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### NEW APPROACHES TO THE CONTENT OF PRESCHOOL EDUCATION

*The 21st century is characterized by innovations in all areas of human activity. Education is one of the most necessary components of society and forms the basis of development as an important social event. In Azerbaijan, which is on the path of democratic progress, education is treated at this level. Today, it is observed that education is approached from different positions in the literature. It is explained as result, process, system and value. Education is understood as a process of purposeful training and upbringing of personality in the interests of society and the state. Preschool education, which is the first stage of the general education system, is constantly changing, improving, renewing, fulfilling the most important social order of society.*

*The main purpose of writing the article is to determine the priorities of preschool education, to propose innovations that can be applied in this direction, and to evaluate the traditional mechanisms used.*

*The scientific novelty of the research work. Important features of personality-oriented education, aimed at the development of a person as a whole personality, distinguish it from traditional education. These find their expression in the paradigms of the modern education system. From this point of view, in order to meet the requirements of the preschool education field of modern society, it is important to implement measures aimed at the comprehensive development of children, the education of parents, and the formation of the competence of educators and other pedagogical personnel.*

**Keywords:** education; preschool; content; main paradigms.

**Ref. 8.**

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### НОВІ ПІДХОДИ ДО ЗМІСТУ ДОШКІЛЬНОЇ ОСВІТИ

*XXI ст. характеризується інноваціями в усіх сферах людської діяльності. Освіта є однією з найнеобхідніших складових життя суспільства і основою розвитку як важливої соціальної події. В Азербайджані, який йде шляхом демократичного прогресу, освіта ставиться на такому рівні. Сьогодні в літературі спостерігається підхід до освіти з різних позицій. Він пояснюється як результат, процес, система та значення. Під освітою розуміють процес цілеспрямованого навчання і виховання особистості в інтересах суспільства і держави. Дошкільна освіта, яка є першим ступенем загальноосвітньої системи, постійно змінюється, удосконалюється, оновлюється, виконує найважливіше соціальне замовлення суспільства.*

*Основна мета написання статті – визначити пріоритети розвитку дошкільної освіти, запропонувати інновації, які можна застосувати в цьому напрямі, та оцінити використані традиційні механізми.*

*Наукова новизна наукової роботи. Від традиційної освіти особистісно-орієнтоване навчання відрізняють важливі особливості, спрямовані на розвиток людини як цілісної особистості. Вони знаходять вираження у парадигмах сучасної системи освіти. З цієї точки зору для відповідності вимогам дошкільної освітньої галузі сучасного суспільства важливо здійснювати заходи, спрямовані на всебічний розвиток дітей, виховання батьків, формування компетентності вихователів і педагогів.*

**Ключові слова:** освіта; дошкільний заклад; зміст; основні парадигми.

**I**ntroduction. Changes in the world in modern times have a negative impact on children's upbringing. From this point of view, education of children's feelings and emotions is one of the important issues. The main goal is to create a feeling of love for the child's small homeland, to enrich his spirituality, to instill values and to return to his old roots. It is true that it is not right to be stuck in the past, because the thinking of today's children is different. A parent should give their love to a child, but it is impossible to educate them according to their thoughts and thinking. Because they have their own thinking, their own world. A parent can protect a child physically, but it is very difficult and responsible to protect their feelings and souls.

**Analysis of the latest relevant research and publications.** This study is based on sources written by various authors. Pedagogy by A. Abbasov, H. Alizade (2000), "Built from the ground up. (literary thoughts)" by A. Agayev (2009), "Philosophy of education is a component of general philosophy" by A. Bashirov (2014), "Modern problems of Azerbaijani education" by A. Mehrabov (2007), "Ways to improve the educational process in secondary schools" by M. Mehdizadeh (1982), "Selected works" by U. Hajibeyov (1985), "History of preschool pedagogy" by N. Rustamova (2004), "Critical Transitions: Human Capacity Development Across the Lifespan" by B. Levinger (1996).

**The purpose of the study.** The main purpose of writing the article is to determine the priorities of preschool education, to propose innovations that can be applied in this direction, and to evaluate the traditional mechanisms used.

**Discussion.** The main paradigms of education in modern times can be grouped as follows:

- bringing students to the center of the training process;
- consideration of the integrity of human nature in the construction of education (existentiality);
- development;
- integrativeness;
- fundamentality [A. Mehrabov (2007). pp. 104–105].

In general, issues related to the impact of education on long-term development should be constantly monitored during the formation, management and adaptation of education policy to changing conditions. Such issues, that is, the respective effects of different types and levels of education on important socio-economic areas, cover the following areas:

- The net value of education for the individual and the economy (expected results minus costs);
- Income norms of investments in primary, secondary, higher and non-formal education (human capital);
- The impact of education on the productivity of the labor force, especially on the employment of women;
- The relationship between education and economic

growth, including the relationship between aspects of economic development that are not directly related to physical capital or labor factors;

– Education and political behavior (for example, education dealing not only with intellectual competences, but also with the formation of personality, fertile conditions for the development of civic culture, social initiative, intercultural tolerance, political knowledge and views, human rights and freedoms and other modern socio-political values creates?);

– Education and social development: The private and social dividends of education are intragenerational and intergenerational non-economic benefits. Such benefits are measured by indicators such as life expectancy, family planning, nutritional status, fertility rate, health of mothers and children, attitude to the environment (environmental literacy);

– Education and equality (unequal, limited access to education for girls, ethnic minorities, the poor in rural areas, the disabled and other vulnerable groups and the consequences that will hinder long-term development) [B. Levinger (1996). pp. 56–69].

All this shows that education is not treated unambiguously as a pedagogical concept. In connection with the development of society, attitudes towards it change. But in all cases, it is observed that it reflects richer and more colorful shades of meaning.

Currently applied innovations provide a wide opportunity for the formation of many necessary qualities that are important to the young generation. In the sphere of education, quality refers to the level of learners corresponding to predetermined norms (standards) in accordance with the results of education, and in general, the state of the education system. Quality in education should be seen as the main criterion that determines the level of conformity of the knowledge, skills and habits given to the learners to the relevant state standards and the needs of the society and serves the development. The quality indicator of education should be accepted as an objective criterion of the efficiency of the educational process in each educational institution [A. Mehrabov (2007). pp. 104–105].

At the modern stage, preschool education is the first and most important level of education. World experience shows that the main goal of preschool education is to support the child's interests, dreams and aspirations. Various children's activities are organized, but this is not enough. Different types of activities must be organized according to the interests of children and their individual, age characteristics, development and understanding levels, national and moral values, culture and traditions of the people should be taken into account.

New approaches to the content of preschool education and the development of this field are based on the cooperation of educators-teachers with scientists (teachers, psychologists, sociologists, philosophers)

who develop new teaching strategies. Creating a modern educational process aimed at preparing a child with creative thinking, cooperation with peers and adults, flexibility of thinking, and quick adaptation to changing conditions for future life is the demand of today.

Prominent psychologist, professor Abdul Alizade rightly came to the conclusion that “XXI century is the age of the celebration of mind and intellect. The national interest of our republic, which has embarked on the path of independence, requires that the school of Azerbaijan should be, first of all, a school of mind and intellect” [A. Alizade (1998). p. 97].

Preschool education system directs its influence on personality formation and development. The role of education is great for the future life of every member of the society. According to Howard Gardner, education should find its own confirmation for people to understand and understand each other. Education affects the system of concepts, ideas, and attitudes that determine and guide human behavior. Education as a process implies the degree of assimilation of the content of culture, the influence and interaction of the individual and the entire cultural environment.

There are approaches to the role and place of education in society from slightly different positions, that is, education is viewed as a system of directing a person to knowledge and revealing his abilities. Also, education as a source of knowledge, skills and habits that are necessary for a person, enabling each person to master them and thereby prepare them for the upcoming labor activity is considered as a field of real-life activity that includes children in a system of various interpersonal relationships and as a source and stimulator of human cognitive activity.

Factors such as humanization of education, result-oriented and child-oriented nature of education, regularities of education management, etc. determine the philosophy of preschool education. Big changes in the philosophy of education are required here.

Philosophy of education is a scientific discipline that studies the main principles, goals and tasks of education, as well as its connection with philosophy in general. It examines fundamental issues in education, such as the nature and values of knowledge, the goals and methods of teaching, and the role of education in shaping individuals and society.

Academician V. Zagvyazinsky interpreted the scope of educational philosophy in a broader sense than other authors. According to him, the philosophy of education is the basis for the creation of a favorable environment for the realization of the possibilities, directions and directions of the strategy on the formation of human personality and individuality.

Philosophy of education is an autonomous field of science and a method of thinking about education. The philosophy of education as a special field of science is

close to the psychology of education, didactics, comparative psychology, and stands side by side with these fields of science [A. Bashirov (2014). pp. 3–5].

The content of preschool education, as one of the important pedagogical concepts, includes the system of knowledge, skills and habits, as well as cognitive, moral-spiritual and physical values acquired by children.

During the modernization of the education system, it is important to create fundamentally new conditions for the development, training and education of preschool children. In the modern stage of development of society, innovative processes, first of all, affect preschool educational institutions as the first stage of the development of the child's personality, the formation of creative thinking in them.

Currently, many innovative technologies and programs are used in preschool educational institutions. Innovation is characterized by the emergence and application of various innovations, new approaches, innovations, which lead to changes in the content of education. The whole collective should participate in innovative activity.

From the observations, it is clear that the educators-teachers currently working in preschool educational institutions are learning new methods of teaching children and trying to apply them in their work. This helps to reveal the modern and creative potential of preschool education. We believe that the professionalism and competence of educators play a very important role, which is the basis of personal and professional development. One of the important tasks of educators-teachers during the application of innovative approaches is the formation of spiritual and moral qualities in children.

Modernization of the content of preschool education, innovations applied in education aim to stimulate the comprehensive development of children. The introduction of new approaches to the content of preschool education creates the need for changes in many requirements.

It is appropriate to define the priority directions for the development of preschool education as follows:

1. Improving the quality of preschool education.
2. Use of innovative educational technologies.
3. Individual development of a preschool child and self-awareness as a member of society.

It is planned to improve modern preschool education in the following directions:

- formation of new content of preschool education;
- development, application and verification of innovative products;
- application of pedagogical technologies, new methods, work forms in the comprehensive development of the child;
- creation of new type of preschool educational institutions.

It is appropriate to take into account the following stages on the basis of the modernization of the preschool educational institution:

- 1) formation (new preschool educational institution and new team);
- 2) activity (the educational process is organized on the basis of traditional and modern programs, pedagogical technologies);
- 3) development (new content of education, use of pedagogical technologies, new goals in upbringing and education, provided that the conditions of preschool educational institutions do not conflict with state educational standards).

Determining the content according to the requirements of the society aims to ensure the improvement of the quality of preschool education. It has been determined that the innovative development of modern preschool educational institutions is aimed at the efficiency of the results of the implemented training and education work, at the development of practical measures for the timely elimination of problems.

In order to solve and eliminate problems, it is appropriate to perform the following tasks:

- Educators-teachers are open to innovations and formation of professionalism and competence skills;
- developing the research skills of educators-teachers and involving them in research activities;
- achieving results: efficiency, productivity, optimality;
- creation of an environment for innovation activity in connection with the development of innovative potential in the collective;
- which are indicators of innovative development: system sustainability, quality management, all components of a single pedagogical process and conditions for its implementation in preschool educational institutions.

Considering the parameters of cognitive development in education as the main factor, creating opportunities and conditions for it, the level of cognitive development in children shows its interest in learning, the ability to acquire knowledge, the ability to understand knowledge, etc. noted academician M. Mehdizadeh points out: "...if the material in the learning process is not clearly understood and understood by the students through "live viewing" or living words, if the material perceived by the student through the thinking process is not understood, does not reach the level of deep understanding, the training in the process are not determined through analysis and synthesis, comparison and judgment, if the knowledge and skills learned are not remembered, training cannot be effective" [M. Mehdizadeh (1982). 383 p].

As it can be seen, the need to develop cognitive activity in children also arises from the need to ensure their comprehensive and harmonious development as a personality and a citizen. Therefore, the main task facing the educator-teacher and the child is to develop

cognitive activity in children and improve them intellectually and morally by consciously mastering the vital importance of the learned learning materials.

In modern times, the skills formed in every student lay the groundwork for them to be useful members of society and make them exemplary citizens. In this regard, education has gained special importance in the life of all people. Because the development of education is the guarantee of improving the welfare of the population. There is a need to further improve the education system in developed countries.

Currently, there are cases of mass inclusion of games and stimulants in educational processes. This trend is supported by the application of games to many technological processes. The game begins to appear as a norm of life, a standard of activity.

From a future point of view, the development of society and industry gives way to the formation of a "cognitive society", which forces us to redefine the role and importance of education in the development of a child.

According to many experts, it is considered appropriate not only to apply acquired knowledge to the educational process, but also to create new knowledge through thinking and communication and to form skills corresponding to it. At this time, it is appropriate to give preference to inter-professional integration.

In the activities of the teacher, the wonderful view of the world, worldview, his self-concept, competencies, and preferred technologies are reflected at different levels. He includes in his inner world the nature of the interaction of the structural elements of the pedagogical process on the basis of axiological (values), that is, the anthological component, the style of pedagogical thinking-methodology. Therefore, as a carrier of social experience, the teacher should always maintain his proactive, leading position in all situations.

It was determined that the competency model of activity, which plays a decisive role in maintaining national thinking and educational traditions, should be adopted and developed as a methodological landmark in educational institutions. On the basis of the indicated model, the integrative-differential approach prevails, it is of particular importance in the optimization of the pedagogical process and the modernization of the didactic system.

At present, although approaches related to professional activity are sufficiently studied by psychopedagogical sciences, the meaning and specific features of the competent (competent) approach, as a component of the approach related to activity, have not been studied to the end.

As modern educational technologies change, even in the reconceptualization of education, consideration of alternatives to traditional education such as Montessori, Waldorf, and Reggio Emilia is essential for progress. The best sources of information on possible success or adaptation options are known, and com-

parative studies are being conducted on the use of these alternative methods in economically developed countries. But no country's education develops without an analysis of the relevance of new ideas in this particular context.

Therefore, the integrative-differential approach, along with various approaches to the optimization of the pedagogical process, opens wide opportunities for the modernization of the process on a conceptual and methodological basis, keeping national traditions.

The application of interactive methods (new approaches) to various subjects of the educational process creates effective conditions for the formation of the required qualities in them. In this case, children:

- understanding of joint work (cooperation);
- development of personal reflection;
- formation of active and personal position in activities;
- assessment of each learner's work by the teacher and other learners.

In the group room:

- group formation;
- raising the cognitive activity of the group;
- analysis of reflexive processes in groups and development of self-analysis habits.

In "group-teacher" relations:

- creation of non-standard attitudes to the organization of the training process;
- assimilation of training materials with restraint;
- in the process of training and education, there are wide opportunities for the acquisition of skills such as creating motivation for interpersonal interactions.

When working with groups in the lesson:

- development of interaction and communication skills in small groups;
- formation of guidance unity in the group;
- sympathizing with skillful change of social relations depending on the course of events;
- acceptance of moral norms and rules of joint activity.

Interactive training to the realization of an individual approach in determining the characteristic features of interactions; imparting communication skills to learners in various forms; creation of equal opportunities, supportive environment and objective assessment of their activities for all children participating in the learning process; enables the formation of an active understanding position in children in accordance with modern requirements in the educational process. Taking into account all this, the application of interactive methods (new approaches) in the new preschool education system should be expanded, and the activity of teachers and heads of preschool educational institutions in this field should be constantly monitored.

Integrative training is based on didactic synthesis, which involves the effective use of cognitive and educational potential in the development of preschool

children. This provision also forms a complete understanding of the surrounding world, its complex relationship with it and its complex dependence.

Synthesis of approaches to integrative education allowed to characterize its content and structural aspects. The integrative approach is the basis of the pedagogical process and involves the implementation of the interaction of ideas in each of the components in accordance with the goals and tasks, which increases the level of its completeness. An integrative approach to preschool education consists of:

- realization of the priority goals and tasks of education and development based on the formation of holistic ideas about the environment;
- not only the content, but also the implementation of the formal goals and objectives of education and development;
- strengthening the content components and intra-content connection of different sections of the program;
- mixed effect of education and training methods and principles (methodical integration);
- synthesis of types of children's activities;
- application of integrative forms of training organization: integrative exercises with a complex structure, a cycle of exercises, theme days, etc.

Training activity has a close interaction with mental processes. On the one hand, educational activity plays a decisive, leading role in the development of mental processes, as it affects the development of children's psyche as a whole. On the other hand, it is of particular importance to take into account the regularities of mental processes in the organization of training activities. Knowing the characteristics of such interaction is one of the important conditions for the management of training activities.

Any activity consists of a goal, means and result. This idea can also be applied to the training process. Along with the goal of the teacher, the student also has a goal. As long as the goal of the teacher and the goal of the student do not match, it is impossible to achieve success there. Therefore, in the process of pedagogical work with the student, first of all, it is necessary to achieve that his goal corresponds to the goal of the teacher. In this direction, the formation of cognitive motives, cognitive interest and cognitive needs in the student is of particular importance [A. Abbasov, H. Alizade (2000). pp. 31–32, 202 p].

Modernization of education requires educators of preschool educational institutions to know the trends (currents) of innovative changes occurring in this system. The purpose of modern pedagogical education is to prepare new format teachers in accordance with the requirements of the information and innovation society. It is known that in the current conditions where educational reform is implemented in the field of preschool education, the demands for pedagogical personnel, especially educators, are also changing.

The main function of a modern educator-teacher is to teach a child to learn. Training activities make high demands on all types of children's mental processes. There is no need to prove the necessity of high development of attention, perception, memory, imagination, thinking, feelings and will for the success of the training process. Because those mental processes and states, which play an important role in children's learning activities, are formed and developed in the learning process itself. For this, the educator-teacher must constantly develop himself.

The teacher should explain the lesson in such a way that the students themselves "discover" the "relevant" rule – according to the brilliant Azerbaijani composer and pedagogue Uzeyir Bey Hajibeyov, "in the way of this discovery, the students' mind, understanding, and mental education get stronger and stronger". Emphasizing the special importance of the issues of training organization in education, the educator says: "In addition, pedagogy and didactics require that the child actively participates in the lesson during the lesson, that is, the child should work both mentally and emotionally. Let the child be active, develop power in the child, and let the lesson inspire the child, make it sweet for him, so that the child doesn't show any enthusiasm, enthusiasm, activity, seriousness except for sitting and listening to the teacher's sleep-inducing and yawning words. And in the end, he lost his enthusiasm and got bored of the lesson" [U. Hajibeyov (1985). p. 269].

The educator-teacher acts as a decisive force in the pedagogical process. The task of harmonious development of the personality, first of all, falls on the educator-teacher. An educator-teacher, a person who gives training realizes the completeness and integrity of a person in this process of development, becoming a bearer of high mental, moral, and spiritual qualities. A person's quality of perfection is valued by having a beautiful thought, a beautiful word, and a deed.

According to R. Owen, who shows that nannies play a key role in the proper upbringing of children from a young age, a baby does not know anything yet, it is necessary to create such conditions for him to develop a true character. For this, first of all, it is necessary to identify the nannies who are engaged in the education of children and to specify what kind of character they have. It is also necessary to instruct the nannies so that they can properly direct the education of the children. Nannies should be people who love children by nature. They should create habits for physical health in children from the first age.

Children should always be in a good mood. Because the germ of the character is laid by nature before the child is born, and the environment is of great importance for its development and improvement. For this, the child should be engaged in useful work every day from a very young age. The force of nature constantly pushes him to mental and physical activity.

This activity can be good or bad. Therefore, good measures should be taken for the child's upbringing [N. Rustamova (2004). p. 159].

In general, it has been proven that the educator, who is a professional in his work, mobilizes children's attention in the learning process and ensures their comprehensive development.

The prominent pedagogue K. D. Ushinsky appreciated the role of attention in the learning process and advised the teacher to accustom the students to be attentive.

When solving any problem, the child becomes a seeker, conditions for his mental development are created. At this time, we should not forget that every problem that is put before the child should be thought-provoking to stimulate the development of children's thinking. Because the child is satisfied with just memorizing. Therefore, he becomes a mechanical executor. The educator-teacher should try to guide the children to overcome the difficulties they face, to encourage the child to think, search and solve the problem by himself. Experience shows that children differ from each other in terms of their independence, activity, way of thinking, etc. It is necessary to take into account those aspects in training activities from the point of view of managing children's cognitive activity.

Prof. A. Agayev writes in the book "Educational process: tradition and modernity": "Therefore, we need to refine the purpose of the new methods we use to form logical, critical, creative thinking and communication culture in young people who are our contemporaries, and to prepare them realistically for practical activity, relying on our classical pedagogical heritage and thereby we must create conditions for the development of a perfect person, an active citizen" [A. Agayev (2009). p. 328].

These considerations were evaluated as very interesting issues and considered interesting not only from the point of view of modern teaching approaches, but also from the point of view of taking existing and valuable traditions into account during the organization of training, while organizing the teaching of literature through ICT.

The fact that the preschool stage is the first stage in education determines its importance in several ways. The first of them is ensuring the socialization of children. As it is known, socialization plays an important role in the development of society by being important as a necessary social event of the modern era. Educational institutions are of irreplaceable importance as a tool that ensures the realization of this social event and creates an opportunity for it. Observation and experience show that preschool educational institutions differ from other educational institutions in this regard. First of all, it has the opportunity to form more practical skills by covering the period of children up to 5 years old. Children in this period, in addition to being able to

perform wider cognitive activities, remember and use what they have learned for a long time by firmly mastering it.

In addition, pre-school educational institutions play the role of a base by standing on the basis of personal qualities formed in children. The qualities they acquire at the pre-school stage form the basis of the skills they acquire at other levels of education.

Newly born children are constantly developing, forming mentally, emotionally and physically. There is a need to regulate this development and guide it according to certain norms. Observations show that families are unable to act consistently and systematically within the framework of legal norms in regulating such development. Approaches arising from the individual relationships of parents result in a breakdown of formality. Therefore, the irreplaceable role of pre-school educational institutions appears as one of the important conditions.

The formation of children's communicative skills is also important as a serious educational problem. In general, it is considered an important quality to acquire communication skills and consider it as one of the important parameters of personality. Acquiring this quality, of course, starts from the family environment. Establishing bonds of communication with father, mother, brother, sister and others arises and develops as a natural feeling in the course of family discipline and atmosphere. The possibilities of the family are not enough for this development to be richer and more colorful. That process finds its development directions only in the material, technical and moral base of preschool educational institutions.

**Conclusion.** Summarizing what has been said, the result is that we are already living in such a rapidly

changing era that the steps taken in the field of education should be based not on modern requirements, but on future prospects, and should be focused on quality, not quantity. Compared to the development of today's children, our time accelerates the development of preschool children, which requires a revision of the content of education. From this point of view, in order to meet the requirements of the preschool education field of the modern society, it is important to implement measures aimed at the comprehensive development of children, the education of parents, and the formation of the competence of educators and other pedagogical personnel.

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*"Без сумніву, всі наші знання починаються з досвіду".*

*Іммануїл Кант  
німецький філософ*

*"У ритмі укладено чарівництво: він запевняє нас, що всередині кожної людської істоти перебуває щось піднесене, недосяжне і величне".*

*Йоганн Вольфганг фон Гете  
німецький поет, прозаїк, драматург*

*"З усіх дарів провидіння самий милосердний і дорогоцінний – наше незнання того, що нас чекає попереду".*

*Артур Конан Дойл  
британський письменник*

