель должен помочь ему: подключить к играющим детям, помочь в выборе игрушек или дать ребенку какое-либо конкретное поручение.

Необходимо создать условия для разнообразной и интересной деятельности детей в группе или на участке.

Воспитатель проводит гимнастику, в плане записывается комплекс утренней гимнастики.

Проводится организация умывания постепенно, небольшими группами детей. Детям можно напомнить правила поведения - они должны закатать рукава, намыливание рук и прочие процедуры должны проводиться над раковиной, дети не должны разбрызгивать воду, должны поддерживать порядок и чистоту в умывальной комнате. Нужно следить за тем, чтобы дети пользовались только своим полотенцем и аккуратно вешали его на свое место после процедуры умывания.

**Подготовка к завтраку, завтрак**

Воспитатель должен отразить следующее: как накрыты столы к завтраку (дать оценку детям-дежурным). В зависимости от меню можно уточнить названия некоторых блюд. Стоит отметить заботу няни и поваров о детях. Подготовить детей к еде, создав у них хорошее настроение.

В процессе еды воспитатель должен постоянно контролировать осанку детей, стараться, чтобы дети съели всю предложенную пищу.

Воспитывать культурно-гигиенические навыки приёма пищи.

**Игры и подготовка к НОД**

В плане должна быть указана планируемые виды деятельности - с указанием названия и цели деятельности.

При индивидуальной работе с детьми, необходимо указать и тему, и цель, с уточняющими подробностями.

Организовать с детьми беседу об их семье.

Перед занятием имеет смысл провести с детьми в игру средней подвижности - на ловкость или координацию.

**НОД**

Проводится занятие согласно перспективному плану, программное содержание и цели занятия указываются в плане. Знания полученные на занятии могут быть закреплены на последующей прогулке - в виде наблюдения или беседы.

**Подготовка к прогулке, прогулка (в теплый период)**

Методика и содержание работы с детьми по воспитанию у них навыков одевания и культуры поведения при этом процессе должны быть прописаны в плане. Детям дается подробная установка на предстоящую деятельность - группа должна быть приведена в порядок перед выходом; напомнить детям правила поведения в раздевальной комнате.

Воспитатель должен контролировать последовательность одевания, перед выходом на прогулку стоит обратить внимание детей на их внешний вид. Воспитатель устраняет ошибки очевидные детей в процессе одевания.

Образовательные задачи тоже должны быть отражены в плане: названия одежды и ее назначение, так же как и названия отдельных деталей одежды закрепляются в процессе одевания, идет активизация словаря на тему "Одежда".

Организация прогулки. Воспитатель берет на себя организацию интересной и разнообразной деятельности детей во время прогулки: дети должны быть ознакомлены с наличием игрушек и вспомогательного инвентаря, правилами обращения с ним.

В процессе прогулки воспитатель наблюдает за содержанием игр и взаимоотношением детей в этих играх, а также следит за сменой видов деятельности - дети не должны слишком возбуждаться или перегреваться.

Проводится подвижная игра (название игры и её цели указываются в плане). Стоит привлекать детей к уборке участка.

Организовать с детьми наблюдения за живой или неживой природой (в плане указывается объект наблюдения).

За 30 минут до конца прогулки воспитатель переводит детей на более спокойную деятельность - проводятся наблюдения, словесные игры или беседы.

Перед уходом с прогулки детям дается указание на предстоящую деятельность - от приведения участка в порядок до входа в группу. Дети должны ноги перед входом в детский сад, передвигаться тихо. В раздевалке воспитатель следит процессом переодевания и прививает детям бережное отношение к вещам и навыки аккуратности.

**Возвращение с прогулки, подготовка к обеду и обед**

См. пункт "Подготовка к завтраку, завтрак".

**Подготовка ко сну, дневной сон**

В процессе подготовка ко сну воспитатель следит за дисциплиной: дети не должны отвлекаться лишними играми, разговорами, не должны шуметь. Обстановка в спальне должна быть спокойной и расслабляющей. Воспитываются - бережное отношение к вещам, аккуратность, положительное отношение к дневному сну.

Проверить: удобно ли дети расположились в своих кроватях, следить за положением рук - руки должны находиться поверх одеяла.

**Подъем, воздушные, водные процедуры**

См. пункт "Подготовка к сну".

Воспитатель следит за дисциплиной и порядком одевания детей в спальне: дети не должны отвлекаться лишними играми, разговорами, не должны громко шуметь. Обстановка в спальне должна быть спокойной. Воспитатель помогает детям в случае затруднений. Воспитывается самостоятельность и аккуратность.

**Игры, самостоятельная деятельность**

См. пункт "Игры и подготовка к занятиям".

**Подготовка к полднику, полдник**

См. пункт "Подготовка к завтраку, завтрак".

**Игры, прогулка, уход детей домой**

См. пункты "Подготовка к прогулке", "Игры" и "Прием детей".

Родители должны быть проинформированы (в присутствии ребенка) об его успехах в группе, демонстрируются работы детей. Воспитатель информирует родителей о проблемах и способах их решения.

Отдельно стоит отметить момент ухода - необходимо напомнить ребенку о правилах хорошего тона, ребенок должен попрощаться с детьми и воспитателем. Воспитатель должен положительно настраивать детей на следующие посещения детского сада.

**3.2. Рекомендации учащимся по составлению конспектов   
в ходе подготовки к проведению НОД**

– определение темы НОД, его места в системе НОД по теме;

– подбор, изучение и анализ специальной литературы (программа, дидактические пособия, раздаточные материалы, методическая литература);

– определение цели и содержания НОД;

– отбор материалов, его адаптация в соответствии с возрастными особенностями детей;

– определение организационной структуры НОД и распределение времени на все этапы;

– выбор целесообразных методов и приемов обучения на каждом этапе НОД;

– планирование чередования различных видов деятельности детей, сложного и несложного материала, правильного соотношения между самостоятельной работой детей и работой под руководством педагога;

– определение характера деятельности детей (репродуктивный и поисковый) на каждом этапе занятия, сочетание фронтальной, групповой и индивидуальной работы;

– разработка заданий по актуализации знаний, логических заданий, проблемных заданий, заданий исследовательского и творческого характера;

– планирование упражнений занимательного характера, дидактических игр, физкультминуток;

– планирование размещения необходимого оборудования, демонстрационного материала на фланелеграфе или доске и в других местах групповой комнаты, зала;

– оформление технологической карты НОД.

**4. ДЛЯ ЗАПИСИ НАБЛЮДЕНИЙ**

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