

ON THE CHARACTERISTICS

OF THE NEW CONTENT OF PRESCHOOL EDUCATION IN AZERBAI-
JAN

SOBRE LAS CARACTERÍSTICAS DEL NUEVO CONTENIDO DE LA EDUCA- CIÓN PREESCOLAR EN AZERBAIYÁN

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ABSTRACT

The preschool period is a bright, unique page in the life of every person. Especially during this period, the process of socialization begins, the connection between the child and people, nature, and the world of things is established, and the foundation of health is laid. Preschool childhood is the period of the initial formation of personality. Preschool education, being a complex, multifaceted concept, has long been associated with various directions of the autonomous system, the process of results, etc. At present, the education and training of preschool children is an interaction and unity is aimed at different spheres like social-emotional, communicative, aesthetic-creative, physical, and cognitive development. Therefore, the importance and value of the preschool education stage is determined by the full and effective implementation of the comprehensive development of preschool children, the nature of childhood, and its inimitable unique originality. Taking this into consideration, the aim of this paper is to analyze the characteristics and standards of the content dealt with in preschool education in Azerbaijan, as well as experiences in this field.

Keywords: preschool education, cognitive development, childhood

RESUMEN

El período preescolar es una página brillante y única en la vida de cada persona. Especialmente durante este período, comienza el proceso de socialización, se establece la conexión entre el niño y las personas, la naturaleza y el mundo de las cosas, y se sientan las bases de la salud. La infancia preescolar es el período de formación inicial de la personalidad. La educación infantil, al ser un concepto complejo y multifacético, lleva mucho tiempo asociado a varias direcciones del sistema autónomo, el proceso de resultados, etc. En la actualidad, la educación y formación de los niños en edad preescolar es una interacción y unidad que se dirige a diferentes ámbitos como desarrollo social-emocional, comunicativo, estético-creativo, físico y cognitivo. Por lo tanto, la importancia y el valor de la etapa de educación preescolar están determinados por la implementación plena y efectiva del desarrollo integral de los niños en edad preescolar, la naturaleza de la infancia y su inimitable originalidad única. Teniendo esto en cuenta, el objetivo de este trabajo es analizar las características y estándares de los contenidos tratados en la educación preescolar en Azerbaiyán, así como las experiencias en este campo.

Palabras clave: educación preescolar, desarrollo cognitivo, infancia

INTRODUCTION

The modern education system occupies an important place in the socio-economic development of any country and is viewed as a condition and prerequisite for raising the material and cultural level of its inhabitants. This sector is characterized by a continuity of levels, which makes it difficult to analyze a multicomponent system and requires taking into account the influence of many factors (Guliyeva & Azizova, 2022). In this regard, the pre-school education system is the primary, most basic link of the continuing education system. According to the scientific experiments of experts, 70% of all information and data that a person receives during his lifetime is received by the age of 5 years. Because of that, improving the development of children's education for the healthy physical development of children in preschool education is a priority. The main task is to create conditions for all-round intellectual, moral, aesthetic and physical development for the future generation (Ganiev, 2020).

Formally, preschool education, is understood as education during the earliest phases of childhood, beginning in infancy and ending upon entry into primary school at about five, six, or seven years of age (the age varying from country to country) (Editors of Encyclopaedia Britannica, 2016). However, according to Bayramova (2022), although different views are observed in various advanced educational practices of the world, the conceptual approach is very similar. Despite the uniqueness of the development directions of different culture, pedagogical science and experience, educators in different countries solve similar problems: determining the content, methods and means of preschool education, harmonious, psychophysical and social development of children; creation of conditions for enriching the interaction experience of children of different ages, expanding their perceptions of cultural-ethnic diversity; joint education and training of children with disabilities and healthy children, etc.

The study of preschool education is among the most analyzed research topics (Huang et al., 2020), both currently and historically, not only because of the challenges that the process of teaching children entails (Morrison, 2018), but also because of the possibility of developing pedagogical theories for it. As pointed out by Pound (2014) theories can be rooted in research and experimentation or they may be philosophical and hypothetical. Whatever their basis, the importance of observation is a common strand in the work of many theorists who were interested in finding out how children learn. Some were academics who became interested in children – others were experienced in working with children and developed theories to help them understand their experience. What is interesting is

how often ideas which were based purely on observation are now supported by developmental theory. Thus, the development of this field has not been linear, but rather dynamic, complex, and systemic, where scientists from all over the world have contributed significantly.

Analyzing the organization of preschool education, the age characteristics of children should be considered because:

- it is important for the elimination of the differences in the psyche of children, given as the content, means, and form of education.
- to consider joint activity, joint creativity, cooperation, protection of individuality of the subject.
- for designing the pedagogical process, considering the child's needs and pedagogically justified personal activity.

During the preschool age, the child does not simply adapt to the existing situation but takes a certain internal position in relation to it. If the development of the educational process is understood under the concept of social situation, it shows that the unique values of each age are the main basis of the mutual pedagogical influence of adults and children. Each level of the 0-6 age period is important for the areas of personal development of the child and its special manifestation. One of the ways to increase the efficiency of the development and training of children in this age period is to realize the value of it terms of scientific understanding, considering the features of organization and training in each age group.

It is important to highlight that after gaining independence from the former Soviet Union in 1991, the Republic of Azerbaijan gained the opportunity to develop a national education system and scientific and educational ties with various states. This way, in the country there is a growing trend to increase import and export of educational services, and the role of education in human capital development has grown significantly (Guliyeva & Azizova, 2022). Thus, the current stage of modernization of the Azerbaijani preschool education system presents accessibility, quality and efficiency as its main priorities. For this, the following documents have been developed and approved to improve the regulatory framework in the field of preschool education (Ministry of Science and Education of the Republic of Azerbaijan, 2022):

- "Rules for organizing preschool education" (Resolution No. 4 of the Cabinet of Ministers dated January 8th, 2010).
- Model Regulations on Pedagogical Councils of Preschool Education Institutions and Orphanages"

(Resolution No. 178 of the Cabinet of Ministers dated August 9th, 2012).

- “Model Charter of Preschool Education Institution” (Resolution No. 218 of the Cabinet of Ministers dated October 2nd, 2012).
- Law of the Republic of Azerbaijan “On Preschool Education” (adopted by the Milli Majlis of the Republic of Azerbaijan in 2017).
- Admission Rules for Preschool Education Institutions” (Resolution No. 16 of the Cabinet of Ministers dated January 19th, 2018).
- “State standards for the education of preschool children with disabilities” (Resolution No. 62 of Cabinet of Ministers No. 62 dated February 26th, 2018).
- “Rules for the organization of preschool education in family-type, community-based, short-term training groups” (Resolution No. 64 of Cabinet of Ministers dated February 28th, 2018).
- State standard of preschool education in the Republic of Azerbaijan” (Resolution No. 351 of Cabinet of Ministers dated August 8th, 2019).

In addition, a draft “Preschool Education Curriculum” has been developed. However, the experience of forming a new management system in this field necessitates the creation of scientific bases for the optimization of this activity. Therefore, the main task is to create an innovative system of preschool education. Taking this into consideration, the aim of this paper is to analyze the characteristics and standards of the content dealt with in preschool education in Azerbaijan, as well as experiences in this field.

DEVELOPMENT

In compliance with the clauses of Law of the Republic of Azerbaijan “On Education” (Milli Majlis of the Republic of Azerbaijan, 2009), the provisions of the “State Strategy for the Development of Education in the Republic of Azerbaijan”, and the requirements of existing normative legal documents, the main directions in the field of preschool education are defined as follows:

- participate in the establishment of a normative legal framework that ensures the functioning of the preschool education system and its development.
 - to ensure control over the implementation of various state programs related to the development of preschool education.
 - control the quality of the educational process, the implementation of educational legislation, and compliance with the state standards of preschool education.
 - in compliance with the legislation, to implement the control of the application of democratic management in the preschool education system together with the local executive authorities.
 - to achieve content renewal of pre-school education.
- Modern preschool education stands on the threshold of a new period of its development, the requirements for the content and methods of education are replaced by the state content standards, and these must be reviewed and improved every 5 years. Currently applied “Curriculum of preschool education” is developed and applied based on state standards. While preparing the new content, the existing deficiencies in preschool education in the republic have been considered like:
- inequality of access to quality preschool education.
 - decrease in the number of pre-school educational institutions.
 - lack of business structures interested in the development and support of the preschool education system.
 - increase in the number of incomplete families, narrowing of family ties, increase in the number of one-child families.
- In order to fight back this situation, the state actions have been oriented to improve the following desirable characteristics of preschool education standards (Cabinet of Ministers of the Republic of Azerbaijan, 2019):
- establishment of standards considering the normative-legal documents and theories of child development.
 - protection of children's health, development of personal qualities related to physical, intellectual, social, aesthetic, and educational activities, and formulation of general culture.
 - preservation the uniqueness and value of preschool childhood as an important period of human life.
 - creating equal opportunities for the comprehensive development of every child, regardless of the place of residence, gender, nationality, language, and social status.
 - creation of the basis of personality-oriented development of children in the formation of the socio-cultural environment of preschool children.
 - development of individual skills and creativity of each child.
 - provision of pre-school education, taking into account their individual characteristics and diversity (including children with disabilities).
 - anticipation of succession at the social level of preschool education and primary education.

Thus, at present, the mission of preschool education, although debated (Wolff et al., 2020), is personality-oriented development and formulation of the child based on his individuality, and uniqueness in terms of: 1) physical, comprehensive psycho-emotional development of the child and preparation for school for the state, and 2) quality, care and access to preschool education.

As mentioned in the previous paragraphs, the new content of preschool education in Azerbaijan includes 4 areas of children's development: (1) physical development, health, and safety, (2) cognitive development, (3) social-emotional development, (4) aesthetic-creative development. These areas of development are confirmed by the current conceptual and normative-legal documents that regulate the functioning of the modern system of preschool education on the development of children in 7 areas: "physical culture", "development of artistic thinking", "development of logical and mathematical thinking", "descriptive activity", "acquaintance with the surrounding world", "preparation for literacy training and speech development", and "music". It is indicated that directions are more precisely provided in the content of psychological and pedagogical works. Each area of development is characterized by the main tasks of psychological and pedagogical work.

It is important to highlight that the state standards for preschool education define the general conceptual provisions for the implementation of the program, for example, the principle of integration of development areas. The following types of activities are based on the determination of the content of educational areas: motor activity, the play, communication, music and artistic activity, practical activity, cognitive-research and practical constructive activity ("cognition"). In addition to knowledge and skills, the formulation of psycho-physiological values in preschool children gives a great impetus to the development of tolerance skills, which are important for the future life of children in today's society. So, regardless of the child's language, religion, and race, showing kindness, sincerity and the ability to compromise with all the people he meets in the group and in his daily life is one of the first indicators of tolerance in the child.

In modern times, children are required to act freely as researchers and learn to build social relationships during modern education. During training, children's activities as researchers lead to the transformation of the knowledge they have acquired into skills. The knowledge and skills acquired by children in the identified areas of development should be constantly evaluated by educators and parents. Modern preschool education involves the formation of the following knowledge and skills in children: physical development of children, sharing his achievements with

others, perform the given task individually and as a group, expressing opinions freely and reacting to the opinions of others, find the connection between cause and effect in a logical sequence, speech development, formation of simple mathematical concepts, literacy training, development of familiarity with the surrounding world, descriptive activity, making and application work, constructive action, ensuring the development of musical sense.

Education is a relatively independent system aimed at mastering certain theoretical knowledge, skills and habits, spiritual and moral values, and norms of behavior of the young generation, which has the function of personality formation. We know that the content is determined by the current socio-economic situation in the society. The reconstruction of the preschool education system is carried out appropriately, taking into account the age and individual characteristics of the child, the development and formation of the child's personality.

School readiness coverage has already reached 90 percent in Azerbaijan. It is important that all children pass this stage. In accordance with the requirements of the program, each educator-teacher is recommended to pay special attention to the formation of the following knowledge, skills, and values in children during the preschool period (Cabinet of Ministers of the Republic of Azerbaijan, 2019):

- skills of clarifying cause-and-effect relationships between events by conducting analysis-composition based on comparison.
- formation of voluntary and sustained attention.
- development of large, small and sensory-motor movements.
- compliance with sanitary and hygienic rules.
- performing behavioral etiquette.
- formation of aesthetic skills (fine art, musical feeling, cutting and pasting work, etc.).
- the ability to build social relationships.
- recognition of printed and cut shapes of letters.
- expressive and clear speech ability.
- ability to solve simple logical problems.
- assimilation of knowledge based on thinking.
- clear and logical expression of ideas.

The above provides physical and psychological preparation of children for school training. Thus, simple information given to children in preschool educational institutions, inculcated skills are formed on knowledge that will help

them understand the world around them. Preschool education program (curriculum) has an integrative character. This is primarily related to the preparation of children for primary education and the formation of simple life skills in them. Therefore, in the pre-school education program (curriculum), the standards are given in such a sequence in order to complement, strengthen and continue one another that it is possible to follow the formation and development of the child's personality through them. The establishment of structural links between all content components of training in the curriculum ensures systematization of integration from the main principles in vertical and horizontal form. In vertical integration, the relationship, consistency and systematicity between age groups and development areas, and in horizontal integration, the connection and consistency between the main and sub-standards of different development areas for each age period is ensured. In all cases, children's acquisition of skills based on integrative standards is in focus. The content is defined in a logical sequence and system based on the principle of simple to complex, according to the age group. General learning outcomes are presented at the end of pre-school education, which ensures continuity between pre-school and primary education.

In order to ensure integration, it is important to coordinate the areas of development and thereby create wider opportunities for conducting integrative training. The standards in the preschool education program (curriculum) are defined in such a way that the transition from one stage to another is based on the sequence of topics along with internal logical content principles. Here, it is assumed whether the children in the next age group have special knowledge to assimilate relatively complex information. A more complex transition from simple and concrete concepts can be observed in substandard. According to the age group, the content of the given knowledge becomes more complex, that is, the content of all substandard changes from simple to complex. Such change and complexity of sub-standards allows following the dynamics of children's development based on the principle of easy to difficult. Thus, integrative content provides opportunities for educators and children due to: a broader approach to issues, coordination of received data, combining topics, use of various resources, ability to relate knowledge and skills to life, working together around a problem, learning ways to solve a problem, etc.

A curriculum that includes new content is proactive and allows for a vision of recent achievements. Preschool education program (curriculum) is result-oriented. Determining the results to be achieved in advance and bringing them into content is considered as one of the main aspects of

this principle. Such general results, which express the content, are approved by the state. The general training results in the areas of development in Azerbaijan are given in the document "State standards of preschool education" approved by the decision of the Cabinet of Ministers of the Republic of Azerbaijan dated August 8th, 2019.

One of the existing traditions in the development of modern preschool education is its standardization. Azerbaijan's entry into the international cultural system also refers to the standardization of the content of education. This requires considering the development trends of the content of preschool education in international practice. The difference between the current content and the previous content is that the previous education was knowledge-oriented. Now, the main systematic approach is in which the child's personality develops with his direct participation in the independent acquisition of knowledge. The standards assume that the goals of children's personal development are more important than their educational success. The new standards are based on a systematic activity approach and are aimed at the formation of personality-oriented characteristics in the child at the end of the preschool period. In doing so, a portrait is given for the content of the relevant educational level, which the child must take in the educational process.

Although the learning outcomes defined in the curriculum of preschool education are made specific based on the specific aspects of the lesson, their generality is kept for determining the learning goals of individual subjects. This commonality expands the ability to refer to those standards when achieving different learning objectives. The content standard determined for any age period of preschool education becomes the goal of the learning process during the teaching of various subjects. Preserving generality creates content complexity in content standards. This complexity is clarified in sub-standards. Dividing complex content into simple content allows for proper organization of the educator-teacher's activities. Sub-standards reflect the components that form the basis for defining learning objectives. The changing and increasing development line of sub-standards can be seen more clearly when looking at their sequence for each age group. Here, the dynamics of development rising from the simple to the complex principle is clearly visible.

The expansion of knowledge and skills of preschool children should be seen as a gradual complication of its content, as well as educational methods, considering the level of development of children, and the forms of organizing activities. The gradual complexity of the content forms the conditions for the completeness of education of preschool children. When planning activities for each age group,

the educator-teacher is free to approach the results and integrate them at different levels. One of the skills needed by the educator-teacher for planning is the correct identification of integration opportunities. The educator-teacher should determine the possibilities of integration with different topics during planning. As a rule, in previous educational programs, the individual characteristics, level of development and interests of children have not been taken into account. Therefore, because of such a "uniform standard", there was a discrepancy between the planned level of knowledge and skills and the reality. Compared to other children, children with a low level of development could not cope with the program, and children with high development could not fully realize their potential.

One of the characteristics of this period is that children's achievements are determined not by the specific amount of their knowledge, skills and habits, but by the level of personal qualities that ensure their psychological preparation for school. Another feature is that children's education is closely related to the game. In this case, the learning motive results in a more effective one for the child. One of the characteristics of this period is that children's achievements are determined not by the specific amount of their knowledge, skills and habits, but by the level of personal qualities that ensure their psychological preparation for school. Another feature is that children's education is closely related to the game. In this case, the learning motive results in a more effective one for the child.

The joint and independent activity of children allows educators-teachers to learn without the children themselves feeling it. The important indicators of the work carried out in preschool educational institutions are the efficiency and quality of the training process. Personnel and their professionalism play a key role in achieving high results and work efficiency. The training process should be organized in such a way that takes into account the age characteristics of the children in the areas of development; their comprehensive development is ensured. Thus, the directions of physical development, health and safety, cognitive, aesthetic-creative and social-emotional development are compatible with the following tasks:

- development of educative-valued relationships - development of the foundations of worldview, formation of spirituality.
- acting as an educational (cognitive) tool, nurturing the child's interest in acquiring knowledge, skills and habits that will stimulate the development of new qualities in him.
- development of developmental personality traits, cognitive and mental processes.

- socializer - mastering the system of social relations and behavior by children.
- instilling a priority health culture in accordance with health-prophylactic biological criteria and norms.

The environment has a great influence on the development of children (Henderson et al., 2022; Sakr & O'Sullivan, 2022). By creating a physically and psychologically safe, stimulating environment, the educator helps children learn through independent and group research, play, various tools, and interaction with other children and adults. The educator-teacher creates an environment that helps the mental, social-emotional and physical development of the child, and based on this, he carries out planning work. During planning, it is necessary to consider the following basic principles:

- that the child as the subject of education is active in choosing the content of education, the educational activity is built on the basis of the individual characteristics of each child (that is, individualization of preschool education).
- cooperation between children and adults, acceptance of the child as a full-fledged participant (subject) of educational relations.
- supporting initiatives in various types of activities; formation of cognitive interest and activity; age adequacy of preschool education (conditions, requirements, methods according to age and developmental characteristics).
- the ethnic-cultural situation, cooperation with families in the situation of their development.

Developmental education is not only the formation of knowledge and skills, but also the formation of abilities even in the form of "active" activity. It should be a process that changes the child himself, is understood, understood, deeply felt in a certain sense. Otherwise, despite the variety of changes, the full development that can take place within it does not occur. The learning environment should help children succeed. Environments that help preschoolers succeed include diverse learning styles, life experiences, cultures, languages, strengths, and more; provides opportunities for children with disabilities.

With the application of preschool education standards, an important task of the educator-teacher is to improve the pedagogical process and ensure the creative activity of each child by organizing an effective developmental learning environment. The learning environment should be organized in such a way that children initiate their own development. This allows adults to see in what field the children's activities are motivated, to provide them with moral, material, and intellectual support, to dictate the

construction of the knowledge process, and to obtain a visual result.

The educator-teacher creates a comfortable environment for children's activities, gives ideas, demonstrates examples, becomes a source of information, supplies resources. When the educator-teacher involves children to participate in the planning and organization of the developmental environment, then the basis for the development of the following qualities in children is created: children's interest in learning, they develop confidence and reliability, they feel more part of the group, they learn to use the materials neatly, clean up and put the materials back after the lesson is over, they learn in the training process, become responsible and realize that they have different competences, they feel that they participate in decision-making, they understand their importance in this process. Thus, in a child-oriented developmental environment, the educator-teacher pays close attention to the ideas, opinions, and initiatives put forward by children, and takes them into account during the planning and implementation of training.

To accomplish the above the following are the tasks of the preschool education curriculum used in Azerbaijan:

- ensuring quality preschool education for every child.
- ensuring the protection of physical, mental, and spiritual health.
- education in the spirit of love for oneself, one's family, the Motherland, respect for one's nation, language, religion, state symbols, the national and moral values of the Azerbaijani people, as well as other peoples.
- the formation of the child's personality.
- determining the child's needs and providing him with appropriate special, inclusive education and related services.
- ensuring development as a valuable member of the family from a socio-pedagogical point of view.
- creation of socialization demand based on the basic components (areas of development) of preschool education.
- formation of children's basic knowledge, skills, and habits on a healthy lifestyle.

The strategy and tactics of the developmental environment in kindergartens are determined by the characteristics aimed at promoting the personality-oriented education model. All this constitutes the multifaceted (not subject-oriented as in school) content of preschool education. This content of education includes:

- information from different areas of reality, which is turned into knowledge (subjective knowledge) as a result of the child's active assimilation.
- different types of children's activities (game, movement, cognitive, verbal) and the tools and methods used.
- communication methods and appropriate behavior in different situations.
- to have qualities such as activity, initiative, independence, curiosity, optimism, openness, neatness, the ability to monitor one's appearance, and to behave oneself in a natural environment as literate and tolerant.

As is known, preschool education is an open pedagogical system. The activity of the preschool educational institution ensures the "teacher-child-parent" interaction of process participants in the educational system. The introduction of new content is related to the alternation of stages and levels of logical development: adaptation, integration, individualization. The identified stages, on the one hand, determine the continuity of changes and quantitative changes, and on the other hand, determine the levels that characterize the qualitative changes of a certain area of development of preschool education. In the adaptation stage, the actualization of the development potential and self-development of educators-teachers, parents, children are ensured, and conditions are created for the transfer from the position of the object to the position of the subject of one's life activity. The integration stage is related to the provision of development and self-development through interaction in the form of joint, creative, productive activity and communication in the "teacher-child-parent" system (Tekin et al., 2021). The personalization stage is related to the analysis of the degree of specialization of the educator-teacher, parent, child's personality in the relevant integrative society and the determination of the development potential in the process of maximally revealing the individual essence of the subjects. Mastering such content of preschool education aimed at the comprehensive development of the child requires the creation of conditions for his comfort.

The implementation of the basic content of preschool education involves the support of psychological and pedagogical theories for the full and comprehensive development of children in accordance with the standards. Thus, the problem of the formation of a comprehensively developed harmonious personality emerges from the concept of an integrated approach to education, which is widespread in our time, when the psychological principles of the development of our children are generalized. Modern research on the problems of preschool education is characterized by the increasingly widespread use of a systematic

approach that allows determining the main lines of development of a preschool child. This is manifested by the fact that cognitive, aesthetic and physical development and health problems begin to be examined in the system of more general problems related to the formation and development of the child's personality.

In this regard some common problems include: 1) the formation of the child's motivational sphere, which forms the core of the child's personality; 2) the formation and development of basic abilities and skills (artistic, intellectual and practical), 3) the formation of children's creativity. These problems reflect the main lines of the child's general development. It is important to emphasize that these lines are closely related to each other: the personality of a fully developed child is always a creative personality. And creativity is always a deeply personal quality; comprehensive development of the child's personality is carried out on the basis of and in the process of the development of his basic abilities. For this priority directions for the development of the education system have already changed to: 1) humanization of education, 2) democratization of the pedagogical process, 3) integration of all activities, 4) development of intellectual skills, 5) implementing a differential approach to children.

In this line, the requirements for the standard of preschool education have also changed. They consist of 3 main components: 1) requirements for the educational program, 2) requirements for the educator-teacher's personality-oriented interaction with the child, 3) requirements for the child's development environment.

The above determine the structure and content of activities of preschool educational institutions, which are part of science and experience for the implementation of preschool education. This includes protection of children's life and health, organization of education and training of preschool children, creation of a developing and safe environment for the development of children in a preschool educational institution, and creation of appropriate conditions for the work of preschool educational institutions by the management structure of preschool education. Then, activities to improve the pedagogical process and increase the developmental impact of educational work with children in preschool educational institutions can be carried out in the following directions:

- change in the forms of communication with children (transition from authoritarian forms of influence to child-oriented communication aimed at establishing trust, partnership relations between the educator-teacher and the child).

- refusal to provide children with politically-ideologically specific information while familiarizing themselves with the environment.
- changing the form and content of training sessions, organizing integrative training.
- changing the objective environment and the organization of the living space in the group room in order to ensure free independent activity and creativity in accordance with the wishes and tendencies of children, choosing the type and form of activity of children together with their peers or individually.

Thus, the roles and functions of preschool educational institutions are based on the preschool age period as a unique stage of personality development. Unlike all subsequent age stages, it is at this stage that children's ideas about the surrounding world are formed, and their physical and mental development is intense. The main feature of the characteristics of this period is that it is the development and support of specific important qualities for the development of children. If this work is not performed during preschool age, its development in later stages may be not only difficult, but even impossible.

CONCLUSIONS

The humanization of the pedagogical process implies the establishment of a personality-oriented education model, the change of the traditional types of children's activities and the form of communication between the educator and the teacher in everyday life. Taking into account the interests, desires, abilities of more children, making efforts for partnership in cognitive, practical, daily interaction and games is the main principle of the work. Therefore, based on the new content, the standards in the preschool education program (curriculum) are given in such a sequence that they complement, strengthen, and continue one another, through which it is possible to follow the formation and development of the child's personality. The establishment of structural links between all content components of training in the curriculum ensures systematization of integration from the main principles in vertical and horizontal form.

In vertical integration, the relationship, consistency and systematicity between age groups and development areas, and in horizontal integration, the connection and consistency between the main and sub-standards of different development areas for each age period is ensured. In all cases, children's acquisition of skills based on integrative standards is in focus. The content is defined in a logical sequence and system based on the principle of simple to complex, according to the age group. General learning outcomes are presented at the end of pre-school

education, which ensures continuity between pre-school and primary education. Then, as was discussed, integrative content provides opportunities for educators and children like: a broader approach to issues, coordination of received data, combining topics, use of various resources, ability to relate knowledge and skills to life, working together around a problem, learning ways to solve a problem, among other things.

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