

## POPULAR METHODS OF PRESCHOOL EDUCATION WORLDWIDE

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### ABSTRACT

This article focuses on the intellectual development of the person, the purposeful training and education of the child from the time of his or her birth. The information about various methodologies developed around the world, given in this article, will be helpful to preschool officials.

**Keywords:** Person, environment, game, opinion, thinking, communication, child.

### INTRODUCTION

The formation of the personality implies intensive growth of the child's abilities, because at this time the child is genetically prepared for the acquisition of knowledge aimed at understanding the universe, his mind is clear and his learning is fast and effective. This will be aimed at developing active living skills and ensuring environmental readiness. Knowing the world is composed of a child's physiological actions (crawling, walking, running, throwing ...), cognitive activity (speaking, singing, reading poetry, playing with toys, especially building, breaking and rebuilding, playing role-playing games, thinking and contemplation...) and a set of rational consensus activities (making conclusions and arriving at solutions ...), which are taking place not one by one but simultaneously as a whole process of development.

Experts say that by the age of seven, brain development, which is an indispensable feature of early childhood, will be completed. The child will experience certain difficulties during his or her lifelong learning, unless during this period the purposeful pedagogical activities with the child in terms of intellectual growth have not been implemented. However, if the child has been actively engaged during the first three years, he or she will be able to demonstrate relative superiority and completeness among others in terms of mental growth. This process is in fact not difficult and involves the most effective response to all the sensory organs of a child. These include oral communication, viewing photos and objects, reading books, speaking, physical activity, playing games, and holding various objects. Simple actions, such as observing nature and movement of objects, responding to every tune that comes out of a baby, constant verbal, emotional and tactile contact with a child contribute to the development of a child's early intellect. In this process, parents and preschool officials will be assisted by various methodologies developed around the world. Many of these methods have been developed, and it goes without saying that in each educational institution a pedagogue who tries to approve himself as a teacher develops his own methodology and applies it to his daily practice. Among them are methods of Maria Montessori, Glen Doman (mental development), Masaro Ibuki, Cecil Lupan, Zaitsev, Nikitin, Doman-Manichenko methodology and Regio-pedagogy.

The Montessori's method is widely known and recognized worldwide. This method is based on the development of small motor skills in the child and the ability to create the process of a free choice based on his or her interests. That is, the child should choose what he or she wants to do, whether it is singing, drawing, running or playing "hide-and-go-seek", being based on

his or her own interests and desires. If the child is interested in the activity, the results of the activity will be effective. The child should not be forced into any activity. The child's capabilities specify your pedagogical practices. You manage the upbringing process establishing only pedagogical process based on your child's aspirations. During this process, it is not permitted to pressure, to coerce a child to do anything, to oppose his or her wishes. In this process, the child learns to control his or her attention, to direct it, to achieve objectives and to make goals. This upbringing process helps children to develop their abilities as they organically integrate with their objectives. What is important is that a child learns to study independently in the course of a process organized under such laws. He learns to be disciplined, to be careful about certain things, to show his goals openly and to work hard to achieve them. Each of these processes are purposefully prepared by the educator. However, there are critics of the methodology who say that little is given to encourage creativity in the child, for example, it denies that drawing helps to develop a child's abilities.

According to the Maria Montessori method, lack of freedom of choice of profession, lack of teacher support for the child, selection of the existing pedagogical process and its didactic materials by the teacher, the need to abide by certain rules in the classroom, different ages of children in the group, underestimation of children's activities, and absence of contest among them are highlighted as drawbacks of the methodology.

**According to Montessori, the following steps are important for the child's development:**

- \* speech development (from birth to six years);
- \* discipline training (from birth to three years);
- \* sensory development (from birth to six years);
- \* comprehension of small objects (from one year to two and half years);
- \* understanding of actions (from one year to four years);
- \* formation of social skills (from two and a half to six years).

The Montessori's method is defined by the formation of special environment of development relying on exploiting specific didactic materials in the pedagogical process. This environment specification focuses on the child's independent study of the world. The goal of this methodology is to try to learn and study the world independently.

The child is taught discipline from the earliest times. It is implied that each object has its own place and that it must be there. Responsibility for school supplies is being formed. The child is being taught that it is necessary for him to be educated and patient. However, it is the child who chooses the educational material independently. He also is being informed that the topic he chose should be learned by the end of the lesson and after the lesson all the school supplies should be arranged in order again. Parents are encouraged to always be happy with their child's achievements and to favor their child. The child cannot be criticized. This, in turn, promotes a child's self-confidence and motivates his or her initiative.

One of the most popular methodologies of preschool education in the world is a set of methods developed and implemented by Glen Doman. Glen Doman is a neurosurgeon from Philadelphia, USA. In 1955, working with children who suffered from psychological and physical injuries during World War II, he founded the Institute for Human Development.

In fact, at first the research, focused on the development of specialized techniques for dealing with children with intellectual or mental retardation and brain trauma, has led the scientist to conclude that the mental capacity of any child can be enhanced through appropriate exercises.

Thus, these exercises began to be used in early childhood also. The basis of the methodology is that children respond well to information received through the visual and auditory organs.

Glen Doman's method can be applied since the child was three months old. The child is shown cards with pictures of animals, fruits, objects, and cards with their names. Words are pronounced precisely when a card with letters is displayed. In the first lessons, simple concepts like mother, father, cat, book, sun are given. Subsequent words are grouped into specific groups, depending on categories, such as food, fruits, clothes, animals, birds. The sessions are conducted when the child is calm, that is, when he or she is well fed and is physically ready. Only five cards are used per session, and these cards are returned within five days. The training is repeated three times a day. Each card is only displayed for a few seconds. No further actions are required.

Cards are displayed 50-60 cm away from the child's eye. Cards in one series will be displayed in a different order the next time. Five days later one card is changed. After that, one card is changed daily. In this way, the baby's brain is purposefully replenished with certain information. By the age of six, a child will absorb a lot of information. According to Glen Doman, the more information the brain receives, the more develops the child's intellect. At the same time, if the literal exposition of words is expressed, the child will be able to master the reading process very early. It is concerned with not just reading, but also arithmetic teaching. This methodology can be applied in the areas of reading, mathematics, encyclopedic knowledge, and physical development. According to Doman, physical perfection plays a key role in the development of the child as the child must always be in action. Physical strength is the basis of mental perfection. Glen Doman's method is used by most parents. However, special developments have been made for preschoolers also.

The disadvantages of this method are that it requires a great deal of time, the need to use new visual aids at all times, the need to change them, impossibility to evaluate the effectiveness of the learning process at the time, especially in large groups of children.

According to Marasu Ibuki methodology, skills given to a child up to the age of three will have a lifelong effect. The child develops very rapidly until the age of three. It is during this period that the child needs to be trained in the necessary skills. Among them are learning foreign languages and music. This method establishes special daily schedule and obliges the child to follow it strictly. All of this is based on close contact and communication with mother. However, there is no specific methodological manual developed on the basis of Marasu Ibuki methodology. Nevertheless, the method requires that all officials who are engaged in upbringing process have to be kind, considerate, open-hearted, sincere, responsible and respectful to others. The most important pedagogical task is to teach the child to communicate with the environment, and to live in harmony with it. According to this method, the child develops its intellect, socialization skills, leadership qualities, and self-confidence.

As with each of the reviewed preschool methodologies, the Masaru Ibuka's method has its supporters and opponents. This is because Masaru Ibuka severely limits the development of the child to the age of three. According to some researchers, a child develops to 12 - 15 years. However, if a child does not have some natural abilities that are born at the birth, then it is impossible to develop appropriate skills such as singing and drawing. They must be born naturally from the birth of the child and are later developed in the appropriate pedagogical environment, through appropriate pedagogical practices.

Cecil Lupan's methodology also focuses on child development. Child psychology is very receptive to motivation. Encouragement forces a child to take action. But the incentive is not enough there. Child-rearing people are required to play with the child, cycle the streets, sing, read poetry, show cards, do massage, that is to ensure that their time with the child is productive. All this should be done based on the interests and aspirations of the child and should end immediately if the child is tired. Talking with an adult, listening to adult's speech teaches a child to speak and speak. In early childhood, a child learns how to talk, how to respond and how to express its emotions. Communication creates a foundation for a child's intellect and logic, enriches its vocabulary supply. Cecil always stresses that swimming and bathing are important for children.

Recently, there has been the development of Reggio-pedagogy (Reggio-Emilia). The founder of this method is the Italian philosopher, psychologist and educator Loris Malaguzzi (1920–1994). There is another name for the methodology. This technique was first tested in Reggio-Emilia, Italy. That's why it's often called by the name of the city. According to the methodology, educational environment, people who are engaged in upbringing process, attitude towards life in general are very important and they should be developed on the basis of greatest care for the child. Constant communication, conversation and dialogue with the child are crucial issues indeed.

## CONCLUSION

Thus, the creative effect of the various world-class methodologies in the organization of the educational and upbringing process in preschools can be the basis for future results. Special attention should be paid to the development and assimilation of methods that are in line with the national values, mentality and cultural peculiarities of our people.

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