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Major Factors of Successful Implementation of the Federal State Educational Standard in Preschool Organizations' Work

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Abstract

In article basic provisions of the Federal state educational standard are considered as standard legal document of system of preschool education and leading factors of its successful implementation in activities of the preschool organization. Among these factors are: governing documents of organization, human resources and environment conditions.

Preschool education is recognized as its first level for the first time in the history of development of the Russian education system. This provision has legal force in connection with a release of the Federal law No. 273-FL «About education in the Russian Federation» and it is extremely important for understanding [1]. It is really difficult to underestimate the value of the preschool period of the childhood, its major new growths (development of the speech and communication, imagination, forming of the major types of movements, strong-willed self-control, etc.) in further forming of the identity of the person.

Then there is a new document, extremely important and significant for transition of preschool institutions to the new status which determines standard bases of activities of the preschool educational organizations – Federal state educational standard of preschool education [2].

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Employees of kindergartens waited this document in hope that many problems which have been especially sharply designated in preschool education for the last decades will be resolved with its emergence. Up-to date pedagogues hope, that having the legally enforceable status, preschool education institutions won’t be financed on leftovers. Gap of professional personnel will disappear. There will be the correct way of children’s education in the families. Dogmatic scholarly approach in the childhood will come to an end. In kindergartens all conditions for full and timely development of each child in specifically children's types of activity will be created etc. (Asmolov A.G.) [3].

FSES specifies, concretizes and supplements Federal national demands for preschool education, contains demands to its results and creates coherent view of transformations, which are necessary for achievements of work quality of each preschool organization.

The idea of a worthiness of the preschool childhood is reflected in all parts of the new document, because childhood is the major period not only for full formation of the personality, but also for forming perspective and a continuity between education system levels what, respectively, requires consolidation of efforts of persons, directly and indirectly included in educational process of kindergarten.

State standard:

- provides equal opportunities for getting of quality preschool education to each child;
- guarantees high level and quantity of education on basis of the single mandatory requirements to main curriculum, to the conditions of its realization and to the results of its development;
- keeps unity of educational space of the Russian Federation on the level of the preschool education [2].

Due to appearance of FSES, each chief of each preschool educational education is responsible to have the highest attention to the factors determining achievement of new quality of work with children. The conception «factor» in cultural sources is determined as a condition, means, a driving force, an indicator, a resource (Ozhegov S.I. et al) [4], [5].

In our kindergarten we allocated the following key factors of upgrade of educational process:

1) updated regulatory base;
2) employees, and first of all, the teachers organizing educational process;
3) the sphere of the preschool institution.

Let's consider each factor, focusing attention on the most important aspects of the forthcoming transformations.

The regulatory base of organization is a charter, local acts, job descriptions, agreements with parents (legal representatives) of pupils, etc. It is necessary to bring them into accord with FSES requirements, to establish connection among these documents, to determine the exact rights and obligations of all participants of educational process.

The special attention needs to be paid to the major document – the main general education program according to which each preschool educational institution works. It was created by all collective, according to federal state requirements (order No. 655 from 23.11.2009), and now also it must be reviewed taking into account the requirements specified in "Standard".

The structure of an educational program includes now three sections: purposeful, fundamental, organizational. Each of them requires a fundamental studying, considering all new factors that FSES into this document brings. First, it is necessary to correct its content which determines development of the child in five educational areas (social and communicative, informative, speech, art and esthetic and physical development). Secondly, it is necessary to expand the organizational section of the program with the following subsections: the organization of the subject and spatial developing environment, methods and the directions of support of a children's initiative. Thirdly, it is necessary to arrange the additional section of the program with its short presentation and the text for families of pupils and public organizations [2].

The main educational program in its updated option can be successfully implemented only by all-collective team work of all employees ready to an embodiment of ideas pledged in it. That’s why the management must have exact knowledge of the potential of each of them to work systematically over increase of their professional
competence. And if, for example, the pedagogical stuff is generally taught by the assistant manager for educational and methodical work or by the senior tutor, other employees are supervised by the assistant manager of administrative work, by medical stuff, etc.

General and individual work plans for self-education with different employee categories are constituted being based on data of readiness degree of employees to work in the new conditions, obtained by questionnaires, watching and control of their work, when the work is self-estimated.

Employees of all staff of the modern preschool organization shall be guided in standard legal documents; they must well know those provisions which directly concern their job responsibilities, to have the complete responsibility to get into general gear and to see their role and place in system of activities of organization.

Particularly, the competent specialist of any profile in preschool educational institution is obliged to study and comprehend the Federal law No. 273-FL, the Federal state educational standard, administrative documents of executive bodies of the power in the sphere of preschool education. In our organization these questions are discussed on the operational meetings, collective readings, trainings, seminars, in Internet resources. Much attention is paid to the situations of the interaction with the employees and to rational methods of work and creation of relations with children and adults. The work which is dedicated to forming of bases of psychological literacy is organized with junior tutors (JT).

According to the words of one of the vendors of FSES Alexander Asmolov [3], the standard is concentrated on the educational process. Therefore each person performing communication and interaction with children in group is very important, because this person is capable to consider activity interests and possibilities of pupils in every moment. He can also promote to form in pupils the confidence of their forces, supporting the children's initiative.

But the main contractors of an educational program who help formation of the identity of pupils, their successful socialization and individualization, are teachers who are obliged to plan and organize competently educational process, to perform its monitoring, to involve parents in work with children, to optimize conditions of activity of the child during stay it in preschool institution.

The standard describes the main competences of teachers which are necessary for the solution of developing tasks, creation of a social situation of development of the children, the corresponding specifics of preschool age.

The analysis of abilities of teachers of our organization which are provided in "Standard", has shown that the majority of them (about 80%) successfully implement personal oriented model of interaction with children, use forms and the methods adequate to age features of pupils. This group of tutors is oriented to support children's initiative, to develop their valuable sphere; these tutors show a capability to creation of the environment of creative manifestation of pupils in activities, performs interaction with a family, creating a line item of parents, as subjects of educational process. Results of research showed efficiency of the methodical work which is carried out within implementation of Federal state training and training of tutors in methods of implementation of the main general education program that was created three years ago. Watching the relations of pedagogical stuff shows positive tendencies in preserving of a positive microclimate in space of the whole kindergarten, coordination in contacts of teachers and junior tutors, tutors and other employees in interests of the child.

On the other hand, part of tutors (approximately 20%) has difficulties in creation of the atmosphere of support of the child, in development of its positive self-assessment, confidence in his forces.

In plans of our work with this group of teachers there are tasks of forming at them the ideas of cure and methods of creation of psychology and pedagogical conditions for positive socialization and individualization of each pupil. Watching the work of teachers and results of their self-assessment shows that the main problems at them arise in creation of pedagogically reasonable interaction of teachers with parents and children. We want to create these competences through use of internal resources of teachers, problem situations and technologies of mutually training. Besides, we plan to organize the trainings that are oriented on communication with children and the seminars for development of communicative culture; the dialogue clubs for creation of positive psychological and moral climate in group and in working collective are also planned to organize.
The pedagogical stuff also has many questions dedicated to the monitoring of children’s development. FSES has exact determinations that personal qualities of children cannot be the subject of measurement. However, quality of the educational process organized by teachers – its result is the familiarity of content – it is necessary to reveal through supervision, the analysis of works, conversations with children and parents. Our teachers are also taught it. According to authors of FSES, monitoring has its aim only for the planning of development of children, determination their “zone of next development”, and we also agree with it. We are pleased with the planning reconstructed on the basis of the principles of federal state training (development of the chair of the theory and a technique of preschool education of the institute of enhancement of teachers). It quite corresponds to modern documents and is constructed on a scientific basis and as it is closely connected with monitoring of development of the program by children (Popova V.R.) [6].

The problem of the rational, balanced professional activity of each employee is the problem that must be necessary solved. Quality of work of the pedagogical stuff depends on this problem. In our kindergarten there are employees who aren't able to distribute rationally work and rest time what, undoubtedly, affects quality of creation of the relations between them. We plan to solve this problem by using of the following methodological forms: timing and photo recording of the working day, creation of cycloramas, planning consultations (in groups and individually), success trainings in activities, conversations to the topics of self-development, career growth and professional self-realization; introspection of activity; variable control of professional self-development of teachers: projects implementation, portfolio collection, contests of professional skills: «Teacher of the month» etc.

Practice shows that these forms of work promote development of research and design, as organizational, communicative and reflexive abilities of teachers. It is also necessary to note that at a stage of professional formation it is necessary for the employees to have the system of moral and material incentive that will help to provide absence of routine that shows efficiency of the whole system of advanced training of personnel.

Let’s tell some words about a subject and spatial and social environment of preschool institution, whose creation can be considered as an important factor of development of children, their full positive socialization and individualization. When we carried out the analysis of developing space of kindergarten in parameters of its quality, and as possibilities of creative self-determination and self-expression of children. We drew unfavorable conclusions. Insufficient financing of kindergartens "by the residual principle" led to that that our kindergarten was only capable to support, main life support systems and can't create full comfortable conditions for supervision, leaving, physical and psychological wellbeing and a full development of children.

Therefore we hope for the new status of the preschool educational organization and we expect from the state of sufficient and necessary financing of our activities, proceeding from "Standard" requirements.

Tendencies of the last years testify to restriction of opportunities of preschool institution in creation of the enriched social conditions of development of pupils. Let’s call some of them. It is the even-aged contingent of preschool group, isolation of children's collectives owing to an unsuccessful epidemiological situation, crisis of the related relations of families, financial and organizational difficulties of transportations of preschool children out of kindergarten limits.

Favorable social situation of development, about which V.I. Slobodchikov [7] wrote, consists of the integration of the worlds of history, culture and social medium of the child. Organization of uneven-age communities, which are children's associations of various activities (collective works, collective contests, meetings with “interesting” children, decoration of the rooms for different holidays), as the realization of the project “Parents’ Saturdays” (the organization of improving and cultural leisure of the children, teachers and parents outdoors) helps the creation of the effective conditions for children who can reproduce their amenities in the own personal space.

In conclusion let’s consider the last important branch of the FSES – the results of the development of the main educational program, that can be distinguished as the final result of the collaborated work of all branches of the educational organization – especially of its main factors, to which we relegate all regulating documents, human recourses of the institution and the environment where the preschool children live and are developed.
Requirements to the results make us think about the coordinate actions among preschool organizations and
schools. Different requirements are still presented to the children who leave the kindergartens from the side of
the kindergarten and primary school. Actually, the data of the institute of the psychological and pedagogical
researches of the Russian Academy of Education have shown, that the child, excellent prepared to school,
obedient and keeping discipline is the ideal model for teacher of the primary school. Such kid has to write block
letters and read, he has also to count from one to ten [3].

Therefore, aim reference points of the Program must be a necessary subject of discussions between teachers of
adjacent levels of the preschool and primary general education for the purpose of accomplishment of the main
purpose of "Standard": it is a question of coordination of reasonable interests of all participants of the educational
relations, first of all, with interests and opportunities of the child.

Generalizing the written above, we will note that FSES of preschool education, as well as standards of other
educational levels, is:

- the main and obligatory document for execution in system of preschool education;
- reference point of development of educational institution;
- instrument of quality assurance of education of pupils;
- basis of an assessment of activities of the preschool organization from the state;
- instrument for ensuring of succession with the primary general education.

Respectively, during the transitional period to the new legislation it is important to determine as much as
possible precisely as far as the conditions created at present in each preschool institution, conform to "Standard"
requirements. In other words, it is important to make audit of all resources and the hidden opportunities of
kindergarten, to analyze the positive moments and problems which can arise in the course of work on the new
regulating document [2].

Work on implementation of the Standard, undoubtedly, shall be directed on key factors of reorganization of
educational activities of preschool institution the main thing of which is level of competence of teachers, their
professionalism. [8] And it is a task both professional education, and post-degree education, and intra corporate
training of teachers on places, and self-education of each of them. As Michel Barber [9] – the professor, expert in
the branch of international researches in the sphere of the education – has said: «Quality of an educational system
can't be higher than qualities of teachers working in this branch».

References


