

Training of Pedagogues in Russia: A Retrospective Analysis

Rusya'da Pedagogların Eğitimi: Geçmiş Yönelik Bir Analiz

Natalia Ryzhova¹

Abstract

Training of pedagogues and its contents and methods always reflect processes within society. For the last several decades Russian society has undergone substantial changes that could not have left the education system intact, in particular in the training of pedagogues in schools and kindergartens. The article gives an analysis of Russian education for children under 7 years old, and of the training of kindergarten teachers, as the system has been developing during the last decades. The author illustrates her conclusions with examples taken from her own practice. A periodization is given for the whole span of the researched period. A number of criteria are offered for the analysis: contents, methods, organization of preschool education, training and retraining of kindergarten teachers, legal foundations for the education process etc. Such an analysis has been made for the first time in an overview of Russian preschool education, in a conceptual framework designed specifically for the purposes of this research.

Keywords: Teacher training, higher education, preschool education, history of education, educational programs, kindergartens

Öz

Pedagogların eğitimi, içerik ve yöntem bakımından her zaman toplumdaki süreçleri yansıtır. Son birkaç yılda Rus toplumu köklü değişiklikler geçirmiş eğitim sisteminde özellikle de anaokulları ve sonrasındaki okullarda görev alan pedagogların eğitiminde büyük değişiklikler yapılmıştır. Sistem hâlâ gelişmekte olduğundan bu makale yedi yaş altındaki Rus çocuklarının eğitiminin ve anaokulu öğretmenlerinin eğitiminin bir analizini vermek için hazırlanmıştır. Yazar araştırmasında yaptığı uygulamaların sonuçlarından örnekler vermiştir. Araştırma için incelenen dönem alt dönemlere ayrılmıştır. Analiz için bir dizi ölçüt sunulmuştur. Bunlar: içerikler, yöntemler, okul öncesi eğitimin organizasyonu, anaokulu öğretmenlerinin eğitimi ve yeniden eğitimi, eğitim süreçleri içindeki yasal vakıflar, vs.dir. Bu türden bir analiz Rus okul öncesi eğitiminin gözden geçirilmesinde ilk defa yapılmıştır ve kavramsal çerçeve özellikle bu araştırmanın amaçları için tasarlanmıştır.

Anahtar Sözcükler: Öğretmen eğitimi, yükseköğretim, okul öncesi eğitimi, eğitim tarihi, eğitim programları, anaokulları

Introduction

Contents and methods of training of pedagogues are always specific to the goals and objectives set before the educational system in a society. As the society's priorities change, there come gradual changes in educational goals, contents, organization of college and university education, training and retraining of pedagogues. For this

¹Natalia Ryzhova, Professor of the Moscow City Pedagogical University.
For correspondence; e-mail: ryzhovoiv@gmail.com

reason changes in pedagogues' training are regarded as closely linked to the changes in contents and methods intrinsic to an educational system.

The analysis of contents and methods of working with children, educational programs, training and retraining programs for pedagogues allows us to distinguish three periods in the development of preschool education and teacher training in recent Russian history.

Late Soviet period (1970-1991).

At that time the basic principle of all social institutions, including education, was unification. There existed only one paradigm in education, the purported goal of which was "shaping a future builder of Communism". The actual innate goal of the education system was to suppress individuality and prevent dissent, while training effective specialists. During the last period of Soviet rule, namely the Perestroika period, the state and Communist Party's grip on education became somewhat looser. Elements of Western educational culture started to appear to some degree: a pluralistic worldview, recognition of alternative opinions, etc. However these tendencies were weak and limited to certain educational institutions.

The Post-Perestroika years (1991-2000).

By this period the previous paradigm "shaping a builder of Communism" had become irrelevant. State control over the educational system became even less rigid, and the Communist Party lost any official means of influencing education. The system had lost its ideological bias and had become somewhat decentralized. There occurred explosive growth of educational programs for children of all ages, and some of the programs were not of the highest standards. This was the time when pedagogues realized that they had a right to act on their own initiative.

Contemporary Russia (2000-2012).

In recent times the state has become a much more active participant in the organization of education. The first obligatory standards for the programs of preschool education have been introduced. Education is to a greater degree based on principles, vital for Western institutions as well, such as an individual approach, creative development of personality, accent on a child's rights, especially the right to play, etc. In the meantime the Russian higher education system is being closely integrated into the Bologna Process, accepting the corresponding standards and values.

Certainly the periodization given in the article is conditional, as is any other periodization. It has been designed to discover and understand the most essential changes in the Russian educational and pedagogues' training system that reflect underlying social processes, and also to trace the main tendencies. For instance, it is more convenient to regard the Soviet period as uniform. In reality there were different periods in education

during the Soviet era. However, in this article only the last three decades are analyzed, so the Soviet times that immediately precede modern Russian history appear to be of the most interest. Radical transformations were triggered in the 1990s by the Perestroika policy, pursuing democratization and economic reforms. Of course it is impossible to cover all the processes in Russian education that evolved during that time, so I will focus on a few of the most important ones, in my point of view, in this article. In order to avoid misinterpretation, there follows a short glossary of some terms used in contemporary preschool, middle school, vocational and higher education in Russia.

Preschool education

The first stage of education in Russia. Attending kindergartens is not obligatory, but most children under 7 years old go to kindergartens.

Kindergarten

A preschool institution for children from 2 months to 6.5 or 7 years old. Kindergartens are usually open from 7 am to 7 pm. In Russia the majority of kindergartens belong to the state or to municipalities. Private kindergartens are as yet few in number. Recently there have appeared new organizational forms of preschool education: short-term groups (children come to kindergarten with their parents for a few hours), family kindergartens (based on a family with two or more children), and so on.

The basic comprehensive program for kindergartens

The program is used in work with children from 2 to 7 years old. It includes different aspects of a child's development: cognitive and creative skills, music, art, reading, math, ecology, physical development, and so on. As a rule, the program defines the contents of each of the educational areas - basically it guides the work of a pedagogue. Unlike programs in many other countries, basic comprehensive programs in Russia give detailed recommendations for every aspect of work (contents of studies, developing creative surroundings etc), descriptions of typical psychological characteristics for different ages of children, and recommendations for monitoring the results of pedagogues' work. The basic comprehensive program is implemented during the first half of the day.

Extra programs for kindergartens

Extra programs focus on one of the educational aspects. For example, there are musical development programs for children, health preservation programs, visual arts programs, environmental programs etc. Extra programs are implemented during the second half of the day. Some kindergartens budget for additional wages for pedagogues engaged in extra programs. For example, there are pedagogues for visual arts, for environmental education etc. Accordingly, in some colleges or universities, future

pedagogues can choose additional elective courses that interest them.

Pedagogical College

Earlier pedagogical colleges could be only a separate vocational school, but now many pedagogical colleges are parts of pedagogical institutes and universities. The full term for students is 2 years.

Pedagogical institutes

Pedagogical institutes train future pedagogues in different fields for 5 years. Lately many of the institutes have started graduating bachelors followed by masters (4+2 years). Practically all of them have either faculties of preschool education or faculties of preschool and early school education (the first 4 school grades).

Pedagogical universities

Pedagogical universities also train pedagogues in different fields, but their curriculum is more sophisticated. Pedagogical universities and colleges have full-time studies (first half of the day) and evening courses (second half of the day), and also extramural courses (students attend the university for certain periods of time, most often during holidays, while completing tasks independently for the rest of the year). The major part of the students enrolled in evening courses and extramural courses are already working in preschool institutions. Education in colleges and universities can be free or paid.

Institutes of retraining for pedagogues or Institutes of open education

These institutes exist in every Russian region. All of them have separate departments for training school teachers and preschool pedagogues. Here the professors help pedagogues to master contemporary educational technologies and raise their proficiency level. The courses in such institutes can be short-term or long-term, free or paid. After graduation the pedagogues receive diplomas that are taken into account later, at their attestation.

Contents

In order to understand specific patterns of pedagogues' training throughout the different periods of history and make reasonable assumptions about its development, one should analyze not only the contents and goals of such training, but also characteristic features of the educational system at the given time. In order to compare the results of the analysis and formulate conclusions, certain indicators for comparison should be chosen. I have selected the following criteria for comparison and analysis of the educational system during different periods:

- contents, methods, organization of preschool education,

- educational programs,
- legal foundations of education,
- training of students in pedagogical colleges and universities,
- retraining programs for pedagogues, other forms of education of pedagogues,
- reference literature for teachers,
- degree of partnership between kindergartens and parents,
- links between kindergartens and communities.

Such an analysis has been made for the first time in an overview of Russian preschool education, in a conceptual framework designed specifically for the purposes of this research.

The research is based on the analysis of educational programs for preschool institutions, guidebooks for pedagogues, information about specific features of training of pedagogues for preschool institutions in colleges and universities in different Russian cities, legal documents, regulating the preschool education system, and results of the relevant international projects. The article also mentions my own personal experience as a professor of a Pedagogical University, as an author and co-author of educational programs for preschool institutions, as a scientific supervisor of kindergartens in research projects, as a scientific supervisor of international projects, and as a member of the jury of teachers' competitions. I have also been working as the deputy editor of the educational Journal, OBRUCH for pedagogues since 1996, which has been a substantial help in discovering changes and tendencies in preschool education in modern Russia.

The contents of preschool education and preschool pedagogues' training for the last 30-40 years, using the criteria mentioned above, have been analyzed.

The late Soviet period (1970-1990)

The period of the late Soviet Union still has a certain influence on preschool education in Russia.

Contents, methods and organization of preschool education

It should be mentioned that in Soviet times preschool education was given much attention. Many preschool institutions existed all over the country, most of them belonging to the state, and some to specific state agencies. These kindergartens were established and financed by certain organizations, for example by the Academy of Science, the railroad company and the majority of large enterprises (there was no private property in the country, so all the companies were state-owned). These kindergartens accepted only children of workers, employed at a specific organization. There were no private kindergartens, nurses, or baby sitters at all. Attending kindergartens was not obligatory, just as in our time. Preschool education was called "preschool upbringing"

to emphasize the difference with further “education”. The schedule was the same in all the kindergartens throughout the country. For example at 10 am on Wednesday all Soviet kindergartens had a math lesson on the same topic. Children attended kindergarten until they were 7 years old, and then went to school. There were also nurseries for infants under 1 year of age, because many mothers went back to work after their babies had become 2 months old. Nurseries had special equipment, and not only teachers but also specially trained medics worked there. The main goal of a kindergarten was to shape a future Soviet citizen, who would possess a true Communist attitude to labor and abide by the rules, established for her or his group (Jadeshko et al., 1986).

At the same time a number of positive aspects of the system should be noted. The world’s first Institute for preschool upbringing had been established; different methods of teaching preschool children had been designed in several areas: mathematics, speech development, discovering the surrounding world, playing abilities. They were grounded in the research of acknowledged psychologists. Such psychologists as A.V. Zaporozhets and L.S. Vygotsky have won worldwide renown for their contribution to education. Their work is still in demand in different countries, and is studied in pedagogical institutes and universities (McLeod, 2007). During this period the practical and theoretical foundations were laid for further development of preschool education. Special lessons were introduced into preschool institutions for the first half of the day; the theory of games and creative surroundings were being developed. However, as noted above, pedagogues paid too little attention to children’s initiative or to their independent and creative activity. Often they preferred to teach children to reproduce a set pattern: for instance, during the visual arts lessons all children had to draw the same vase with a flower in the same position with the same colors.

Educational programs

There existed only one standard program for education and upbringing of preschool children, designed by a group of leading psychologists and pedagogues. Absolutely all kindergartens in the Soviet Union followed the standard educational program. The program contained detailed instruction on all forms of work with children that were obligatory for pedagogues. The work of kindergarten teachers was under the tight control of the educational authorities.

Legal foundations for education

During this period preschool education was already under the authority of the Ministry of Education. A number of official regulations guided the work of preschool institutions and pedagogical colleges and universities. Students’ studies were heavily influenced by the Party’s official documents: for instance, it was proclaimed that the goal of education was to train a future builder of communism. Ideology permeated the whole system of education. Thus, little children were taught stories about Lenin’s

childhood that were meant to give them examples of correct behavior in their lives; kindergartens involved children in a celebration of “friendship between the Soviet nations”, and so on.

Training of students in pedagogical colleges and universities

Pedagogues were trained in specialized colleges (for 2 years, vocational education) and at the departments of preschool and elementary school education in pedagogical institutes (for 5 years, higher education). In colleges the programs focused on practical skills, in institutes the students studied theory and practice of pedagogical science and psychology. All the institutions followed one standard program, unified across the country. Often college students were instantly enrolled into the institutions, functioning in all the regions of Russia. The main goal set before the students was to master the basics of preschool education and practical skills according to the standard program of preschool education. There was also specialization, such as “teacher of music”, “physical education instructor” etc. Besides, there were several courses compulsory for every type of institution. Although they had a feeble relation to professional competence, these courses were considered to have ideological significance, such as “the history of the Communist Party”, “basic Marxism-Leninism”, and so on.

Training and retraining for pedagogues

Before 1991 preschool educations used “The Standard Program of Education and Upbringing in Kindergartens” (Vasileva, 1984). Methodical recommendations, a yearly curriculum, and detailed concepts/scenarios for each lesson were developed for the Program. The whole training and retraining system for teachers was aimed at the preparation of pedagogues and students to follow the Standard Program.

Pedagogues who were already working were obliged to “enhance their qualification” regularly at the institutes of retraining for pedagogues without discontinuing work. Such institutes functioned in all the regions. Apart from kindergarten teachers, there were also teachers of music, who acquired specialized education.

Literature for teachers

There was a single journal for preschool pedagogues, “The Preschool Upbringing”, funded by the state. Methodical recommendations for kindergarten teachers were published, as were practical material, didactic games, and books on pedagogical science and psychology. All the publishers were also state-owned, and pedagogical publications had to comply with the Soviet ideology. Thus Western authors, even if mentioned in a positive context, needed to be criticized for their “bourgeois bias” and “misunderstanding of scientific materialism”. This situation resulted in the relative isolation of Soviet pedagogical science from contemporary tendencies in developed countries.

Relationships between the pedagogues and parents were considered important, but mainly remained formal.

Links with the community

There were representatives of other organizations visiting kindergartens, children performed at concerts, but in general kindergartens had almost no ties with the communities.

The post-Perestroika period (1990-2000)

Drastic changes in contents and organization of preschool education and pedagogues' training in Russia occurred in the 1990s. The main features of education during that period were dynamic change, democracy and openness. Education was getting rid of ideology as a whole. In the '90s the educational system was radically transforming, so it required new approaches to teaching pedagogues.

Contents, methods and organization of preschool education

The contents and organization of preschool education changed. New forms of preschool education emerged, such as kindergartens focusing on certain aspects of a child's development. Such institutions, apart from the basic program, included specialized educational programs: kindergartens with primary development of artistic and aesthetic apprehension, or primary development of intellectual or physical abilities, etc. Another new kind of preschool institution is the child development center - in addition to its usual functions, this kindergarten also works with the families of children that do not attend it. There are correction preschool institutions and combined kindergartens that accept handicapped and disabled children. Kindergartens that had belonged to organizations were given over to the state. Private preschool institutions came into existence, as well as Montessori kindergartens and Waldorf kindergartens. New positions of pedagogue-psychologist, social pedagogue (working with families), and speech therapist were established. The contents of preschool education were also changing, and became more modern and diverse. This was the period of rapid growth of preschool environmental education, and the notion of "education for sustainable development" was introduced for the first time (at that point I selected key ideas of education for sustainable development and adapted them for preschool level). Consequently a course of environmental education for preschool children appeared in the curricula of pedagogical institutes and colleges.

Many preschool institutions became experimental centers for research projects supervised by university and college professors. Kindergarten pedagogues and their scientific supervisors tested new educational technologies and programs. Their results were presented at exhibitions, conferences, in the press; they were used by other pedagogues in their work, so the overall level of competence became higher. The first com-

puters appeared in kindergartens, and students of pedagogical universities and colleges started learning how to teach preschool children basic computer skills. Much attention was paid to the concept of creative surroundings in preschool institutions. Kindergartens set up ecological rooms, psychologists' rooms, play rooms, visual arts studios, museums and so on. However, some teachers and scientists voiced their concerns that, with the multitude of new activities for children, free play - which is the leading activity of children - was disappearing from kindergartens. Changes in the contents of preschool education were primarily reflected in educational programs. During this period additional programs were designed, aimed at deeper studies of a certain field of preschool education.

Educational programs

The post-Perestroika period was characterized by a great variety of educational programs, many of which were developed by new authors. Instead of following one standard program, as before, kindergartens got a choice between several comprehensive and extra programs. Comprehensive programs encompassed all aspects of children's development: studying the surrounding world, mathematics, speech development, physical and musical skills etc. Moreover, there appeared a new type of program that was called "partial" at first, but then named "extra". These programs focused on certain areas, such as programs for artistic and aesthetic, physical and musical education. Thus, in 1992 I developed one of the first environmental education programs "Our Home Is Nature" (Ryzhova, 1998). In time the program was supplemented by the ideas of education for sustainable development, and it was launched throughout Russia in all the regions (Ryzhova, 2002).

The major achievement of the post-Perestroika period is that pedagogues and kindergartens acquired the right to choose programs and methods of work, which was impossible in the Soviet Union. On the other hand, a lot of new programs were written without consideration for psychological features specific to children of preschool age. Gradually such programs fell out of use.

Legal foundations for education

The new "Conceptual Framework for Preschool Upbringing" (Davidov & Petrovskiy, 1989) contributed a great deal to positive changes. In 1991 the "Provisional Statement on Preschool Education" was approved. It mentioned, in particular, that the existence of a sole Standard Program inevitably leads to unification of forms, content and methods of pedagogical process without consideration for children's individualities. The act abolished the Standard program as a single obligatory document. Preschool institutions gained an opportunity to choose their own programs, correct them, create their own programs and use various kinds of work (Solomennikova, 2000). In 1992 the Education Law was passed which was repeatedly amended and changed af-

terwards. It was stated that preschool education is the first level of the educational system. The Russian Ministry of Education issued guidelines for educational programs. The programs and manuals underwent a special examination in the Ministry, and the list of programs recommended for use in preschool institutions was issued. However, kindergartens were not prohibited from using programs which were not on the list and which had not been examined by the Ministry.

Training of students in pedagogical colleges and universities

The post-Perestroika period was a turbulent time of changes with uncertain outcomes. Thus, many former institutes, including pedagogical institutes, became universities by name, sometimes without proper premises. Now in every region of the country there were pedagogical institutes and universities that had departments of preschool education or preschool education and elementary school, preparing pedagogues for work with children of early ages. New educational programs and new types of preschool institutions required different forms of training future pedagogues and alternative study courses for universities and colleges. But the pedagogical institutions lagged behind, being too slow to reflect recent changes in their curricula. For the first time there appeared short-term courses led by the authors themselves. Such courses were not only based in universities or colleges, but also took place directly in preschool institutions, initiated by kindergarten teachers themselves. Interactive education methods were actively introduced into the courses for future pedagogues, who became more independent in their studies. New possibilities for studying foreign preschool education practices became available to the students.

Training and retraining of pedagogues

Changes in the organization and contents of preschool education called for new approaches in pedagogues' training. Retraining institutes opened numerous courses covering different aspects of preschool education. Besides, many organizations, including NGOs, arranged seminars and invited scientists and pedagogues from abroad. In this way the Russian pedagogues became acquainted with the experience of their foreign colleagues. Many all-Russian conferences were organized. During the post-Perestroika period many specialists with higher education came to teach in kindergartens, who had no prior pedagogical education for preschool - former school teachers of physics, teachers of Russian language, engineers, ecologists and the like. All of them needed the second pedagogical education, which they acquired in the retraining institutes or by taking separate courses.

Literature for teachers

The 90s witnessed an exponential growth of publishers issuing pedagogical literature, manuals, didactic materials, and games for pedagogues, including for kinder-

garten teachers. New journals for pedagogues were founded. This sparked competition between the journals, leading to a visible increase in the quality of information published. Pedagogues gained access to an enormous flow of new Russian and foreign data.

Relationships between the pedagogues and parents

Partnership between kindergartens and parents became closer. Many targeted journals were published for them. Parents became increasingly active participants in the kindergarten's life: holidays, excursions, kindergarten territory design, etc. At the same time the growing influence of parents brought new challenges. In the opinion of many families the main goal of kindergarten was not comprehensive development of their children's personalities, but training children for school, teaching them to read and write.

Links to the communities

In this period kindergarten became an open system. It was linked to many state agencies, NGOs, and other organizations and associations. An example from my personal experience: the system of social partnership in one of the kindergartens engaged in environmental education included "green" NGOs, Department of Nature Preservation and Use of Natural Resources, libraries, a university, an ecological center, a pensioners' organization and other establishments.

Modern Russia (2000-2012)

The basic characteristic of this period is systematization and further development of all the processes, started during the post-Perestroika time of drastic changes. Also, influence of the state on contents and organization of education is increasing. In particular, the new State Federal Regulations for educational programs in preschool institutions have been issued. These regulations supposedly bring Russian preschool education closer to European standards, aiming at growing humanization of preschool education. The document pays much attention to the development of a child's personality, steering away from the school type of training, partnership between kindergartens and families, and support for children's initiative.

Content, methods and organization of preschool education

Preschool education is currently based on the integrative approach, including different types of children's activities: playing, reading, research, music, visual arts, performance, and physical exercises. Thus, the Institute of preschool education has published a series of books for every preschool age, "Developing Lessons With Children", that implement the integrative approach (Alieva et al., 2006). Scientists and pedagogues are showing growing concern about the fact that modern children do not

play enough games, while preparation for school is becoming more formalized, not taking into account specific psychological traits of children of preschool age.

Digital technologies are penetrating into preschool institutions. For instance, in Moscow all kindergartens should have their own web pages. Pedagogues are often required to present the results of their work in the form of digital slide shows or videos. Kindergartens use computers, digital media, interactive blackboards etc. According to the new regulations, there are no more obligatory morning lessons, while educational activities are spread throughout the whole day. Their content depends a lot on the pedagogue.

Various types of preschool institutions have been preserved, and more attention is being given to integration of children with special needs into the groups of common kindergartens. At the same time some preschool institutions are creating lekoteks - special groups for such children, which they attend together with their parents. In recent years official documents have also stressed the growing demand for private kindergartens.

Education for sustainable development is not mentioned in the regulations, but the ideas are gaining popularity with preschool teachers, just as in the rest of the world (Siraj-Blatchford, 2009; Siraj-Blatchford, et al., 2010). To a certain extent this is happening due to the implementation of the ESD OMEP Project in 2011-2012 - over 220 preschool institutions took part in different regions of the country (Ryzhova, 2011).

Pedagogues are using various methods in their work, but the characteristic feature of the modern period is the growing popularity of research projects in kindergartens that can focus on all kinds of problems. For example, there are projects like "I Love My Planet, Discover All Parts of the World" (cultural diversity), "Time to Gather Garbage", "Ecological Trail in the Kindergarten Territory", and "Our Kindergarten". The projects are developed not only by the teachers, but also by university professors. Thus methodological recommendations supplied by the author for the projects "My Tree", "Letters to Animals" (children write letters to animals following a pattern, and receive "answers" from them), "Ecological Fairy Tales", "the Water Fairy", and so on were developed. The projects are adapted by children and pedagogues.

Speaking of organization of preschool education, it should be noted that according to the State Federal Regulations of educational programs pedagogues should pay more attention to conditions for independent activities of children and support their initiative. At the same time for the past few years some regions have set the elimination of queues for entering into kindergartens as their highest priority. This problem is vital for Moscow in particular. The groups have swollen to include 27-30 children; play rooms, ecological rooms and psychologist's cabinets are being closed down; many kindergartens are cancelling positions of pedagogues teaching extra programs. Kindergartens are being merged with schools or other types of preschool institutions. Heads of preschool institutions are expected to demonstrate not only pedagogical proficiency,

but managerial skills. Preschool institutions are required to “earn” additional funding by themselves, without external support.

Educational programs

During this period the number of programs has decreased for various reasons. In 2002 the Ministry of Education organized a competition for the development of a sample educational program for early childhood. Some of the programs have been disparaged by pedagogues, some have turned out to be over-complex, and others have not followed methodical recommendations.

In 2010 the Federal Regulations of educational programs for preschool institutions were issued, and these are legally equivalent to state standards. These regulations contained a list of areas that should be covered in any educational program for preschool age: “Cognitive Learning”, “Artistic and Aesthetic Development”, “Social Development”, “Reading”, “Physical Development”, “Security” and others (10 areas in all). 80 percent of total time for education in a kindergarten should be dedicated to one of the programs. The remaining 20 percent is free for the kindergarten to allocate. For example, pedagogues might study the culture of a certain nation, use the time for environmental education, or anything else. Each kindergarten composes its own educational program, which reflects specific work with children in that particular institution. All the programs that had been developed earlier are required to be rewritten to comply with the Federal Regulations and undergo a special examination by the Ministry of Education’s Federal expert committee. About two years ago there was a discussion about returning to a single standard educational program as in Soviet times. However, this policy was opposed by pedagogues and scientists, who do not want the return of a monopoly.

Legal foundations for education

The crucial point in the development of legal foundations during this period was the Federal Regulations for programs for preschool institutions, which are de facto standards for preschool institutions. These are the main official guidelines for preschool institutions. However, their implementation has received the criticism of pedagogues and scientists, so currently certain amendments to the document are being discussed.

At the present moment a new Education Law, which is expected to be passed soon, is under discussion in Russia. According to the new law, preschool education is still regarded as the first level in the education system, which is not compulsory as yet (parents decide whether or not their children should attend kindergartens). A characteristic feature of the modern period of the development of preschool education in Russia is the large amount of routine work with official documentation, required from the preschool institutions. Digital documentation is being introduced to some extent,

but it is not common.

Training of students in pedagogical colleges and universities

Presently higher education in Russia is undergoing a number of transformations that also affect pedagogical institutions. New standards are being introduced, and the system of higher education is being integrated with the Bologna Process. On the one hand, there is the old Soviet system - 5 years of studies. On the other hand, there is a system of bachelor's and consequent master's degrees (4+2 years). There are also post-graduate studies and doctoral candidacy (in Russia the *Kandidat* degree follows the Master's; a *Kandidat* can then obtain a Doctor's degree, which is the highest scientific degree). In recent years a new process has been going on: the merging of educational institutions. For instance, in Moscow a single consortium has been made to comprise the Pedagogical Humanitarian Institute, the Pedagogical University, and some pedagogical colleges. University professors use kindergartens as the basis for research projects, and students go to kindergartens for training. More attention is being paid to students' independent activities, interactive methods, and digital technologies. Under present conditions there is increasing demand for managers for preschool institutions. Therefore, a lot of attention is being paid to courses in educational management. Thus, the first master's degree course "Management and Administration in Education" opened this year in the Moscow Pedagogical University.

Training and retraining of pedagogues

Changes in legal foundations, the necessity to use digital technologies, and new areas of preschool education call for transformation of curricula: new courses are appearing for pedagogues, such as "Environmental education for sustainable development", etc. For the last few years pedagogues have become actively engaged in web conferences; digital libraries are being set up that contain study material created by the teachers themselves. Different competitions are being organized for pedagogues, such as "Kindergarten teacher of the year", "Young professionals", "Kindergarten of the year", "Kindergarten of the future". While taking part in the competitions pedagogues share their experience with colleagues in their region or even across the country and demonstrate different approaches to work with children, thus raising the level of each other's competence.

Russia is a very vast country, and a lot of its remote places still lack any Internet connection. Therefore, long-distance educational courses using books and DVDs as the only available media are popular. For many years courses have been read by the author in such topics as "Environmental education of preschool children", "Mini-museums in kindergartens as a form of work with children and parents", and so on. The students of the courses receive not only textbooks with lectures, but also DVDs with comments, additions and recommendations by the author.

More proficiency is also being reached through participation in international competitions and international exchange programs. Thus, in 2008-2012 the joint project of the Moscow Government Department of Education and UNESCO “Moscow education: from infancy to school” was implemented (Shvetcova et al., 2010). Within the framework of the main project there were smaller special projects, promoting different areas of preschool education: multiculturalism, environmental education for sustainable development, equality of genders, bilingualism, health care etc. Each of the special projects was based in one of the kindergartens, the so called resource centers. Every resource center had its own scientific advisor. The resource centers had a major influence on the Moscow pedagogues’ professional growth. The centers became places for frequent events: conferences, seminars, workshops, online conferences, exhibitions, and demonstrations of professional skills. Pedagogues of the resource centers together with their scientific advisor collected and summarized the most interesting experiences from Moscow kindergartens and put the information on the pages of a specially created digital library of the Education Department. A number of methodological recommendations were published, as well as educational films.

Literature for teachers

A number of new journals for pedagogues have appeared in addition to the existing ones. At the same time consequences of the global financial recession in Russia have had a negative impact on the number of subscribers. New forms of educational supplies for teachers are becoming more common: educational DVDs, DVD photo sessions, and board games. Thus, the pedagogical journal OBRUCH is published with a series of special DVDs included. Each DVD contains a tutorial video or digital slide-shows and text files with methodological recommendations on the topic. For example, there are many tutorial videos among the films made by the author of the article - for education for sustainable development (“Our Planet and Us”, “Projects for Children and Adults: Our Environment”); for environmental education and encouragement of children’s research (“The Secrets of Nature”, “The Researching Child”, “Mountains, Caves, Volcanoes in a Kindergarten”); for support for children’s initiative (“I, Myself!”); for studying cultural and natural diversity (“Traveling Across Countries and Continents: Culture and Nature”), and many others.

Relationships between kindergartens and families

Relationships between kindergartens and families have been raised to a new level during the past decade. Families and kindergartens have become partners. That is why a lot of graduation theses are dedicated to this aspect of work with preschool children. Parents have become more deeply engaged in the life of kindergartens (in all kinds of city competitions, exhibitions, performances, research projects, and joint projects for children and adults). For instance, while the project “Time to Collect Garbage”

was going on, adults, like their children, learned to sort out garbage and press it for compact packing, made different things from packaging materials, used waste material to design and manufacture fashionable clothes and models of environmentally clean vehicles, composed ecological fairy tales, and made colorful posters. Parents actively participate in the Earth Day; parents and grandparents become involved in the creation of mini-museums in kindergartens.

Since modern mothers started focusing on their careers, groups for the earliest age (under 3 years old) have gained popularity - nursery groups have begun to open in kindergartens again, after a long break. Family kindergartens continue to increase in numbers. Many creative competitions are organized for the parents.

Links of kindergartens with communities

Kindergartens continue to strengthen their ties with NGOs and governmental institutions; they are always active participants in all kinds of local events and activities. For example, many kindergartens have close links with protected areas (national parks), museums, theatres, and universities.

Conclusion

The education system always responds to certain social demands and challenges; it reflects some ideological paradigm of a given period. Starting from kindergarten, educational institutions shape the fundamentals of the world view of future citizens. As societies undergo a value shift, so the requirements for the education system also change. Gradual, evolutionary changes in society correspond to the slow transformation of education, while revolutionary changes result in rapid and radical transformation.

At the end of the 20th century Russia went through a period of drastic change in social and political life, known as the Perestroika, leading to democratization in all the sectors of society. These revolutionary turning points in history required a totally new education system, new content in new forms. Russian society was in dire need of novel ideas, while the education system still remained mostly Soviet.

As training for pedagogues strongly depends on the contents of education, it was important to analyze the changes in preschool education since the Soviet period, and have a closer look at how these processes influenced pedagogues' training and retraining. In order to do that, certain criteria were devised to help us compare different periods in the recent history of preschool education in Russia.

There is always a gap between the development of a society and its educational system, which is closely linked to social processes, but which often lags somewhat behind. This sequence can be described in the following terms: social changes - new code of values - new goals for the education system - new requirements for professional skills of pedagogues - changes in training of pedagogues. In their turn, new

pedagogues contribute to the changes in contents and organization of preschool education. At the same time it is useful to remember that educational system is conservative by nature (compared to most of the other social systems), and so are pedagogues. Often it is the case that personal values and outlooks of a pedagogue are totally different from the ones he or she is supposed to disseminate. This situation creates a barrier for new ways and forms of education. For example, in Russian preschool institutions today there are a lot of pedagogues who were educated during Soviet times. On the one hand, they have unique experience of teaching children. On the other hand, they often reproduce the Soviet style of relationships: an adult is always right, adults should explain and children should listen, children should follow a set pattern, support for child's initiative is very weak, and so on. The same problem often arises with training of pedagogues themselves. This situation, as well as drastic social changes, emphasize the relevancy of the principle "learn to learn" with regard to students of pedagogical universities and colleges.

Analysis of the state of preschool education and pedagogues' training in Russia for the past 30 years, made using certain criteria, allows us to define three distinct periods.

The first of these is the late Soviet period, featuring the shaping of the "Soviet personality", and strict adherence to the one and only program and methodology. At the same time it is a period when valuable scientific psychological and pedagogical concepts were born that are still relevant today. Training and retraining of pedagogues followed set ideological dogmas, being unified in all the institutes of the vast country.

The second period, the post-Perestroika time, is characterized by a new paradigm: getting rid of the Communist ideology, humanization and democratization of education, including preschool education. New programs and educational technologies, and new types of preschool institutions were developed; families and communities became more involved in partnership with kindergartens; the system was opened to international collaboration. Legal foundations for preschool education changed. New courses appeared in pedagogical colleges and universities. Since the changes were very fast, the role of short-term courses is becoming more important. Still, this period can be described as transitional: new educational technologies often went side by side with the old forms of organization.

The third, modern period continues the tendencies from the 1990s, in particular the diversity of educational programs and institutions, and the humanization of education. Unique methodology is being developed by different authors; new kinds of teaching materials are being published and produced. The system of preschool education is now based on the principles of integrative approach and children's activity. More attention is paid to children's rights, and support for their initiative and independence is given. Ideas of education for sustainable development are being integrated into the system. Managerial functions of the heads of preschool institutions are gaining

more importance; digital technologies are being introduced into kindergartens. At the same time, paperwork is growing more complicated for kindergartens, more forms that should be filled out for evaluation of teachers' work are appearing, and pedagogues are being allowed less freedom in making independent decisions. New standards for preschool education are being passed. On the one hand, they increase the control of the government in education; on the other hand, new regulations help to introduce European, internationally acknowledged approaches to education.

These processes are part of the larger-scale tendencies in Russian education: while Russia strives to bring its education system closer to Europe's, the country is attached to its own traditions and approaches, and new authentic educational technologies and programs are being designed. One can see these tendencies in the standards of the Bologna Process that are re-shaping Russian higher education, in the spreading use of interactive digital technologies in education, in the fact that college and university students receive more time for independent studies, and in many other factors. Retraining of pedagogues on short-term and long-term courses is growing more and more important. However this is happening not due to radical social transformations, but is being caused by changes in technology and contents: the need for digital technologies in education, new demands for managerial skills of the heads of preschool institutions, and so on. A new generation of pedagogues is emerging, taught according to new standards, and sharing new attitudes and beliefs.

All these factors demonstrate that Russia, while keeping to its own heritage in education and using psychological and pedagogical concepts developed by Russian scientists, is nevertheless building its educational system by taking into consideration international standards and experience.

Özet

Giriş

Pedagogların eğitimi, içerik ve yöntem bakımından her zaman toplumdaki süreçleri yansıtır. Son birkaç yılda Rus toplumu köklü değişiklikler geçirmiş eğitim sisteminde özellikle de anaokulları ve sonrasındaki okullarda görev alan pedagogların eğitiminde büyük değişiklikler yapılmıştır. Sistem hâlâ gelişmekte olduğundan bu makale yedi yaş altındaki Rus çocuklarının eğitiminin ve anaokulu öğretmenlerinin eğitiminin bir analizini vermek için hazırlanmıştır. Yazar, araştırma için yaptığı uygulamaların sonuçlarından örnekler vermiştir. Araştırma için incelenen dönem alt dönemlere ayrılmıştır. Analiz için bir dizi kriter sunulmuştur. Bunlar: içerikler, yöntemler, okul öncesi eğitimin organizasyonu, anaokulu öğretmenlerinin eğitimi ve yeniden eğitimi, eğitim süreçleri içindeki yasal vakıflar, vs.dir. Bu türden bir analiz Rus okul öncesi eğitiminin gözden geçirilmesinde ilk defa yapılmıştır ve kavramsal çerçeve özellikle bu araştır-

manın amaçları için tasarlanmıştır.

Makale ayrıca Rusya’da okul öncesinde, ortaokulda, mesleki eğitim ve yüksek eğitimde kullanılan bazı terimlerin kısa bir sözlüğünü de içerir. Araştırma okul öncesi kurumların eğitim programlarının, pedagoglar için rehber kitapların, farklı Rus şehirlerindeki kolejlerde ve üniversitelerde ve okul öncesi kurumlarda çalışacak pedagogların eğitiminin belirli özellikleri ile ilgili bilginin, yasal belgelerin, okul öncesi eğitim sisteminin düzenlenmesinin ve ilgili uluslararası projelerin sonuçlarının bir analizine dayandırılmıştır. Sonuçlar yazarın kendine ait uygulamalarından alınan örneklerle gösterilmiştir. Araştırılan dönem alt dönemlere ayrılmıştır. Geçmiş dönemlerdeki pedagogların eğitiminin belirli örüntülerini anlamak ve onların gelişimi ile ilgili mantıklı çıkarımlar yapmak için böyle bir eğitimin içeriğini ve amaçlarını bilmek yetmez aynı zamanda o dönemdeki eğitim sisteminin karakteristik özelliklerini de bilmek gerekir. Analizin sonuçlarını karşılaştırmak ve sonuçları formüle etmek için belirli göstergeler seçilmiştir.

Farklı dönemlerdeki eğitim sistemlerinin karşılaştırılması ve analizi için bir dizi ölçüt sunulmuştur. Bunlar; içerikler, yöntemler, okul öncesi eğitimin organizasyonu, eğitim programları, yasal eğitim vakıfları, pedagojik eğitim veren kolejlerdeki ve üniversitelerdeki öğrencilerin eğitimi, pedagoglar için yeniden eğitim programları, pedagoğ eğitiminin diğer şekilleri, öğretmenler için başvuru literatürü, anaokulları ve ebeveynler arasındaki ortaklığın derecesi, anaokulları ile topluluklar arasındaki bağlantılardır.

İçerik

Çocuklarla çalışmanın içerik ve yöntemlerinin, eğitim programlarının ve pedagoglar için olan eğitimin ve yeniden eğitimin analizi, yakın geçmiş Rus tarihindeki okul öncesi eğitiminin ve öğretmen eğitiminin gelişimindeki üç dönemi birbirinden ayırt etmemize olanak verir: Geç Sovyet Dönemi (1970-1991), Perestroyka Sonrası Yıllar (1991-2000) ve Çağdaş Rusya (2000-2012).

Bu dönem ayrımının herhangi bir dönem ayrımında olduğu gibi koşullu olduğunu vurgulamak gerekir. Bu dönem ayrımı altta yatan sosyal süreçleri yansıtan Rus eğitim ve pedagoğ eğitimi sistemindeki en temel değişiklikleri keşfetmek ve anlamak ve ayrıca ana eğilimlerin izini sürmek için tasarlanmıştır. Böyle bir analiz Rus okul öncesi eğitiminin gözden geçirilmesi ve bu araştırmanın amaçları için özel olarak tasarlanmış, kavramsal bir çerçevede ilk defa yapılmıştır.

Son otuz yılda Rusya’daki okul öncesi eğitimin ve pedagoğ eğitiminin durumunun belirli ölçütler kullanılarak yapılan analizi bizim üç farklı dönemi tanımlamamıza olanak verir.

Bunlardan ilki “Sovyet kişiliğini” şekillendiren ve bir tek program ve yöntem-bilime katı bağlılık özelliği olan Geç Sovyet Dönemi’dir (Solomennikova, 2000). 1991 öncesinde okul öncesi eğitim sisteminde “Anaokullarındaki Standart Eğitim ve

Yetiştirme Programı” kullanılıyordu (Vasileva, 1984). Pedagoglar sıklıkla çocuklara kalıp bir örüntüyü yeniden üretmeyi öğretmeyi tercih ederlerdi. Program, pedagogların çalışmak zorunda oldukları çocuklarla yürütecekleri çalışmanın tüm şekilleri ile ilgili detaylı yönergeleri içerirdi. Pedagogların eğitimi ve yeniden eğitimi ülkenin tüm kurumlarında birleştirilmiş kalıp ideolojik dogmaları takip ederdi. İdeoloji tüm eğitim sistemlerine sızmıştı. Bir anaokulunun ana amacı emeğe karşı gerçek bir komünist tutumuna sahip olan ve kendi gurubunun saptadığı kurallara uyan Sovyet vatandaşlarını yetiştirmektir (Yadeshko ve diğerleri, 1986). Pedagoglar uzmanlaşmış kolejlerde (2 yıl süreyle, mesleki eğitim) ve pedagojik kurumlardaki okul öncesi ve ilkököl eğitimi bölümlerinde (5 yıl süreyle, yükseköğretim) eğitilirdi. Kolejlerdeki programlar pratik becerilere odaklanırken enstitülerde öğrenciler pedagoji bilimi ve psikoloji kuramlarını inceler ve pratiklerini yaparlardı. Bugün hâlâ geçerli olan değerli, bilimsel, psikolojik ve pedagojik kavramlar o dönemde doğmuştur. Sovyetler Birliği zamanında okul öncesi eğitime çok önem verilirdi. Dünyanın ilk, okul öncesi eğitimi enstitüsü kurulmuştu ve okul öncesi çocukları için farklı öğretim yöntemleri birkaç alanda tasarlanmıştı. Bunlar: matematik, konuşma gelişimi, çevremizdeki dünyayı keşfetme ve oyun becerileri alanlarıydı. Bu farklı öğretim yöntemleri kabul görmüş psikologların araştırmalarına dayanıyordu. O dönemin bilim adamlarından olan A.V. Zaporozhets ve L.S. Vygotsky gibi psikologlar okul öncesi eğitime katkılarından dolayı dünya çapında ün yapmışlardır (McLeod, 2007).

İkinci dönem, yani Perestroyka Sonrası Dönem, yeni bir değerler dizisi ile tanımlanır. Bu değerler; Komünist ideolojiden kaçış ve okul öncesi eğitim dâhil eğitimin insancılaştırılması ve demokratikleştirilmesidir. Yeni “Okul öncesi eğitimi için kavramsal çerçeve” (Davidov & Petrovskiy, 1989) olumlu değişimlere yol açmıştır. Yeni programlar ve eğitim teknolojileri (Ryzhova, 1998) ve yeni tip okul öncesi kurumları geliştirilmiş, aileler ve topluluklar anaokulları ile ortaklığa daha fazla katılmış, sistem uluslararası işbirliğine açılmıştır. Bu dönemde okul öncesi eğitimi yasal vakıfları değişmiş, pedagojik eğitim kolejlerinde ve üniversitelerde yeni dersler vermeye başlanmıştır. Değişimler çok hızlı olduğundan kısa dönemli derslerin önemi artmıştır. Buna rağmen bu dönem geçici bir dönem olarak tanımlanabilir. Çünkü yeni eğitim yöntemleri sıklıkla eski yöntemlerle birlikte kullanılmıştır.

Üçüncü dönem bir önceki dönemden, yani 1990’lardan kalan eğilimleri sürdürür. Bu eğilim özellikle eğitim programlarının ve kurumların çeşitliliğinin artırılması ve eğitimin insancılaştırılmasıdır. Bununla birlikte bazı önemli değişimler de olmuştur. Eşsiz yöntem bilim farklı yazarlar tarafından üretilmiş, yeni öğretim malzemeleri yayımlanmıştır. Okul öncesi eğitim sistemi şimdilerde entegratif yaklaşım prensiplerine ve çocuk etkinliğine dayandırılmaktadır. Çocuk haklarına daha fazla dikkat sarf edilmekte ve onların inisiyatifine ve bağımsızlığına destek verilmektedir. Gelişimin sürdürülebilmesi için eğitim fikirleri sisteme entegre edilmektedir (Ryzhova, 2002). Okul öncesi kurumlarının müdürlerinin yönetsel işlevleri önem kazanmakta ve di-

jital teknolojiler anaokullarına sunulmaktadır. Aynı zamanda kırtasiye işi anaokulları için gitgide daha karmaşık hale gelmekte, öğretmenlerin performans değerlendirmesi için doldurması gereken form sayısı artmakta ve pedagogların bağımsız karar verme özgürlüğü sınırlandırılmaktadır. Okul öncesi eğitimi için yeni standartlar geliştirilmektedir. Bunlar bir taraftan hükümetin eğitimdeki kontrolünü artırırken diğer taraftan yeni yönetmelikler eğitime Avrupalı ve uluslararası kabul edilmiş yaklaşımları sunmada yardımcı olmaktadır.

Modern dönemin (2000-2012) temel özelliği büyük değişimlerin Perestroyka Sonrası Dönem’de başlayan tüm süreçlerin sistematikleştirilmesini ve geliştirilmesini sağlamasıdır. Ayrıca eğitimin içeriği ve organizasyonu üzerindeki devlet etkisi artmaktadır. Özellikle okul öncesi kurumlarındaki eğitim programları için yeni Eyalet Federal Yönetmelikleri yayımlanmıştır. Bu yönetmeliklerle okul öncesi Rus eğitiminin insan-cıllaştırılmasının artması hedeflenirken eğitimin kalitesinin de Avrupa standartlarına yaklaşması beklenmektedir. Yönetmelik çocuk kişiliğinin geliştirilmesine, okul tipi eğitimden uzaklaşmaya, anaokulları arasında ve anaokulları ile aileler arasındaki ortaklığa ve çocukların inisiyatifine çok önem verir. Okul öncesi eğitimi şimdilerde farklı tip çocuk etkinliklerini içeren entegratif yaklaşıma dayandırılmaktadır (Alieva ve diğerleri, 2006). Yönetmeliklerde gelişimin sürdürülmesi için eğitimden bahsedilmez fakat bu fikirler tüm dünyada olduğu gibi okul öncesi öğretmenleri arasında popülerlik kazanmaktadır (Siraj-Blatchford, 2009; Siraj-Blatchford ve diğerleri, 2010). Pedagoglar işlerinde çeşitli yöntemler kullanmaktadırlar fakat modern dönemin karakteristik özelliği anaokullarındaki tüm problem türlerine odaklanabilen araştırma projelerinin artan popülaritesidir (Ryzhova, 2011). Yasal vakıflardaki değişiklikler, dijital teknolojileri kullanma gerekliliği ve okul öncesi eğitimin yeni alanları müfredatın değişimini gerektirmektedir. Pedagoglar için “Sürdürülebilir gelişim için çevre eğitimi” gibi yeni dersler ortaya çıkmaktadır. Ayrıca uluslararası yarışmalara ve uluslararası değiş tokuş programlarına katılarak yeterlilik artırılmaktadır (Shvetcova ve diğerleri, 2010). Pedagogların eğitiminde ağırlık verilen yöntem bilgi transferinden “nasıl öğrenileceğini öğretme” kavramına doğru değişmektedir.

Sonuç

Sonuç olarak yazar, toplumun gelişimi ile onun eğitim sistemi arasında her zaman bir boşluk olduğunu ve bunun sosyal süreçlerle bağlantılı olduğunu ancak bu durumun bir şekilde geride kaldığını belirtir. Bu durum şu terimlerle tanımlanabilir: sosyal değişimler, yeni değerler kodu, eğitim sistemi için yeni amaçlar, pedagogların mesleki becerileri için yeni gereklilikler , pedagogların eğitimindeki değişiklikler. Yeni pedagoglar sıra onlara geldiğinde okul öncesi eğitiminin içeriği ve organizasyonundaki değişikliklere katkıda bulunurlar. Aynı zamanda (diğer sosyal sistemlerin çoğuna kıyasla) eğitim sisteminin doğası gereği pedagogların da tutucu olduğunu hatırlamakta fayda vardır. Bir pedagogun kişisel değerleri ve görüş açısının, yayması gerekenlerden

tamamen farklı olduğu sıklıkla karşılaşılan bir vakiadır. Bu durum yeni yöntemler ve eğitim şekilleri için bir bariyer oluşturur.

Toparlamak gerekirse makalede verilen durumlar Rusya'daki okul öncesi eğitiminin dönüşüm zamanlarındaki gelişiminin içyüzünün anlaşılmasını sağlar. Yirminci yüzyılın sonundan itibaren Rusya sosyal ve siyasi yaşamda Perestroyka olarak bilinen ve toplumun her sektöründe demokratikleşmeye neden olan köklü değişiklikler dönemi yaşamıştır. Bu devrim niteliğindeki değişiklikler yeni şekil ve yeni içerikle tamamen yeni bir eğitim sistemi gerektirir. Rus toplumunun yeni fikirlere aşırı derecede ihtiyacı varken eğitim sistemi hâlâ çoğunlukla Sovyetler Birliği anlayışında kalıyordu. Tüm bu etkenler 1990'larda eğitim sisteminde ve öğretmen eğitiminde değişiklikler yaşanmasına neden olmuştur.

Şimdiki Rusya ise bir taraftan eğitimde kendi mirasına bağlı kalıp Rus bilim adamlarının geliştirdiği psikolojik ve pedagojik kavramları kullanırken diğer taraftan uluslararası standartları ve deneyimi dikkate alarak eğitim sistemini inşa etmektedir.

References

- Alieva, T., Arushanova, A., Vasukova, N., Ivankova, R., Kondratieva, N., Lykova, I., Paramonova, L., Protasova, E., Rodina, N., Ryzhova, N., Rychagova, E. & Taruntaeva, T. (2006). *Developing lessons for children of 5-6 years old*. Moscow: Olma-Press.
- Davidov, V. & Petrovskiy, V. (1989). *Conceptual framework for preschool upbringing*. M.: State Educational Committee.
- Jadeshko, V., Sohin F., & Ilin, N. (1986). *Preschool Pedagogy*. M: Prosveschenie
- McLeod, S. A. (2007). *Vygotsky - Social Development Theory*. Retrieved from <http://www.simplypsychology.org/vygotsky.html>
- Ryzhova, N. (1998) Program "*Nature is Our Home*". Moscow: ISAR.
- Ryzhova, N. (2002). *Ecological Education in the Kindergarten*. Moscow: Karapuz-Didactica.
- Ryzhova, N. (2011). Education for sustainable development in ECEC in Russia: essence, problems, practice. Paper presented at the 26th OMEP World Congress, Hong Kong, August 11-13.
- Siraj-Blatchford, J. (2009). Editorial: Education for sustainable development in early childhood. *International Journal of Early Childhood*, 41 (2), 5-9.
- Siraj-Blatchford, J., Caroline Smith, K., & Pramling Samuelsson, I. (2010). *Education for Sustainable Development in the Early Years*. Stockholm: OMEP.
- Solomennikova, O. (2000). *Program of preschool educational institutes: recommendations for teachers*. M: ARKTI.
- Shvetcova, L., Larionova, J., Guseva, N., Rubtsov, V. & Tsapenko, M. (2010). *From Infancy to School*. M: Ethnosphere Publishing House.
- Vasileva, M. (1984). *The Standard Program of Preschool Education*. Moscow: Prosveschenie.