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CURRENT TRENDS IN THE EDUCATION OF PRESCHOOL CHILDREN IN RUSSIA

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Abstract: *Preschool education in Russia is undergoing significant changes. At preschool age, the foundations of a research and creative attitude to the world are laid. The purpose of the article is to reveal current trends, innovative approaches, and features of public preschool education in modern Russia. A significant difference between innovation and traditional activity is described. The authors reveal modern forms of preschool education: experimentation, projects together with parents, digital technologies, etc. The specifics of the organization of educational activities with children in kindergarten, the variety of traditional classes, the innovativeness of various forms of children's activities are shown. The authors paid a special attention to the issues of the attitude of parents and children to the use of innovative technologies in preschool education. The analysis of research and work experience revealed significant changes in the development of a preschool child's personality in the process of mastering a behavior model in a new information environment. The authors substantiate the importance of experimental activities in preschool age, the role and place of the developing subject-spatial environment in which the tasks of physical, speech, cognitive, social and communication are solved.*

Kew words*: preschool education, cognitive development, educational activities, innovative technologies, new knowledge*, *experimenta*l *research.*

Introduction

Preschool education in Russia is changing rapidly. The introduction of new technologies in the educational process of preschool institutions contributes to the effective upbringing of a child. In modern life, a preschool child is surrounded by a variety of frequently changing information. The task of modern teachers is to help the child to assimilate information in the form of new knowledge, practical skills. The use of innovative pedagogical technologies opens up new opportunities for the education and training of modern preschoolers.

A significant difference between innovation and traditional activity is that the educator does not play the role of a mentor, but a partner-participant in the educational process and adheres to the position "not near to, not over, but together." Thus, new knowledge is not given to the child in a ready–made form, as before, but is obtained by the child himself in the course of various activities - games, communication, work, learning. The conduct of classes is also changing. It is conducted not in the form of a strictly regulated lesson, but in the form of an adult's partnership activity with children, where an adult is a partner in developing activities, and children get the opportunity to show their own activity.

Modern trends in the education of preschoolers in Russia include health-saving technologies; technology of research and project activities, the implementation of information and communication technologies in the process of integrated learning, the creation of a subject-developing environment, etc.

Research

The study of modern trends in the education of preschoolers in Russia based on the analysis of scientific and methodological literature revealed the main vector of teachers' work - the organization of cognitive activity of the child, taking into account his age and individual characteristics. Scientists criticize the tendency to artificially " boost" mental development, premature inclusion of the child in complex forms of educational activity.

Consider innovations in the field of preschool education and cognitive development. Wide opportunities for research activity are opened by children's experimentation, in which a preschooler acts as a researcher; he actively learns about the world around him, using a variety of ways to influence him.

The main methods of organizing experimental research activities in a modern kindergarten include: heuristic conversations; setting and solving problematic issues; observations; modeling (creating models about changes in inanimate nature); experiments; fixing the results of observations, experiments, didactic games, game developing situations.

The sensitivity of preschool age gives the right to define this age as the most favorable period for the development of the psyche, the formation of cognitive activity and, on its basis, research behavior. Addressing the problem of child experimentation in the context of activity pedagogy and its principles is an innovation in working with preschool children [1, c.4].

The basis of experimentation is the child's research activity, which gives impetus to the formation of curiosity, perseverance in achieving the goal, the ability to design ways to achieve it, formulate a hypothesis. A 5-7-year-old child is able not only to combine options for solving a problem, but also to initiate new forms of research behavior in the process of experimentation.

A. Poddyakov [6] identifies two types of child experimentation:

- selfless experimentation aimed at identifying connections and relationships, regardless of the solution of any practical problem. The process of cognition in this case is carried out for the sake of cognition itself: experimentation is based on the need to gain new knowledge about the object;

- utilitarian experimentation aimed at solving a specific practical problem. In this case, the cognitive need of the child is mediated by the need to obtain a practical result of experimental activity.

The main role in the formation of research activities in preschoolers 3-4 years old belongs to an adult who "invites" the child to get acquainted with a new subject: calls it, shows the ways of action, determines its function and encourages the manifestation of interest. Thus, the adult is the child's guide to the objective world. At the same time, it is important for an adult to remember that the level of development of cognitive mental processes requires a clear definition of the volume of new information. The discussion in the psychological and pedagogical community is conducted not so much along the line of "dosing" information, as in the direction of its assimilation and ways of developing cognitive activity [2].

During this period, it is necessary to satisfy the natural cognitive need of the child, realizing that the deprivation of cognitive activity of the child at this age negatively affects his intellectual development. Cognitive activity of children aged 3-5 years is always emotionally colored: the child is surprised, rejoices, learns to establish cause-and-effect relationships between actions.

In the research of N. Poddyakov [5], it is proved that if children are deprived of experimentation, they may have serious mental abnormalities that negatively affect the development of the child in the future. The factors that, as it were, "trigger" the child's research motivation are: the novelty of the subject; its purpose, practical application, variability and repeatability of actions with it.

In the process of experimentation, preschoolers intensively develop attention, memory, thinking, imagination. Cognitive activity stimulates the development of children's vocabulary. In the older preschool age, the child acquires the ability to formulate his cognitive interest in the form of questions to an adult. He is able to share his impressions, encouraging an adult to dialogue. Gradually, the sphere of interests of a preschooler is expanding: he is interested not only in living objects, as they are constantly changing, but also manifests an interest in other children, various subjects, and himself is being formed.

If at the age of 3-4 years the search and experimental activity is initiated by an adult, then by the age of 5-7 years the child is able to perform basic research activities independently. At the suggestion of an adult, children can participate in various types of experimental activities.

As a rule, experimental activity is woven into the game and carried out inside it. Gradually, children's experimentation begins to acquire its own motivation, which differs from the game, which requires the creation of special conditions for children's experimentation, allowing them to monitor the course of the phenomenon and repeatedly reproduce it when these conditions are repeated. Teacher has to stimulate research behavior; it is advisable to create an experimental corner "Little Researcher" in the older kindergarten groups. In the practice of Russian kindergartens, the implemented thematic projects "Open the door to Science", "Scientific Laboratory", etc. have successfully proven themselves. The development of curiosity in children, according to N. Kuparadze [4], should be organized in a special way, in special conditions, under the guidance of an adult. A teacher working with children should use the integration of visual, verbal and game methods to form curiosity, synthesize a problem method with a search method. It is important to realize that any process of formation is systemic and lengthy, it cannot be forced by setting difficult tasks for children, without taking into account age and personal characteristics of development.

Experimental activities should be implemented in the family as well. The formation of curiosity in the process of experimentation in a family setting should be aimed at studying the characteristics and properties of certain objects, teaching children to recognize and compare them.

In family education, parents can use the following types of experimental activities:

- experimenting with water. For example, experimenting with water may include various experiments with its coloring, the transformation of water into colored ice, acquaintance with ice, steam. In winter, water can be frozen with a certain color, getting colored ice cubes;
- experimenting with air. For example, you can introduce children to the properties of the wind, its formation, invite the child to observe the movement of clouds, the swaying of tree tops, the movement of a children's turntable, etc.;
- experimenting with sunlight. You can introduce a child to a "sunny bunny", teach this technique, show the properties of sunlight to reflection.
- experimenting with surrounding objects. It is important to introduce the child to various materials and their qualities: paper, plastic, rubber, fabric, wood and others.

Technologies for the development of projects by preschool children is an effective method of working with children. In project activity, the child feels like a subject, because he gets the opportunity to be an independent, proactive, active figure who is responsible for the result of his activities, his actions. The project method is based, on the one hand, on interaction with adults, and on the other - on the basis of constantly expanding independent actions of the child (his own trials, search, selection, manipulation of objects and actions, design, fantasy, observation-study-research).

The management of the project activity of a preschooler leads to a change in the position of the teacher. From a translator of ready-made knowledge, he turns into an organizer of the cognitive activity of his pupils and helps the child acquire universal ways of action (skills), universal competencies that help him act in all circumstances of life and activity.

Various types of projects are being implemented in Russian preschool education:

- according to the duration of implementation, projects can be short-term (mini-projects), medium-term and long-term. Short-term projects are typical for children 3-4 years old. For children 5-7 years old, project activity becomes a longer occupation, it can actively develop, be suspended for some time and increase again as children are active.
- according to the number of participants, projects can be individual, group and collective. All children of the group participate in collective projects, solving the problem together. The themes of the projects are diverse: "We create Christmas together", "Maslenitsa", "Fashion show", "My district, city, street", "World of bells", "Santa Claus Workshop".

Let's consider the stages of project activity.

The first stage is immersion in the project. The teacher formulates the problem of the project, the plot situation, the goal and objectives.

In stage 2, the teacher creates conditions for independent activity of children. He offers and helps to assign roles, plan children's activities to solve the tasks of the project. Children plan their work and the work of all project participants, choose the forms and methods of presentation of the results obtained.

Stage 3 is related to the implementation of project activities. The teacher, if necessary, advises, answers questions, prompts, advises, delicately monitors, enriches the knowledge of children. Children

actively and independently, with the indirect participation of the educator, perform their work within the framework of their chosen role and responsibilities; consult, ask questions, seek support and approval; search for necessary and missing knowledge; fantasize; prepare a presentation.

At the final, 4-th stage, a presentation of the project is being prepared. The teacher summarizes the results of the project and summarizes its results. He evaluates the skills of children and the joint activities of preschoolers, encourages each participant by choosing his nomination for him. At this stage, children demonstrate not only an understanding of the problem, purpose and objectives, but also the ability to plan and carry out work, conduct self-analysis of activities and their results, give mutual assessment to each other, evaluate and choose the best project participants. Project work can end with a discussion with children and an assessment of the process of their project activities. You can discuss with children the successes and difficulties they have encountered during the project, think about their causes and opportunities to prevent them in the future.

Digital learning technologies are widely used as one of the trends in Russian preschool education. The analysis of modern research in this area makes it possible to identify changes in the development of a preschool child's personality, in the development of an information model of behavior under the influence of digital technologies. Modern children are given different names: Google-generation, digital generation. For example, the BBC TV channel identified the younger generation with Homo interneticus, which means "Internet man". There are virtual means of realizing personality qualities that cause cardinal changes in the structure of its values, social roles and emotions that are frustrated in real life, actualizing individual values compared to corporate ones, creating a virtual platform for self-presentation, its own information field, which can become a threat to the national, social and psychological security of the child's personality and society [3].

At the same time, gaming activity and communication become impoverished, interest in real communication and communication decreases, volitional self-regulation weakens. Digital communications and forms of interaction (forums, chats, blogs, online games, social networks, etc.) replace the real means of communication of children, which leads to the emergence of computer addiction, which determines the gap between children and parents [7].

Digitalization at preschool age is not only a development trend, but also creates certain problems: in the family, the popularity of various types of digital activity has increased from 34 to 72%; preschoolers master digital tools by trial and error, watching adults. The digitalization of society and education has also changed the family environment in which a number of scientists

studies have shown that- 88% of four-year-olds go online with their parents;
- more than a quarter of children spend 7 to 14 hours a week on the Internet;
- 15% of families have robotic toys (unmanned aerial vehicles, micro robots);
- every tenth child in 2-3 years gets acquainted with digital means;
- 12% use a helmet or virtual reality glasses;
- 14% have toys that connect to the Internet (Firby);
- 44% of children start using digital devices at the age of 4-5 years;

Digital technologies are actively used to develop children's cognitive activity. For example, a kindergarten hosts a virtual and real children's council, games "Communication with another", "Discovery of secrets", parent-child discussions on a virtual platform, a virtual research project "My image of Me".

At the same time, the digitalization of education is controversial. On the one hand, the development of digital technologies is assessed as a progressive step towards an open global society based on common goals and values, has certain advantages and competitiveness over traditional means. On the other hand, there is criticism of the processes of digitalization leading to the loss of a person's freedom, manipulation of his consciousness, a crisis of identity and humanism.

We conducted a study aimed at clarifying the attitude of parents about the use of digital technologies by preschool children in the family. [3, 8] During the experiment, we were able to identify the state of technology use in families with preschool children. A total of 73 respondents were interviewed. 86% of respondents voted "for" the use of digital technology in families with children from 2 to 7 years old. Conclusion: they approve of the child's interaction with gadgets in this age category. 77% of respondents observe temporary restrictions on the pastime of children with digital technologies in families. It is important to take into account that the norms of digital technologies

depend on the age of the child. For children from 3 to 7 years old, it is worth limiting interaction with the screen to 1 hour a day.

Diagnostics of children aged 6-7 years was carried out in real and virtual gaming and social situations by observation. The children were asked to make a choice, analyze emotions and social situations, determine the emotions of a peer and the emotions depicted on the screen. The need to self-actualize in activities (real and game), to show independence in choosing a partner was also diagnosed. Children preferred virtual situations.

After the joint viewing, the children were asked questions, fragments of what they saw were discussed. For example, the hero of the fairy tale did the right thing or not. It was revealed:

- 52% of children watch videos using gadgets;
- 33% of children are engaged in educational applications;
- 15% use digital technologies only as gaming applications;
- 69% of parents are not worried about the use of digital technologies of their children, but on the contrary, they are positive about it. 95% of parents adhere to the position of using gadgets only in their own presence with the child. 85% of parents use information security measures, including parents who do not practice sharing digital technologies with preschool children. 68% of parents consider it necessary for the education and development of children, 23% are against, because they believe that education can be organized according to traditional methods, and 8% have not yet come to a decision, perhaps due to a lack of understanding of innovative methods of organizing classes.

Thus, most of the parents surveyed have a positive attitude to the use of digital technologies. And, as a result, children have the skills to successfully interact with gadgets, preschool children rarely use a computer. The experiment showed that most often children use digital technologies to watch videos, as well as to learn in educational applications.

Parents take the existing risks seriously when interacting with digital technologies, so they install the necessary programs to protect the child from inappropriate information and advertising. But this is not the only thing that worries parents of preschoolers. It is necessary to monitor the time intervals when children are using gadgets, as they can adversely affect the emotional and physical health of the child. It is worth thinking over the daily routine in advance so that strictly dosed time is allocated for watching videos. It is impossible to forbid children to use gadgets, but it is necessary to find an alternative to classes with children, to be able to switch attention. Digital technologies for modern society are no longer just a source of information, but are gradually becoming a source of positive emotions and pleasure. It is impossible not to notice the advantages of interaction of preschool children with gadgets, as they help to get access to absolutely any information of interest, facilitate communication with relatives and friends who are at a long distance, are a source of entertainment. Thanks to digital technologies, an adult can organize interesting and informative learning for children, combined with traditional forms and methods of teaching preschool children.

Results

Based on the results of the conducted research it is necessary to integrate traditional and innovative forms of organizing educational activities of preschoolers. At the same time, each of the identified trends, being a developing resource, carries not only positive changes in the personality of a preschooler, but also gives rise to new risks with the careless use of innovative technologies. A competent adult (teacher, parent) who takes into account the personal characteristics and age of the child should weigh the benefits and harms. When organizing research activities, an adult should select the object and methods of action during an experiment or experiment, calculate the risks to the child's health, the cognitive potential of research activities. We also associate the use of digital tools in children's cognitive activity with their metered use, the definition of their developmental role - a motivator for setting goals, designing the trajectory of cognition and searching for new information. It is the adult, being a partner of developing activity, who determines and gives the child the key to penetrating the mystery of cognition, stimulates his cognitive activity and independence of a new discovery.

It is proved that digital means are a stimulant of self-organization, success in cognitive activity, an incentive to independent action and decision, to dialogue with others, self-esteem and self-

control. The figure is a certain vector for predicting the result of the child's activity, helps to reflect the result obtained. At the same time, digital technologies significantly change the position and role of the teacher in the process of cognitive activity (in real and virtual format): they become facilitators, supervisors, tutors, partners in activities and communications.

Conclusion

The conducted research and the results of surveys have revealed a range of topical issues that need to be answered by all adults involved in the upbringing and education of a child - psychologists, teachers, parents:

- What conditions should be created for the child to prevent the social and psychological danger of "risky activities"
- What conditions should be taken into account to make the child's development process safe?
- How to combine the boundaries of safety and developmental activity in the partner activity of an adult with a child?
- How to overcome the "social gap" between a child and parents immersed in the digital environment?
- What new roles and positions should teachers master in the digital environment?

Thus, the above-mentioned current trends and risks in the education of preschoolers are characteristic not only for Russia. They are multipolar and universally significant for finding solutions to the above-mentioned problems of many countries. This makes it possible to conduct multicultural research, exchange experiences, and discuss the results obtained.

A distinctive feature of the development of education in the world at present is the increased attention of the governments of most countries to the problems of the quality and effectiveness of education and upbringing of preschool children. The main task of the state educational policy of Russia in the context of modernization of the education system is to ensure the modern quality of preschool education, its innovative and developing nature.

We associate modern trends in the education of preschoolers in Russia with the quality of preschool education - such an organization of the pedagogical process in kindergarten, in which the level of upbringing and development of each child increases in accordance with his personal age and physical characteristics in the process of upbringing and training. Modern trends in preschool education state not only progress, but also put forward new challenges to the professional community investigating the impact of innovations on the development of a child's personality, its cognitive, emotional, behavioral and other spheres.

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AKTUELNI TRENDOVI U PREDŠKOLSKOM VASPITANJU DJECE U RUSIJI

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Sažetak: *Predškolsko obrazovanje u Rusiji prolazi kroz značajne promjene. U predškolskoj dobi postavljaju se temelji istraživačkog i kreativnog odnosa prema svijetu. Svrha je članka otkriti trenutne trendove, inovativne pristupe i karakteristike javnog predškolskog vaspitanja u modernoj Rusiji. Opisuje se značajna razlika između inovativne i tradicionalne djelatnosti. Autori otkrivaju savremene oblike predškolskog vaspitanja: eksperimentiranje, projekte s roditeljima, digitalne tehnologije itd. Prikazane su specifičnosti organizacije vaspitno-obrazovnih aktivnosti s djecom u dječjem vrtiću, raznolikost tradicionalne nastave, inovativnost različitih oblika dječjih aktivnosti. Autori su posebnu pozornost posvetili pitanjima odnosa roditelja i djece prema korištenju inovativnih tehnologija u predškolskom vaspitanju. Analizom istraživanja i radnog iskustva utvrđene su značajne promjene u razvoju osobnosti djeteta predškolske dobi u procesu svladavanja modela ponašanja u novom informacijskom okruženju. Autori obrazlažu važnost eksperimentalnih aktivnosti u predškolskoj dobi, ulogu i mjesto razvojne predmetno-prostorne sredine u kojoj se rješavaju fizičke, govorne, kognitivne, socijalne i komunikacijske zadaće.*

Ključne riječi*: predškolsko vaspitanje, kognitivni razvoj, obrazovne aktivnosti, inovativne tehnologije, nova znanja, eksperimentalna istraživanja.*