

10th INTERNATIONAL CONFERENCE

«EARLY CHILDHOOD CARE
AND EDUCATION»

December 10–12



Conference Proceedings:
Abstract Book



DIGITAL 
ECCE 2020

10th International Conference Early Childhood Care and Education ECCE 2020



under the patronage
of UNESCO



Partner country
Republic of Uzbekistan



Focus region:
Republic of Tatarstan

MOZAIKA-SINTEZ
Moscow, 2020

ББК 74.1
УДК 373.2

Organizers:
IAPE, PEQDA, MGIMO University



Titles are listed in no particular order and uthor names
are listed alphabetically by lead author surname



Abstract Book. Early Childhood Care and Education. 10-th International Conference (ECCE 2020).
10–12 December, 2020 — M.: «MOZAIKA-SINTEZ». 2020. — 118.

ISBN 978-5-4315-1955-0

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Specifics of Spiritual Values Education of Preschool Children

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Keywords: Spiritual values, preschool education, educational path, educational technology.

Evolution of the present-day society and its globalization raises the issue of how to develop value orientations in the younger generation. Children are surrounded by information and digital technologies from the moment of birth. It is crucial to clarify positions for the child care in the given conditions. Furthermore, new approaches to socialization of today's children are required as well. In our experience, educators and parents cannot keep up with this issue. Therefore, we need to address the content of preschool education, technologies for educational work with children of preschool age, interaction with the parent community, and retraining of teachers to fit into the digital world. One of key elements of the child care is formation of value orientations. In philosophy, psychology, and pedagogy, this issue occupies a large place in the history of education and care. Nowadays, formation of value orientations represents a vital task for the preschool education. The society is, however, lacking programmes for spiritual development of the younger generation. We assume that in the process of shaping value orientations in preschool children we need to focus on the development of spiritual value orientations and draw attention of teachers and parents to both their religious and secular nature and content. Children together with their parents visit churches and Orthodox exhibitions, go on excursions; and yet their parents are not always prepared to accurately tell about the Church history and Orthodox traditions in an accessible and understandable way. Therefore, it is important for the clergy to cooperate with secular education institutions and parents. Teachers can compose educational routes for families and children, and jointly participate in projects featuring cultural and historical content. Family vacation, for example, is an integral part of upbringing a child and an opportunity to see historical spiritual values for themselves (visiting monasteries, ancient towns). As evidenced in practice, advanced museums offer interactive tours for children and adults. Apart from that, river cruises to the Russian North (Solovki, Kizhi, Vologda, etc.) or along the Volga and Kama rivers are of peculiar interest. During the trip, tourists get acquainted with the history of Russia, regional traditions (folk crafts: Semenov, Gorodets), lifestyle in different periods of the Russian history, as well as take part in master classes. Teachers should master the methodology of designing educational routes, conducting master classes for children and parents, and cooperating with them. Hence, the development of spiritual value orientations in preschool children is possible, yet requires the content of preschool education to be updated and teachers to familiarize themselves with new educational technologies.

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Society care for quality education and upbringing of children in preschool educational institutions (PEI)

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Keywords: certification competitions, voluntary certification, quality of education, education ecosystem, society care.

Should society care about the education and upbringing of children in preschool education institutions? How to evaluate the level of public concern? Caring is a set of actions in relation to any object aimed at its well-being. The pedagogical function of preschool organization is at the head of the growing role of preschool education. How to educate? What to learn? How successful is preparation for school? (4). A society (parents, the pedagogical community, the administration of the preschool educational institution, representatives of the authorities and administrative structures, the media) with social responsibility should take care of the education and upbringing of preschool children.

The Information Technology Voluntary Certification System (ITVCS) expresses the concern of civil society for educating a literate, spiritually and physically healthy future generation. A healthy generation can be prepared only by highly qualified specialists. In accordance with the federal project "Teacher of the Future" in 2020, 20% of teachers should participate in voluntary certification of the quality of their work. From the scheme of the education ecosystem (EE), it follows that it is advisable to evaluate the work of the teacher according to the knowledge and skills of the pupils. The level of knowledge and skills is identified on the basis of testing the work of preschool children entering certification competitions. Measurements of the quality of work of teachers carried out by the ITVCS most accurately reflect the work of each specific teacher, and can be very effective for improving the educational environment. A positive effect from the quality assessment can be expected if the certified teachers receive a positive public response and encouragement from the administration and the trade union organization. The support of authorities at various levels is highly important. To promote the quality of the teacher's work, as measured by voluntary certification, the authorities need political will.

Parents will begin to form a positive image of the teacher. Scientists and industrialists will develop more advanced tools for the work of the teacher. The media will receive a new point of view on preschool education, and will be able to show the experience of the best teachers and preschool educators identified in the process of voluntary certification. The level of concern of the society is reflected in the regional ratings of ITVCS (1. Arkhipkina N.B. p. 34–43). The analytics based on them is carried out, being made in graphical form. As an example, the level of activity of the Federal Districts of the

Russian Federation is considered. Charts are given for the two most active federal districts of the Russian Federation, the activity of the subjects of these federal districts is shown. Comparative schedules of the activity of municipalities, the activity of teachers and institutions of the most active municipalities of the Federal District are compiled. Conclusions are made about the implementation of the federal project "Teacher of the Future" and the level of public concern about the quality of education and upbringing of children in Russian preschool educational institutions.

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Ethical Code in Preschool Teacher Practice

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Keywords: Professional ethics, teacher status, Ethical Code, ethical dilemmas, model for resolving ethical dilemmas.

Every preschool practitioner periodically is faced with ethical dilemmas, i.e., situations where any solution does not seem appropriate (1). For instance, whether to inform parents about their child's misbehaviour, being aware that the family practices strict parenting methods and the child asks «not to tell my mother»; whether to use techniques or tools that cause active protest in a child with developmental disabilities, etc.

While the main mechanism for addressing ethical dilemmas is to check the solution against the Ethical Code (2), not all education institutions clarify ethical requirements for teachers. The Ministry of Education and Science sent a letter (Letter of the Ministry of Education and Science of the Russian Federation dated 06.02.2014 No. 09-148 jointly with «Recommendations on Organization of Events Aimed at Development, Adoption and Implementation of the Professional Ethical Code by the Pedagogical Community»), which introduces a typical professional ethical code for educators. However, the Ethical Code, while considering the most critical aspects of interaction between teacher and other education process agents, does not focus on what the teacher should do if some provisions of the Code conflict with each other in the encountered ethical dilemma.

Apart from the model for resolving ethical dilemmas based on practical experience (3, 4), we offer an additional self-test consisting of a series of questions:

1. Did you do the right thing? Would you treat other people the same way in a similar situation?
2. Could your solution be a universal rule for similar problems? Would you recommend it to your colleagues?
3. Would you like this solution to target you or your relatives in a similar situation?
4. What would you feel if the solution became public and everyone found out about it?
5. Do you still feel insecure, have a heavy feeling after making your decision?

Answering these questions would allow to check whether the chosen solution was fair, honest, and responsible towards all participants, whether it was impacted by the teacher's bias, hidden beliefs, or thinking patterns.

Using this model for self-examination can reduce the likelihood of professional burnout of teachers (5), humanize the education process. However, prior to develop a decision-making skill, it is essential to clarify the Ethical Code to all education process agents. Otherwise, the Ethical Code would remain a formal document and preschool teachers would treat them as a tool without any practical use (6).

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Supporting children in a smooth transition to Primary School

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A child's transition from kindergartens to primary schools has concerned education specialists in many countries around the world because it aims at harmonizing the transition from preschool to primary school life and at reducing school delays. Significant difficulties have been observed in many children, making the transition to primary school a neuralgic point in the education system. Teachers are the ones who help children get acquainted with the new context (Dockett & Perry, 2005). Connection with previous knowledge chapters children bring to school implies connection between learning in kindergarten as well as connection between school and home (Einarsdóttir, 2010; Brooker, 2008). This study is part of a nationwide survey. The research tool was a closed-ended questionnaire. The sample (1602 teachers) was selected by the proportional stratified sampling method from the 13 educational regions of Greece. The purpose of this research was to investigate teachers' views on the practices they apply in their school in order to facilitate the transition of children from Kindergartens to Primary Schools, as well as to the extent to which the responses vary according to their gender. Statistical analysis has shown that the overwhelming majority of teachers help students learn school rules (McClelland et al., 2007), while also maintain good relationships with them (Ahtola et al., 2012. Hogsnes, 2015). They help children create new friendships (Eskelä-Haapanen et al., 2017. Ackesjö, 2013) and feel confident in their daily routine in the classroom (Rimm-Kaufman et al., 2009). They seek to get to know the children and their families and aim to familiarize them with school life. They also make sure that children know whom to talk to if they are bullied during their transition to school (Rimm-Kaufman et al., 2009) and facilitate their role as learners (Margetts, 2007). Regarding the relationship between teachers' gender and their transitional practices, it was found that the percentage of women teachers was statistically higher than their male counterparts.

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Social partnership between PEIs and nature festival platform “Pristine Russia”. Benefits for PEIs and society

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Keywords: Preschool Educational Institution (PEI), social partnership, educational platform, technology, preschool age, stakeholders.

Relations between an educational organization and any other stakeholders aimed at creating psychological, pedagogical, material and cultural conditions for growth and development of the younger generation are called social partnerships. All parties to such relationships are interested in the quality of education as a guarantee of the future of the whole society. What stakeholders are interested in a social partnership with an educational organization? Parents in the first place followed by enterprises and organizations of the immediate environment, including cultural, sports, healthcare institutions and other educational organizations. And naturally one of the main stakeholders is the state represented by educational authorities.

Let us address such a social partner as the organizers of the nature festival «Pristine Russia».

«Pristine Russia» is a large-scale cultural and educational event that reveals to visitors the wonderful preserved world of Russia.

Children, their parents and teachers get acquainted with boundless landscapes and watch the life of wild animals depicted in unique photographs.

Teachers hold various master classes, contests, and other thematic events with children.

Such social cooperation is undoubtedly beneficial for both the festival organizers and all members of the educational process.

During 5 years of cooperation between «World of Childhood» kindergarten network with «Pristine Russia» organizers, we have achieved impressive results which we want to share with our colleagues.

Undoubtedly, within the framework of this festival teachers created a unique system of events — the program, which became socially significant and demanded in our society. The festival platform has never employed environmental movement in the context of preschool children, it brought variety, added emotional coloring and became very popular among visitors.

As a festival participant, the educational organization was able to significantly raise the level of environmental literacy and positive environmental awareness among children, their parents, and teachers.

Over the years, the cooperation program has been constantly supplemented with new ideas that were translated into practical activities with children both during the festival and after its finish.

Besides, a clear algorithm of action areas and the structure of each event were formed; the role of all participants — children and parents — was defined.

More than four thousand people took part in the partnership program: children aged 3 to 8 years, family members and employees of educational organizations.

Plans were announced to further develop cooperation in the framework of social partnership for the benefit of quality of preschool education.

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Our future are children with emotional intelligence, social and ethical skills

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Keywords: global problems; "Resilience"; study on Children's Realization Space (CRS); supporting, heartfelt, trust-based as CRS components; a teacher possessing social, emotional and ethical skills.

In regard to upcoming decisions and actions as well as pursuing the overall well-being today and in future, we must be clear about the global challenges and their potential impact on humanity and our planet. For this purpose, starting with kindergarten and family, apart from the education, it is necessary to foster the ability to overcome difficulties, i.e. "Resilience".

Within the scope of the project "Autumn in Art", in the course of educational events and free activities, three groups of Kindergarten No. 17 (Elista) were chosen to run a study in order to "hear the child's voice", to create conditions "for realization of ideas, intentions, experiences" in the Children's Realization Space, in the form of creative work.

Results of the study:

In preparation group No. 1, due to excessive instruction by the administration (group teachers) children's activity during the educational event "Creative Autumn!", which was personally supervised by administration representatives, as well as the choice of the idea and form of children's creative works was impacted by an "authoritative" preschooler. Hence, it was very difficult to create a Children's Realization Space despite the efforts made. The "creative process" of children was reproductive in nature, i.e., all children drew a tree.

In senior group No. 2, during the educational event "Months of Autumn", without any supervision by the administration, together with the group teacher, we managed to create a Children's Realization Space based on a supportive, heartfelt and trust-based component. Despite a homogeneous material — tree leaves dried by the teacher — children were free to share with teachers their ideas, intentions and experiences and embodied them in creative names and handicrafts.

In senior logopedic group No. 10, without any supervision by the administration, on the basis of a supportive, heartfelt and trust-based approach, we also managed to create a Children's Realization Space. With some help from teachers, children made their creative handicrafts from "external objects", i.e. natural and discarded materials, brought into the subject environment.

Conclusion: A Children's Realization Space based on a supportive, heartfelt, trust-based component can be created by a teacher with social, emotional, and ethical skills, new mindset "driven by human values and a sense of shared responsibility," based on the

international program "Social, Emotional and Ethical Learning" by the Emory University and the Center for Contemplative Science and Compassion-based Ethics.

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Parent-child relationship between fathers and young children with developmental disorders

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Keywords: Fatherhood, father-child dyad, young children with developmental disorders.

Parenting is a social and psychological phenomenon that consists of emotional, cognitive and behavioral components. The parent-child relationship largely determines success of child upbringing, tactics of interaction, as well as degree and character of influence on mental development of the child. In order to determine specifics of the early relationship in the father-child dyad, a study was conducted with participation of 15 fathers of children with intellectual disabilities and 12 fathers of children with ASD (all families are two-parent). The questionnaire "Conscious parenting" (M. S. Ermikhina, R. V. Ovcharova) and parent-child relationship questionnaires (A. Y. Varga and V. V. Stolin; E. O. Smirnova and M. V. Sokolova) were used to study parent-child position. All fathers have shown an active parent-child position, assertiveness of feelings and manifestations of attitude in the father-child dyad; responsible attitude to the child and their role in the child upbringing, they also share a symbiotic attitude and infantilization of children. Results of the comparative analysis showed that the relationship in the father-child dyad with ASD is built to a greater extent on non-judgmental acceptance of the child, on the desire to cooperate with them. Fathers of children with intellectual disabilities have a dominant object relationship and a hypersocial type of upbringing. Fathers of children with intellectual disabilities often build the child-parent relationship according to the "Little loser" type, while fathers of children with ASD opt for this type less often than any other in their relationship with the children. Mothers were also included in the study of parent-child relationship toward their child with developmental disabilities, which highlighted the overlap between the parent-child relationship of fathers and mothers in families raising children with ASD, and their difference in most families raising children with intellectual disabilities. The results confirm importance of studying the parent-child relationship features as a meaningful basis for selecting tasks and substantiating the content of work to support families raising children with developmental disabilities.

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Competition or certification contest? What to choose? What for?

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Keywords: voluntary certification, quality of education for preschool children, teacher of the future, certification of teachers.

In the present moment the teacher of the preschool educational institution is required to submit documents confirming the participation of their pupils in competitions in order to pass the certification, which is a good tool for identifying capable children and talented teachers. However, this situation is used by individual unscrupulous entrepreneurs. What contests exist and how to choose a contest? Competitions are divided: full-time and part-time, regional and national, international, paid and free. The list of contests with budget financing, as a rule, includes contests of the regional or federal levels. Competitions held by various organizations are mainly paid.

The requirements for the level of competitive work carried out on a budgetary basis make it impossible to reveal the abilities of the teacher. It is difficult for a teacher or his pupil to become a prize winner of a competition. Therefore, the teacher is forced to turn to paid contests, which there are many on the Internet. They have a very simplified system of participation and victory. As a rule, they do not require special knowledge, skill and application of any effort. Pay and receive a diploma. Pay more — get a higher place in the competition. A diploma can be completed in an hour. Who needs such formal and fictitious diplomas? Such activities are designed to mislead the certification commission. However, many certification commissions accept such diplomas. The teacher passes certification, receives large salary. But the quality of his work is not measured, the quality of education of children is not improving.

The state policy on measuring the quality of teachers' work was defined in 2018 in the federal project "Teacher of the Future". In paragraph 1.6 of the passport of this project it is said that voluntary certification should become a measuring instrument of the quality of the teacher's work. For example, after analyzing the documents that guide the certification commissions, it can be concluded that certification competitions held by the Information Technology Voluntary Certification System (ITVCS) are an addition and fully comply with the requirements for measuring the quality of a teacher's work stipulated by a federal project.

Anyone can take part in them, regardless of their location. Any teacher can pass voluntary certification. The ITVCS certificate is a conclusion about the high level of professionalism of the teacher, his ability to teach children, his social responsibility. The certificate will allow the teacher to declare to the whole world that he is a highly qualified specialist. His professional rating will grow in the eyes of the certification committee. No need to engage in self-deception by choosing «third-rate» sites with contests.

Certification on one hand is a means of protecting children from poor work (provision of services) by teachers and institutions. On the other hand, the certificate protects, (including protection in law enforcement), teachers from unreasonable claims of parents. The focus of voluntary certification is the quality of preschool education.

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The use of ICT tools for teaching environmental issues in preschool in Greece and Russia: a comparative study

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Keywords: ICT tools, environmental issues, preschoolers, education, Greece, Russia.

Environmentally responsible behavior is very important. Knowledge about natural processes starts at the initial stage of education – in kindergartens. Education with textual, sound, graphics and video information allows us to activate the creativity of children and to promote the development of environmentally responsible behavior (Apostolopoulou, Grigoroglou, Karamperis, Skanavis, Kounani, 2016; Serdyuchenko, Patseva, Saitova, 2017).

This study literature review compares the ICT tools for environmental studies in preschool in Greece and Russia. Through description and analysis, the differences or similarities of ICT tools use in Greece and Russia are concluded.

According to our findings, preschool teachers in both countries use ICT tools to teach environmental issues. In Greece and Russia, preschool teachers often use similar ICT tools especially:

- preschool teachers use MS Office tools and photostories (Greibenkina, Malyukina, Pogrebnaya, 2018; Ziaka, 2019; Kouvara, Karasoula, Karachristos, Stavropoulos, Verykios, 2019);
- preschool teachers show education material using videos (Arvanitidou, Antoniou, Michalopoulou, Diggelidis, Serbezis, 2015; Dubovets, Mustafayeva, 2018);
- preschool teachers use the Internet and Google Search as well as Google Drive, Google Docs and Google Earth (Kopytova, 2011; Kalogiannakis, Rekoumi, Antipa, 2012).

In conclusion, the use of ICT tools in kindergartens in Greece and Russia is similar and helps preschoolers to understand environmental issues and develop ICT skills like the use of digital, computer, informational and media.

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The role of Caesarean section in the formation of general speech deficiency and language disorders

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Keywords: cspeech impairment, general speech deficiency, language disorders, Caesarian section, prenatal risk factors.

The problem of speech disorders among children is becoming more acute every year, forcing specialists from different fields to conduct research aimed at finding factors that affect the occurrence of speech disorders. Thus, an analysis of medical data indicates that the caesarean section might be a risk factor for speech disorders. However, this kind of research usually considers the influence of this factor on speech impairment in general, although its effect on the occurrence of general speech deficiency (GSD) and language disorders may differ.

The aim of this study was to determine the effect of caesarean section as a perinatal risk factor on the occurrence of GSD and language disorders for children. The study was conducted on the basis of Kindergarten No. 26 of a combined type and Kindergarten No. 92 Rainbow of a general developing type in Veliky Novgorod using individual child development maps, consent to the processing of data from the parents received. We examined 102 children of 5–6 years of age, of which 40 children with GSD, 30 with a diagnosis of language disorders. The control group consisted of 32 children without speech impairment. The medical histories and the speech therapy diagnosis were studied. Statistical data processing was carried out using the Fisher test.

As a result of the study, it turned out that 19 of 40 children with GSD were born as a result of Caesarean section. This is significantly greater ($p < 0.01$) than in the control group, where 3 out of 32 children were born by Caesarean section. At the same time, in a group of children diagnosed with language disorders out of 30 children 4 were born by Caesarean section, that is, this group does not have significant differences with the control one by the studied factor ($p > 0.05$). Thus, in the group of children with GSD, there are significantly more children born by Caesarean section than in the control group, while there are no significant differences between the control group and the group of children with language disorders. Therefore, Caesarean section as a perinatal risk factor can be assumed to be an important factor in the occurrence of GSD, but its effect on the occurrence of language disorders in this study was not confirmed. Probably, the medical aspects, including perinatal risks, play a significant role in the appearance of general speech deficiency as a complex disorder with deficient formation of all components of the speech system. Language disorders are primarily based on psychosocial factors, and the medical aspect for its occurrence is secondary.

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Secret Languages of Childhood»: Museum Exhibition on History of Toys in Education and Care of Senior Preschoolers

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Keywords: museum exposition, educational value of historical children's toys, skills of immersion in national history through history of childhood.

Relevance of this topic is fuelled by the fact that the modern society finds it difficult for parents to achieve the golden mean in child care; they opt for either overcontrol or poorly restricted freedom as they are busy with their own concerns. The toy, as an integral part of child's development and socialization, is often pushed out of the education process, which is focused on learning at the expense of care.

The goal of this research is support preschoolers in developing skills of emotional immersion in the history of childhood as part of a broader problem, namely familiarization of children with the national history and culture. The goal is achieved by addressing specific tasks: to prove that toys have cultural, aesthetic, cognitive, educational, and informational functions; to form the child's ability to immerse in the past of our country with aid of history-focused games; to show the educational value of historical toys and their role in communication development; to feel engaged in the historical process.

Our kindergarten organised the «Closet of Wisdom» museum that acted as the basis for approaching the above goals and objectives. It hosts expositions composed by kindergarten employees, parents, and children of family artefacts related to history, ethnography, and so-called «family chests». Thanks to joint efforts of teachers and parents, we succeeded in creating an exhibition dedicated to the history of toys. All exhibits are divided into three groups under historical and chronological criteria: pre-revolutionary (from old-Russian traditional toys to porcelain dolls), Soviet (rubber toys, metal construction sets, tumblers, etc.), and modern periods. Undoubtedly, toys in each group possess features related to the history of their origin, the original material, the social value for children's development in a particular historical period; every toy is unique, has its own biography and has something to tell. As G. V. Labunskaya, a famous Soviet scientist and educator, justly noted, «The toy awakens thought and gives ample opportunities to absorb knowledge about the world around us.»

In regard to the exhibition, verbal and practical methods are applied to strengthen the relationship between children and their parents; develop creative abilities, cognitive interest, spatial thinking, and imagination; activate and enlarge the vocabulary; and form group-wide cohesion. In addition, dealing with toys is an excellent method of embracing the history of the country and its people.

To sum up, foundation of a museum on the history of toys in a kindergarten fosters skills of immersion in the national history through the history of childhood in preschool children.

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Speech-Language Therapy of Children with Severe Language Disorders During Project on Making and Playing Didactic Games

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Keywords: Children with severe language disorders, project, game making, game technology, cooperation.

At the present time, correctional and developmental work involves play activities. Hence, we use didactic games as independent tools for learning new concepts, topics, or subject sections. They, however, poorly fit the topic and objectives of the speech therapy — and we had to challenge this problem.

In search of a solution, we came up with an idea to conduct a project that aims to organize joint productive activities with children in order to make didactic games and play them in speech therapy classes. We reviewed different types of printed tabletop games and found out that the technology of their making is simple, and all of them contain a didactic task, materials, game actions, rules, and a result (N. A. Anikeyeva, A. K. Bondarenko, V. D. Shmakov, etc.). Some games offer an element of competition.

At the research stage, we collected and analysed information about games of a specific genre, such as adventure games. Children saw into what the game material looks like, what actions players perform, and what rules they need to follow. They noticed that game characters can be objects of the surrounding world, fairy tale characters, letters, numbers, geometric shapes, etc.

At the preparation stage, the speech therapist determined the didactic goal of the game: e.g., to train children in finding the proper place of the sound «sh» in a word. Then the therapist motivated children to create a game by stating that there is no game with this sound in the group. The children showed interest in making it themselves. The snake became a game character as it produces the sound «sh». The speech therapist suggested that the children come up with words, in which they could hear the «song of the snake». Then the practitioner wrote the words down in order to determine the contours of the objects for the upcoming game.

At the stage of productive activity, the speech therapist started with formulating a goal for children in the form of a game task: the snake likes to play hide-and-seek, let's try to find the place where it hides in the word. Then it was suggested to paint the contours of objects children had called out, whose name contained the sound «sh», and paste them on the playing field. Together, the children explained the sequence of game actions, rules and came up with its title. During the class, the game named «Detectives» was played.

Key result: Children enjoyed the game and productive activities during its creation. Secondary effect: Successful learning of the program, mastering the hatching technique, adding didactic games to the environment for different speech-language tasks. New experience of organizing exploration, productive and play activities, with children being active participants in the education process.

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Formation of early engineering and technical education in children at kindergarten

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Keywords: preschool age, technical education, technology, design, STEM, career guidance.

Within the framework of the comprehensive program "Ural Engineering School" 2015–2034 (approved by the Decree of the Governor of the Sverdlovsk region E. V. Kuivashchev on 06.10.2014), Combined-Type Municipal Kindergarten No. 1 "Goluboy Korablik" is cooperating with the Sverdlovsk Region Teachers' College (Ekaterinburg) and is the basic platform for formation of preschool children's competence in design, modeling, programming, robotics basics and project activities. Our kindergarten addresses these educational problems through introduction of modern pedagogical technologies. In the newly created design room, early career guidance is carried out by means of educational equipment: LEGO Simple Mechanisms, the LEGO Education WeDo 2.0, which contribute to formation of preschool children's independent experimentation activities with new materials, development of imaginative thinking. Children with help of teachers design machines and learn about gears, levers, rollers and how they work. Children acquire basic programming skills and become familiar with basic concepts such as "sequence" and "cycle", while mastering skills to solve problems and develop critical thinking. The final events were: Regional Festival "LEGO Planet". (2019) and "BabySkills" Championship ("Construction Engineer") among children of preschool educational institutions (2020). An effective modern area in preschool education is STEM technology, which helps children to cover the amount of information that comes down on them, to see the relationship of events, phenomena around them. Implementation of STEM education in our kindergarten is carried out through a set of "Children's Universal STEM Laboratory" (author — Belyak E. A.). Practical classes help children learn to quickly navigate the information flow and implement the gained knowledge in practice. This program includes basic programming, robotics, mathematics and probability theory, cartography, astronomy, engineering. With help of the preschool educational program "Children's Universal STEM Laboratory" we carry out interesting development lessons, motivate children to explore the world around them with a new friend Mikibot (programmable mouse). We not only teach children the basics of programming, coding and encryption, but most importantly help them grow up to be happy and successful people. All this makes it possible to fully form the prerequisites for learning activity in preschoolers by

the end of their preschool education. The effectiveness of the classes was highly appreciated by the parents of our pupils.

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The new Swedish Curriculum for Early Childhood Education – on children's rights, play and teaching for sustainability

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Today, preschool teachers in Sweden are implementing a new National Curriculum. The task for the preschool is unchanged; it is to lay the foundations for life-long learning, where the education should be enjoyable, secure and rich in learning for all children. The education should be based on a holistic child-centred educare approach, combining education and care. A fundamental value in the curriculum is to support a growing interest and responsibility among children for active participation in civic life and for sustainable development.

In this key-note address, I will illustrate how education could be undertaken in democratic forms, finding a balance between teachers' and child initiatives. The importance of play is strengthened in the revised curriculum, recognising that play has a central role in early education. For children, playing is an important activity in its own right. The Swedish preschool should also reflect the values and rights expressed in the UN Convention on the Rights of the Child. Education should therefore be based on what is deemed to be in the child's best interests, that children should learn their rights and to use their right to participation in their daily lives. In the curriculum, it is also stated that children should develop knowledge about how the different choices that people make can contribute to sustainable development.

The role of the teacher is changing. As the leader of the team of educators, the teacher is responsible for the educational content and for a goal-orientation to promote development and learning in each child. From these perspectives, I will describe some characteristics of early childhood pedagogy in the 21st century.



Integration models for school and preschool education in preschool educational institutions

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Keywords: integration, preschool education, additional education, preschoolers, groups, classes, integration models.

The search for new effective forms, methods, and means of integration in the educational process is one of the key current challenges. The organization of the educational system, which ensures transition from expression of interest to development of children's abilities and activity, is of great importance for the comprehensive and balanced development of a child's personality. According to the study on quality of the preschool education in Russian regions, experts give a high rating to kindergartens that provide additional services for children. It shows that children's development is more effective if integration and interaction of preschool and additional education is achieved [1]. The goals of preschool and additional education are the same: to develop a balanced personality and to improve quality of the holistic educational process. Therefore, they can be combined in a single kindergarten. Introduction of additional education in the context of core education, including preschool education, is aimed to expand the competence component of the core education.

Development of a new educational model that enables completeness of the education contributes to successful adaptation of children in different social groups. Effectiveness of the model depends on the educational potential of a specific organization. In addition to individual characteristics of preschoolers, educational environment, professional competence of teachers, equipment and material condition, and specifics of the educational process setup play an important role both internally and externally [5].

However, an effective model of integration that organically combines the content of preschool and additional education in a single pedagogical process has not been developed yet, and there is still no technology in place to translate this model into practice. This problem has been studied in Saratov preschool institutions. The methodological basis for the study comprised:

- a systematic approach that combines theoretical and practical issues of philosophy, pedagogy, and psychology; an integrative approach as a specific form of system and complexity concretization at the present stage of technologic maturity.

Each educational organization has its own specifics due to objective and subjective reasons: mode of work, location, number of preschoolers, social characteristics of preschoolers, etc. The above features impact the process of designing the integration model of preschool and additional education. Three types are distinguished:

- “PEI — single educational space”: the additional education center is integrated in the educational organization;
- “PEI — social and cultural center”: cooperation between PEI and institutions of additional education, culture, sports, etc.;
- “Full-time PEI”: inclusion of additional educational activities into the PEI framework.

The analysis showed that the final result is optimization of conditions for balanced education based on high-priority values of the child, interests of the society and the state. [3].

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Rainforest Environmental Curriculum: an early childhood tool in respond to the need for teaching our children to sustain our planet

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Keywords: Rainforest, scientifically, ecological, eco-friendly, secrets, Champions, Earth.

This session will embrace scientifically resources and activities to cultivate a green planet of saving the rainforest for our children. Ecological changes of last 60 years made mainly by human with large businesses and by some natural destruction. The study includes experiences from the author who is a native of Costa Rica, from: how it was walking through the rainforest at that time, observation of the destruction after and must important how this small country is managing to find solutions to the problem with laws, policies, eco-friendly systems. How can we follow Costa Rica 2019 Champions of the Earth? Very simple by teaching the secrets of the rainforest and with educational ecological activities.

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Language development across the early childhood curriculum for children with special needs: an interactive communication model

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Keywords: special education, communication temptations, language model, language development, communication in early childhood, expressive skills, receptive skills, classroom approach.

The Interactive Communication Model involves a dynamic and interactive framework in which language is developed across the early childhood curriculum for children with special needs. This model is designed to facilitate language development through the use of communicative temptations and can be utilized in a special education classroom, as well as, an integrated classroom.

First, it is a synergistic approach to developing language skills for communication as well as language skills for learning. This approach motivates children to express their wants and needs and can create opportunities to communicate beyond requesting and protesting, while having a child to be the initiator of communication, rather than a responder to questions or to requests to talk.

Second, this approach focuses on addressing all aspects of each child's development and involves the direct collaboration of a speech-language pathologist, teacher and other professionals involved in the classroom.

This model gives teachers/professionals a sequence of what children learn and the stages of typical language learning. It provides a framework in which teachers/professionals can understand language in relation to social, cognitive and affective development and apply it in the classroom. This model is highly interactive as it involves adult and child interactions as dynamic social exchanges. It focuses on the specific nature of adult linguistic input to children. It promotes the child to be the initiator of communication and not a responder. It stresses the importance of non-linguistic means of communication. This model expands our knowledge of context and explicitly teaches how to arrange events in the classroom organize morning meetings, learning centers, snack time, recess, and other activities, to assist the child in the language learning; how to create communicative contexts in which the child has a reason or need to communicate. It focuses on the principles that intervention is most successful when the child directs his/her own actions and the adult unobtrusively manipulates the child's environment.

Children's language skills are tested biannually using standardized language tests. The results show significant improvement in children's expressive and receptive language skills which will be cited in the presentation.

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Metacommunication in pretend play: a tool for teachers?

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Metacommunication in social pretend play, a child's communication of how its behavior should be understood with regard to setting and plot of the pretend play, reflects complex behavior. Research suggests that with the use of this metacommunication young children attain the highest level of cooperation. In this presentation I will discuss the results of our investigation into the role of metacommunication in social pretend play and their implications for the involvement of teachers in the children's play.

Participants were 24 Dutch children in kindergarten average age 5.1 years. Metacommunication was examined using audio and video recordings during pretend play. Utterances were coded for enactment or metacommunication and the narrative content and the social dimension of cooperation.



The Effect of Digital Media Technology on the Development of Print Awareness for Kindergarten Children

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Keywords: Technology and digital media, print awareness, kindergarten children, Jordan.

Young children grow up in digital and media-rich environment in which they contact daily with a wide range of technology and digital media. Research studies indicated that exposing children to technology and digital media at an early age would help them develop their emergent literacy skills including print awareness. The study reported in this paper was designed to examine the effect of digital media technology on the development of print awareness skills for Jordanian kindergarten children (aged 4–5), and to identify in which elements of print awareness children show greater progress after being exposed to digital media technology. The study used a quasi-experimental approach as the sample was randomly divided into two groups, the experimental group with (33) children taught in classrooms full of digital media technology environment and the control group with (30) children taught in traditional classrooms with limited use of digital media technology. Results indicated that children in the experimental group (digital media technology-oriented classrooms) outperforming the control group in print awareness skills. In addition, children showed significant improvement in awareness of print features, text direction, and book organization after using digital media technology in their classrooms. These findings were discussed and implications were set accordingly.

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Early childhood and Economics Education: Between Capitalism and Development of Critical Thinking



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Region: Italy

Keywords: economics education, early childhood, critical thinking, capitalism

Introduction. Economics education for children still needs to be deepened at the theoretical level by researchers investigating the specific educational issues of childhood. The few existing studies are mostly practical and based on a psychological approach focused on behaviours and decision-making skills development in children. The research in this field usually does not go into the epistemological issues of this specific education so relevant for human life.

Problem. Within this context, it is necessary to reconcile the values outlined by the anthropology of puer educandus with those of puer oeconomicus. Our study aims to reconstruct the scenario regarding early childhood economics education by showing the ambiguity of this education which moves between those who perceive it as a process of McDonaldisation and manipulation of education carried out by contemporary capitalistic culture, and those for whom this specific education is an opportunity and for developing critical thinking in the human being since their early childhood.

Methods. The first part of the study will be carried out by taking into account the most up-to-date scholarly literature regarding the issue of early economic education in early childhood and its interpretation from a critical perspective. In this phase, we will utilize a dialectical and historical-comparative research methodology supported by brief expositions of theories of authors who have investigated the main topics the article is about. In the second phase, by data mining and a research methodology based on text analysis, we will analyze some text in Russian and Italian on economics education for children.

Results. From the data collected and interpretations performed, we will be able to sketch a critical model of interpretation for early childhood economics education. This model is expected to have a practical application that can lead to the development of good practices in early childhood economics education in the age range of 4 to 8 years. The article will conclude with the formulation of a list of principles that can serve as guidelines for the outlining of an authentically human economics education within which the child and not money or corporations' interests be the very focal point of education.

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Teachers' Perspectives on Adaptive Reuse in Artistic Activities as a part of Education for Sustainable Development in Early Childhood Education

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Keywords: child, environment, fine arts, sustainable development, teacher.

Modern society seeks to respond to changes in the environment through education for sustainable development. It is a concept that refers to the desired behavior of people in relation to the world. Quality early childhood and preschool education has been shown to influence the overall development of the child and therefore has great potential in developing competences that will support sustainable development over time (Pramling Samuelsson & Kaga, 2008; Yan & Fengfeng, 2008). One option is to use the 7 Rs (respect, reflect, rethink, reuse, reduce, recycle, and redistribute) approach (Engdahl & Rabušicova, 2012). Art activities and projects with children provide opportunities for learning through the creative use of different materials. Adaptive reuse of materials for purposes other than those for which they were originally intended (Montana Hoyos & Scharoun, 2014) can contribute to an understanding of sustainable development. Art in a symbolic way becomes a platform by which we can raise awareness of environmental issues (Jonsdottir, 2017).

Given the growing role of early childhood education in childcare, teachers must take responsibility for education for sustainable development. The aim of the research conducted in the Republic of Croatia was to investigate teachers' understanding of the link between conducting art activities and sustainable development, and the frequency of reuse of various materials in artistic activities. The research consisted of a quantitative (questionnaire) and a qualitative research paradigm (photo documentation of artistic activities). The results of the qualitative part of the research show that teachers reuse previously used materials in artistic activities. The most commonly used are paper, cardboard, textiles and various plastic waste materials. The results of the quantitative part of the research show that teachers understand the concept of sustainability but do not find a link between art and sustainable development. If teachers recycle materials in artistic activities solely for the sake of accessibility, it is questionable whether they influence the understanding of the concept of sustainability in children. It is possible

that educating teachers in the field of sustainable development will enhance their understanding of the connection between all segments of education within the concept of sustainability.

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A Male Teacher in an Infant Room

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Company: Ohio University

Region: USA

Keywords: Male Teacher; Preschool; Infant; Student Teaching; Gender.

The present study is a qualitative case study which explores one male ECE student teacher's experiences with infants and female colleagues in an infant group care setting during his student teaching.

Participants & Methods:

One male student teacher [a senior year in ECE program at State University in the US]. Interview [four times], Observation (videorecording) of his weekly one-hour planning meetings with his mentor teachers. His daily reflective journal. All these data collected over 15 weeks.

Conclusions:

Paul [the participant] gradually evolved from a teacher lacking confidence of working with infants to a person who was more caring and understanding individual infants. He positioned himself more as a teacher than as a male teacher, focusing on providing infants with quality experiences. Unlike other reports that male student teachers felt isolated during field experiences, Paul found the collaborative teamwork in his work with female mentors. However, Paul had a concern about gender-related accusations in his work.

Discussion & Implication:

1. This study debunks societal perception of male's incapability of caring by highlighting that even young male students are capable of caring. Also, when they gain a genuine caring sense, it is powerful enough to permeate throughout their daily practice with children
2. His practice encompassed a wide range of both 'feminine' and 'masculine' features which are not consistent with normative gender role models. In the field, male teachers have been reported to negotiate their gender identity under the pressure of fitting in normative gender role models. Thus, male students need to be provided with opportunities to fully explore the complexities of role models from gender perspectives and to seek out possibilities to create their own practice.
3. Just as dangerous to impose generalized feature of male role models for male teachers, so it is to essentialize characteristics of infant care practice for infant teachers. It is necessary to move beyond essentialized nature of infant care and to explore its diverse aspects.
4. Field experiences, particularly for male students, should provide an environment where they can engage in frequent communication with their mentor teachers to address their concerns, questions, and ideas.

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Specifics of Emotion Recognition by Teenagers

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Keywords: Emotions, expression, emotion recognition, cultural-specific features.

The face is a reflection of a person's identity and the main source of non-verbal information. In different cultures and ethnicities, however, there are certain norms of emotion expression. People living in the Northern regions are more reserved with their emotions, southerners are expressive, hot-tempered, etc. Cultural-specific personality traits start to shape in teenage and adolescent years. Therefore, the purpose of our research project was to explore the specifics of emotion recognition by Russian and Mongolian teenagers.

Basic concepts of facial expression perception: the emotional cognitive scheme (N. Bylkina, D. Lyusin, 2000), the communication theory of perception analysis (V. A. Barabanschikov, V. Nosulenko, 2004), the concept of the face expressing readiness for action (N. Frijda, A. Tcherkassof, 2002), the lens theory of face recognition (V. Bruce, A. Young, 2002, J. W. Tanaka, M. J. Farah, 2003), the neurocultural theory of emotions (Ekman, 2004), etc.

Research methodology: Montreal Set of Facial Displays of Emotion (MSFDE) by U. Hess. For assessment of differences between samples, we used the Mann-Whitney U Test for group pairs.

Participants: 60 teenagers (32 Russians, 28 Mongols).

In emotion recognition, Russian teenagers better understand anger, sadness, disgust, and shame. They are behind the Mongols only in recognizing fear on non-European faces. It points to a higher openness of Russian teenagers, their willingness to express emotions while interacting. Teenagers actively use a wide range of emotions and get a response from their peers. The Mongolian culture teaches the younger generation to control their emotions, some are even frowned upon; so, it is difficult for teenagers to recognize emotions (especially disgust and shame), which they rarely encounter in everyday life. Families direct their efforts to make teenagers enhance their skills of socially acceptable behaviour and respectful attitude to feelings of others.

Hence, the ability to recognize emotions on the faces of members of one's own or another ethnic group depends on traditions, rules and norms of the culture, in which the new generation is raised and formed. Teenagers are highly sensitive to any social manifestations and quickly learn the rules of social behaviour.

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From pedagogy to theory

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Region: USA

Keywords: Adlerian Psychology, Mysticism, Alfred Adler, Child, Individual Psychology.

Finding the ways of having a better life has been always the primary goal of humans. In different historical periods, scholars have been seeking for easier and more practical ways to educate a generation to be able to change the world into a better place for life. Before emergence of psychology as a science which dates back to about 150 years ago, this goal was sought by philosophers, thinkers, mystics, and peacemakers. Many thoughts have been resulted from that period; these thoughts have become a foundation of today's sciences. It can be certainly stated that today's academic knowledge has a historical or religious background that might have been appeared simultaneous with the birth of humanity. Scientific psychological research started in the late 17th century and the early 18th century. "Individual approach" that was proposed by Alfred Adler was approved by many psychologists for various reasons such as "uniqueness of every individual" or "paying attention to the concept of human in the society and family". In his theory, Adler has emphasized issues such as the child position in the family, child education, and formation of the child's personality type; these issues have been also addressed by mystics such as Abu Sa'id Abu'l-Khayr, Jami, Saa'di, and Rumi in previous centuries. Based on Adler's individual theory, the age range considered in this issue is the first seven years of life. The present research is aimed at stating that comparison of the modern "individual" theory with the works of previous mystics, especially in the area of child education can provide an evidence for the claim that modern psychology originates from mystical conduct. The thoughts that covered their relevant geographical area at that time have become globalized by more specialized and careful studies.

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“Waiting for the Miracle with Music” (Music education for children in the intrauterine stage based on Kodaly approach/method)

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Company: Pearlbank Montessori Kindergarten

Region: Singapore

Keywords: Music Education, “Music for Everyone”, “Only from pure Source”, Benefits of the Program, Intellectual and emotional development.

Introduction:

Kodaly Zoltan (1882-1967) Hungarian composer, scientist music educator. Kodaly, in his pedagogical approach, had provided a GOAL for everyone: “The music education starts nine months before the birth of the child” (Kodaly in Paris, 1948)

Problem/Question:

HOW TO START MUSIC EDUCATION? Based on Kodaly`s philosophy, the first music educator of the child is the child`s MOTHER!

Kodaly Music Approach/Method:

- Can we support the expectant mother to educate her child with quality “Only from pure source” music materials?
- Can we encourage the expectant mother to start communication with her baby (intrauterine stage) via “musical mother language”?
- Can we ensure the expectant mother to accept “Music is for everyone” and everybody is able to use their “own musical instrument — human voice”?

Methods/possible solution for the questions:

“Waiting for the Miracle with Music”(author: Ms. C.Kicsi early childhood professional) — is a music program, which can be used in any countries` communities all around the World. (history of the program: presentations/sessions in Europe, Canada, Australia and recently in Singapore)

During my practice. I have met with small groups of women (up to five) for eight weekly sessions of 45 minutes long each.

The key activity of the sessions was: the mother connects to her baby by singing songs, nursery rhymes, lullabies. The mother selects and experiences fine quality music with her baby.

Music Program session`s goals:

- Enjoy music with your baby
- Research quality music materials (introducing practical experience)

- Explore and share quality music materials with group members
- Create your child`s first Music Diary (aesthetically decorated, presented collection of songs, lullabies, rhymes)
- Compile your Music collection (personalized music materials including classical master pieces which can be use e.g. during delivery process, relaxation or later during breast feeding)

Music Session`s Structure:

- Relaxation with classical masterpieces
- Introduction of each participant`s "own pure source" music (for singing: use your own native song and language)
- Learn music (for children) together
- Enjoyment of music and art combination (always use poem, fairy-tales, pictures)

Result:

Introducing the practice and experienced evidences with testimonies in a short film-clip (3 minutes)

References:

1. **Ms Wanda Hegyi** (Australia, Mother of four children, participated in the program) hegyi.vanda@gmail.com
2. **Ms Lau Ai Choo** (Singapore, Director of Pearlbank Kindergarten) pearlbnk@singnet.com.sg ph; +65 9455 5395
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4. **Ms Linda Song** (Canada, Teacher in Royal Conservatory of Music, Toronto ON) ph;+1 416 932 8666
5. **Ms Gail Geoffrey** (Australia, former President of Australian National Music Association for Teachers) +61 7 3801 1154
6. **Ms Anna Mari Haapanen** (Finland, lives in Canada? Mother of one child, participated in the program) whatshaapanen @hotmail.com



Cultural and historical approach as a methodological framework for supporting innovative development

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Keywords: Cultural and historical approach, innovative development cycle, regional innovative platform (RIP), RUP current development zone, RIP creative realization environment, RIP proximal development zone, social situation of development.

Large-scale changes in preschool education have led to emergence of educational organizations with a special status — regional innovative platforms (RIPs), with a high potential for development and ability to generate and implement ideas that qualitatively change the “typical” approach to organizing educational activity in kindergarten.

We face a pressing efficiency problem of innovative educational organizations and application of their solutions aimed at the network development, which means that there is an obvious need to design a theoretically substantiated strategy for supporting innovation activity.

From our point of view, a promising solution to the above issue is applying the ideas of L. S. Vygotsky (1982, 1983, 1984), which acted as a starting point in conceptualization of the issue and its methodological basis.

Hence, the goal of our work is to design a strategy for supporting development of innovative processes based on the cultural-historical approach.

Striving to achieve the above goal, we applied scientific concepts by L. S. Vygotsky in a new field of application (design and description of the innovative development cycle) and shaped the RIP current development zone, RIP proximal development zone and RIP creative realization environment in the process of empirical study.

The RIP innovative development cycle is a structure reflecting causal-dynamic interrelations between the current development zone, proximal development zone, and creative realization environment. While tackling the problem of competing environments in which innovative processes are formed, developed and creatively applied, we have devised a procedure for studying the RIP performance, the results were used to generate general and structural profiles defining performance of each educational organization and the entire innovative infrastructure of the regional system of preschool education.

When analyzing the data obtained during the study, we managed to identify significant differences in internal performance profiles of RIPs of the same evaluation range and to define the part of the RIP proximal development zone, RIP current development zone, and creative realization environment.

When comparing average expert values recorded in the RIP proximal development zone of the same evaluation range, we found out that they differ significantly both in composition of the evaluated criteria and in expert values, which allows us to conclude that RIPs of the same level of effectiveness vary in their proximal development zones.

Application of the developed ideas in the process of RIP support can improve manageability of innovation processes and minimize risks associated with implementation of innovative transformations.

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High quality teaching and learning. The process of organizing science-related teaching in preschool

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Keywords: ECERS-3, Play, Preschool, Science, Teaching, Quality.

The aim of this presentation is to problematize and discuss the aspect of high quality teaching and learning by drawing on the tool ECERS-3. It is known that high quality teaching in preschool requires a range of skills including a processional attitude embracing children's perspective and a child-perspective. Theoretically the research is grounded in a Vygotskijan perspective where play is understood as important to all children and serves as a space for trying out actions (Vygotsky, 1966). Furthermore, it is through communication and interaction in a social context, that objects and words become tools to understand the surrounding environment (Vygotsky, 1999). This is especially important in relation to science-related-concepts where the notions of high-quality teaching may have the potential to serve as a vehicle for the development of executive functions.



Challenges for the realization of SDG 4 in relation to ECCE: building a new reality for children

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Region: Argentina

When the Covid-19 pandemic began, states made decisions to protect human lives, and health measures in general did not consider well-being and education.

In most of countries, guidelines did not consider early childhood citizenship, nor the special needs and rights of young children. For that reason, states have adopted an ethnocentric matrix and a health perspective, centered on adults.

The World Organization for Early Childhood Education (OMEP) shared with governments, major organizations and communities, the importance of:

1. Respect children's perspectives in all issues that affect them,
2. Consider the enormous inequalities and diversity of the childhood experience,
3. Implementing comprehensive, cross-sectoral public policies related to human rights
4. Ensure fair and fair funding for early childhood public policies.
5. Orient families to guide and enrich their action of protection and education, the prevention of violence and the importance of play.
6. Reducing inequities in access to technology and guiding appropriate use.
7. Supporting and training teachers for the challenges of the new reality of work
8. Improve communication and cooperation with families

There is a need to create a new reality for young children, based on human rights perspective, knowledge, solidarity, and the lessons of this crisis.

OMEP sustains that children need a State, a family and a civil society committed to protecting their dignity and human rights, as well as holistic and humanistic education. Because of that it is committed to achieving the Sustainable Development Goal (SDG) 4, convinced that education is a right but a tool to build a better world, leaving no children behind.

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Introduction of a correction and development environment with consideration of ergonomic, psychological and pedagogical requirements for preschoolers with severe speech disorder

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Keywords: play therapy, psychoverbal development delay, sensory integration, interactive object development environment.

Younger and older preschool children with identified speech development deviations reveal disorders not only of the vocal, respiratory or articulation component but also of the emotional sphere; hence, they need early corrective actions, i.e., additional examination by a specialist.

The educational process is more effective if children's activity is inspired by their inner motives. Developing and searching effective forms of individual treatment is required to reduce the number of 5-year-old children with speech pathology and to decrease the number of older preschool children with psychoverbal development delay.

Minimization of psychoverbal impairments by a speech therapist teacher, with application of supervision "on the principle of care and respect" is aimed at boosting child's engagement in play, arbitrarily increasing their cognitive interest. The effectiveness of treating children with speech disorders of various severity degrees largely depends on properly organized conditions of the object development environment in the speech therapist's office.

Integration of a new form of work, such as "Introducing Speech Therapists to Sensory Room Technology" (transformation of the speech therapist's office into a multi-sensory room), creation of reasonable conditions for corrective development of preschool children at early, younger and older age, by zoning the space of the speech therapy room, which optimizes elimination of speech defects and provides for simultaneous work on formation of the emotional sphere.

The peculiarity of this methodology is that application of a universal technology, modernizing space of the speech therapy room, with an in-depth study of innovative literature by Y. A. Razenkova, E. N. Krauze, E. F. Arkhipova, G. G. Kolos, A. I. Titar, M. Lynskaya, Ulla Kiesling makes it possible to work with children of younger and older preschool age.

Zoning of a speech therapist's office means its dynamic change, selection of didactic materials taking into account individual features of children, their age, contributes to

a better correction process: zones of cognitive activity and psycho-emotional comfort complement each other, allow the speech therapist to easily change play activities.

Sensory room simulators are used in the form of any element of a fairytale in play, for example, a sofa being a cloud, an imagined cabin, where you can perform articulation exercises, speech therapy massage, work on speech breathing, make a trip to a fairytale, by playing upon the plot of "Three Piglets" and at the same time to have an emotional warm-up.

Integration of speech therapy and psychology, expansion of competence and knowledge of a speech therapist teacher, orientation of the educational system on early identification of at-risk children among children of early and young age, is able to significantly optimize child's development in all major speech therapy and psychological areas of development.

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Organizing Space for Children's Fulfilment through Long-lasting Story and Role-Playing Games in Private Kindergartens

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Keywords: long-lasting story and role-playing games, space for children's fulfilment, self-identification, self-fulfilment.

The children's fulfilment space ensures development of their personality, its individuality and enables self-fulfilment and self-identification. Long-lasting story and role-playing games support children's initiative at all stages of growing-up, starting with the early childhood. During a long-lasting game, a child is never left alone. At all times, they are surrounded by their communication partners and must constantly interact with others. This activity teaches children how to control themselves, their behaviour as a whole, and individual actions. Children must continuously align their desires with those of others, otherwise they are out of the game. A long-lasting story and role-playing game encompasses the entire area of the kindergarten for a period from two weeks to a month. Our kindergarten has gained a multi-year experience in conducting long-lasting story and role-playing games. This tradition was adopted in the early nineties. In November 2011, the author team of the kindergarten received a registration certificate for "Long-lasting Story and Role-playing Game in Kindergarten". The game gives children an opportunity to carry out their intention or project, to present their achievements in such a way that others see and appreciate the result. It means listening to the child's voice. The game puts the teacher in a condition, where an adult must build relationships very competently, so as not to overwhelm the child with their initiative and at the same time not to leave the game unattended. The uniqueness of the educational space in our kindergarten provides for extending the game to all premises and all groups. Playing in a multi-age community from an early age onwards gives an opportunity to efficiently transfer experience and knowledge from one generation to another and contributes to formation of a friendly community.

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Developing professional competence of teachers by means of folk culture integration in education

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Keywords: ethnocultural competence, folk culture, crafts of the native land.

The Federal State Educational Standard of Preschool Education specifies adoption of “socio-cultural norms, traditions of the family, society and state”, indicates “the ethno-cultural context of development” as the guiding principle that will solve the problem of “forming a common culture of children’s personality” (p. 1.4, 1.6).

Familiarization of children with the folk culture, national and universal values to a larger extent relies on the level of ethno-cultural competence of the teacher.

Project goal: Creating conditions for development of ethno-cultural competence of teachers.

Efforts carried to by our kindergarten in this regard can be broken down into several stages:

- creation of a puppet museum;
- introduction of folk festivals including the preparation process;
- creation of Rodnichok Teacher Club, which is aimed at familiarizing teachers with traditions of the Russian national culture.

At club meetings, teachers dive into art history literature, theoretical basics of the subject, illustrated with works of the photo shoot session “From Collection to Museum”, through going on (interactive) excursions, studying of illustrated albums dedicated to masters. They get acquainted with the assemblage of professional museums in Russia and masters of our city and region. One of the club’s activities is studying crafts of our native land (art painting, wood carving, embroidery, pottery). Each teacher conducts a study on a specific craft, which results in a full-fledged project featuring a “methodology collection box” with a presentation on the history of the respective craft, step-by-step production process, as well as methodological recommendations for planning of children activities. The professional expertise of teachers is not so deep to possess a wide hands-on experience of craftsmen or to command the skill in its pure form, but they can inspire a child to dive into the history of the craft and help them master some elements of the artistic activity.

As a result, the regional component of the early childhood educational process is successfully implemented. Teachers while enhancing their competence achieve high results through introduction to the folk art culture of their native land. In the course of their own projects, research, and experimental activities, as well as analysis of their own pedagogical experience, teachers activate their professional self-development, thus developing skills of pedagogical competence that are then integrated into educational activities.

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Leveraging games on website www.abcya.com to develop verbal skills in preschool English learners

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Keywords: early childhood education, computer games, verbal skills development, teaching English.

Games are gaining popularity as a teaching tool for preschoolers. It is not incidental as a plethora of subject matter experts acknowledge the positive impact of games and game-based teaching methods on the educational process: they are more effective and enable higher results (Van Oers, Duijkers, 2013; Weisberg et al, 2016; Teryokhina, 2016; Hassinger-Das et al, 2017). At its current stage, the modern education as a whole and early childhood education as its part rely to a great extent upon computer and digital technologies (Verenikina et al, 2003). Website www.abcya.com is an example of today's state of things. It is an American online resource with multiple games designed to develop children's skills across various domains: Math, Logic, Grammar, etc. Initially, the website was developed for US preschoolers and schoolers (from Pre-K to Grade 6). However, as the website is very simple, well-structured and interactive, as well as due to the fact that all the hosted games are in English, it can be used to teach English to Russian preschoolers with great success. As an example, let's look at the game Make a Pizza, which is ever popular with children as it is pretty unlikely to find a person who does not like pizza. In its essence, it's simple: one is to make a pizza by taking dough, sauce, various ingredients, bake it and eat it up. Undoubtedly, a child could play this game on their own just to improve their PC mouse skills. Meanwhile, this very game can be used to hone verbal skills if assisted by a teacher. For instance, children can learn and work on phrases like "Let's use ___"/ "I want to use ___"/ "I'd like to use ___"/ "Let's bake our pizza!"/ "Let's eat our pizza"; as well as learn or revise names of ingredients. Playing in pairs or groups, children can also improve their skill of asking questions, making negative phrases or dialogues: "Do you want to use the olives?" – "No, thank you. I don't like olives. Let's use some pepper?". Other games can be leveraged following the same pattern. Apart from enhancing verbal skills through proper use of games from www.abcya.com, interesting and diverse materials published on the website are likely to boost engagement even of the least motivated preschoolers.

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PROSPECTS FOR THE INTEGRATION OF ARTS IN THE PROCESS OF EARLY ART EDUCATION

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Keywords: Integration of the fields of arts, artistic education, early artistic education, the common nature of the arts, the laws of the arts.

The perspective of the intercorrelation of different fields / disciplines in education is conditioned by the complex and unitary character of our life. Integration represents the procession of the "making" of a whole [Callo]. The integration of arts in kindergarten implies the presentation of the integrated image of reality, by the progressive thematization of some fundamental experiences of life, going on an intuitive interdisciplinarity, related to his proximal experience [Cucoş].

The inconsequent methodological approach to education through different arts, the weak interference between the axiological and the methodological foundations specific to each art, raises the research question: What are the theoretical-praxeological benchmarks of integrating the arts in education, including early education?

The path of our research starts from the common nature of arts, the values of the artistic education and access to the artistic experience and the attitude to the art. The common nature of arts consists from philosophical and psychological references for the good organization / realization of the artistic education. The study of the artistic education values allows us to discover the factors that determine the artistic education development. The common nature of the arts is discovered at the existential level of the artistic phenomenon through perception, at the expressive level of the art / artwork - through intuition and at the action level - only through experience. "The arts are united on a higher plan in the field of spiritual interiority itself, and not in the atomistic perspective" [Hegel]. By discovering and valuing the legalities of art, we can condition an adequate result of artistic education.

The areas of artistic activity, that include: perception/ reception, interpretation/ representation and creation, represent typical situations of the artistic experience. The result of this kind of experience, sums up by forming the self-image and the child's vision of life, as well as the attitudes for art [Morari].

The theoretical-methodological integration of the fields of art can ensure the coherence and synergy of the arts' impact on the child's personality in the educational process, by valuing the potential of arts and the adequate exploration of the educational-artistic methodologies.

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Propaedeutics of Early Financial Literacy for Preschool Children

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Keywords: advertising, money, product, resource efficiency.

From an early age, children learn about their social environment including answers to questions like what a store is, who sells products in a store, and how to get them. Therefore, for preschoolers the concepts of «money», «product» and so on are no longer abstract but fully real. Starting already with the preschool age, children need to be taught how to manage money correctly and efficiently as well as to form an understanding that money is earned through work only.

The teacher has developed a guideline introducing a system for teaching the basics of financial literacy to senior preschoolers. It comprises four sections: advertising, money, products, and resource efficiency.

Goals and objectives of the guideline: To provide children with specific economic concepts, to teach the proper attitude towards money, ways of earning and spending it rationally, to reveal the relationship between the country's economy and its natural resources, to teach children to behave appropriately in real-life situations of an economic nature.

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Return to National Traditions Through Introduction of Outdoor Games to the Preschool Physical Education System

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Keywords: physical game, healthy lifestyle, cultural heritage, communication skills, children-and-parents harmony, children-and-children harmony.

It is common knowledge that the young generation spends nowadays all the time in front of a computer screen. For hours, children play different games on the Internet, even dangerous ones, and sooner or later plunge into the virtual world. Today's children will have to live in the age of complex social relationships, which requires specific skills they simply cannot survive without: communication skills, brain building, ability to follow rules, ability to control their emotions.

In my opinion, the significance of this problem is growing. The most useful games are physical activities. They make children fast, smart as well as cultivate comradeship, cohesion, and team spirit. Games temper the character, children learn to endure pain and keep calm in emergencies. Traditional games like «Golden Gate», «Thread-the-Needle», «Potato», «I Was Born a Gardener» develop the ability to sing, dance, and tell fairy tales. Besides, these games reflect human relationships.

What games can be played in the street? What games motivate our children to real-life communication with each other? We decided to find it out — and, finally, got a whole collection of physical outdoor games. Difficult rules, however, make it impossible for children to play some of them on their own. An adult is needed to engage, organize, and guide children. At the same time, playing together with children is essential. While familiarizing ourselves with traditional physical games, we got acquainted with a variety of today's games like «Spud», «Dodgeball», etc. The best part is that we learned about them from children. Outdoor games can be split into four groups: 1. Spring 2. Summer 3. Autumn 4. Winter.

Counting rhymes play a key role in organization of outdoor games. They help children avoid quarrels when deciding on who will be «it» or who will start the round. We play physical outdoor games during the walk, entertainment hours, fitness hours, one-minute workouts. We believe that inclusion of children in the process of game development guarantees their active participation in playing the game. That said, engaging an adult in the game is key to success for everyone! Following our research, we are sure that organization of children's leisure activities with focus on revival of the outdoor games culture motivates them to real-life communication and improves their physical health.

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Supporting team spirit of the PEI personnel in unstable economic and epidemiologic situation

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Keywords: corporate culture, preschool educational institutions, team, personnel consolidation.

The term «corporate culture» can be often found in official documents of large financial organizations: funds, institutions, consortiums, associations, and enterprises.

In the context of preschool education, this term has not been used so far. It is worth asking yourself whether it is possible to implement and introduce the basics of corporate culture in preschool education? Let us try to clarify this issue.

The term «corporation» originates from Latin "corporation" meaning association, community.

By definition, a preschool educational institution is the first stage of child socialization, helps them to learn and adopt a system of spiritual and material values, rules of acceptable and encouraged behavior.

The PEI staff is a team of like-minded people who pass on their experience and knowledge to the younger generation.

Based on the above, we can draw a logical conclusion that the preschool organization is the first corporation that children encounter in their life. Hence, the development of children's personal qualities depends on the level of teamwork of all staff members as well as on their moral attitudes and corporate culture.

We must teach children to establish contacts with peers and adults; to fit in when working in a team, follow instructions, take leadership positions or yield to others if a situation requires it. Regarding the corporate culture in a preschool educational organization, it can be assessed through the development level of such personality traits as friendliness, intelligence, ethics, morality, and responsibility.

In our report, we exemplify how the presence of corporate cultural values affects the image of an organization, makes a team of like-minded people and unites all members of the educational community: children, their families, and employees.

In difficult times associated with the changing epidemiological situation around the world as well as with economically unstable processes, introduction and support of corporate culture basics helps an organization survive and makes it competitive.

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Prerequisites of applying compensatory abilities in the context of speech disorder treatment for preschool children in the inclusive environment

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Keywords: Compensatory abilities, compensatory mechanisms, children with speech disorders, preschool age, inclusive environment.

The goal of a modern teacher handling children with speech disorders is to find the most productive technologies for deviation treatment. Many such approaches are described in scientific literature; however, it is important to remember the historically proven, biologically described treatment method: compensatory abilities of human body. Leading scientists from the Institute of Correctional Pedagogy of the Russian Academy of Education, the Center for Speech-Language Pathology and Neurorehabilitation are conceptualizing compensatory approaches for development of impaired functions. Principles of compensatory mechanisms were described to determine the application conditions of compensatory abilities.

The aim of the study was to identify mobilized compensatory mechanisms in response to impaired speech functions of preschool children. Data analysis showed that preschool children with speech disorders have a relatively wide and diverse range of compensatory adaptations. Nevertheless, the problem is that the corrective and pedagogical impact is mainly targeted at the impaired parts of the speech functional system. In accordance with this position, we have developed and tested content of a treatment course to overcome speech deficiency taking into account compensatory abilities and possibilities of preschool children with severe speech disorders. The study involved 60 preschoolers of 5-7 years with general speech underdevelopment from inclusive kindergarten No. 69 in Rostov-on-Don. In the process of overcoming speech disorders, we included identified compensatory abilities to activate various spheres of children activity. To achieve our targets, we defined prerequisites for application of such abilities during treatment. First, using primary compensatory adaptations. Second, using the power of compensation and directing it toward the weakest links of the damaged functional system. Third, fixing new compensations and including them in the treatment process. Fourth, developing recommendations for speech therapist teachers and defectologists on identification and incorporation of varying intensity of compensatory ability manifestations in children with developmental disabilities. Our work is focused on the peda-

gological approach to incorporation of compensatory abilities to create a treatment effect on children with special educational needs. In conclusion, it is worth noting that effectiveness of our work was confirmed by results of a pilot experiment: pilot groups showed positive dynamics in speech development treatment with changes occurring at all levels of the speech system. Successful results imply the fact that not only teachers of the inclusive educational organization but also children activated compensatory abilities in the course of overcoming the symptomatology of speech disorders. The findings also include the assumption that families need to be supported to inform them about the benefits of applying compensatory abilities in various activities of children, which is confirmed by studies of national scientists.

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Preschool teachers' perspectives on the least emphasized curriculum content areas in their daily work

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Keywords: preschool teachers, professional competence, reading and writing, mixed-methods analysis, group size.

Abstract: Preschool teachers' perspectives on the least emphasized curriculum content areas in their daily work.

The purpose of this paper is to analyze Swedish preschool teachers' considerations on their work with curriculum content areas, with a specific focus on the content areas they least emphasize in their daily work. Previous studies have pointed out that the successful implementation of the official curriculum is closely connected to preschool teachers' professional competence and supportive working conditions related to the staff-child ratio and group sizes in preschools (Bennett, 2005; Sylva et al., 2015). Recent research on group size in Swedish preschools has found that the increased requirements of the preschool curriculum in the last decade, combined with a lack of knowledge and didactic skills in various content areas, affect preschool teachers' work with curriculum content areas, especially when the number of children in the groups is increasing (Williams et al., 2019). Based on these premises, the aim with this paper is to investigate what curriculum content areas preschool teachers state that they least emphasize in their daily work and their argumentation for that. The purpose is also to discuss how teachers' professional competence and group size in preschool interplay with their argumentations for the least emphasized content areas. Bronfenbrenner's ecological systems theory (1979) underpins the theoretical framework. This implies that preschool teachers' work with curriculum content areas is understood to be constituted in several systems; as a mutual influence of policy intentions and guidelines changing over time, preschool teachers' professional competence and pedagogical approaches to children's learning and development, and as organizational conditions of the preschool. The study draws on data from a web-based questionnaire answered by 698 preschool teachers. This paper focus on one question from the questionnaire. By applying a descriptive statistical analysis and a thematic analysis, the study is drawn on a mixed-methods analytical procedure in which qualitative data were used to support and explain the quantitative findings. The results reveal that reading and writing are the least emphasized content areas, whereas language, mathematics, art, play, and motor skills are the most emphasized. Prominent in preschool teachers' reasoning for rating reading and writing as least emphasized, is a child-directed approach implying that these content areas are not involved in their professional assignment and therefore included merely as a response to children's specific displayed interest and develop-

mental needs. A substantial amount of respondents relate the subordinated position of reading and writing in their daily work to the restricting structural conditions due to the number of children in a group.

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Necessity and reasonability of bio adequate methods at kindergarten

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Keywords: bio adequate method, nature-aligned education, holistic thinking, preschool education.

In today's world of global urbanization and computerization, children are deprived of the natural development process (formation of psychophysical functions, cognitive and socio-emotional skills) with help of the natural environment. The innate inclination to learning the world is directly related to studying the nature and human's place in it. Separation of the human from the nature leads to a consumer society that destroys the ecology of our planet. The principles of nature-aligned education are described in detail in the Great Didactic by John Comenius. The nature alignment means to educate a child in a natural harmonious environment with use of images, modes, regularities and laws of the nature. At the same time, we should consider the nature as one surrounding the human and his own nature: the nature of his body, brain, psyche, and spirit. Nature alignment principles have become the basis for research and major discoveries of the greatest scientists of the past and present. Comenius, Diesterweg, Pestalozzi, Ushinsky claimed that slowing down and blocking children's natural abilities leads to their underutilization and afterwards to a merely partial use of their potential. Education of a careful attitude to the nature and its inhabitants is covered in works of many scientists: E. I. Zolotov, N. V. Alyoshin, N. V. Kolomina, Z. G. Valova, Y. I. Moiseenko, etc.

The technology of nature-aligned education of preschool children is based on the principles of bio adequate teaching and education (scientific character, universality, nature alignment education, integrity, systematicity, imagery, etc.), embodied in the innovative bio adequate methodology "Prirodovitsa" and its "nature imitating" art of upbringing. The peculiarity of the method is that it offers a series of fairy tales for a "conceptual", educational and training support of a child from kindergarten to school. Unlike fantastic characters, the characters of these fairy tales are modern children and the living world of nature. The "Peredovitsa" methodology uses a comprehensive approach, paying great attention to the multifaceted development of the child on the physical, mental, intellectual and artistic-aesthetic levels. Our research has shown that not only the preference of method's programs by teachers, children, and parents but also a significant increase in creative interaction between the kindergarten and the family. Long-term experience of research carried out in Kindergarten No. 52 Samolyotik in Nizhnevartovsk and other preschool institutions around the world shows positive results of the bio adequate method: development of harmonious, holistic and full-fledged thinking and mental abilities of preschool children and unlocking of their potential abilities. To sum up, there is an urgent need for further expansion and practical application of the

“Peredovitsa” method in preschool education, in order to increase its effectiveness, environmental friendliness and nature alignment.

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Improving Early Childhood Education Pre-service Teachers' Knowledge of Core Societal Values: The Role of Culturally-Relevant Participatory Learning Method

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Keywords: Culturally-relevant participatory learning method, Core societal values, Knowledge of core societal values, ECE Pre-service teachers

Early Childhood Education (ECE) pre-service teachers are expected to exhibit desirable Core Societal Values (CSVs) which they are expected to ultimately impart to children when they eventually take up appointment as caregivers. However, it was established that the ECE pre-service teachers had knowledge deficit in the CSVs. Previous studies largely focused on factors influencing CSVs acquisition among them with less emphasis on intervention. This study, therefore, was carried out to determine the effect of a Culturally-relevant participatory learning method (CrPLM) on ECE pre-service teachers' knowledge of CSVs. The mixed methods approach was adopted. Two intact classes of 72 ECE pre-service teachers in year one were selected from two colleges of Education in Southwestern Nigeria. The colleges were randomly assigned to CrPLM (38) and Conventional Method (CM-34) groups. Instruments used were Knowledge Test on CSVs, instructional guides, field notes and audio-visual materials. Treatment lasted six weeks. Focus group discussion was conducted with knowledgeable elders and the pre-service teachers involved in the CrPLM. Quantitative data were analysed using Analysis of covariance while qualitative data were thematically analysed. There was significant main effect of treatment on ECE pre-service teachers' knowledge of CSVs ($F(1;64) = 16.30$; partial $\eta^2 = 0.20$). The CrPLM, which involves the use of Yoruba folklores, indigenous language and participation of knowledgeable elders, encouraged active participation, social skills, enthusiasm, confidence and deep thinking. Knowledgeable elders felt excited, nostalgic and esteemed about the intervention. The study demonstrated that curriculum contents which are related to culture can only be better taught through synergy between teacher training institutions and engagement of knowledgeable community elders. CrPLM should be adopted by ECE lecturers teaching CSVs.

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Today's Young Boys and Girls: will they be 'trapped in the now' for as long as they live? And what about their role as to future generations?

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There were times that children had lots of time. There were never ending stretches to play, to wander and to hang about. Nowadays, almost everywhere, parents are hurried and appear to make sure that the lives of their children are just as rushed. They, almost from the day they are born, are increasingly enrolled in numerous pre-and after-school and weekend activities and rushed from clubs to special classes; their holidays are being similarly filled with extra curricular work, yes, work. Children are so busy that they do not have enough time to sleep, show poorer learning outcomes and lack of curiosity, weight gain, and even severe behavioural problems.

Actions such as stepping back from the moment, taking time off to pause for thought, and to slow down are becoming unknown luxuries to the younger generations. Free time becomes a precious asset. Children are conditioned to respond right away to events around them and expect immediate responses to their actions. Time for reflection is hardly permitted. The tolerance for delay, especially of gratification and impulse control, is diminishing. They now learn to live in the 'now', day after day, year after year.

While traditional believe systems cultivated in children the feeling of being part of an ongoing stream of life –veneration of ancestors, respect for later generations and preparation for the after life- there is little in the way that has come into their place. Notions of their lives being connected to the past of the future are being extinguished. The question arises: are these young girls and boys in a position to deny immediate satisfaction, to look further in time, to think and be concerned about those who come after them and about what affects future generations, those who follow Generations Alpha, Beta and Gamma? Are they still willing and capable of 'paying it forward'?

Indoctrinating or brain-washing pre-school-age children is clearly not the option, although often enough applied. Rather than turning them into 'learners' [read force them to master academic skills] at ever earlier ages, they should be encouraged to be active participants and contributors to culture. This culturisation of early childhood education should not be restricted to preschools but made to happen and flourish in informal and formal settings as well. In addition to such traditional notions of cultural enrichment as music, theatre, dance other activities such as free play, cooking and having meals together, interacting with family and friends are crucial. Most importantly and rewarding is to encourage children to interact, engage, relish, and take care of nature. This undoubtedly will help them not only to enjoy 'the now' but also to escape from it and relate meaningfully to what took place before they were born and that what lies far beyond the horizon.



Support for Preschooler Exploratory Behaviour in Kindergarten

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Keywords: Preschoolers, exploratory behaviour, support, exploratory learning practices, education environment.

Exploratory behaviour is a universal feature of human activity. It carries out the most important functions in the development of cognitive processes at all levels: in learning, acquisition of social experience, social development, and personal development (A. N. Poddyakov). Exploratory behaviour plays a critical role in developing and expanding the experience of acting in a situation of uncertainty. Its motivational basis is the need for new experiences and knowledge, represented by curiosity or inquisitiveness.

For a preschooler, exploratory behaviour is the foundation for development of cognitive and exploratory activities as well as the most significant source of independent exploration of the world. In a number of studies, preschool children reveal a decrease in the cognitive exploratory activity, stereotyping of cognitive actions, and intention to get ready answers to their questions from adults without any additional intellectual effort (A. I. Savenkov, A. N. Poddyakov, T. I. Babaeva, O. V. Kireyeva, etc.).

The education environment is one of the leading factors in stimulating and supporting children's exploratory behaviour. Analysis of the preschool education practices shows that there are barriers to leveraging its developing potential:

- conservatism of teachers, which is manifested in stereotypical actions, a lack of creative solutions in establishing educational conditions and teaching children, a sceptical position towards the potential of children's self-learning;
- closed nature of the environment, i.e. a limited learning and communication space for children, small variability and excessive didacticism of game materials;
- regulatory framework, which reduce the capabilities of the educational environment — sometimes for real but more often imagined by the teacher.

We would like to present the experience in solving the above problems, ways to enhance developing capabilities of the PEI educational environment in terms of supporting the preschooler exploratory behaviour:

1. Expanding the education space through
 - exploration by preschoolers of the entire space of their kindergarten (which is usually limited to several rooms and corridors),
 - introduction of digital technologies to preschool learning,
 - resource of social partnership.
2. Increasing the thematic scope and novelty of the education environment through

- systematic update of the subject-developing environment in the group,
 - leverage of exploratory learning potential.
3. Building a dialogic education environment through
- teacher's support of children's initiatives
 - higher flexibility of the education process, more forms of group-wide and inter-group interaction among preschoolers.

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Intuitive art therapy as a means to realize creative needs and capabilities of preschoolers at a STEAM center

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Keywords: preschoolers, intuitive art therapy, creative activity, self-expression, STEAM center.

Education in Progymnasium No. 63 of Russian Railways provides for an accessible educational environment of the STEAM center as well as psychological and pedagogical support for pupils (including children with disabilities) based on integration of all teachers, including those conducting remedial work, the content of which is determined taking into account educational needs of each child.

Psychological problems children encounter in the educational process are solved through art therapy methods that have a positive impact through art. K. D. Ushinsky wrote: "A child ... thinks in forms, colors, sounds, feelings in general." Intuitive art therapy is a method that allows to tap into child's creative potential, free up their energy reserves and positive emotions. Self-expression through creative activity is effective. The child does what they like, realizes their talents and abilities, while gaining recognition. Therapeutic effect: the child does not restrain emotional impressions but expresses them on paper with colors, shapes made of play dough or any other material. Intuitive creative activity does not imply rules, it is based on child's trust in themselves, their feelings and their inner world.

The project is an element of innovative activity in STEM education, it implements programs of basic and additional education, focused on the pupil's personality achieving success in the field of practical activity that appeals to them. STEAM center is a space of creative comfort, positive activity, available equipment where children create a "work" (individually, in a team) by implementing their ideas. Class activities are combined of various modules: "ART-Studio" (synthesis of artistic, musical and vocal, dance activities), "Multi-Pulti" animation studio (multimedia technologies), "LEGO Design" (scientific and technical creativity). Here we draw, model, improvise by using "desired" means and technologies: isotherapy, imagotherapy, music therapy, animation. Project ideas are born in children's startups. For example, creation of cartoons. Drawings become the background scenery, fairytale ideas – the plot, molded forms – the main characters of the film, which are then voiced by the its authors.

Our pupils show curiosity, developed imagination, which is revealed by creation of their own product, can present it to the audience at an exhibition or vernissage. This is "art education". We create under the motto of the great teacher Sh. Amonashvili: "Children

should be offered such exciting things that they can start... now; and the first steps... should lead them not to the first bitter failures but to the first successes." Children became diploma holders of all-Russian creative competitions "Interbrig" (cartoon), "Video Talent" (video), "Our Era of Ecology" (dance, project), "Talantokha" (my film), "Ecology Through Children's Eyes". (picture).

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Play as an educational means in the democratic school in Greece. An investigatory approach on current and future Educators

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Keywords: Play didactics, participatory democracy, Kindergarten Educators, University Students.

Play as an educational means within the learning process of a democratic School, develops attitudes and values. It constitutes a procedure which contributes to the full evolution of the individual as well as a means of providing equal learning and educating opportunities in the context of pre-school and school education (Brock, Dodds, Jarvis, & Olusoga, 2016; Zachrisen, 2016). Its importance as an educational means is widely acknowledged (Johnson & Wu, 2019; Larrea, Muela, Miranda, & Barandiaran, 2019; Gal-Szabo, Spinrad, Eisenberg, & Sulik, 2018; Wood, 2014). Despite its significance, the research data concerning the subject that are available in the Greek literacy are not enough regarding pre-school and school education play as an educational means. This study was conducted during the academic year 2016- 2017 and investigates aspects of Kindergarten Educators (N:66) of the Epirus region and of senior undergraduate students at the Department of Early Childhood Education of the University of Ioannina (N:64) - based on the aforementioned philosophy of the didactics of play and its promotion within the educational process for a democratic school in Greece. More specifically, with the aid of qualitative (interviews) and quantitative methods (questionnaires) their aspects are being scrutinized, regarding the equivalent participation of children in the educational process, based on play didactics. The findings of the research pointed out the significance of play in the Kindergarten's educational process. Educators, in contrast to Students, are more confident towards planning of play activities, due to their high personal experience with it. Future Educators believe that the procedure of planning play environments in the democratic School should be a participatory act between the teachers and kids, while current educators do not share this aspect. Both, Students and Educators consider that teachers and pupils should co- determine the selection of activities in the democratic School. Finally, the study confirms that Greek Kindergarten Educators need further training in order to plan and evaluate play activities in School, which shall promote participatory democracy and collectivity, so as for the children to comprehend the sense of democratic institutions throughout play pedagogics.

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Investigation of Intercultural Awareness in Preschool and Primary Education: A comparative research in the Greek School

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Keywords: Intercultural Awareness, Teachers, Preschool and Primary Education.

In modern multicultural environment, it is necessary to redefine educational policy in order to enhance intercultural awareness in shaping the students as active future citizens (Kalantzis & Cope, 2013). Teachers are important agents of change, inclusion and promotion of cosmopolitanism (Beck, 2009) through the productive exploitation of diversity and the emergence of individual differences as a comparative advantage (Kalantzis & Cope, 2013 • Arvanitis & Sakellariou, 2014). The intercultural proficient teacher has developed a democratic spirit of equity in opportunities and treatment, communication skills, interpersonal sensitivity, reflective and participatory attitude, towards the multicultural students (Chen, 1997 • Arvanitis, 2014a). However the development of consciousness, Inclusiveness, empathy, emotional intelligence and mutual respect as key aspects of intercultural awareness are achieved in a modern school community that integrates diverse, equality and inclusion (Arvanitis, 2014a • Arvanitis & Sakellariou, 2014). This paper attempts to investigate the degree of intercultural awareness of eighty-nine (89) preschool and ninety-seven (97) elementary school teachers in the Region of Epirus, who are also our research population, as well as the policies applied to their schools in the context of intercultural education. The research tool was the structured questionnaire with closed and some clarifying open-ended questions. The survey data showed a positive tendency and a good degree of intercultural awareness among preschool and elementary school teachers, however, there was a difference in the practical treatment of diversity both by teachers themselves and school policy in general. Despite the limitations of the research, the data is the trigger for further ex-

ploration of the subject of teacher education and the reform of the curriculum in the pedagogical departments of Preschool and Primary Education of the Greek Universities in order to become more intercultural aware and to enhance their effectiveness in the multicultural school environment.

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Educational Practices for Democratic Education in Preschool and School Education in the Greek School: A Research Approach

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Keywords: Democratic School, Kindergarten Teachers, Elementary School Teachers, Educational Practices.

Education is a process that leads to the creation of active citizens and facilitates the development of citizen awareness from early childhood. The contemporary multicultural reality that has prevailed in Greece in recent years has brought students from other countries into the Greek education system, creating the challenge of heterogeneity. The dominant cultural context of the country in question has a profound effect on the education system and may promote prejudices and stereotypes. Human rights abuses, the rise of xenophobia and racism, require democratic, critical-thinking and active citizens. The purpose of the present study is to explore the views and educational practices of kindergarten and elementary school teachers, regarding the development of democratic skills and behaviors of preschool and school children. This is a qualitative research, with methodological tool of semi-structured interviews, in a sample of thirty (30) kindergarten teachers and thirty elementary school teachers (30) from the Epirus Regional Unit. Teachers answered questions regarding: (a) the content of democratic education, (b) the educational practices they apply to democratic education, and (c) the factors that influence their educational work in the direction of democratic education. Analyzing and interpreting of the interviews shows that kindergarten and elementary school teachers perceive the concept of democratic education as an educational process that transmits to students the concept of equality, respect for human rights and acceptance of human diversity. They are positive about promoting innovative actions in the process of learning to cultivate democratic values, but their responses show that

they do not apply them in educational practice. The research has highlighted both the need for teacher training in teaching methodology and practical issues for democratic school upgrading, and also the need for the official state to be involved in promoting Curricula in order to cultivate democratic values that will ultimately shape quality of the modern democratic school.

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Impact of a Teacher Education Program on the Intercultural Competency of Teacher Candidates

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Keywords: teacher preparation, cultural competency, multicultural education.

This study focused on the question: How does the cultural competency of teacher candidates in the College of Education change after participating in four semesters of preparation? Intercultural competence (ICC) is “a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett, J., 2011, page 1). Beyond race or ethnicity, cultural contexts also mean variety in behaviors and values as suggested by religion, language, region, family composition, gender identity, and more.

Today’s teachers and educational leaders need to understand how to interact with individuals from diverse backgrounds for their professional and personal success (Quin, Deris, Bischoff, & Johnson, 2015). Effective educational experiences must use a “multi-faceted training approach that includes cognitive, affective, and consciousness-raising activities” (Dickson, Jepsen, & Barbee, 2011, page 126). Furthermore, teacher preparation should be interdisciplinary in order to be effective (Flynn & Deris, 2004).

Past reports (Sandell & Tupy, 2016; Carlyle & Hagar, 2019; and Carlyle, Hagar, & Stalcar, 2019) have suggested a number of instructional strategies that result in statistically significant, positive changes in students’ cultural competency. This project examines the impact of a teacher preparation program that intentionally emphasizes intercultural competence throughout its multi-year program. The program is based on a theory that describes stages of ICC. The Developmental Model of Intercultural Sensitivity (DMIS) was originally described by Bennett (1986). The DMIS defines predictable stages through which people progress as their ICC increases. Hammer (2003) developed a survey measure of cultural competency, based on the DMIS, known as the Intercultural Development Inventory (IDI). This survey was used in this study as a measure of cultural competency, because of its validity and reliability testing (Hammer, 2003), as well as its suitability for a university classroom-based setting.

Archived data was analyzed using the established protocols for the IDI software, then analyzed using ANOVA tests of significance. Results indicated that intensive, intentional, and reflective cross-cultural educational experiences during university preparation do have a positive impact on the ICC of undergraduate students. Investigators expect the project results will support future policies, curricula, and coursework.

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Retrospective analysis of senior preschoolers' concept of health and ways to protect it

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Keywords: health, health protection, preschoolers' concept of health, retrospective analysis, health-oriented value system.

The threat to human life and health in 2020 has drawn a line under the established system of values and orientations. Health has become top priority in any today's agenda.

Formation of healthy lifestyle values in preschool children was and still is the main task of the pedagogical process.

In order to identify changes that have taken place in preschool education over the past 10 years and the focus of the preschool education system on formation of health values, we analyzed preschool children's ideas about health through a retrospective analysis.

The methodological basis of the study is axiological, comprehensive, and personality-oriented approaches to health protection.

During a comparative analysis, we compared results of the 2010 study (study of preschoolers' health and healthy lifestyle concepts by L. N. Voloshina, L. P. Kudalanova) and results we obtained in 2020 by using the same parameters.

For the purposes of the study we used questionnaires by L. N. Voloshina: "I am a person" and "If you want to be healthy". The sample covered 679 preschoolers of 5 to 7 years old from 3 regions: Samara and Tomsk region, Krasnodar krai.

The study results show that modern preschoolers are actively forming a biosocial model of health. In their responses, children demonstrate understanding of correlation between their well-being and lifestyle. The first two places were occupied by dependence of health from the basics of proper nutrition (23.3%) and physical activity (17%), respectively. Hygiene and healthy lifestyle (i.e., walking, daily routine, avoidance of bad habits, outdoor work, water drinking) (16.3%) were in the third place.

Medical model of health, understood as the need for treatment and doctor visits (11%) ranked only fourth in 2020, while in 2010 it was first. In addition, new variants of answers have appeared, which have never occurred before. "Wear a protective mask" and "don't leave home" (4% and 5th place in the ranking of factors important for health preservation).

The obtained data confirm the results of modern studies (L. N. Voloshina, V. N. Irkhina, M. M. Bezrukikh, E. M. Kazina), which highlight that the educational process at kindergarten is tackling the whole set of tasks specified by the Federal State Education Standard for Preschool Education in terms of forming a value-based attitude to health

and promoting health protection through development of theoretical knowledge and practical experience of health protecting activities in children and their families. However, the potential for children's practical activity as subjects of the educational process is underused, and as a result they remain in the position of the object of the educational process that does not translate into understanding of the value of health.

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Cognitive Development in Early Childhood and Mindfulness Education

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Keywords: Cognitive development, brain development, mindfulness, early childhood
Children undergo.

Children undergo an incredible period of brain and cognitive development from birth to three years, producing more than a million neural connections each second. The growth continues at a rapid pace until five years, which are the preschool years in a child's life. During the presentation, the audience will learn about cognitive development in early childhood and various aspects of the environment and relationships that affect the development.

Several research studies have shown a positive impact of mindfulness education on early childhood cognitive development, primarily based on the fact that experiences and environments are critical for the health and well-being of the early brain. Additionally, mindful activities in early classrooms play a significant role in various aspects of learning and memory and plays a critical role in rewiring the anxious brain.

The present study focused on looking at the impact of mindfulness education on early childhood cognitive development and was designed as an Eight-week curriculum that included scripted Mindfulness activities. The pre and post-surveys were constructed to study the impact of mindfulness education in preschool children and focused on recording their classroom behavior and moods and was carried out by the trained practitioners in the classroom. The results from this study will be presented at the conference.

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Ethical Issues of Bringing Up a Child in Kindergarten and at Home

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Keywords: ethical education, early childhood, formation of ethical ideas, methods of ethical education, early preschool age.

Introducing the younger generation to socially significant values is one of the most important objectives set by the society to the modern education. In early and preschool childhood, the child familiarizes themselves with the basics of personal culture, its foundation, which reflects universal moral values. It necessitates starting ethical education at the given age. This objective is currently faced not only by parents raising a child of early childhood or early preschool age but also by kindergarten teachers, since cultivation of moral qualities has always been considered the main goal of a teacher in any educational institution. That being said, however, the problem of early ethical education of preschoolers is far from being removed from the current teaching practice; on the contrary it tends to gain additional importance. This suggests that only if the principle of continuity of bringing-up and education — performed through the interaction of preschool institutions and the family — is followed, it is possible for children of the specified age to effectively process basic ethical concepts. Hence, the research problem is articulated as follows: how to theoretically justify and implement in the PEI pedagogical system the improvement of ethical education, which would be performed jointly with children's families and would be effective in today's conditions?

The goal of the research was to provide theoretical justification and develop an effective system of ethical education for children of early childhood and early preschool age in kindergarten and at home. Two methods were applied: theoretical analysis of professional literature and information consolidation.

Analysis of the experience accumulated by researchers revealed that, in the early childhood, ethical education is based on the feelings of the child, their emotional responsiveness. It enables to efficiently apply the method of discussion in the process of ethical education, which helps the child understand the moral side of other people's actions. This method is advisable to be combined with one of the most effective methods of ethical education in early childhood and early preschool age, i.e., fairy-tale therapy, since fairy tales are the favourite literary genre for children, the carrier of centuries-old folk wisdom, the most appropriate conductor of knowledge about the laws and rules of life in human society.

Relying on the above, a program of PEI-family interaction with regard to ethical education of children of early childhood and early preschool age was developed. It is driven by specifically directed play activities, reading fiction, and fairy-tale therapy. We believe

fairy tales and preselected games are an effective tool to influence ethical development of children of early childhood and early preschool age.

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Technology of socialization through physical and play activity for preschoolers

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Keywords: socialization, physical and play activity, mixed-age interaction, preschoolers, physical development.

Socialization is a global trend in early childhood care and education. International researchers (Niki Tsangaridou, Teixeira Costa H. J.) point out advantages of early socialization through physical activity and socializing capacity of sports games.

Analyses by contemporary Russian scientists (Gorelov A.A., Voloshina L.N., Kondakov V. L., Churekova T. M., Galimskaya O. G.) reveal a gap between the content of social experiences provided in early childhood organizations and actual needs of children, especially with regard to interaction among same-age and younger children. According to our findings, 52% of preschoolers (625 persons) demonstrated an optimal ability of planning physical and play activities, negotiating with counterparts, using play equipment (hula hoops, balls, pins); 28% and 20% of children, respectively, showed an acceptable and a low level of initiative in communication and productivity in the physical and play interaction. 44% of teachers (153 persons) indicate insufficient amount of time allocated for free physical and play activities; 35% of teachers do not implement play programs and physical development programs aimed at development of social skills in preschoolers.

Backed by a grant of the Russian Foundation for Basic Research, we designed and scientifically validated a pedagogic technology for preschooler socialization through physical and play activities, which includes mixed-age interaction of senior and junior preschoolers. Our technology was tested in 25 early childhood education organization of the Belgorod region and implied four stages of mixed-age interaction in physical classes: motivative, problem-based, activity-based, reflexive. In the motivative stage, senior and junior preschoolers got "acquainted" with each other, assumed a positive position in the physical and play activity. In order to involve preschoolers in a problem-based situation, teachers initiate play-based tasks and exercises using fairy-tale characters, SMS, or life experiences. In the problem-solving stage, senior preschoolers determined which part of the task they would do on their own or jointly and which part would be delegated to juniors. The activity-based stage consists of a physical game intended to develop coordination of actions with each other, understand the emotional state of others, gain social experience of positive communication. The reflexive stage comprises tasks and games and aims at developing creativity in the physical activity and ability to discuss results of play-based interaction.

Implementation of the technology of preschooler socialization through mixed-age interaction contributed to development of friendly relations, the ability to recognize emotions of counterparts and to act deliberately in play.

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Creation of educational space in the organization of project activities as an effective form of socialization when identifying and accompanying children's initiatives

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Keywords: children, socialization, project, village, partners, educational space.

The work of the teacher was comparable to the work of a gardener who carefully looked after flowers. It was believed that it was necessary to help the child, nurture him like a sprout. A little man is a seed thrown into the ground. As you look after him, he will grow up. Will it be a mighty cedar, or a lilac, or wind of a dandelion, or a worthless weed? It is important for every child to know: where their roots are from, the history of their land, where they were born, where they live; feel and understand the world: the air that they breathe; the water that they drink. And it is the educator who can help the child understand these difficult issues. And he can also teach children to listen to and to hear the real music: the music of autumn leaf fall, the howling of a blizzard, the murmur of a stream, and the silence of a summer night. To draw, to describe (not to take a photograph, but to describe) the surrounding world, so that the drawing could smell like ripe apples, friends' smiles, mom's kiss, and not glossy paper and you would keep this drawing in your heart and soul, and not on a flash drive, not on an iPhone or laptop.

And so that no virus, even the most cunning one, could not break this great program called humanity! In the future the child will be engineer, doctor, worker, teacher ... the president, in the end. But of what kind? That's the question... After all, my children are, as a rule, the children who were brought up till the age of six at home, that is, they were "closed" from the external environment. Therefore, the problem of successful socialization and adaptation of such children is especially acute. The purpose of my innovative experience is to create conditions for successful socialization and the formation of key competencies of preschoolers through the organization of project activities with the involvement of the available opportunities of the local educational space. Thus, a subject analysis of local conditions and resources, as well as the requirements that are currently being set for the organization of preschool education, allowed me to put forward an assumption (hypothesis) that the implementation of the technology of project activities through the creation of a model of educational space based on the inclusion of local conditions educational resources in the face of institutions of additional education and culture, as well as the application of various forms and methods of interaction with parents, will create optimal conditions for successful socialization and the formation of key competencies of preschoolers when moving to the initial level of education. I have

developed and implemented a program for «Project and Research Activities», which is a supplement to the main general education program «Pre-School Time» edited by N.F. Vinogradova, on which we work.

«Make a miracle», «Winter's Tale»

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New forms of approaching preschoolers in terms of navigation (career guidance) of rail transport professions

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Keywords: career guidance, case technology, rail transport professions, problem situation modeling.

Formation of preschool children's insight into the world of work and professions (including professions of railway workers) is a trending process in the today's world, which should be built up with application modern educational technologies. Professional self-determination relates to personal development at all ages, therefore preschool age acts as a preparatory stage during which the basis for professional self-determination is laid down.

Case technology is an interactive technology for short-term learning based on real or fictional situations, aimed not so much at mastering knowledge as at formation of new qualities and skills in a particular profession. It relies upon a system-activity approach, which promotes development of independence and productivity of thinking, formation of the cognitive culture, application of rules in the independent life. The technology combines role-playing games, project methods, and situational analysis.

The case simulates a problem situation, which is as close to real life as possible and needs to be solved. When solving the case, there is no single correct answer; there are only different opinions, variants of further developments, alternative solutions that are more or less justified, supported by research, assessed by experts.

The cases are developed and systematized by professions of parents — railway workers of children in the group. Railway professions: driver (locomotive, electric locomotive, diesel locomotive), assistant driver, train manager, conductor, car inspector, etc.; professions of railway stations: station manager, station duty officer, train dispatcher, on-duty cashier, station radio announcer, transit police officer; professions related to maintenance of railways and rail transport: repairperson (tracks, cars), welder, blacksmith, painter, electrician, etc.

Work on organization of the case game is based on the principle of integrating educational areas (socialization, work, communication, cognition, reading fiction) in accordance with age possibilities and peculiarities of children. The integrative approach enables the most effective and combined development of cognitive and emotional spheres of child's personality.

Practical cases are actively used, which simulate the "valid" model of "dangerous" situation, in the solution of which children are trained, to strengthen the patterns of correct behavior in a "dangerous" situation. Joint practical modeling of a "dangerous" situation

and visual algorithms of a child's actions in the "zone of high danger — on the railway" contribute not only to obtaining knowledge about railway professions but also to "living through" their experience of safe behavior and to developing their ability to ensure their own safety. In addition, the preschooler's search for different solutions to the created "dangerous" situation develops their exploratory initiative.

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What is Teaching in Preschool?

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Keywords: Preschool, Teaching, Professional competence, Quality, ECERS-3.

In the revised Swedish preschool curriculum, the concept of teaching is emphasised, positioning the responsibilities of preschool teachers in teaching. For the teacher profession, this inevitably poses new challenges in terms of planning and implementation based on curriculum standards and from the knowledge and experience already acquired by children.

Teaching has been part of preschool since the first preschools were established in Sweden and around the world. The conceptualization and realisations of teaching have, however, changed over time and its existence or non-existence within the preschool context is discussed and examined.

This paper is based on a recently published Swedish review (2018) about teaching in preschool. Together with several researchers, teaching in preschool is problematized and examples are given of how teaching can be realized and expressed in practice. The review can be read as a whole and the chapters can also be read independently. Focus is directed towards the quality of the preschool, the preschool teachers' competence and children's wellbeing, learning and development. The review aims to increase knowledge about teaching in early childhood education, evolve insights on teacher competence and contribute to further research for the benefit of both preschool teacher education at universities and preschool practice. In this presentation, we analyse teaching in preschool from a perspective of quality. The analysis is based on evaluations of quality with the Early Childhood Environment Rating Scale-3 (ECERS-3) (Harms, Clifford & Cryer 2014) and four quality dimensions (Sheridan, 2009). High quality in preschool promotes children's learning and development in relation to the objectives of the preschool curriculum. The theoretical framework is underpinned by interactionist and ecological theories that involve individuals and the environment constructively in a reciprocal and continuous interaction (Bronfenbrenner 1979, 1986; Vygotsky, 1986). Following this theoretical framework, preschool teaching is conceptualized as communicative, interactive and relational and needs to be understood in a societal context. The results on teaching and quality in preschool show that preschool teachers' competences form a point of inter-section for the quality of teaching. It highlights that more knowledge is needed to raise the quality of teaching, which benefits the children and enhance the competence among preschool teachers.

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Participative learning, imitation and play in agricultural child centers: children's motives for learning in institutional contexts

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Keywords: participative learning, motives for learning, explorative play, teacher-child interactions

According to cultural-historical theory children's activities are nested within cultural practices. Children's learning takes place through their engagement in specific institutional practices that influence their motives and the demands placed on them by the environment (Hedegaard, 2014).

Institutionalized early education often takes place separated from the adult's world and activities (Singer, 2005). Young children are deprived of models and opportunities for participative learning to become a valuable member of their peer group and family (Rogoff et al., 2007). Teachers compensate for this deprivation by replacing the 'real stuff' by toys and offering a little garden, sand pit, etc.

In this presentation I will discuss a study of children's engagement in activities in child centers attached to farms for livestock (cows, sheep, chickens) and agriculture. The children were strongly motivated to engage in 'farm work'. We observed changing back and forth 'serious engagement in farmer's work', explorative play and making fun. In the class room they talked about and made drawings about the farm experiences; but they were also engaged in regular 'kindergarten activities' (dolls, puzzles, playing with colors, etc).

An illustrative example will be discussed that shows the child's motive to participate and to contribute; to imitate and to play. The example also shows that the child's imitation is limited by his understanding of the activity (Piaget, 2013). The child refuses the teacher's suggestion to participate at a more mature level. The child did not meet the teacher's ideas about the child's Zone of proximal development. The implications of this study for theory and practice in regular child centers are discussed (Berding, 2016; Prott & Preissing, 2006).

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Preschool teachers' perceptions regarding English language teaching in kindergartens in Greece

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Keywords: English language teaching, preschool education, kindergarten teachers, Greece.

Recently, discussions have been initiated regarding the possibility of introducing English language teaching in Greek kindergartens in compliance to proposals made by the European Commission (2011). However, so far English language teaching has not been officially introduced in early childhood education in Greece. The goal of this paper is to present the views of Greek kindergarten teachers concerning the teaching of English as a second/foreign language in Pre-Primary education (pupils aged 4 to 6 years old). Quantitative approach was selected as the most appropriate research instrument. More particularly, a questionnaire was completed by 55 kindergarten teachers from various areas of Greece. Random sampling was used for this study. The results show that kindergarten teachers are in favour of introducing English language teaching in preschool education and recognize the importance of learning English nowadays. They consider that children at preschool age learn a foreign language more efficiently than older children. Simultaneously, they believe that through English language teaching preschool pupils become familiar with various cultures and learn easily a second foreign language later. The results also reveal that even though the majority of participants agree that English should be taught by English language teachers, there is a number of kindergarten teachers who believe that English should be taught by them. However, it should be taken into consideration that this is a pilot study and more extensive research needs to be done in order to draw safer, more complete and large-scale conclusions.

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Preschool education in nomadic families of indigenous peoples in the North, Siberia and the Far East of the Russian Federation

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Region: Yakutsk, Republic of Sakha (Yakutia), Russia

Keywords: preschool education of indigenous peoples, nomadic family, nomadic pre-school group.

Over multiple decades, nomadic families have been raising their children in a traditional way of life. According to Russian regional education authorities (2019), 4,621 nomadic families have a traditional way of life in locations of traditional economic activity of indigenous peoples of the North, Siberia and the Far East (following deer flows, having a nomadic and/or semi-nomadic lifestyle). Nomadic families are raising 6,679 children, of which 2,203 are of preschool age and 4,476 are of school age. Nomadic schools and nomadic preschool groups were established in the Republic of Sakha (Yakutia) (8), Yamalo-Nenets (11) and Nenets autonomous districts (1) of Amur region (1) and Taimyr Dolgano-Nenets municipal district of Krasnoyarsk krai (3), including 13 nomadic pre-school groups [1].

Despite having adopted a regional regulatory and legal framework [2], the region are still facing problems that require fundamental and applied research. To address key problems and as part of the government assignment by the Russian Ministry of Education, we conducted in 2019 an analysis of scientific approaches and organization models in the area field of providing education to children from nomadic families.

The research resulted in development of models for educating children from nomadic families and preparation of methodological recommendations.

In the nomadic context, preschoolers can be provided with the following services:

- care, minding, including in the format of a public-private partnership;
- preparation for school in a nomadic preschool group (short-term or 24h);
- care, minding, and preschool education in a nomadic family group or in a campsite.

The Republic of Sakha (Yakutia) in cooperation with the UNESCO Moscow Office implemented a project on providing access to education for children from nomadic families (2007) [3; 4]; the Yamal-Nenets autonomous district presented a project on organizing the educational process in a nomadic environment at the 15th session of the UN Permanent Forum on Indigenous Issues (2016). The Arctic Council supported the Russian Federation project "Arctic Children: Preschool Education (2017)" [5].

However, the topic of assessing quality of the nomadic education has not been sufficiently studied by researchers. In future, further study will also be focused on the

“socio-cultural portrait” of children from nomadic families, specifics of forming soft skills; development of scientific and educational methodological support for the “variable component” of education for indigenous children of the North, Siberia, and the Far East of Russia.

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Montessori pedagogy as a means of developing subjectivity

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Keywords: preschool subjectivity, choice of activity, activity motivation, psycho self-development, Montessori approach, prepared educational environment, support of preschooler development.

Subjectivity is a complex phenomenon. It is extremely important to organize the educational process at the preschool level in such a way that the child could realize their own motives, since this is a period of psyche self-development, of laying down the foundation of personality.

One of the main principles of preschool education indicated in the Federal State Educational Standard for Preschool Education is the active position of the child in choosing the content of their education, i.e. the child becomes the subject of their own education.

However, subjectivity is easily lost in the context of organizing the preschool educational process, the child's activity becomes alienated. It is not enough for a teacher to have a desire to build the educational process from the subjective viewpoint; it is necessary to master the appropriate methods.

In this regard, the Montessori approach is certainly subjective. In Montessori-groups, the child chooses the content, method and duration of work with didactic materials and independently controls their mistakes.

Our goal was to test the hypothesis that the Montessori method contributes to the formation of subjectivity in preschool children; to identify conditions that are most impactful in this regard.

During the research, the basic principles of preschool Montessori pedagogy were compared with requirements of the subjective approach. The main method of practical research was to generalize targeted monitoring of children's activities in Montessori groups.

Results: creation of a specially prepared educational environment and the observation method allow the teacher to take a position of support and accompaniment towards child's own educational activity, which is a significant prerequisite for the development of preschool subjectivity. The main requirements to the environment content and to teacher training were identified.

The Montessori method includes not only educational didactic materials (object environment) but also social and psychological environment. It should be not only enriched but also strictly ordered corresponding to sensitive periods of the preschool age. And, most importantly, it should allow the child to be autonomous and independent from the adult not only in educational but also in everyday activities of self-concern and environ-

mental care. Self-sufficiency and independence of the child become more essential in a large multi-aged group of children, in which the adult is able not only to support and accompany the child's development but to transfer them the responsibility for their own activities not only in play.

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Readiness of Preschool Teachers to Plan Children Development Activities as Required by the Federal State Educational Standard of Preschool Education

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Keywords: preschool teachers, Federal State Educational Standard of Preschool Education (FSESPE), continuing education of teachers, planning of children development activities.

We have undertaken a research on areas of organizational-psychological support for teachers in order to reduce the manifestations of professional and personal crisis in transition of preschool teachers to new work methods meeting FSESPE requirements. With this regard, we have diagnosed readiness of teachers for organization of a developing educational environment.

Upon identification (following the suit of the authors) in the structure of educational environment of the following components:

- social (person-to-person interaction between subjects);
- technological (reflexive assessment of psychological and didactic basis for defining goals, content, and methods when designing educational programmes);
- we have proved that the developing educational environment in a preschool institution is characterized by interaction of subjects, i.e. participants of the educational process, development by teachers of efficient programmes on the developing continuity activities for children.

We have developed criteria and indicators for analysis of joint productive interaction of teachers when designing children development plans. These criteria and indicators contemplate maturity assessment of operational-technical and value-semantic components of the educational activities.

During the evaluation of the first component, the following qualities of the joint product were considered:

1. Focus on achieving the dynamics of age-norm indicators of children's development, which was embedded in the formulation of goals and objectives: moving away from the language of describing individual abilities, knowledge, and skills to design of a language for systematic description of age-norm achievements of children.
2. Ensuring uniformity of the underlying purpose and continuity of planned events in the context of weekly themes and the final result of the educational activities.
3. Compliance of the forms and content of the activities with age characteristics of children.

The second area of diagnostics was teachers' reflection on the organization of the one-on-one interaction: ability to understand the goals and motives of interaction, to view their own actions from their partner's perspective; to describe a competently organized interaction, a benchmark product of the joint activity in comparison with the obtained result.

Following the content analysis of 44 documents, we defined the indicator of insufficient product quality (90.9%) and maturity of the value-semantic component (95.4%).

A lack of focus on specific requirements to the document quality was revealed: failure to meet continuity parameters of planned types of work with children in the context of weekly themes and the final cultural and educational event, formulation of goals and objectives not in the language of development of age-related neoformations.

It caused difficulties to understand the principles of partnership when designing plans — here, we observe a focus on individual work methods.

Research deliverables became a basis for the model of organizational and psychological conditions in the continuous education system for teachers. It is aimed at activating reflection of the value-semantic component of the pedagogical activity and understanding the methods of interaction between participants in the educational process when organizing children's mastering of new types of developing activities at the level of professional partnership.

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Social perception of interior as a psychological comfort factor at kindergarten

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Keywords: social perception, interior, communication, perception, object environment, psychosemiotics, psychosemiotic approach, signs, social perceptive approach, educational environment, psychological comfort, environmental comfort.

The research subject is relevant due to the importance of the underlying problem for the modern educational practice as well as the lack of detail and inconsistency of individual data in the modern psychological science related to social perception as a factor of psychological comfort in the educational environment. There is a need for targeted and systematic problem research that combines results obtained by different approaches and enriches them with new empirical data.

Based on the Strategy of Scientific And Technological Development of the Russian Federation, modern educational institutions are changing both in terms of educational equipment and in terms of organization and stylistic-environmental solution of the educational organization space. Based on the social-perceptive and psychosemiotic approaches, the spatial environment interior of an educational institution should be considered multifunctional as a part of the information environment designed to promote proper education and formation of students' personality, as well as the maximum absorption of knowledge. The problem of social perception is of particular interest when considering it in the context of existing different levels of education (from kindergarten to university).

At the current stage of the social and psychological science, it is necessary to enrich new scientific knowledge about the role, function and mechanisms of social perception of interior during formation of psychological comfort in an educational institution. Studying this problem will allow not only to deepen the understanding of regularities in social perception as a factor of psychological comfort formation in an educational institution but also to find differentiated provisions about the age specificity of this phenomenon, which is extremely important in terms of practice.

Theoretical and practical relevance of the chosen topic is caused by insufficiency in the modern psychological science of purposeful and systematic studies in relation to social perception of interior, which summarize results received in terms of various approaches.

Studying the impact of educational institution's interior on psychological comfort is also important in connection with inevitability of the further education and training modernization and search of new resources for formation of spatial attitudes for additional educational motivation and stimulation of labor activity both in students and employees.

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Children with early communication and language problems differ and need different intervention strategies

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Keywords: Language development, developmental disorders, augmentative and alternative communication, intervention.

Communication and language are pivotal human abilities and for many children, strategies for supporting communication and language development are core elements of their early intervention. Some children with disabilities have limited spoken language, including children with motor disabilities, intellectual disabilities and autism spectrum disorders, and need alternative means of communication to be able to express their needs, interests, feelings and ideas. Augmentative and alternative communication (AAC) includes manual sign systems, graphic symbol systems and communication books and devices. Some children have severe motor disabilities that make it impossible for them to produce speech, and therefore need to be provided with an expressive communication mode that they are able to produce, such as graphic symbols in a communication book or an electronic communication device. The speech problems of children with intellectual disability may be related to general cognitive functioning and motor and language problems, and the children may benefit from using both manual signs and graphic symbols. Many children with autism spectrum disorder are minimally verbal or have no spoken language and have problems related to the acquisition of basic communicative functions, in some children affecting both comprehension and production of spoken language. The children in the three diagnostic groups share a need for AAC intervention but the underlying deficits and pathological processes differ both across groups and within each group, and recent research empathizes the need for individually tailored interventions. The presentation discusses early intervention AAC strategies in relation to characteristics of diverse groups of children with developmental disabilities.

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Children's play in the grip of adult mindset

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E. O. Smirnova carried out multiple studies to identify a set of underlying reasons for "play's withdrawal from the early childhood" [5, p. 93]. All of them exert an undoubtedly negative impact on development of children's core activities; in this context it is also remarkable that they are not specific for today: the literature analysis indicates that the same reasons were seen as "an obstacle on the path of developing the activity component of the play" [3, p. 16] over a hundred years ago. The relevant evidence can be found in works by E. A. Pokrovsky (1895), A. S. Simonovich (1866), B. A. Krayevsky (1902), D. D. Galanin (1903), F. Queyrat (1908) et al. This fact emphasizes that deprivation problems of children's play are much deeper than a simple non-understanding of its significance by parents and teachers in the modern society.

The foregoing expresses the problem of identifying and overcoming traditional educational attitude towards understanding and principles of teacher support in children's self-regulating play. The problem has been considered with application of the methodology of cultural and historical psychology and the activity theory. We assume that one of the core reasons for underdevelopment of the children's play (the reason that inevitably leads to those mentioned above) is replacement and distortion of its "ideal form" [2, p. 86] in the context of education institutions and the family. The mentioned replacement is caused by the fact that an adult considers the observable and manageable "field of view" as the crucial part of the children's play [1, p. 65]. With regard to early childhood development, however, "the essence of the play is namely the activity in the semantic field" [1, p. 73]. The objective of the conducted work was studying ways how to amplify realization conditions for children's self-regulated play in early childhood education organizations. As a result of the practical analysis (surveys, questionnaires, observations, videotape analysis, discussions at continuing education courses and workshops, implementation of prerequisites for play development in pilot preschool educational organizations, etc.) [8, 9, etc.] as well as theoretical problem analysis on the basis of methodology materials, journals (both historical and modern), it was identified that the above conditions include not only availability of time, space, a required subject-spatial play environment but also availability and possibility of ensuring the ideal form of play. A number of peculiarities in the pedagogical process setup in combination with altered means of play experience transfer led to its replacement. Ways of amending the current situation depend on the understanding of the current situation and axiological attitude of adults (teachers and parents) [6, 7, 8].

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Bullying Prevention Through Empathy Education of Children in Family and PEI

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Keywords: Bullying, empathy, psychophylaxis, compassion, family

We frequently hear of bullying, attacks, and aggression among children and by that mainly mean school and teenagers. Preschool education institutions become completely lost in this respect. Undoubtedly, there are fights over toys or conflicts in the sandbox over a bucket and a shovel, but they are merely small and naive preschoolers, what can they possibly be held accountable for? Unfortunately, even at such a tender age, there are situations when some child becomes a victim of physical or emotional abuse of a peer who has taken up the position of an aggressor.

Goal: Bullying prevention through empathy education of children, cultivation of such moral qualities as friendliness, sympathy, compassion, benevolence, involvement, mercy, humaneness, and tolerance.

For ages, empathy education has been a public concern. According to a number of educators (L. S. Vygotsky, D. B. Elkonin, etc.), the empathy is originated and formed precisely in the preschool period.

Nowadays, kindergarten teachers are tasked with search for and reasonable application of any possible methods of empathy development in preschool children.

Empathy education of children in PEI and family must not be limited to adopting behaviour patterns and the habit of following them but also focus on developing and enhancing the ability to empathize.

The major activity aimed at empathy education in PEI and family is the emotional development of children through communication, joint practices between children and adults, individual classes and independent activities of children.

The fundamental approach to empathy education as a bullying prevention method: Motivate children to learn how to compare feelings and emotions of others and assume them.

Research results:

Private kindergarten 98 of Russian Railways in Timashevsk, Krasnodar region, became the research and trial base.

Analysis of content components:

Emotional component (experience–sympathy)

Cognitive component (experience–self-affirmation)

Behavioural component (experience–action)

The diagnosis showed that:

27% of children can empathize with feelings of others. Such children are more popular, they are invited to play games and asked for help.

73% of children of senior preschool age reveal low maturity if their ability to empathize.

In this context, a set of practical measures has been developed and systematic work is underway in order to prevent bullying through empathy education of children in family and PEI.

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Role of Psychological Safety in Family

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Keywords: psychological safety, family, preschoolers.

At the beginning of the 21st century, conditions under which an individual's psychological safety is formed underwent radical changes. Conditions the society provides us with are not safe. Types and range of dangers and their possible consequences are aggravating from day to day; that is why the psychological safety is not seen as something natural.

Psychological safety is being able to meet basic needs for self-preservation and perception of one's own psychological security in society [4, p. 134].

Development of children's psychological safety is a key component of the national security in Russia, and identification of regularities and mechanisms for creating psychological safety would help lay the conceptual and methodological basis for establishing psychological safety of the entire society. Besides, it is considered a response to today's challenges, which plays an important role not only in ensuring sustainable development of the civilization but also in assessing risks and possible dangers of humanity.

This research's purpose was to identify and analyse specifics in the structure and content of social perception of safety by preschool children. The method of free word associations was chosen to identify the perceptions. The research included interviews with a total of 109 preschoolers from Yekaterinburg: gender-balanced sample; 6–7-year-old children.

As shown by the research results, psychological safety for children is their family and home above everything else. Analysis of the core content of the safety concept indicates that its key characteristics in the mind of children and teenagers are «I am at home», «I am with my parents», and «I am with my family». Two elements of psychological safety from the children's perspective were identified: safety in the family (home, friends) and safety of others (pets, guests, relatives).

It should be mentioned that associations lack any words denoting action, i.e. for children safety principally is a certain state provided by others. And this is absolutely correct. To establish psychological safety, a child needs — an abundance of — good friends, relatives, a caring family, and a home where they are welcome. The child must possess psychological safety, even plenty of it, so that they do not have to look out for it. Children must take the state of psychological safety for granted in order to be free from searching for it and striving for it.

This research was carried out under the grant by the Russian Scientific Foundation (project No. 16-18-00032-P) «Trust and Subjective Well-Being of Individual as Basis of Psychological Safety in Present-Day Society».

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How modern senior preschoolers spend their spare time

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Keywords: senior preschool age, attitudes, world representation, spare time.

Abstracts present the results of one aspect of the study of the impact of social change on the perceptions of senior preschool children about the world. The research has been going on for 25 years. The first stratum was completed in 1992, the latest in 2016. The study participants were 6-year-olds who attend kindergartens in Moscow. The purpose of this work is to analyze how modern preschool children spend their spare time, how their pastime has changed over a quarter of a century, whether the socio-economic changes that have occurred in Russia over the years have affected it.

It turned out that children most often spend free time with loved ones — with parents, first of all. But, as in previous years, some of the children said that parents cannot pay much attention to them because of work or household chores, and the children would like to spend more time with their parents. A lot of children communicate with friends — they often go somewhere together, less often invite each other to visit. Some said they mostly spend time alone. But they did not mean that they were alone at home, but that they did not have partners in games. In their spare time, preschoolers do different things: at home they draw, watch TV, read, play games, including board and card games, do needlework, and help with household chores. Outside the house, they often just walk — usually with adults or older siblings. Only a few of the children surveyed were allowed to go out alone. Many children ride bicycles, play in the playgrounds.

A number of children spend time with their parents in stores — there they shop, have lunch in a cafe. Many attend various clubs, sports sections, go to the cinema, theaters, circus. The number of children who attend weekend school preparation groups or who learn foreign languages has slightly increased. Despite the widespread belief that modern children do not leave the computer, only a small part of the children mentioned computer games in answers to the question about spare time. In general, according to the results of the study, it can be concluded that modern children are not abandoned at all, most parents have time to communicate and play with children. Over 25 years, there have been no significant changes in the structure of pastime of senior preschoolers. It should be noted that our results are consistent with those of other authors (e.g., Sobkin et al., 2013).

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Scientific Edition
EARLY CHILDHOOD CARE AND EDUCATION
10-th International Conference (ECCE 2020)
10–12 December, 2020

Издательство «MOZAIKA-SINTEZ»

