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DIDACTIC FUNDAMENTALS OF DEVELOPMENTAL EDUCATION IN PRESCHOOL EDUCATIONAL INSTITUTIONS

FUNDAMENTOS DIDÁCTICOS DE LA EDUCACIÓN PARA EL DESARROLLO EN INSTITUCIONES EDUCATIVAS PREESCOLARES

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ABSTRACT

The growing flow of information emphasizes the need to pay special attention to the development of children's intellectual abilities. In this regard, the development of children's cognition in the field of preschool education in modern times requires, indisputably, the implementation of developmental training, and in this process, the expectation of succession. Hence, the objective of this article is to discuss the didactic foundations of development education, and the best ways to implement it in preschool educational institutions. The work highlights the pedagogical requirements and principles necessary to conduct this type of education/training, recommendations for its implementation, as well as the main needs for its improvement. As the developmental training system is a set of interacting components of the learning process and this system directly affects the child's personality, making him the subject of education and his personal life, motivating him to make conscious choices in life, and therefore assuming his responsible to society, in developmental learning, the goal and outcome is not to change things, but to change and develop the child in the process of activity. Thus, the model of developmental learning technology should be presented in such a way that the educator focuses all his efforts on the organization of the learning process for self-development contributing from the specificities of the individual to an effective growth and education.

Keywords:

Developmental learning technology, development of cognitive functions, didactic bases, interactive forms of work, personality.

RESUMEN

La creciente corriente de información pone de relieve la necesidad de prestar especial atención al desarrollo de las capacidades intelectuales de los niños. En este sentido el desarrollo de la cognición de los niños en el campo de la educación preescolar en tiempos modernos requiere, indiscutiblemente, la implementación de la formación para el desarrollo, y en este proceso, la expectativa de sucesión. Por ello, el objetivo de este artículo es discutir los fundamentos didácticos de la educación para el desarrollo, y las mejores vías para su ejecución en las instituciones educativas preescolares. En el trabajo se destacan los requerimientos pedagógicos y principios necesarios para conducir este tipo de educación/entrenamiento, recomendaciones para su puesta en práctica, así como las principales necesidades para su mejoramiento. Como el sistema de formación para el desarrollo es un conjunto de componentes interactivos del proceso de aprendizaje y este sistema afecta directamente a la personalidad del niño, haciéndolo sujeto de educación y de su vida personal, motivándolo a tomar decisiones conscientes en la vida, y por ello asumir su responsabilidad ante la sociedad, en el aprendizaje del desarrollo, el objetivo y el resultado no es cambiar las cosas, sino cambiar y desarrollar al niño en el proceso de actividad. Así, el modelo de tecnología de aprendizaje del desarrollo debe ser presentado de tal manera que el educador centre todos sus esfuerzos en la organización del proceso de aprendizaje para el desarrollo personal, contribuyendo desde las especificidades del individuo, a un crecimiento y educación efectiva.

Palabras clave:

Tecnología de aprendizaje evolutivo, desarrollo de funciones cognitivas, bases didácticas, formas interactivas de trabajo, personalidad.

INTRODUCTION

Early childhood education is at the nexus of basic developmental science, policy research and analysis, and the applied disciplines of education and prevention science. The field has become one of the most vibrant areas of scientific activity in terms of the connections among scientific advances and theory, program design, policy, and classroom practices. But despite the potential links between research and evaluation on the one hand and program development, practices, and public policy on the other, there are too many key areas in which public policy and practice are not well aligned with the knowledge base. These misalignments, as well as a host of questions emerging from new areas of scientific development (e.g., connections between physiological or genetic processes and behavioral development) and practice-based realities (e.g., the need for focused, intensive, and effective professional development of teachers), point to areas in which new research is needed (Pianta, et al., 2009).

In this sense research in developmental training is an active field. Developmental training takes into account and uses the laws of development, adapted to the level and characteristics of the individual. Pedagogical influences in developmental learning prevent, stimulate, direct and accelerate the development of hereditary indicators of personality, i.e., learning goes beyond development. Developmental learning focuses on the development of the child's whole set of personal qualities and takes place in the child's «proximal development zone».

Developmental training is based on ideas of Y.A. Komensky, I. H. Pestalozzi and J.J. Russo adapted from the works of Herbart, K. D. Ushinsky and others. However, the scientific substantiation of this, the concept of developmental learning, that is, the idea that learning goes beyond development in order to achieve the main goal of a child's development, was first put forward by Vygotsky in the 1920s and 1930s. From the point of view of Vygotsky (1982), knowledge is not the ultimate goal of learning, but only a means of student development. According to Vygotsky (1982), training and development are united. In this case, training stimulates the development by anticipating it, and at the same time it is based on actual development. Thus, «*education should focus on the future of children's development, not yesterday*». (p. 125)

Vygotsky's (1982), concept of the dialectical interrelationships of personality training and development in modern psychology is becoming more widespread, accepted by many world psychologists, and the leading role is given to training. Choosing the right and optimal methods and means of child rearing, sensitivity to demands,

expectation of a sense of proportion in relationships and punishment, skillful coordination of respect and demands, can ensure that they eliminate negative volitional traits such as apathy, and selfishness. In general, a child's mental development, cognitive imagination, training and education, speech development, and communication skills depend on the family and environment in which he or she was born and raised. As stated by Perolli-Shehu (2019), «*Social relationships and interactions, especially with peers, play a role important in the healthy development of the child, and opportunities for socialization in early childhood, present a good opportunity for children to gain maturity in the development of successful relationships and easier transition to formal systems (like schools) and future interactions*».

This theory was confirmed and improved in the twentieth century in the works of L. S. Vygotsky, A. N. Leontyev, S. L. Rubinstein, D. B. Elkonin and others. Acquisition of knowledge methods is the basis of human activity and allows to perceive oneself as a subject who is able to build the cognitive process independently. To accomplish this, it is important to develop in children a creative thinking which is characterized by the following abilities:

- Achieving results that no one has achieved before.
- The ability to use different ways in the situation without knowing it in advance to achieve the desired result.
- To use a variety of methods to achieve the result.
- To solve such tasks in spite of the lack of experience.
- The need to act independently without the interference of others.

Developmental training ensures the most effective realization of the educational potential of preschool institutions. Vinogradova (2001), in her dissertation «Preschool education: state and main development issues (the sociological analysis)» shows that the process of child development in preschool is a complex social phenomenon and the importance of a comprehensive analysis using the capabilities of scientific disciplines - philosophy, psychology, sociology, pedagogy-. This author conducted a sociological analysis and concluded that the main integration coordinator of these approaches is the sociological approach, as it allows to combine personality-oriented, social, objective and subjective in education. The development of a child's personality takes place in the process of communication, play, learning, which are the main types of activities. Each of them is a social environment of human life.

In addition, in an innovative way, educators use interactive forms and methods of teaching while working with

developmental technologies. The learning process is called interactive when there is a high level of interaction between the child and the caregiver in all activities. Such interactions usually take the form of discussion. Thus, the educator creates a learning environment where the child is able to discover, acquire and apply their knowledge and skills. In this direction the problem-solving process is more important than getting an answer because the purpose of the interactive methodology is not just to transmit information, but to activate cognitive activity. For the successful solution of problems, different methods that affect the development of cognitive interests are used, as well as certain conditions that form the motives of children's activities are created in order to develop interest in the process of activity. The conceptual idea of Lazareva's (2010), dissertation is that integrative learning is based on a didactic synthesis of effective use of cognitive and educational potential in the development of preschool children. This provision also forms a complete picture of the environment, its interaction and interdependence.

On the other hand, the synthesis of approaches to integrative learning allow 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 objectives, which increases the level of its completeness. An integrative approach to preschool education includes:

- Realization of priority goals and objectives of education and development on the basis of formation of whole ideas about the environment.
- Implementation of not only the content, but also the formal goals and objectives of education and development.
- Strengthening the content components, internal content and the various sections of the program.
- Mixed effect of methods and techniques of education and training (methodical integration).
- Synthesis of children's activities.
- Application of integrative forms of organization of training: integrative lessons with complex structure, cycle of lessons, topic days, etc.

The effective organization of developmental training in preschool education depends also on didactic requirements. Didactic requirements are related to didactic principles that must be followed at each stage. Expectation of didactic requirements and strict observance of them lead to more effective and lively training. Didactic requirements include the choice of methods and techniques, forms and types of learning, care for the mental and practical activity

of all children in the group, the choice of technical means of training and various resources, their use, adherence to didactic principles, etc. Thus, the didactic basis of developmental training includes the use of new teaching methods and technologies in accordance with the principles and requirements of didactics, the choice of ways of training, the creation of equal opportunities for mental and practical activity of all children, and the use of various visual and technical aids.

It can be said that didactic foundations are at the heart of the use of learning technologies. However, when talking about the structure of the training, and the modern requirements for the training, comparisons are made from the point of view of both traditional and modern teaching methods, where the advantages of classical and new methods and technologies are explained. The opposition of new scientific theories to the classical provisions is not correct in terms of the dynamics of development and does not justify itself from a pedagogical point of view. Because when new theories emerge, old ideas and materials that are found in the process of science development and are subject to the accepted facts and concepts are preserved or improved. Taking into account the didactic basis, is necessary not only for students to acquire knowledge, but also for them to consciously master modern scientific theories. Thus, the revision of the didactic basis of teaching requires changes in the structure of curricula and textbooks (Ibadova, 2008).

Training methods are built in accordance with modern requirements but only when the application of new teaching methods and technologies is carried out on the basis of scientific-theoretical bases (principles, pedagogical-psychological, sociological, didactic, etc. requirements), it acquires a scientific essence and becomes a scientific enrichment. Taking the above into account the goal of this research is to analyze the didactic fundamentals to carry out an effective developmental education in preschool educational institutions.

DEVELOPMENT

As pointed out by Brewer (2014), the term developmentally appropriate practice (DAP) means practice that is age and individually appropriate for each child in a program. Planning a developmentally appropriate curriculum means that teachers have to know each child—where he is developmentally and what his individual talents and interests are. DAP also requires that teachers think about children's basic needs for play and rest, that they focus on children's development in all areas, that they plan an inclusive program that honors the cultural differences

each child brings to school, and that they work to support parents and families.

Didactic requirements for the training in the process of developmental training play a leading role in the organization and conduct of the training, after determining its content. Based on the main provisions, the following pedagogical requirements are set:

- Ensuring effective feedback with children in the learning process, creating an aesthetic and emotional environment in a collaborative environment.
- The educator's acceptance of children as subjects of equal rights in the pedagogical process.
- Optimal selection of teaching methods and techniques, their suitability for children's age and level of dynamic development, as well as their systematic application.
- Each child's individual psychological education-cognition, etc. taking into account the features.
- Need of strengthening the developmental aspect of training in the classroom, increasing the level of knowledge and skills in children through differentiation and individualization.
- Creation of favorable conditions for children's independent activity, free expression, attitude to the opinion of others, including the educator.
- Inculcation of learning skills on the basis of «teaching children to learn», independent search for various sources of information, ways to obtain knowledge; etc.
- Use of training opportunities in the upbringing of children on the national basis, in the spirit of patriotism.
- In addition to the above requirements for the effective organization of training in terms of new pedagogical thinking in the process of developmental training, the following principles can be shown:
- Developmental training provides an interesting and meaningful structure of the child's present, childhood, adolescence and youth.
- Developmental training requires focusing on the intellectual and creative development of children, the formation of logical and abstract thinking, the ability to analyze, draw mental conclusions, generalize, and other pedagogical and psychological aspects. In short, it determines the child's orientation in the world of information, their effective use and ways to solve such problems.
- Developmental training requires the pedagogical process to be based on «learning to teach» technology, to take into account the child's thinking abilities to the maximum, in order to turn the educational process into a field of research, and practice for him.

One of the main aspects that makes it easier to take into account the didactic requirements is to determine the type of training in the organization of classes. From the point of view of didactic requirements, the identification and selection of new teaching methods and technologies in the classroom is also extremely important to ensure the development of children's mental activity, to encourage them to think, to search, to be creative in solving a particular problem, and so on. Also, one of the important directions in the developmental training of children is the formation of their understanding of real knowledge although in the process of their realization, an important place is given to creative work, as well as independent work in the implementation of programmed tasks. In this regard, the following principles should be used to convey any understanding to children

- The principle of conformity to nature. The essence of this principle is that the child must be developed and improved, taking into account his natural abilities.
- The principle of cultural conformity. This principle allows us to take into account the nature of man, to determine the general direction of activity by applying social experience.
- The principle of integration. This principle allow the association of different concepts, ideas, etc.

The success of developmental learning in the pedagogical process begins with the design of its objectives because the intensity of children's learning activities depends on how specific they are. Lack of clear goals creates a coldness between the educator and the child, making the training dull and uninteresting. A well-defined goal is crucial in the organization of a successful learning activity. Purpose, as a law, determines the methods and nature of human actions. Understanding goals is a necessary condition for achieving them. In order to intensify learning, it is important to increase the complexity of learning objectives, which requires children to work actively in order to develop their thinking, and willpower. In the end this has a positive effect on the development of various aspects and abilities of personality. This specificity allows to achieve the set goals although it is important to highlight that the general objectives of the training are applied by the educator depending on the specific group conditions. This is especially important in addressing gaps and deficiencies in children's preparation.

It is important also that specific tasks are assigned to each goal. In practice, goals and objectives are often taken as the same concept although they have some differences. The educational tasks of the training include the development of knowledge and skills, the tasks of upbringing include the formation of children's worldview and moral,

labor, aesthetic and physical qualities of the personality, and developmental tasks include the development of a person's thinking, will, emotions, needs and abilities. In general, these three groups of training tasks are closely related to each other.

Our research suggests that educators are well aware of the responsibilities of education and upbringing however, the main tasks of personality development are still under discussion. Some educators believe that development is the result of training and education, therefore, the tasks of development should not be highlighted. However, it should not be forgotten that this type of training has long been demonstrated in didactics, and it is not only knowledge and skills, but also the intensive development of personality. It is conventionally called developmental training and active figures in the educational training were I. G. Pestalotsi, A. Disterverg, K.D. Ushinsky and others. Thus, separate indication of developmental tasks during training and education allows to better direct the pedagogical process to the development of personality.

When planning training tasks, it is necessary to take into account not only the general requirements of the preschool, but also the current issues arising from the impact of modern socio-economic processes. When it comes to the tasks of personal development, more attention is paid to the development of a new type of thinking - dialectical, creative, innovative thinking-. This allows the students to choose the most optimal solution of the possible options for the appropriate conditions.

Intensification of training means that its objectives meet the following requirements:

- Learning objectives are focused on the potential of children and ensure their high activity.
- It is necessary to have a certain level in order to achieve the training objectives in principle, because unrealistic, extremely complex goals keep children away from solving tasks.
- It is important that children understand the learning objectives, otherwise there is no motivation for children to start activities.
- Learning objectives take into account real learning opportunities in a specific way, "proximal development zone" of the children's team.
- In order to achieve the learning objectives, it is important that they be flexible in the face of changing circumstances and opportunities.

The implementation of developmental learning depends significantly on children's learning motivations. Strengthening training motivation is an important way

to increase the effectiveness of training. Psychologists have found that a strong motive has a strong effect on the purpose of the activity. In this case, the motive is directed towards the goal. It can be concluded that the deep motivation of learning, and continuous cognitive interests, must be stronger for children's success in learning. Observations show that the more the educator reveals the practical significance of the topic, and the more thoroughly he analyzes its relationship to modern problems, the greater the interest in learning. In this regard cognitive games are a powerful way to stimulate cognitive interest in the learning process. However, the training process should not be based solely on interest. At the same time, the child's will and sense of responsibility are formed. No advice, or intimidation creates real learning motives, this can only be achieved through persuasion and the delivery of arguments.

Nevertheless, it is not enough to complicate goals and increase motivation to provide developmental training. It is necessary to make certain changes in the content of education. In the context of the flow of scientific information, the tendency to present material in small volumes is not appropriate. The training material is first given to children as a general comprehensive commentary, so that children can master the general image of the content, and then its components are analyzed in detail. The criteria for determining the informative content of the training are as follows:

- Adequacy of children's age, psychological and physiological capabilities.
- Carrying out a serious selection of knowledge, skills and habits in accordance with the criteria, such as time taken into account, international experience, availability of training materials and other training conditions.
- To draw the attention of educators to the work on teaching basic concepts, skills and habits, and to accurately convey the main issue to children when explaining the training material.

From the above, it can be concluded that the main directions of improving the content and structure of education in the context of developmental training in preschool education can be characterized as by the following needs:

- To strengthen the direction of the content to the three main functions - education, upbringing and complex implementation of formation.
- To increase the informational capacity of each session while maintaining relevance.
- To present the material in sections, to increase the role of generalizations in the learning process, to conduct generalization sessions.

- **To strengthen inter-training communication.**
- solving more developmental problems by choosing games and tasks.
- To apply algorithmic instructions in the learning process.
- ICT supply.
- To form learning skills and habits.

Besides, in the application of developmental training, the methods and techniques that stimulate children's cognitive activity, learning, forms of organization of training, tools and their effective application are of great importance. Here, the need to solve any problem by children, the role of conversations, discussions, research, role-playing games, children's independent work in strengthening the activation of cognitive processes in them is irreplaceable.

Not only the pace of control but also its analysis is important to enhance the developmental function of training. The educator's knowledge, not only the children's lack of knowledge and skills, but also the reasons for them, has a positive effect on the course of work. These factors include health problems, deficiencies in personal upbringing, family conflicts, and conditions at home, as well as a lack of individual approach. Valuable information about the causes of developmental delays in children can be found in «pedagogical consultations» with the participation of educators, parents and doctors. This leads to the elimination of formalism.

An in-depth analysis of developmental learning requires the educator to thoroughly explore children's real learning opportunities, development perspectives, and to know each of the «proximal development zones». The educator is based on the following didactic requirements when studying children's knowledge levels.

- The fullness of knowledge.
- Strength of knowledge.
- Systematization and consistency of knowledge.
- Consciousness of knowledge.
- Comprehension of knowledge.
- Application of knowledge.
- Compliance of knowledge with program requirements.

In order to develop a person with life skills and abilities, children are encouraged to form views on life of the world around them, and philosophical attitudes to people, so that they are able to avoid serious mistakes, and ill-considered actions and decisions. Emphasis is placed on the emotional-volitional sphere, the formation of moral qualities, and life skills and habits to help them overcome difficulties and

adapt to society. The organization of training and educational work helps these children to find their place in life and the initial life skills and habits learned in childhood to live properly in their future life activities.

One of the tasks of the modern educator is to make preventive scientific predictions, in which the child, being an independent and responsible person, overcomes external influences and obstacles and integrates into the processes taking place in the world in the direction of his personal activity. The main issue for the educator is not the result, but the child's attitude to the material being taught: not only to learn it, but to find something new, to realize himself in cognitive activity, to achieve what he wants. To achieve this, various types of training - classes, excursions, walks, discussions, conversations, extracurricular activities are carried out in a modern preschool educational institution. A characteristic feature of the improvement of forms of training at this stage is the efforts of educators to apply different types of training in the general system of teaching a certain subject.

With so many different forms of developmental training, it would be naive to promote any of them as the most appropriate for educators. The possibilities of solving educational tasks not only by a combination of methods, but also by organizational forms of the learning process have been identified in pedagogy. At the same time, modern didactics recommends the continuous renewal of ways of training, and the introduction of new approaches to general education. It is very important to have more conversations, meetings and discussions with children since conducting conversations is a form of training, in which any issue can be discussed. This can be done during or outside the training, where free conversations and exchange of views can take place around it.

Thus, the use of interactive methods in the organization and conduct of cognitive activities in a benevolent atmosphere not only leads to the acquisition of new knowledge, but also the development of communication skills - the ability to listen to others, consider different approaches, evaluate, participate in discussions, solve problems and draw conclusions. Interactive forms of work have an educational value, have a positive effect on children's collaboration in groups, build emotional relationships between children, relieve nervous tension, help children to feel protected, understand each other and achieve personal success. However, in the effective organization of developmental training, it is important to ensure the practical participation of all children in the cognitive process, and at the same time the educator have to correctly follows the requirements for the organization of training.

CONCLUSIONS

The modern world is rich in changes in all spheres of life, including education. It is important to form a person's social orientation, to react quickly to changes, and to quickly reveal such features as self-regulation, self-determination, self-assertion in new conditions. In this regard, any typical educational institution is oriented towards a creative individual who is ready to show analytical independence and initiative in accordance with social development, regardless of social changes. Only a creative educator can cultivate such a personality.

The experience of educational institutions is more actively provided by the innovative pedagogue. Society is increasingly inclined to support the mass innovation movement as a high level of creativity. Thus, research shows that there is a need to improve the organization of training in terms of didactic requirements in the process of developmental training. Taking into account the didactic, pedagogical and psychological requirements for the organization of the training, the application of new approaches will allow to achieve higher results in the process of developmental training.

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