

# Model of Methods and Approaches for the Formation of School Readiness and Qualities of the XXI Century in 6-7 Year Old Children

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**Abstract:** The authors share experience in the educational process with 6-7 year olds on a tested model with elements - semiotic approach, competence approach, team approach, methods "mirror training", "mind map" and "design thinking" in 6-7 year olds. children in their educational and practical activities for acquiring creative thinking; solving problems; finding solutions in order to obtain a constructive result. The tested methods and approaches help to: tolerate the expression of the personal position; concentration and promotion of children's independence; team interaction; equality of the organization and self-organization in the training; to respect the experiences of children in pedagogical interaction; and others with which 6-7 year old children to acquire the necessary competencies for the new social role "student". Through the applied model the children mastered three main types of intelligence necessary for the transition kindergarten-school: abstract (or conceptual) intelligence, characterized by the ability to use verbal and symbolic material, practical intelligence with which children feel comfortable in the specific environment when they have to deal with objects, social intelligence, which implies communication with others and the ability to dialogue with them. The stability of the model is expressed in its universality - it can be applied by children, parents, teachers, in all regime moments and in the next age period - school age.

**Keywords:** Semiotic Approach, Competence Approach, Team Approach, Methods "Mirror Training", "Mind Map" and "Design Thinking", 6-7 Year Old Children, Readiness for School

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## 1. Introduction

Simultaneity, multicolor, multi-layered experiences are typical for the child of the XXI century, without being typical for the adults who determine the child's environment. In this regard, many of the communication channels used are inefficient, resource-intensive and can be demotivating the contact of children of the XXI century with the middle of the XX century (the environment of adults). The readiness for school of children, in addition to intellectual, motivational, physical, emotional-volitional and social-moral sphere, also includes the so-called "21st Century Competencies": Curiosity and Discovery; creativity and experimentation; confidence and will. Therefore, the focus of our activities was on stimulating them by applying methods and approaches that provoke a desire to acquire knowledge, skills

and ideas that lead to children's competence for the new social role "student".

Naturally, the question arises about the difference between the concepts of "school preparation" and "school readiness". The problem of preparation for school involves two sides: the first consists in the formation of a general psychological readiness of the child for school, and the second - in special training related to mastering skills that will help the future first grader to learn reading, writing and arithmetic. These two sides should not oppose each other. Readiness as an effective side of preparation presupposes overall harmonious development of the child. As a personal phenomenon, it affects all aspects of the child's personality, which synchronously ensure the painless adaptation of the child to school, to the new way of life associated with the change in his social position. [13]

In creating the complex model, we were guided by the characteristics made by David McConnell [6], based on literary research on the subject and personal experience as a teacher of modern children born after 2000, defined by him as "digital children by birth":

1. Digital people by birth reject the time-delayed satisfaction and want it immediately - they do not want to study for years and listen to theories, but want to quickly get real answers to specific questions from the real world. For them, it is not motivating first to master the theory and then the practical professional realization. Rather, the two processes overlap over time and complement each other;
2. Digital people by birth refuse to engage in meaningless routine activities, but want to engage in something creative and meaningful - the desire to live discovering and developing is characteristic of the digitally born.
3. Not so interested in material benefits and incentives, but prefer the achievement of universal values - human dignity, the right to life, the right to "inviolability of the person", freedom of expression and freedom of conscience, rejection of discrimination based on sex, race, ethnic origin, language, religion or belief and other characteristics';
4. They are not so much oriented towards academic achievements, but towards personal realization; they do not like self-control, but seek self-expression; reject the competition and prefer a good psychological climate instead; they do not want to act in isolation, but are interested in social relations and interactions.
5. The child's readiness for school is a multifunctional and multi-component activity, strictly individual and characteristic of each child. His overall development, success and self-confidence as a student and as a person depend on this readiness. The formation of attitudes and the adaptation to the environment and the social role and position of a student depend on this. And it depends on us adults, everything said so far and much, much more to be passed on to the child. [14]

That is why in the pedagogical interaction we set ourselves the goal: *Approbation of a model of methods and approaches helping: tolerating the expression of the personal position; concentration and promotion of children's independence; team interaction; equality of the organization and self-organization in the training; to respect the experiences of children in pedagogical interaction; and others. with which 6-7 year old children to acquire the necessary competencies for the new social role "student".*

We focused the tasks on:

1. *The role of the teacher* - Conducting theoretical research, analysis and testing of a complex model for the functioning of methods and approaches in 6-7 year old children in terms of basic and additional forms of learning and follow-up.
2. *The role of the child* - active, knowledge-generating, partner, subject, thinking participant in the process of competence-oriented education to master the qualities

of the XXI century.

3. *Creating a positive educational environment* that will form competencies and qualities in 6-7 year olds that stimulate motivation for the new social role "student".

We suggested that if in the educational process with 6-7 year olds a complex model of methods and approaches is applicable - semiotic approach, competence approach, team approach, methods such as "mind map" and "design thinking", "mirror training" then the children of 6-7 years in their practical activity will acquire creative thinking for solving problems, finding solutions in order to obtain a constructive result.

*Expected results:* will be stimulated: creative skills for solving and dealing with complex problems; flexibility and adaptability to change; curiosity and curiosity; innovative attitudes towards learning, generating more ideas, skills and qualities necessary for the new social role "student".

*We focused on ON "Mathematics", "Surrounding World" and "BEL" because they are the basis of school readiness and affect both cognitive processes and actions, as well as the overall development of the personality. The enrichment of cognitive skills is an optimal opportunity for children to master creative techniques in a system of creative tasks, which are given to children through games, intellectual cards, algorithms of situations and help to create the qualities: curiosity and discovery; creativity and experimentation; confidence and will;*

According to Tsv. Kamova, founder of Red Paper Plane - education with a mission, the method "*design thinking*" is a combination of empathy for the person and the context of the problem, creative approach to the search for ideas and rationality in analysis, and selection of solutions. It is a broad-spectrum methodology and a radical approach that focuses on children's experiences and experiences. With it, they discover the world around them, plan, research, invent options, work in a team, implement and present their ideas. And most importantly - create their own solutions; to discover the world through a variety of topics; to be open to the new, the different and the unknown; have the confidence to create, deal with problems and create in a dynamic environment; to turn the key skills of the 21st century into a lifelong habit. [5]

"Design thinking" is based on lateral thinking, which allows rearranging and rethinking rapidly changing information. So does 'design thinking' - it encourages us to use knowledge we don't even think we have, instincts and intuition that would be natural if we didn't suppress it and, of course, creativity, beyond our notions of our own creativity. [7]

"Design thinking" is designed to solve through empathy, both everyday problems and "significant in the world", in 5 steps:

- Discovery - I face a new challenge. How to overcome it?
  - Interpretation - What did I learn and how to interpret it?
  - Ideation - I see an opportunity, how to shape it into an idea?
  - Experimentation - I have an idea how to build it?
  - Evolution - I tried something new, how to develop it?" [6]
- "Design thinking" is an act of turning new ideas into

reality and is characterized by: the ability of children to perceive the world in new ways, to discover hidden patterns, to make connections between things that at first glance are not related to each other and as a result to create new solutions. Therefore, "design thinking" involves two processes of thinking and creating. [6] *We stimulated children's "thinking" and "creating" by guiding them:*

1. to think visually;
2. to have lateral thinking - skipping;
3. observe only deterministic restrictions;
4. set boundaries set by context.

## 2. Semiotics

*Semiotics*, as a science of sign and signal systems and their use for the transmission of messages among people, which studies signs both individually and grouped in sign systems, emerged in the early twentieth century. Formally, semiotics is divided into 3 parts: Semantics; Syntax; Pragmatics; The positive discoveries of semiotics (Thomas Hobbes, Charles Sanders Peirce, Ferdinand de Saussure, J. Addison, MS Kagan, etc.) are interpreted by various philosophical positions, methods, concepts that determine semiotics as an innovation of time, a paradigm of modern knowledge.

According to semiotics, the child understands what can be denoted, analyzes sign means by form, creates different codes through modeling. All information processes - from animal signaling to verbal languages or symbols in science, art and culture have symbolic means and functions. According to Peirce, every sign situation has a triadic character - a sign, an object and an interpreter. (Atanasova, J. Sofia 2008)

*The semiotic approach is based on the operation of sign-symbolic information in the educational field "Bulgarian Language and Literature", "Mathematics" and "Surrounding World" connecting speech tasks with the processes of coding and decoding to increase cognitive activity and preparation for social, language and mathematical literacy of children. In its semantics and purpose, it correlates with the reflexive approach in pedagogical technology. Dealing with signs and elements of sign systems even in preschool is an important part of building a communicative culture, which is the basis of successful schooling. [1]*

The semiotic approach helps to formulate the following thesis: building a unified theoretical model of knowledge and the global idea of the world around through the eyes of the child: *the interests of the child (what he wants to know); practical skills; what image the child builds for himself as a knower (knowledge of himself, through the emotional empathy of others for him); [1]* The stability of the semiotic approach is expressed in its universal applicability: in different regime moments of children's lives; integrates educational areas; can be used by teachers, parents and children; enriches the development of pedagogical practice;

In 6-7-year-old children, the semiotic approach involves setting modeling tasks (a cognitive method in which at some point, instead of studying an object or phenomenon, other

objects or phenomena are studied, some of the properties of which are in some respects comparable to the properties of the first). In 6-7 year olds in pedagogical terms this implies: tasks for oral description of familiar objects, phenomena and favorite characters, creating figurative models with constructor and drawings, essays on familiar topics (on key words, picture, series of pictures, experiences and etc.); essays on topics of human relationships, as a step in "intellectual modeling"; In psychological terms it implies: reproductive modeling - a product of experience; productive modeling - building a new model through independent creative activity.

## 3. Mapping

*The method is a graphical representation of the process of general systematic thinking; a nonlinear way of structuring ideas; generating, processing, analyzing, storing and sharing information; stimulating logic and creativity.* The product of the application of this educational technology is a "mind map" proposed by the British psychologist Tony Busan, which appeared in the late 60s of the 20th century. Dealing with signs and elements of sign systems even in preschool is an important part of motivation for school. [2]

Mind maps are practically a visual representation of the thought process and are fast becoming popular as a creative, innovative and effective alternative to line notes. There are no right or wrong models in making intellectual (mind) maps. They can be visual images in the form of spider diagrams, spray diagrams, stylized artistic images such as herringbone, wood, plants and more. The choice of model is determined by the content of the information to be visualized, the imagination and the skills of the trainees for creative presentation of images through images" [4].

The main feature that distinguishes the mind map from most creative thinking technologies is the conscious management of the thought process. The goal is not just to stimulate creativity, but to teach children to understand the very process of finding a solution. The mind map is applicable in ON "Mathematics", "Surrounding World" and "Bulgarian Language and Literature" in the games "Objects of the geometric figure square (circle, triangle, rectangle)", "Transformation", "Hidden geometric figures", "Geometric figures in objects", "Rows and columns", "Tree life", "Seasons", "Rain - useful or dangerous", "Fruits or vegetables", "My time at home and at home", "Words starting with "the sound..."", "Mom's care", etc. Mind maps are a method for the development of creativity, and is expressed in: *development of logical thinking, creative imagination, mastering algorithms for solving problem situations and more.* The model helps to express thought paths, pictures and associations that already exist in children's brains. When testing the model, we were guided by the universal guidelines and rules used in making a "mind map" by Tony Busan."

In order for a child to be ready for school, he must be a thinker who, when confronted with new information, must analyze it, learn to compare it by contrasting facts, drawing

conclusions and supporting his position with arguments.

The concept of competence comes from the Latin language (Latin *competens*, -entis - "capable" 1; from English the word competence translates as "Ability, gift" 2). Competences are defined as a dynamic set of knowledge, skills, attitudes and attitudes that are acquired in the learning process. They are mainly related to the behavior of the person - not in themselves knowledge or skills, and appropriate behaviors demonstrated in specific learning situations; and necessary to achieve results in a specific activity or in a certain professional role. Knowledge is related to answering questions - what, when, where, how much and etc., skills require the application of knowledge in practice, and under relationships are attitudes towards knowledge and are reflected in the behavior of students. Competence is most often associated with an ability understood as something that can be done, i.e. knowledge-based skill. Competences are abilities, but not innate, but "those that are developed through quality learning, in an appropriate pedagogical environment and by acquiring a serious practical experience".

In the process of pedagogical interaction we applied the *competence approach*, which encourages the independence, creative pursuits and emotional experiences of the children. *The competence approach in education is defined as a set of general principles: defining the goals of education, selection of the content of education, organization of the educational process and evaluation of educational outcomes.* It is process-oriented and the results that children need to achieve. The emphasis of the competence approach is on the use of the formed knowledge and their practical application. Competence should be understood as the set of the following elements:

- a) *knowledge* - theoretical and practical;
- b) *habits* - intellectual and practical;
- c) *relations* - value orientations and attitudes; [3]

The two main pillars of competence training are the functionality and importance of training. To achieve these two goals while imparting knowledge, students work on their values, skills and abilities. In the educational context, a competence is defined as "the development of complex abilities that allow students to think and act in different areas" (Cecilia Braslawski). The most important progress in competence training is the abandonment of the memorization of theoretical data as the only measure of knowledge. [15]

An essential part of the competence approach is the ability to make observations. The period of preschool education is the most suitable for the purpose. At this age, when the child discovers the world, the observations can only be qualitative (description of data using the senses) (smell, taste, touch, sound, light.). And their registration (recording, drawing, imaging) is good to do with drawing or verbal, in which, when placed in a problematic situation, the child develops a sense of applying research approaches and makes assumptions and hypotheses using integrated means, thus preschool education lays the foundations of problem-based and result-oriented learning." [8]

"We could summarize that the concept of competence

means the ability to effectively apply the combination of specific knowledge, skills, experience, evaluative attitudes and attitudes and to adaptively manifest key personal qualities and abilities in a particular situation or in a particular situation effective problem solving in real time." [9]

## 4. Teamwork

*Another approach, which is directly related to the form of implementation of educational and practical activities with children is teamwork.* Group work and team interaction are not identical and their importance for achieving the learning objectives is specific. From an early age, children need to know that there are certain rules in society that they need to follow and learn why they need to follow the rules. By following the rules, the child will build good connections and relationships with others, which is always the best position a person can be in. Children should never be compared to others on the team. Every child is unique, special and different. It has its strengths and the teacher should strive to develop them. Each child has a place in the team with an activity that is stronger for him and corresponds to his cognitive and practical abilities. All children should not be required to be able to do everything, at the same time competition between children from one team should not be required, despite the competitive nature of the learning and practical activities of different teams. This innovative approach implies not only competition but also cooperation. Awareness of the benefits of collaboration and mutual assistance must precede the awareness of competition as a driver of progress. The ability to work in a team, analyzed in axiological and socio-personal terms is more important for the stage of development of children than the pursuit of success at any cost.

"Awareness of the benefits of cooperation and mutual assistance must precede awareness of competition as a driver of progress. The ability to work in a team, analyzed in axiological and socio-personal terms is more important for the stage of development of children than the pursuit of success at any cost. Why is it important to develop the ability to work in a team?

Each organization (school, class of students, company, football team, etc.) is associated with teamwork - teamwork. The team consists of people who work together to achieve a common goal by performing certain tasks. Each member of the team must be motivated to give their best in solving the group task. Creating successful teams requires time and patience on the part of the teacher and the realization that in this way a community of like-minded people with common rules and common goals is built in the classroom. This is important because in a protected environment, children learn patience and tolerance, respect and mutual assistance, and prepare for the future when they will have to work with other people for a set goal. Teamwork helps students learn not only from the teacher, but also from each other, to gather different ideas and to enrich themselves intellectually from their interaction with others. When working in a team, children

learn to share responsibility - to hold on to their success and the success of others, to help and receive help. On the other hand, when the teacher gives group tasks for implementation, it saves time and optimizes all processes.” [10]

## 5. Mirror Learning

*Mirror learning is a well-functioning method in which children look at new educational content before they have received educational ideas in the traditional way.* The children get acquainted with the learning content from several sources - videos, practical activities, presentations, books, observations, encyclopedias, real environment, etc. selected by the teacher.

The approbation of a complex model of methods and approaches in the main and additional forms for organization of the educational-practical activity provide:

A) *Equality of the organization and self-organization in the training;* The education of cognitive and practical independence is a long process in which the needs and opportunities of children, their interests, their interaction with teachers, parents, peers are intertwined. Once this quality is built, it helps them to set goals and take adequate action for their implementation, to evaluate themselves and, if necessary, to take corrective action. Our task is to create conditions for children to get to know themselves, their strengths, interests and needs and on their basis to independently organize their activities and time.

B) *Respect for children's experiences in education;* experience of joy of success and calm acceptance of loss in activities of a competitive nature, is directly related to the new orientation of technology and entrepreneurship education - building an entrepreneurial culture. In pedagogical interaction it is especially important to create conditions for children to discover the connection between the qualities possessed by a successful entrepreneur and the qualities necessary for achieving one's success in the educational-practical activity. An entrepreneur accepts both success and loss of risk with equal ease. Building such skills in children is a complex process - children are quickly discouraged by their failure. Applying this approach determines the possibility for them to learn how to accept both success and failure, how to treat both winners and those who fail. This approach is born with the approach of achieving a transition to autonomy in the management of cognitive activity of the individual. At the same time, this approach tolerates the experience of empathy, empathy, understanding and support. The way children relate to victories and losses shapes their self-esteem and determines their relationship with others. Children need to know that there are victories in life, but there are also losses. Children need to be able to face the challenges of life. In this way, the strengths of their character develop. To know that the loss is not a failure - in every loss there is an opportunity for a new victory.

C) *Independent coping with the educational-practical task (striving for the child to rely on himself);* The earlier children

learn to do things on their own, the more confident they will be. It will be easier for them to overcome the cognitive and practical difficulties both in the kindergarten and outside it. These approaches require that the learning content be differentiated according to the degree of difficulty. This means on the one hand - with illustrations to show the technology for making products, on the other - to show samples of creativity, and on the third - opportunities for expression of children with learning problems. These approaches require the understanding that it is not necessary for the teacher to give the children everything ready. For them, the independent reliance on the technology for making a product based on technical drawings and the different end result is a kind of challenge. It can be successfully handled by children with normal development for their age, as well as children with advanced development and those with learning difficulties.

D) *Conditions of concentration;* Like any skill, concentration as a skill can be successfully formed by providing the opportunity for each student to work at his own pace, to show the focus he needs to achieve his success (different from the success of other students). Discussing ideas, seeking solutions based on analogy, consulting with other children, with the teacher are not the antithesis of the conditions for concentration. It is not achieved by disciplinary measures and ultimatums. Concentrated and focused in their work are only those children who do things that are interesting to them, have the ambition to express themselves best, strive for their own success or the success of the team to which they belong. The realized goal is the basis for the concentration in the education and this was one of the main reasons in the development of the educational content for achieving the state standards in the preparation of the children for the first grade.

E) *Tolerating the expression of a personal position;* By providing conditions for expressing the personal position of each child, expressing his opinion, opinion, decision, children learn not only to make independent decisions, but also to listen differently from their opinion, to show patience and tolerance to decisions and activities. to others. Children are encouraged to search, to check, to offer ideas and at the same time to show understanding of the different, the non-traditional, the interesting, the useful.

*The applied model of the tested approaches and methods for forming school readiness* are an expression of the idea of a modern form of education and new methods of communication in a preparatory group of 6-7 year olds and includes:

1. The organization of a positive educational environment;
2. Application of IT in training;
3. Non-traditional methods and approaches of teaching and pedagogical impact;
4. A new way of managing the kindergarten;

*And helps to achieve the main goal of preschool education and upbringing - children to be motivated, to master knowledge with pleasure, to be interesting and enjoyable in educational and practical activities, to improve their results.*

The applied model is learning through innovation, because: Children learn through experience; Think and analyze; It's nice to play; Ask questions; They feel safe;

Through the team approach, semiotic approach, the methods "design thinking" and "mapping" in which the child is an active subject, confirms the hypothesis of the study, and gives us a reason to compose a textbook, compose a textbook; announce, tell, compose a sentence or short text, phonemic analysis of word forms; color; answer a question; solve the task; dramatize, put a sign, fence an element, connect, repeat, finish; look, find the differences, create a mind map, etc. is useful from a theoretical and practical point of view.

Through the applied model, the children mastered three main types of intelligence necessary for the transition kindergarten-school:

1. *abstract (or conceptual) intelligence, characterized by the ability to use verbal and symbolic material;*
2. *practical intelligence with which children feel comfortable in the specifics when they have to handle objects;*
3. *social intelligence, which implies understanding people and the ability to dialogue with them.*

Important requirements for applying the model of methods and approaches in education and training for the readiness of 6-7 year olds for school are: creating a supportive, free and relaxed environment - no coercion from the environment; the organization of creative education and training requires the removal of strict time constraints for solving creative tasks; the motivation for solving the tasks is determined by the level of their difficulty and taking into account the capabilities of 6-7 year old children;

The creation of the model and its application went through the following *stages: exploratory; analytical; practically; presentative; control.*

*The results we achieved by applying the model are:*

1. Development of motivation for learning in 6-7 year old children - interest in the new, emotional attitude, need and satisfaction with the activity;
2. Development of observation and general creative abilities through learning through play, finding and solving problems, making assumptions about causes and effects, asking problematic questions.
3. Development of special abilities for creativity - mathematical, pictorial, linguistic, etc., realized in the training through the interdisciplinary connections.

The model is an open system on which various factors act, external and internal. It will develop, upgrade, improve in time, maintaining its dynamic balance in the integration between management style, human resource management and quality management. This study provides an opportunity to assess the impact of the model on the dynamics of improving and preserving the identity and uniqueness of the preschool institution in a competitive environment.

The application of a complex model of methods and techniques for the formation of school:

1. The model helped to:

1. *diversification of the standard system of traditional methods and techniques;*
2. *activation of cognitive activity;*
3. *developing creativity;*
4. *opportunity for research activity by the children, for independent search and arrangement of information through a mind map;*
5. *increased motivation;*
6. *higher success rate;*
7. *creating better relationships between children, making friends easier and overcoming differences and conflicts;*
8. *creating skills to present their work and themselves, to self-assess and evaluate;*
9. *activating but more passive children, developing leadership skills, skills to listen, to express opinions, to ask questions;*
10. *mastered the skills of the XXI century –*
11. *to develop their social skills, which means to communicate and collaborate successfully, including building and managing a digital identity;*
12. *to create their own creative products and to respect the principles of copyright and intellectual property;*
13. *to identify and solve problems without harming others and themselves.*

2. *The model assumes conditions for children to discover the world around them: plan, explore, invent options, work in a team, implement and present their ideas. And most importantly, they create their own solutions. Due to the easy to learn (through experience) and application process of generating ideas (learning skills through doing), the model develops thinking and gives creative confidence to each child, which is a guarantee of school readiness.*

3. *The effect of the applied model is expressed in the construction of a positive educational environment, which presupposes social, intellectual and emotional development of the children and is a prerequisite for their school readiness.*

4. *The tested model for stimulating readiness for school by forming qualities in children of the 21st century is personally oriented with a determining factor - the child - with his intellect, creative abilities, intuition, needs, motives and interests.*

5. *The model is a guarantee for successful learning activities of the child to have certain skills and habits - an automated way to perform actions; the perception of the learning task and compliance with the sequence of rules; exercising control over one's own activity (self-control) and preparing the hand for writing.*

6. *The need to multiply the tested model is determined by:*

1. *Stimulates the career development of the modern teacher;*
2. *Applies an educational approach that supports the intelligent growth of children;*
3. *Contributes to the building of creative, thinking, capable and enterprising individuals;*
4. *Increases the quality of the educational process in 6-7 year olds and their readiness for school;*
7. *The sustainability of the model is expressed in its*

*universality* - it can be applied by children, parents, teachers, in all regime moments and in the next age period - school age.

8. *The model defines a new role of pedagogical specialists* for the formation of consciousness in the child of the XXI century influenced by multi-etheric environment (personal example, media space, global network, virtual reality), therefore the personal responsibility of the adult should be emphasized in the generation of content on the air. There is a need for multifaceted and spectral knowledge of each child and personalization of learning.

9. *Kindergarten and school can be a place for all children.* Therefore, the community (including support systems - educational, social, legal, medical) must adapt to the needs of each student (child) through child participation as one of its main principles. But there are still many steps and many activities to be implemented so that children's participation can be a pillar of the future, be natural, be effective - to enable young people to be not just objects, but factors in their own development and protection.

For us, the challenge with this development was to describe and summarize part of the qualitatively different basis of the two generations - the so-called. generation of the "XX century" and "new" - of the "XXI century". In general, the following main characteristics can be derived related to the environment and the personality of the child of the XXI century:

1. The new environment of the child - the global network;
2. The educational environment;
3. The different reality;
4. The new competencies needed for the XXI century;
5. The family;
6. The multiculturalism of the XXI century;
7. The participation of children;

8. The child - a factor in their own development and protection; Literature, the world around us and mathematics are examples of modern and culturally valued skills, to the acquisition of which we are not specifically genetically adapted. Children will naturally feel motivated to develop them in themselves, as long as they observe them in successful role models or find them an immediate and joyful application. Even then, a certain amount of spontaneous practice or explicit instructions may be necessary to develop them.

Today's children live in an extremely dynamic and changing environment, in which the key is not so much the ability to follow strictly foreign instructions, to reproduce ready-made models and to integrate into ready-made structures, as the ability *to think creatively, critically evaluate abundant and contradictory information, to enter into constructive interaction with others, to identify and solve problems and at the same time not to harm yourself and others.* They call them the skills of the 21st century, because the time of ready-made solutions and only the right answers is gone with the last millennium. Today, more than ever, we see that the scientific revolution spoken of by Yuval Noah Harari in *Sapiens* imposes its imperative: there are no definitive and only correct answers - each answer raises new

questions and knowledge of the world and is an endless process of searching for new ones. answers.

## 6. Conclusion

Our team believes that we can summarize our research with the sentence "Children are our strongest motivation to grow spiritually and develop as individuals." „As the era of a learning civilization comes, effective learning becomes a condition for high professionalism in the 21st century. „ In this sense, preschool education as an initial unit of the educational system and the first stage in the process of upbringing and education and as part of society is the basis on which the growth and development of the individual is based. As an integral part of society, it tries to follow the current and be in tune with the changes in the environment in which it Every child deserves a good start in life. The early years of life are a time when the child develops physically, emotionally and intellectually, with a fast pace which is the basis for a healthy, safe and attentive person. What needs to change in preschool education?. The answer covers the changes in:

1. design of the educational content;
2. innovative methods in the didactic-methodological field;
3. openness to the environment;
4. enrichment of kindergartens with didactic material;
5. creating a creative and stimulating learning environment;
6. professional development of teachers. exists.“ [11];

Our subsequent testing will be aimed at "Improving the quality of education and training to acquire key competencies, improve children's achievement and personal development." And it will focus on aspects such as:

1. Changing the learning process, encouraging the development and acquisition of key competencies and its orientation towards provoking independent and critical thinking, independence, towards the formation of practical skills and towards intellectual development of the personality.
2. Creating favorable conditions for training and development in the system of preschool education by building a modern educational environment.
3. Implement an effective quality assurance system with the participation of all stakeholders and efficient allocation of resources in education and training.

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