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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.

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Key words: standard, factors, educational program, requirements to structure, conditions and results of development of the program.

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

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