Foreign experience of improving the quality of education in non-state preschool educational organizations

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Abstract. Evaluation of the quality of preschool education is currently an important aspect of the system of preschool education in many countries. The emergence of the concept of "quality of education" was due to a change in attitudes towards preschool education throughout the 20th century. Here we would like to note a number of circumstances that led to the raising of the question of the need to develop a system for assessing the quality of preschool education.

Key words. Pre-school education, quality education, pedagogical skills, foreign education

Introduction. First of all, one should point out the close attention paid to early education by various social institutions. The governments of almost all countries of the world began to consider preschool education as a subject of national policy. This is enshrined in the laws of many states. The position of the family regarding preschool education has changed, which is reflected in an increase in the percentage of children attending preschool educational institutions. Directed training of personnel for the system of preschool education is being carried out. To this end, training programs are being developed and implemented at various levels: pre-university and university , including training programs for specialists, bachelors, masters and PhD programs, as well as advanced training programs for employees of preschool educational institutions. Large-scale research is being carried out in the field of preschool education. Their results are presented at numerous scientific conferences. International organizations are widely discussing the issues of preschool education. Suffice it to say that in 2010 Russia hosted the First World Conference on Early Childhood Education and Education under the auspices of UNESCO **.**

Main part. All this allows us to say that preschool education acts as a special, very effective resource that must be used in the interests of the development of society.

Currently, there are various definitions of the quality of preschool education and training. According to P. Moss , the definition of the quality of preschool education can change depending on the time, values, beliefs or needs of those interested in it. However, most experts agree that positive child development requires:

• ensuring safety, taking into account the age of the child and his abilities, appropriate equipment, toys, etc.;

• ensuring health when children have opportunities for active activities, recreation, development of self-care skills and when children receive proper nutrition;

• developmental stimulation, when children have the opportunity to choose games and activities in different areas - speech, art, music, dramatization, gross motor skills, counting, natural sciences, etc.;

• ensuring individual emotional development, during which children's independence, cooperation and competence are supported;

• maintaining positive relationships with other children [1].

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Note that the quality of preschool education should in no case be reduced to the results that the child demonstrates - "it is necessarily associated with the daily joy of the child" [2].

The quality of early childhood education has been studied in a number of projects. Thus, in a national study of the staff of preschool educational institutions, which used various methods for assessing the quality of preschool education, a positive relationship was shown between the development of the child and the professionalism and positive behavior of the teacher. For example, if teachers interacted more with children, they were more likely to be involved in purposeful activities, and not in aimless walking around the kindergarten [3]. It is the communication of the teacher with the children that determines the social development of the child: the richer the verbal interaction, the higher the social skills of the preschooler. If the child is left to himself or communicates mainly with peers, then such interaction has the opposite effect [4]. A group of scientists from the "Early Child Care Research Association" studied the development of children during the first three years of life. It turned out that the higher the quality of early education, the better the relationship in the mother-child dyad, the fewer complaints about the child's behavior on the part of the parents, and the higher speech and general cognitive development [5] was observed in preschool children. Studies in Germany and the US have shown that children from preschools with better education have better social skills, including peer interaction skills. At the same time, parents complain much less about the behavior of their children [6]. One recent study has shown that cortisol levels are associated with the quality of education: the lower the quality of preschool education, the higher the child's cortisol levels throughout the day, which is a consequence of the stress experienced and leads to subsequent behavioral problems [7].

More than 170 preschools in the United States were surveyed in the Price, Quality, and Results research project. The results showed that in institutions with a high level of education quality, children have a higher level of cognitive and social development, fewer behavioral problems, positive changes in development were observed even in children who were assigned to the risk category.

Since the 1960s, early organized parenting and education has been a national priority in the United States. In particular, the importance of early childhood education for children in the most at-risk groups is enshrined in federal law (PL 88-452, 1964; PL 90-358, 1968). Subsequently, the number of preschool programs for such children has increased, they are now funded by the state in all 50 US states. Despite the undoubted success in the application of educational programs, there are also concerns that preschool programs are not as effective as they could be. It is necessary to rethink the role of assessment in the organization of preschool education.

As noted by P. Strand and his colleagues [8], various models for evaluating preschool programs are currently presented in the United States. One of the most voluminous is the assessment provided by the Head project. start . Eight areas have been identified under this project: Speech, Literacy, Math, Science, Art, Social and Emotional Development, Approach to Learning, and Physical Health. Each direction is divided into 2-5 areas, which ultimately leads to 100 indicators, according to which information is collected for each child, divided into 54 blocks. Thus, the teacher, in whose group there are 17 children on average, is responsible for collecting more than 900 information blocks. This procedure is done at least three times a year.

A legitimate question arises: "Can a teacher really cope with this task?" The developers of the approach are of the opinion that the collected information helps the teacher to evaluate their activities. However, studies comparing human and computer decision-making show that this amount of information is simply not possible for humans to put together effectively.

The need to assess the quality of preschool education is due to the functions that it performs.

1. First of all, evaluation is used to increase the responsibility of teachers for the effectiveness of the programs used. Since the adoption of document No. Child Left Behind in 2002, reporting has become the main focus of education evaluation. Given the role given to school readiness in the United States, it is not surprising that the pressure on preschools is increasing. For example, the National Accountability System in the United States requires continuous confirmation of the effectiveness of methods used in early education.

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2. The assessment helps pinpoint children who are at risk and need specialized interventions and educational services. It is extremely important for these children to get into the educational environment as early as possible.

3. Evaluation is used in the study of the dynamics of the proposed educational services.

4. An important role of evaluation is to provide information about educational services. The use of assessment is especially important when considering the different developmental characteristics of young children. There appears to be no single program or single intervention that will be most effective in teaching all preschool children, regardless of their age, gender, ethnic and linguistic background, family background, or ability level. Thus, one of the components of effective individualized preschool education is not only the evaluation of the program, but also the evaluation of the development of the child. The main role in assessment should be to provide information to educators so that they can have the most effective impact on children's development in each case.

As A. Vanderheyden points out [9], the traditional measurements of a child's development, which are of a point nature, are very laborious and therefore expensive. As a result, curriculum-based assessment is gaining popularity. Such an assessment measures the consistency of the model that underlies the program: first the child masters one skill, then he masters another, and so on.

In addition to assessment, there is a measurement based on the curriculum. It is related to the overall results of the model and is aimed at understanding the behavior that the child eventually masters. This indicator is used to monitor the child's progress.

Both of these approaches make it possible to make comparisons with norms, to take measurements in the environment familiar to the child. They are related to the expected achievements of the child. The main difference is what is being measured at the moment: the curriculum-based assessment approach measures the current behavior towards which the child is heading; the curriculum-based measurement approach focuses on outcome behavior.

Child Development Assessment: Traditional and Authentic Approaches

Historically, the most common approach to assessing preschool programs has been to apply the norms of the basic standardized test and teacher assessment of the student. Rooted in the tradition of the psychometric standardized test, these measurements were aimed at identifying differences (often shortcomings) in children on the example of task performance, which act as important characteristics of the corresponding theoretical model. For example, to assess the child's cognitive development, he may be asked to arrange the pieces on the board or perform some other action in accordance with verbal instructions. In addition, the educator may be asked to evaluate the child's problems, problem-solving ability, or other skills that reflect cognitive development. If a child performs fewer tasks and scores lower than the educator rates an "average child", then the child may be said to have cognitive retardation. This definition is generally applied when a child's scores in a particular area of development are two or more standard deviations below the average result, which is determined by standard norms.

The main strength of the standardized approach is that such tests allow a child's performance to be compared with norms, thus providing information about where each child's development is in relation to peers. Therefore, such tests and assessments are widely used to identify children who fall into a group of educational risk. They may also contain information useful for analyzing various trends. The program and activities of the teacher can also be assessed using this approach.

It can be argued that the use of standard tests makes it possible to obtain a fairly accurate assessment of preschool programs. However, this approach has drawbacks. The main disadvantage is that such tests provide very little information that can be used by teachers to increase the effectiveness of their impact on children. Such assessments take place two or at most three times a year and can provide valuable information to educators at the times when testing is carried out, but it is not always clear how it can be used on an ongoing basis. This problem is exacerbated by the fact that many standardized test items are statistical rather than functional.

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Nevertheless , the assessment of the development of the child is one of the indicators of the quality of preschool education. J. Naisworth and S. Bagnato made the following conclusion regarding the assessment of the development of the child [10]:

1. Measurement in preschool education is still largely associated with traditional forms of testing practice.

2. Traditional forms of mental development testing are not suitable (with rare exceptions) for children with developmental disabilities.

3. Regular laboratory testing procedures are separated from children's natural environment, so they are not able to fully reflect the real capabilities of children.

4. Ordinary testing should not be used totally, including monitoring, planning work with the child, the formation of a program for evaluating the results of research.

5. Only authentic or other alternative forms of observational assessment comply with the Early Learning Act and the requirements of the National Early Childhood Education Association (2000, USA). Usually, testing is used for routine monitoring, but it becomes especially important when real problems arise, that is, when it is necessary to define criteria, plan an individual program, track the progress of the child and evaluate the effectiveness of the intervention.

Note that the test approach does not take into account the peculiarities of the social environment, and therefore the forecasts based on its results are very conditional. Traditionally, children with a developmental delay, on the basis of intellectual testing, receive a negative prognosis regarding further development. However, such estimates, as a rule, do not take into account the influence of environmental conditions. For example, a follow-up of 291 preschool children with developmental delays showed that within two years, 26% of children showed significant positive changes in development [11].

The advantage of the test approach is the availability of special techniques that allow you to compare the results of their performance by a particular individual with the results obtained by individuals of the same age as the subject. The points obtained allow you to compare the subject with the standard indicators. At the same time, test tasks require adherence to clear rules for conducting the methodology, since in order to compare the results obtained by a particular diagnostic procedure, it is necessary that it be the same for all subjects. In fact, the test examination is aimed at making the diagnosis as objective as possible, that is, to exclude the influence of extraneous factors that can affect the results of the methods. That is why, when conducting individual children's tests, any distortion of the instructions of the methodology is considered unacceptable. Usually the order of presentation of tasks is also clearly marked, and sometimes strictly limited in time. It is also recommended to avoid the presence of adults (since they can distract the child, distort the results of the examination), it is strictly forbidden to intensely praise the child for correct answers or express any other emotions (since in this case the child will begin to focus more on the reaction of an adult, and not on actual performance of the task). The test approach is a high-tech tool that is available to almost any diagnostician who has mastered the standard, clearly defined procedure for conducting a particular technique and the algorithm for its interpretation. In this case, for tests, as a rule, a special stimulus material is used, which is "protected" from the child outside the examination. Otherwise, it is considered that the obtained results will be distorted. However, if subjects of the same age receive, for example, the same scores when performing a test, this does not always mean that their level of development is the same. After all, when applying the test method, the diagnostician is primarily interested in the number of points (behind which, for example, is the number of correctly solved tasks), and not the nature of the errors, which sometimes hide the originality of the child's development.

Otherwise, an authentic assessment is carried out, which is based on an analysis of the child's behavior in natural conditions, in various situations. Information is recorded through direct observation and recording, interviews, rating scales. Evaluation of the development of the child's skills, which are used by him in real life, cannot be carried out through special tests using special material.

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Standard tests have little to do with real life. Authentic assessments, in contrast, look at behaviors that are functionally important to the child, such as getting a desired toy across the room through communication and finding out how the toy works.

If the tests fix the child's answer (his choice), then authentic assessments fix the child's behavior, his reactions, that is, it is assumed that the child can demonstrate competence in various forms. If a child is blind, he will communicate differently than a sighted child. In addition, authentic content is closely related to learning - assessed content is part of the learning program.

Standard tests are carried out by specially trained specialists, unfamiliar to the child. Authentic assessments are made by adults who know the child well - for example, teachers, parents, etc.

And finally, while standard tests, if they fail, often lead to a narrowing of the child's abilities due to a biased attitude towards him, "authentic assessments preserve the opportunity for the child to have a positive experience of experiencing educational and other situations" [12].

An example of an authentic assessment is the system The Work Sampling System (WSS), designed for preschool children from the age of three and elementary school students. The system is based on the teacher's observations, organized according to established procedures and guidelines. The Work Sampling The System (WSS) consists of three parts: a guide for educators to evaluate children, a portfolio, and a final report. Evaluation by the teacher of children is carried out in seven areas: personal and social development, speech and literacy, mathematical thinking, scientific thinking, social skills, art, physical development. The information obtained can be used to improve the effectiveness of training. Educators complete the questionnaires given in the guide without testing children. Instead, a profile of the individual progress of the child is built on certain skills, knowledge, types of behavior in the classroom. The developers proceeded from the fact that the variety of behavior is very large, so the forms to be filled out may differ from each other. Portfolios are a collection of a child's work that illustrates the child's efforts, progress, and achievements and brings together the child's experiences over the past year. Portfolios allow children to judge their own progress. The final report is completed for each child three times a year. It is based on the results of the child, his portfolio and the observations of the teacher.

As a survey of 350 families showed [13], parents positively perceive this assessment system. Parents especially appreciate the general conclusion and portfolio of the child. According to parents, it is these elements of the system that allow them to better understand their child, his strengths and weaknesses. A portfolio helps children improve their achievements, be proud of what they have achieved and see their own progress. It is important to emphasize that this opinion was inherent in all the interviewed parents, regardless of the objective success of the child, the level of his development.

Integrated Assessment Methods

One of the generally accepted tools for assessing the quality of early childhood education is the Early Childhood Environment Assessment Scale (The Early Childhood Environment Rating Scale - ECERS). It is designed to assess the quality of education for children aged 2.5-5 years. The theoretical basis of the scale is the understanding of the basic conditions for the positive development of the child.

ECERS (ECERS-R 2005) consists of 43 items that define different levels of quality in typical preschool situations (7 categories). This scale is based on the assumption that for the successful development of the child, the general dynamics of development, certain materials, etc. must be present.

The ECERS criteria are the result of years of research in the field of child learning and development. They focus on the basic conditions for the development of the child: how active he is, how he participates in various activities, communicates and cooperates with other people, how much the development of his own interests is realized. Each position is evaluated individually on a 7-point scale: 1 point - inadequate; 3 points - minimum; 5 points - good; 7 points - excellent. A score of 1 point is assigned when the presence of at least one indicator from the "1 point" category is noted. A score of 2 points is assigned if none of the indicators in the category "1 point" is found, but the

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presence of half of the indicators of the category "3 points" is noted. A score of 3 points is assigned if none of the indicators in the "1 point" category is found, but the presence of all indicators of the "3 points" category is noted, etc.

Indicators:

• furniture and space for children (indoor space; furniture for daily activities, games and learning; furniture for relaxation; furnishing a playroom; personal space; material equipment; space for the practice of gross motor skills; equipment for the development of gross motor skills);

• daily activities (greeting/seeing off; eating; sleeping; toileting; health and wellness practices; child safety practices);

• language and thinking experience (books and illustrations; stimulating communication in children; using speech to develop thinking; informal use of speech);

• activities (motor skills; art; music/movement; blocks; sand/water; dramatization; science; math; use of ICTs; enabling diversity);

• interaction (accompaniment of activities related to gross motor skills; general accompaniment of children; discipline; communication between an adult and children; communication between children);

• structure of the program (schedule; free play; group time; work with children with disabilities);

• parents and employees (meeting the needs of parents; meeting the personal needs of employees; meeting the professional needs of employees; interaction and cooperation of employees; support and evaluation of the work of employees; opportunities for professional growth of employees).

In order to complete all 43 indicators, the observer needs at least three hours to study the entire interior and exterior space of the kindergarten, as well as the variety of activities in which children and adults are involved.

EXAMPLES

Category : *Furniture and space for children*
Indicator : *Interior space*
1 point:
- not enough space for children, adults and furniture;
- insufficient lighting, ventilation, insufficient temperature control, insufficient use of sound-absorbing materials;
- insufficient repair (damaged floors, peeling paint on the walls, etc.);
- the room is poorly cleaned (dirty floors, the presence of garbage, etc.).
3 points:
- enough space for children, adults and furniture;
- adequate lighting, ventilation, temperature control, use of sound-absorbing materials;
- the space is in good condition;
- the space is kept clean and tidy;
- the space is accessible to all children and adults (there are handrails for people with disabilities, etc.).
5 points:
- sufficient internal space is organized in such a way that allows children and adults to move freely (furniture does not restrict the movement of children, the available space and equipment is sufficient for children with disabilities - the width of the doors is at least 80 cm, etc.);
- good ventilation, natural light through windows or skylights.
7 points:
- controlled natural light (curtains, blinds, etc.);
- controlled ventilation (opening windows, fan, etc.).
Category : *Daily Activities*
Indicator : *Greeting / Seeing off*

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1 point:
- children are greeted occasionally;
- seeing off children is poorly organized;
- Parents are not allowed to bring their children into the room.

3 points :
- most children are warmly welcomed (staff are polite to the child, smile at him, speak to him in a pleasant tone, etc.);
- seeing off children is well organized (children are helped to pack, etc.);
- Parents are allowed to bring their children into the room.

5 points :
- each child is greeted individually (employees say "hello" to him in the child's native language, call him by name);
- see-offs take place comfortably (without haste, accompanied by hugs and farewell to each child);
- Parents are warmly welcome.

7 points:
- when children come to the institution, they are helped to get involved in activities (if necessary);
- children are involved in activities until the moment their parents leave (children do not wait for their parents idle, they are not snatched out of the activity, but are allowed to reach a logical stop);
- employees use the time of departure of children to inform parents.

Note: Not all children can be named and not all parents can be warmly welcomed by staff. Here and below we are talking about the majority of cases, that is, 75% or more.

Category : _Language experience and thought experience_
Indicator : _Informal use of speech_

1 point:
- employees talk to the child in order to control his behavior;
- employees rarely respond to the child's requests;
- The child's conversation is often ignored.

3 points:
- there is a simple conversation between the employee and the child (answers to questions, etc.);
- children are allowed to talk all the time.

5 points:
- during the game and other activities, employees talk a lot with the child;
- speech is mainly used for information exchange and social interaction;
- employees add information, developing the child's ideas (for example, if the child says "here is a car", then the teacher can continue - "yes, this is a big red car", etc.);
- employees support communication between children, including communication with children with disabilities (teaching all children sign language, if the child uses it, etc.).

7 points :
- employees interview most of the children individually;
- children are asked additional questions that stimulate more complex and longer
answers (children are asked about "what" or "where", older children are asked about "why" or "how").

Category : _Activities_
Metric : _Ensuring acceptance of diversity_

1 score :
- there is no racial and cultural diversity in the presented material (toys and pictures depict one race, all printed materials are devoted to one culture, in the case of bilingualism, all visual and audio materials are presented in one language);

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- materials represent only stereotypes of races, cultures, ages, abilities and gender;
- employees show prejudice against others (in relation to a person with a disability, a child or an adult of a different nationality).

3 points :
- there is some racial and cultural diversity in the submitted material;
- materials present diversity in a positive manner;
- employees appropriately respond to prejudices shown by other adults or children towards other cultures (engage in conversation about differences, establish rules for equal treatment).

5 points :
- books, pictures, materials accessible to children and adults are presented that demonstrate people of different races, cultures, ages, abilities and gender in a non-stereotypical form (women and men performing various jobs, including non-traditional roles);
- some materials representing different cultures are used for dramatization (dolls of different races, ethnic clothes, etc.).

7 points :
- diversity is part of daily activities and play activities (cuisine of other nations, music of different cultures, etc.);
- special types of activities aimed at accepting diversity are used (parents are encouraged to demonstrate cultural traditions to children; a number of cultures are represented at the holidays, etc.).

At the same time, special attention is paid to the absence of demonstration of violence against race or culture. For example, the "cowboys and Indians" set cannot be seen as a display of cultural diversity.

Since not all questions can be answered during observation, employees should be asked:
- What kind of music do you use in your work with children. (Examples.)
- What do you do if a child or adult shows prejudice?
- Are any activities used to help children understand the diversity of people in the country and in the world? Give examples.

Category : *Interaction*
Indicator : *Accompanying activities related to gross motor skills*

1 point:
- inadequate support of activities (children are left unattended for a short time, employees rarely pay attention to children, there are not enough adults to supervise children);
- most of the interaction of children with adults is negative (employees look irritated, angry, there is a controlling atmosphere).

3 points:
- support for children's activities is adequate to maintain the health and safety of children;
- there is a positive interaction of children with adults (children are helped if they experience difficulties, they are praised if they manage to master a new skill, communication is positive).

5 points:
- employees prevent dangerous situations (remove broken toys or other dangerous objects, stop rough play before any of the children get hurt);
- most of the communication between children and adults is positive;
- employees help children develop the skills necessary to use various equipment (help children learn to pedal, help children with disabilities use adapted bicycle pedals, etc.).

7 points:
- employees discuss with children concepts related to the game (closer - further, faster - slower, ask the children to talk about the ongoing game);
- employees help children develop the game (for example, they mark the route for cycling, etc.);
- employees help children develop positive social skills (teaching children to use toys in turn, use equipment that requires cooperation, such as swings, walkie-talkies, etc.).

Since not all questions can be answered during observation, employees should be asked:

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- What do you do if a child has difficulty using the equipment?
Category : *Program structure*
Metric : *Group Time*
1 point:
- children are in their group all day (everyone does the same project, everyone listens to a story, everyone takes a bath at the same time, etc.).
- there are few opportunities for individual interaction between the child and the employee.
3 points:
- some game activities are implemented in subgroups or individually;
- children are given some opportunities to choose a subgroup.
5 points:
- group time is limited and determined by the age and individual needs of the children;
- most of the gaming activities are implemented in subgroups or individually;
- some daily activities are implemented in subgroups or individually.
7 points :
- different associations work at different paces;
- employees are involved in interaction with small groups of children, individually with children and with the group as a whole;
- children have the opportunity to join any group.
Category : *Parents and staff*
Metric : *Satisfaction of personal needs of employees*
1 point :
- lack of a special place for employees (lack of a separate room, living room, storage space for personal belongings);
- lack of time for personal needs (lack of break).
3 points:
- the presence of a separate room for employees;
- the presence of furniture for adults outside the children's play area;
- availability of storage space for personal belongings of employees;
- the employee has at least one break per day;
- all opportunities for the work of employees with disabilities are presented (if necessary).
5 points:
- the presence of a room for rest; a room can have two purposes (for example, a meeting room and a lounge room);
- the presence of a secure place for storing personal belongings of employees;
- daily morning, afternoon and evening breaks;
- availability of necessary conditions for employees to eat (refrigerator, kitchen, etc.).
7 points:
- the presence of a room for rest (used only for its intended purpose);
- comfortable furniture for adults;
- employees have the opportunity to determine the time of their own breaks.
Since not all questions can be answered during observation, employees should be asked:
- Do you have the opportunity to take a break? When does it happen?
- Where do you usually store your personal belongings?
The development of such tools is a necessary condition for effective monitoring of the quality of preschool education.

Conclusion. Conducted comparative studies using the ECERS scale showed its effectiveness. W. Titze and colleagues, with the help of ECERS, tried to assess the quality of preschool education in Germany, the USA, Portugal, Spain and Austria. In total, more than 600 preschool institutions from these countries took part in the study. It took about two years to adapt the tools, conduct joint discussions, and visits of experts for the purpose of consultations. The highest marks for the quality

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of education were received by preschool institutions in Austria and Germany, which have strong traditions and developed infrastructure in the field of preschool education. Low scores are given by the institutions of Portugal (where the problem of preschool education has been raised relatively recently) and Spain (where preschool education often takes place in the school building and is built on the principle of traditional schooling with an emphasis on group work organized by the teacher). In conclusion, let us once again note the importance of preschool education in the life of a child and the state as a whole and emphasize the need to create a system for assessing the quality of preschool education

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