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08

TECHNOLOGIZATION OF THE PEDAGOGICAL PROCESS AS A CONDITION FOR PROFESSIONAL SELF-IMPROVEMENT OF A TEACHER OF PRESCHOOL EDUCATION

LA TECNOLOGIZACIÓN DEL PROCESO PEDAGÓGICO COMO CONDICIÓN PARA EL PERFECCIONAMIENTO PROFESIONAL DEL PROFESOR DE EDUCACIÓN PREESCOLAR

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ABSTRACT

The impact of technologization on the pedagogical process within preschool education, focusing on how technological advancements facilitate the professional self-improvement of educators and enhance educational outcomes for preschool children. This article analyzes the research of scientists from different countries devoted to the problems of preschool education and training. The definition of the concepts of technology, technological culture of the teacher, technological approach, technologization of the pedagogical process is given in this article. It is proposed to consider the problem of educational and methodological support of preschool education based on pedagogical technologies on the example of Kazakhstan. The technologization of the pedagogical process is crucial for the continuous development of both educators and students in preschool settings. Recommendations are made for more systematic and thoughtful integration of technological tools to enhance the educational outcomes and ensure the holistic development of preschool children.

Keywords:

Teacher, Preschool Educational Organization, Technology, Technological Culture of the Teacher, Technological Approach, Technologization of the Pedagogical Process.

RESUMEN

El impacto de la tecnologización en el proceso pedagógico dentro de la educación preescolar, centrándose en cómo los avances tecnológicos facilitan la superación profesional de los educadores y mejoran los resultados educativos de los niños en edad preescolar. En este artículo se analizan las investigaciones de científicos de distintos países dedicados a los problemas de la educación y la formación preescolares. En este artículo se ofrece la definición de los conceptos de tecnología, cultura tecnológica del docente, enfoque tecnológico, tecnologización del proceso pedagógico. Se propone considerar el problema del apoyo educativo y metodológico de la educación preescolar basado en tecnologías pedagógicas a partir del ejemplo de Kazajstán. La tecnologización del proceso pedagógico es crucial para el desarrollo continuo tanto

de los educadores como de los alumnos de preescolar. Se formulan recomendaciones para una integración más sistemática y reflexiva de las herramientas tecnológicas con el fin de mejorar los resultados educativos y garantizar el desarrollo integral de los niños en edad preescolar.

Palabras clave:

Profesor, Organización Educativa Preescolar, Tecnología, Cultura Tecnológica del Profesor, Enfoque Tecnológico, Tecnologización del Proceso Pedagógico.

INTRODUCTION

In the context of globalization of the educational space in the world, the experience of different countries in solving the problems of preparing preschool children for school is interesting. Preschool education in many countries is based on strong traditions of active game pedagogy and a materially rich educational environment. There is a lot of literature devoted to preschool education on the wide expanses of the Internet. In particular, our attention was attracted by the monograph "Children's Exploration and Cultural Formation" ("Children's research and cultural education") (Hedegaard & Eriksen Ødegaard, 2020). This publication includes international views on early childhood and education. The book presents a wide range of research.

For example, Eriksen Edegaard & Hedegaard (2020), consider the issues of research and cultural education of children; Hedegaard (2020), pays attention to the problem of "children's research as the key to children's play and learning activities in socio-cultural education"; Skoglund (2020), investigated the problem of "Beyond bullying: understanding children's research of inclusion and exclusion processes in kindergarten"; Grindheim (2020), devoted his research to the topic "Cultural education in preschool age"; Hu (2020), presented "Perspectives and Practice of Chinese kindergarten teachers".

These studies describe how education is organized in different cultures, in particular, in indigenous communities; the ways in which pedagogy is formed in early childhood in different countries, including most poor countries; how specific forms of knowledge are constructed in the curriculum in different countries; how preschool education is researched at the local and global level; how the concept is being formed in the context of pedagogy and learning outcomes in a particular country, etc.

We tend to think that the desire to modernize the pedagogical process, to create technologies is a sign of satisfaction with the profession and professional skills of the teacher. It is obvious that in the process of work, the specialist masters a whole set of pedagogical technologies focused on various aspects of the student's development. The individual style of activity and professional skills of the teacher depend on the composition of this set and the flexibility of using tools to solve pedagogical tasks (Zueva et al., 2022; Eflova et al., 2023). The technologization of the pedagogical process is provided not only by the algorithmization of pedagogical thinking, but also assumes high professional mobility and constant self-improvement of the teacher (Gadzaova et al., 2023; Merezhko et al., 2023; Zhuzeyev et al., 2024). Thus, the technologization of the pedagogical process is based on the technological culture of the teacher. We define it as "a set of knowledge, skills and experience of purposeful work on the integrated implementation and comprehensive development of pedagogical technology in the educational process".

Of course, innovative technologies play a huge role in the pedagogical process, with the help of which students acquire the necessary skills and abilities of educational activities, learn to read, write, count, master the elements of theoretical thinking, the culture of speech and behavior, the basics of personal hygiene and a healthy lifestyle (Mukhametkairov et al., 2024; Shestitko et al., 2024). Preschool education and upbringing are designed to ensure the formation of the child's personality, the holistic development of her abilities, the formation of children's ability and desire to learn. The following technologies have proven themselves in the practice of preschool education: sensory development technology by M. Montessori; group activity organization technology; technologies of personality-oriented approach; technology for switching children from one type of activity to another; technology for unmarked evaluation of the results of children's activities; technology for solving inventive problems (TSIP).

In pedagogical science, a number of fundamental approaches to the organization of the life of preschool children are traditionally distinguished. These include axiological, culturological, systemic, activity, personal approaches. They, undoubtedly, determine the view, position of the teacher on the development, education, training of the personality of the child. The axiological approach includes an understanding of health, communication, culture, knowledge, play, work as the most important values in the upbringing of children. The system approach assumes the interconnection and interdependence of the goals, objectives, content, means, forms, methods and techniques of raising children as an integral system. The activity approach focuses on the leading activity in the realization of the child's needs, helping to realize oneself as a subject (L.S. Vygotsky, A.N. Leontiev, A.V. Zaporozhets, D.B. Elkonin). The game as the leading activity of preschoolers

is of great importance in its development. The personal approach determines the conditions for the development of the interests and inclinations of the child. The child develops in activity; therefore, scientists define this approach as a personal-activity approach.

In the organization of preschool education and upbringing, a huge role is assigned to the teacher, who leads to effective results. A successful teacher is the one who teaches lively and interestingly, does not degrade the dignity of children, is reliable in work, varies the methods of teaching and education, is distinguished by a broad outlook, and is intellectually mobile in solving pedagogical problems. The teacher, knowing the technological features of the pedagogical process, can accurately design and implement the pedagogical process in almost any lesson. Be it math, speech development or music. The technologization of the pedagogical process in a preschool institution, of course, begins with the establishment of pedagogically expedient relations. This is the organization of a harmonious personality-oriented interaction in the "Teacher–student" system. And then the teacher models the pedagogical process. The implementation of the pedagogical process is possible through the system management of it. And a certain cycle of the pedagogical process ends with an analysis of the implemented technology and the modeling of a new pedagogical task.

The problem of formation of professionally significant qualities of a future teacher in the aspect of professional training is given much attention. The use of the professional graphics approach has opened up wide opportunities for determining the range of the most necessary professional qualities of a teacher, studying their structure, as well as the main directions in their formation. Given the above, it should be emphasized that the formation of a professionally significant quality of a teacher will be effective if the following conditions are met: the formation of a professionally significant quality should be based on knowledge about the essence and features of the object of pedagogical activity - a holistic pedagogical process; not a single quality is spontaneously formed, a purposeful activity is necessary that is adequate to the structure of the quality being formed; the content of quality depends on the content of pedagogical activity; for the formation of any professionally significant quality, live practical activity is necessary, as well as direct contact of the future teacher with the object of professional activity in the conditions of an educational institution; it is important to take into account the interaction of the entire set of disciplines studied at the university, research work, pedagogical practices; professional and pedagogical training and the formation of professionally significant qualities of a future teacher is a single internally indivisible process; the formation of professionally significant qualities of a teacher is closely connected with the idea of humanization and humanitarization of the pedagogical process; professionally significant qualities of a teacher are one of the components of pedagogical skill.

Actually, the concept of "technology" in pedagogy was introduced in the post-soviet space by scientist Yuri Azarov in the 50s of the last century. At the same time, in the 70s of the last centuries, behavioral scientists in the United States also began to use this term widely. And in the early 2000s, pedagogical and educational technologies were already being developed in modern Kazakhstan, Russia and many other countries.

In the scientific literature, the term "technologization" of the pedagogical process is not widely used. Although the term "technology" has been actively used by the pedagogical community over the past 15-20 years, nevertheless, there are many opponents of the idea of technologization of the pedagogical process. This is mainly due to the fact that it is customary to consider the pedagogical process as a creative process consisting of bricks - "pedagogical situations" that are unlike each other. Therefore, the teacher requires a special skill, the so-called art of education. Consequently, there are no exact recipes for organizing the educational process for the teacher and students, educator and students, which are the constituent elements of the pedagogical process. However, in relation to the tools of the pedagogical process, it is possible to derive patterns with the help of which the organization of the pedagogical process will acquire a scientific and systemic character. This is far from new for pedagogical science. There are many examples in which scientists and practitioners used a specially organized chain of types, forms, methods and techniques of training and education, actively leading to a positive result. Currently, in pedagogy, they began to be considered as pedagogical technologies. There are more than 300 definitions of the concept of "pedagogical technology". Their interpretations contain various philosophical foundations, concepts, elements of mastery. However, one thing is clear that the implementation of the pedagogical process as an integral system leads to the organic unity of all its components, interdependent and interconnected. Therefore, the teacher, knowing the basics of technologization of the pedagogical process, can, using a creative approach, make it purely individual and interesting for children.

In pedagogical science, the idea of technologization of education is not interpreted unambiguously. Since the 1950s, the concepts of "technique", "technology", "technologization" have been actively used in pedagogy. And the basis for such an understanding was the introduction of technical teaching aids into the educational process, as well as a certain synthesis of a programmed, systemic,

informational approach to the organization of the educational process. Considering that the teacher's work is not mechanized, the use of these terms caused ambiguous reactions. However, the development of learning technologies in real pedagogical reality has shown the viability, success and effectiveness of pedagogical technologies. Technology specialists began to develop "technological packages", "training and education projects", "author's programs containing the technological chain". Teaching technology began to be understood as a direction in pedagogy, an area of scientific action to identify principles and develop optimal systems, to design a pedagogical process with predetermined characteristics. Teaching technology began to be considered as a system of methods and techniques leading to an effective result, as a technologically developed system, as a methodology and individual methods of teaching and education. Moreover, very often the concept of "technology" was associated with the activities of a particular teacher, with the manifestation of pedagogical skills, as the art of educating and teaching. Many scientists considering the specific features of technologies associated with the characteristics of the pedagogical process: setting goals, choosing the orientation of all structural components for the implementation of these goals, diagnostics, analysis and correction of elements of the pedagogical process aimed at achieving goals in the shortest possible time. Thus, the learning technology is focused on the guaranteed achievement of goals.

In modern science, the following types of pedagogical technologies are distinguished (Table 1):

Table 1. Types of pedagogical technologies.

No.	Basis for classification	Types of technologies
1	In the structural components of the pedagogical process	in goal-setting, in tasks, in the content of education and upbringing, in forms, in methods, in techniques, in teaching technologies, in training and education tools, in the diagnostic system, in control, in evaluating results
2	in the field of development of certain abilities of students and teachers:	in the field of development of their knowledge, skills, methods of activity, competencies
3	in the field of pedagogical application:	in the educational process, in the academic discipline, in the educational field, at the level of the education system, at the level of the education system, in education management
4	by types of interaction between participants in the pedagogical process:	in collective learning, in group learning, in tutoring, in family learning, etc.
5	by functionality:	Pedagogical conditions (ensure the renewal of the educational environment, sociocultural conditions, etc.), products of pedagogical activity (pedagogical tools, projects, technologies, etc.), management technologies (effective solutions in the structure of educational systems and management procedures that ensure their functioning)
6	by way of implementation:	planned, systematic, periodic, spontaneous, spontaneous, random
7	according to the scale of distribution:	in the activities of one teacher, a methodological association of teachers, in a kindergarten, at a school, in a group of kindergartens and schools, in a region, at the republican level, at the international level, etc.
8	by socio-pedagogical significance:	in educational institutions of a certain type, for specific professional and typological groups of preschool teachers
9	in terms of innovative activities:	local, mass, global, etc.

Source: Preparation of authors

The concept of "technology" in education is often used literally – as the theory and practice of using high-tech devices, computer programs and Internet networks in the educational process.

The term is used in a more traditional and broad sense – as a reproducible pedagogical cycle aimed at achieving planned results in any field of education; as a meaningful technique for implementing a pre-designed educational process.

The concept of "technology" is also defined as "the system totality and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals"; "strict scientific design and accurate reproduction of pedagogical actions that guarantee success" (Slastenin et al., 2013, p. 24).

The purpose of the article was to examine how the integration of pedagogical technologies influences the professional self-improvement of preschool teachers and enhances educational outcomes for students.

METHODOLOGY

This study employs a descriptive research design to analyze the technologization of the pedagogical process in preschool education. The approach focuses on synthesizing various studies and theoretical frameworks to outline the application and efficacy of technological methods in teaching.

A comprehensive review of existing literature was conducted, drawing from global scientific studies, monographs, and pedagogical theories. Notable sources include influential books and articles that discuss early childhood education practices across different cultural and educational settings.

Key educational documents and publications from databases such as Scopus were analyzed. This included reviewing publications related to the advancements in pedagogical technologies and their impact on preschool education.

On the basis of a long-term analysis of scientific works, we have formulated the features of the process of implementing pedagogical technologies:

1. Each technology is appropriate and leads to the expected result.

2. In technologies, there is a cyclical sequential chain of actions and elements (diagnostics, goal formation, design, implementation, analysis of work results) that are in strict logical sequence with each other. Changing an element changes the whole system.

3. The choice of means, methods, and teaching methods is determined by the technology targets (educational standard requirements, graduate competence model).

4. Procedural technologies are represented by technological maps, diagrams or step-by-step techniques for completing tasks, which, on the one hand, facilitates the mastery of new techniques for the child, and on the other hand, structures the work of the teacher, reflecting the stages of mental operations and practical actions of the student.

5. Pedagogical technology is based on scientific knowledge about the psychological characteristics of age and the individual characteristics of students.

We agree with the opinion of Shmelkova (2002), that technologization is a multi-level process of "scientifically based improvement of pedagogical objects of any nature" (p. 48). It is technologization that ensures the consistent evolution of the educational space through the gradual introduction of innovations, the adaptation of existing methods to solve qualitatively new and complex tasks (Shmelkova, 2002).

According to Tanurkova (2011), connects the technologization of the pedagogical process with the problem of updating the quality of education. At the same time, the development of educational systems reflects the interests of families – direct participants in the educational process, the demands of society and the state, as well as sociocultural norms, ideas about a successful personality.

We define the technologization of the pedagogical process as "the use of modern pedagogical technologies in the phased implementation of a set of systemic elements of an integral pedagogical process, leading to effective results of teaching and upbringing of children".

In accordance with a holistic approach, when developing and implementing the pedagogical process as a system, it is necessary to strive to ensure the organic unity of all its components, bearing in mind that changes in one of them automatically cause changes in others. Technologization of the pedagogical process in the conditions of preschool organizations, in our opinion, is the use of modern pedagogical technologies in the phased implementation of a set of systemic elements of a holistic pedagogical process, leading to effective results in the education and upbringing of preschool children. Technologization of the pedagogical process is a set of interrelated technological processes aimed at achieving effective results in the conditions of preschool education. These include the technology of establishing pedagogically expedient relations, the technology of modeling the pedagogical process, the technology of implementing the pedagogical process, the technology of managing the pedagogical process, the analysis of the implemented technology of the pedagogical process and the modeling of a new one for solving another pedagogical task. These processes characterize the phased deployment of the pedagogical process in time and are cyclical. Teaching technology is mainly considered as a system of methods and techniques leading to an effective result, as a technologically developed system, as a methodology and individual methods of training and education. The essential features of pedagogical technologies include the following: the technology is developed for a specific pedagogical plan; it is possible to distinguish between the technology of knowledge transfer and the technology of personality development; the technological chain of pedagogical actions, operations, communications is built strictly in accordance with the target settings, which have the form of a specific expected result; technology provides for the interconnected activities of the teacher and pupils, dialogical communication; elements of pedagogical technology should, on the one hand, be reproducible by any teacher, and on the other

hand, guarantee the achievement of the planned results by all students. An organic part of pedagogical technology is diagnostic procedures containing criteria, indicators and tools for measuring performance.

An important factor in the formation of the Kazakh model of continuous pedagogical education is the ability of subjects of pedagogical activity to independently choose the programs they work on. Teachers are actively developing variable programs and educational and methodological complexes that allow for the implementation of personality-oriented interaction with students. The choice of innovative and traditional technologies in the practice of work determines the professional style and position of the teacher, his attitude to the personality of the child, philosophical understanding of such categories as upbringing, development, training.

The history of the development of preschool education in the Republic of Kazakhstan testifies to the steady growth of interest in the problems of preschool education. Let us consider as an example the implementation of one of the educational areas "Creativity" of the pre-school training Program based on the technologization of the pedagogical process. Its purpose is to create conditions for the formation of creative abilities, thinking and imagination in preschool children, for the development of the emotional and sensual sphere and aesthetic taste, the desire to convey their inner world in an artistic form, education by means of art and familiarization with the world of art through musical and artistic activities and games.

In the field of education "Creativity", the following types of classes are offered in the following areas: Drawing; Modeling; Application; Music. The purpose of the educational field "Creativity" is the formation of the creative abilities of preschool children through familiarization with the basics of fine art, the needs to express themselves through artistic works. The following tasks are proposed:

- formation of curiosity, creative imagination, imagination, memory;
- formation of knowledge about the basics of drawing and initial skills of working with artistic materials and tools;
- development of aesthetic taste and fostering a sense of empathy for the images depicted;
- development of the need for transformation through gaming and artistic activities;
- development of hand motor skills and sensory perception;
- development of the skills of depicting objects in accordance with their spatial relationship;
- education of patriotism through familiarization with the national fine arts.

The content of classes in the educational field of "Creativity" is realized through a system-activity and personality-oriented approach in the organization of training. The program of the educational field "Creativity" ensures the continuity of preschool and primary education. It promotes the formation of key universal values in children, creates conditions for the intellectual and physical development of children 6–7 years of age. A red thread through the content of the subjects "Drawing", "Modeling", "Application", "Music" is the idea of developing not only creative abilities, but also the formation and development of four speech skills: listening, speaking, reading and writing, as types of speech activity for the purpose of applying them to children in everyday life to receive, select, process and transmit the necessary information and solve communication problems. This stimulates and develops the child's natural inclinations in an organized space of interpersonal interaction in a group, through the full emotional, cognitive and motor involvement of children.

In the practice of developing educational and methodological support for the educational field "Creativity" of the Standard curriculum of preschool education and training of the Republic of Kazakhstan, it is important to take into account the age characteristics of children 6–7 years old, the basic didactic principles in the education and upbringing of preschool children, the results of the analysis of existing program and methodological documents and recommendations. The main purpose and objectives of the methodical manual and albums in the direction of "Creativity" should be, first of all, the formation of a child's aesthetic attitude to the world, artistic development by means of folk, classical and modern art; the development of artistic abilities through children's creativity, the integration of various types of children's artistic activities. All the content of the methodical manual and albums should be directed at the child, creating an emotionally comfortable state and favorable conditions for the development of his individuality, positive personal qualities. The approximate lesson plans should provide for the possibility of holistic development of a preschool child as a subject of different types of activity and behavior. Albums should provide opportunities for the development of imagination and creativity. The educational activity of an educator using albums and teaching aids is aimed at the use of such educational technologies as step-by-step mental activity, game technologies, technologies of developmental learning, etc.

In the materials of the Global Conference on Modern Problems in Education, GLOBE-EDU 2014, held on July 12–14, 2014 in Las Vegas (USA), the problem of increasing the level of knowledge of kindergarten teachers and their differentiated learning opportunities related to the

implementation of a thematic integrated curriculum was considered (Wu & Chang, 2015). Dr. Su-Chiao (Angel) Wu and Dr. Yu-Liang (Aldy) Chang (Department of Preschool Education, National Chiayi University) shared their opinion that in "multiple and heterogeneous" kindergarten classes where young children with academic diversity study, the introduction of "differentiated learning" is really valuable and useful to achieve the goals of taking into account individual differences and training in accordance with the philosophy of the educational center. The researchers raised the question of whether kindergarten teachers have adequate professional knowledge and abilities to evaluate the learning profiles of preschool children, as well as to develop and conduct differentiated learning. According to the results of the preliminary analysis, the main conclusions are presented as follows: first, it was established that these two teachers have the appropriate professional knowledge and abilities in developing and implementing a thematic integrated curriculum in a kindergarten classroom. However, their understanding of differentiated learning is comparatively inadequate. After receiving a professional development program, they gradually become familiar with differentiated training, and also understand how to create differentiated training within the framework of a thematic integrated curriculum.

Special issue "JOURNAL OF CHILDREN'S STUDIES FROM A GUEST EDITOR. Innovative vocational training in the field of preschool education and upbringing: Inspiring hopes and actions" edited by Lehrer et al. (2019), is devoted to issues of cooperation in the field of preschool education. For example, in this issue, in the article "Animating the structure of the curriculum through a joint survey of teachers: joint learning, joint research and joint imagination", Jane Hewis, Patricia Lirett, Lee Makovichuk and Rebecca McCarron raise the problems of cooperation in the field of preschool education. In their opinion, pedagogical mentoring and joint research represent a scientific approach to improving the activity of a teacher through a critical understanding of curricula, documentation and the pedagogical process.

The article Ontario Early Childhood Settings Langford & Richardson (2020), published in the journal OF CHILDHOOD STUDIES ARTICLES FROM RESEARCH Ethics of Care in Practice: An Observational Study of Interactions and Power Relations between Children and Educators in Urban, examines the ethics of care in preschool education in the context of a more comprehensive understanding of children's needs (Langford & Richardson, 2020). The analysis of the practice of care in the conditions of Canadian early childhood is presented on the example of urban kindergartens in Ontario. The authors note that educators are both strong in their interaction with children, but powerless in the context of a care economy that ignores the value of care work. From our point of view, they raise the problem of the ethics of child care in early childhood, which is, in principle, characteristic of kindergartens in many countries.

Rachel Flume and Melanie Janzen's article in the JOURNAL OF CHILDHOOD STUDIES IDEAS FROM PRACTICE presents a critique of a child-centered curriculum (Floom & Janzen, 2020). The authors consider child-centricity, a discourse widely used in the field of preschool education, but rarely considered critically. They explore the ways in which the concept of a child-centered curriculum positions the child as an ecological being and thus minimizes the child's relationship with other people and the world in which they exist. The authors of the article hope to provoke reflections on how it is possible to rethink educational programs in order to help children better understand their existence.

CONCLUSIONS

Review of foreign trend studies allowed us to understand the vectors of development of modern pedagogical thought in the field of preschool education and training of professional pedagogical personnel:

1. As the analysis showed, the cultural-historical approach, which unites and forms the modern global awareness of preschool education around the world, allows us to create productive new conceptualizations for the study and cultural formation of the child's personality.

2. Despite the ethnic and national nature of the research, the problems of preschool education are connected with the search for content, new forms, means of teaching that provide in practice ample opportunities for self-actualization, self-development and self-realization of the individual, both a preschool child and the self-improvement of the educator himself.

3. International views on early childhood and education, presented in journals, testify to the strong traditions of preschool pedagogy and the educational environment, and at the same time about the differences in ethnic and national approaches to teaching and upbringing of children.

4. Educational and methodological support of the pedagogical process in preschool educational institutions is still associated with the improvement of curricula and documentation.

5. Many scientific publications raise problems of cooperation in the field of preschool education, in particular in the systems "teachers-parents", "teachers-children", "teachers-teachers".

6. Of particular importance in many articles is the problem of the status of the educator, his self-improvement.

Summarizing all of the above, it should be emphasized that the study of a wide range of international studies helps to see the prospects for the development of preschool education in a comparative aspect and adequate ways to solve problems. The role of a teacher in the organization of the educational process in a preschool educational institution is still the leading and system-forming one.

The study of scientific research works of scientists in the publications of the Scopus database and other sources showed a huge interest of scientists in this scientific direction. It turned out that teachers experience some difficulties both objective and subjective, and with age they lose the desire to use various technologies and techniques, I think that this is largely due to the emotional burnout of teachers.

As the analysis showed, classical areas of interest, such as games, childhood images and family studies, remain relevant. Educational analyses and illustrations in various chapters are based on a cultural-historical approach that combines the basic philosophical principles of Lev Vygotsky and Michael Bakhtin and adds a modern global awareness of education for a sustainable future to create productive new conceptualizations for research and cultural formation. The focus of this is the interaction between the educator and children in various activities.

Thus, an adult, guiding the cognition of children, should constantly focus on their behavior, their cognitive interest, the degree and speed of assimilation of the material. The teacher should take into account that the organized educational activities of children should be fascinating, ensure the subjective position of the child and the constant growth of his independence and creativity. An important place in the system of working with children is occupied by pedagogical technologies, the choice of which is due to the skill of the teacher and focus on the effective result of the holistic pedagogical process.

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