

Individual teaching of heterogeneous pre-school and elementary school groups

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Objective:

Ability to know the child, his/her possibilities, interests, individualise and differentiate the teaching method.

It does not matter how similar children are with regard to their development. Each child has specific interests, experience and his/her own way of cognition.

For a pedagogue, knowing of individual differences helps finding the ways of activities that enable each child to feel comfortably and be ready to know the world. Main differences of children are sex, as well as important differences of temper, interests, and the ways of cognition and life experience. They are also highly influenced by socio-cultural environment. Some children have special needs or speak other languages.

Everyone prefers his own way of cognition. Some people find it easier to see, other – to listen, and some others must touch the item in order to understand a word that signifies it. None of the ways of cognition is better than others; different people find different ways the easiest ways of knowing the world.

Pedagogues should provide the content of teaching (learning) so that all of them, “the listeners”, “the observers” and “the agile”, could learn successfully. The more ways of action we offer to children, the more possible it is that they will memorize what they have learned. Therefore, considering children needs, one may improve teaching (learning) by creating possibilities for children preferring different ways of cognition.

Tips for teachers: In case when the visual way of accepting information dominates, it is recommended to:

1. Draw drawings, pictograms, illustrations related to learning materials. This will help pupil to better comprehend and memorize the necessary words.
2. Underline the most important things needed to learn using colours and different fonts.

3. Watch instructional films, TV broadcasts.
4. Use colours.
5. Note the most important information on pieces of paper and stick them in visible places.
6. Develop various posters.

In case when the auditory way of accepting information dominates, it is recommended to:

1. Learn by reading aloud or below one's breath.
2. Listen to recorded text.
3. Tell someone about something one is willing to memorize or needs to learn.
4. Learn by listening to the music and radio programs on the subject to be learned.
5. Create conditions for pupils to ask each other things they are learning or tell to each other the schoolwork.
6. When learning, one should avoid distracting sounds.

In case when the kinesthetic way of accepting information dominates, it is recommended to:

1. Walk or otherwise move while learning.
2. Regularly change body posture.
3. Note various comments on the margins.
4. Employ various gestures and mimic.

The following tasks could be offered for the development of the ways of cognition:

Topic: Water

CURIOSITY GAMES

Incredible findings may be found under the water! What each of the boys has succeeded to "fish up"?



Experiment: FLOATING NEEDLE

You already know from your experience that some things float and some others drown in the water. Yet this experiment will surprise you: a steel needle can float!

- *You will need* a bowl with water, a very thin needle, a piece of paper napkin, and a splash of a dishwashing agent.

Do the experiment:

- Place the needle on a piece of paper;
- Carefully place the paper with the needle on the water;
- Wait until paper sops and slowly drowns to the bottom of the bowl.



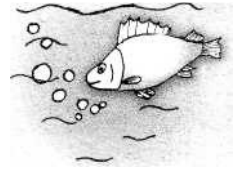
Has the needle drowned? No, it's floating! On the surface of the water! And now carefully drip some drops of the dishwashing agent into the water. What happened? The needle suddenly drowned. Why?

Answer: Surface of the water is like a transparent net. Though it cannot hold heavy items on the surface, small items float excellently. For example, a needle or tiny bugs. And a dishwashing agent, like scissors, cuts the net and makes the needle drown.

Carry out these and similar easy experiments with water and other substances and items. Stir, dissolve, evaporate, make solutions and different mixes. Observe and examine changes of substances and items, and regularities of their interaction. This not only



develops the competence of cognition, but also imagination of children.



COMPANIONSHIP GAMES

The world of water is very versatile. Different plants, mussels, fish, and other organisms live in water. Find six snails hiding in the pond and colour them.



Experiment BUBBLES

- *You will need* a deeper bowl with water, a transparent glass or plastic bottle, thermos flask or a kettle with hot water, and some cold water.

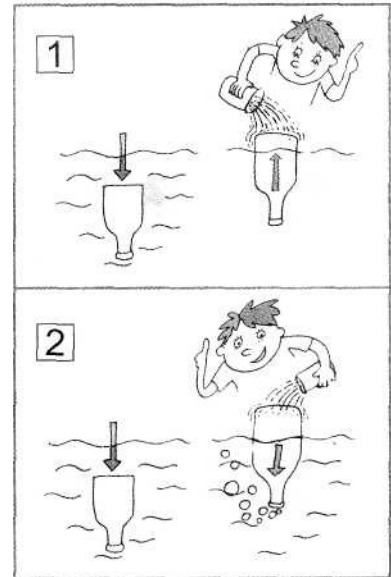
Split into small groups of several children in each to do the experiment, divide tasks among them.

- Submerge the bottle into water in the neck down position. It will not be filled with water since it is full of air.
- Then lift it a bit out of water and pour some cold water on it. The air contained in the bottle retreats and is replaced with water.
- Submerge the bottle again, then lift it a bit out of water and pour some hot water on it. Air starts retreating from the bottle and forms bubbles in the water.

Then another group of children shall do the experiment.

If you have a rubber or plastic hose, you can blow air to the water, to the bottle, make a fountain, etc.

Children of this age particularly like playing with water: not just splash it but also investigate, experiment. Let children do that. Don't forbid them to splash around, spill some water; don't be afraid that children will get wet: water will soon desiccate, and the joy, the feeling of freedom, and positive emotions they experience will remain.



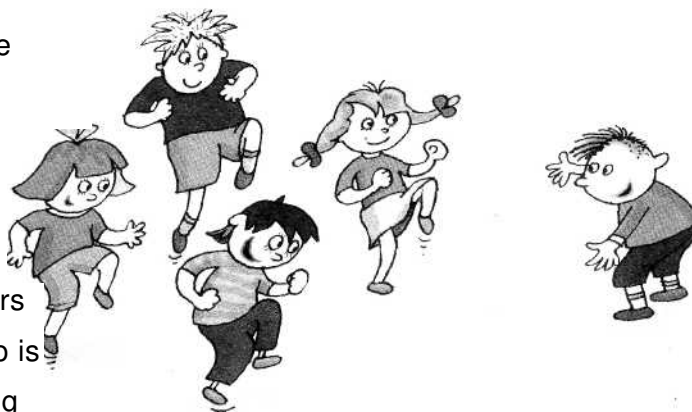
POWER GAMES

Game CATCH THE FISH

- *You will need* a rather big room or a place outdoors (by the river, lake or on a field).
- An unlimited number of children can *play*.

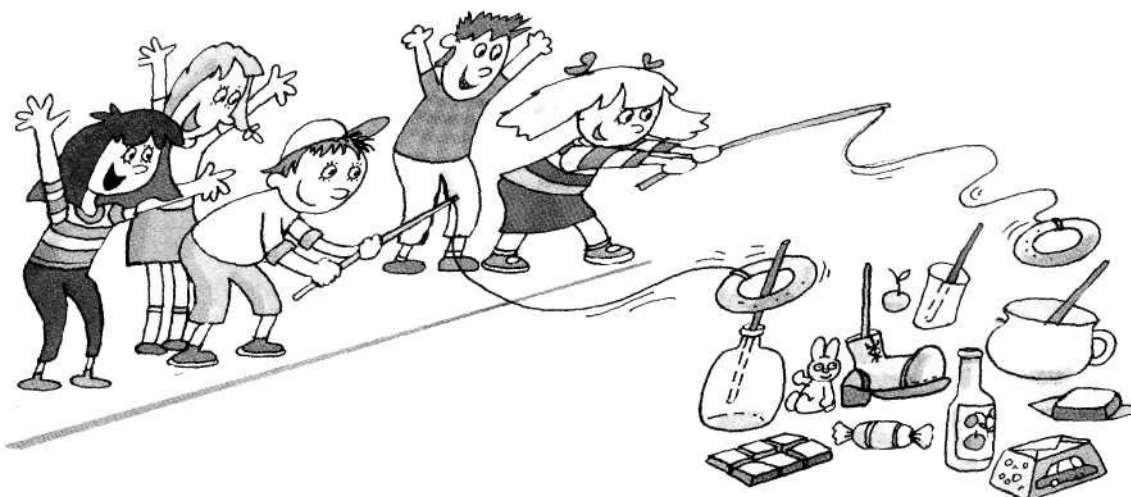
Before starting the game, mark limits of the playground that is approx. 5 meters long and 5 meters wide. Count out, who is going to be the fisherman. The remaining

children will be fish. The fisherman stands on one side of the playground, and fish – on the other. Fish shout: "Fisherman, fisherman, catch us! Will you?" The fisherman replies: "I will catch you, sure will do, if you jump on one leg, will you?" (Each time the fisherman must think of a new way of moving: jumping, crawling, walking backwards, etc.). Fish tries to get to the other end of the playground in the specified way, and the fisherman tries to catch it – touch with his hand. Caught fish helps the fisherman to catch other fish. The game is over when all fish is caught. Then a new fisherman is chosen.



Splint into teams and "fish" some attractive prizes or some forfeits collected during any previous game. "Fish" as follows:

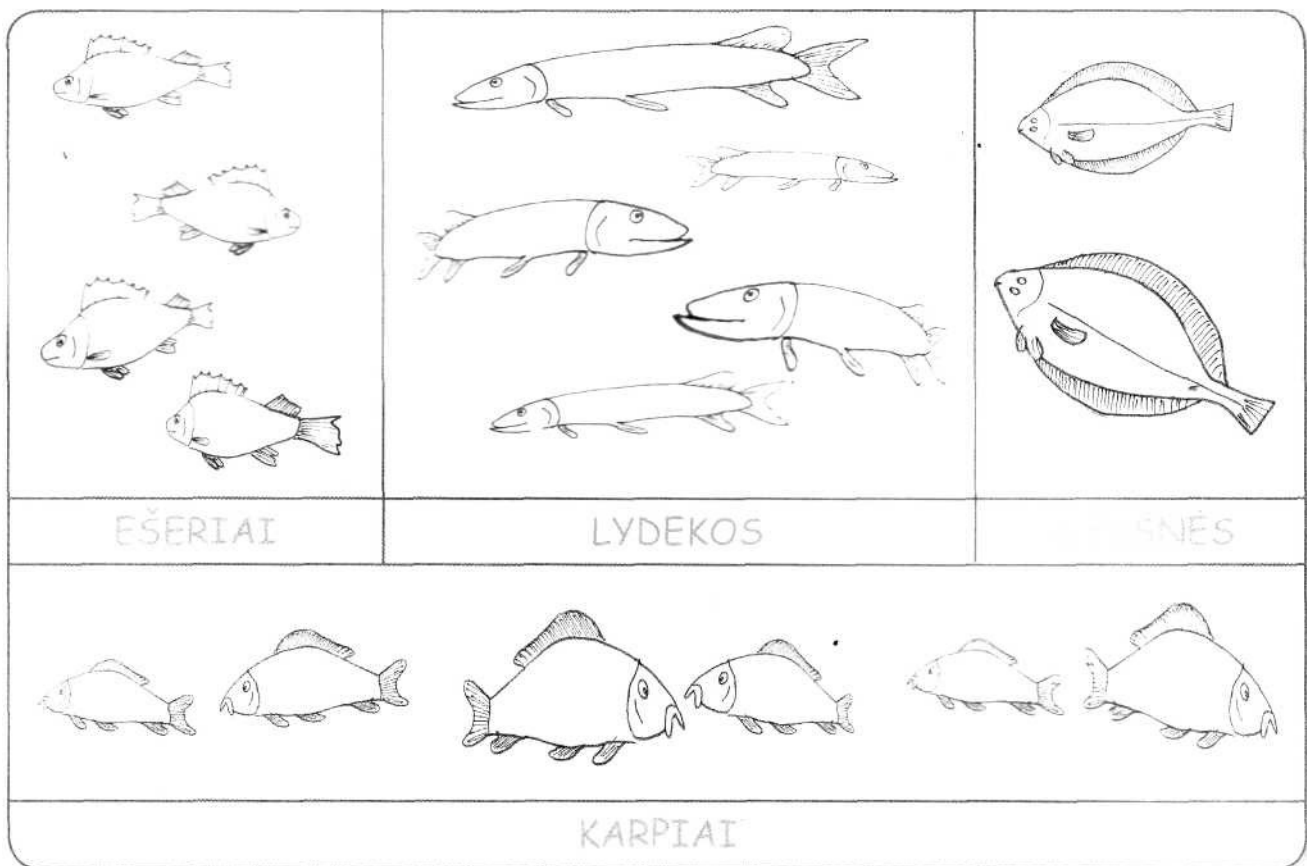
- Attach a wooden or metal curtain ring to each rod string;
- Place bottles or other items grasped from the bottom of a rivulet (having placed a stick in each of them) so that they can be reached with the rod string;
- Place prizes and forfeits nearby such items;
- You have to "catch the fish", i.e. throw the ring of the rod on the stick.



Play this game that develops quickness and agility as often as possible and, if possible, in the open air: in a courtyard, on a field, by the river. Children should get the chance to spree without being afraid to bruise or tumble or break something. Free, unrestricted spree, frolic develops creativity and the freedom of expression in children.

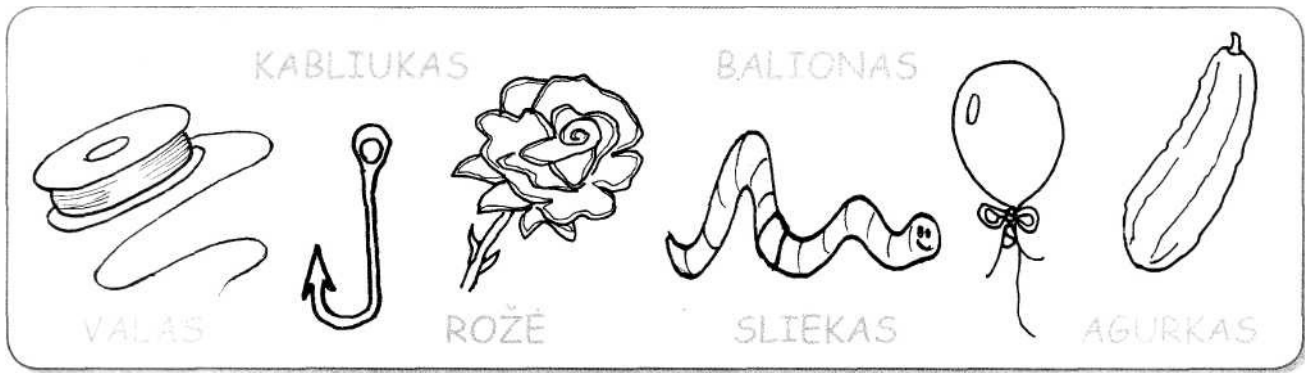
SIGN GAMES

Colour 2 pikes, 4 carps, and 3 perches.



Together with adults, browse the website of the sea museum, get to know the variety of water dwellers.

Do you think that any of the items below can be used for fishing? Colour the items that are not necessary for fishing.

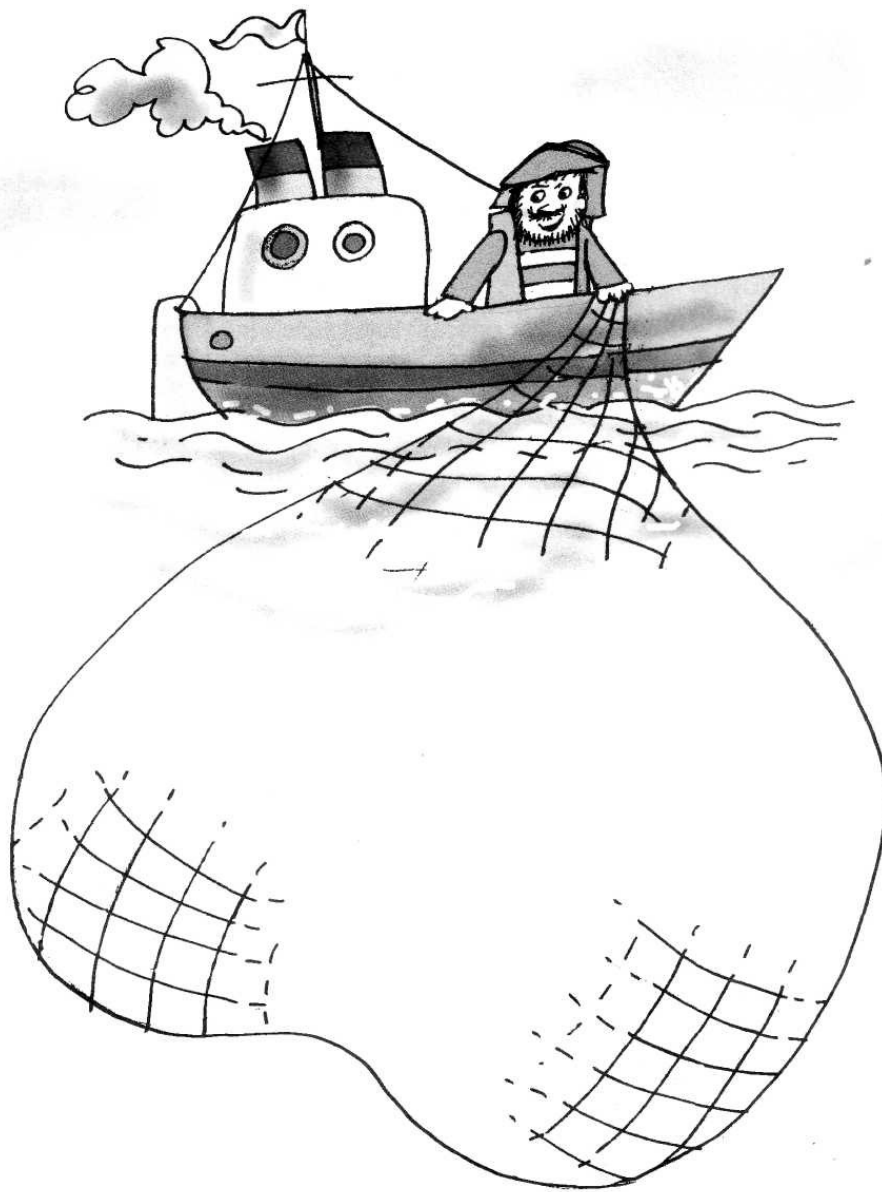


Listen to the following works: “Beautiful Panama” by Janosz, “Little Fish” by Leila Berg, “Where does the Sea Star come from?” by Donald Bisset, “Mermaid” by Hans Christian Andersen, “How the Iron Frog and Titas were counting Stars” by Leonardas Gutauskas, and Lithuanian fairy-tale “Eglė, the Queen of Grass Snakes”.

When developing the theme, do not forget that the underwater world is unknown to children, seems mysterious and frightening.

BEAUTY GAMES

Complete drawing the eyes of the nettle.



Develop the topic: offer children to listen to songs about water, play an improvised fishing scene, etc. or simply go with them to the river and let children throw small stones into the water. Induce children to try imagining the colours of water: draw the water of a

rivulet, a lake or a sea, waves of different forms. Offer children to imitate sounds of a running rivulet, river or noises of stormy sea, rain.

Aspects of Use/ Methodical Instructions

1. Carry out lasting observations of children in order to determine the ways of cognition.
2. Get the closest environment of the child (family) involved in the process of cognition of the child.
2. Develop or use already developed tasks intended for teaching (learning) the ways of cognition.
3. Constantly analyse up-to-date methodical literature on the issues of the ways of cognition.

Period

During the entire pedagogical career.

Tools & Aids

Natural items, audio-visual aids.

Technical–Information Tools:

Audio–video facilities (DVD, camera, tape recorder).

Other instructions: record the results of carried out observations in the children cognition journal, do not try to classify children according to the one dominating way of cognition.

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