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**PRESCHOOL EDUCATION IN FOREIGN COUNTRIES: THEORY AND  
PRACTICE**

*Handbook for students of higher education institutions*

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The handbook covers the main tasks and content of the leading conceptual, basic and variable program documents on current issues of theory, general cultural development, world achievements in pedagogy, which ensure integration of the national education system into the world and European area. The systematic coverage of the results of analysis of the source base of education systems of different countries was conducted in order to identify global patterns and trends in education and take into account their specifics in domestic pedagogy. The foundations of modern and perspective development of domestic preschool education on the basis of the analysis of foreign pedagogical experience achievements are given.

The materials of the handbook cover a wide range of manifestations of various pedagogical trends in education and upbringing of preschool age children and formation of the theoretical approaches of universal, prognostic character in preparation for practical implementation of the acquired knowledge in modern conditions of society development.

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*“Education is a treasure;  
work is the key to it”*

Pierre Boiste

## **PREFACE**

In many countries around the world, much attention is paid to the development of preschool education and improving the process of raising children. One of the driving forces of progress in any field of human activity and knowledge is the synthesis of accumulated world experience. In the context of the education system reforms in our country, the study and analysis of trends in the development of education abroad is becoming increasingly important. It is common knowledge that democratization processes are taking place in the education systems of the world's leading countries. Its essential features, along with accessibility, variability, differentiation, and decentralization of management, are openness, continuity of all its stages. Nowadays, the world community determines the content of new education, the latest learning technologies are developed and implemented, and the educational process is constantly being improved. This is facilitated by many important factors: the growing amount of knowledge, skills and abilities, research into the nature of childhood, the experience of education institutions in different countries.

In order to qualitatively increase the level of professional competence, the future teacher has to master the knowledge and analyze pedagogical systems, creatively transform their potential into the modern educational space of preschool education institution, directing them to social and cultural development of society, as provided by educational-professional program of training education applicants of the first (bachelor) level of higher education in specialty 012 Preschool education.

The course “Preschool education in foreign countries: theory and practice” has a clear professional orientation, occupies one of the leading places among the disciplines of the training cycle.

*The purpose* of teaching the discipline is to expand the scientific and cultural worldview of bachelors, able to ensure integration of the national system of preschool education in the European area.

*Course objectives:*

- to conduct a systematic analysis of the source base of educational systems of foreign countries in order to identify global patterns and trends in education development and take into account their specifics in modern pedagogy;
- to form the ability to deeply comprehend current domestic and international pedagogical issues;
- to acquaint students with achievements of the world pedagogical science and advanced pedagogical experience in the field of preschool education;
- to identify contradictions and trends in modern and future development of domestic preschool education based on the analysis of achievements and shortcomings in foreign pedagogical experience;
- to compare pedagogical ideas and practice of preschool education and formation on its basis of theoretical approaches of universal, prognostic character.

The proposed textbook is compiled in accordance with the current educational program and includes contents, preface, main part, bibliographic description and appendices. The educational material of the main text of the manual is structured into sections, the titles of which correspond to the names of semantic components of the discipline “Preschool education in foreign countries: theory and practice”. In addition to the list of literature required for mastering the topic, self-control questions and a glossary are provided.

The handbook is designed for students majoring in preschool education, it will be also useful to anyone interested in comparative analysis of modern education systems.

**SECTION 1**  
**THEORETICAL FOUNDATIONS OF PRESCHOOL EDUCATION IN**  
**FOREIGN COUNTRIES: A COMPARATIVE ASPECT**  
**TOPIC 1.1. COMPARATIVE PRESCHOOL PEDAGOGY AS A SCIENCE,**  
**ITS PLACE IN THE SYSTEM OF MODERN PEDAGOGICAL**  
**KNOWLEDGE**  
**PLAN**

1. Object, subject and tasks of comparative preschool pedagogy.
2. Methodology and research methods in the field of preschool pedagogy.
3. Connection of preschool pedagogy with other sciences.
4. Implementation of research results in the practice of preschool education.

**1. Object, subject and tasks of comparative preschool pedagogy**

In the conditions of the national education system development in Ukraine and its integration into the European and world education area the analysis of conditions and trends of education development both in Ukraine and the world is needed. Only by comparing the results of this analysis, we can suggest ways to adequately address the problems that arise and predict the most likely ways to develop education. Preschool pedagogy, like school pedagogy, is one of the areas of age pedagogy. It is rightly considered to be an independent branch of scientific and pedagogical knowledge, which studies the process of education and training of preschool age children. The general principles of preschool pedagogy are its subject, features and organization of pedagogical research in the field of preschool pedagogy, development of theory and practice of preschool education, characteristics of the modern system of preschool education. Comparative preschool pedagogy is designed to address these issues.

*Comparative pedagogy* is a branch of pedagogical science. It studies and analyzes similar and distinctive features and trends in the field of education, determines the prospects for their development. The founder of comparative

pedagogy is the French teacher Marc-Antoine Jullien de Paris (1775-1848), who first used the terms “comparative pedagogy” and “comparative education”. The task of comparative pedagogy is the study and comparative analysis of the theory and practice of educational work in different countries, the study and generalization of positive experience<sup>1</sup>.

*Comparative preschool pedagogy* is a discipline in the theory of education, which deals with analysis, comparison and evaluation of educational policy, educational systems in different countries in connection with their political, social and economic life. The search for general and specific in the educational systems of different peoples for preschool education allows finding and interpreting scientifically the educational traditions, systems, enriching the national pedagogical culture through international experience. Since separation of pedagogy from philosophy and its formation as an independent science, it has gradually differentiated. In the past, the system of pedagogical sciences covered independent branches of general pedagogy, preschool and school pedagogy, special pedagogy, history of pedagogy and others<sup>2</sup>.

Recently, new ones have been developed: andragogy (adult education), social pedagogy, pedevtology (science of teachers and pedagogical education), etc. This list includes also comparative pedagogy. It has a similar name to ours in some European countries (Italy, the Netherlands, Poland, Sweden). More common in the world is another version of the name, which corresponds to the English term “Comparative Education” – *educational comparative studies* (USA, Canada, France, Britain, Spain, Germany, etc.).

The discipline “Preschool education in foreign countries: theory and practice” is a component in the system of training applicants for the first (bachelor) level of higher education in the specialty 012 Preschool education.

*The purpose of this course* is to master the key provisions and issues of comparative pedagogy, current areas of change in the content, forms, methods of

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<sup>1</sup> Сбруєва А. А. Порівняльна педагогіка: навч. посібник. 3-є вид. Суми: ВТД «Університетська книга», 2013

<sup>2</sup> Порівняльна педагогіка: методологічні орієнтири українських компаративістів: хрестоматія / авторський колектив. За ред. О. І. Локшиної. 2015, К.: Педагогічна думка. URL: <http://lib.iitta.gov.ua/id/eprint/714839>.

education and training, ways to improve the effectiveness of education in foreign countries and in Ukraine; formation of one's own pedagogical position on the educational process; formation of experience of independent and creative analysis and assessment of socio-pedagogical phenomena and situations; formation of pedagogical thinking, professional self-awareness.

*The main objectives of the course are:*

- formation of professional and pedagogical knowledge about comparative preschool pedagogy as an independent pedagogical discipline and its place in the system of pedagogical sciences;
- disclosure of the object and subject of comparative preschool pedagogy, the specifics of its conceptual and categorical apparatus;
- formation of orientation in theoretical and methodological concepts of foreign and domestic pedagogical education, elucidation of mechanisms of pedagogical reality cognition;
- understanding of information and social changes and the main trends in the development of education in Ukraine and the world, different approaches to organization of the pedagogical process, modern views on the technologies of activity of the subjects of this process;
- formation of the ability to analyze the problems of teacher training in terms of comparative pedagogy;
- development of creative potential, communication skills.

## **2. Methodology and research methods in the field of preschool pedagogy**

Preschool pedagogy, like any science, can develop successfully, constantly adding new facts. Their accumulation, learning and interpretation require a selection of scientifically sound research methods that depend on a set of methodological principles, basic provisions that make grounds for the research and practical transformation of pedagogical systems.

They must be reasonable, generalized and binding. The system of starting points, principles, methods of cognition, transformation of reality forms the methodology of science, which represents the components of scientific research, object, subject, tasks of analysis, the set of research tools needed to solve them, as well as idea of the sequence of actions of the researcher in the process of solving tasks. Given this, the methodology of preschool comparative pedagogy as a science is a set of provisions on pedagogical knowledge and transformation of reality. The basis of the methodology of preschool comparative pedagogy is the doctrine of the structure and functions of pedagogical knowledge; initial, fundamental pedagogical positions (theories, concepts, hypotheses), which have a general scientific content; doctrine of logic and methods of pedagogical research, ways to use the acquired knowledge to improve pedagogical practice. This scheme is correlated with the methodology of pedagogy and its branches that emerge on the intersection of science. Defining provisions on the purpose, structure, functions and methods of scientific-pedagogical research form the methodology of pedagogical research, which provides an objective consideration of pedagogical phenomena in their development and relationship.

*Pedagogical research* is a process of scientific definition, study and analysis of the results of a topical pedagogical problem. Education is an extremely complex process, the final solution of its tasks is almost impossible, which necessitates the constant need for new research<sup>3</sup>. Creative purposeful search for ways to improve education and training of preschool children forms the content of pedagogical research. It is based on the starting points, which are combined into the concept of research – a system of initial theoretical positions, which is the basis of research. In the process of scientific research, the adopted starting points are checked, developed, corrected, and, if necessary, rejected (change or modernization of the concept). Pedagogical research is carried out at the theoretical-methodological and historical-pedagogical levels. The theoretical-methodological level of pedagogical research is

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<sup>3</sup> Староста В. І., Товканець Г. В. Методологія та методи науково-педагогічних досліджень: навчально-методичний посібник. 2015, Мукачево: МДУ.

aimed at analyzing existing and creating new pedagogical theories. The effectiveness of such studies is assessed by the degree of novelty and theoretical significance of the results obtained and their impact on the pedagogy development. Theoretical-methodological level provides solutions to theoretical and methodological problems of teaching and educating children, their effectiveness is associated primarily with the quality of solving specific educational problems. Historical-pedagogical research aims to study specific problems of the history of pedagogy. Its effectiveness is due not only to the novelty of the data discovered by the researcher, but also their prognostic value for the development of science and practice. The effectiveness of the study is assessed by the results of the tasks. The structural elements of scientific-pedagogical research are the choice of the object and subject of research, formulation of its purpose, tasks and hypotheses, choice and application of methods, analysis of results, formulation of conclusions and scientific-practical recommendations.

Pedagogical research is a complex, long process that involves several stages:

*1. Substantiation of the research problem.* To do this, it is necessary to study the theory, the history of the issue, its real state at present. The problem of research reflects the discrepancy between the ideas about the issue and its essence, characterizes the contradiction between the typical state of the phenomenon being studied and the requirements for it. The problem must be relevant; the choice of the object and subject of research is based on the need to study it. Defining a problem requires a special vision based on scientific experience and knowledge. Solving the problem is the goal of the study. Based on the theoretical analysis and the real state of the problem in practice, the researcher identifies specific tasks. The objects of pedagogical research are the elements of the pedagogical system. Unlike a subject, research objects exist independently of the researcher. The subject of research is the part of the object that is directly subject to research. The problem of research is always associated with improving the subject of research, improving its condition in pedagogical practice, deepening theoretical ideas about it. In the organization of the study it is especially important to formulate a hypothesis (scientific assumption), which involves the process and conclusions of the study. This assumption is based on

a preliminary study of the problem. Scientific research is impossible without putting forward and testing hypotheses. The success of the study and its significance largely depend on how fruitful the hypothesis is, whether it reveals patterns or creates preconditions for the construction of the new scientific concepts. The first stage ends with the choice of research methods based on the specifics of the problem and the tasks set by the researcher.

Such tasks may be to study the problem, techniques and operations aimed at achieving the goal of research and solving its tasks. The methods must correspond to the phased study. For example, methods of theoretical research are suitable for the initial stage: selection and elaboration of scientific sources, study of pedagogical practice, etc.

2. *Solving the tasks.* To test the hypothesis, the ascertaining, molding and control methods are used. First of all, the researcher studies the initial state of the pedagogical phenomenon, resorting to ascertaining methods: observation, conversation, study of materials of preschool education institutions, sociometry, experiment. The use of molding methods makes changes in the pedagogical process that the researcher considers necessary to achieve the goal (observation, experiment, conversations, surveys of teachers and parents, studying children's work, testing). With the help of control methods, we can reveal the success of the application of molding methods. To assess the correctness of research, and if necessary, adjust it, the researcher constantly uses monitoring – collection, processing and analysis of information about the progress of the study, its intermediate and final results. The basis of monitoring is the diagnostic system, which provides the necessary set of criteria (generalized indicators).

3. *Theoretical analysis of results, formulation of conclusions and pedagogical recommendations, their implementation in practice.* This stage completes the study. Finding that the hypothesis has not been confirmed, the researcher is forced to put forward a new one and carry out a new study accordingly. The success of the study is evidenced by the use of its results in the theory and practice of preschool education.

Pedagogical research in the field of preschool pedagogy has the following significant features due to its object:

- the child's personality is at the stage of formation, so the study should promote its development;
- since each developing phenomenon is studied in connection with others, it must be studied consistently, taking into account not only the individual parameters, but also their relationship with other aspects of development;
- research of problems of preschool pedagogy, as a rule, is carried out in the conditions of a real pedagogical process;
- parents and teachers should be aware of the study of the peculiarities of upbringing and development of the child.

A necessary condition for the success of pedagogical research is its connection with practice. Its specificity is due to the uneven course of the processes of education and development, the unpredictability of their results. The study aims to obtain comprehensive data on the dynamics of the pedagogical phenomenon in view of the conditions in which it operates. The results of pedagogical research, as a rule, need long-term verification, because they are not detected immediately. Nevertheless, due to such research the most significant innovations in pedagogical practice are proposed and implemented.

Thus, the main criterion for the effectiveness of scientific-pedagogical research is obtaining of a new scientific result, which is a prerequisite for improving the process of education and training of children. Comparative preschool pedagogy is based on descriptive, statistical, historical, sociological, comparative and inductive-deductive research methods. According to the logic of scientific research, research methods are implemented – a set of theoretical and empirical (experience-based) methods, the combination of which provides the best way to study such a complex and multifunctional object as the process of education.

*Methods of pedagogical research* – a set of techniques, operations aimed at studying pedagogical phenomena and solving various scientific-pedagogical problems. Traditionally, methods of pedagogical research are divided into basic

(pedagogical observation, experiment) and auxiliary (analysis of products of activity, conversation, testing, etc.). Using basic methods, we obtain basic data on the upbringing and development of the child, auxiliary – illustrative information. Methods of pedagogical research are classified according to various criteria:

- purpose of research: methods of theoretical search, identification of the ways to improve practice;

- sources of information: methods of studying theoretical sources, analysis of real pedagogical process;

- methods of processing and analysis of research data: methods of qualitative analysis, quantitative processing of material, etc.

For the research in the field of preschool pedagogy, it is important to use methods that help to obtain as much new diverse data on the development and upbringing of the child as possible. By their nature, methods of pedagogical research are divided into theoretical (comparative-historical analysis, modeling methods, methods of causal analysis) and practical (study of the real pedagogical process in natural conditions through observation, conversation, questionnaires, document analysis; study of the pedagogical process in changed conditions during the experiment).

Research begins with statement and justification of the problem. This work is carried out using theoretical research methods, which provides the novelty of the problem, penetration into the patterns of education and development. The use of theoretical methods involves the study of literary sources: state documents on education, historical, pedagogical and scientific literature on related sciences, archival documents, pedagogical periodicals, folklore works. The theoretical research is much more complicated than just studying special literature. It involves constant causal analysis of pedagogical phenomena, comparison, transition from abstract to concrete, generalization, making conclusions. Empirical level of knowledge is required for successful use of all methods<sup>4</sup>.

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<sup>4</sup> Будник О. Б. Порівняльна педагогіка : методичні рекомендації до вивчення курсу. Івано-Франківськ, 2016. 32 с.

This means that theoretical and empirical methods are inextricably linked, in a specific pedagogical study they exist in unity and interaction. Practical methods of pedagogical research include pedagogical observation, pedagogical experiment, conversation, study of the products of the child's activities, sociometry, independent characteristics (pedagogical council), testing, analysis of documents of the educational process, mathematical statistics, modeling, etc.

*Method of pedagogical observations.* It is based on the direct perception of pedagogical phenomena and processes in its entirety and dynamics. Pedagogical observation is a specially organized, purposeful, systematic perception of the object under study in everyday life. The main task of observation is to collect facts, detailed recording of their essential features. Its scientific value lies in the fact that it is a way to obtain research data, because the child, not knowing that it is the object of study, behaves casually, naturally, and the researcher can trace the phenomenon of interest to him in full. Observations are used as a method of scientific pedagogical research for children of any age. However, observation does not allow to quickly collect material, because the researcher cannot provoke the phenomenon that interests him but must wait for him. In addition, the facts under observation are related to many concomitant phenomena: the child must be observed for a long time and repeatedly; when repeated, it is impossible to see exactly the same phenomenon, which makes it impossible to verify previously obtained data. The success of the researcher will depend on how clearly defined are the purpose, object, plan and method of data systematization. When setting a goal, it is first necessary to find out what pedagogical phenomenon will be studied (for example, pedagogical conditions for upbringing independence in junior preschoolers). Depending on the purpose of the study, the object is chosen (child of the appropriate sex and age) and the situations in which observation will be made (for example, in the regime processes – when eating, dressing and undressing). An important aspect is development of a research plan (main and intermediate stages of work), which should cover the entire course of observation, taking into account possible changes in the observed phenomenon (subjective – health, mood, objective – presence in the group of necessary equipment,

sanitation condition of the bathroom, order in the bedroom, etc.). The results will be more objective and reliable with systematic and repeated observations at different times and under different conditions, using different means of recording (video, photography, timing, protocol recordings, etc.) of speech, emotional reactions, behavior and activities. Identified facts should not be recorded in isolation, but together with those that accompany them and may be important for analysis. At the same time, evaluative judgments are inadmissible.

Pedagogical observation can be direct (carried out directly by the researcher) and indirect (carried out by persons working on the researcher's program); continuous (pedagogical phenomenon is observed in the development from its beginning to the end) and discrete (Latin *discretus* – divided, intermittent) – if there is repeated observation of a long process. In order to achieve the desired result, observation must be systematic, objective and long-lasting. These requirements are caused by the fact that each pedagogical situation and each act of the child's behavior is unique, and since the researcher does not interfere in the observed phenomenon, he must refrain from the tendency to focus on typical "average" phenomena. Sometimes the method of self-observation is used in pedagogical research – purposeful fixation of oneself by the object of pedagogical research: thoughts, feelings, state of mind. Its purpose is to find out the depth of the child's self-awareness. It should be borne in mind that a preschool child is easier to draw his own condition than to tell about it.

*Pedagogical experiment.* It is the most common research method in the field of preschool pedagogy. Pedagogical experiment is a comprehensive research method, the essence of which is to study the pedagogical phenomenon in specially created conditions, organized situations. It is extremely important that specially created conditions facilitate the objective detection and analysis of the studied phenomena. Pedagogical experiment is used to:

- establishing cause-and-effect relationships with certain pedagogical influences and achieved results;

- comparison of the effectiveness of two or more options of influences, conditions and the choice of the desired one in view of a certain criterion (efficiency, time spent, resources, etc.);
- identification of the necessary conditions for the implementation of specific tasks by known means;
- study of the peculiarities of a certain process in the new conditions<sup>5</sup>.

Unlike other research methods, the pedagogical experiment makes it possible to single out the phenomenon being studied; purposefully change the conditions of pedagogical influence on children; promptly collect a lot of factual material; to repeat certain pedagogical phenomena in approximately the same conditions. With its help facts are obtained and at the same time pedagogical phenomena are transformed. An experiment is a more objective method of research than observation, because its methodology contains clear criteria for capturing and processing data. However, it needs longer and more thorough preparation. Much simpler is an analysis of the protocol of an experiment, because it is built in accordance with the specified method of sequence.

Analysis of pedagogical facts and phenomena can be expressed in digital terms. However, sometimes during the experiment the child may behave unnaturally, which does not allow to form a holistic view of his personality. Depending on the tasks and conditions, there are natural experiments (carried out within the pedagogical process and is common) and laboratory (occurs in specially created conditions). Depending on the time of the pedagogical experiment it can be short and long.

For the purpose of research, there are ascertaining (detection of the state of the studied phenomenon), molding (transformation of the studied phenomenon) and control (analysis of the effectiveness of the proposed system of pedagogical influences) experiments. The effectiveness of the use of experimental methods in pedagogical research depends on the quality of theoretical analysis and study of mass

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<sup>5</sup> Сбруєва А. А. Порівняльна педагогіка: навч. посібник. 2-е вид. Суми: ВТД «Університетська книга», 2004. 320 с.

practice, a clear formulation of the research apparatus: goals, objectives, hypotheses, etc. It is equally important to determine in advance the specific number of experimental objects, the duration of the experiment and ways to obtain the necessary information at each stage. The value of data depends on the thoroughness of the program of experimental work, on its combination with other methods. Taking care of the reliability of experimental data, the researcher must follow the instructions of the experiment, the sequence of tasks, carefully record the characteristics of the reactions of children and educators, be able to establish contact with them, have methods of statistical processing of facts and so on.

*Conversation.* This method is one of the most common in the study of education and training of preschool children. It can be used autonomously or in combination with experiment and observation. For example, studying the child's play interests, the researcher first observes his games, and then conducts a conversation about favorite toys, play partners (first with the child, then with parents, educators). Conversation is a method of obtaining information through verbal communication between the researcher and the child in order to identify facts that characterize his personal manifestations (interests, knowledge, attitudes, etc.). The effectiveness of the conversation as a method of studying the child's personality depends on the researcher's awareness of its purpose, deep consideration of the main and auxiliary issues that should be selected taking into account possible communication options, the availability of necessary material. For example, for a conversation with a child about his awareness of the norm of behavior "You should share with others", you can choose a poem by O. Blahinina "Gift", focusing on the following questions: What toy did the girl have? Was it a pity for her to give the frog to her friend? Why did she give the frog away? Did she do it right or wrong? What would you do if your friend liked your favorite toy? Why? The questions for the conversation should be clear, concise, specific, they should not contain hints. Words with double meaning or incomprehensible to the child should be avoided. The researcher usually memorizes the questions, asking them in a clear order, demanding detailed answers. The conversation is always conducted individually in a separate room. It should not

exceed 10-15 minutes. During a long conversation, the child may get tired and lose interest in it. It is necessary to think in advance about the methods of recording data, the use of technical means (tape recorder, dictaphone).

In the conversation, as in the experiment, the functions of the researcher and the protocolist can be distinguished. The child's answers, his behavior, emotional reactions are recorded in detail in the protocol. It is especially important for the researcher to create a favorable psychological atmosphere in which the child will communicate sincerely, trustingly. At the same time, the recording of information should be invisible so that it does not alarm the child, does not distract his attention from the content of the conversation. An experienced teacher will skillfully maneuver during the conversation, will behave creatively in unpredictable situations.

*Study of the products of the child's activity.* The activities of a preschool child are diverse. They concern various aspects of realization of one's own creative potential, its interaction with the world (environment) and its objects, communication with peers, adults. Typically, researchers analyze the products of pictorial and constructive activities of the child (drawings, applications, modeling, three-dimensional images, constructions), musical activities (performance and creativity in songs, playing musical instruments), speech and creative activities (creative stories, retelling literary works, composing fairy tales, etc.). This method is traditionally used in the study of individual characteristics of children, their interests and inclinations, attitudes to productive activities. Analysis of the products of the child's activities is often an element of other research methods, including experiment.

For example, when studying the pedagogical conditions of formation and development of interest in painting, the child, depending on the direction of interest, creates drawings, which are then evaluated by various criteria. As with other methods of pedagogical research, before studying the products of the child's activities should be considered in advance its purpose: for example, to study the attitude of preschool children to adults and peers, which is manifested in their drawings, stories and so on. The same conditions are created for all children of the experimental group (same materials: paper, paints, pencils; a secluded place and a certain time for independent

activity). Product evaluation criteria are developed according to the purpose of the study, such as evaluating the choice of color, pattern composition, and so on. Using the method of studying the products of activity allows the researcher to gather in a short time a rich factual material that characterizes the peculiarities of the worldview, emotional states, style of self-realization of a child or group of children. Repeating it many times, the researcher will come to objective conclusions about the regularity of the data obtained, the naturalness of the manifestations of the child's condition.

However, despite the undeniable effectiveness of this method, its use is subject to certain limitations: it is suitable at the stage of mastering certain activities of the child. Data analysis sometimes requires specially designed schemes, which depends on the researcher's ability to identify all the pedagogical features of the created product. The researcher does not always manage to avoid subjectivism, for example, when assessing the originality of a child's work.

*Sociometry.* Sociometric methods are widely used to analyze relationships in the team based on surveys or observation of children's behavior. Sociometry (Latin *societas* – society and Greek *metreo* – measure) is a method of studying the characteristics of interpersonal relationships in small groups. The main measuring technique of sociometry is the question, answering which, the child shows his attitude to others.

The results are entered in the sociogram – a graph on which the arrows indicate the election of group members, or in the socio-matrix – a table that records the number of elections received by each member of the group. For example, to study group differentiation, each child is asked to determine who he or she wants to play with first; with whom, if the child chosen first is absent from kindergarten or engaged in other business; with whom, if both are absent. The positive status found in this way characterizes the child's leading position in the group, and the negative – its unpopularity in the team.

*Interviews and questionnaires.* These methods are used when it is necessary to study ideas about raising a child, researching the problems of family upbringing. The basis of an interview (meeting, conversation) – an oral interview – is a normal

conversation. However, in the interview, the roles of the interlocutors are clearly defined, standardized, and the goals are set by the program and objectives of a particular pedagogical study. Its specificity lies in the dependence of the received information on the peculiarities of communication (trust, openness, mutual understanding) of the interviewer with the respondent. As the content of the conversation (interview) involves in-depth and comprehensive analysis, it must be carefully recorded. To record the interview data, a verbatim recording, a memory recording, a mechanical sound recording (tape recorder, dictaphone) are used. The questions used during the interview can be direct (require a simple answer), indirect (involve the consent of the respondent to formulate a particular question), open (do not limit the way to answer it, for example: “What methods of upbringing discipline do you use?”) and closed (limiting the respondent pre-formulated answer options, one of which he must choose). These types of questions are also used during the questionnaire (French enquete – questionnaire) – written survey. The reliability of the survey data is checked by re-interviewing the same persons according to the previous procedure (allows to assess the stability of information), as well as checking the survey data by other methods – third party surveys, observation, document analysis. The information obtained during the interviews and questionnaires is supplemented by data from other methods.

The questionnaire can also be used as a means of measuring rating (English – rating, grade, category) – to determine the popularity, credibility of an individual, group, organization, their plans, programs and so on. The answers in the assessment process are arranged in ascending or descending order (for example: “Who in your family has the greatest influence on the child? Who does the child listen to when he is absent? When both are not there? What are other people who do not live with you but have an impact on the child?”).

*Method of independent characteristics (pedagogical council).* The peculiarity of this method is to obtain information about the child from various sources (from educators, kindergarten teachers, mothers, fathers, grandmothers, etc.). It is useful to

apply it to find out, for example, the level of upbringing of the child. The objectivity of the sources from which the information was obtained should be taken into account.

*Pedagogical diagnostics.* The use of scientifically sound diagnostic methods allows to assess the level of personal and intellectual development of the child, his readiness for school, effectiveness of his education and upbringing. The main method of pedagogical diagnostics is testing – a method of evaluation that uses standardized questions and tasks that have a certain scale of values. It differs from other research methods by accuracy, accessibility, and the possibility of automation.

The testing process includes the choice of test (depending on the purpose of testing and its reliability), testing (determined by the instructions), interpretation of results (determined by a system of theoretical predictions about the subject of testing). Testing data is not a basis for a negative assessment of the personality. Recently, pedagogical diagnostics has separated from psychological diagnostics and can use its data (they should be obtained only by a specialist – a psychologist-practitioner)<sup>6</sup>.

In the pedagogical practice of preschool education are widely used tests of basic skills (reading, writing, basic arithmetic operations), tests to diagnose the level of learning (identifying the degree of acquisition of knowledge and skills in all sections of the curriculum). Analysis of diaries of parents and educators, plans of educational work, other documents of the educational process. Their value lies primarily in objectivity, as they are not created specifically for study, but are the product of the pedagogical process. The data of these documents help to establish causal relationships and interdependencies of the studied phenomena.

*Methods of mathematical statistics.* They are used for quantitative analysis of the obtained material and processing of experimental data. They help to establish a qualitative relationship between the phenomena being studied, evaluate the results of the experiment, increase the reliability of conclusions, are the factual basis of theoretical generalizations. Statistical methods are used in the processing of large

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<sup>6</sup> Хриков С. М. Аналіз стану дослідженості наукової проблеми у галузі порівняльної педагогіки. Український педагогічний журнал, № 4, 2015, с. 57-64.

data sets to determine the average values of the obtained indicators by calculations according to the appropriate formulas, reference tables. The results of the study are presented in the form of graphs, charts, tables.

*Method of modeling.* The essence of this method is to simulate the actual existing pedagogical system by creating special models, which reproduce the principles of its organization and work. Many models belong to the didactic phenomena used in didactics to optimize the structure of educational material, improve planning of the educational process, management of children's cognitive activity and educational process, as well as diagnostics, forecasting, learning design. The main advantage of modeling is its integrity, syntheticity, versatility of information. The depth and reliability of any pedagogical research are determined by the integrated use of its various methods. Their particular combination depends on the specifics of the object, the purpose and objectives of the study, the qualifications of the researcher and the material and technical base.

*The value of advanced pedagogical experience.* An important source of scientific pedagogy is the best pedagogical experience, which is separated from the mass practice of educating preschool children, and is the most effective at a particular stage in solving problems of education and training, is characterized by novelty of content, methods, forms. The main criteria of advanced pedagogical experience include relevance, novelty, effectiveness, rationality, stability, viability. The relevance of pedagogical experience is determined by its compliance with the most important problems of teaching and upbringing at a certain stage. Evidence of its novelty can be a scientific discovery, rationalization of certain aspects of teaching and so on. It is evaluated by comparison with what is already known in theory and practice. The effectiveness of pedagogical experience is claimed on the basis of increasing the level of children's development in the process of its use. The rationality of spending time, effort, resources is a sign associated with overcoming the overload of educators and students. Advanced pedagogical experience provides high results achieved by rational intensification of efforts, resources, use of time. If

the experience is used for a long time in the activities of other teachers, it is assessed as stable.

The possibility of its creative imitation by other teachers is evidence of the prospects of experience. Advanced pedagogical experience of the highest level, generated by a new pedagogical idea, is called innovative. It can be research (the use of experimental search and obtaining original data at the level of discovery) and innovation (improving the practice of teaching and upbringing through the use of creative ideas).

For example, the creative search for innovative teachers (V. Sukhomlinsky, V. Shatalov, E. Iliin, S. Lysenkova, S. Amonashvili, I. Volkov, M. Shchetinin) provided justification for the theory and methods of cooperation pedagogy. The innovative experience of L. Bludova and N. Dernovych, heads of preschool education institutions, is summarized in the author's programs "Creating conditions for the natural development of children in the system of preschool education" and "Ladky". The author's method of L. Shulha on the development of artistic abilities of preschool children and the program on physical education of M. Yefymenko are very popular. Equally important is the exemplary (reproductive) pedagogical experience, which is based on existing provisions.

Depending on the author or bearer of experience (individual teacher, group of educators, methodological association of employees of preschool education institutions of the district, city, region) it can be classified as collective, group or individual. The advanced pedagogical experience stimulates teachers' creative search, promotes development of their skills, pedagogical abilities, influences development of pedagogical science as a source of setting new actual scientific tasks. At the same time, it is a database for research, a means of verifying the value of their results for the practice of raising and educating children.

### **3. Connection of preschool pedagogy with other sciences**

The social role of comparative pedagogy is that the new knowledge gained by it acts as one of the leading components of the theoretical basis of educational policy and is widely used by specialists in other scientific fields. As a theoretical and scientific discipline, preschool pedagogy in foreign countries scientifically substantiates projects and forecasts development of domestic theory and practice of teaching and upbringing of the individual, taking into account the tasks at the state level and national specifics. Comparative pedagogy is of great practical importance in periods of intensive reforming of education, revealing ways to take into account and specifically transform the most important global patterns and trends in modern education in different countries. As a discipline, comparative pedagogy plays an important role in the training of future teachers: expanding the scientific and cultural worldview; growth of professional erudition and competence; strengthening pedagogical views and beliefs; development of intellectual skills to analyze, compare, summarize facts, events, processes; deep understanding of current domestic and international pedagogical problems.

There are different approaches to the definition of “comparative pedagogy”. According to the French comparativist H. Van Daele, “comparative pedagogy is an interdisciplinary component of pedagogical science that studies pedagogical phenomena and facts in relation to social, political, economic and cultural context in their comparison on the principles of similarity and difference in two or more regions, continents or in general in the world dimension in order to understand the unique features of their own education system and to establish general or universal laws (facts) as valuable and useful for this system in order to improve it.

Comparative preschool pedagogy is closely related to philosophy, psychology, economics, law, sociology and other disciplines. This connection can be traced in different directions.

First – the commonality of objects (concepts, patterns, criteria, methods), (psychology, sociology, anatomy, etc.).

Second – interaction, integration of pedagogy and other sciences (economics, law, etc.).

Third – comparative pedagogy is based on the ideas of other sciences; uses their methods and research results, etc. (philosophy, history, sociology, etc.).

Comparative preschool pedagogy, like every other science, in its development is based on related fields, which allows for a deeper understanding of pedagogical phenomena and processes. The connection and interaction of sciences reflect objective interrelation of the phenomena, the dialectical unity of the world. Each science studies a certain group of phenomena, but because they intertwine and interact with others, the sciences that study them also interact. Cooperation of preschool pedagogy with other sciences takes place in the following forms:

- use of leading theoretical positions and generalizing conclusions of other sciences (for example, philosophical ideas play a methodological role in the study of pedagogical phenomena);

- creative borrowing of research methods of other sciences, in particular psychology, in the organization of the experiment, observation of the behavior and activities of children;

- use of specific results of research in psychology, physiology of higher nervous activity and other sciences;

- direct participation in complex human research. Over the centuries, pedagogical thought has developed in the bosom of philosophy<sup>7</sup>.

This was a general trend in the early stages of human knowledge of various phenomena of the world, which belonged to the only comprehensive science of philosophical nature. Subsequently, scientific knowledge was differentiated, its separate branches were formed.

After the separation of pedagogy into an independent science (17<sup>th</sup> century), the general nature and direction of pedagogical ideas and theories was determined by philosophical concepts, and justification of the purpose of education – philosophy of education. Philosophy considers education as a necessary condition for the

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<sup>7</sup> Хриков С.М. Методологія педагогічного дослідження: монографія. 2017, X.: ФОП Панов А. М.

socialization of the individual, a socially conditioned process. He is entrusted with the functions of preservation, reproduction and development of culture, ensuring the historical process of generational change, formation of the personality.

*Modern preschool pedagogy in its search uses the methodological provisions of philosophy:*

1. On education as a socio-cultural phenomenon. Philosophy of education corresponds to a certain historical stage of society development. The full realization of the functions of education depends on the stability, civilization of society; it pays attention to the problems of child protection, development of education and culture. Culture is especially important for education. It is not just about general literacy, compulsory secondary education, but about the continuous process of orienting generations to universal values: conscience, goodness, justice, mercy, human dignity, spirituality, etc. Modern philosophy of education directs pedagogy to the education of children in the spirit of national culture and universal morality. Transition from ideology to culture, a new look at the essence of the relationship “man – world” involve a focus on culturological ways of learning socio-cultural phenomena, man; indicate reorientation of significant characteristics of the individual, movement of social needs from “knowledgeable man” to “man of culture”.

Culture is a systems-forming element of a holistic worldview. Therefore, upbringing of a man of culture involves development of a holistic picture of the world. A man of culture is a humane person, because culture is a humanistic, creative person-forming phenomenon. It consists in concretization of the universal values in relation to each person, whose activity is at the same time a product, creator, main source of culture. Education in this context is a cultural process carried out in a culturally appropriate pedagogical environment, serves a person who is free to express his individuality, ability to cultural self-development and self-determination in the world of cultural values.

2. On the humanistic priorities of education. Modern general theoretical problems of pedagogy are related to the philosophical view of the individual as the highest value of society, the subject of historical and cultural development. In

pedagogy, this is reflected in the principle of humanization of education – humanization of educational relations, recognition of the value of the child as a person, his rights to social protection, happiness, development of abilities, individuality.

Humanization of education is associated with actualization of the following main functions:

- involvement of educators and children in the values of the spiritual culture of their people, humanity, education on this basis of spirituality and morality;
- social protection of the rights and dignity of the child, providing conditions for the full development of his physical, mental and creative abilities;
- help the child in his self-determination.

Humanistic values must become decisive in pedagogical activities, without focusing on them it is impossible to achieve the main goal of education, designed to help the child in his personal self-affirmation.

3. On the value nature of pedagogical reality. Philosophy substantiates education in the light of axiological (value) approach, according to which a person is constantly in search of meanings of what is happening around him and with him, and the process of education is based on the axiological nature of the pedagogical sphere. Of course, the teacher does not solve the main problems of human existence, but in the process of education, he always participates in solving them primarily for himself – achieving a certain goal, as well as for the child – forming his value orientations. During education, the value orientations of the educator and the pupil interact.

The axiological approach is inherent in humanistic pedagogy. As the basis of the new philosophy of education, the methodology of modern pedagogy, axiology makes it possible to determine the value content of humanistic education.

Thus, the general purpose of education, from the point of view of modern philosophy, is formation of a holistic, humane personality, focused on the reproduction of the values of national and universal culture. The main content of humanistic education is to focus on the development needs of each child, his interests, inclinations, to ensure the individual's activity in the development of the

world, the cultural values of his people and humanity. The purpose and objectives of aesthetic, moral, mental education of children specify such areas of philosophical knowledge as: aesthetics – the science of a value attitude of man to the world, artistic activity of people; ethics – the science of the nature of morality and its place in social relations; theory of cognition – the science of the laws of cognition by the individual of the world and himself in the world; philosophical anthropology – the science of the essence of man, his place in nature and society.

Preschool pedagogy is closely connected with all human sciences. It is particularly interested in psychological sciences (child, pedagogical, social psychology). Data of child psychology allow it to understand the child's behavior, the peculiarities of the development of his personality, interests and needs, help to correctly identify natural inclinations and develop his abilities. Focusing on the problems of raising a child, preschool pedagogy tries to find answers to the question "how?", and child psychology – to the question "why?". For example, one of the tasks of preschool pedagogy is to bring up a child's social competence in his interaction with other people, and child psychology finds out why this tool is accepted (because social qualities are formed by including an adult in the picture of child development). Successful pedagogical interaction in the process of education is ensured by knowledge and use of the laws of pedagogical psychology, as a result of which the teacher avoids many mistakes in teaching and upbringing.

He achieves this by designing probable ways of development of the child's personality, the correct organization of his own activities in education, adjusting pedagogical influences. In ensuring socialization of the individual, preschool pedagogy uses the potential of sociology – the science of society, the impact of the social environment on man, demography – the science of population, determining with them the patterns of influence on the emerging personality of various social institutions. Culturology, history, and ethnography are important methodological and informational sources in teaching and upbringing of preschoolers. Since in the nearest future the child will have to study mathematics, physics, chemistry, history,

geography, literature, art, preschool pedagogy, taking into account this determines the content of preschool education.

In the organization of environmental education, it uses data from ecology and biology. Preschool pedagogy is based on knowledge of age anatomy and physiology as a natural science basis. Peculiarities of development of higher nervous activity, all body systems in the period of preschool childhood determine the tasks and methods of educational work, features of children's life in different periods of preschool age, requirements for equipment of material environment in preschool education institutions.

The data of genetics – the science of heredity – help to consider in education such a biological factor of child development as heredity, to justify programs for diagnostics and education of gifted children. Preschool pedagogy actively interacts with medical sciences, especially with pediatrics and hygiene, which reveal the causes of children's diseases, means of their prevention and treatment.

Psychosomatics, which studies the influence of psychological factors on the occurrence of somatic (physical) diseases, proves that most of them are the result of improper forms of interaction between adults (parents, educators, teachers) and children. Child psychotherapy helps to maximize the therapeutic effect of mental factors on the child, because many children with neurosis need not so much treatment as formation of correct ethical attitudes, the ability to control their behavior, adequate self-esteem. In the interaction of pedagogy and economics, the field of knowledge stood out – the economics of education, which studies the specifics of economic laws in the field of education.

The problem of economic principles of organization and management of the system of preschool institutions is important for preschool pedagogy. At the same time, preschool pedagogy has a significant impact on other sciences. For example, psychologists argue that without pedagogy, psychology loses its subject matter, and the pediatrician cannot do without the use of pedagogical influence through persuasion and suggestion. It is important for specialists in various fields of knowledge and activities that deal with children to know the peculiarities of their play

activities, methods of organizing communication with them. Borrowing and creatively interpreting the data of other sciences, preschool pedagogy develops as an independent field of knowledge that has a specific subject of study and its own methods. Thus, using the data of related sciences as one of the sources of its development, it cooperates with them in the comprehensive study of the child.

#### **4. Implementation of research results in the practice of preschool education**

Education and training in changing social conditions involves continuous improvement of the educational programs of preschool education institutions. To ensure this, a solid scientific and pedagogical basis, a well-thought-out system of interaction between pedagogical theory and practice is needed. From this point of view, it is important for the science as early as possible to identify new needs for pedagogical practice and find effective ways to meet them, and for scientific discoveries to reach quickly education institutions, especially teachers.

The main condition for the unity of pedagogical science and practice is the desire to learn as deeply as possible, to creatively change pedagogical phenomena. It is not enough for a teacher to simply replenish theoretical knowledge, he must be able to implement the results of scientific research in everyday activities. Undoubtedly, science cannot give exact recipes for each specific case, because, as K. Ushynskiy noted, it is impossible to transfer experience, only the opinion derived from the experience is transmitted. Implementation of research results in practice is a purposeful process that ensures organization of pedagogical activities on the basis of scientific laws, conclusions and recommendations. It provides special training for the use of results in practice, acquainting them with preschool education professionals, teaching them how to implement scientific recommendations and assisting them in this, analysis of the results of the use of scientific data in practice.

The structural elements of the research process are the purpose, means and results of implementation. The overall goal is to purposefully transform existing practices into desirable ones. Means of implementation are various activities

(scientific and methodological seminars, lectures, demonstration of author's methods and forms of work, etc.). The results of implementation are determined on the basis of the child's development, changes in the educational process. Introduction of scientific ideas into the pedagogical practice covers *such stages*:

- initial (availability of common for theory and practice methodological foundations of education and training);

- main (creation on the basis of previously obtained conclusions of normative, methodological materials that determine the teacher's activities: programs, manuals, etc.);

- final (development of documents that reflect the general principles of education and training, their individual methodological provisions, take into account regulatory requirements for the activities of the teacher).

For the effective interaction of pedagogical theory and practice, it is not enough for educators to know the methods and techniques of education. It is necessary that they master their theoretical foundations, realize their innovative nature. This is important for pedagogy at all times, and especially at the turn of civilization. In today's world, the dominant civilizational trend of which is formation of post-industrial, information societies with all socio-economic, spiritual and other benefits and risks, special relevance receives the problem of pedagogical innovation – creation, development and use of pedagogical novations. According to experts, a distinction should be made between novation – the new itself (method, methodology, technology, program, etc.) and innovation – the process of mastering the new. Innovation is a purposeful change that introduces new stable elements (novations) that determine transition of the system from one state to another.

In pedagogical interpretation, innovation means novation in the pedagogical system, which improves the course and results of the educational process. New in pedagogy is not only ideas, approaches, methods, technologies that have not yet emerged or been used, but also a set of elements of the pedagogical process that embody a progressive principle that allows in changing conditions and situations to solve effectively educational problems and teaching children. The progressiveness of

the new pedagogical tool can be assessed only by the results of its development. This does not mean that in order to find out the effectiveness of innovation, a preschool institution must necessarily test it itself. The process of mastering the new involves the study of the experience of its use by others, predictive analysis, imaginary experimentation<sup>8</sup>.

*Pedagogical novation* has technological (related to the specifics of its use) and personal aspects (allows teachers to realize their individual qualities – professional competence, friendliness, emotionality, etc. – to influence the effectiveness of its development). The novelty of any tool is relative in both personal and historical dimensions: what is new to one teacher may be familiar to another. It is always concrete-historical: being born at a certain time, progressively solving the problem of concrete-historical stage, innovation can quickly become a norm common in mass practice, or become obsolete, become a brake on development.

In pedagogy there are absolute novelty (fundamentally unknown innovation, lack of analogues and prototypes), relative novelty (partial, conditional, local), pseudo novelty (the desire to do not so much better than otherwise), inventive trifles. Innovations in preschool education include: a combination of innovative and existing programs of education and training in preschool education institution; coordination of different pedagogical concepts; ensuring compliance of new types of education institutions with the growing demands of parents; application of new methodological developments; training of teachers-innovators. Close cooperation between scientists and teachers-practitioners is an important condition for the successful development of preschool pedagogy. Thus, educators of preschool education institutions, having the basic methods of pedagogical research, have the opportunity to more purposefully study and analyze their experience and the experience of teachers in foreign countries.

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<sup>8</sup> Сухомлинська О. В. Зарубіжний педагогічний досвід в Україні в 20-і роки. Рідна шк. 1992. № 2. С. 3-7.

### **Questions for self-preparation:**

1. Give definitions of the concepts “comparative pedagogy” and “preschool comparative pedagogy”. Get acquainted with the sources in which the definition of the basic concepts of the topic is given. Identify the object, subject and tasks of comparative preschool pedagogy.

2. Describe methodological approaches used in modern pedagogical research. Justify and identify the methods used in the field of preschool pedagogy. Describe the theoretical and empirical methods, search for periodicals that publish research in the field of preschool education.

3. Find out and name the sciences that are related to preschool pedagogy. Describe related sciences. Justify the answer.

4. Name the stages of implementation of scientific ideas in pedagogical practice. What is their essence? Compare the concepts “novation” and “innovation”. Explain the specifics of their formation.

**TOPIC 1.2. ESTABLISHMENT OF PRESCHOOL COMPARATIVE  
PEDAGOGY AS A SCIENCE  
PLAN**

1. The main historical periods of development of comparative and comparative preschool pedagogy.
2. Historical outline of the formation of comparative, including preschool pedagogy.
3. Establishment of preschool education in Ukraine.
4. Development of domestic preschool pedagogy in the second half of the 21<sup>st</sup> century.

**1. The main historical periods of development of comparative and comparative preschool pedagogy**

Periodization of comparative pedagogy development as a field of scientific knowledge has been studied by foreign and domestic scientists: J. Bereday, W. Brickman, S. B. Robinson, J. Shriver and B. Holmes, D. N. Wilson, B. L. Wolfson, Z. A. Malkova, L. P. Pukhovska, A. A. Sbruieva, O. S. Tsokur, Z. N. Kurland.

Taking into account the views of these scholars and current trends in the development of pedagogical comparative studies, we can distinguish five historical periods.

*The first period* – classical (according to W. Brickman – prehistoric) – from ancient times to the 21<sup>st</sup> century. Interest in the upbringing of the younger generation in foreign countries has been manifested since ancient times, namely:

– the ancient Greek historian Herodotus spoke about upbringing in Babylon and Egypt; the ancient Greek writer and historian Plutarch, the author of Comparative Biographies, spoke of upbringing of Athenian and Spartan children; the ancient Roman historian Tacitus in his essay “Germany” noted the peculiarities of upbringing of the ancient Germans; the ancient Greek philosopher Plato used the method of

comparative analysis to characterize the features of physical education in Spartan (aimed at development of gross physical strength) and Athenian (aimed at achieving harmony of all human forces) education systems, which he was a supporter; the ancient Greek writer and historian Xenophon, the author of Greek History, wrote about the best borrowed means of educating young aristocrats in Persia. However, all these descriptions were part of historical and philosophical works and from these positions the peculiarities of education and upbringing were highlighted.

It was during this period, on the orders of Prince Shokot of Japan, that a diplomatic and academic mission was carried out to neighboring China to study the educational experience development. Therefore, we can assume that formation of Japan's education system was facilitated by the study of foreign experience, including Chinese. The works of French authors also had a significant impact on the development of education in Japan. In the Middle Ages, science was very active in the East, including the Arab world: for example, the treatises of a Tunisian scholar: Abd al-Rahman Ibn Kadun (1332-1406) highlighted the peculiarities of education and upbringing of other peoples. For the most part, they were descriptive literary or philosophical in nature. In Europe at that time the church was the monopolist in education, so national characteristics were not significant, and borrowing the experience of Muslim countries was prohibited<sup>9</sup>. The experience of these countries was declared heretical, although much of the system of knight's education and awareness in the fields of mathematics, medicine, and natural sciences was implemented in the East during the Crusades in Syria, Palestine, and North Africa. During the Great Geographical Discoveries (mid-15<sup>th</sup> – mid-17<sup>th</sup> centuries) there was a certain revival in research. During the Renaissance (14-16<sup>th</sup> centuries) and during the Reformation (16<sup>th</sup> century), the interest in studying the education systems of other countries, which has an international character, increased. In the leading countries, education systems are beginning to take shape at the primary school level. There is a need to make foreign trips of teachers ("pedagogical journeys") in order to study and learn from experience. In the middle of the 17<sup>th</sup> century, the Czech pedagogue Jan

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<sup>9</sup> Галус О. М. Порівняльна педагогіка: навч. посібник. К.: Вища школа, 2006. 215 с.

Amos Comenius (1592–1670) visited England, Sweden, Lithuania, and Hungary, promoting not only his own idea of general education, but also an improved method of learning Latin, the basics of the classroom system, and so on. Comenius in his article “The Way of Light” and the treatise “General Council for the Correction of Human Affairs” developed idea of the international cooperation and mutual assistance in education. In the Slavic-Greek-Latin schools in Ukraine, which started the Ukrainian national tradition of the New Age, there was a creative combination of East Slavic and Western European educational traditions. Proof of this is the study of Greek and Orthodoxy, which were the basis of Byzantine education, combined with the study of Latin and the “seven liberal arts”, typical of Western Europe. However, borrowing foreign experience did not always happen with the good will of the Ukrainian people (Jesuit educational system, Catholicism). Founders of Ukrainian fraternal schools and academies of the 16-18<sup>th</sup> centuries were excellent experts in foreign schools, as they obtained and improved their education in well-known Western European universities and academies. For example, the famous scientist, poet, public and cultural figure of the Ukrainian Renaissance Yurii Kotermak, who went down in history as Yurii Drohobych, received his secondary education in Drohobych and Lviv at the Cathedral School, then studied at the Universities of Cracow and Bologna. In 1478–1482, Kotermak taught astronomy and medicine, and was a rector of the Universities of Bologna and Cracow. On their way home, Ukrainian educators used all the best they had seen abroad in the field of education. Founded in 1632, the Kyiv-Mohyla Academy became the national pride of Ukrainian people. It gained world fame as one of the largest educational and cultural centers in Europe and influenced development of school and pedagogical thought not only in Ukraine but also far beyond its borders.

At the beginning of the 19<sup>th</sup> century, domestic teachers made a pedagogical trip to the Burgdorf Institute named after J. H. Pestalozzi in order to study pedagogical experience. Thus, the result of the first period was awareness of many scientists of the need for the development of a particular field of knowledge – comparative pedagogy.

*The second period* – the period of borrowing (according to J. Bereday), or descriptive period (according to D. Wilson) – lasted during the 19<sup>th</sup> century. It is characterized by the emergence and development of comparative pedagogy as an independent branch of pedagogical knowledge. Late 18<sup>th</sup> – early 19<sup>th</sup> century – an important stage in the evolution of European pedagogical thought, in particular comparative studies. Having gone beyond the borders of individual countries, the Bell-Lancaster system, pedagogy of J. H. Pestalozzi, “Free education” of J.-J. Rousseau, I. Kant’s postulates on moral education and so on received a pan-European resonance.

*The emergence of comparative pedagogy* is associated with publication in 1817 by French scientist Marc-Antoine Jullien de Paris (1775-1848) of “A Sketch and Preliminary View of a Work on Comparative Education”. “A Sketch...” was accidentally found in 1935 in one of the Parisian second-hand shops. The school pedagogical experience of France and Switzerland was analyzed in this work. For the first time in this work the author used the terms “comparative pedagogy”, “comparative education”, defined the purpose, functions of comparative pedagogical research, and outlined some methods of collecting and systematizing certain factual material in different countries. In foreign literature Marc-Antoine Jullien de Paris is considered the founder of comparative pedagogy. He first raised the issue of studying the international experience of education development as a special area of research. The significance of his research is substantiated in P. Rosselo’s doctoral dissertation “Jullien de Paris – the father of comparative pedagogy and the predecessor of the International Bureau of Education”.

Under the comparative pedagogy Marc-Antoine Jullien de Paris understood:

- study of the content and methods of education and upbringing;
- creation of a theory that would be the result of an analytical comparison of educational practices in different countries;

– study of pedagogical experience of different countries in order to create the most rational system of education and upbringing in Europe and the world<sup>10</sup>.

Marc-Antoine Jullien de Paris considered it necessary to organize and analyze the factual material of different countries, to determine ways to systematize it. To obtain reliable data, he compiled a detailed questionnaire containing more than 250 questions from the school diverse activities and suggested it to be sent to European governments to collect quantitative and factual data. The questions concerned duration of classes during the day, the number of months in the school year, the procedure for exams, identification and consideration of individual characteristics of students and so on. Jullien de Paris saw comparative pedagogy as one of the most important means of improving the theory and practice of education, developing a common pedagogical theory for all European countries. He considered it necessary to create an international research body to classify and compare the content and methods of teaching in education institutions in different European countries, as well as an international pedagogical journal. Paris's work on comparative pedagogy did not gain recognition during his lifetime. However, in the 19<sup>th</sup> century, teachers addressed the issue of studying foreign experience of schooling and tried to apply it in practice. The study of such experience took place during pedagogical trips, which were carried out on the initiative of scientists, or during official business trips on behalf of the government.

*Researchers of comparative pedagogy in foreign countries.* In France, the first “pedagogical traveler” was a philosopher, professor at the Sorbonne and a member of the Higher Council of Public Education V. Cousin (1792-1867). On behalf of the government, he traveled to Prussia several times to study the education system. The results of his travels were reports on Prussian education institutions, the content and methods of their activities. In 1865 the outstanding educator J.-M. Baudouin wrote a “Report on the Current State of Primary Education in Belgium, Germany and Switzerland”. In the 80's and 90's of the 19<sup>th</sup> century, E. Dreyfus-Brissac published a 3-volume work “New education: a comparative pedagogical study”.

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<sup>10</sup> Сбруєва А. А. Порівняльна педагогіка: навч. посібник. 3-є вид. Суми: ВТД «Університетська книга», 2013.

In the United States in the 19<sup>th</sup> century, H. Mann (1796-1859) and G. Barnard (1811–1900) made a significant contribution to the study of foreign experience in the development of education. After visiting seven European countries and getting acquainted in detail with their schools, G. Mann wrote a series of reports that had a public resonance and influenced government decisions on the further development of school education. As the head of the Council for Education, he initiated introduction of compulsory free primary education, the practical use of J. H. Pestalozzi's methods in schools.

*Ukrainian researchers of foreign education.* In Ukraine, the systematic study of foreign education systems of that time was initiated by K. D. Ushynsky (1824–1871). In the 50's of the 19<sup>th</sup> century, the teacher translated the materials of the foreign pedagogical press for domestic magazines, and in the 1960s he made a “pedagogical journey” to Western Europe. The result of this trip was writing of some works, including the famous work “On nationality in public education”, which provides detailed descriptions of public education systems in France, Britain, Germany, Switzerland, North America, and reveals the specifics of the organization and activities of education institutions of these countries. K.D. Ushynsky was a supporter of borrowing experience, formation and development of universal values. At the same time, he noted that each nation must go its own way, because a common system of education for all nations does not exist not only in practice but also in theory... Each nation has its own special national education system, and therefore borrowing education systems is impossible. The history and morals of the people the teacher considered the most important sources that determine the special nature of national education. He stressed that the only ideal of perfection for Christian nations is Christianity and Christian morality, which is the basis of universal moral values, which have their own national manifestations in each nation. Comparing the education systems of Western Europe with the domestic one, K. D. Ushynsky recommended introducing a classroom teaching system instead of subject, visual teaching methods, systematic study of the native language as the main subject in public school, teacher training system, systematic training of women and so on.

Elements of comparative analysis of foreign and domestic schools are reflected in the works of a doctor, teacher, public figure M. I. Pyrohov (1810-1881) “University Issue”, “Letters from Heidelberg”. The analysis of foreign experience was not the end of these works, the author focused on the issue of overcoming the crisis of the domestic school.

*The third period* – the first research and creation of an institutional base in the field of comparative pedagogy – early 19<sup>th</sup> century and up to the World War II. Western comparativists J. Bereday, D. N. Wilson and H. Van Daele associate it with the appearance of M. Sadler’s work “How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education” (1900) on creation of organizations engaged in comparative pedagogical research. According to researchers B. L. Wolfson and Z. A. Malkova, transformation of comparative pedagogy into an independent branch of scientific knowledge began in the 20’s of the 20<sup>th</sup> century, which is associated with the processes of its institutionalization.

During this period the first international and national scientific and information organizations and institutions were created, the main functions of which were:

- collection, systematization and generalization of facts and phenomena that reflect development of the theory and practice of education in different countries;
- preparation of reports on the state of education in general and in individual regions and countries;
- establishing links between different pedagogical societies and organizations;
- holding international pedagogical congresses, symposiums, conferences;
- organization of foreign trips of teachers and educators;
- publishing and propaganda activities, editing periodicals.

In the 20-30’s of the 20<sup>th</sup> century, a number of international and national scientific and information organizations and institutions have been established in different countries of the world:

International Accreditation Organization (IAO) in New York; International Institute of Teachers College Education at Columbia University; International Institute for Intellectual Cooperation in Paris and Department of Foreign Pedagogy of

the German Central Institute for Education, International Bureau of Education (IBE) in Geneva (initiated by the famous Swiss teacher E. Klap). The bureau established links between scientific and pedagogical institutions and education departments of different countries; organized international pedagogical conferences, foreign trips of teachers and educators. The IBE, which for many years was headed by the eminent psychologist J. Piaget, published the quarterly “Pedagogical Documentation and Information” and the series “Research and Reviews of Comparative Pedagogy” since 1927, and the “International Yearbook of Education” since 1933<sup>11</sup>.

In 1946, the United Nations Educational, Scientific and Cultural Organization (UNESCO) was established (1945), for which education has always been a priority. Since 1969, the International Bureau of Education has officially become a part of UNESCO. Under his auspices, scientific conferences and seminars on the problems of comparative pedagogy development are still held today. Since the 50's of the 20<sup>th</sup> century the research centers of comparative pedagogy has operated in many countries: the Institute for International Pedagogical Research in Frankfurt am Main (Germany); International Center for Pedagogical Research in Sevres (France); Institute of Comparative Pedagogy in Salzburg (Austria). In addition, the universities of Great Britain, Germany, Japan create departments of comparative pedagogy and national societies.

*Development of methodological and theoretical problems of comparative pedagogy.* Since the 20's of the 20<sup>th</sup> century, development of methodological and theoretical problems of comparative pedagogy by comparative scientists of the leading countries of the world begins. In the USA in 1910 A. Flexner's book “Universities of America, England and Germany” was published, in 1911 – the work of J. Brown “Training of secondary school teachers in Germany and the United States”. Among the most famous works of this period are the works of a pedagogue-theorist I. Kendall “Research in the field of comparative pedagogy” (1933), “A new era in comparative education research” (1955). English comparativist N. Hans is an

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<sup>11</sup> Авшениук Н.М. Огієнко О.І. Модернізація педагогічної освіти в європейському та євроатлантичному освітньому просторі: монографія К.: Педагогічна думка, 2011. 232 с.

author of over 300 publications. In 1929 in London he published a monograph “Principles of Educational Policy”, where he analyzed on the basis of factual material of several countries in comparative terms the most important socio-political issues of education development.

N. Hans considered “The Comparative Pedagogy: Research of Educational Factors and Traditions” (1949) to be the most significant work on comparative studies, in which he singled out three most important groups of factors influencing development of education: the first factor includes race, language, environment, economics; the second factor – religion (Catholicism, Protestantism, etc.); the third – ideology (humanism, socialism, nationalism).

N. Hans paid special attention to factors of race and nationality. As a native of Ukraine (he was born in Odessa, where he graduated from high school and university; in 1918-1919 he was an employee of the Odessa City Department of Education), he showed interest in education in our country.

The American school aroused the greatest interest, because at that time it objectively played the role of the main pedagogical laboratory of the West. Significant works by N. Ilyin, E. Guro, I. F. Svadkovsky, B. Komarovsky, and M. Bernstein were also devoted to U.S. school and pedagogy. Development of comparative studies in the early 20<sup>th</sup> century in Ukraine was influenced by the pedagogical thought of O. F. Muzychenko, S. A. Ananin, Ya. F. Chepiga and S. F. Rusova. A. F. Muzychenko (1878 – 1940) turned to the study of foreign pedagogical experience during an internship at the Department of Pedagogy of the University of Jena in 1906 – 1908 under the leadership of Professor W. Rein – a famous representative of experimental pedagogy, who continued the study of J. Herbart on children’s interests and stages of learning. The result of this trip was writing of the following works: “Monism and School” (1908), “Report on special classes in pedagogy abroad” (1909), “Philosophical and pedagogical thought and school practice in modern Germany” (1909), “Modern pedagogical trends in Western Europe and America” (1912). In his research, A. F. Muzychenko deeply analyzes various currents of Western European reformist pedagogy, proving himself a

supporter of the holistic education ideas. As a theorist of the method of integrated study, the teacher wrote a number of articles on this subject, including “The problem of complexity in Germany and here” (1924), where he showed the pros and cons of comparative analysis and “schools in different countries”. S. A. Ananin (1875 – 1942) in his works actively used the method of comparative analysis of foreign and domestic pedagogical concepts<sup>12</sup>.

At the beginning of the 20<sup>th</sup> century, the most significant contribution to the development of Ukrainian comparative studies was made by S. F. Rusova (1856 – 1940). Her appeal to the problems of foreign pedagogy was successful due to her excellent knowledge of French, German and English. The main goal of the analysis of foreign pedagogical experience was development of Ukrainian schooling. According to the teacher, development of schooling should stimulate creative development of teachers, which should be based on acquaintance with progressive foreign pedagogical experience and raising the general cultural level of teachers. S. F. Rusova paid considerable attention to the development of preschool and primary education abroad. It should be noted that the huge comparative and pedagogical potential of the creative heritage of S. F. Rusova was not used in Soviet times, so it needs further study. The program speech of the first People’s Commissar of Education of Ukraine G. F. Hrynko “Our Way to the West”, composed by him after visiting Germany, Czechoslovakia and Austria, testifies to the interest in studying foreign experience in those years.

In the early 50’s of 20<sup>th</sup> century, comparative pedagogical research took the form of criticism of the pedagogy and school policy of the capitalist countries against the background of high-profile ideological campaigns and fierce struggle against “cosmopolitanism” and “low worship” of the West. There was no question of borrowing any positive aspects of foreign experience, as evidenced by the titles of the works: “The U.S. School in the Service of Imperialist Reaction”, “Dewey’s Pedagogy in the Service of Modern American Reaction”, “Montessori in the Service of American-British Imperialism”.

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<sup>12</sup> Лігоцький А. О. Тенденції розвитку світових освітніх систем. К., 2002. 210с.

*The fourth period* is the period of intensification of the science methodology development (according to D. Wilson), the second half of the 1970's.

*United Kingdom.* Professor of the University of London B. Holmes (1920-1993) in his works "Problems in education: a comparative approach" (1965), "Comparative pedagogy: some questions of the method" (1981) formulated and substantiated the problem principle in comparative pedagogical research. In his opinion, comparison of the educational systems of different countries is only the first stage of work, which is informative. The most effective method is one that involves selecting several important issues (based on a preliminary study of factual material) that require in-depth comparative analysis on the material of different countries. In the further development of educational systems of the world it is necessary to solve the following tasks:

- a) democratization of secondary school;
- b) ratio of individual freedom with social responsibility in the pedagogical process;
- c) principles and methods of teachers professional training, etc.

*France.* A significant phenomenon in the French pedagogical literature was the work of A. Wexliar "Comparative pedagogy. Methods and problems" (1967). It considers methodological foundations of comparative pedagogy as a science, contains a detailed historical outline of the comparative pedagogy development. German pedagogical comparativism in the 80's paid most attention to the theory and practice of education in the Eastern Europe and the Soviet Union, especially the study of the biography and creative heritage of the outstanding teacher A. S. Makarenko.

With this aim, the "Makarenko-Abstract" International Research Center was established, which published more than 20 volumes of scientific material. Well-known German researchers were L. Froese and G. Hillig. Every year the authority and scientific significance of the socio-pedagogical theory of A.S. Makarenko in Germany and abroad grew, contributed to the activities of the Magburg Laboratory, which acquainted German teachers with his theoretical concepts, practice, literary works.

*Poland.* Methodological problems were developed by the founder of Polish comparative pedagogy B. Navroczynski, as well as B. Sukhodolski, T. Vilech, T. Penchersky. In their works, authors defined the subject, tasks and functions of comparative pedagogy, analyzed the specifics of the relationship between the methodology of comparative research and public education policy. Intensification of comparative pedagogical research began in the 1960s, when certain democratic changes took place in the country. This is largely due to the cooperation of domestic teachers-comparativists with specialists from Germany, Poland, Bulgaria, Hungary and Czechoslovakia. At this time the works of A. A. Nusenbaum “Public Education in India” (1958) and I. B. Marcinkowski “English Public Schools” (1966) were published. The sector (later the laboratory) of comparative pedagogy of the Institute of Theory and History of Pedagogy of the Academy of Pedagogical Sciences conducted a number of scientific studies on complex topics: “Education in foreign countries”, “Theory and practice of labor training abroad”, “Organization and main directions of pedagogical research in capitalist countries”.

*The fifth period* – the period of theoretical competitions (according to D. Wilson) – 80’s of 20<sup>th</sup> century – early 21<sup>st</sup> century. The process of institutionalization continues: new national societies of comparative pedagogy are being established in Taiwan (1987), Israel (1992), Singapore (1993), as well as Continental Association of Asian Societies of Comparative Pedagogy (1995). In scientific circles, the problem of the legitimacy of comparisons of the facts relating to certain processes and phenomena that have become the subject of research is discussed. When choosing objects for comparison, many factors should be taken into account, namely: historical, philosophical, economic, sociological, demographic, cultural, religious, pedagogical<sup>13</sup>.

Today, comparative pedagogy is experiencing a period of prosperity: European and world comparativists conferences are held regularly; national societies of comparative pedagogy have been established in all leading countries of the world;

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<sup>13</sup> Левченко Т. І. Вплив історичних, філософських, психологічних чинників на формування педагогічних систем освіти XXI століття. У зб. наук. праць: Теоретичні питання освіти та виховання. № 7. К.: КДЛУ, 2000.

international and national journals on comparative pedagogy are published. In Ukraine, at the turn of the 1980's and 1990's, a fundamentally new situation arose in social sciences, including comparative pedagogy, which made it possible to finally retreat from confrontational rhetoric and a priori ideological task. Many publications in recent years have objectively analyzed the state and trends of education; characterized by the balance of successes and failures of educational reforms abroad (monograph "Educational reforms in the modern world: global and regional trends" (1995); collections of scientific papers "Methodological problems of comparative pedagogy" (1991), "Education in the world on the threshold of the 21<sup>st</sup> century" (1991), "Prognostic models of education systems in the foreign countries" (1994); pedagogical periodicals). Among the publications of the late 90's should be noted the following: B. Wolfson, Z. Malkova "Comparative Pedagogy" (1996); A. Dzhurynsky "Development of education in the modern world" (1999); K. Salimov and N. Dodde "Pedagogy of the peoples of the world" (2001). Development of the democratic processes, the growth of spiritual self-determination of the Ukrainian people, the influence of new information technologies in the context of increasing intellectualization of labor require creation of a new system of public education based on national and cultural traditions. In 1971 a group of pedagogical information was established at the Ukrainian Research Institute of Pedagogy, later a laboratory of scientific and pedagogical information, and since 1992 a laboratory of comparative pedagogy under the leadership of I. H. Taranenko. Leading directions of laboratory activity: further development of the methodology of comparative pedagogical research; identification, analysis of trends and patterns of education and pedagogical thought development in foreign countries. From 1972 to 1998, the staff of the laboratory (N. V. Abashkina, E. P. Berezhna, N. M. Lavrychenko and others) published more than 300 works. In 1995, the laboratory prepared a "Short encyclopedic dictionary of foreign pedagogical terms" and a standard program for the course "Comparative Pedagogy". Consistent long-term work of Ukrainian comparativists with pedagogical materials abroad, business trips to education institutions in Europe, Asia, Africa and America, direct presentation of Ukraine at

international pedagogical forums helped to draw attention to the study and solution of problems of comparative pedagogy. This is evidenced by research and work on comparative pedagogy, published in recent years. This greatly contributes to the entry of our country's education system into the world educational space. Thus, the problems of the European integration of education in Ukraine, development of higher education (including training and retraining of teachers), international experience of standardization of education, problems of humanization of education, environmental education, ways of socialization have become the subject of special attention in studies of Ukrainian comparativists.

## **2. Historical outline of the formation of comparative, including preschool pedagogy**

The founder of comparative pedagogy is considered to be *Marc-Antoine Jullien de Paris* (1775-1848). He was the first to raise the issue of studying international experience in the development of education as a special area of research. His short pamphlet, "*A Sketch and Preliminary View of a Work on Comparative Education*", was recognized as the first program in the history of comparative studies of educational systems, which defined the goals, functions and methods of comparative pedagogical research. The concept of M.-A. Jullien de Paris aimed to raise the level of national schooling through the use of the best examples from other countries in the field of pedagogical theory and practice. In his opinion, upbringing could be conducted on the basis of facts and observations. When accumulating, organizing and comparing them, you can discover certain patterns, principles and rules. This would serve as a foundation for building future science. In this work, for the first time, such concepts as "comparative pedagogy" and "comparative education" appeared. According to the scientist, the task of comparative pedagogy should be defined as a comparative study of pedagogical experience in different countries in order to create the most rational system of education and upbringing in Europe and then – around the world. According to the project, it is advisable to use questionnaires to collect data in

different countries. He believed that with the help of questionnaires it is possible to determine which countries predominate in education and which lag behind; what are the problems, and how to overcome them, etc. To implement these ideas, he proposed creation of the Institute of Pedagogy as a center for studying the best teaching methods in Europe, the information of which could be used by pedagogical schools. After the formulation by M.-A. Jullien de Paris of the purpose and methodology of comparative pedagogy, it did not immediately become a separate scientific discipline. In France, as well as other countries, the period of the use of descriptions, self-identification and propaedeutic searches in the form of visits and studies of other countries has continued.

This cohort can rightly include many teachers of the past from antiquity to the late Middle Ages. For example, J.-A. Comenius visited most of the developed countries of Europe, promoted the didactics of general education, the classroom system and the importance of international cooperation in education. In France in the 19<sup>th</sup> century the most famous “pedagogical traveler” was Professor of Philosophy at Sorbonne V. Cousin (1792-1867). On behalf of the government, he repeatedly traveled to Prussia to study its education system. Cousin’s “competitor” in fame and influence was German professor F. Tirsch, who left detailed descriptions of the education systems of several Western European countries and was perhaps the first to promote the need for the “European education” as a means of bringing countries and peoples closer. Perhaps the biggest number of “pedagogical travelers” had the United States, where in the 19<sup>th</sup> century the accelerated development of capitalism stimulated construction of a system of compulsory education for all children and significant improvement of higher education. It is no coincidence that the first university course in comparative pedagogy was read in the United States (J. Russell, 1898, Columbia University). The Japanese spent the entire end of the 19<sup>th</sup> century in catching up in many areas. They themselves at that time traveled little around the world, preferring to invite a large number of foreign specialists: teachers, professors, engineers and technicians. Thus, Japan for the first time demonstrated outstanding learning abilities. It is common knowledge that after the World War II, it witnessed them for the second

time, in a short time rebuilding the economy and almost catching up with the United States in terms of annual gross national product<sup>14</sup>. There have long been many “pedagogical travelers” among our compatriots, but none of them can be compared with K.D. Ushynsky, who in the 1860’s spent a lot of time in Western Europe and continued not only to widely use the information gained in his works but did not sever ties with foreign colleagues. Significant progress in the theory and methodology of comparative pedagogy is associated with emergence of its management professionals and university professors from different countries, who organized research at the scientific level. We cannot call all the names, so we will limit ourselves to the most famous researchers. In Britain, the poet and critic M. Arnold not only worked for a long time as an inspector, but also wrote several books on comparative pedagogy, in which he argued for the need to take into account historical traditions and national character while analyzing the problems of education. Even greater is the work of the teacher Michael E. Sadler (1861-1943). This English scholar considered the questionnaire-statistical approach of M.-A. Jullien de Paris to be oversimplified and limited, and therefore sought out the factors influencing development of education in different countries. The researcher was convinced that in comparative studies in order to better understand the basis of educational activities it was necessary to imbue with the “spiritual strength” of a particular nation. One of the methods can be statistical analysis, when expenditures on education, school enrollment, etc. are compared. You can also use methods that allow comparing the quality of education. He also believed that for most countries the goals of education are similar, so they have similar problems. However, in each country they are solved differently, due to differences in traditions and culture. English comparativist Nicholas Hans (1888-1969), went even further in his works in the middle of the 20<sup>th</sup> century. He proposed to focus comparative pedagogy on:

1) analysis of similarities and differences in the state and activities of education systems (based on historical research);

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<sup>14</sup> Енциклопедія освіти. Академія пед. наук України; головний ред. В. К. Кремінь. К. : Юрінком Інтер, 2008. 1040 с.

2) allocation of general principles that determine the important reform decisions.

As part of the first task, the scientist first proposed to carry out, together with historians and philosophers, research on the entire path of education systems development and to cover many countries. His projects and results turned out to be at a record distance from each other. More consistent and effective were the Germans, for example, prominent representatives of the German tradition in the field of comparative pedagogy of the 20<sup>th</sup> century Friedrich Schneider (1881-1965) and Frans Hilker (1881-1969). The first scholar emphasized the importance of the genesis of pedagogical phenomena and proposed to analyze the “driving forces” that create unique educational situations in different countries. Factors influencing education systems, in his opinion, were: geographical conditions, economy, culture, religion, science, social structure, politics and impulses emanating from education itself, as well as foreign contacts. Thus, *pedagogical comparison* is a scientific method based on the phenomena of teaching and upbringing, aimed at finding out the basic laws by comparing different views, subordinating them, guided by the rule of dominance, and finally – in this way reaching authentic (true) knowledge.

### **3. Establishment of preschool education in Ukraine**

Historical and pedagogical aspects of the public preschool education development in Ukraine, the characteristics of the national environment of the past, present and future are reflected in the works of L. Artemova, A. Bondar, N. Lysenko, Z. Nahachevska, O. Przevratska and others. Historically, the first social organization in which the system of preschool education was born is the family, which is a functional institution in its essence. It is the primary and main production team. Blood relationship, unity of budget and property make family cooperation an additional productive force, increasing the efficiency of the family’s available means of production. In addition to economic functions, the family has performed and continues to perform educational functions in relation to its family members and,

above all, the functions of raising children. The tasks and directions of educational work in the family have always been closely related to the tasks and directions of its production activities. Socio-cultural life of peasant families was largely dependent on the organization of the rural territorial community, because the life and work of peasants from birth to death took place in certain temporary and permanent social associations. There have also been public efforts to raise children from an early age. The socio-cultural life of urban families has largely depended on special professional corporations – guild organizations. Craft shops were typical medieval corporations that were relatively independent in nature and extended impact on all aspects of the lives of their members. First of all, the shops were associations of an economic nature, which performed the tasks of organizing production, creating favorable sales conditions, as well as protecting the economic interests of artisans in a narrow market. At the same time, the craft shops placed high demands on the professional training of artisans. Therefore, socialization of the individual in them, starting from early childhood, took a long time and went through several stages. That is, the direction of production activities of the shop mainly determined the direction of educational work with his children. For many centuries, the family has been the main institution for the preschool upbringing of their children. At the end of the 19<sup>th</sup> century, a kind of preschool institution was a home family kindergarten, which were organized by parents of “free professions”. All affairs in it were managed by mothers or hired educators. Children of different ages (from 4 to 8 years old, from 4 to 10 years old) gathered in families for 2-4 hours for joint games and activities. The first preschool institutions, as independent education institutions of a special type, appeared in Ukraine only in the 19<sup>th</sup> century. There is information that in Poltava in 1839 a shelter was opened, where children from 3 years of age were admitted free of charge. The children stayed in this shelter from 7 a.m. to 9 p.m. in summer and from 7 a.m. to 8 p.m. in winter. The first kindergarten in Kyiv was organized on September 1, 1871. It was opened by the Lindforce sisters – Maria and Sofia (later after her husband S. Rusova – a prominent Ukrainian figure in education). It raised children from Ukrainian intelligentsia families, and it was also a center of the national culture

of Ukraine. Before the revolution, Kyiv was the center of preschool work in Ukraine, because various societies and organizations operated there, namely: The Society of People's Kindergartens, The Froebel Society, and various liberal-philanthropic organizations, which were aimed at combatting child neglect. Children's institutions were of two types: paid for the affluent and free – for neglected children from poor families, who were fully or partially supported by societies and organizations. The lack of state funding indicated that kindergartens as social and education institutions were very difficult to establish, opened slowly, and their number was insignificant. We came to this conclusion through the analysis of historical and pedagogical literature, archival documents and materials<sup>15</sup>. In Western Ukraine, the question of the organization of preschool education was first raised by N. Kobrynska in the women's meeting in Stryi in 1891. In the same year, on the initiative of the priest Kirill Seletsky, the first kindergarten in Galicia was organized in the village of Zhuzhili, Sokal district. The analysis of the women's movement in Galicia states the fact that organization in the villages and towns brought great benefits, helped workers in raising children, especially rural women during the summer field work. On the initiative of N. Kobrynska in 1900 a society was organized in Lviv, which later became known as "Ukrainian burial ground". In 1902, this society opened the first kindergartens in Lviv. Since then, preschool education began to develop in Galicia. In the 90's of the 19<sup>th</sup> century in Ukraine Zemstvos began to open nurseries. Initially, these institutions were opened mainly for summer work, and later they began to operate during the year. For example, the Poltava Provincial Zemstvo opened a nursery in 1897. But if we compare the intensity of the Zemstvo movement aimed at opening schools with the movement aimed at opening preschool education institutions, we can immediately see the episodic and much less effective activities of Zemstvos in the field of preschool education. In our opinion, due to the fact that organization of activities and work of Zemstvo children's institutions was regulated by resolutions of parish, county and provincial Zemstvo assemblies, the importance

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<sup>15</sup> Поніманська Т. І. Дошкільна педагогіка: навч. посіб. [для студентів вищих навчальних закладів] К.: «Академвидав», 2004. 456 с.

of raising preschool children was underestimated. Late 19<sup>th</sup> – early 20<sup>th</sup> century was a period of development and formation of the system of public preschool education in Ukraine. This time is characterized by opening of public kindergartens for different segments of the population on the initiative and at the expense of individuals and pedagogical societies. The progressive pedagogical community demanded that the government introduce kindergartens into the state education system and state funding. However, these efforts were in vain – the Ministry of Education was limited to the promises to develop kindergartens. Only with the overthrow of tsarism Ukrainian people got the opportunity to start building preschool institutions – kindergartens, societies, clubs – based on the national surrounding of the child: native language, songs, games. These institutions began to open in cities and villages at the expense of urban and rural communities. In the first years after the revolution, the government constantly adopted resolutions that significantly affected the structure of public administration. After the revolution (October 1917), the new government launched extensive activities to create a state system of preschool education. From the first days of Soviet power, the Council of People's Commissars began to reform public education. The Second Congress of Soviets appointed the first People's Commissar for Education, A. B. Lunacharsky. The Department of Public Education was managed by the State Commission on Public Education, which was established on November 9, 1917. Among the departments of this commission was the department of preschool education and assistance, headed by D. Lazurkina. Thus, public preschool education entered the state education system. The activities of this department were aimed at promoting preschool education, training preschool employees of children's organizations, which should cover all children under 8 years of age and implementing the plan of "preschool education organization". In 1917, in accordance with the Resolution of the Provisional Government, which actually controlled the situation in Ukraine, Zemstvo councils were established, which became full-fledged institutions of local self-government. Provincial and county Zemstvos created educational councils, which were to deal with the work of cultural and education institutions. The competence of the county councils of education included financial issues, creation of

a network of preschool, school and out-of-school education institutions. November 1917 – the release of the Third Universal, which proclaimed formation of the UPR. At this time, the General Secretariat of Education addressed the provincial, county Zemstvos and city administrations with a proposal to convene in December 1917 a meeting on the organization of public education in Ukraine. There was one representative from each provincial and county Zemstvo. The meeting approved the “Education Management Plan in Ukraine”. In December 1917, the People’s Commissariat published a declaration “On Preschool Education”, which stated that public (free) preschool education should begin with the birth of a child and should carry out his versatile development. This declaration introduces preschool education into the general system of public education and recognizes it as an integral part of the entire school system. This is the beginning of public preschool education. The Declaration noted that “the system of preschool education should be an integral part of the entire school system and should be organically linked to the whole system of public education”. An important step in the formation of public preschool education was preparation of the project “Regulations of kindergartens” by the Department of Extracurricular Education and Preschool Education. According to this official document, it was planned that public preschool education would become compulsory and free due to the efforts of the department. Thus, the foundation was laid for the successful operation of the state system of public preschool education. In 1917, the General Secretariat of Education of Ukraine (since January 8, 1918, the Ministry of Public Education) was established under the Central Council, headed by I. Steshenko. A great contribution to the development of preschool education at that time was made by S. Rusova, who headed the Department of Extracurricular Education and Preschool Education and implemented the line of Ukrainianization of public education. In January-February 1918, the system of public education management was simplified. Education institutions were transferred to the councils of people’s deputies, and later to the People’s Commissariat. Departments of public education as a regional body of education management included the head of the department, general subdivision, subdivision of social education, which included the section of

preschool education, subdivision of extracurricular education and operated in different parts of Ukraine at different times. In 1918, the People's Commissariat organized a 3-month training course for inspectors of preschool education for regional departments of public education. Those who completed these courses trained preschool workers on the ground. Thus, the People's Commissariat headed organization of public preschool education. In June 1918, the Soviet of People's Commissars signed a decree according to which all state, public and private institutions of preschool education were transferred to departments and thus included in the public education system as its first link. Educational work was carried out in preschools, mostly according to the pedagogical system of Froebel and Montessori and according to the instructions contained in the "Guide to Extracurricular Education and Preschool Education", published in 1918 by the Department of Preschool Education at the Ministry of Education. By the end of 1918 there were about 140 kindergartens in Ukraine, in 1920 – 678, in 1925 – 118. The preschool department organized work throughout the Soviet state, held national meetings of the heads of local preschool departments, issued instructional materials on work experience. From 1918 to 1922, on the initiative and with active participation of D. Lazurkina, the "Bulletin of the Preschool Department" was published, which provided the provinces with operational instructions, work experience and so on. The heads of preschool departments of different levels could express their views on the organization of the work of the kindergarten in the "Instructions for the management of the center and the kindergarten" issued by the People's Commissariat in 1919. This instruction clearly separated the center and the kindergarten, indicated the number of groups – no more than 25 children per educator, and preferably 15. The task of organizing the system of preschool education in the regions at that time was entrusted to public education departments of county revolutionary committees, which acted decisively. Their administrative documents were unappealable and binding. By his scheme G. Hrynko introduced the system of preschool education into the school system, which fulfilled the requirements of the declaration "On preschool education". The school education system was graded and included:

1. Preschool social education (kindergarten, orphanage, commune, colony, etc.) – from 4 to 8 years old.
2. Social school education (labor seven-grades school, which was divided into 2 centers: 1-4 grades – from 8 to 12 years old; 5-7 grades – from 12 to 15 years old).
3. Vocational education: a) vocational school; b) technical school; c) institute; d) academy<sup>16</sup>.

Preschool social education in this system takes the place of the initial thorough link. This can be confirmed by the “Basic Principles of the Unified Labor School”, which stated that the entire system of normal schools from kindergarten to university is one school, one continuous link. Institutions of social preschool education were: societies of various types, kindergartens, part-time clubs, day orphanages and full day kindergartens, which were managed in the cities by public education departments of the executive committees of city councils of workers’, peasants’ and Red Army workers’ deputies, formed in 1919 (since 1940 – the Soviets of Workers’ Deputies, since 1977 – the Soviets of People’s Deputies). The structure of these departments included preschool education. Administration of education in the cities was carried out on the basis of decisions of city councils and resolutions of higher state bodies. City departments of public education were engaged in organization of education in general and preschool education in particular. Thus, 1921 gave a great growth of children’s institutions, which provided full or partial financial support for children at the expense of the state. Thus, with active assistance of the state, the main type of preschool education institutions became a kindergarten with continuous annual work and the stay of children in it, depending on the working conditions of mothers, for 7, 9 and 12 hours. Most kindergartens were maintained at the expense of the state and only a few – at the expense of enterprises and economic organizations. In addition to kindergartens, there were other forms of public preschool education: children’s summer and winter playgrounds, preschool groups, evening children’s rooms at the points of elimination of illiteracy in clubs. Kindergartens and seasonal playgrounds

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<sup>16</sup> Левченко Т. І. Розвиток освіти та особистості в різних педагогічних системах. Вінниця: Нова Книга, 2002. 510 с.

began to appear in villages, which received significant development in the future. As we can see, the number of children in kindergartens decreased due to the fact that orphans had been transferred to orphanages. The orphanage was designed to serve as a “beacon” of social education, and all other institutions of social education (kindergartens, clubs, schools) were considered institutions of transition type, which should focus on the orphanage and approach it. However, it later became clear that the orphanage could not be a “beacon” of social education for two reasons: the state did not have the appropriate funds to maintain orphanages; the pedagogical side of the orphanage had some negative aspects, namely: it was equipped mechanically, the only feature that united children was homelessness. During the new economic policy, preschools were transferred to local budgets, leaving only institutions for defective children. During this period, the orphanage completely loses its significance as a “lighthouse” but retains a prominent place as an institution for homeless children. In 1923-1927, the functions of education management in the district were performed by the cultural and social department, which was a member of the executive committees of the district councils of workers’ deputies. In February 1924, the All-Ukrainian Meeting of Heads of Provincial Departments of Social Education was held, which recommended that the issue of preschool education on the ground be taken under control and that agitation be launched among the population for the establishment of preschool education institutions. The Cultural and Social Department was disbanded in 1927 and replaced by inspectors. Until 1931, district inspectors of public education were not independent institutions. In May 1931, district departments of public education were established, giving them the rights of independent institutions. They were the regional body of education management and supervised the activities of education institutions that were on the district budget. The staff of the district department of public education included an inspector of preschool education.

#### **4. Development of domestic preschool pedagogy in the second half of the 21<sup>st</sup> century**

Further development of domestic preschool pedagogy is associated with the widespread use of psychology, research and generalization of pedagogical experience of preschool institutions, creation of programs to improve methods in preschool institutions. Significant influence on the development of preschool pedagogy in this period had the works of psychologists Lev Vygotsky (1896-1934), Oleksandr Zaporozhets (1905-1981), who focused on the peculiarities of the development of preschool children and the role of education. Domestic preschool pedagogy developed under the influence of the works of the outstanding teacher V. Sukhomlynsky, who considered preschool childhood a period of life that largely determines the future of man. In the process of raising a preschool child, the teacher must see and feel the child's soul.

Thus, each child is a "unique world" that needs to be understood, accepted and the ways should be found to interact with it. The teacher should not give children "ready" truths, because only through the child's awareness of the beauty and importance of the nearest, dearest, family, the gradual expansion of knowledge about the world, people, about oneself can educate people and citizens. Considering pedagogical problems from a child-centered position, viewing the child as the highest social value, V. Sukhomlynsky gave an important role to the personality of the teacher, his ability to see the most valuable thing in the world. Such an approach to education can be implemented by a teacher with a rich spiritual world, able to grow personally with the child. To support the child, the teacher must feel the childhood, develop the ability to understand children and everything that happens to them, treat their actions wisely, protect the child, do not think about him badly, unfairly and, most importantly, do not break the child's personality, but correct and direct his development, remembering that it is in a state of self-knowledge, self-affirmation, self-education.

V. Sukhomlynsky wrote<sup>17</sup>: “I am convinced that only humanity, kindness – simple human kindness – can bring up a real person”. Recognition of “equality” of personalities of a teacher and a child in pedagogy involves humanization of education and upbringing, attitude to children, the ability to feel and understand their inner world, to act on the basis of humanistic means and methods of education. In 1959, a new type of preschool institution was established – a kindergarten, which provided education for children from birth to 7 years old. Accordingly, a new single program for the education of preschool age children was developed (1962). In 1960, the Research Institute of Preschool Education was founded in the system of the Academy of Pedagogical Sciences of the USSR, headed by the Ukrainian psychologist O. Zaporozhets (1905-1981). The Research Institute of Preschool Education has become the center of the field of disciplinary research on the problems of education, training, mental, psychophysiological and physical development of the child. Original scientific and methodological developments were created here, which were widely recognized not only in the country but also abroad. The Laboratory of Preschool Education of the Research Institute of Pedagogy of Ukraine and the Department of Preschool Pedagogy of the Kyiv State Pedagogical Institute (now National Pedagogical University named after M.P. Drahomanov) made a significant contribution to the development of current problems of preschool pedagogy. In the 80’s, many supporters gained the idea of pedagogy of cooperation as the desire of the teacher to be like-minded with the child. Shalva Amonashvili was one of the leaders in this field. Innovative educators, each in his own way, embodied the idea of pedagogy of cooperation, which encouraged them to co-create with the child in the pedagogical process, focused on the holistic development of the child’s personality, to accept him as he is, to create him as a free, developed and educated person. The crisis of school and official pedagogical science in the period of socio-economic stagnation had a lesser effect on preschool pedagogy, which has always developed in line with general pedagogical directions, but due to the specific object of study.

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<sup>17</sup> Пустовіт Г. П. Позашкільна освіта і виховання: теоретико- дидактичний аспект: монографія. Миколаїв: Видавництво МДУ ім. В.О. Сухомлинського, 2010. Кн. 1. 379 с.

However, it was also influenced by the regulation of the pedagogical process of preschool institutions, the ideologizing of education and training, the formalism in assessing the results of educational work. In the early 90's of the 20<sup>th</sup> century significant changes took place in the system of preschool education: the number of preschool education institutions was reduced, new types were established, and alternative programs for raising children were developed. New socio-political realities required significant adjustments to the concept of preschool education in Ukraine, its deployment on the sovereign right of every nation to care for its future.

This concept provides for the formation of a harmoniously developed personality, endowed with national consciousness, dignity, the desire to preserve and enhance national culture; instilling universal moral and ethical values; independence of the educational process from the party, religious orientation; harmonious combination of family and social education; compliance of the organization, structure and content of the education system with achievements of ethnopedagogy; preservation of national psychology, genotype of the nation; revival of national culture; mastering native language; acquaintance with history of the native people as a source of spirituality and wisdom; disclosure of geographical features as the wealth of the native land.

At this time, the principles of scientific and methodological support of the pedagogical process of kindergarten in the new conditions were fruitfully developed; the ways of implementing a personality-centered approach in education were studied, the peculiarities of the child's spirituality as the dominant principle in the structure of the personality, the problems of working with gifted children were highlighted; research of pedagogical conditions of full-fledged physical and mental development of the child in preschool years was conducted. Thus, late 20<sup>th</sup> – early 21<sup>st</sup> centuries were characterized by creation of the latest concepts of preschool education, a kind of guide for scientists and practitioners in the study of current issues of child personality development.

### **Questions for self-preparation:**

1. Based on the views of modern scientists, provide and describe five historical periods of comparative and comparative preschool pedagogy development. What was determined by the comparative pedagogy of M.-A. Jullien de Paris?
2. Name the researchers in the field of comparative pedagogy in foreign countries. Who initiated the systematic study of foreign education systems in Ukraine at that time? Name Ukrainian researchers of foreign education.
3. Make a terminological table, which should reflect the historical outline of the formation of comparative, including preschool pedagogy.
4. Search the Internet for documents and explain the peculiarities of establishment of preschool education in Ukraine. Comment on the key features of historical and pedagogical literature, archival documents and materials.
5. Describe creation of the latest concepts of preschool education, a kind of guide for scientists and practitioners in the study of current issues of child personality development (late 20<sup>th</sup> – early 21<sup>st</sup> century).

## **TOPIC 1.3. CURRENT PROBLEMS OF PRESCHOOL EDUCATION IN FOREIGN COUNTRIES**

### **PLAN**

1. Humanitarianization of all spheres of society and preschool education.
2. Economic and political factors of educational efficiency in the developed and developing countries.
3. The problem of democratization of preschool education.
4. International cooperation in the field of preschool education.
5. The main concepts and theories of preschool child development.

#### **1. Humanitarianization of all spheres of society and preschool education**

At the turn of the millennium, humanity faced fundamentally new civilizational challenges that require appropriate knowledge, inner readiness of the individual, the ability to adequately assess the situation and act. One of such challenges is *globalization*, which is manifested in the expansion and deepening of international relations, interdependence of the world community, presence of many problems that go beyond individual states and affect the interests of all mankind, in the awareness of the integrity, unity of civilization. This opens up new opportunities for nations, states, and individuals, and at the same time increases risks and dangers. Such dangers can be large-scale environmental disasters, collapses of national currencies, international terrorism, the devastating effects of which spread far beyond the territories in which they occur. All this imposes fundamentally new requirements on the person of a modern, a so called post-industrial, information society, which must be taken into account by pedagogy, including preschool. Undoubtedly, in these conditions arises the need for humanization of all spheres of human social activity, expansion of the sphere of realization of cultural and historical factors. Experts in various fields of modern science link the problems of spiritual progress of mankind with the works of Academician Volodymyr Vernadsky (1863-1945) on the noosphere as a “measure of human ideas of justice”.

He described human civilization as “a huge new geological force in human history” that decides the fate of nature, the entire planet and its own destiny by freeing human thought from unjustified social constraints. According to him, the future of mankind is associated with integration of socio-cultural and scientific thinking, which is a prerequisite for the formation of universal planetary, cosmic thinking, awareness that the essential condition for human survival and progress is embodiment of the ideal of man, which is characterized by spirituality, awareness of their responsibilities, the pursuit of perfection.

Among the topical issues of preschool pedagogy is the problem of environmental education; education in the spirit of peace; organization of free life of children; prevention of negativism of behavior and emergence of bad habits; tender approach, etc. Integration of the child into society, preservation of his life and health – these problems are crucial in all modern civilized nations of Europe, Asia and America. According to the State National Program “Education. Ukraine of the 21<sup>st</sup> Century”<sup>18</sup> reform should include a comprehensive study of the problems of family and social education in modern social conditions; establishing age standards for physical, mental and spiritual development of children; creation of organizational and methodological service of the family, optimal scientific and methodological conditions of preschool institutions of different types; updating the content, forms and methods of education and development of children. State policy in this area focuses on compulsory preschool education, humanization of the pedagogical process, creating favorable conditions for children’s development, ensuring the unity of parents, preschool institution, the public in their education, updating the content of teacher training, improving funding for preschool education and management. Taking into account today’s realities, the “Basic Component of Preschool Education (State Standard of Preschool Education)” of the new edition (2021) has been created, work is underway on scientific and methodological principles of forming a child’s

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<sup>18</sup> Локшина О. І. Компетентнісна освіта в Європейському Союзі – від ідеї до практики. Життєва компетентність у контексті діалогу педагогічних культур: Україна – країни Європейського Союзу. 2019, с. 20-36. URL: <http://lib.iitta.gov.ua/id/eprint/722645>

personality in preschool years. In this context, research in the field of preschool pedagogy is unfolding.

The view of modern pedagogical science is focused primarily on such problems as optimization of scientific and methodological support of the pedagogical process in preschool education institutions, personality-centered approach in education, development of spirituality in children as a dominant principle in the personality structure, work with gifted children, research of pedagogical conditions and mental development of the child in preschool years. The problem of compensatory upbringing and education of children with developmental disabilities needs to be addressed. Due to the openness of society, comparative pedagogical research is updated, the purpose of which is to study foreign pedagogical theory and practice of preschool education.

## **2. Economic and political factors of educational efficiency in the developed and developing countries**

*Education in the developed countries.* The progress of education is directly related to the needs of the current stage of the scientific and technological revolution and formation of a high-tech society. If industrial revolution of the 19<sup>th</sup> century required elimination of illiteracy and widespread development of primary education, the modern STR has set an objective task: to create a system of mass secondary education and significantly expand the coverage of young people with various types of education after getting secondary education.

Indicators of the state of education in the developed countries are as follows:

- the number of highly qualified specialists engaged in research and experimental development increased from 2017 to 2021 in the United States – by 80 %, in France – by 100 %, in Japan – by 120 %;
- one in seven employees in the United States had a college diploma (including two years of study) in 2017, one in four in 2017, and in 2021 almost every third. Improving the educational level of the population objectively corresponds to

the main directions of economic development. This attitude is beginning to be reflected in the state educational policy of many Western countries. In France, Great Britain, and Italy, the state itself is the largest entrepreneur, owning huge industrial complexes and entire sectors of the economy. In such conditions, the state authorities are directly interested in the creation and operation of the most rational system of labor training, which requires progressive development of general and vocational education. However, the level of education development in a country does not directly determine the state of its economy, as education, especially general, does not automatically lead to a corresponding increase in productivity and increase production efficiency.

There is an inevitable chronological gap between the total cost of education and its economic impact (estimated at 10-15 years), and these costs themselves are economically viable only if graduates have a real opportunity to apply the acquired knowledge in practice. Until recently, government programs for the development of education in Western countries were based on forecasts aimed at determining the specific needs of national production in the labor force in the coming years. At the same time, one of the tasks of planning was to avoid excessive “retraining” of the population. Currently, the idea of creating a so-called “qualification reserve”, i.e. training of such a number of qualified personnel, which according to the current situation may seem redundant, but in the long run will contribute to the development of high-tech production.

*Education in the developing countries.* Indicators of the state of education in the developing countries – Asia, Africa and Latin America – differ significantly, but they also have general trends:

- creation of a modern economy, development of social and cultural spheres of a diverse society requires highly qualified personnel. It is in these areas that we see a particularly large gap between developed and developing countries (the number of scientists and engineers in R&D per million population in the developed countries is 25-30 times greater than in the developing countries);

- in the developing countries, secondary and higher education systems are outpacing expansion of those areas of work that require skilled science and technology professionals, especially since a significant proportion of such professionals are foreigners. As a result, many graduates of higher and secondary special education institutions become unemployed or forced to go to unskilled work;
- the current level of socio-economic development in the developing countries does not yet provide sufficient incentives for the widespread use of skilled labor, but the future requires development of education, training of national personnel needed to achieve economic independence and social progress.

*Educational policy in the developed and developing countries.* The state of education and prospects for its development largely depend on state and public policy. The goals, priorities, methods and results of the educational policy are determined by a combination of global trends and national and regional specifics, namely:

– in the industrialized countries with market economies and similar signs of socio-political system formation of high-tech society and the consequences of this process have led to new aspects of educational policy, which is becoming one of the most important components of social strategy;

- in the developing countries, after their political independence, development of the legal framework for education becomes an important task. In the constitutions of many of them, separate sections are devoted to these issues, which not only contain the most general provisions, but also formulate urgent tasks, the solution of which should contribute to the development of education and national culture. The social programs of developing countries emphasize the need to approach the best world standards in the education development.

*The concept of education democratization.* Democratization of education is proclaimed to be one of the important principles of state policy in most countries of the world. The latest laws on education and official pedagogical documentation provide for:

- establishing a clear continuity of different levels of education;

- elimination of dead-end areas of study;
- improving the quality of education in education institutions of all types;
- strengthening connection between the content of education and life;
- educating students in the spirit of high civil, moral and aesthetic ideals.

*Financing of the educational sphere.* The importance of the educational policy is to some extent determined by the scale of funding in this area. Differences in national and regional funding are huge:

- in the developed countries, the cost of education is about 5-7 % of the value of gross national product; in addition to public allocations, which include expenditures from central, regional and local governments, as well as state subsidies to private education institutions, in some countries private expenditures on education in the world are significant, accounting for about 10-15 % of public expenditures;
- the education systems of most developing countries are in a catastrophic financial situation<sup>19</sup>.

In this area, the gap with developed countries is particularly large. However, the current socio-economic and political situation in most developing countries suggests that this is not possible in the nearest future. However, it is in the developed and rich countries that education systems experience a degree of financial deficit. In the structure of current expenditures on education, a significant part goes to the salaries of teachers (72 % in France, 74 % in the United Kingdom, 75 % in Germany), and insufficient funds are allocated for the development of school infrastructure. International experience shows that the largest investments in education may be in vain if they are not associated with deep organizational and content reforms.

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<sup>19</sup> Незалежний звіт виконаний на замовлення Європейської Комісії Європейською мережею експертів з соціології освіти та тренінгу (NESSE). URL: [http://recwowe.vitamib.com/webdocuments/official-european-documents/ploneexfile.2009-08-31.8471563645/preview\\_popup](http://recwowe.vitamib.com/webdocuments/official-european-documents/ploneexfile.2009-08-31.8471563645/preview_popup)

### 3. The problem of democratization of preschool education

*Approaches to understanding education democratization.* The problem of democratization remains in the center of attention of social and pedagogical circles in the leading countries. In the understanding of democratization, there are two mutually exclusive approaches:

- egalitarian, which is based on the idea of egalitarianism and equality. According to this approach, all children are equal from birth. In practice, this leads to the deterrence of more successful students;

- anti-egalitarian, which is based on the continuity of levels of education, as well as on the ideas of pluralism, variability, diversification of secondary school. This approach is now typical of the world's leading countries. The term "democratic education system" means:

- equality of all members of society before education;
- decentralization of the school system;
- openness of the education system;
- the right of parents and students to choose an education institution;
- organization of the educational process aimed at forming a creative personality.

These provisions resonate with the principles of education democratization proclaimed in Ukraine, namely:

- elimination of the state monopoly on education;
- decentralization of education management;
- participation of local authorities in education management;
- independence of education institutions in determining directions of the educational activities;
- transition in pedagogical relations to the system of cooperation.

*Guarantees of the right to education* are one of the main problems of democratization of secondary school. Equal opportunities for education mean the opportunity for citizens not only to study in any education institution, but also to

receive a complete education. At present, there is a contradiction between the relative democracy of school systems and the social factors of education. In the context of the modern world, realization of the right to education remains an acute problem due to the social inequality of students. Opportunities for education are deteriorating sharply in the context of the socio-economic crisis. Although laws in the world's leading countries guarantee free education at the general education level, parents regularly pay for various educational services.

To eliminate the consequences of the contradiction between the relative democracy of school structures and social inequality in the case of education, two directions of reform are proposed:

- 1) certain social measures to support the poor;
- 2) improvement of school systems themselves.

The problem of attendance is an essential component of the democracy of school education. An important indicator of compulsory education is attendance:

- in those countries whose population lives in unfavorable economic conditions, attendance is quite low;
- in countries with stable economies, the level of attendance is relatively high.

*Differentiation and democratization of education.* In world pedagogy, one of the most effective ways to improve the quality of education is differentiation (diversification) of education and training. It covers a wide range of educational and organizational activities that need to meet the diverse interests and abilities of students and the diverse needs of society. Differentiation has two functions: it serves to reveal the individuality of students and further development of society. The policy of leading countries is based on education differentiation in the senior classes of secondary schools. In the United States, the United Kingdom, Japan, and some other countries, testing students' abilities is an important factor in differentiation. Testometry is useful because it allows assessing objectively the level of students' development. However, proponents of school democratization reject bioterminalist interpretations of testometry, and use tests only as a criterion for evaluating learning outcomes. A group of American scientists led by B. Simon proved that the level of

children's abilities, initially determined by tests that do not inspire hope, after compensatory differentiated learning has increased markedly.

*Education management and democratization.* The process of democratization is closely linked to education management. In Western Europe, there are historically two fundamentally different systems of government – centralized and decentralized. Currently, there is a trend towards convergence of these management systems. Democratization takes place within the movement of the world school to the “golden mean”: between centralized management and granting of great powers to the regions, local authorities, the public, education institutions. While in the West and Japan the decentralization process is quite noticeable, in Ukraine there is still a strong tradition of centralized management.

*Multicultural education and democratization.* The problem of school democratization must be addressed in the light of the fact that most countries are not homogeneous in ethnic or cultural relations. Therefore, multicultural education, i.e. taking into account the educational interests of ethnic minorities, is very important.

#### **4. International cooperation in the field of preschool education**

Upbringing of preschool children is a problem that has long been of concern to the general international community, giving rise to attempts to regulate the protection of children's rights and interests at the international level with authoritative documents.

International protection of children's rights is a system of mutually coordinated actions of state and non-governmental international organizations aimed at ensuring the rights of the child in order to form a harmoniously developed personality, promoting their enshrinement in national legislation. This system includes international agreements, conventions, pacts, statutes and other documents. (The first international document that enshrined the rights of the child was the Declaration on the Rights of the Child of 1959), which proclaimed ten principles that guaranteed children's rights: name, citizenship, love, understanding, material security, social

protection, education, physical, mental, moral and spiritual development in conditions of freedom.

The UN General Assembly has adopted the International Convention on the Rights of the Child, which has been ratified by many countries around the world<sup>20</sup>. It entered into force in Ukraine on September 27, 1991. This convention is called the Grand Charter of Freedoms for Children. It consists of 54 articles covering civil, political, socio-economic and cultural rights of children from birth to adulthood. Article 6 of the Convention states: “Every child has the right to life”. This right, as well as the right to guardianship, education, upbringing, must be provided by parents, the public and the state. It emphasizes that the child must be fully prepared for independent living in society and brought up in a spirit of peace, dignity, freedom, equality and solidarity. The basic rights of the child repeat the rights of the adult under the Universal Declaration of Human Rights (respect for the child’s right to freedom of thought, conscience and religion, free expression of one’s own opinion, etc.). The Convention provides for administrative, social and educational measures to protect the child from all forms of physical, mental violence, neglect, abuse, lack of guardianship, negligence and ill-treatment, exploitation, including sexual abuse by parents, legal guardians or any other person who takes care of the child. The law also enshrines the rights of the child to rest, participate in games and entertainment, protection from economic exploitation.

Behaviors or punishments that degrade the child’s dignity are considered unacceptable. In accordance with the Convention, an international monitoring mechanism has been established – the Committee on the Rights of the Child, which is authorized every five years to review reports from States on their measures to implement and protect the rights of the child. Various aspects of international cooperation in the field of children’s education are regulated by UN organizations: UNESCO is a specialized intergovernmental international organization established for the multilateral regulation of cooperation between states in science, culture and

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<sup>20</sup> Заява Європейського комітету профспілок освіти щодо проекту висновків Ради ЄС про дошкільну освіту та догляд. URL: [http://etuce.homestead.com/Statements/2011/ETUCE\\_Statement\\_-\\_Early\\_Childhood\\_Education.pdf](http://etuce.homestead.com/Statements/2011/ETUCE_Statement_-_Early_Childhood_Education.pdf)

education; The United Nations Children's Fund – UNICEF, which provides international protection of children's rights, preparing declarations, resolutions, conventions that set international standards for the rights of the child. Its competence includes formation of special control bodies for the protection of children's rights, assistance in ensuring compliance of national legislation with international obligations, and provision of international assistance through the United Nations Children's Fund.

*There are also international organizations in the world to support and regulate international cooperation in children's education.*

1. World Organization for Early Childhood Education (OMEP) is the initiator of measures to develop preschool education and raise children in the spirit of peace.

2. IRA – International Play Association – conducts events in more than forty countries. In 1987, the UN was recognized as a “messenger of peace”. It called for an end to the production and sale of “military” toys and games with violence and destruction.

3. ACEI – Association for Childhood Education International.

4. IASCL – International Association for the Study of Child Language.

Significant work is carried out by international charitable foundations. One of them is the International Charitable Foundation named after H. Gmeiner, which provides international cooperation in the field of child protection. Hermann Gmeiner is the founder of family orphanages in Austria, designed to raise children outside their families. The family, headed by the mother, a state teacher with special training, provides a house, state aid. Family orphanages are united in Gmeiner settlements. Today they are organized in many countries around the world.

Various international pedagogical centers study, summarize and coordinate work in the field of education and training: International Bureau of Education (Switzerland), International Institute for Pedagogical Research (Germany), International Pedagogical Center (France), International Institute of Education (USA), Society for Comparative Pedagogy (England), International Montessori Association (Denmark), Pedagogical Society named after J. Korczak (Poland),

International Society of Followers of V. Sukhomlynsky (Germany), Association of V. Sukhomlynsky (Ukraine) and so on.

Thus, international pedagogical cooperation promotes the use of global trends in the education of preschool age children in improving national preschool education systems.

## **5. The main concepts and theories of preschool child development**

*Socialization* is a lifelong process. And each of its periods is associated with certain features that depend on both the goals set by man and the agents of socialization that actively influence the person. Socialization of the personality includes:

- unity of unification and individualization;
- the main factors that determine the process of socialization: family, equality relations, education, work, media, organizations;
- stages of socialization: childhood, adolescence, maturity, old age (pre-employment, labor, post-employment).

The modern process of socialization is characterized by scientists as ambivalent. P. Berger notes that in the conditions of modernization the domination of the tradition and spirit of the team is destroyed, the individual becomes more independent, but this independence is perceived both as liberation and as a burden...

*Desocialization* is the process of destruction or restructuring of the existing system of values, weaning from old values, social norms, roles and rules of conduct.

*Resocialization* is the next stage of desocialization in the assimilation of new values, social norms, roles and rules of conduct. In transition societies, the phenomenon of resocialization is quite common. This term means a situation of radical change in the social environment and the need for the individual to adapt to changing social circumstances, new norms and values. This is an extremely painful process for a person, its manifestations include: a complete change of views on society and reassessment of one's past life, destruction of the old worldview and

awareness of the need to build a new worldview, forced break with traditional cultural values and desire to be “modern”, playing sometimes a social role that does not correspond to one’s desire. This is a radical change in attitudes and moral principles of the individual.

*Basic concepts of the child’s mental development.* Mental development is a process of irreversible, directed and natural changes that lead to quantitative, qualitative and structural changes in the human psyche and behavior. The main properties of development that distinguish it from all other changes are as follows:

- a) irreversibility – ability to accumulate changes, “additions” to new changes over previous ones;
- b) orientation – subordination to a single, internally interconnected line of development;
- c) regularity – ability to reproduce the same type of changes in different people.

There are also main factors (leading determinants) of human development. They include:

- 1) heredity – property of the organism to repeat in a number of generations similar types of metabolism and individual development;
- 2) environment – social, material and spiritual conditions of human existence;
- 3) activity – active state of the organism as a condition of its existence and behavior; system-forming factor of interaction of heredity and environment. Heredity affects individual characteristics of man and is a prerequisite for his development, environment (society) – social properties of the individual; activity – individual and social properties<sup>21</sup>.

Mental development of a child, transformation of a helpless infant into a person occurs according to certain laws studied by child psychology. This problem is one of the most pressing in modern psychology. Interest in it is not only theoretical in nature, it is largely caused by pedagogical practice, which requires constant improvement of teaching and education. The core of the theory of mental

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<sup>21</sup> Берека В. Зарубіжний педагогічний досвід у галузі позашкільної освіти. Шлях освіти. 2003. № 4. 27-31 с.

development is discovery of its driving forces, identifying the role of biological and social factors (heredity, environment, learning and upbringing) in formation of the personality. In the discussion on these issues, the polar views of the representatives of the biologization and sociologization directions crystallized. Proponents of the biologization direction (S.-G. Hall, D. Selly, S. Buser, D. Mailey and others) proceed from the recognition that all mental features of man are innate; changing periods of development, emergence of various mental processes, properties, personality traits are conditioned by heredity.

The scientists consider mental development as a gradual quantitative development, maturation of hereditary structures (abilities, interests, character traits), which the child inherits in the same way as body structure, facial features, shape of hands and so on. They deny emergence of new qualities.

Within this concept, several theories have emerged.

Proponents of the *biogenetic theory* believe that a child in a short period of his life overcomes all the stages that humanity has overcome in its development. Representatives of the psychoanalytic theory give a decisive role to biological urges. According to them, the basis of creativity, as well as dreams, are biological urges, which man, ashamed, hides from himself, pushes into the “sphere of the unconscious” (S. Freud). They consider creativity as a sublimation (transformation) of unrealizable and unrealized in early childhood sexual, irrational urges, desires. Therefore, it is necessary to give way to internal forces of the child. According to modern biologic concepts, social forms of behavior are represented in humans by special genes (material carriers of heredity), selected in the process of evolution. Cowardice, lies, selfishness, aggressive instinct, and other vices have long been characteristic of man. Mutation of genes that are carriers of morality, according to the biologization concept, leads to apathy (this explains the crimes and other antisocial manifestations of human behavior). The concept of biologization is one-sided, often used as a screen by those who do not want or do not know how to educate others and themselves, trying to explain all the shortcomings of the negative heredity, against which man is powerless. It opens up space for substantiating the natural inequality of

people's abilities of different races and nationalities. Racists, for example, believe that whites predominate over the heredity of black people and should therefore rule over them. Life and pedagogical experience convincingly refute these claims, because every child, regardless of race or nationality, can, under appropriate conditions, achieve a high level of development.

The sources of the sociological trend originated in the Middle Ages with the *theory of tabula rasa*, according to which the human psyche at birth is a "blank slate", but under the influence of external conditions, upbringing human mental qualities gradually develop. A representative of this trend was the French philosopher Claude Adrien Helvetius (1715-1771), who believed that all people are born with the same natural data, and further inequality of their mental abilities and moral qualities is caused by different external conditions and educational influences. These statements were directed against prevailing at the time the concepts of innate conditionality of mental development, social inequality of people. One of the manifestations of the sociologization concept of development was widespread in the 20-30's of the 20<sup>th</sup> century sociogenetic theory, whose proponents argued that the main factor in the mental development of the child is his adaptation to the social environment. Common to biologization and sociologization theories is that they proceed from the mechanistic concept of the child's development and consider him as a passive object of external influences, as a toy (in one case in the hands of heredity, in another – social environment). Therefore, they cannot be taken as a basis for understanding the patterns of child development.

At the present stage, the theory of convergence of biological and social factors is widespread. According to it, mental development is determined by interaction of heredity and environment: heredity is given a decisive role, environment – the role of a regulator of the conditions in which heredity is realized. However, this theory has no valid explanation for cases where children with different personalities grow up in the same family, having the same heredity (identical twins). Modern science convincingly proves that neither heredity nor environment, as understood by

supporters of the convergence of two factors, does not determine development of the child.

Thus, all the diversity of foreign research in child psychology is conducted within several theoretical areas, namely – *biogenetic, sociological, convergence theory, dialectical, personological and some other approaches*.

*Biogenetic theories* (E. Claparede, K. Buhler, G. Wallace) emphasize importance of the biological determinants of the child's mental development, considering them decisive for development of the personality. Particularly significant in this regard is the theory of recapitulation of Grenville Stanley Hall – the founder of pedology, in which the main canon was proclaimed biogenetic “law of recapitulation”, which emerged from the transfer from biology to mental development of Mueller-Haeckel's law of evolution.

According to the postulates of pedology, “development of the species repeats development of the genus”, i.e. individual human development (ontogenesis) briefly repeats the most important stages of human evolutionary development (phylogeny). The period of infancy corresponds to the animal phase of human development, childhood – the period of hunting and fishing. Pre-adolescence (8-12 years) is an abbreviated repetition of the beginning of civilization; youth (12-25 years) corresponds to the era of Romanticism; adulthood – the period of industrial capitalism. It is clear that sufficient arguments to support the theory of recapitulation have not been found, most modern psychologists deny it. At the same time, the unity of phylogeny and ontogenesis of the psyche is manifested in their general focus on expanding experience (both humanity as a whole and the individual). Some representatives of biogenetic theories recognize a certain, but very limited, influence of the environment on the personality development. Thus, A. Gesell generalizes two different concepts of growth and development as a process of progressive differentiation and integration of human behavior. Agreeing with the very fact of cultural influences, the scientist emphasizes that they cannot overcome the influence of maturation. According to Gesell, “culture modulates and channels, but does not generate stages and trends”. In general, emergence of the first concepts of child

development was influenced by the theory of Charles Darwin, who first put forward the idea that development is subject to certain laws. The first theoretical concept of mental development was the so-called concept of recapitulation, which was based on the biogenetic law of E. Haeckel: ontogenesis is a short and rapid repetition of phylogeny. This law was formulated on embryogenesis, but the American psychologist S. Hall transferred it to the process of ontogenetic development of the child and argued that the child in his development briefly repeats development of the human race. For a short time, this theory became widespread, but then drew criticism from many psychologists as limited and naive. However, it should be noted that it was the first attempt to identify the connection between historical and individual and gave impetus to the further development of child psychology. Under the influence of the works of S. Hall, his students A. Gesell and L. Terman developed the so-called normative approach to the study of child development. A. Gesell developed a practical system for diagnosing mental development of a child from birth to adolescence, which was based on systematic comparative studies. He was the first to use film and photo-registration of age-related changes in motor activity, speech of a child, etc. His call for control over the normal course of a child's mental development remains relevant today. L. Vygotsky called A. Gesell's concept "the theory of empirical evolutionism" and criticized it for treating social development of a child as a kind of biological development and adaptation of the child to the environment. The second student of S. Hall L. Terman conducted one of the longest-running longitudinal studies in psychology, which he devoted to the study of giftedness in children. He created tests to study mental abilities, to measure which he introduced the concept of "IQ" and assumption that it remains unchanged throughout life. The merit of A. Gesell and L. Terman is that they began to develop child psychology as a normative discipline that describes achievements of the child in the process of development. This approach is still a classic direction in the study of the child in American psychology. The behavioral concept, the origins of which were American psychologists J. Watson, E. Ghazry, E. Thorndike, B. Skinner, and others, arose under the influence of the teachings of I. P. Pavlov on the patterns of higher nervous

activity and formation of conditioned reflexes. It identified development with learning and was also criticized by humanist scholars as interpreting human behavior too mechanically. Psychologists from the European countries have focused at the same time on the identification of the stages of behavior development in ontogenesis. Austrian psychologist K. Buhler put forward the theory of three-stage development: instinct, learning, intelligence. He associated these degrees not only with maturation of the brain and complication of the relationships with the environment, but also with development of the experience of pleasure associated with action. Instincts, in his opinion, are characterized by the fact that pleasure arises from the satisfaction of needs, after completing the action. At the level of skills, pleasure is transferred to the very process of action (“functional satisfaction”). At the stage of intellectual problem solving there is an anticipatory satisfaction, there is a transition from “end to beginning”, which is the main driving force of behavior. This scheme was transferred by K. Buhler to ontogenesis, which led to the identification of the stages of development of the child and the animal. K. Lorenz, D. Elkonin and others criticized this concept, emphasizing that these three lines of animal development do not depend on each other: instinct does not prepare skills, addressing does not precede intelligence. Moreover, even another sequence of behavior is possible: first intelligence, and then skills. The significance of this theory is that it raises the question of the historical origins of childhood, although it tries to answer it in a biogenetic approach. The discussion of psychologists on what determines the process of child development, heredity or the environment has led to the theory of convergence of these two factors. W. Stern believed that mental development is not just a manifestation of innate properties and not just a perception of external influences. This is a result of the convergence of internal inclinations with external living conditions. However, he sought to consider the periods of child development by analogy with the stages of development of wildlife and human culture. Convergence theory is the most common concept of modern psychology, and existing theories within it differ only in the interpretation of the interaction of heredity and environment, biology and culture, innate and acquired abilities in the course of

mental development. In studying the role of experience in the dynamics of behavior, the key issues are the activity of the subject in the process of development and time, when one or another influence of the environment occurs. It is revealed that in the process of mental development there are so-called sensitive (most favorable) periods for the development of a certain mental function. For example, a period of 1-3 years old is sensitive for speech development.

*Sociological approach to the development of the child's psyche.* Theories of this trend are characterized by exaggeration of the role of social influences for personal development. This approach originates from the works of the English philosopher John Locke (17<sup>th</sup> century), who stated that “a child is born with a soul like a blank slate” (from the Latin “tabula rasa”). Society can write on this “board” everything it needs. Close to these ideas are behavioral theories of development (E. Thorndike, J. Watson, L. Bletz, D. Thompson and others), in which learning, or training is considered decisive in the development of the child. In Germany, the sociological direction is implemented in Gestalt psychology (K. Levin), which considers human behavior as a function of the personality and his immediate environment (the unity of all personal components is understood as a living or psychological space). Age development is associated, first of all, with expansion of the living space of the individual, the circle of his communication, group affiliation and so on.

Thus, the specificity of the adolescents (young people)'s behavior is due to the *marginality* (marginal norm) of their position. Adolescents do not belong to the children's or adults' world at all, which creates internal contradictions, uncertainty of the level of demands, increased shyness and at the same time aggression, tendency to take categorical positions, and others. The French sociological trend is represented by the works of E. Durkheim, S. Blondel, P. Janet. In particular, P. Janet argued that the relationship between people determines development of the child's psyche. The one-sidedness of these biologization and sociological theories of child psyche development try to overcome theories based on the position of convergence (crossing) of biological (heredity) and social (environmental) factors of development,

with the determining role of biological (German psychologist W. Stern). Close to W. Stern's approach are the theories developed by the Swiss psychologist Jean Piaget (1896-1980). They concern intellectual and moral development of the child. It is argued that the stages of a child's mental development are determined by nature, learning cannot change their sequence and content. In intellectual development, he distinguishes four stages:

- sensorimotor – up to 2 years old;
- preoperative – up to 7-8 years old;
- concrete operations – up to 11-12 years old;
- formal operations – up to 13-15 years old.

J. Piaget believed that moral development occurs in the process of the child's relationship with others, which can unfold in two forms: coercion and cooperation. A separate position is held by those psychologists who deny the decisive action of biological or social determinants<sup>22</sup>.

*The dialectical approach* in the study of the child's psyche development is presented by the French psychologist Henri Wallon (1879-1962). Periodization of the child's mental development, according to Wallon, includes seven successive stages, which are the result of quantitative and qualitative changes in the psyche:

- 1) stage of fetal life – complete dependence on the mother's body;
- 2) stage of motor impulsivity up to 6 months – motor activity of the child, development of conditioned reflexes;
- 3) emotional – up to 1 year old – there are relationships with people;
- 4) sensorimotor – up to 3 years old, there is attention to the outside world on the basis of orientation reflex, upright gait and speech;
- 5) personalism – there is a desire to be the center of attention, the desire to imitate up to 5 years old;
- 6) delimitation – up to 11 years old – expanding the circle of communication, the desire to achieve recognition in the team;

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<sup>22</sup> Чепіль М. М. Порівняльна педагогіка: навч. посіб. 2014, К.: Академвидав.

7) puberty – adolescence – there are deep vivid contradictions (love, hate, self-confidence, insecurity, introspection and self-esteem).

Despite a variety of approaches to the interpretation of the child's mental development, a holistic and systematic picture that summarizes them has not yet been developed.

Thus, we highlight the main theories of mental development of the child abroad:

- foreign research in child psychology is conducted within the main theoretical areas, namely: biogenetic, sociological, convergence theory, dialectical and personological;

- distribution of the areas of foreign research is based on different solutions to the dispute over the determinants of the child's mental development;

- leading in various directions is declared to be a biological, social, or personological factor; another group of studies tries to take into account a combination of different factors (convergence theory, dialectical approach).

*Psychoanalysis.* The year of birth of psychoanalysis is considered to be 1880, when Josef Breuer, a colleague and friend of S. Freud, told him about his observations about the patient Anna O. (Bertha Pappenheim), who, talking about herself, seems to have recovered from the symptoms of hysteria. Hypnosis technique was used during therapy. S. Freud began to use the same technique with his patients and confirmed Broeuer's results. These observations were published in the joint work "Study of Hysteria", which suggested that the symptoms of this disease are masked memories of forgotten traumatic events. Freud saw the reason for forgetting these events in the conflict between certain impulses associated with these events, and moral principles.

*Freudianism.* According to S. Freud, the beginning and basis of human mental life are various biological mechanisms. He believed that every person has an inclination to incest, cannibalism and the thirst for murder. S. Freud insisted that the spiritual ontogenesis of man briefly repeats the course of human development due to the fact that in one's mental structures, each person bears the burden of the

experiences of distant ancestors. Two global cosmic instincts play an extremely important role in the formation of man: Eros (sexual instinct, instinct of life, self-preservation) and Thanatos (instinct of death, aggression, destruction). According to S. Freud, human life is a struggle between these two eternal forces, and they are the engines of progress. The carrier of sexual instinct is mental energy with sexual color (libido). Unconscious (primarily sexual) aspirations of the individual constitute his potential and the main source of activity, give motivation for action. Due to the impossibility of satisfying instinctive needs in their natural form due to social normative restrictions, man seeks a compromise between deep-seated urge and a socially acceptable form of its realization.

*Structural model of the psyche.* The model of personality created by Freud is a three-layer formation:

- the lower layer (id), the most primitive instance, which encompasses everything innate, genetically primary, subject to the principle of satisfaction and knows nothing about reality or society. It is originally irrational and immoral; its requirements must be satisfied by the instance self (ego);
- the middle layer (ego) corresponds to the principle of reality, developing a number of mechanisms that allow adapting to the environment, coping with its requirements. Ego is a mediator between stimuli coming from the world around us and from the depths of the body, on the one hand, and the corresponding motor reactions on the other. The functions of the self include self-preservation of the organism, memorization of the experience of external influences, prevention of threatening influences, control over the requirements of instincts (derived from id);
- the upper layer (super-ego) is a source of moral and religious feelings, is a controlling and punishing agent. If id is genetically determined, and the self is the product of individual experience, then the super-ego is the product of influences emanating from other people. Super-ego occurs in early childhood and remains virtually unchanged in later years. The most brutal, militant layers are id and super-ego. They attack the ego from two sides, generating a neurotic type of behavior. Since with society development the layer of the ego is inevitably increasing,

becoming more massive and heavier, the whole history of mankind is considered by S. Freud as a history of progressive psychosis.

*K. Jung's analytical psychology.* Analytical psychology is a branch of neo-Freudianism, the founder of which is the Swiss psychologist and culturologist K. G. Jung. This doctrine is based on the concept of the collective unconscious, which reflects the data of anthropology, ethnography, history of culture and religion, analyzed in terms of biological evolution and cultural and historical development, and which is manifested in the psyche of the individual. As a unit of analysis of the psyche, he proposed the concept of the archetype as an innate pattern of behavior that corresponds to different layers of the human psyche: animal, universal, ancestral, family and individual. The energy of the archetype is due to the fact that it is a manifestation of libido. In addition to the concept of the collective unconscious, the scientist gave a description of extroverted (directed mainly to the outside world) and introverted (aimed at the inner, subjective world) attitudes.

*E. Erikson's epigenetic theory of the personality development.* E. Erikson's theoretical formulations (1902-1994) relate exclusively to development, although he argued that his ideas were nothing more than the further systematic development of the Freud's concept of psychosexual development in the light of new discoveries in the social and biological sciences. However, E. Erikson strongly departed from classical psychoanalysis on four important points. First, from Erikson's point of view, it is the ego that forms the basis of human behavior and functioning, which shows a shift in emphasis from id to ego. In some respects, the ideas of E. Erikson and S. Freud are characterized by theoretical unity. For example, both theorists agree that the stages of personality development are predetermined, and the order of their course is unchanged. Erikson also recognizes the biological and sexual foundations of all motivational and personal dispositions and adopts the Freudian structural model of the personality. Erikson's main contribution to the study of personality is that, along with the Freudian stages of psychosexual development, he showed that "man goes through stages of psychosocial development and stages of ego development" and proved that "personality development lasts a lifetime and each stage of development

can have both positive and negative results”. An important discovery of K. Horney is introduction of the concept of “self-image”. She believed that this image consists of two parts – self-knowledge and self-esteem. In this case, normally, the adequacy of the “self-image” is associated with its cognitive part, i.e. with a person’s knowledge of himself, which should reflect his real abilities and aspirations. Like A. Adler, and later E. Fromm, K. Horney came to the conclusion about the dominant influence of society, social environment on the personality development. She also argued that man can change and continue his development throughout life, so there is no fatal doom to the neurosis, which was spoken about by S. Freud.

*The theory of three stages of child development.* Its author is the Austrian psychologist Karl Buhler (1879-1963). According to him, three stages of a child’s development (*instincts, training, intelligence*) are associated not only with maturation of the brain and complication of relationships with others, but also with the course of affective processes (stormy experiences), with development of pleasure. During evolution there is a transition of pleasure “from the end to the beginning” of the child’s activity. The first stage of development (instincts) is characterized by the fact that pleasure arises as a result of satisfying an instinctive need, i.e. after performing an action. In the second stage (training) pleasure is transferred to the process of action (“functional pleasure”). At the level of intelligence, when there is predictable pleasure, there is a transition from “end to beginning”, which is the main driving force in the development of child behavior.

*The system of diagnostics of mental development of a child from birth to adolescence.* Its author is the English psychologist Arnold Gesell (1880-1961). It is based on systematic research (norms and various forms of pathology) with the use of film, photo recording of age-related changes in motor activity, speech, adaptive reactions and social contacts. A. Gesell’s efforts in psychology introduced the method of longitudinal study of the mental development of the same children from birth to adolescence. He studied monozygotic (unicellular) twins, was one of the first to use the twin method to analyze the relationship between maturation and learning, for a deeper understanding of normal development, studied mental development of a blind

child. In clinical practice, the “Atlas of Newborn Behavior” compiled by him is widely used, which includes 3,200 photographs that capture the motor activity and social behavior of a child from birth to two years old.

*Theory of development of higher mental functions.* It was substantiated by L. Vygotsky, who proceeded from the statement about the decisive role of labor in the adaptation of man to nature and natural forces. Labor, production of tools, changes the type of human behavior, determine formation of its differences from the animal. This difference lies in the indirectness of its activities, because between man and the object of labor are tools. Indirectness is inherent in the process of internal (mental) activity, because a person in his internal activities uses signs (word, number, symbol, note, etc.) just as in external practice he uses tools. By function, the similarity between tools and the sign is that they give activities an indirect nature. The difference between them is manifested in their different orientation. L. Vygotsky’s theory embodies the idea of the social essence of man, formulates the general genetic law of cultural development, according to which “any mental function in the cultural development of the child appears on the scene twice, in two plans, first – social, then – mental, first between people as a mental category. Every higher mental function in its development necessarily overcomes the external stage, because it is from the beginning a social function. Its meaning is first created by the situation, and then – by the people around it. The same thing happens with the word in the process of learning the language by the child. First, it expresses his attitude to the thing. This objective connection between the word and the subject is used by adults as a means of communication with the child. All higher mental functions of man, according to L. Vygotsky, are genetically related to his social relations. The point is that higher mental functions first arise in human relationships and only then become the mental (internal) functions of the child. The process of becoming a person is manifested in the fact that he becomes who he is, because of what he is for others. By the nature of the use of signs we can conclude about the intellectual development of the individual. In this sense, L. Vygotsky substantiated the concept of the “zone of immediate development”, although more successful in this regard is the

concept of “perspective of immediate development”. L. Vygotsky’s ideas were developed by his followers, arguing that development and formation of the personality of a young person who learns social experience does not happen automatically, but by changing his inner world, inner position, which mediates all educational influences. The position of the individual is seen as a set of motives for activities, which reveal his needs, ideals, assessments and self-esteem, formed as a result of education. It makes a person relatively independent of external influences, which are refracted through internal conditions<sup>23</sup>.

*The theory of gradual formation of mental actions.* This theory was formulated in the 50’s of the 20<sup>th</sup> century in the process of analyzing the idea of the role of internal conditions in the development of the child, developing a strategy for the active formation of mental processes and personality traits. Its author is the Soviet psychologist Peter Halperin (1902-1988). According to him, the child’s acquisition of knowledge occurs in the process of activity, as a result of his performance of certain actions, as a result of which he learns to think. Based on the principle of unity of consciousness and activity, it was found that assimilation of mental actions included the following stages:

- formation of motivations (motives, meanings) to master the action;
- presentation of schemes, guidelines and instructions for the implementation of the new action, clarification, verification of the level of their awareness;
- formation of action in material (materialized) form on the basis of images and schemes.

For example, when learning numbers, the child first counts specific objects; symbolic implementation of the action by means of language (communication between child and adult). At this stage, there is no need to perform the action in material form and use an indicative scheme; performing an action in external speech (aloud). Such action does not require direct adult support.

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<sup>23</sup> Пантюк Т.І. Зарубіжні теорії та концепції дошкільного виховання: навч.- метод. посіб. Дрогобич: Ред. видавн. відділ ДДПУ імені Івана Франка, 2008. 75 с.

At this stage, the sound of the action gradually disappears. The child rarely utters the phrase (“If I have two apples and I am given two more, I will have four apples”); deployment of action internally. In fact, the speech process “comes out” of consciousness, and remains in it only the final result. To the question “How much will be two plus two?”, The child automatically answers: “Four”. That is, having mastered the action of addition, he no longer needs to imagine specific objects, images, and so on. In this way, more complex intellectual actions are formed, the verbal and logical component of intelligence in general.

*Theory of play activities and its impact on the mental and personal development of the child.* It was formulated by domestic scientists Danylo Elkonin (1895-1983) and Antonina Usova (1911-1986). In their research, they considered the uniqueness of play activity, the main stages of its formation, formation of game actions, the conditions of origin and development of story games, the transition of role-playing games in the group, as well as found out the importance of play as a driving force. Much attention has been paid to the study of the role of children’s groups in the personality formation, which resulted in the statement that the class in which students are involved in life does not directly affect formation of their personal qualities. This influence depends on the functions performed by the student in group learning activities, socially useful work, on the realization of his desire for self-affirmation. The most effective factors of development are new needs, interests, aspirations, self-esteem and so on.

Thus, the diversity of mental life of the individual at different age stages, in different social, historical, geographical conditions, in different situations sets psychologists to know its specific features, general patterns, which produces new conclusions, conceptual provisions, theoretical discoveries.

### **Questions for self-preparation:**

1. Describe humanization of all spheres of society and preschool education. Describe the key problems of optimizing the principles of scientific and methodological support of the pedagogical process in a preschool education institution.

2. Comment on the economic and political factors of educational efficiency in the developed and developing countries. Identify the main indicators of funding for education.

3. Analyze current approaches to understanding democratization of education. Do you consider them relevant and sufficient? Identify the main functions of differentiation of learning and democratization.

4. Name the international organizations in the world that work to support and regulate international cooperation in children's education.

5. Define the concepts of socialization, desocialization, resocialization. What is their essence?

6. Describe the main factors (leading determinants) of human development. Justify the answer.

7. Analyze the basic concepts of mental development of the child. Define a sociological approach to the development of the child's psyche. Describe four stages in the intellectual development of the child according to the Swiss psychologist Jean Piaget.

## **TOPIC 1.4. CURRENT PROBLEMS OF PRESCHOOL EDUCATION IN UKRAINE**

### **PLAN**

1. Trends in the formation of educational space in Ukraine in the 21<sup>st</sup> century.
2. Current state of preschool education in Ukraine.
3. Conditions for the harmonious development of the personality in the pedagogy of cooperation.

### **1. Trends in the formation of educational space in Ukraine in the 21<sup>st</sup> century**

The history of human civilization shows that education and humanity are closely intertwined. Any global problems (economic, social, political, environmental, demographic, etc.) that society faces, in one way or another affect the field of education:

1. The economic problems that exist in Ukraine have led to a decrease in public funding for the education system. And this, in turn, has led to a weakening of the material and technical base of the education institutions, to reduce the quality of teachers training.

2. Or an unfavorable environmental situation adversely affects human health before birth. Due to this, the ability to study is reduced, there is a need to create institutions of correctional, health-improving nature.

3. During wars and ethnic conflicts, the problems of education are eliminated to the background, because due to the danger of death, children do not have the opportunity to attend school, kindergarten<sup>24</sup>.

Thus, we can see that the education system reflects all the problems of society. On the other hand, scholars emphasize that education is a great force that transforms society. You know that today's world civilization is experiencing a deep crisis, which requires profound changes in the minds and behavior of people. The leading idea is

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<sup>24</sup> Закон України «Про освіту» Офіц. веб-сайт Міністерства освіти і науки України. URL: [http://www.mon.gov.ua/laws/ZU\\_1060.dok](http://www.mon.gov.ua/laws/ZU_1060.dok)

that an intelligent person has proved incapable of solving the problems of modern life, so he should be replaced by a spiritual person (M. Buber, M. Scheler, A. Schweizer, W. Frankl and others). Because of this, in Western European philosophical thought of the 20<sup>th</sup> century there is an increase in interest in the problem of morality, spirituality. According to these scientists, only a spiritual person is able to ensure progressive development of human civilization.

And it is education that provides an opportunity to prepare the younger generation in accordance with the new requirements, learn to predict global and local problems, and, if necessary, eliminate their consequences. Thus, education reflects the state of society development and, in turn, determines the further development of society. With transformation of Ukraine into an independent state, there was a need to reform the education system. To determine the main ways to reform the education system, it is necessary to take into account not only the peculiarities of education development in Ukraine, but also the peculiarities of the world community development.

Because of this, the leading areas in the 21<sup>st</sup> century become science and education<sup>25</sup>, namely:

1) modern world is a holistic socio-political system, so the problems that arise in one country inevitably lead to change in other countries;

2) use of modern information technologies and mass media enables people of different countries and nationalities to join the same cultural values. This leads to the fact that moral values, norms of behavior that have developed in certain countries are undergoing significant changes, educational and cultural traditions of the people are ignored, the world culture is formed;

3) a person's perception of space changes: it seems to decrease. Modern means of communication allow communicating and working at a distance. Therefore, the importance of international cooperation is growing in all sectors of society. In this regard, the preconditions are created for the formation of a single economic, educational, information space;

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<sup>25</sup> Сучасна дошкільна освіта: європейський досвід. [URL:edu.ua/id/eprint/22122/1/kozak\\_DO\\_duskyrs.pdf](http://URL:edu.ua/id/eprint/22122/1/kozak_DO_duskyrs.pdf)

4) the role of the state in society reduces. Political and economic power is increasingly shifting to transnational corporations, which are beginning to influence the nature of social, cultural and educational processes in different countries.

This leads to resistance to the preservation of autonomy on the part of individual peoples and states. In line with such trends, new requirements for education are set:

1. Education must ensure the ability of a person to function consciously and effectively in an environment where knowledge and technology are changing much faster than generations of people.

2. To ensure the optimal balance between the local and the global, so that people are aware of the trends of human development and are, in fact, not only the citizens of their country, but also the citizens of the world.

3. To form an understanding of man as the highest value, because only this can ensure high democracy in society.

4. To cultivate development of the spiritual world of each person, to establish cultures of tolerance. All these requirements need a revision of the usual characteristics and norms of educational activities. Therefore, it is necessary to modernize (change) the education system. How?

1. The content of education needs to change. It is necessary to define more clearly and unambiguously the amount of knowledge in different fields of science.

2. Orientation of the educational process needs to be corrected. Traditionally, it has provided children with acquisition of certain knowledge, skills, abilities and the ability to reproduce them during control. But it is impossible to teach a person for life. Sooner or later, he will lose his competitiveness and become incapacitated if he does not renew his knowledge. Therefore, the child must have a need to learn all his life, the need for self-study and self-education.

3. It is necessary to develop the ability to apply the knowledge acquired during life in their own practice.

4. Approval of the personality-centered pedagogical system. This task is especially relevant for Ukraine, where for decades there has been deindividualization

of the personality, impossibility of self-realization in various spheres of public life. Thus, it is necessary to replace authoritarian pedagogy with the pedagogy of tolerance (*tolerance* (Latin *patience*) – absence or weakening of response to any adverse factor due to reduced susceptibility to its influence), subject-object relations to subject-subject.

5. Education should prepare a person adapted to life in a world of diverse connections – from contacts with loved ones to contacts with peoples of other nations.

6. Education must be innovative. It is necessary to form a person who perceives change as a natural norm, and stagnation, immutability – as an annoying exception. Taking into account trends in the development of the educational space and requirements for the education system, the State National Program “Education” (Ukraine of the 21<sup>st</sup> century) has been created, which ensures development of the educational sector as a whole.

*The main goal of the program* is to determine the strategy of education development in Ukraine for the coming years, to create a system of lifelong learning and upbringing to achieve high educational levels, to form intellectual and cultural potential as the highest value of the nation.

*The tasks of education reform in Ukraine*<sup>26</sup>:

- revival and development of the national education system, formation of an educated, creative personality, formation of his physical and moral health, assimilation of the world and national culture;

- bringing education in Ukraine to the level of education in developed countries.

*Directions of education reform:*

- development of the national education system taking into account changes in all spheres of public life;

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<sup>26</sup> Висновки Ради ЄС щодо дошкільної освіти та догляду. URL: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0066:FIN:EN:PDF>

- ensuring moral, psychological and intellectual readiness of all citizens to get education;
- achieving a qualitatively new level in the study of basic subjects;
- creating conditions to meet educational and professional needs and provide opportunities for every citizen to improve his education, master new specialties;
- providing each education institution with appropriate conditions for training and education of a physically and mentally healthy person.

*The main areas of reforming:*

- creation of an atmosphere of public support for the development of education in society, constant care for increasing the intellectual and spiritual potential of the nation;
- overcoming devaluation of the universal humanistic values, isolation of education from national sources;
- ensuring education development on the basis of new progressive concepts, introduction of modern pedagogical technologies and scientific and methodological achievements in the educational process;
- departure from the principles of authoritarian pedagogy;
- integration of science and education, active use of scientific potential of higher education and research institutions;
- creation of proper material and technical base in the education system;
- creation of a new regulatory and legal framework for education.

Based on the above, the main *principles* of the program are as follows:

- priority of education (new attitude of society to education, knowledge and intelligence);
- democratization of education (overcoming the state monopoly on education, decentralization of government);
- humanization of education (affirmation of man as the highest social value);
- humanization of education (formation of a holistic picture of the world, spirituality, culture of personality, planetary thinking);
- national orientation of education;

- continuity of education;
- inseparability of education and upbringing;
- diversity and variability of education.

Based on the State National Program “Education. Ukraine of the 21<sup>st</sup> century” the National Doctrine of Education Development was created. The main provisions include<sup>27</sup>:

- 1) the whole educational process must have a personality-centered direction;
- 2) the Doctrine provides for solving the issue of access to education for all citizens of Ukraine;
- 3) the Doctrine provides for development of a national type of educational activity, which is not opposed but organically fits into the world and European education area;
- 4) the Doctrine provides for the transition to new learning technologies related to the use of computers and other information technologies. This is very important because the use of computers can lead to the replacement of the classical educational system.

## **2. Current state of preschool education in Ukraine**

It is worth analyzing the state of preschool education in Ukraine, as preschool education is the first link in the system of continuing education.

*Preschool education* – a holistic process aimed at ensuring diverse development of a child in accordance with his inclinations, abilities, individual, mental and physical characteristics, cultural needs; formation of moral norms in a preschool child, gaining life and social experience.

Among *the main tasks of preschool education* there are the following:

- maintaining and strengthening physical, mental and spiritual health of the child;

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<sup>27</sup> Дошкільні навчальні заклади: публікація документів Державної служби статистики України. URL:[http://ukrstat.org/uk/operativ/operativ2005/osv\\_rik/osv\\_u/dz\\_u.html](http://ukrstat.org/uk/operativ/operativ2005/osv_rik/osv_u/dz_u.html).

- education of love for Ukraine, respect for folk traditions and customs, national values of the Ukrainian people, as well as the values of other nations, peoples;

- formation of the child's personality, development of his creative abilities;

- fulfillment of the requirements of the Basic component of preschool education, ensuring social adaptation and readiness to continue education;

- implementation of social and pedagogical patronage of the family.

*The principles of preschool education are:*

- availability for every citizen of educational services provided by the preschool education system;

- equality of conditions for realization of talents, inclinations, abilities, diverse development of each child;

- unity of development, upbringing, education and rehabilitation of children;

- unity of educational influences of a family and a preschool education institution;

- continuity and prospects of preschool and primary general education;

- secular nature of preschool education in state and municipal institutions of preschool education;

- personality-centered approach to the development of the child's personality;

- democratization and humanization of the pedagogical process;

- compliance of the content, level and scope of preschool education with peculiarities of development and state of health of a preschool child; other principles defined by the Law of Ukraine "On Education".

The preschool education institution carries out its activities under a license to conduct educational activities in the field of preschool education, issued in the manner prescribed by the legislation of Ukraine. Preschool education can be obtained

at a preschool education institution. According to the needs of the citizens of Ukraine, the following preschool education institutions are created:

- preschool education institution (nursery) for children aged one to three years old, where they are cared for, as well as their development and education are carried out in accordance with the requirements of the Basic component of preschool education;

- preschool education institution (nursery-kindergarten) for children aged one to six (seven) years old, which provides care for them, development, education and training in accordance with the requirements of the Basic component of preschool education;

- preschool education institution (kindergarten) for children aged three to six (seven) years old, where their development, education and training are provided in accordance with the requirements of the Basic component of preschool education<sup>28</sup>;

- preschool institution (nursery-kindergarten) of a compensatory type for children with special educational needs aged from two to seven (eight) years old. Institutions of preschool education (kindergarten) of a compensatory type are divided into special and sanatorium;

- orphanage – a preschool education institution of the health care system for medical and social protection of orphans and children deprived of parental care, as well as for children with physical and (or) intellectual disabilities from birth to three (for healthy children) and to four (for sick children) years old;

- boarding school (orphanage) provides development, upbringing, education and social adaptation of orphans and children deprived of parental care, of preschool and school age, who are in a family relationship and are supported by the state;

- family-type preschool education institution (nursery-kindergarten) for children aged two months to six (seven) years old who are in a family relationship and where their care, development, upbringing and training are provided in accordance with the requirements of the Basic component of preschool education;

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<sup>28</sup> Базовий компонент дошкільної освіти (Державний стандарт дошкільної освіти) нова редакція. 2021. URL:<https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

- preschool education institution (kindergarten) of a combined type for children aged one to six (seven, eight) years old, which may include groups of general development, compensatory type, inclusive, family, walking, which provides preschool education based on the state of children's health, their mental, psychological, physical development;

- preschool education institution (child development center), which provides physical, mental and psychological development, correction of psychological and physical development, rehabilitation of children who attend other education institutions or are brought up at home<sup>29</sup>.

*Constituent documents of the subjects of educational activity in the field of preschool education:*

1. An institution of preschool education operates on the basis of the statute.

A private person-entrepreneur or a structural subdivision of a legal entity of private or public law, the main activity of which is educational, operates on the basis of his own provisions on them.

2. Constituent documents are developed in accordance with the Constitution of Ukraine, the Law of Ukraine "On Education", the Regulations on the institution of preschool education, approved by the Cabinet of Ministers of Ukraine (Part two of the Article 13 as amended by Law № 463-IX of January 16, 2020).

*Groups of preschool education institutions:*

1. Groups in a preschool education institution are staffed according to age.
2. Occupancy of groups in a preschool education institution is:
  - for children under one year old – up to 10 people;
  - for children aged one to three years old – up to 15 people;
  - for children aged three to six (seven) years old – up to 20 people;
  - for children of different ages – up to 15 people;
  - with short-term and round-the-clock stay of children – up to 10 people;
  - during the recovery period – up to 15 people;

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<sup>29</sup> Лист МОН від 10.08.2021 №1/9-406 «Щодо окремих питань діяльності закладів дошкільної освіти у 2021/2022 навчальному році». URL: <https://mon.gov.ua/storage/app/uploads/public/611/3c5/aef/6113c5aef0307160113058.pdf>

- in inclusive groups – no more than three children with special educational needs.

The founder (founders) may establish a lower number of children in groups in a preschool education institution.

In preschool education institutions located in villages, settlements, the number of children in groups is determined by the founder (founders) depending on the demographic situation.

3. The procedure for enrollment, expulsion and transfer of pupils to state and municipal preschool education institutions is determined by the Regulations on the institution of preschool education.

The procedure for enrollment, expulsion and transfer of pupils to private and corporate preschool education institutions is determined by the founder (founders).

*Status of preschool education institutions and other subjects of educational activity in the field of preschool education:*

1. A preschool education institution is a legal entity.

The form of ownership of a preschool education institution is determined in accordance with the law. Preschool education institutions can be based on the principles of public-private partnership (corporate preschool education institution).

2. Preschool education institution based on state ownership has the status of a state institution.

3. The pre-school education institution based on the communal form of ownership has the status of a communal one.

4. The status of a private preschool education institution is based on a private form of ownership.

5. The status of corporate has a preschool education institution, founded by several entities of different forms of ownership on the basis of public-private partnership, management of which is determined by the memorandum and articles of association.

6. The rights and obligations of a preschool education institution provided by the Law of Ukraine “On Education” and other laws, also have a private person-

entrepreneur or structural unit of a legal entity of private or public law, whose main activity is educational activities in preschool education.

*Management bodies of the preschool education system.*

Management of preschool education system is carried out by:

- central body of executive power, which ensures formation and implementation of state policy in the field of education;
- central body of executive power that implements state policy in the field of education;
- other central executive bodies to which preschool education institutions are subordinated;
- local governments.

*Financial and economic activities of preschool education institutions.*

1. Financial and economic activities of preschool education institutions is carried out in accordance with the Law of Ukraine “On Education”, laws on the budget, property, local self-government and other normative legal acts.

2. Maintenance and development of the material and technical base of preschool education institutions is financed at the expense of the founder (founders) of these institutions.

3. Sources of funding for preschool education institution, regardless of ownership, are:

- founder (founders);
- state and local budgets;
- parents or guardians;
- voluntary donations and targeted contributions of individuals and legal entities;
- other funds not prohibited by law.

4. Sources of funding for preschool education institutions (branches, groups) based on public-private partnership are the funds of the founders.

The amount of co-financing is determined by the founders on the terms of the agreement.

5. State and municipal institutions of preschool education may provide paid educational and other services, the list of which is approved by the Cabinet of Ministers of Ukraine. The founders of relevant education institutions have the right to approve lists of paid educational and other services that are not included in the list approved by the Cabinet of Ministers of Ukraine.

6. The procedure for record keeping and accounting in a preschool education institution shall be determined by the head of the institution in accordance with the legislation. According to the decision of the head of a preschool education institution, accounting can be carried out independently by the education institution or through centralized accounting<sup>30</sup>.

*Material and technical base of the preschool education institution*

1. The material and technical base of the preschool education institution includes buildings, structures, land plots, communications, inventory, equipment, vehicles, office accommodation and so on. The property of a preschool education institution belongs to it on the rights specified by this Law and other normative legal acts.

2. Requirements to the material and technical base of the preschool education institution are determined by the relevant construction and sanitary and hygienic norms and rules. Exemplary lists of material and technical equipment of preschool education institutions, games, educational and didactic equipment of preschool education institutions are approved by the central executive body in the field of education and science.

*Staff lists of preschool education institutions.*

1. Staff lists of the state and municipal preschool education institutions, regardless of subordination and type, shall be established by the relevant education management body on the basis of the Standard Staffing Standards of Preschool Education Institutions approved by the central executive body for formulating and

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<sup>30</sup> Лист МОН від 29.06.2021 №1/9-337 «Щодо сприяння розвитку мережі закладів дошкільної освіти (відділень, груп) різних типів та форм власності та належного фінансування галузі дошкільної освіти» URL: <https://mon.gov.ua/storage/app/uploads/public/60e/ed0/c80/60eed0c803488466167324.pdf>

implementing state education policy approved by the state executive body, which ensures formation and implementation of public financial policy.

2. Staff lists of the private preschool education institutions shall be established by the owner (founder) on the basis of the Standard staff standards of preschool education institutions.

Thus, citizens of Ukraine, regardless of race, color, political, religious and other beliefs, gender, ethnic and social origin, property status, health status, special educational needs, difficult living conditions, place of residence, language or other characteristics have equal rights to receive preschool education in preschool education institutions, regardless of subordination, types and forms of ownership, as well as in the family<sup>31</sup>.

Acquisition of preschool education in preschool education institutions, regardless of subordination, types and forms of ownership, must ensure compliance with the requirements of the Basic Component of Preschool Education. Compliance with the requirements of the Basic component of preschool education for children with special educational needs is ensured taking into account their inclinations, aptitudes, individual mental and physical abilities and in the form that is most optimal for each child.

### **3. Conditions for the harmonious development of the personality in the pedagogy of cooperation**

One of the main principles of the state national program “Education: Ukraine of the 21<sup>st</sup> century” is humanization of education, which “consists in establishing man as the highest social value, in the full disclosure of his abilities and meeting various educational needs, ensuring the priority of universal values, harmony environment, society and nature”. Implementation of this principle is closely related to the style of

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<sup>31</sup> Лист МОН від 07.07.2021 №1/9-344 «Планування роботи закладу дошкільної освіти на рік»  
[URL:https://mon.gov.ua/storage/app/uploads/public/60e/bf4/bfd/60ebf4bfd3328076981694.pdf](https://mon.gov.ua/storage/app/uploads/public/60e/bf4/bfd/60ebf4bfd3328076981694.pdf)

communication between teachers and pupils (authoritarian and pedagogy of cooperation). What are the main features of authoritarian pedagogy?

1. Position “over the child”.

2. The desire to give children certain knowledge, to form a variety of skills (formation of value orientations, emotional, motivational spheres) was given little attention. The desire to clearly organize their activities and behavior.

3. The prevailing notion is that it is impossible to involve children in classes without coercion. Teachers are accustomed to team communication: the child must learn, must obey the preconditions for such communication.

4. Tactics of dictation and guardianship, which means giving preference to such methods of interaction as guidelines, explanations, requirements, prohibitions, notations, etc. But children do not withstand this dictate and begin to resist, lose the desire to learn (remember how often children in class are engaged in extraneous affairs, do not listen, etc.).

5. Thus, the teacher transferred all the functions in the education and upbringing of pupils. There is almost no space and time for children’s independent activities. At the same time, teachers often forget that they should not teach, but help children learn (organize independent activities of their students).

6. Behavior that is organized with the help of authoritarian demands, pushes the child to adapt, does not develop a positive motivation for action and deeds. There is a tendency to simulate actions by conviction. As psychological research shows (in fact, this is evident in practice), authoritarian pedagogy forms a learned helplessness, which generates conformist behavior, does not allow the individual to manifest himself in favor of the general order.

7. Evaluation activities, which are manifested in giving preference to clear and specific assessments, comparing the results of the child with the results of other children, emphasizing the shortcomings in the work of pupils. In this regard, there are often situations when pupils’ desire to achieve certain educational goals is not noticed, but any mistake causes a pronounced dissatisfaction (in the kindergarten the child is not always praised, but always blamed).

8. The child's need for positive attitudes of significant adults is not used. It is often emphasized that the child's inconsistency with certain social norms suggests that he (the child, not the actions) is not what adults would like to see. There is a contradiction between the need for self-esteem and the need for educational respect, which the child cannot solve. Motivational conflict is brewing.

Thus, in directive pedagogy the attitude to the child as to the object of the educational process prevails, his role as a subject of activity is ignored. However, time passes. Our state has changed. Democratization and humanization of society are taking place. At the same time, changes are taking place in the educational process, although it should be noted that authoritarian pedagogy is being replaced by the pedagogy of cooperation.

*The main task of the pedagogy of cooperation* – free, comprehensive and full development of the individual, all his individual abilities. Pedagogy of cooperation was not born out of nowhere. To be precise, this idea is as old as pedagogy itself. The idea of a humane approach to the listener passed through the hearts and works of all the classics of pedagogy (it's worth mentioning the work and experiments of J. H. Pestalozzi). However, this idea failed. What's the matter? In the futility of the idea itself, its impracticability? Not at all. The fact is that in order for the idea to become a reality, you need specific historical conditions. The pedagogical experiments of A. Makarenko and V. Sukhomlynsky were breakthroughs to a democratic future. At one time they were difficult to understand, but today their experience is the basis of the educational reform. The pedagogy of cooperation appeared in the 80's of the twentieth century and caused emergence of numerous innovative processes in education. The name of the technology was given by a group of educators-innovators, in whose generalized experience the best traditions of the Soviet (S. Shatsky, V. Sukhomlynsky, A. Makarenko, K. Ushynsky) and foreign (J.J. Rousseau, J. Korczak, E. Bern) schools of psychological and pedagogical science and practice were used. As a holistic technology, the pedagogy of cooperation is not yet embodied in a specific model, has no regulatory and executive tools, it seems to be scattered in numerous articles, books, its ideas are included in

almost all modern pedagogical technologies, it is the basis of many documents relating to education and upbringing. Therefore, the pedagogy of cooperation should be considered as a special “penetrating” technology, which is an embodiment of the new pedagogical thinking, a source of progressive ideas, and to some extent covers modern pedagogical technologies as part of them.

### *PEDAGOGY OF COOPERATION*

Today, pedagogy is the science of humanistic education and self-education of the individual, his continuous learning and self-education.

*The object of research* in pedagogy is a real process of transfer to the new generation of socio-historical experience and culture of mankind and ways to increase it. That is, it is a real specially organized process of intensive assimilation by pupils of social and historical experience of humane relations, the achieved culture of activity and behavior of people, management of this process<sup>32</sup>.

*The subject of pedagogy* as a science in a broad sense is a holistic process of directed development of the individual in terms of humanistic education and self-education, lifelong learning and self-education. The peculiarity of the object and subject of pedagogy of cooperation is that in the first place it puts:

a) the process of forming a highly humane relationship between educators and students (mutual trust, respect and love, reasonable demands, care for the comprehensive development of every person with regard to his/her individuality, etc.);

b) organization of the educational process, which would ensure creative assimilation of social experience and modern culture in the main types of future activities;

c) individualization and differentiation of learning;

d) formation of a creative team of pupils (students), socially active personality of each;

e) cooperation of pedagogical, student groups, family, community, production teams, their members in achieving the common goal.

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<sup>32</sup> Василюк А., Корсак К., Яковець Н. Нариси з порівняльної педагогіки. Ніжин, 2002. 120 с.

*Cooperation* is interpreted as the idea of joint developmental activities of adults and children, based on mutual understanding, penetration into each other's spiritual world, joint analysis of the course and results of this activity. In the pedagogy of cooperation, the most important place is occupied by the attitude "teacher – student". Traditional pedagogy is based on the position of the teacher as a subject of the pedagogical process, and the child – as an object. In the concept of cooperation, this position is replaced by the idea of the child as a subject of his educational activities. Therefore, two subjects of one process must act together, be partners, form a union of the older and more experienced generation with the less experienced, but one that has the advantages of youth; neither should stand above the other.

The main ideas of the pedagogy of cooperation.

1. Pedagogy of cooperation is focused not on the transfer to pupils of a particular amount of knowledge, but on the comprehensive development of the personality, his full self-disclosure and readiness for conscious life definition.

2. Pedagogy of cooperation rejects the system of coercion, prohibitions, punishments as methods of education and generally opposes violence in education.

3. The teacher does not command the pupils but cooperates with them. The position of the teacher is not over the pupils, but together with them and at the head of them. Pupils and teachers – one team.

4. Pedagogy of cooperation is sensitive to the inner world of the listener, to the sphere of his preferences and individual characteristics, inclinations.

5. The main thing that unites pupils and teachers in learning is achieving a common goal, participation in improving the environment. Together they organize their lives and work in and out of class.

6. The system of self-management and co-management in the education institution has a real right to manage the affairs of the team in cooperation with teachers.

*Principles of organization of the pedagogical process* (based on the ideas of cooperation pedagogy).

1. *Principles of humanization and democratization of education.* Humanism is a system of views that recognizes the value of man as a person, his rights and freedom, happiness, development of all abilities. This is a system of views in which human well-being is a criterion for assessing social phenomena, and the principles of equality, justice, humanity – the desired norm of relations in society. According to K. Rogers, the work of a teacher can be compared to the work of a psychotherapist who does not shape a person, trying to cast him into a form that was previously conceived, but helps him find the positive that he has, but forgotten, hidden. We see a similar opinion in V. Sukhomlynsky: “Every person, like a diamond extracted from mysterious depths, has thousands of faces. Education is to touch each of these facets skillfully, mentally, wisely, heartily, to find one that shines with the unique light of human talent.

2. *The principle of connection of the education institution with life.* The school graduate should easily adapt to the conditions of real life, be psychologically and professionally prepared for independent living in the region.

3. *The principle of upbringing in activity.* The essence of this principle is that it is in different activities that the child develops to full extent, creates himself.

4. *The principle of scientificity.* Teaching and upbringing should be based on the latest advances in science and culture. This principle focuses on the formation of a holistic scientific picture of the world and mastering the modern culture of environmental transformation.

5. *The principle of continuity, systematicity and consistency in education.* Education is a long and continuous process focused on the formation of a holistic personality. Every situation in the life of an individual and a team requires analysis and possibly adjustment. To prevent deviations that may occur, the continuity, systemic character, sequence of planned activities are taken into account. If this principle is not taken into consideration, we have a low level of upbringing of children and negative results.

6. *The principle of choosing the optimal system of forms, methods and means of education*, taking into account the age and individual characteristics of the child and the team of students as a whole. In general, this system should be consistent.

7. *The principle of unity of the personality-activity and social-state approaches to upbringing of the individual*. The basis of the pedagogical process is to take into account the individual and age characteristics of each child. The interests, inclinations, views and beliefs of children, culture, state of health are taken into account. On this basis, small groups and teams (temporary or stable) are formed to perform the planned tasks. The plan and program of upbringing at school should harmoniously combine the national approach to education and training and the individual plan of education of parents and the homeroom teacher<sup>33</sup>.

*Conditions for the implementation of the ideas of the pedagogy of cooperation (conditions for the harmonious development of the personality in the pedagogy of cooperation).*

1. Personal orientation of the educational process – in this regard the individual acts as the goal of education. Recognition of the personality as the purpose of education involves taking into account the following positions: personality is formed in early childhood, the child at school is an already formed personality; the child is a subject, not an object of the educational process; personality is the goal of the education system, not a means to achieve any external goals; every child has certain abilities, most children are talented; priority qualities of the personality are higher ethical values (kindness, love, diligence, conscience, responsibility, etc.).

2. Humanization and democratization of pedagogical attitudes. Humane treatment of children includes: pedagogical love for children, interest in their fate; optimistic faith in the child; cooperation, communication skills; lack of direct coercion; priority of positive stimulation; patience to children's shortcomings. Democratization of relations involves: equalization of teachers and students in rights;

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<sup>33</sup> Наказ Державної служби якості освіти України від 30.11.2020 № 01-11/71 «Про затвердження Методичних рекомендацій з питань формування внутрішньої системи забезпечення якості освіти у закладах дошкільної освіти». URL: <https://deponms.carpathia.gov.ua/uploads/New-Doks-2021/Nakazom-Derzavnoi-sluzbi-akosti-osviti-Ukraini-vid.2020-01-1171..pdf>

the child's right to free choice; right to error; the right to one's own point of view; compliance with the Convention on the Rights of the Child; the style of the relationship between the teacher and children is not to forbid but to guide; not to manage, but to co-manage; not to force, but to persuade; not to command, but to organize; not to restrict, but to provide freedom of choice.

3. Learning without coercion. The main content of the new relationship is abolition of coercion as an inhumane means and one that does not give the desired result. The problem is not in an absolutization of the principle, but in the definition of a certain degree. In general, education is impossible without coercion: it is assimilation of a system of social prohibitions. But punishment humiliates, oppresses, inhibits development, raises a slave. It is necessary to move away from coercion and use it to the extent that it does not cause rejection.

Learning without coercion is characterized by the following features:

- demanding without coercion, based on trust;
- interest, thanks to masterful teaching;
- replacing coercion with desire, which generates success;
- emphasis on independence for children's activities;
- application of indirect requirements through the team.

4. A new interpretation of the individual approach. The essence of the new individual approach is to go in the education system not from subject to child, but from child to subject, to go from the child's capabilities, take into account his potential, abilities that need to be developed, improved, enriched. The new interpretation of the individual approach is based on the following positions:

- refusal to focus on the average pupil;
- search for the best personality traits;
- application of the psychological and pedagogical diagnostics of the personality (interests, orientation, abilities, self-concept, personality qualities, features of thinking development);
- taking into account the characteristics of the individual in the educational process;

- forecasting development of the personality;
- construction of the individual development programs, their correction.

5. Formation of a positive self-concept. The self-concept is a system of conscious and unconscious ideas of the individual about himself, on the basis of which he builds his behavior. In school years, the self-concept is the basis of the internal stimulating mechanism of the individual. Positive, major self-concept (I like, I am able) contributes to success, effective activity, positive manifestations of the personality. Negative self-concept (I'm ugly, I do not like, do not need) hinders success, worsens the results, contributes to changes in personality structure for the worse. One of the most important tasks of the personal approach is formation of a positive self-concept of the child. To do this, first of all you need:

- to see in each child a unique personality, to respect it, to accept, understand, believe in it ("All children are talented" – this should be the statement of the teacher);
- to create in the child situations of success, support, friendliness, so that school life brings joy to the child;
- to exclude direct coercion, as well as emphasis on lag and other shortcomings of the child; be aware of the causes of children's ignorance and misbehavior and remove them without harming the child's dignity ("The child is good, his deed is bad");
- to provide opportunities and help the child to realize himself in positive activities ("Every child has a miracle, expect it").

6. Improving the content of education, forms and methods of teaching:

- the content of education is seen as a means of personal development, not as the purpose of the school;
- in education it is necessary first of all to give the generalized knowledge, abilities and skills, ways of thinking;
- there is a tendency to integration, unification of school subjects;
- variability and differentiation of learning;
- training at a high level of difficulty;
- use of positive stimulation and motivation for learning.

Improving the methods and forms of the educational process is used in the author's systems of teachers-innovators: V. Shatalov's reference signals, R. Steiner's idea of free choice, S. Lysenkova's idea of going ahead, P. Erdniiev's idea of large blocks, in the intellectual background of V. Sukhomlynsky, personality development according to L. Zankov, in the zone of immediate development of L. Vygotsky, in the game, as a means of democratization of personality according to D. Elkonin.

7. A new approach to the organization of the educational process. Trends in the development of education in modern school:

- transformation of the school of Knowledge into the school of Education;
- putting the pupil's personality in the center of the educational system;
- humanistic orientation of education, formation of universal values;
- development of the child's abilities, his individuality;
- revival of national and cultural traditions;
- a combination of individual and collective education.

8. Pedagogization of the environment. The most important social institutions that contribute to the formation of a growing personality are school, family, and social environment. The results (personality of the graduate) are determined by the combined action of all three factors of education. In this regard, the ideas of competent management, cooperation with parents, influence on public and state institutions of child protection, their care for the younger generation – the future of our country come to the fore. The school occupies a leading, responsible position in the system of education institutions.

9. New requirements for the teacher's personality, mainly not due to the increase of his knowledge of the subject, but due to his mastery of pedagogical techniques and formation of the appropriate pedagogical self-concept. The psychological basis of the teacher's influence on the child in pedagogy of cooperation is:

- 1) respect for the personality of the pupil;
- 2) focus on joint activities;
- 3) cultivation of partnership, professional and moral improvement.

Such a pedagogical philosophy, of course, must be supplemented by the pedagogical techniques: a high level of development of communicative competence, the ability to self-government, humanitarian culture.

10. Transition from formal-role interaction to interaction between individuals. In the mass practice of higher education, we see two figures (roles): teacher and child. In addition, the main function of the teacher is transfer of knowledge, the authenticity of which is not in doubt and, accordingly, is not discussed. It was noted above that this style of pedagogical communication affects formation of conformism, uncritical approach to phenomena, reduces self-esteem, weans from the ability to think<sup>34</sup>. Pedagogy of cooperation envisages position of the teacher not outside, but within the system of educational activities, i.e. the teacher acts as a consultant, organizer of the learning environment, a kind of mediator between the child and the culture of society. It is important to note that a decisive influence on the student is not through information, the word of the teacher, but through his activities. Important is transition from mostly direct leadership to indirect leadership, which is contained in the organization of socio-pedagogical environment. Traditional higher education does not allow a child to consciously contribute to the organization of the educational process. He does not participate in goal setting, selection of learning content, academic disciplines. Externally, the child is imposed to measures of monitoring and evaluation of learning outcomes, in short, the teacher usurps the exclusive right to determine everything that relates to pedagogical conditions.

Such obstacles hinder implementation of the pedagogy of cooperation.

1. Disadvantages of the existing education system (quite a lot has been said and written about them recently).
2. Insufficient psychological and pedagogical level of teacher training, mental inertia, negative stereotypes.
3. Low demands of children to the quality of the educational process, due to their helplessness, conformism as a result of upbringing.

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<sup>34</sup> Zlepšovat postavení pedagogických pracovníků jako sociálně profesní skupiny (J. Vašutová) Učitelství č. 4, 2000/2001, str. 9-13 5. Zakon pedagogických pracovníků 2005 rok. [www.msmt.cz](http://www.msmt.cz).

4. Lack of motivational incentives for teachers to reform education. The pedagogy of cooperation as a penetrating technology is used in work both in Ukraine and abroad.

In addition to the well-known, we can call the following names:

England: Pedagogy of Freedom by A. Neil.

USA: L. Kohlberg's Fair Society.

Switzerland: Waldorf School.

### **Questions for self-preparation:**

1. Analyze the economic, social, political, environmental, demographic problems of the educational area formation in Ukraine in the 21<sup>st</sup> century. Identify the main ways to reform the education system. What are the ways to modernize (change) the education system?

2. Get acquainted with the sources in which the definition of the basic concepts of the topic is given. Analyze the State National Program "Education" (Ukraine of the 21<sup>st</sup> century), which ensures development of the education sector as a whole (determine the main purpose of the program; tasks, directions and ways to reform education in Ukraine).

3. Analyze the current state of preschool education in Ukraine. Identify the main tasks and principles of preschool education. Formulate your own vision of trends in the development of educational policy in Ukraine.

4. Name which preschool education institutions are created in accordance with the needs of citizens of Ukraine. What are the constituent documents of the educational organizations in the field of preschool education? How is the staffing of preschool education groups conducted (according to the Law of Ukraine "On Preschool Education")?

5. How is preschool education system managed? Identify the main provisions of financial and economic activities and material and technical base of preschool education institutions. Develop recommendations for improving management of the preschool education system.

6. Comment on the main provisions of the staff list of preschool education institutions. How is it approved?

7. What are the main features of authoritarian pedagogy? Identify the main objectives of the pedagogy of cooperation and the principles of organization of the pedagogical process. What are the obstacles to the implementation of the pedagogy of cooperation?

**SECTION 2**  
**MODERN SYSTEMS OF PRESCHOOL EDUCATION IN FOREIGN**  
**COUNTRIES: FEATURES OF FORMATION AND STAGES OF**  
**DEVELOPMENT**

**TOPIC 2.1. PRESCHOOL EDUCATION IN THE USA, ISRAEL,**  
**BULGARIA AND THE CZECH REPUBLIC**

**PLAN**

1. Preschool education institutions in the United States.
2. Features of preschool education in Israel, Bulgaria and the Czech Republic.

**1. Preschool education institutions in the United States**

There is no single preschool education system in the United States. Education is organized in the framework of various short-term or long-term programs – designed to solve certain tasks.

The program is understood as a system of meaningful activities taken to achieve a particular goal. In the United States there is a variety of programs designed for preschoolers. As a rule, these programs aim to reduce the impact of stressors on children and ensure their development. Some programs are full-time, others part-time<sup>35</sup>.

There are programs with flexible schedules that allow parents to choose a convenient daily routine. There are programs designed for children aged three to four years old with special needs. These are usually paid programs. But they can also be funded from other sources. The child can do one program in the morning and another in the afternoon. Participation in various programs is encouraged because it is believed that it allows children to gain a variety of experiences and expand the circle of communication through meeting new adults.

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<sup>35</sup> Маслова В. *Організація суспільного дошкільного виховання в США*. Дошкільне виховання. 2000. № 6.

Today, the urgent task is to organize interaction with parents of children with special needs and children for whom there is a high probability of unsuccessful schooling. Parents of such children together with teachers participate in the development of individual plans for child development, evaluate and approve it.

*American researchers identify six types of interaction between family and kindergarten:*

1. Kindergarten helps parents to organize an environment at home that is adequate for the child's development, teaches communication skills to the child, provides information on healthy eating and information related to public services.

2. Kindergarten provides parents with information about the child's development. Meetings of parents and teachers are organized periodically, mail is maintained, and the kindergarten website is open.

3. Parents are involved in the work of the kindergarten, they participate in extracurricular activities. They can read to children, teach them to knit or draw, help organize classes, as well as participate in cleaning and other activities necessary for the life of the garden.

4. In kindergarten, parents can receive information about the curriculum for classes with children and about the possibilities of implementing this plan at home. In this case, the kindergarten provides parents with the necessary educational materials.

5. Parents are involved in the management of the kindergarten. In this case, it is possible to create a board of trustees, planning the budget and determining the policy of hiring kindergarten staff.

6. Kindergarten and parents work closely with NGOs to implement and support educational programs for preschoolers. Development of the American preschool education system was influenced by the implementation of the Head Start program, which provided for an increase in allocations for the establishment of preschool education institutions (especially for children from low-income families).

If in 2017 10 % of three- to four-year-olds attended kindergartens, in 2021 – 40 %, and 5-6 % of 5-6-year-olds. Currently, attending preschool is the norm for school preparation. The needs of families have led to the formation of various types

of preschool education institutions: groups of children aged 4 to 5 at schools. These state kindergartens work 2-3 hours in the morning, caring primarily for the intellectual development of the child; nursery schools for young children (from 3 years old).

Some of them operate at research centers and pedagogical colleges, using developmental training programs; private centers. They operate during the day mainly at enterprises and organizations for the children of workers and employees.

Each U.S. state has its own educational standards, and each institution works on its own program. In regular groups 1-2 preschoolers with developmental problems are engaged. They work with a special needs teacher on the basis of an individual program and an educator, whose powers extend to the whole group. Disabled children take part in the life of the group, if necessary, they are provided with appropriate assistance. Working together with healthy children should help develop their skills. As a rule, this provides positive results for both children with disabilities and their healthy peers. Children learn to live in an integrated society, gaining social and communicative experience from childhood, cultivating compassion and humanity.

*The concept of preschool education in the United States* is to develop a child's personality through acquisition of experience. Much attention is paid to the development of children's creativity and talent. In the process of involvement in art, children develop the ability to communicate. The group room is usually divided into zones (corners) for organizing various activities: sociodrama center (story-role play), puppet theater, art, cooking, science and mathematics center, construction and design corner, etc. This creates conditions for independent work of children at their request. The system of preschool education teaches a child to be a free, independent person. This is about equality of opportunity, not equality of ability, which requires creation of conditions in the process of learning and education to balance freedom and order, demand and mildness for each child.

Let's consider the globalization aspect of U.S. preschool education. The peculiarities of the preschool education functioning in the United States are due to the

complexity of the entire U.S. education system, which is due to the decentralization of power not only horizontally but also vertically.

*The policies, principles, objectives, and directions* of U.S. preschool education are determined by each state's constitution and laws regarding preschool education and are subject to the U.S. Department of Education, which is governed by federal government directives. In most states, preschool education is partially part of the K-12 compulsory education system, with children starting at the age of 5-6, and preschool education in the United States, so it is the first year of formal education for American citizens. In addition, the child can go to preschool for children from the age of three.

If earlier preschool education was considered in the United States as a separate institution, at the present stage of the country's development it is fully integrated into the school system. The upper and lower limits of the preschool period are determined by the legislature in each state. Mostly it is the age of 2-3 to 5-6 years old. For the most detailed description of the features of the American system of preschool education, we have studied the following aspects:

I – the purpose, objectives, principles and content of modern preschool education in the United States;

II – components of the modern system of preschool education in the USA.

*The purpose of preschool education in the United States* is to form a child's knowledge of the environment and prepare for school, develop the child's personality through acquisition of social experience, including: personal, social and emotional development, communication skills (communication and listening skills); knowledge and understanding of the world around the child, creative and aesthetic development of the child, mental development of the child, learning basic mathematical concepts and their development.

Unlike American educators, the purpose of Ukrainian preschool education is to provide the child primarily with knowledge for further education at school. This situation was typical of American preschool education in the 1980's, because at that time American society had a desire for leadership in all spheres of life, due to

educational reforms and trends in education, which are clearly regulated by the acts “America 2020: Educational strategy” and the program of preschool education “Head Start”<sup>36</sup>.

*The main tasks of American preschool education:* maintaining and strengthening the child’s health, timely identification and development of giftedness and creativity of the child, formation of a holistic harmonious personality of the child, upbringing of a tolerant personality, integrated into society, on the basis of multiculturalism, formation of active life position.

In this aspect, the tasks of domestic preschool education are identical to the tasks of American teachers. An important condition for the optimal organization of the educational process in the U.S. preschool education system is adherence to a number of principles that form the basis for building the curriculum (content), choice of forms and methods of working with preschool children. Note that in American preschool pedagogy there is no clearly regulated and established system of principles. Such a conclusion has been made based on the analysis of numerous studies in the field of preschool education in the USA.

*According to American teachers, the main principles of preschool education include:*

- the principle of accessibility (equal access to educational services for every American citizen);
- the principle of unity of development, education, upbringing and rehabilitation of children;
- the principle of continuity (implemented through the creation of educational complexes, which include: children’s preschool institution – school – higher education institution);
- the principle of unity of educational influences of the family and the preschool education institution (sections of the Head Start programs, “No child left behind”);

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<sup>36</sup> Zvyšovat kvalitu a funkčnost přípravného vzdělávání učitelů a upevnit jeho institucionální základnu na univerzitách (V. Švec) Učitelské listy č. 4, 2000/2001, str. 9-17

- the principle of democracy and humanity of the pedagogical process;
- the principle of activity;
- the principle of personality-centered approach to child development;
- the principle of compliance of the content of the curriculum (educational plan) with age characteristics of the pupils of the preschool education institution;
- the principle of connection with life, which provides for independent practical application by children of knowledge acquired in the preschool education institution;
- the principle of taking into account age and individual characteristics;
- the principle of individualization and differentiation.

At the present stage, the goals, objectives and principles of preschool education are regulated not only by the 2020 program “No Child Left Behind”, but also by the World Declaration “Towards Basic Educational Needs” (Jomtein, Thailand), which provides for a competence-based approach in all education institutions.

The content of preschool education in the United States is set out in numerous preschool development programs, the main of which are: Head Start, HIPPIY Model, Montessori program, Waldorf approach program, High Scope, The Bank Street program, etc.

According to research conducted by the National Center for Education Statistics, there are several types of programs in preschool education in the United States: lay programs focused on children’s mental development, social development programs for the child’s personality, comprehensive development programs; training programs for children from low-income families; special education programs and others.

The programs are regulated by the Title I of the Elementary and secondary education act, as well as the state act “No child left behind”.

The need for federal, public and private funding of preschool education is determined by the importance of preschool education, which will promote language, cognitive, social development of preschool children. Effectiveness is determined primarily by high quality and scientific approach, and the most effective preschool education institutions are not available to the average American family. The

effectiveness of the programs is determined by highly qualified staff, appropriate learning environment, thorough curriculum and schedule, proper organization of group work with children, family environment.

According to the definition of the National Department of Education, the modern system of preschool education in the United States consists of: preschool education institutions of various subordinations, types and forms of ownership, scientific and methodological institutions; educational administrations at the national and state levels.

According to American scientists K. Ryan, E. Rose, B. Spodek, E. Zilgers, a preschool education institution, kindergarten (nursery school or kindergarten) is an institution in which preschool children are taught using the game. Preschool education includes any institutions that work on certain programs of preschool education, namely:

- children's centers,
- family child care centers,
- kindergartens (Head Start),
- preschools, nurseries (pre-kindergartens).

The system of preschool education institutions consists of preschool playgroups, child care centers, nursery schools, kindergartens, forest kindergartens or open-air kindergartens with short, day, round-the-clock stay of children.

Pre-school play group is a group of children, which is organized under the guidance of parents for joint play activities. Day care center, or family childcare center – care for a child of early preschool age in the absence of parents during the day. There are public or non-profit child care centers and commercial (for-profit) established by individual religious, sponsorship, private organizations.

Nursery school – a school for children aged 3-4 to 5 years old, whose training is provided by qualified specialists and professional staff of the directorate of the secondary school, which aims to encourage children to developmental and educational games and pedagogical support in various forms of children's activities during the day.

Kindergarten or preschool is a full-time school for children aged four to five or six, where the educational process is organized in accordance with the profile of teaching preschool children, the content of which is a curriculum. Kindergartens, where education begins at the age of 5-6, are included in the system of compulsory general education. Forest kindergartens or open-air kindergartens (forest/wood kindergarten, open-air kindergarten, nature kindergartens, outdoor nursery, nature preschool) – preschool institutions of a camp type, whose educational activities take place exclusively outside preschool institutions – summer and winter children’s camps, which are located in forested areas.

In the USA, children with special needs study in regular preschools – one/two children per group of 10-15 people.

Enactment of the Insanity Defense Reform Act (IDRA) provided for inclusive education of children with special needs in ordinary preschools, schools and universities.

Joint activities with healthy children contribute to the socialization of children with special needs and form an adequate perception of such a child by a group of peers. An invaluable contribution to the development of the United States preschool education system was made by the National Association of Children’s Education (NAEYC), which worked on a project to introduce preschool education and child rearing in all states. The organization disseminated methodological and didactic material, published monographs and journals.

*Accreditation of teaching staff* is carried out by different governmental agencies depending on the type, functions and services provided by the institution in the field of preschool education: educators are accredited in local branches of the National Association of Family Childcare (NAFCC) or in the Child Development Association (CDA); educators and preschool leaders are accredited by the Children’s Education Association (NAEYC).

In modern American preschools, material support includes, first of all, high-quality visual and didactic material and organization of the developmental environment. Classrooms are usually divided into three zones (corners) for the

organization of various activities: center (role-playing games), puppet theater, art, cooking, science and mathematics center, corner of construction and design.

Thus, the study of the US preschool education system revealed two main features of its organization:

- modern U.S. system of preschool education is decentralized in management, but in setting the main goals, objectives, principles and content, each state is guided by the provisions of national documents and programs;

- directives of the Federal Board, the basic provisions of the programs “Head Start”, “America 2020: Educational Strategy”, “No child left behind”, provided preschool education system with a wide variety of preschools and educational programs, which allow to implement the provisions in weight, where the main goal is to provide quality preschool education for children in accordance with their needs.

At the same time, there is a contradiction in the system of preschool education, which is characterized by a difference between the national goal of preschool education, which is to prepare children for school (mainly formed knowledge) and provide for social needs in social and moral development of the child. Thus, the contradiction is due to the imperfect relations between the legislature and public administration bodies that monitor the quality of preschool education programs.

## **2. Features of preschool education in Israel, Bulgaria and the Czech Republic**

*Israel.* In more than half a century of its existence, Israel has evolved from a desert coastal state to the most dynamically developing Middle East. One of the reasons for this is high educational level of the population.

Education in Israel is a well-organized system that can be used not only by citizens and repatriates, but also by foreigners. Israel owes much of its economic success to the ancient traditions of teaching that have survived in Jewish communities.

Having received a large number of repatriates with higher education from around the world, this country continues to study: of the 3.5 million people now living in Israel, almost 154 thousand are students, 102 thousand study at universities, 24 thousand – in colleges and about 28 thousand study by correspondence under the programs of the Open University. The first steps in creating a basis for future careers Israelis take in early childhood. Some children are sent to preschool at the age of two, but most get there three or four years after birth. In the age of five or six, attending kindergartens is mandatory for all.

There children are taught to read, write, arithmetic, seek to develop children's creative thinking and, using game programs, introduce even the basics of computer writing.

Therefore, by the time he enters first grade, a young Israeli citizen can already read, write, and count. The school accepts children from the age of six. Kindergartens in Israel are run by municipalities, religious and women's organizations. They are open all year round, except for small vacations in August. There are paid private kindergartens and groups of 5-10 children from early (from 3 months) and preschool age. Only specialists with pedagogical education are allowed to open private kindergartens.

Like municipal kindergartens, private kindergartens are controlled by the Ministry of Education. All children must attend the senior group in kindergarten, which prepares them for school free of charge. They master various types of artistic activity, listen to stories and fairy tales, learn to read and count, work with a computer, get acquainted with folk traditions<sup>37</sup>.

*Bulgaria.* The system of public preschool education in Bulgaria was formed after the Second World War. It includes kindergartens (full-time, year-round, seasonal, round-the-clock), nurseries, nurseries with full day and half-day stay (kindergartens at schools). Almost all children attend preschool education institution.

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<sup>37</sup> Vymezit vstupní kvalifikační předpoklady pro všechny kategorie pedagogických pracovníků (E. Walterová) Učitelství listy č. 4, 2000/2001, str. 21-27.

There is a state program for raising preschool children. Considerable attention in preschool institutions is focused on physical education (sports holidays, swimming lessons, tempering).

The system of public preschool education in Bulgaria is characterized by:

- a wide network of preschool institutions, the availability of special standards for their design and construction;
- the state nature of the system of preschool education and training of teachers;
- recognition of preschool education as part of the public education system, its primary link;
- state program of raising children in preschool education institutions.

At the present stage, the reform of public preschool education, as well as the entire system of public education, is underway. Preschool education in Bulgaria is public in nature and is designed for children aged 3 and up to the time they go to school (7 years old is the official age to start school).

Preschool education is carried out mainly in kindergartens, where children can go at the request of parents. Preschool training for 1 year before school is mandatory and is conducted in preparatory groups in kindergartens or preparatory classes in schools where children study according to special educational programs.

*Forms of training organization.* The system of public preschool education in Bulgaria is available in 4 forms: full-time, part-time, health-improving and specialized kindergartens.

- Kindergartens for full-time stay are the most popular, they involve 6-year-olds during the day. Children are grouped into age groups in which they are brought up and educated. There they eat three times a day and sleep. Parents have to pay for these services. Such kindergartens are located in specially built or rebuilt buildings for this purpose. Most have an assembly hall and a swimming pool.
- Health-improving kindergartens are designed for children with chronic diseases that cannot attend regular kindergartens: with cardiovascular, pulmonary, neurological, endocrine diseases. Children are admitted to such kindergartens only

after a special medical examination. They study according to special programs, depending on the degree and complexity of the disease.

- Specialized kindergartens accept children who cannot study or are brought up in ordinary kindergartens, but only at the request of their parents.
- Kindergartens with part-time stay are very common for schools and are designed for children from the school preparatory group. They are established in regions where there are not enough children to open full-time kindergartens to provide the necessary preparation for school. Such kindergartens children attend on a part-time basis, in the morning or in the evening, without food. Parents do not have to pay anything.

*Age groups.* Children in kindergartens are divided into four age groups. The first includes children from 3 to 4 years old, the second – from 4 to 5 years old, the third from 5 to 6 years old. Six-year-old children study in a preparatory group under a special program. Depending on the age group, the appropriate content and teaching methods are selected. Age distribution is optional, and groups are sometimes formed with children of different ages if necessary. Groups include from 10 to 25 people. Public and municipal kindergartens are open if at least 4 age groups are enrolled, but this number should not exceed. Most kindergartens are independent units established by municipalities. They work all day and are situated in specially built buildings.

*Number of children.* The minimum and maximum number of children in groups is defined in legislative documents – a resolution on determining the number of students in school classes and groups of kindergartens and centers that provide similar services: full day, afternoon and seasonal kindergartens – from 12 to 22 children. Nursery groups in kindergartens for the whole day – from 8 to 18 children. Preparatory class before enrollment in the first grade – from 12 to 16 children.

*Curriculum, activities.* The scope and nature of the educational content of various activities and educational work are defined in two programs for children from 2 to 6 years old and in two programs for the preparatory group. They mention the educational requirements for the education of preschool children. Programs for

children from 2 to 6 years old have been implemented since 2007. Children's activities are focused on several main areas:

- speech development and language enrichment;
- Mathematics;
- acquaintance with nature and social life;
- Art;
- Aesthetics and physical culture.

*Aids.* To ensure optimal conditions for the psychological and mental development of children, kindergartens always have medical staff – doctors or caregivers. A psychologist or a speech therapist is assigned to large kindergartens or a group of kindergartens. In determining the number of pedagogical and non-pedagogical staff in kindergartens of different types are usually based on the real need for this staff.

*Czech Republic.* In the country, almost all children are covered by public preschool education. The first kindergartens were opened in 1832 (Prague), later mother schools were established – folk kindergartens. In addition, there are nurseries, kindergartens with part-time work, preparatory classes at schools. Teaching staff for the system of preschool education and upbringing are trained in higher education institutions.

The education system in the Czech Republic as a whole looks like this:

- 1) from the age of three children in the Czech Republic go to kindergarten.
- 2) then they move on to:
  - compulsory basic schools in which pupils study from the 1<sup>st</sup> to 9<sup>th</sup> grade;
  - gymnasiums (pre-university degree), which are of three types:
    - eight-year (admission after the 5<sup>th</sup> grade of the school based on the results of written exams in the Czech language and mathematics);
    - six-year (admission after the 7<sup>th</sup> grade of school);
    - four-year (admission after the 9<sup>th</sup> grade);
    - secondary vocational schools (such as technical schools); after graduation you can also enter a higher education institution.

### 3) higher education institutions.

Preschool education in the Czech Republic includes a system of preschool kindergartens and nurseries. Visiting these institutions is not mandatory. The nursery is controlled by the Czech Ministry of Health. The nursery is attended by children under three years of age.

Kindergartens in the Czech Republic are controlled by the Ministry of Education, and children start attending them at the age of three. The status of such an institution and its location affect the amount of parental pay. The preschool education program in the Czech Republic is complemented by visits to children's theaters, excursions, learning foreign languages and development classes. Kindergartens in the Czech Republic, mostly public, are located, as a rule, in good separate houses with yards, playgrounds. Often their leaders work as educators of groups of children.

Children are enrolled in kindergarten, mainly in February-April and, in addition, in the last week of August. Kindergartens are open 10 months a year, in July and August most kindergartens are closed. During the holidays, children are collected from all over the city (district) in one or more "regular" kindergartens (depending on the size of the settlement).

Kindergartens work, as a rule, from 6 a.m. to 4 p.m. Kindergartens are closed on Saturdays and Sundays. The child can attend kindergarten in one of two modes: before lunch (until 12-00), or the whole day. For a child's stay in kindergarten until noon you have to pay 160 crowns a month, 300 crowns – for the whole day. Meals are paid separately (breakfast, lunch).

If the child for some reason did not go to kindergarten, the fee is reduced accordingly. Almost all parents are satisfied with the care of their children. In kindergartens, daily walks are mandatory, there are often excursions (even to other cities) and performances (visiting theaters), children are engaged in educational games, they learn foreign languages. There are also round-the-clock kindergartens (usually private). A similar system of preschool education and upbringing operates in Slovakia.

### **Questions for self-preparation:**

1. Describe the features of formation and stages of development of preschools in the United States. What are the six types of interaction between family and kindergarten identified by American researchers?

2. Explain what are the main provisions of the Concept of Preschool Education in the United States? Describe the policies, principles, objectives and directions of preschool education development in the United States. Make a comparative table in which write down pros and cons of the modern preschool education.

3. Describe the features of preschool education in Israel. What is the purpose of Israel's preschool education? Explain the dynamics of reforms in preschool education systems. Make a comparative table in which write down pros and cons of the modern preschool education.

4. Describe the systems of public preschool education in Bulgaria. What are the forms of training organization? Provide information on the age groups and the number of children. What is the scope and nature of the educational content of various activities and educational work? Make a comparative table in which write down pros and cons of the modern preschool education.

5. Identify a preschool education system in the Czech Republic. Describe the policies, principles, objectives and directions of preschool education. What does a preschool education program in the Czech Republic include? Make a comparative table in which write down pros and cons of the modern preschool education.

## **TOPIC 2.2. PRESCHOOL EDUCATION IN THE UNITED KINGDOM, AUSTRALIA, ITALY**

### **PLAN**

1. Preschool education in the United Kingdom.
2. The Australian preschool system.
3. Preschool education institutions in Italy.

### **1. Preschool education in the United Kingdom**

Formation and development of the system of preschool education in the United Kingdom took place under the influence of the ideas of F. Froebel, M. Montessori, R. Steiner, J. Charge, and J. Bruner. For a long time, there were social care institutions for children from low-income families in the United Kingdom. Today, they have been transformed into modern types of preschools that provide a differentiated approach to raising children. There are not enough preschools in the country to provide care for all children before entering school, which starts at the age of five. Their main types are municipal and private day nurseries, nursery schools, nursery classes, play groups, mother and child clubs, “opportunity” groups.

According to the content of their work they can be combined into three groups:

- day nurseries that provide care for children;
- nursery classes and schools that work as institutions for the intellectual development of children, preparing them for school;
- game groups, mother and child clubs, “opportunity” groups. Municipal day nurseries are opened by local authorities for children aged several months to 4 to 5 years old. They work during the year from 8 a.m. to 6 p.m. and are designed to raise children of low-income parents.

*Private day nurseries* are created by various individuals, organizations, charities, religious organizations and so on. They include church and community day nurseries; nurseries that open factories, companies, corporations, banks for the children of their employees; commercial managers; cooperative nurseries; nurseries of

psychological and pedagogical profile at research centers, their purpose is to provide mothers with young children a few hours of free time a day.

There are many private educators in the country who, at the request of parents, work with children from birth to 5 years old throughout the working day. Free municipal nursery schools and classes for children aged 3 to 5 are especially popular. Nursery centers have advantages – a kind of association of day and nursery schools, there are few of them. At primary schools, nursery centers are often organized, which deal with mental, physical, moral, aesthetic, labor development of children, formation of their personalities. Organized by their parents, as a rule, nursery centers provide the highest level of comprehensive education. The most common type of preschool institutions are playgroups, united in the Association of preschool playgroups. They are financed partly from the state budget, through charitable contributions, and mostly by parents. They raise up to 70 percent of children aged 2-3 years old. Groups number ranges from 6 to 40 children, working 2-3 hours two to five days a week. Leaders of play groups (often they are the mothers of the group's pupils) must have special psychological and pedagogical training.

*Hospital playgroups* are designed to raise children in treatment. "Opportunity" groups aim to raise children with developmental disabilities. They work on the model of playgroups, but they have much fewer children. Special game and educational material is used in the classes.

Clubs for mothers and children provide for the mandatory presence of mothers throughout the stay of children in the group, whose work is a little bit different from the work of the play group. As the English education system provides for the admission of three- to four-year-olds to primary school, the education authorities organize preparatory classes (groups) for five-year-olds. The variety of types of preschools and programs reflects the peculiarity of the concept of preschool education in the UK: the child is an active subject of knowledge of the environment. Therefore, education aims to develop the child's personality, his independence in mastering various activities. Children's upbringing and education programs are aimed at a holistic vision of the child's personality, focus on the use of motivational factors

for learning, development of initiative. In preschools, there are no more than three toddlers and five children from 3 to 5 years old per adult.

To facilitate adaptation to a kindergarten, a child in the first days visits it with his mother. The first preschool where you can place a child in England is a kindergarten, but it is called a school – Nursery School. They can be public, private or located at any school. Usually at Nursery School children are taught to sing songs, recite poems, dance, and with the least engaged in exercises to develop fine motor skills, arrange games that develop abstract thinking, learn to help each other and be polite. Children from the age of three are gradually taught to read, write, and sometimes take foreign language lessons. Private Nursery Schools are different – with nursery groups, which accept children from about 3 months age, and regular, in which the child is taken from the age of 2. As for the first – their services are very expensive. Here, one educator has only three children, and nutrition and classes are individual. There is another version of playgroups for preschoolers in England – Preschool. It is a registered organization run by a government elected by the parents. Getting into this government is very prestigious, especially for dads. Children stay in the Preschool for 2,5 hours a day.

They play, develop the necessary skills, communicate with each other, sing songs or read books. And at the same time learn colors, numbers and letters. At different ends of the room there are tables on which there are different toys and aids – from cubes and cars to plasticine, constructors and puzzles. And every kid has the opportunity to do what he is interested in at the moment. Here per 8 children is 1 educator (necessarily a specialist with the appropriate qualifications).

*State engagement.* When the child is 3-4 years old (it depends on the county in which the child lives), parents receive special vouchers for him. They pay the parents for their child's stay in kindergarten for five shifts a week, two or three hours each. Every family has the right to dispose them as they wish: to use as a surcharge for a full day in a private garden or, without spending anything, to take the baby to kindergarten for 2.5-3 hours every day, except weekends.

*All attention – to the little person.* The system of education in preschool institutions is built solely on the interests of the child. Much attention is paid to the emotional comfort of the child. All necessary issues are discussed with children, even very little ones. At the same time, praise is generously heard on any occasion and for any, even the smallest, success. This significantly increases the self-esteem of the child and promotes self-confidence. It is believed that such an attitude to the child will eventually help him adapt to life in any society and in any environment, cope with even very difficult life situations and emerge victorious, as befits a true Englishman.

*Day mode.* According to the schedule, the main difference between Nursery School and our usual kindergarten is that the day is divided into two sessions – morning (approximately from 9 a.m. to 12 noon) and day. The school year in the nursery school is divided into four quarters, according to the number of seasons. Weekly holidays are provided not only between quarters, but also in the middle of each quarter. Between the summer and autumn quarters, children are given the opportunity to rest for 1.5 months.

*How classes are held.* The children sit down in the room on the carpets, and the educator conducts a roll call. Then at the board one of the children under the dictation of others puts up signs indicating the current day of the week, day of the month, weather. Then the group is divided into two subgroups by age and classes begin directly. Older children learn the alphabet, solve simple problems, learn to write letters. For the smallest, meanwhile, developmental classes are held, they are shown various subjects, explained what it is used for and what it is called. Such “lessons” do not last long, only 10-15 minutes. After that, children can play in peace. Mandatory rule: after the game, put everything in place, tidy up the room, remove garbage. This is done all together – by both children and educators. After lunch children develop creative skills – sing songs, compose skits, collect mosaics, draw, sculpt from clay. And finally, it’s time to walk. Kids walk on a special playground, fenced on all sides. After the walk, the kids still have time to play in the playroom or read a book, and the first shift ends. The educator again conducts a roll call and brings to the parents those

children who do not stay for the second shift. Others sit down at tables and eat. And then they are waiting for games and classes again. The childhood of an English child is very short: at the age of 4 he already starts school. The child must be enrolled in school from the quarter following his birthday. It is not necessary to postpone admission to an education institution, it may cause certain complications in the future. The fact is that during all the years of a child's education, the school is obliged to submit reports, and the data in them are closely related to the age of students. These documents indicate the number of children who have reached a certain age during the reporting period, as well as the percentage of students who have passed the required exams and how many have failed. Therefore, if a child goes to school later than the required age, there can be a lot of confusion.

*Education system.* School education in England includes two modules: primary – for children aged 4 to 11 years old (up to 7 years – in the Nursery School, and from 7 to 11 years – in primary school); secondary – for children from 11 to 16 years old. If parents want to educate their child at home, they must obtain permission from the local education council, which must ensure that the conditions of study meet the accepted standards, including compulsory religious education. In addition, the UK has a system of free education that can be given to any child, regardless of the nationality, race or social status of their parents. And along with free municipal schools, there are private, paid schools.

*Learning process.* At the age of 4, entering primary school, pupils begin to thoroughly engage in arithmetic, reading and writing, while homework is given once a week. Physical education classes are mandatory, and in many schools, children visit the pool once a week. The emphasis is on the ability to independently acquire knowledge and apply it in practice. Children spend a lot of time in libraries and laboratories, they have to remember their homework. Knowledge testing is usually conducted in a written form – in the form of essays and projects. In this case, the teacher usually only outlines a problem, and the pupil formulates the topic and selects the material. Classes in primary school are held in a very soft, playful way, without

any attempts to “fit” everyone to one general level. Each child develops individually, according to the level of his abilities.

Participation of parents. Naturally, the British, like parents around the world, are interested in the successes and problems of their children and communicate on this topic with teachers. However, in our understanding of this event, there is no parent meeting here. Parents of each child are given 5-10 minutes for individual communication with the teacher. There are also parent committees in English schools. One of their responsibilities is raising money for school needs. But they do not collect from their parents but seek to earn. For example, the school organizes a screening of a movie selling popcorn and sweets in the buffet. Part of the money received is paid to those who provided the session for services, and the rest goes to the school fund. For the same purposes they arrange discos and even barbecues for children, parents and members of local community. In addition, schools have their own government, chosen from the parents of current and even former students. Much attention in education institutions is paid to charity. From an early age, children are taught to help those in need. To raise funds for charity, the institution organizes, for example, a “day without a school uniform”, when each child has the right to come in whatever he wants and brings with him a small contribution – 1 pound. The collected money is transferred by the school, for example, to a children’s hospice or to the homeless fund.

But in general, the British attitude to money is very sober and practical. Teenagers from the age of 16 use every opportunity to earn money themselves. It is not customary to litter with money in England. In the most developed countries, early (1-3 years old) and preschool (3-7 years old) childhood is seen as a special national resource that can solve complex problems of social and economic development. In the United Kingdom, the government is not involved in financing early education (similar to Belgium, France and Italy); in Austria it is funded by the state, local authorities and parents; in Denmark it is funded by the government; in Finland, the government and local authorities, parents pay only 10 % of the cost; as well as in Germany and Sweden. In Europe and Japan, teachers undergo special training and

certification, they have a good salary and are socially protected, which allows building a career as an early education teacher.

## 2. The Australian preschool system

Children go to kindergarten from the age of 5. There are also kindergartens for the little ones. Preschool education does not involve any special education, because they go to school here early, and also because it is considered harmful since it prevents the child from showing his originality.

The cost of one day in kindergarten A\$ 20-50. The state pays Child Care Benefit, which pays a maximum of A\$ 122 per week for one child, A\$ 255 for two children, and A\$ 398 for three children.

The minimum set for everyone is A\$ 20.50 per week. Good skills of educators and their attitude to children deserve special attention.

Educators do not complain to parents that the child is “wrong”. They cooperate with parents, promoting the process of upbringing. Historically, the Australian education system was modeled on the British one, and it remains so nowadays.

Preschool education in Australia lasts one year and starts at the age of five. It is not mandatory throughout Australia. The Australian government has allocated significant funds to invest in this program. It is not mandatory in all states, and children are trained at home or in special children’s clubs<sup>38</sup>.

Founded in 2000, Montessori Academy is a leading provider of early childhood education in Australia. Only in Sydney, the Montessori Academy has more than 20 locations, and there are three centers in Shanghai. It should be mentioned that in preschool system in Australia, the Montessori system is very popular: “A few years ago, our family got acquainted with the Montessori system, so I’m very interested to see how it works in different countries and cities”.

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<sup>38</sup> Незалежний звіт виконаний на замовлення Європейської Комісії Європейською мережею експертів з соціології освіти та тренінгу (NESSE). URL: [http://recwowe.vitamib.com/webdocuments/official-european-documents/ploneexfile.2009-08-31.8471563645/preview\\_popup](http://recwowe.vitamib.com/webdocuments/official-european-documents/ploneexfile.2009-08-31.8471563645/preview_popup)

This is a “long-day childcare center”, which accepts children from 7.00 to 19.00. There are three age groups: infants (6 weeks – 2 years), toddlers (2–3.5 years), preschoolers (3.5–6 years). According to the law, the employer guarantees preservation of the woman’s workplace for two years after the birth of the child. The concept of the “paid maternity leave” varies depending on the employer. For example, in Qantas it is 12 weeks, which is very good. Usually after the age of 8-10 weeks, many mothers go to work, so children are accepted even from 6 weeks.

The center is located in business downtown, so it is very convenient for parents, but the disadvantage is the very limited space. Every square meter is used here, and all the rooms are small. Childcare center is located on one of the floors of a multi-storey building, the elevator rises to this floor only after the identification of the magnetic card. There is no courtyard for walking as such, so part of the room is redesigned with an open area, there is a huge balcony where children walk.

*Meals:* three main meals, every day of the week is the national cuisine of a country. There are also two or three snacks (morning tea after breakfast, afternoon tea after lunch). After the traditional morning “circle” there is a 15-20 minute session of children’s yoga and meditation. Nuts are banned in preschools – Australia has a very high level of allergies to nuts and nut products.

The ratio of the number of teachers to students: from 1 to 3-4 in the infant group to 1 to 6-7 in the preschool group. Each group has a lead teacher who manages the learning process and builds the program for the day. Not all teachers are certified Montessori teachers, but at least 1.5-2 hours a day each child is engaged individually (or in a group of up to 2-3 children) with a Montessori teacher. During the day, teachers are required to photograph and film the learning process and in the evening every day post photos and videos to the parent group on the Internet. Every day it is 40-60 photos, as well as several videos. At the entrance to each group there is a letter where every day it is noted how much the child slept and how much he ate. Some eat two or three servings, and some do not eat anything. Nobody is forcing anyone.

*Cost:* A\$ 160-180 per day (A\$ 120-140), depending on age group, paid every two weeks for days visited. This price includes everything.

The country with a population of 20 million people has 40 universities, more than 350 colleges, and hundreds of public and private high schools. According to the level of education, Australia ranks third in the list of member countries of the Organization for Economic Cooperation and Development. For young Australians, school life begins at the age of six. The Australian Government provides assistance to parents in the pre-school education phase.

### **3. Preschool education institutions in Italy**

There is a shortage of preschools in Italy, and the new government plans to build new ones. Italian preschoolers can attend a nursery and a “mother school” – a kindergarten.

The nursery enrolls children from 6 months to 3 years. The charter of the nursery states that the main task of the nursery is upbringing, communication and care for children. The nursery is open from September to June each year. In July, there is a summer center for working parents (with a work certificate).

The nursery is open 5 days a week, excluding public holidays, from 7.30 a.m. to 4.30 p.m. The nursery is paid, the fee is from 5.16 euros to 260.00 euros, depending on the income of the parents. For children from one year there is an additional service from 16.30 to 17.30, this service costs 65 euros per year.

To register a child for this hour, again, you need a certificate of employment. Kindergarten is attended by children from 3 to 6 years old; as in the nursery, the goal is education, communication and care for children. Hours and months are the same as in the nursery, payment, however, is slightly less.

There are no classes in the kindergarten. Classes in Mathematics, elementary literacy can be conducted only at the personal request of educators. There is no psychologist, speech therapist or musician here. Nobody here requires children entering school to be able to read, count, know the history of the city, etc.

Classes with a psychologist, educational and developmental games are held only in private kindergartens, but the level of education even here corresponds to the

normal state kindergarten of Ukraine. Neither nurseries nor kindergartens have their own canteen, food is prepared in a large canteen and then delivered to preschools.

Breakfast, lunch and afternoon are paid by parents in addition – 2.58 euros for each meal. The Italians especially emphasize that 70 % of the products from which food is prepared come from biologically pure cultivation, i.e. without harmful substances. If parents live far from the preschool, they can send the child to kindergarten (as well as to school) on the school bus, provided they meet from school. The monthly fee for this service is from 31 to 36 euros, depending on the number of trips. All children have the right to attend school, even children of parents who are in Italy illegally<sup>39</sup>.

Kindergartens in Italy are a routine that children are taught almost immediately. There are very few mothers in this country who stay at home with a child after one year. This is a shocking fact for many Ukrainian parents, as some of them believe that giving a child to a nursery (or even a nanny) at such a young age is irresponsible and a sign of a bad mother who gave birth and does not want to bring up a child. To further irritate such critics, there are only a few Italian women who leave a child at home until the age of 2 or 3, and most of them have babysitters. Education institutions in Italy have three legal forms: *public*, *private on a par with public* (have more freedom in choosing cultural education and upbringing, but adhere to the state educational program; diplomas similar to the state; most of these institutions are Catholic), *private* (owned by other states, etc. The diploma of these institutions requires a procedure of state recognition, or sometimes an additional state exam).

*Social services of educational type.* They are not considered a direct part of primary education, however, perform an educational function and help in the implementation of the tasks of primary education. That is, they psychologically and intellectually prepare children for school. Such structures include:

- kindergartens (nurseries) for children from 3 months to 3 years old. They are optional, but very popular;

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<sup>39</sup> Повідомлення Європейської Комісії «Освіта та догляд у ранньому дитинстві: забезпечення кращого старту в майбутнє для усіх дітей». URL: <http://eur.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0066:FIN:EN:PDF>

- department related to kindergartens (nurseries) and children's school (kindergarten), for children from 2 to 3 years old. These are experimental structures that are also optional;

- children's school (in our country it is called a kindergarten). Designed for children from 3 (2 and a half) to 6 years old and optional;

- primary school (6-11 years, compulsory);

- first level secondary school (11-14 years, compulsory).

- secondary school (14-16 years, compulsory. Not compulsory for children aged 16 to 19). This category of education institutions includes:

- a) *lyceums* (2 + 2 years of study. After the state exam the student receives a diploma that allows him to continue his studies at the university);

- b) *technical schools* (study 2 + 2 years. After the state exam a diploma in the field of technical education is issued, which allows to work in the relevant specialty);

- c) *institutes* (study 2 + 2 years. After the state exam a diploma of professional education is issued, i.e. a qualified employee of a certain field).

*Kindergartens from 3 months.* As it was mentioned above, kindergartens in Italy are educational structures for children from 3 months to 3 years. It can be explained by the fact that the standard period of compulsory maternity leave in the case of uncomplicated childbirth and pregnancy is 5 months (2 before childbirth and 3 after), which is the time when you continue to receive 80 % of your standard salary.

There is also the so-called "parental leave" or "optional decree". This is 6 months immediately after the mandatory decree, which can be used for the next 12 years of the child's life. These 6 months can be used all at once, or broken down into days (weeks, months, or even hours). This is a period when you may be absent from work, but during this time you are charged only 30 % of the standard salary if the child is under 8 years old. When a child is aged 8-12 you are simply given the right to be absent from work, this time is not paid in any way.

*Education in kindergartens.* Italy has rich experience in preschool education and upbringing, since the first kindergarten here appeared in 1850, in Milan. In turn, the law that outlines and regulates the essence and activities of these structures

appeared only in 1971. According to it, kindergartens are essentially a social service in the public interest.

*The main tasks of kindergartens:*

1. *Education.* Assistance to parents in education institution, through the implementation of educational programs that focus on the development of the child, according to age and pace of development.

2. *Socialization.* Kindergarten is a place where children communicate (verbally and non-verbally) with each other and learn to be with other children.

3. *Cultural goal,* because they offer a cultural model of equality and respect for children's rights.

There are different types of kindergartens in Italy, as this is an extremely developed category of education institutions. Here are some of them:

- micro-kindergarten, 12-15 children;
- family kindergarten, located on the territory of an apartment, house, founded by an association or group of parents;
- educator at home;
- children's center – a kindergarten assigned to a school.

Thus, Italy has a developed and effective system of education and upbringing for the little ones.

### **Questions for self-preparation:**

1. Get acquainted with the sources in which the definition of the basic concepts of the topic are given. Analyze development of preschool education in the UK. Make a comparative table in which write down pros and cons of the modern preschool education.

2. Describe the policies, principles, objectives and directions of preschool education development in the UK. Provide information on the age groups and number of children.

3. Describe the Australian preschool education system. What is the scope and nature of the educational content of various activities and educational work? Make a

comparative table in which write down pros and cons of the modern preschool education.

4. Describe development of preschool education institutions in Italy. What are the legal forms of education institutions in Italy? Name the main tasks of kindergartens in Italy. Make a comparative table in which write down pros and cons of the modern preschool education.

## **TOPIC 2.3. PRESCHOOL EDUCATION SYSTEMS: GERMANY, FRANCE, SWITZERLAND, DENMARK**

### **PLAN**

1. Preschool education in Germany.
2. The system of preschool education in France.
3. Swiss and Danish preschool education systems.

### **1. Preschool education in Germany**

Modern Germany is a federal state consisting of independent states (lands), each of which has a diverse form of education system, giving students the opportunity to choose a model of learning. Most education institutions are public. They are subject to government regulations regarding training programs.

The current management of education is the responsibility of the land governments, which, however, does not preclude general management from the center: The Ministry of Education develops educational policy, allocates funds for the expansion of education institutions. Despite the fact that according to the German constitution, each land is responsible for the planning and implementation of school and higher education throughout the territory, all lands cooperate with each other and the Federal Government to ensure compatibility of courses in secondary and higher education institutions. Due to the adoption of a number of agreements between the federal lands, the unification of the basic provisions of the education system in all lands was achieved<sup>40</sup>.

The policy of federal bodies and lands in the field of education is coordinated in terms of duration of study, vacations, training programs, mutual recognition of exams, different certificates, namely the certificates of completion of schools, diplomas, titles. Each federal land has its own education law, but they are all based

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<sup>40</sup> Європейський підхід у дошкільній освіті: основні положення та особливості впровадження.  
[URL:http://repository.sspu.sumy.ua/bitstream/123456789/2173/1/%C2%ABYevropeiskyi%20pidkhd%20u%20doshkilnii%20osviti%C2%BB.pdf](http://repository.sspu.sumy.ua/bitstream/123456789/2173/1/%C2%ABYevropeiskyi%20pidkhd%20u%20doshkilnii%20osviti%C2%BB.pdf)

on general federal law. Each federal land is more or less independent in determining the time of school visits, terms of study and textbooks.

Curricula and educational levels of each land are different. Curricula and textbooks are approved at the level of state governments, and for each subject there are several textbooks approved by the relevant ministry, and the teacher is free to choose them.

In this way, a variety of educational services is achieved, and pluralism of opinions is ensured. The rights of the Federal Government are limited to the adoption of the fundamental laws, in particular on funding. Speaking of education costs, the following should be noted. No federal state charges money for public, vocational, and higher education. All lands provide students with buses that take them from home to school and back, almost all lands provide textbooks and manuals to students for a small part of their cost. The state, through the current federal law, provides financial assistance to a certain category of schoolchildren and students.

There are also private schools in Germany, many of which are religious. They enroll about 8 % of students. Because private schools are freer to choose curricula and accents than public ones, they often test different pedagogical alternatives.

*The traditions of public preschool education in Germany are among the oldest.* Since 1957, there has been a law on the free attendance of kindergartens, 20 % of which are maintained by the state, 80 % belong to church communities, trade unions, the German Red Cross, the youth service, and other charitable societies. Parents pay 50 % of the child's maintenance, other costs are reimbursed by the owner of the preschool.

*In Germany, there are the following types of preschools:*

- kindergartens with full or part-time stay, designed for children aged 3–6 years old;
- one-group preschool education institutions (mainly for senior preschoolers);
- school groups (for five-year-old children);
- preparatory classes of primary school. They raise and teach five-year-old children;

- round-the-clock boarding schools for healthy children aged 3 to 6;
- boarding schools for children with health and development problems;
- maternal centers.

In them, mothers and children are engaged in interesting and useful activities, communicate with each other and specialists in pedagogy and psychology. The main conceptual foundations of raising children are implemented in free and open kindergartens. The most common type of free kindergarten are Steiner kindergartens and Montessori kindergartens. An open kindergarten is organized on a situation-oriented concept of preschool education, which is characterized by: open planning with children; learning based on real life connections; unity of play and learning; different age organization of life and activity; public relations; cooperation between parents and preschool. The educator must be capable of systematic and long-term observations, analysis of the results of pedagogical activities, forecasting.

Therefore, there is a long tradition in preschool education in Germany. Kindergarten is a social institution of German origin, which has been adopted by many countries. This word has entered other languages, such as kindergarten in English.

The first institutions for little children, where they were cared for, appeared in the early 19<sup>th</sup> century. The main function of such institutions was to supervise the children of industrial workers throughout the day while they were at work. The workers were not interested in the introduction of education in the child care program. In the bourgeois environment, kindergartens were designed to supplement the family, they were organized to prepare children for school.

In modern kindergartens in Germany, the main educational work is development of language, personality, social education and play activities. In kindergarten, children usually spend time only until lunch, and in the afternoon, they are at home with their families. Meanwhile, there are kindergartens and children's institutions and with an extended day. Today in Germany more than 30 % of children aged three to six attend kindergartens.

June 30 is a traditional “turning point” day. Every child who has reached the age of six by this time is obliged to go to school. Parents are informed about the deadlines for enrolling children. Until the first day of school, they can attend preparatory classes, which are mostly held in primary school and have several names: “Vorbereitungsjahr”, “Vorschule”, “Schulnachmittage”.

The purpose of these classes is to prepare a five-year-old child for the first grade and to identify as much as possible his inclinations, which will have a decisive influence on the choice of school in the future. There are also special groups for children who have reached school age but are unable to attend school. It should be noted that the network of preschool education institutions is poorly developed in the country. A small number of kindergartens, mostly privately run, cover children aged three to five. In addition, the network of preschool institutions, by our standards, is not very convenient. This is mainly due to the schedule of kindergartens. For example, a kindergarten can be open from 7 to 12 o'clock. Sometimes parents are asked to pick up the child for lunch and then bring him back.

If the garden is open, for example, up to 16 hours, the child cannot be picked up earlier. This level of education in Germany, represented mainly by private preschools, is not mandatory and the state does not participate in its funding. Unlike kindergartens in Ukraine, in Germany there is no pre-school training for children – kindergartens do not belong to the Ministry of Education and do not have an appropriate program, the state does not provide targeted financial assistance to parents whose children attend kindergarten.

## **2. The system of preschool education in France**

The basic principles of the education system in France have a centuries-old history and were laid down in the 1880's and 90's. Education is free, has no religious content and is mandatory for children from 6 to 16 years old.

In France, private and public education systems coexist. About 20 % of all French students study in private education institutions. The state approves all school

programs for private and public schools, organizes competitions and exams. Only the state has the right to issue diplomas to the bachelor's level.

Private education receives assistance from the state: the state pays teachers and participates in tuition costs (8 out of 9 private schools use this assistance). According to the number of children involved in the system of public preschool education (history reaches 200 years), France takes one of the first places in the world, its preschool pedagogy has absorbed the best theories of education of domestic (P. Kergomar, S. Frenet) and foreign teachers (M. Montessori, J.-O. Decroli, J. Piaget).

*The main types of preschools* that educate children from 2 to 6 years old are mother schools, classes for children in primary schools, kindergartens. The main form of education in the mother school is play. In 1975, France passed a law on the school, which provided for measures to ensure continuity between preschool education and schooling. There is a single, mandatory for all education institutions state educational program. Teaching of children in mother and primary schools is carried out by one teacher, which testifies to the close connection between preschool and school education. Due to this, all preschoolers aged 5-6 study in mother schools and classes for children at schools, and 75 % of children are provided with preschools.

The overall goal of preschool education is development of physical, social, behavioral and intellectual skills necessary for the formation of the ability to live in modern society. Preference is given not to the accumulation of knowledge, but to the development of children's initiative, education of social competence.

The work of preschool institutions is aimed at involving the child in the life of the team, at developing skills of various activities, at forming a desire for knowledge, at learning to build relationships with other children. Preschoolers must acquire appropriate motor skills, a certain level of intellectual and speech development, master drawing and other visual activities.

The role of the educator is to direct development, create a developmental environment, study the behavior and psychology of children, organize their leisure.

Upbringing of the youngest children is aimed at development of play activities, senses, motor skills. In the work with 4-5-year-old children, sensory education is complicated, for which they use different types of handicrafts (painting on fabric, stained glass, making decorations for performances, etc.). In the schedule a lot of time is devoted to physical education, music. Children in the sixth year of life should be prepared for school in their compulsory classes in reading, writing, graphics, mathematics, but the order of their conduct is determined on the basis of free choice of the child<sup>41</sup>.

The system of preschool education in France has a long tradition and is associated with development of public preschool education – emergence of the first preschools, government regulation and provision of preschool education, development of different types and forms of ownership of preschool institutions and so on.

At the present stage, provision of the educational services in the field of preschool education, care and upbringing in France has become particularly popular. 85 % of preschool age children between the ages of three and six and about a third of two-year-olds attend “mother schools”. In general, up to 100 % of children in France, depending on the region of the country, are involved in preschool, although it is not compulsory, 48 % of children under the age of three attend other types of preschool. For this age group of children there is a diverse and decentralized system of educational services. It is characterized by differentiation in types (group – development centers, individual – maternal assistants, family type) and forms of ownership (public – municipal, community, state – associations, departments, divisions, networks of institutions, etc.). In children’s preschools such as crèche and haltes-garderies, priority is given to the qualifications of the medical staff, although the number of teachers for children is higher than in “mother schools”. The peculiarity of the modern system of preschool education is that the “mother schools” employ mostly qualified preschool teachers and assistants, a prerequisite is also the

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<sup>41</sup> Виховання дітей по-європейські. URL: [https://www.irf.ua/vikhovannya\\_ditey\\_poevropeyski/](https://www.irf.ua/vikhovannya_ditey_poevropeyski/)

presence of full-time pediatric nurses in these types of preschools; the same requirements are put forward by development centers.

### **3. Swiss and Danish preschool education systems**

*Switzerland.* *The education system in Switzerland* corresponds to its political system. The powers of the center are significantly limited by the regions. It would be more logical to talk about completely independent education systems in Switzerland, linked by common principles. Each canton of Switzerland has a separate education system, but the quality of educational services and their accessibility are guaranteed by the federal government. The Swiss Constitution proclaims universal compulsory secondary education for all citizens between the ages of 6 and 16, guarantees access to free education in the country, and is responsible for matching diplomas on the type and level of education of different cantons. The powers of the federal and cantonal authorities are divided as follows:

- preschool, primary and first secondary education (Secondaire I, compulsory secondary education) are fully subordinated to regional authorities. The state is responsible only for compliance with the principle of public access and free tuition, guarantees the quality of education;
- secondary education (Secondaire II, complete secondary education) is administered by cantonal governments with the exception of vocational education, which is regulated by the federal government. All public schools and gymnasiums are run by cantons. But with private schools in Switzerland, the situation is different: their graduates in order to obtain a certificate of secondary education are required to pass not a cantonal but a federal exam. Accordingly, diplomas of public schools are recognized in the country, and diplomas of private schools – in the country and abroad;
- higher education is regulated by the center and the regions jointly: higher professional education is administered by the federal government, and the cantons are responsible for university education. At the same time, the financial support of

universities is guaranteed by the center. Higher education in Switzerland is completely rebuilt to the requirements of the Bologna Agreement and provides 2 degrees: bachelor's and master's degree.

The main feature of the education system in Switzerland is its flexibility. The country has schools that operate to internationally accepted educational standards, and Swiss universities offer academic programs in 4 languages: German, French, Italian and English. Education in this country is based on the ideas of teachers-reformers: in Switzerland, the main task of the school is to make learning an interesting and exciting process. The education system in Switzerland is universal, it has absorbed the best features of the Anglo-American, French and German schools.

*Swiss preschools* (kindergartens or schools) are designed to educate children aged 4-6. In addition to public ones, there are many private preschools that work several hours a day for five days a week and are housed mostly in one-storey cottages with playgrounds for walks and exercise. Historically, there are two concepts of preschool education: in the German part of the country the concept is based on the ideas of F. Froebel, in the Romanesque – Geneva direction (E. Clapared, A. Ferrier, J. Charge) and Montessori type. German-language and Romanesque-language kindergartens work according to different programs. Swiss preschools are well equipped, they have a lot of didactic, play material for classes and independent activities of children. The search for effective ways of interaction between preschools and primary schools is constantly going on, “kindergarten-school” complexes are being organized to cover children with preschool education and prepare them for school.

As in other European countries, preschool education is not compulsory in Switzerland, but most parents send their children to kindergarten. In kindergarten, the child is socialized and prepared for school. Children are sent to a kindergarten in Switzerland late – from the age of 5-6. There are public and private preschools. Preschool education in Switzerland is absolutely free. It is paid from the city treasury. Private nurseries and kindergartens work flexibly – children can be left for lunch and

picked up a little later. There are no 24-hour facilities for young children in Switzerland.

Methods of teaching preschool children in Switzerland in accordance with the canons of teachers-reformers – learning in the game, and the motto – “do not disturb”: the child’s abilities are sure to show themselves, the educator just has to notice. Mathematics and reading with a letter are not taught in kindergartens, but many games in the fresh air, instead of the alphabet, repetition of words and sentences, songs and poems. As a result, Swiss preschoolers tend to know less than their peers, speak in German-speaking cantons the Swiss dialect and German, they are better developed physically, without scoliosis, myopia and always in a good mood.

Approximately 154,000 children, 48.7 % of whom are girls, attend preschool education institutions in Switzerland. The share of foreign children is 27.2 %. 13,600 people work as educators, 86 % of whom are women. In Switzerland, 4949 preschools have been opened, 301 of which are private.

*Denmark.* Raising children in Denmark is an important, state-controlled process. The current education system in the country, which was adopted in 1994, has a number of significant differences from the education system in other countries. In Denmark, for example, it is entirely up to the parents to decide whether a child will attend school or otherwise. It is noteworthy that in itself education of children and adolescents is mandatory in this country, but its methods are chosen by parents.

In the Scandinavian countries, much attention is paid to children with disabilities. Education of children with disabilities in Denmark is carried out in accordance with the state program, the main task of which is to maximize integration of such children into society. An important part of this program is joint education of children with SEN and healthy children within one school or even class. This approach is called inclusive.

Inclusive education in Denmark involves mixing of two teachers in mixed classes and special medical care for SEN children. The purpose of this program is to adapt a not-quite-healthy child to the world of healthy people, as well as to form in

young citizens of the country an understanding that people with disabilities are equal members of society. It must be said that in this respect the education system in Denmark and the Scandinavian countries as a whole have achieved considerable success.

It is common knowledge that Denmark is a modern industrial and agricultural country, which also produces high-tech products. Education of employees for companies that produce such products begins from childhood, so the number of computers in schools and institutes in Denmark is very large. However, not only “techies” but also humanities specialists are trained in Denmark.

As it has been already mentioned, the Danish education system has a number of significant differences, and it consists of three basic levels: preschool education, school education, as well as higher and special education, which can be obtained after school. How children are raised in Denmark should be described in more detail.

Municipalities deal with preschool education in Denmark. They are engaged in financing of preschool institutions, plan number of places in them, carry out management. According to the law, every child in the country gets a place in kindergarten if his or her parents want it.

In Denmark, preschool education is divided into nurseries and kindergartens. The standard of living in this Scandinavian country is very high, so society can afford to invest heavily in the process of educating the younger generation from an early age.

Preschools in Denmark are mostly understaffed. Thus, in the nursery, which accepts children from six months to three years, there are usually from 30 to 60 children; in kindergarten for children from 3 to 6 or 7 years, usually 40-80 pupils. However, kindergartens in Denmark can be expanded, which means combining nurseries and groups for older children in one institution. There are up to 150 pupils in such institutions. Kindergartens are open daily from 7 a.m. to 17-18 p.m., except weekends and holidays.

Education for children under 7 in Denmark may seem quite unusual. Thus, from an early age, children are told about the dangers of drugs, tobacco and alcohol,

they are prepared for life in society. At the same time, learning to read and write under the age of six is not welcome – it is believed that this can always be done in time, but for now let the children play and have fun.

From the age of six, children go to the preparatory class of the school, but its attendance is not mandatory. The preparatory class is designed to accustom the child to the realities of a new school life for him, rather than to give the child some specific knowledge.

The most common types of public preschools in Denmark are day nurseries, kindergartens, daycare centers, playgrounds and round-the-clock preschools designed to educate and treat children with physical and mental disabilities, provide them with psychological and pedagogical assistance and correct defects. The teaching staff receives three years of training in psychology, physiology, pedagogy. Every fifth employee of Danish preschools is a man. The center of the International Montessori Association is located in Denmark.

### **Questions for self-preparation:**

1. Get acquainted with the sources in which the definition of the basic concepts of the topic are given. Analyze development of preschool education in Germany. What are the traditions of public preschool education in Germany? Make a comparative table in which write down pros and cons of the modern preschool education.

2. Identify and describe types of preschools in Germany. Analyze such types as free kindergartens, Steiner kindergartens and Montessori kindergartens.

3. Describe the system of preschool education in France. Name the main types of preschools. What is the tradition of preschool education in France? Make a comparative table in which write down pros and cons of the modern preschool education.

4. Describe development of the Swiss and Danish preschool education systems. What is the method of teaching preschool children in Switzerland based on? Make a

comparative table in which write down pros and cons of the modern preschool education.

5. Name the most common types of public preschools in Denmark. What is their feature? Justify the answer.

**TOPIC 2.4. PRESCHOOL EDUCATION SYSTEMS:  
JAPAN, CHINA, TURKEY, FINLAND  
PLAN**

1. Japanese system of preschool education.
2. Preschool education systems in China, Turkey and Finland.

**1. Japanese system of preschool education**

*Teachers.* “Tradition” is a key word for understanding the culture of the country of the rising sun. Traditions permeate all of Japanese life, including the education system, in particular preschool. Traditionally, education is a male affair here. Women are a rarity among university professors. And there are few of them at school. Among the heads of preschool institutions, women are also almost non-existent. And recently, men began to oppress women in the profession of educators.

The Japanese state pursues a policy of strict selection of university graduates when appointed to the position of a teacher. Unlike other countries, in order to become a teacher, a Japanese citizen must obtain a diploma and pass exams when appointed to the position. However, Japan is the only developed country in the world where the salary of a teacher is higher than the salary of local government officials.

In Japan, much attention is paid to maintaining the health of children: each school has a team of health professionals – a doctor, nurse, dentist, pharmacist, health supervisor. Raising young children in Japan skillfully forms in the child the concept of a human dormitory, raises a physically and mentally healthy person who is able to work successfully in a team, clearly following orders and not interfering with others. Japanese educators, teaching children to interact, divide them into small groups (khan), which is the most important feature of the organization of preschool education. These groups have their own tables, their own names, chosen by the children themselves, which encourages them to make decisions based on the wishes of all members of the group. Groups (6-8 people of both sexes) are formed not according to abilities, but according to what can make their activities effective.

Children are instilled with many skills: how to look at the interlocutor, how to express themselves and take into account the views of peers. Japanese children continue to learn group behavior in both elementary and high school. Similarly, the class is divided into khans (on average, they are reshaped every 5 months), and when teachers or peers evaluate tasks, talk about ethical and other issues, they are more likely to address the group rather than individual children. Such a system helps to maintain the health of the student, because in harmonious groups, discrimination and related stresses are excluded<sup>42</sup>.

Preschools for children aged from birth to 6 years (nurseries, kindergartens, nurseries-kindergartens) are run by municipalities, private organizations and individuals and work from 2-3 to 10-12 hours a day. There are also one-year institutions for the full preparation of 5-6-year-old children for school.

In addition to municipal, all preschools are paid and at the request of parents provide a program of individual development of each child. Educators are mostly young single women, who must have a university degree. The Japanese education system focuses on the early detection of talents and natural development of abilities. Groups in kindergartens are quite large – an average of 40 people. The educational environment is carefully and tastefully organized. Children are involved in creating comfort and beauty in the room: they grow and arrange flowers, design, make panels and tapestries and so on. Participation of children in artistic work is mandatory, because, according to the Japanese, only man-made beauty raises a person to a philosophical understanding of beauty as the expediency of life.

The task of teachers is to teach children to communicate, to ensure that every child feels comfortable, equal, and the group develops on the basis of mutual support and cooperation. The teacher does not make remarks to children.

The basis of education is the national values of the Japanese people, which is manifested even in the organization of individual nutrition. It is argued that a person's destiny depends not so much on talent as on patience, ability to work,

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<sup>42</sup>Локшина О. І. Європейська довідкова рамка ключових компетентностей для навчання впродовж життя: оновлене бачення 2018 року. Український педагогічний журнал, № 3, 2019, с. 21-30. URL: <http://uej.undip.org.ua/upload/iblock/c76/c7686993>

perseverance, diligence. In this regard, an important role is given to adherence to lifestyle and activity (get up early, be neat, work hard, eat right, be polite, grateful, etc.).

Respect for elders, the ability to understand another person, to obey general rules, to be tolerant are approved. Children get acquainted with the essence of the concept of “death”, they are taught to be peaceful. Educators and parents work closely together in raising children. Traditional are visits to children by parents, sports days, observation days, joint notes of interesting opinions of teachers and parents about the child’s development, parent meetings. Many preschools rely on the experience of the famous Japanese violinist and teacher Shinichi Suzuki (“Talent Education System”), who considered talent to be the maximum level of development of a child’s abilities, and age up to 6 years – the period when deciding his fate. Development of musical and speech abilities is gradually becoming a system of holistic development of the personality, and music and native language are its leading means. The popularity of Suzuki kindergartens is evidenced by the fact that parents apply for admission 3-4 years before the birth of the child.

Children are admitted here without any prior examination of their talents. Educators work with different age groups (from 3,5 to 5 years), the number of children can reach 60, the role of an educator is to create an environment for self-development of the child’s personality. We are talking about development of memory, perception (visual, auditory, tactile), complex artistic activities of children.

From the age of two, the child is taught to play the violin, for which the company “Suzuki” makes small violins for 1/32 full size. Education in these kindergartens has a humanistic direction (emphasizes the beauty of nature, art) and form (the child is not forced to do anything but create a developing pedagogical environment). Teachers and parents are not the only ones concerned with development of the children’s talents.

The Association for Early Development and the Talent Training organization have a significant impact on functioning of the preschool system. In this context it is worth mentioning the words of the author of popular works on the children’s abilities

development, the founder of “Sony” Masaru Ibuka that the basis of the child’s mental abilities development is his personal experience in the first three years of life, when the brain structure is actively developing, that no child is born genius or retarded, everyone can learn well, it all depends on the method of teaching, which must be humane and take into account the capabilities, inclinations and interests of the child. Ibuka’s statement comprehensively and accurately characterizes the features of the Japanese system of preschool education and upbringing.

In Japan, kindergarten is not a compulsory degree. Children come here at the request of parents – usually from the age of four. Sometimes, as an exception, when parents are very busy, a child can be taken to kindergarten from the age of three. There are also crèches in Japan for babies who are only a year old. But giving children away from the family so early is not recommended.

In order to place a child in such an institution, parents must write a special statement and justify the impossibility of raising a child under three years of age for very good reasons. All kindergartens in Japan are private. Among them, a special place is occupied by the so-called elite gardens, which are under the care of prestigious universities.

If a child enters such a kindergarten, his future can be considered secure: after reaching the appropriate age, he goes to university school, and from there enters the university without exams. In Japan, there is quite fierce competition in the field of education: a university degree is a guarantee of a prestigious, well-paid job in a ministry or a well-known firm.

And this, in turn, is a condition for career growth and material well-being. Therefore, it is very difficult to get into kindergarten at a prestigious university. Parents pay a lot of money for the child’s income, and the child himself must be tested in order to be accepted. Recently, Japan was shocked by the news of a horrific crime: a woman killed a young child who competed with her own children in an exam while entering kindergarten. Of course, such a case is an extraordinary phenomenon, but one way or another, the relationship between the parents of students of elite kindergartens (most of which belong to successful, prosperous corporations)

is quite tense. However, such kindergartens are not many. There are not many kindergartens of the so-called pro-Western direction, in which the principles of free education prevail and there is no rigid and rather difficult for young children system of classes, which is typical of elite kindergartens.

In most kindergartens, the main task of educators is to teach children to be obedient. Japanese upbringing is extremely mild, children are rarely forbidden to do anything. But for strangers – in the street, in public – the Japanese tradition requires an expression of extreme respect, including from young children.

Therefore, a lot of time in kindergarten is devoted to the education of manners and acquaintance with the ritual side of life. Children need to master many polite verbal formulas (the Japanese language is as saturated with them as a damp sponge) and know where and when to use them.

A necessary element of Japanese etiquette is a *bow*. The Japanese bow with every “thank you”, bow at the meeting, bow before the meal – thank the higher powers and the hosts for the upcoming meal, bow after the meal, even in parliament – bow.

Once a week, the head of each Japanese school delivers a speech to students lined up in columns in the schoolyard. At the end of the speech, students must bow. And then bow again – when carrying out the state flag. The requirement to bow in response to the director’s words is not written in any law. This is required by tradition: the younger ones are obliged to obey the older ones and pay homage to them.

They start teaching this already in kindergarten. Until recently, Japan was an agricultural country. And for the peasants, spring is the time to start sowing. Although the Japanese now celebrate the New Year according to the Western Gregorian calendar, April is traditionally the starting point in Japanese business life. From this moment the concluded contracts come into force, the newly hired employees start their work, new projects are launched. The school year in Japan also begins on April 1. On this day, a solemn opening ceremony is held in all education institutions – from kindergarten to university. And the director of the kindergarten

greet his young pupils with exactly the same seriousness as the rector of the university – his students.

All primary schools in the country study according to a single schedule: the academic year is divided into three semesters. Between semesters – holidays for students, schoolchildren and kindergarteners. During the holidays, young children can come to kindergarten to swim in the pool (pools are in almost every kindergarten) and talk a little with the educator about life.

But classes are not held at this time. In general, in Japan, much attention is paid to maintaining the health of children: each institution has a team of medical professionals – a doctor, nurse, dentist, pharmacist, health curator. Japanese educators, teaching children to interact, divide them into small groups (khan), which is the most important feature of the organization of preschool education. These groups have their own tables, their own names, chosen by the children themselves, which encourages them to make decisions based on the wishes of all members of the group, and serve as a kind of unit for joint activities. Groups (6-8 people of both sexes) are formed not according to abilities, but according to what can make their activities effective. Children are instilled with many skills: how to look at the interlocutor, how to express themselves and take into account the views of peers. The composition of these groups is not constant. Every year the groups are formed anew.

The constant change in children's composition is associated with an attempt to provide children with the widest possible opportunities for socialization. If the child does not have a relationship in a particular group, it is possible that he will make friends among other children. Educators are changed so that children do not get used to them very much. Strong attachments, according to the Japanese, give birth to a very strong dependence of children on their mentors, and the latter are burdened with a very serious responsibility for the fate of the pupils. If the teacher for some reason did not like the child, this situation will not be very difficult<sup>43</sup>.

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<sup>43</sup> Zlepšovat postavení pedagogických pracovníků jako sociálně profesní skupiny (J. Vašutová) Učitelské listy č. 4, 2000/2001, str. 9-13 5. Zakon pedagogických pracovníku 2005 rok. [www.msmt.cz](http://www.msmt.cz).

It is possible that the child will have a friendly relationship with another educator, and he will not think that all adults do not like him. The situation is the same in primary school: here the composition of classes is shifted every two years, and the teacher changes every year. Raising young children in Japan does not always contribute to the development of creative abilities, but skillfully forms in the child the concept of human dormitory, raises a physically and mentally healthy person who can work in a team, clearly follow orders and do not interfere with others.

Thus, preschool education in Japan is not public and, as in Germany, is not subject to the Ministry of Education. The state does not provide financial assistance to parents whose children attend kindergarten.

## **2. Preschool education systems in China, Turkey and Finland**

*China.* Preschool education institutions in China are large (270 students and 60 teachers and staff). The groups include 25–26 children, mostly full-time, and 5 % of preschool groups are round-the-clock, from which parents pick up children on Wednesdays and Saturdays. Educators and their assistants must be of different ages, be able to clearly organize children's behavior, do not spend much time on leisure activities, cultivate the habit of order, instill habits of collective life, avoiding punishment, cultivate diligence, perseverance, responsibility to parents, educators, peers, country.

Patriotic education is the basis of the educational process. Much attention is paid to the development of musical abilities.

*Turkey.* To some extent, preschool education is influenced by the traditional Islamic values of large family upbringing and the role of women in the family. In the system of public preschool education (nurseries, private, factory, experimental kindergartens) 10 % of children from birth to six years are brought up. However, its material, scientific and methodological bases need significant improvement. The purpose and content of preschool education correspond to the general direction of national education: physical, mental, emotional development of children; formation

of social skills of behavior; development of speech competence; preparation for school.

*Finland.* Preschools in this country have existed since the 50's of the 19<sup>th</sup> century. For some time, they worked on the Froebel system. In search of rational models of preschool institutions, the Montessori, American, and Swedish systems were tested.

There are the following types of preschools in Finland:

- folk kindergartens. They originated the longest, being designed to help raise children in families where parents work. Common are day care for children in families, open kindergartens, mobile kindergartens and such as seasonal, preschools for children with physical and mental development problems;

- family kindergartens, their purpose is to organize family care for children. Educators must have special training;

- open kindergartens. They work according to the type of playgrounds, where parents bring their children for walks, joint games with peers;

- preschool orphanages. Their work is based on the principle of large family life.

Public preschool education in Finland is carried out in close cooperation with the family. Every third child under 3 years of age and almost all preschool children (one year before school) are brought up in preschool education institutions. Parents have ample opportunities for direct participation in the work of preschool institutions. The number of children in groups has clear limits: under the age of one – no more than 6 people, from one to 2 years old – no more than 12, after 3 years old – no more than 20 pupils. The work schedule of the teaching staff is designed so that all educators and nannies work with children during the day. The sale of military toys is prohibited. In educational work, considerable attention is paid to celebrations: UN Day, Independence Day of Finland, Father's Day, Mother's Day, Second Day, Christmas, Easter, Finnish Language Day, Kalevala Day (Karelian-Finnish national epic). Educators can be people who have received specialized higher education.

**Questions for self-preparation:**

1. Consider the current areas of development of the Japanese system of preschool education. What are the traditions of preschool education in Japan? Make a chronological table showing the experience of the famous Japanese violinist and teacher Shinichi Suzuki.
2. Name the main types of preschools and describe the curriculum. Make a comparative table in which write down pros and cons of the modern preschool education.
3. Describe preschool education systems of China, Turkey, Finland. Name the priority areas for preschool education development in each country. What are the traditions in preschool education?
4. Make a comparative table of each country, which lists pros and cons of the modern preschool education.

## **TOPIC 2.5. INNOVATORS OF PRESCHOOL EDUCATION: FOREIGN EXPERIENCE**

### **PLAN**

1. Traditional author's methods of preschool education and upbringing.
2. Japanese author's methods of preschool education.
3. Modern author's methods of the leading countries of the world.

#### **1. Traditional author's methods of preschool education and upbringing**

Preschool education of children in foreign countries starts from 2.5 to 6 years old, depending on the country, its duration depends on the age at which compulsory education begins.

Analyzing the conditions created for the development, education and upbringing of children abroad, R. Meivogel notes that in most European countries parents do not pay for preschool education, as it is considered part of the school system, free until a certain age, so almost 98 % of children attend preschool. In countries where parents are forced to pay for education, children's attendance at preschools is slightly lower and, consequently, the level of development of preschoolers at the time of entering school is lower. In the countries of Western Europe, great attention in educational centers, playgroups and preschools is paid to the integration of children with disabilities and healthy children. Specialists such as psychologists, medical workers, additional service personnel and others are additionally involved for this purpose.

In foreign countries, for the most part, there is no single program, which leads to a lack of uniform requirements for the educational process, violating the integrity of the educational space. As a rule, in the content of the programs of development, training and education of children in the European preschool institutions there are traditions of the people, holidays, occupations. In many countries around the world, preschool education is a primary element of a single system of education and training. It is cared for by local authorities, industrial and agricultural enterprises,

religious and public organizations, and individuals. As a rule, in most countries there are stationary and seasonal nurseries, kindergartens with different duration of work, preschools in primary school, nurseries, playgrounds. Educational work, the purpose of which is harmonious development of children, formation of life skills in society, is carried out in accordance with the programs of education and training. In all countries there are systems for training teachers (courses, secondary special, higher education). Each national system of preschool education has its own characteristics and best practices<sup>44</sup>.

At the beginning of the 20<sup>th</sup> century, in all developed countries, a system of education was formed, of which the primary level was a mandatory component. Accordingly, the question arose about preparing the child for school. Simultaneously with the movement for the renewal of schooling, a movement for public preschool education unfolded. Obviously, not without reason, the 20<sup>th</sup> century was symbolically called the “age of the child”. This is the title of a book by the famous Swedish writer Ellen Kay (1849-1926), which substantiates the idea of free education. Advocating the priority of home education, E. Kay criticized organization, over-regulation of children’s activities in kindergartens, insisted on giving the child the opportunity to play according to their choice, without which development of interests and independence is impossible.

A new direction of psychological and pedagogical science has emerged – an experimental pedagogy, whose representatives are W. A. Lay, E. Meumann (Germany), A. Binet, C. Freinet (France), J. O. Decroly (Belgium), E. Claparede (Switzerland), E.L. Thorndike (USA) tried to determine the features of pedagogical influence as accurately as possible through psychological research. Experimental pedagogy tries to combine psychology, physiology and pedagogy, synthesizing their capabilities, to develop an individual program of education and training of each child. Considerable attention was paid to the child’s cognitive development, identification of giftedness, education of creative abilities. On the basis of laboratory research,

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<sup>44</sup> Локшина О. И. Общественное дошкольное воспитание в Великобритании на современном этапе: Автореф. дис. канд. пед. наук. К., 1991. 18 с.

supporters of the experimental pedagogy considered the principle of self-development of the child's personality to be the leading one. The idea of a comprehensive approach to the study of child development, individualization of education and upbringing, improvement of scientific and psychological training of teachers-practitioners was substantiated by the German representative of experimental psychology Ernst Meumann (1862-1915). His compatriot Wilhelm August Lay (1862-1926) considered the child to be an active element of social and biological environments, believing that his activities should be organized taking into account psychological and physiological characteristics, needs, interests. He has the idea of creating, instead of a school of learning, pedagogy of action, which would be based on the unity of such elements of learning as perception, mental transformation of perception and external reactions-responses. The French scholar Alfred Binet (1857-1911) criticized verbal learning, believing that the child should be an active participant in the process of education. He owns one of the most popular test systems designed to determine the level of intelligence.

Analyzing the learning process, A. Binet assumed that the child learned well what directly affected him. Based on the study of the characteristics of the child, he proposed to refer it to the level of development and to teach with those children who have similar abilities. Differentiation of education was advocated by the author of "functional pedagogy" Édouard Claparède (1873-1940), focusing teachers on the child, children's play as a means of improving the effectiveness of education, development of his interests and needs. The representative of the "reformist pedagogy" ("new education"), the American philosopher, psychologist and educator John Dewey (1859-1952) considered the child to be the center of everything. Only the growth and development of the child, in his opinion, can be a "measure" of education. In the primary laboratory school, the work was focused on meeting the needs and abilities of children aged 4-5.

He considered social (desire to communicate), constructive (desire to move in the game), research (desire to recognize and understand), expressive (desire to express oneself) to be the main impulses of a child's natural development. Therefore,

learning should be as close as possible to the lives and experiences of children. Since children are very active, pedagogy should take care of activities direction. Dewey's pedagogy is concerned with action to promote human development, which he saw as an ultimate goal of education.

By his activity man learns the world; activity is the source of knowledge, and therefore the essence of learning is to implement the provision of "learning through action". As a supporter of the theory of innate abilities, Dewey formulated the role of educator: "The child is constantly active and gives way to the inherent abilities. The role of the educator is to give the right direction to his work". This means that all forms, methods and means of direct influence on children should be eliminated from the pedagogical process. In the book "Moral Principles of Education" Dewey formulated the main tasks of helping children to develop moral behavior, teaching them to choose the right way to overcome difficulties, to get the most out of any situation for themselves.

He considered the goal of moral education to be such people who know how to direct their social energy to the service of social interests. The main vocation of education J. O. Decroly saw in the moral self-improvement of the child, in the education and upbringing of which he recommended to rely on his nature, focusing on free activity. All this will allow the child to identify as much as possible inherent only in his inclinations. In his opinion, the basis of education should be "centers of interest", which would take into account the peculiarities of perception and the degree of development of the child's thinking: "The most important thing for a child is to know himself". Learning himself, the child will eventually feel the need to learn the world around him. J. O. Decroly condemned the work of education institutions, which did not take into account children's cognitive interests, needs, and taught ready-made knowledge mainly through the message of the teacher. According to him, an integral part of learning should be the material that gives the child the environment: animate and inanimate nature, school, family, society.

The value of such training is that it brings children closer to meeting their needs and to the basics of scientific knowledge. Based on the interests of children, he

developed a system of self-learning, which was based on games and card tasks. However, education, according to J. O. Decroly, should not be limited to the interests of the child. It must unfold in two projections: “from child to world – from world to child”. Children’s anthropocentrism (the term of J. O. Decroly) encourages the child to know everything about himself: what his body consists of, what are the purpose and action of various organs, how he sleeps, eats, breathes, plays, works, why he is afraid or angry and so on. Therefore, it is extremely important to adapt learning to the child’s inclinations at an early and preschool age, removing from the environment everything that is not related to his life. In the 20<sup>th</sup> century, an international cultural and educational movement – anthroposophy was formed.

It is a kind of theosophy (the doctrine of the unity of the human soul with the deity and the possibility of direct communication with the afterlife), a doctrine aimed at revealing through special exercises the hidden possibilities of man, forming his ability to spiritual contemplation of the unattainable things. The system of education of the German teacher Rudolf Steiner (1861-1925) was based on the ideas of anthroposophy, which is called “Waldorf anthroposophy”, “Waldorf pedagogy”, because the Waldorf Free Schools were founded by Steiner in Waldorf-Astoria (near the German city of Stuttgart). Steiner’s pedagogy emerged not as a program or a system of methodological techniques, but as a pedagogical worldview, which is the result of many years of practical experience.

The education institutions that profess it appear as a holistic socio-pedagogical organism based on the idea of educating a person as a free individual who takes an active part in social life<sup>45</sup>.

*The main task of education* they consider the development of the child’s ability to feel; ability to be creative in life, knowledge of nature, society; production of artistic taste. Therefore, R. Steiner’s approach is called pedagogy of growth, child therapy, humanistic or anthroposophical. The scientific basis of Waldorf pedagogy is the knowledge of man, the core of his vision of man as a physical, mental and

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<sup>45</sup> Управління інноваційним розвитком освіти в суспільстві ризику: монографія. За ред. проф. А. А. Сбруєвої. 2012, Суми : Вид-во СумДПУ ім. А. С. Макаренка.

spiritual being. The leading ideas of Steiner's pedagogy (comprehensive development of the child, connection of development with the social environment, joint emotional life of adult and child) are based on philosophical foundations of life. R. Steiner himself interpreted anthroposophy as a way of knowing that can lead the spiritual essence of man to the spiritual in the universe. This desire arises in man as a need of the heart, awareness of one's humanity. After all, the human being, in his opinion, has not only a visible physical body, but also supersensible elements (etheric, astral, "self" of the body). A newborn child is only a physical body that has the makings of a human being. The human in it is brought up by the method of imitation.

Personality forms everything that surrounds the child: the world of objects and thoughts, actions, feelings of adults. In the period of preschool childhood (according to Steiner) the leading role in the development of the child belongs to the nervous-sensory system, which provides active reflection and reproduction of internal impulses in order to adapt to the world around. R. Steiner compared the child with a separate sense organ, implying its complete openness to the environment. Given special openness of the child, his fascination with the environment, Steiner substantiated the concept of developmental (forming or deforming) pedagogical environment, which is represented by the material and human worlds. He considered the main task of education to help the child in his free self-determination. Production, politics to some extent affect the features of education and upbringing, but they are not decisive. They provide material for education, cause certain limitations. However, the specific tasks of education in each case depend on the development of the child. The teacher should be guided by his needs.

On this basis, *Waldorf schools* are called "*free*". R. Steiner's followers developed his idea of preserving the value of childhood as an important stage of life, without which a person simply cannot be realized as a person. The Waldorf preschools described by Elizabeth Grunelius are characterized by a focus on the child's development through empathy and cooperation with adults in all activities without any coercion. Special attention was paid to the study of various types of art in these institutions, as it was believed that "art precedes the intellectual".

An important aspect of Waldorf pedagogy is social education, creation and development of diverse communities of people, to live in which, according to R. Steiner, the child should be taught from an early age. Janusz Korczak (1878-1942), a well-known Polish physician, writer, educator, director of the Orphanage in Warsaw, and author of the book *How to Love Children*, saw the mistake of upbringing in disrespect for the developing personality. He called the attitude of adults towards children “protectionism”, as evidenced by demonstrative patronage, a constant desire to help, guide, do everything for them. What the Declaration of Human Rights calls rights, Korczak stressed, is not really the rights but the responsibilities of adults towards children.

And one of the problems of childhood is that the main right of the child (the right to respect) does not provide the opportunity for him to be what he wants or can (the right to be himself). Therefore, the principles of humanistic pedagogy must be based on the freedom and rights of the child. Prominent French educator, author of original pedagogical technology based on the ideas of humanism and selfless love for children, Celestine Freinet (1896-1966) argued that each child embodies more truths than in all pedagogical textbooks in the world combined. His pedagogy is based on the formulated “core of values”. He considered such values to be the health of the child, recognition of the child’s desire for maximum self-development, creation of a favorable environment for children’s development, ensuring a “natural, living and comprehensive educational process”. They define the main purpose of education: “the maximum development of the child’s personality in a reasonably organized society, which will serve him and which he himself will serve”. The main means of achieving this goal C. Freinet considered nature, work in the school-workshop, mental activity during individualized classes, artistic creativity, personal experience of the child, which she acquires in work. One of the conceptual foundations of Freinet’s pedagogical technology is the idea of support-barriers. It is said that many barriers inevitably appear in a child’s life path – family, society, teacher, but these “barriers” at the same time discipline, restrain, and under the conditions of properly organized activities of the children’s institution become “pillars” in its development.

If the traditional school considers teachers and families to be such supports at best, it significantly expands their list to include new ones, such as individual work plans. C. Freinet recognized the need for early socialization of the child (entering society, gaining social experience, mastering social roles) in preschool institutions, which are a kind of “children’s reserves”.

From the first steps of a child’s life, his/her educational space should include nature (parks, gardens, agricultural lands, “living corners”, etc.). From the age of 4, according to C. Freinet, the child shows a lively interest in the environment as a means of organizing their own lives, trying to subdue it to their interests. In this process, the natural environment provides the child with the necessary material for development, as well as provides normal conditions for his physical and emotional improvement. According to C. Freinet, the community of adults and children is a source of education for a citizen who would be aware of his rights and responsibilities as an active member of a democratic society. To do this, the school must rationally organize work, be open to the social environment, closely related to it. Substantiating the technology of creating a humanistic and democratic school, C. Freinet popularized it among parents, trying to make them colleagues of the school, to expand pedagogical cooperation with the family.

In “Addressing Parents”, he argued for the importance of creating an atmosphere of freedom and cooperation, because “only through freedom can we prepare for freedom, only through cooperation can we prepare for social harmony and cooperation, only through democracy can we prepare for democracy”. According to him, the new school should be focused not on academic subjects and relevant programs, but on the child.

At the beginning of the 20<sup>th</sup> century, attempts were made to place the child at the center of the educational process, which led to the so-called pedocentric (granting the status of the center of the pedagogical process to the child) revolution in pedagogy. In the 20<sup>th</sup> century, in the pedagogy of the West, as never before, the question of the mass humanization of education was acute. Favorable socio-cultural and scientific background stimulated in this period the search for new ways and

means of organizing education, contributed to the revision of traditional pedagogical ideas.

*Pedagogy of M. Montessori.* A holistic psychological and pedagogical system of individual education of preschool children was proposed by the Italian teacher Maria Montessori (1870-1952). The main characteristics of this system are personality-oriented goal (child in the center of education), creative and productive content of education, freedom in education. In addition to Montessori's observations of children, this system absorbed the humanistic traditions of J. J. Rousseau, J. H. Pestalozzi, F. Froebel, who attached special importance to the innate potential of the child and his ability to develop in freedom and love. The peculiarity of M. Montessori's pedagogical philosophy is that childhood for her is not just a period of life, but another pole of human nature, so the adult depends on the child as much as the child depends on him.

*The purpose of education* is to facilitate the discovery of new laws of the child's life. Montessori's philosophical concept of individual education is not identical to the philosophy of individualism, it reveals the patterns of formation of the ability to live in society, which is to unite individuals into a social whole, the development of spiritual needs for respect for individuality and human rights. M. Montessori believed that in the spiritual development of the child, of special importance are sensitive periods – universal (obligatory for all children) and individual in the time of occurrence and duration for each child. The child must not only live, but also create a human personality, because this is his individuality.

The value of a person is not in how he was brought up, but in how he raises himself, and this should be learned from an early age. One of the leading principles of Montessori pedagogy – “Help me do it myself” – illustrates that an adult does not teach a child but helps him learn about the world around him. The main condition is freedom and independence, because a non-independent person cannot be free.

Organization of the process of self-education in the Montessori system involves reliance on individuality. A child is a developing person, so there should be no prejudices against him, because every child has inexhaustible potential. The

teacher must analyze the stage of development of the child, predict the immediate and long-term prospects for his formation. Everyone has his own inclinations, his own vocation. They, as well as universal qualities should gradually develop in the child. The core of M. Montessori's practical method are the following ideas:

- freedom in education;
- development of individuality;
- recognition of external sensations as the basis of higher levels of human life, which requires their upbringing in early childhood.

The period of preschool childhood, according to M. Montessori, is the most favorable for full development under the influence of education and upbringing. The child's learning opportunities are limitless, but having certain inclinations from birth, he can develop them only in a properly organized environment and communication with adults. The preschooler has many specific qualities that help him to actively perceive the world: increased ability to perceive, remember, store information, organize and creatively use the material. The child can reveal himself to the teacher and develop conscious self-management of behavior, which is the basis of responsibility, but only in an atmosphere of personal freedom. Therefore, Montessori tried in her school to create conditions for the development of conscious self-discipline of the child. The main conditions for this, she considered the child's awareness of freedom of action, non-interference in the activities of other children, exercise in strengthening the will, free choice of activities, lack of excessive care from adults<sup>46</sup>.

Individual responsibility is related to team behavior, children's relationships, a sense of responsibility for one's own behavior, and the rules of teamwork. Montessori not only substantiated the method of individual education, but also revealed the laws of the ability to live in society ("cohesion into a social whole"). According to her, this can be achieved through the development of a spiritual need to respect the individuality and rights of people equal to themselves. In this case, the

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<sup>46</sup> Локшина О. І. Європейська довідкова рамка ключових компетентностей для навчання впродовж життя: оновлене бачення 2018 року. Український педагогічний журнал, № 3, 2019, с. 21-30. URL: <http://uej.undip.org.ua/upload/iblock/c76/c7686993>

role of educator, researcher, experimenter, analyst, organizer is especially important. M. Montessori argued that the teacher should be a person who is constantly evolving and seeks to unleash his potential, has the ability to self-study and vision of the child in development. Therefore, in the process of teacher training it is important to cultivate in him an interest in man, the ability to see in each child a unique personality, to observe his development.

The teacher must learn to maintain a trusting relationship with the child, and for this he must be attractive and interesting to students. A generalized requirement for the personal and professional level of the educator is contained in the Montessori formula: to be “a vital part of the child’s world”. M. Montessori’s system of practical pedagogy is based on the method of individual observation of the child and consists in creating for him a pedagogical “prepared environment” that should nourish his individual development, meet his need for self-development and open its opportunities for adults. An important component of the prepared environment is didactic material created by the teacher to develop physical and mental functions of the child: intelligence, will, attention, creativity, learning to write and elementary mathematics.

Didactic (educational) material helps to organize previously acquired experience and is a means of learning about the world, getting aware of its laws. Its different types give the child access to different areas of human culture. With its help the child perceives information about the world around him through the organs of sight, hearing, touch, etc. The attractiveness of didactic materials develops interest in them and actions with them. As a result, the child strives for independent activity, needing only a little help, indirect guidance from elders. According to M. Montessori, pedagogically rational methods of using didactic material are extremely important. Montessori’s theory and practice have gained worldwide recognition due to the integrity of the psychological and pedagogical view of the individual, reliance on the independence and individuality of the child, belief in the huge potential for its development.

The scientific activity of the Belgian pedagogue and physician Jean-Ovid Decroly (1871-1932) also received international recognition. He began working with children with disabilities, and later founded a school for healthy children aged 3 to 18, calling it a “school for life, through life”. This methodology emphasizes and develops the child’s potential abilities, using specially designed learning materials, and a carefully prepared environment, paying close attention to the child’s independence and individual needs.

The basis of philosophy is a belief that by giving a child the appropriate education and the necessary freedom, providing for his needs and cultivating self-confidence, love of life, respect, the same attitude can be expected in return, and in the future, he will fully realize himself. The task of the methodology is to prepare the child for life, not for school. Montessori culture is firmly built on independence of thought and action and respect for oneself, peers, teachers, adults and the world around. We believe that with confidence and respect, a child will grow into an adult who will have great achievements.

*The Montessori classroom is conditionally divided into 5 zones:*

- practical life skills;
- sensory;
- mathematics;
- language development;
- space education.

Each of these zones is equipped with the corresponding Montessori materials. Montessori schools do not have traditional toys, instead – materials for “children’s work”, which naturally develops each child, according to his individual pace, abilities and interests. Exercises in the practical life section are usually the first to be offered to a child who is starting school. The success of a child in intellectual work largely depends on mastering the skills that are practiced in this area. Working with real household items, children develop control and coordination of movements, responsibility, independence, confidence, the habit of working independently, the ability to think in an orderly manner, which is achieved through their own conscious

choice of activities. Children love to work in this area, as everything here is familiar and comes from real life. The practical life section is basic in Montessori education.

It includes specially designed exercises aimed at developing the child's concentration and independence. These skills are necessary in order not to depend on adults in daily household affairs, to take care of the environment and take care of others, which strengthens the child's self-confidence. In this area, children learn to wash dishes, use kitchen utensils, prepare simple meals, clean the room, clean shoes, dress, sort, pour and mix.

Montessori sensory material provides development and systematization of the senses (sight, hearing, taste, smell and touch), thanks to a clear scientific approach. A distinctive feature of this section is isolation in a single work of only one quality, which distinguishes the object from other objects (for example, isolated weight or color), while all other characteristics are the same for all objects. All materials must be able to control the error, i.e. the child can check the correctness of the performance without a teacher's help. This teaches children to work independently without fear of making mistakes. Classes in the sensory area are designed to help the child learn to distinguish between the qualities of objects (shape, size, weight, color, smell, texture, taste, etc.).

These skills are improved in order to prepare the child for intellectual work and further learning. Montessori materials are simple and exciting, they help the child to distinguish very accurately the physical properties of the objects around him. Children work with geometric bodies, bells, puzzles, fabrics, sound, taste and olfactory "boxes", works to improve stereognostic and baric sense. The child comes to work with mathematical materials thoroughly prepared. First, they work with a variety of materials that help to understand the concept of quantity, and only then present how exactly the number can be expressed in numbers. These ideas are then combined and together form the basis for further understanding of mathematical principles. The child learns to systematize and organize objects, developing thinking processes. This contributes to the knowledge of abstract mathematical theory through

the use of visual, objective teaching aids that can be manipulated, experimented with and discover their new possibilities.

Children work with math bars, cards, spindles, beads, chains, rough numbers, etc. Montessori materials from the language section aim to support the child's inner intuitive ability to read and write. Signs and symbols of writing are abstract and incomprehensible to children, and simple material objects are used to explain them. In preparation for reading and writing, children enjoy performing interesting exercises designed to develop auditory and visual perception of written symbols, expand vocabulary and develop motor skills. Activities include recognition and selection of sounds, their repetition and organization, exercises in so-called intuitive reading, independent stories and listening to books. The idea of Montessori space education is to give the child the opportunity to learn and understand the connections of the basic elements of the universe – time, nature, history. The materials of this zone are objective and visual, they cover geography, botany, anatomy, astronomy, etc.

The term “culture” in Montessori education encompasses geography, biology, history and astronomy. Children explore continents and learn about the culture and history of the peoples who inhabit them, about local animals and plants. They create maps, listen to songs and legends, get acquainted with traditional costumes, art and dishes. Children learn the basics of science, gaining practical experience in recognizing and classifying animals and plants, drawing or assembling puzzles from their parts, distinguishing types of the earth's surface, and so on.

## **2. Japanese author's methods of preschool education**

Shinichi Suzuki's talent education system. Many preschools in Japan rely on the experience of the famous Japanese violinist and teacher Shinichi Suzuki (“Talent Education System”), who considered talent the maximum level of development of a child's abilities, and age up to 6 years old the period when deciding his fate. The early development of musical and speech abilities is gradually becoming a system of

holistic development of the individual, and music and native language are its leading means. The popularity of Suzuki kindergartens is evidenced by the fact that parents apply for admission to the child 3-4 years before his birth.

Children are admitted here without any prior examination of their talents. Educators work with different age groups (from 3.5 to 5 years) of children (up to 60 people), their role is to create an environment for self-development of the child's personality. We are talking about development of memory, perception (visual, auditory, tactile), complex artistic activities of children. From the age of two, the child is taught to play the violin, for which the Suzuki company makes small violins at 1/32 full size. Education in these kindergartens has a humanistic meaning (emphasizes the beauty of nature, art) and form (the child is not forced to do anything but create a developing pedagogical environment)<sup>47</sup>.

*Masaru Ibuka – after three it's too late.* Teachers and parents are not the only ones concerned with development of children's talents. The Association for Early Development and the Talent Training organization have a significant impact on the functioning of the preschool system. The words of the author of popular works on the development of abilities in children, the founder of "Sony" Masaru Ibuka that the basis of the child's mental abilities development is his personal experience in the first three years of life, when the brain structure is actively developing, that no child is born genius or retarded, everyone can learn well, it all depends on the method of teaching, which must be humane and take into account the capabilities, inclinations and interests of the child. Ibuka's statement comprehensively and accurately characterizes the features of the Japanese system of preschool education and upbringing.

It was his theory that "it's too late after three" that shocked the world a few decades ago. The author noted that "according to recent studies, by the age of three, development of brain cells is completed by 70-80 %. Doesn't this mean that we should focus our efforts on the early development of children's brains before the age

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<sup>47</sup> Vymežit vstupní kvalifikační předpoklady pro všechny kategorie pedagogických pracovníků (E. Walterová) Učitelské listy č. 4, 2000/2001, str. 21-27.

of three?”. “I am often asked”, wrote Masaru Ibuka, “whether early development helps to educate geniuses?”. I answer: no. The only goal of early development is to give the child such an education that develops a deep mind and a healthy body, makes him intelligent and kind. The main purpose of this theory is to prevent emergence of unhappy children. The child is allowed to listen to good music and is taught to play the violin not to grow into an outstanding musician; he is taught a foreign language not to educate a genius linguist; the main thing is to develop in the child boundless potential opportunities that there was more pleasure in his life and in the world. Masaru Ibuka believes that the main thing is to introduce new experiences in time. But only those who take care of the child every day (and of course it is the mother) can recognize this in time. “Mothers have to rely more on themselves and be more consistent in choosing a parenting system. Self-confidence, firmness of character are very important for raising a child. Educator proposes to develop one’s own approach to education, free from fashion trends, stereotypes and facilitated methods.

*Makoto Shichida is a pioneer in the development of accelerated learning.* Professor Makoto Shichida is a pioneer in the development of accelerated learning. He developed a method known as Shichida. M. Shichida has been practicing his method for more than 40 years and is well known in Japan for his development of unique teaching methods aimed at stimulating innate genius in young children. Makoto Shichida has founded more than 400 centers for children and is the author of more than 100 books in Japanese. Some of his books have been translated into English. He is a member of the International Academy of Education and an advisor to the Japan Mathematical Association and holds a doctorate in education and has been recognized for his great contributions to brain research. Makoto Shichida believes that all children are born with unique natural abilities that are easy to develop using special training techniques.

In one of his books, Shichida writes that the right hemisphere has a “high memory capacity”, it processes information very quickly in the form of images. The left hemisphere and the right hemisphere differ in memory capacity and the period of

time during which information can be stored. According to Shichida, the left hemisphere of the brain constantly dumps old information to make room for new ones. Memory from the right hemisphere of the brain is never removed. We can consider the left hemisphere as RAM and the right hemisphere as the unlimited potential of hard drives on which information cannot be erased. Shichida believes that at the age of birth and up to 3 years the right hemisphere is dominant. During this time, it is important to provide for all the needs of the child.

It is important to stimulate all five senses regularly. The great educator agrees with Maria Montessori that a child is a sponge, “absorbing the mind”, meaning that children can assimilate everything around them. In Shichida’s opinion, “when right and left hemispheres are well developed, the child will have a high level of potential, he will be able to exceed all our expectations and show his strengths. Such children are more likely to memorize vast amounts of information and remember what they read or saw accurately, all the information is clear to them, and they are able to improve their athletic abilities”.

In his book “Children of Geniuses”, Shichida writes that a right hemisphere – a “brain image”, allows to visualize and see dreams. With photographic memory, a person can easily gain access to information stored in memory. Right and left hemispheres complement each other. A left hemisphere is conscious and natural, receives information arbitrarily and needs to be repeated. A right hemisphere is subconscious, intuitive and absorbs information quickly and involuntarily. If you offer information in any way with multiple repetitions – it will be a workout for the left hemisphere. And fast variable (flashing) information will activate the right hemisphere of the brain. Studies have shown that fast and slow display of pictures with different images on different topics is beneficial for preschool children. The materials for the show can be new and interesting every time, with pictures, words, numbers, figures, etc., so that the child does not lose interest in the lessons.

### 3. Modern author's methods of the leading countries of the world

*Dienes' child development system.* Z. Dienes' system is probably less popular with parents than, for example, the Montessori system. But the logical games of this wonderful Hungarian teacher deserve attention, because they promote development of logical thinking, combinatorics, analytical skills, form the skills needed to solve logical problems: an ability to detect various properties in objects, name them, adequately indicate their absence, abstract and retain in memory one, two or three properties at a time, generalize objects alone, two or three, properties. Dienes blocks give the first idea of such complex concepts of computer science as algorithms, information coding, logical operations. Games with Dienes blocks promote development of language: the child is forced to build expressions with the conjunctions “and”, “or”, the particle “no” and others. Such games help to accelerate the process of development of simple logical structures of thinking and mathematical ideas in preschoolers.

And most importantly, play with these cubes will be interesting for kids of two or three years old and five-year-old preschoolers. And some games will interest even first graders! And they will be, by the way, very useful!

*Methodology of early development of G. Doman.* For more than 100 years, many educators, parents and psychologists have been concerned about the methods of early child development. In ordinary language, early development is preschool education of a child from birth to 3 years old, when the most intensive growth and development of the brain occurs. All currently known methods of early childhood development have a common goal – the maximum disclosure of the child's potential, development of his abilities and creativity. This goal is achieved by various tried and tested methods: intensive physical development, intellectual games, creative development.

In this sense, we will focus on the method of early development of the famous American military doctor (neurophysiologist) Glenn Doman. At the dawn of the discovery of his unique system, Doman was involved in the adaptation of children

with brain injuries. It turned out that in “problem” children, stimulation of brain cells improves development of the child as a whole. Classes with such children lasted no more than 10 seconds, but regularly and several dozen times a day. First, the children were shown pictures with words written in large red font, later – pictures with large red dots (bill), and then – cards with pictures of simple objects that surround the child in his daily life. It was noted that after the children learned to read and write, they began to move.

In the process of obtaining positive results in children, improved their physical skills, learned encyclopedic knowledge, playing musical instruments, involved in creativity. As a result, children (until recently lagging behind in mental and physical development) began to overtake their peers in intelligence by 20-30 %, perform complex physical exercises, demonstrate encyclopedic knowledge and creativity. Later, Doman and his colleagues developed a whole system of activities with healthy children, designed to raise a child physically strong and intellectually developed. What are such interesting lessons for a child on Doman? The purpose of the lessons is to acquaint children with thousands of clear, interesting facts with the help of picture cards. Doman’s pictures must be exactly the same size (28 cm), the image itself without extraneous details is located on a white background. The pictures are organized by groups and themes: cities, artists, birds, animals, etc. Each group has subgroups.

For example, “animals” are divided into “reptiles”, “mammals” and so on. On the reverse side the card is signed. It is possible to begin study from the child’s birth, beginning with only 5 minutes a day. The time of showing each card is 1 second, and the adult should not look at the image so as not to distract the child. Pictures are shown starting with the last one in the deck. It is important that every time the pictures are thoroughly mixed. It is necessary to practice according to Doman’s method only in those moments when the child is in a good mood and his attention is not occupied by anything. In addition, the show should be stopped before the child becomes uninterested, so that he does not lose interest in further activities. To teach reading, children first show cards with words, then with phrases and sentences.

Foreign languages are also learned in such a way. Mathematics envisaged showing cards with red dots, then with the help of the cards the examples are built. In addition to intense intellectual loads, Doman's method involves physical development of the child. After all, the better the physical development of the baby, the better his brain works. In conclusion, it should be said that when dealing with this method with a child, do not forget to pay attention to emotional and social development, improvement of creative abilities, which are fully provided by the Center for Early Development for Children<sup>48</sup>.

*Methodology of Cecil Lupan.* Cecil Lupan's technique is a rather unobtrusive, soulful theory, because it is clear that its author created it with love for her daughters, having gone all the way on her own, having experienced all the nuances on herself. Cecil Lupan was born in Mons, Belgium, in 1955, became an actress in Brussels and performed on the Belgian stage for five years, where she was a great success. In 1981, C. Lupan went to the United States, where she taught acting. During the same period, she, a young mother, discovered the world of early "learning" and child development, and has since devoted herself entirely to this activity. Cecil Lupan is a dedicated young mother who, raising her young daughters, tries her best to develop their intelligence and, at the same time, make them psychologically healthy people.

After learning about G. Doman's method, she tested it on her children and tried to rework this method as she saw fit. Unlike Glenn Doman, who observes many children at once and therefore cannot penetrate their psychic world, Cecil Lupan, observing only her two daughters, feels them very subtly and tries to give them exactly the knowledge and at the very moment when they want it.

In Doman, everything is more clearly described by the age of the average child, while in Lupan, the inclinations of children are subtly taken into account. Cecil Lupan is thinner, more individual, chooses teaching methods. At the same time, in her method C. Lupan pays great attention to such things as learning to swim newborns (according to the method of Claire Timmermans). She has developed

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<sup>48</sup> Сучасна дошкільна освіта: європейський досвід. [URL:edu.ua/id/eprint/22122/1/kozak\\_DO\\_duskyrs.pdf](http://URL:edu.ua/id/eprint/22122/1/kozak_DO_duskyrs.pdf)

programs in history, geography, art history and drawing, music and other fields of knowledge for children and preschoolers.

The results she has achieved and the ways in which she has achieved them are described in a pleasant way in her book *Believe in Your Child*. Reading her book, any parent will find a lot of interesting things and based on her recommendations will be able to make a program for the development of their child. The popularity of her book “Believe in your child” is due primarily to the fact that her mother wrote about early “learning”.

Rejecting the views of those who consider the accelerated development of infants only as forcing their capabilities, the author offers her methods based on the discovery of the potential of the child and formation of his personality. Cecil Lupan tells about her family, which carried out an experiment of early development, about her children, in relations with whom she managed to take a special place. Sharing her “secrets” with us, C. Lupan dresses them in the clothes of a brightly written practical guide. It does not claim to address all issues of education and does not contain recipes for “growing genius”. The purpose of the book is to give advice to parents who want to discover the world for their child from the earliest childhood.

### **Questions for self-preparation:**

1. Describe the traditional author’s methods of preschool education and upbringing. Name the researchers who determined the features of the pedagogical influence of psychological and pedagogical science. Make a chronological table showing the achievements of scientists.

2. Justify the system of education of German teacher Rudolf Steiner. What is its essence?

3. Justify the system of education F. Froebel. What is its essence?

4. Justify the holistic psychological and pedagogical system of individual education of preschool children developed by Italian teacher Maria Montessori. What is its essence?

5. Describe the Japanese author's methods of preschool education. Highlight its innovative structure. Name advantages and disadvantages.

6. Analyze the modern author's methods of the world's leading countries: Dienes' child development system; methods of early development of G. Doman; methodology of Cecil Lupan. Comment on advantages and disadvantages. Justify the answer.

## GLOSSARY

**Basic component of preschool education** is a state document (standard) that contains norms and provisions that define the state requirements for the level of development and upbringing of a preschool child, as well as conditions under which they can be achieved.

**Briefing methodological** – a short public speech, during which participants in certain events or activities provide information about the current course of events, positions of the parties, report previously unknown details and answer questions.

**Civic education** is formation of citizenship as an integrative quality of the personality, which enables a person to feel morally, socially, politically and legally capable and protected.

**Comparative analysis** – detection and search, determination of properties and characteristics based on collected statistics or empirical studies of individual objects or phenomena. It is used to establish logical patterns that affect the studied objects or phenomena, and to find advantages and disadvantages that may be manifested under the influence of certain factors.

**Comparativism** – comparative, comparative-historical methods used in the study of related objects and phenomena.

**Concept of national-patriotic education** is a state document which defines the purpose, tasks and directions of national-patriotic education of children and youth in Ukraine for a certain period.

**Curriculum** – conceptual documents that define learning outcomes and standards of general education content, subjects provided for each stage of general education, the weekly rate of hours allocated for classroom and extracurricular activities, the rules of the educational process, the basic principles of evaluation and monitoring of results training and structure of curricula in individual subjects.

**Democratization of education** – the principles of the education system, which include decentralization, autonomy of education institutions, cooperation of educators and pupils, taking into account the views of the team and each individual, defining man as the highest natural and social value, forming a free creative personality.

**Didactic conversation** – a dialogical method of teaching, according to which the teacher with the help of successfully posed questions encourages students to either reproduce previously acquired knowledge or make independent conclusions-generalizations based on the acquired factual material. Didactic conversation promotes development of activity, independence of students, formation of beliefs.

**Education** is a purposeful cognitive activity of people to acquire knowledge, skills and abilities or to improve them. The process and result of assimilation by a person of a certain system of scientific knowledge, practical skills and abilities and the associated level of development of his mental, cognitive and creative activities, as well as moral and aesthetic culture, which together determine the social face and individual identity of this personality.

**Education management** is a function of the education system, which ensures preservation of the structure, maintenance of a certain state or transfer to another state in accordance with the main trends in education or unit, keeps within certain limits deviations of individual parts and systems from the goals. The modern system of education management is developing as a state-public. It is designed to take into account regional features, trends in increasing autonomy of the education institutions, the competitiveness of educational services. The primary tasks of the education management system are: establishing highly professional scientific, analytical, information support of management decisions, overcoming the diversity of administrative data.

**Educational services** – actions or processes in the education system that meet the needs of consumers. Educational services are a primary structural element of the education system, and their totality forms an integral process of education, “involving” all the main components: human resources, material and technical base, forms and methods of teaching and learning, methods and organization of the educational process, etc. The complex of educational services of an education institution forms its service system and contains the main types: basic (nuclear) and peripheral (accompanying). Basic educational services ensure a basic (generic) need of consumers – education (educational level). Peripheral educational services support

the process of providing basic services (health care, recreation, etc.). Distinction between basic and peripheral educational services is determined by national standards, norms, and traditions of education that have developed in a given country, as well as by the specifics of a particular education institution.

**European integration** is the process of political, legal, economic (and in some cases social and cultural) integration of European states, including those partially located in Europe. Today, European integration is achieved mainly through the enlargement of the European Union and the Council of Europe. European integration is a complex and contradictory socio-economic process of establishing close cooperation between European states. It is one of the manifestations of the leading trend of modern historical development – strengthening of the comprehensive interdependence of states, especially in the economic sphere, and the further rapprochement of related countries.

**European Qualifications Framework for Lifelong Learning (EQF LLL)** is a general system description of the eight qualifications levels recommended by the European Parliament and the Council of the European Union in 2008, covering the full range of qualifications obtained through formal, non-formal and informal education, including general secondary, vocational and higher education. The framework is a tool for better understanding, comparison, identification and recognition of existing and introduction of new qualifications in different European countries, promotes mobility between citizens and learning throughout life. Each qualification level is described in terms of learning outcomes, which are defined through knowledge, skills and competences.

**European Union agencies** – institutions of the European Union governed by the European public law; differ from the Community institutions (Council of the European Union, European Parliament, European Commission, etc.) and have their own legal status.

**Family-type orphanage** is a separate family that is created at the request of a spouse or an individual (foster parents) who take in at least five orphans and children deprived of parental care for upbringing and cohabitation. A significant difference

between a family-type orphanage and a foster family is determined primarily by the number of children who are adopted.

**Foster parents** are spouses (single persons who are not married) who have adopted at least five orphans and/or children deprived of parental care for upbringing and cohabitation. According to the decision of the guardianship authorities, they were granted the status of foster parents (Law of Ukraine “On Ensuring Organizational and Legal Conditions for Social Protection of Orphans and Children Deprived of Parental Care”, Article 1).

**Free education** is a direction in pedagogical theory and practice that considers education as helping a child who naturally develops in the process of mastering the world around him and freely self-determines in it. Guiding principles of free education: the teacher’s belief in the creative abilities of the child, combined with the belief that any external (almost charitable) influence on the creative potential of the child inhibits his development; concentration of the educator’s efforts on the child’s acquisition of his own experience, on the basis of which full development of the personality takes place; stimulating an active attitude to life, culture, cognitive activity and the need for systematic self-education and self-upbringing; understanding the role of the teacher as a senior companion of his pupils, who organizes the educational environment for children to show their creative potential; organization of the life of the school community on the basis of self-government (by type of community). Proponents of free education believe that in the transformation of modern society it is crucial to create conditions for the realization of human nature, which prevents authoritarian education. The pedagogy of free education is based on the ideas of J.-J. Rousseau, J. Dewey, M. Montessori, E. Kay and others.

**Forms of education** – the unity of the content of the subject and interaction of teacher and student in solving didactic tasks. This definition takes into account the philosophical interpretation of the form (unity of content and form), and the specifics of learning as an interaction of three components: subject, teacher, pupil. Forms of organization of education are classified according to various criteria: by the number of students (individual forms of education, micro-groups, collective, mass); by place

of study (classroom, extracurricular, correspondence, external, distance learning); for didactic purposes (forms of theoretical training (lecture, elective, conference), combined or blended learning (lesson, seminar, consultation, homework), workshops, etc.).

**Gender education** is a process of purposeful systematic development of ways and forms of parity in relations, moral norms of equality, mutual respect, consideration of both social and different, which is peculiar to women and men, as well as formation of free personality with gender worldview and skills of gender-oriented behavior.

**Globalization of education** is one of the aspects of “differentiated globalization”, which reflects the processes of universalization of the education system in the world. In globalization of education we can distinguish three main vectors. The first is related to integration processes, formation of a single educational space. Another feature of globalization of education is its comprehensiveness, i.e. manifestation in almost all aspects of the functioning of education systems (structure, levels, approaches to quality assessment, etc.). The third essential characteristic of globalization of education is emergence of new social relations, new principles of interaction of education as a social institution and a new system of interdependence in the world social space. In the sociological interpretation, globalization of education stimulates formation of a new type of society based on knowledge and a new system of social relations that produce and maintain them. Presence of a powerful educational and scientific environment, which demonstrates the world experience, allows to form the basic components of the intellectual potential of society, including human and technological. That is why development of these social institutions is a priority in many countries around the world.

**Heuristic conversation** – a method of teaching by which the teacher skillfully directs students to the formation of new concepts, conclusions, rules, using their knowledge, observations.

**History of pedagogy** is the science of historically determined pedagogical systems of the past, of the contribution of outstanding luminaries of pedagogical thought to the treasury of the world pedagogical experience.

**Image of the teacher** – an emotionally colored image of the teacher in the minds of students, colleagues, social environment.

**Innovations in education** – a qualitative change in the structure and content of educational programs, forms and methods of organizing the educational process, systematic, comprehensive application of innovative technologies. Innovative processes in education are carried out through innovations-modernizations (aimed at achieving guaranteed results within the traditional reproductive orientation of the educational process) and innovations-transformations (aimed at ensuring the research nature of the educational process, forming students' experience of new knowledge conditions, development of creative experience in combination with development of value orientations).

**Interaction** – interdependent exchange of actions, organization of mutual actions aimed at the implementation of joint activities.

**International schools** are private schools, which exist in almost every developed country, but have certain features. In England in such schools most students are foreigners. In Switzerland these are schools that have in their arsenal several curricula (Swiss, German, French, Italian, British, American). Non-English-speaking European countries in the Middle East and Asia have schools that target foreign children or offer English-language (American or British) curricula in addition to the local language. In Europe, there is a network of schools for children from different countries whose parents work within the EU. International schools are focused mainly on high school students and prepare them for admission to higher education institutions. European studies programs are based on approximately the same scheme: general education + intensive university preparation in the last two grades. Certificates issued by these schools are recognized in most Western countries and serve as a basis for enrollment in the university.

**Methods of education** – a set of the most common ways to solve educational problems and implementation of the educational interactions, ways of interconnected activities of educators and students; a set of specific methods and techniques of educational work that are used in the process of forming personal qualities of students for the development of their consciousness, motivation and needs, to improve and correct skills of behavior and activity. Methods of education are divided into methods of comprehensive influence on the consciousness, feelings, will of pupils in order to form their views and beliefs (conversation, lecture, debate); methods of organization of activity and formation of experience of social behavior (public opinion, creation of educational situations, requirement); methods of regulation, correction, stimulation of positive behavior and activity of pupils (competitions, punishment, encouragement). Choice of the methods of education is determined by natural factors (the level of maturity of the team, age, degree of pupils' development, etc.) and is a qualitative change in the basic parameters of the educational process.

**Methods of scientific and pedagogical research** – ways to penetrate into the essence of complex psychological and pedagogical processes of the personality formation in order to establish certain objective patterns of education and training for their practical use. The following methods are most often used in pedagogical research: pedagogical observation, interviews, pedagogical experiment, study of school documentation, study of student performance, psychological and pedagogical testing, projective methods, sociological methods (questionnaire, rating, generalization of independent characteristics, sociometry), mathematical methods (registration, ranking, statistical methods, measurement method), theoretical methods (analysis, synthesis, generalization, comparison, conclusions, modeling, induction, deduction, comparative-historical analysis).

**Methodology** – a component of pedagogy, which considers the process of teaching a particular subject, regulatory requirements for content, teaching and learning. Methodology finds its concrete embodiment in the content of education (in programs and textbooks), in methods, forms and means of teaching. In the system of pedagogical sciences, it acts as a private didactics, theory and practice of teaching a

certain subject. A distinction is made between the study of natural sciences, the study of polytechnic education and labor training, and the study of language, mathematics, history, art, and other disciplines.

**Observation** – 1) a method of learning that is based on the perception of phenomena and processes without interfering with their course; 2) scientific method of studying phenomena, objects, their behavior without outside interference.

**Pedagogical diagnostics** is a section of pedagogy that studies the principles and methods of recognizing and establishing signs that characterize the normal (or deviating from the norms) course of the pedagogical process and considers procedures for establishing the factors that caused the deviation.

**Physical education** is a pedagogical process aimed at physical development, functional improvement of the body, training of basic vital motor skills, abilities and acquisition of related knowledge for successful professional activity and life.

**Preschool education** is a holistic process aimed at ensuring the comprehensive development of a preschool child in accordance with his or her inclinations, abilities, individual, mental and physical characteristics, and cultural needs.

**Pedagogy** is the science of teaching and educating the younger generations. The main source of knowledge of the laws of teaching and education is the study and generalization of pedagogical experience. Pedagogical experience is also studied in the course of specially organized scientific and pedagogical research. In such circumstances, methods of observation, pedagogical experiment, study of documentation, conversations with students and teachers, etc. are used. In the system of pedagogical sciences, the following main branches are distinguished: methodology of education, theory of education, theory of upbringing, theory of education management, teaching methods, preschool education, special education, social education, comparative education. The areas of pedagogy include pedagogy of culture, pedagogy of personality, pedagogy of cooperation, etc.

**Pedagogical communication** – a system of socio-pedagogical action of the teacher and the pupil, aimed at creating optimal socio-psychological conditions for active and productive life of the individual.

**Pedagogical process** is a specially organized, dynamic interaction of the teacher and children, aimed at ensuring their education, upbringing, development.

**Pupils** – persons who receive extracurricular education in clubs, sections, classes, studios, other creative associations of the institution of extracurricular education in terms of interests, abilities and inclinations, receive pre-professional training.

**Purpose of education** – comprehensive development of man as a person and the highest value of society, his talents, intellectual, creative and physical abilities, formation of values and competences necessary for successful self-realization, education of responsible citizens who are able to make conscious social choices and society, enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens to ensure sustainable development of Ukraine and its European choice.

**Quality of education** – a certain level of knowledge, skills, abilities of general development, which is achieved by learners at a certain stage in accordance with the goals and educational standards.

**Self-education** – 1) conscious human activity aimed at developing and improving one's positive and overcoming one's negative personal qualities, formation of the personality in accordance with the goal. Self-education is designed to strengthen and develop the ability to voluntarily perform personal responsibilities, as well as responsibilities based on the requirements of the social group.

**Social interaction** – a form of social communication or communication between two people or communities, in which interaction is carried out systematically, the social action of each of the partners is realized. Interaction achieves adaptation of the actions of one subject to another, common understanding of the situation and a certain consistency. Social interaction is specially organized during business games, which are a method of studying intra- and inter-organizational interactions.

**State standard of education** – a set of uniform norms and requirements for the level of training in certain education institutions.

**Subject** is a didactically substantiated system of knowledge, skills and abilities selected from the relevant field of science or art for study in an education institution.

**Teaching manual** is a publication that partially or completely replaces or supplements a textbook and is officially approved as such.

**Teacher** – 1) a pedagogical worker or a self-employed person who conducts pedagogical activities; 2) a person who is engaged in teaching or educational work and has the necessary training in this area.

**Upbringing** is a complex and multifaceted process of personality formation, creation of optimal conditions for its physical, mental and social development. Upbringing is realized through the creative mastery of all available types of culture in a particular socio-historical context, reflecting the triad: “knowledge” – “beliefs” – “practical activities”.

**Upbringing in the developed countries** is aimed at cultivating human qualities in the individual, assimilation of scientific, cognitive, artistic and moral culture, orientation of the individual to the values of goodness, truth and beauty. Historical types of upbringing: centrist upbringing (the measure of development of man lies in himself) and intersubjective upbringing (communication between people does not involve separation of someone as a center of communicative interaction).

**Upbringing authoritarian** – an educational concept based on the subordination of the pupil to the will of the educator. Suppressing initiative and independence, authoritarian upbringing prevents development of children’s activity, their individuality, leads to a confrontation between the educator and the pupils.

**Upbringing valeological** (healthy lifestyle) – the process of purposeful, systematic formation of spiritual, mental, physical and social health of the individual. Valeological upbringing promotes positive socialization of the child, provides prevention of deviations from social, moral, sanitary and hygienic norms of human life.

**Upbringing military-patriotic** is a purposeful process of forming an individual’s sense of national dignity, moral and psychological qualities of a citizen, patriot, defender of state sovereignty; upbringing of a physically hardened personality

capable of overcoming any difficulties; equipping young people with technical and military knowledge, mastering military affairs.

**UNESCO** – United Nations Educational, Scientific and Cultural Organization. UNESCO is an international intergovernmental organization, a specialized agency of the United Nations.

## RECOMMENDED LITERATURE FOR THE COURSE

### Regulations:

1. Базовий компонент дошкільної освіти (Державний стандарт дошкільної освіти) нова редакція. 2021. URL: <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>

2. Закон України «Про освіту» Офіц. веб-сайт Міністерства освіти і науки України. URL: [http://www.mon.gov.ua/laws/ZU\\_1060.dok](http://www.mon.gov.ua/laws/ZU_1060.dok)

3. Закон України «Про дошкільну освіту» Верховна Рада України Закон від 11.07.2001 № 2628-III (Редакція станом на 01.01.2015). URL: <http://zakon4.rada.gov.ua/laws/show/2628-14>

4. Дошкільні навчальні заклади: публікація документів Державної служби статистики України. URL: [http://ukrstat.org/uk/operativ/operativ2005/osvrik/osv\\_u/dz\\_u.html](http://ukrstat.org/uk/operativ/operativ2005/osvrik/osv_u/dz_u.html).

5. Лист МОН від 07.07.2021 №1/9-344 «Планування роботи закладу дошкільної освіти на рік» URL: <https://mon.gov.ua/storage/app/uploads/public/60e/bf4/bfd/60ebf4bfd3328076981694.pdf>

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7. Лист МОН від 10.08.2021 №1/9-406 «Щодо окремих питань діяльності закладів дошкільної освіти у 2021/2022 навчальному році». URL: <https://mon.gov.ua/storage/app/uploads/public/611/3c5/aef/6113c5aef0307160113058.pdf>

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## APPENDIX

### 1. SYSTEM OF GENERAL EDUCATION IN THE USA

Age	6+3+3	4+4+4	5+3+4	8+4
18		<i>High school with academic and industrial (practical) profiles of education</i>		
17				
16				
15				
14	<i>Secondary school</i>	<i>Secondary school</i>	<i>Secondary school</i>	<i>Elementary school</i>
13				
12	<i>Elementary school</i>	<i>Elementary school</i>	<i>Elementary school</i>	
11				
10				
9				
8		<i>Play centers</i>	<i>Preparatory groups in schools</i>	
7				
6				
5	<i>Nursery schools</i>	<i>Play centers</i>	<i>Preparatory groups in schools</i>	
4				

Education management in the United States has traditionally been decentralized. It is carried out at the state level. Significant rights in resolving school issues are granted to counties, cities, and districts, of which there are about 15,000 in the country. Preschool education is carried out in nurseries (up to 3 years) and kindergartens (from 3 to 5 years). The system of preschool education institutions includes private, state and cooperative institutions, which differ significantly in purpose, organization and program of activities. Since the 80's there has been intensification of attention to this educational unit, a significant increase in the number of preschool institutions. This is due to the need to ensure earlier intellectual and general development of children as an important condition for their successful learning in school and, to some extent, success in life.

Thus, the main goal of preschool education is to prepare for school. For children who are deprived of such an opportunity in children's institutions or at home, the government program "Head start" is carried out, which provides for the acquisition of basic educational skills through television educational programs.

### 2. SYSTEM OF GENERAL EDUCATION IN THE UK

Age	2+4+5	2+4+7	2+4+7	2+4+7	2+6+5
18	<i>Modern school</i>	<i>Grammar school</i>	<i>Technical school</i>	<i>Comprehensive school</i>	<i>Public school</i>
17					
16					
15					

14				
13				
12				
11	<i>Infant school</i>			<i>Private preparatory courses</i>
10				
9				
8				
7	<i>School for kids</i>			
6				
5	<i>Nursery schools</i>	<i>Preschool classes at primary school</i>		
4				
3				

Modern development of the English education system is determined by the Education Reform Act of 1988. Unlike continental Europe, it is determined by the philosophy of essentialism, according to which the purpose of education is transfer of basic knowledge and skills. Therefore, schools should focus on the most important, without being distracted by the secondary.

The primary link of the education system is preschool education. It covers almost 100 % of children. Preschool education institutions are municipal (state) and private day nurseries, nursery schools and classes, playgroups, where children are cared for and educated mainly from 3 to 5 years old. Recently, various types of preschools have been practicing transition to “family” groups of different ages, which can include children from a few months to 5 years old. A certain part of preschool children attend primary schools, which is explained by the insufficient number of preschool institutions.

### 3. CHARACTERISTICS OF THE EDUCATION SYSTEM IN GERMANY

<b>Bik</b>	<b>4+9</b>	<b>4+6</b>	<b>4+5</b>	<b>4+6</b>
19	<i>Gymnasium</i>	<i>Realschule</i>	<i>Hauptschule</i>	<i>Gesamtschule</i>
18				
17				
16				
15				
14				
13				

<b>12</b>				
<b>11</b>				
<b>10</b>	<i>Grundschule</i>			
<b>9</b>				
<b>8</b>				
<b>7</b>				
<b>6</b>				
<b>5</b>	<i>Kindergarten</i>			
<b>4</b>				

The modern education system in Germany is a unified structure from preschool to adult education. It includes the following links:

- preschool education (elementary level), which is carried out in kindergartens (mostly private), zero classes and school kindergartens. Until recently, this educational link was not sufficiently developed. It was attended by about 75 % of children;

- primary education – provided in 4-year primary schools;

- the first level of secondary education – incomplete secondary education (grades 5-10) – includes different types of schools: primary school (grades 5-9), real school (grades 5-10), gymnasium (grades 5-10), general school (grades 5-10) and lower vocational schools;

- the second degree of secondary education – full secondary education: 11-13 grades of gymnasiums of various types, vocational schools of advanced type, technical vocational schools preparing for admission to a university in a certain specialty;

- higher education;

- adult education.

#### 4. SYSTEM OF GENERAL EDUCATION IN FRANCE

<b>Вик</b>	<b>5+4+3</b>	<b>5+4+4</b>
<b>19</b>		
<b>18</b>	<i>Lyceum (general education, technological)</i>	<i>Professional lyceum</i>
<b>17</b>		
<b>16</b>		
<b>15</b>	<b>COLLEGE</b>	
<b>14</b>	<b>classical and modern sections of the lyceum</b>	<b>modern and practical directions</b>
<b>13</b>		
<b>12</b>		

11	<i>Primary school: secondary course</i>	
10	<i>Primary School: elementary course</i>	
9		
8	<i>Primary school: preparatory course</i>	
7		
6	<i>Mother school</i>	<i>Preparatory classes</i>
5		
4		
3		

The French education system is characterized by a high level of centralization: curricula and programs, school life routine, appointment and dismissal of teaching staff are regulated in detail by government circulars and instructions.

Preschool education is carried out in “mother schools” (kindergartens) and in “toddler classes” (preparatory courses at primary schools), which are attended by approximately 90 % of preschoolers.

The task of these institutions is not only general development of the child, but also preparation for school. Their graduates can count, read and even write. There is a direct connection between the content, forms and methods of activity of “toddler classes” and primary school.

## 5. SYSTEM OF GENERAL EDUCATION IN JAPAN

<b>6+3+3</b>
<i>High school</i> with academic and practical study profiles
<i>Secondary school</i>
<i>Elementary school</i>
<i>Kindergarten</i>

The education system operating today in Japan was created after the Second World War with direct participation of American specialists, so its structure almost

completely copies the American one: 6-year elementary school, 3-year secondary school, 3-year high school, 2-4-year colleges and universities.

Japan is characterized by high respect for education, even the “cult of education”. The Japanese call their society a “diploma society”, where not only the level of the education institution that issued it, but also its prestige matters a lot.

Preschool education is carried out in kindergartens, which are attended by children, as a rule, from the age of 5. 63 % of kindergartens are private. Already at this stage, the prestige of the education institution begins to be taken into account: it must ensure the most successful start to school life.