

History of the Development of the System of Preschool Education in Foreign Countries

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ABSTRACT

The article says that the current state of preschool education, it should be noted that, despite the difficulties that it experiences, the best traditions have been preserved. The pedagogical process covers all the main areas of child development (physical education, familiarization with the outside world, artistic and aesthetic), a system of measures is provided for the protection and promotion of children's health, the principle of complexity is observed, partial programs are used that combine various aspects of the pedagogical process.

KEYWORDS: *process, culture, protection, the principle of complexity, initiation, rhythm, experience, experimentation.*

There are also new, non-traditional types of content for the work of a preschool educational institution: choreography and rhythm, teaching a foreign language, new technologies of fine art, computer training, familiarization with national culture, more emphasis is placed on creating conditions for independent experimentation and search activity of the children themselves. There is a transition to a different style of communication and play with the child - taking into account personality-oriented interaction.

The need to prepare children for life, to pass on the accumulated experience to them, arose in mankind in ancient times. This was carried out not only in the course of the natural course of life in the family, community, when the elders taught, showed, carried away the younger ones with their example, introducing them to work, instilling the necessary skills.

With the development of culture, with changes in economic life caused by the transition to a slave-owning formation, there is a need to create specially organized institutions for the education and upbringing of the younger generation. The first schools were opened at temples and monasteries. Then schools of various types were created, which differed in goals, content, teaching methods. The nature and volume of education were determined by the social affiliation of the students, as well as the cultural and ethnic traditions that existed in a particular country.

Two educational systems that developed in ancient times (6-4 centuries BC) in Ancient Greece entered history: Spartan and Athenian. The Spartan system is based on the idea of educating a young man who is strong in spirit, physically developed, well-versed in military affairs. Intellectual development was reduced to a minimum: the rudiments of reading and writing. In Athens, a different system of education developed, aimed at developing the mind, moral qualities, and body. The greatest thinkers of antiquity, the philosophers Democritus, Socrates, Plato, Aristotle, and others

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formulated the first ideas, provisions, recommendations on the upbringing and education of children and young men [History of foreign preschool pedagogy

In the middle of the XIII century, "schools for babies" were created abroad. These institutions are defined as a special place where children are protected from the world of adults and can behave according to their nature to play. For kindergartens, women who are specially trained to care for children, are pedagogically talented, find ways to educate and educate children, who can teach this to mothers; a man leads the pedagogical process. This form of organization of day care for children later served as a model for the creation of the first kindergartens.

At the end of the 19th century, in foreign countries, along with charitable kindergartens, Day Care Centers began to spread, caring for the children of poor mothers who were forced to work in production due to the low incomes of their families. Unlike kindergartens, the main task of the Centers was to care for and care for children, and not to develop and educate them.

Along with kindergartens, another form of public preschool education was used - these were ladies' schools, which were arranged by female teachers on the basis of a financial agreement with mothers. In women's schools, children were taught a little to sew, embroider, read, etc., but mainly they provided elementary care for children.

One of the cornerstone questions of that time-how to teach in a natural, joyful way-remains relevant today. Whatever method was invented by enthusiasts and experimenters. Yet most of the teachers mechanically learned the lesson according to a predetermined plan. The question was raised that preschool education should be included in a single continuous system of public education (in the USA this happened in 1840, in Great Britain-in 1870, in Holland-in 1956)

The development of the issues of raising children in the United States was associated with the activities of St. Hall, who came forward with his ideas in 1895. Art. Hall, in particular, revealed what children 4-8 years old know and do not know; collected and processed tens of thousands of questionnaires on various aspects of children's life, creating the theory of "recapitulation" - the summation of possible cases of development. Instead of intuitive guesses, there was a belief in the validity of the results of scientifically based observations, and people responsible for raising babies were charged with the duty to follow scientific theories. Approach to understanding the normal course of development made it possible to correct the upbringing of children who deviated from the norm.

After the First World War, centers for raising kids at universities began to be created in different countries, based on the ideas of interaction with parents, raising children in a team. The books of Buhler, Freud, Piaget and Isaac, which had a predominantly descriptive character, had a significant impact on research in the field of raising children. Behaviorism (D. Watson) and A. Gesell's theory of maturation and growth enjoyed considerable popularity. A. Gesell applied new methods for studying the child's psyche: a mirror transparent on one side, photography, filming, observation at certain short intervals, statistics (factorial and variant analysis)

In experimental institutions for infants (nursery schools), an analysis of the results was used, based on a change in the components of the educational process: the behavior of the educator, the size and composition of the group, and the material environment varied independently of each other.

At the end of the 60s, in connection with the need of society to increase the level of intellectual development and the formation of adequate cognitive behavior of children, a new period of revision of traditional issues of education began. B. Caldwell made proposals for democratization in preparing children from poor families for school (associated with measures to raise their intellect) and for an increase in the role of the father in raising a child, which led to a rethinking and expansion of the functions of family education in the first years of a child's life.

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In the United States, the Head Start project (“mental, or main, beginning”) was launched, aimed at preschoolers from poor families - researchers proved that the ability to learn is formed in children in conditions of free space for play, a large number of toys, etc. d. This project involved taking care of the health of children, their nutrition and education, interaction with parents and social workers, social and psychological assistance to the family.

In the 1990s, one of the large-scale directions in the United States was the High Scope (High Bar) project, whose supporters are guided by the education of freedom and responsibility while providing various opportunities for the development of various types of activities and cooperation. They emphasize that the child grows up the way he is brought up

Since the middle of the 20th century, the children's school movement has continued to develop a progressive philosophy of education, the goal of which is often called the education of the "child as a whole" (the "Head Start" project), where the main way to develop thinking in preschool age is considered to be play.

Most foreign educational institutions in the United States are guided by the ideas of J. Piaget, for whom the most important was the cognitive development of the child. The application of his theory in practice is that the types of children's activities should meet the specific needs of each age group. Understanding the features of development allows the teacher to conduct classes, avoiding the loss of their time and without accelerating the pace of the work of the children themselves.

Development, according to J. Piaget, goes through certain stages, none of which should be skipped: sensorimotor (from 0 to 2 years), concrete operations (from 2 to 11 years), formal operations (adolescence). It is important that different children can go through these stages at relatively different ages, and everyone is ready to enter school at a certain moment.

The number of preschool institutions has grown tenfold during this time, more in cities than in rural areas. It turned out that the ability to exist in a team has a positive effect on children, and women employed in labor have a beneficial effect on the humanization of all production processes.

To implement the project, a network of preschool institutions called Head Start Centers was created. The main objectives of the Head Start project include: improving the health and physical development of the child, fostering self-confidence, spontaneity, curiosity and discipline, the mental development of children, in particular their conceptual and verbal abilities, the formation of an orientation towards success, modeling successful behavior, improving relationships and strengthening the relationship of the child with the family, developing self-esteem of the child and his family.

Today there is not a single country in the world where the special significance of the period of the first years of a person's life for the formation of his personality in subsequent years is not realized. The tasks of developing public preschool education are included in the program of social policy of many states. In developed countries (France, Great Britain, USA), the coverage of children by preschool institutions is 80-90%.

In conclusion, we can say that all the above concepts and programs, one way or another, were subordinated to one ideal goal - the education of a comprehensively developed, harmonious personality, and the Program that operated at one time or another was always the only and mandatory for the entire system of preschool education.

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