



GUIDEBOOK

to early learning and education of children
aged from three to seven years



MINISTRY OF EDUCATION AND SCIENCE
OF THE KYRGYZ REPUBLIC

unicef 

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The Guidebook is conceptual framework of necessary information concerning early childhood learning and development by ages of children. It reflects the ultimate goal and expected outcomes of learning and development of children, provides guidelines and improves practical work of teachers, parents and all those interested in early childhood development.

The Guidebook describes various domains of children's development and approaches to learning, offers indicators of the standards depending upon the age of children prepared by the working group of experts, as well as recommendations for parents and teachers.

This Guidebook can be used as the handbook for professional development by preschool teachers, by undergraduate students of teacher training institutes, by private practitioners, by parents willing to improve their upbringing knowledge and skills to provide better education and care for young children.

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INTRODUCTION

Early learning and development of children from 0 to 7 years is one of the most important areas of joint and coordinated efforts of parents, teachers and entire community, since this is the period of the most intensive social, emotional, physical, cognitive and aesthetical development of children.

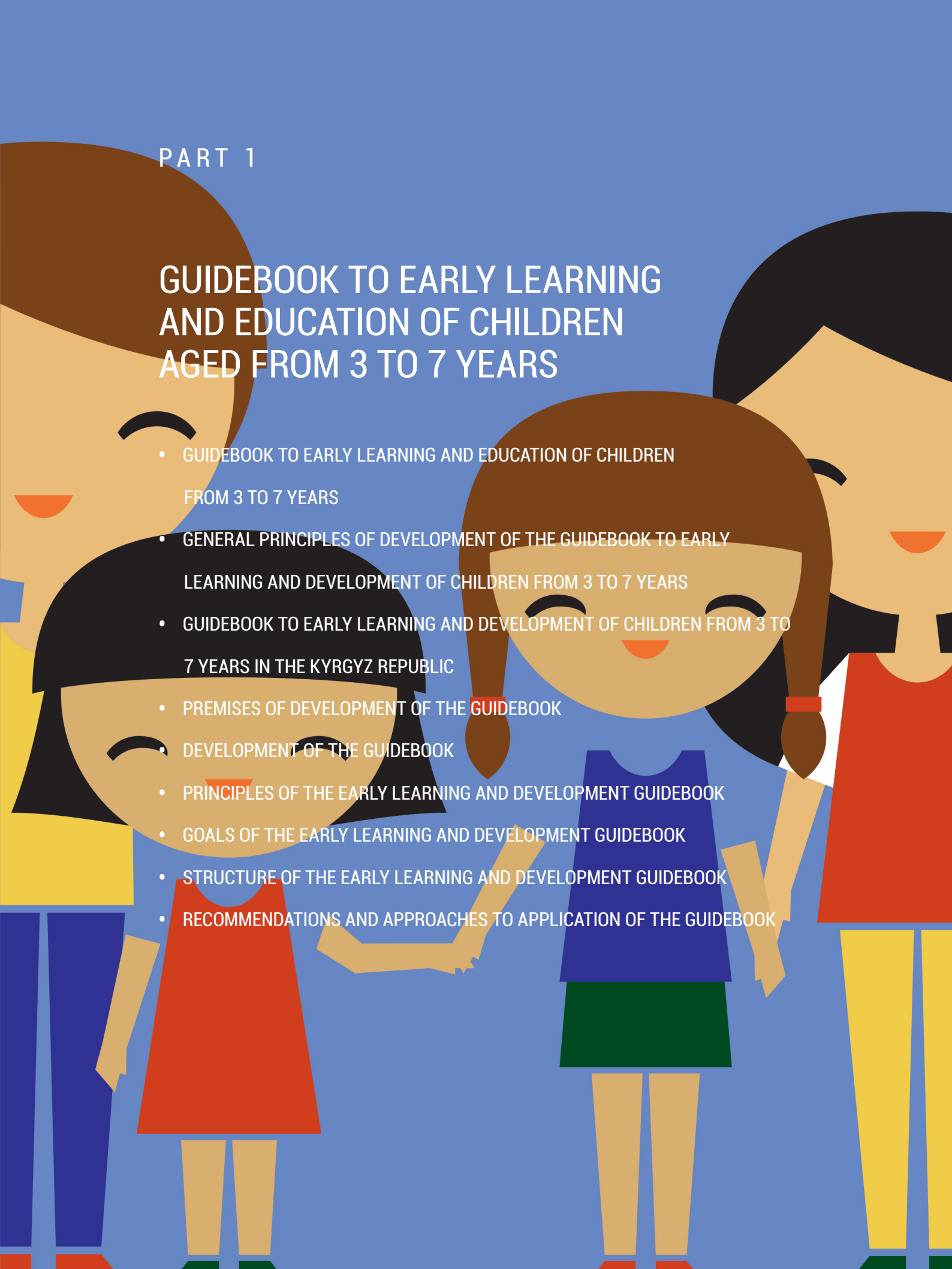
It is very important that actions of all young children's caregivers are coordinated and represent a reliable, efficient and comprehensive work with children. This makes this guidebook, which can be used by parents, professionals working with children, all those interested in early childhood development and learning, very valuable and timely.

The Guidebook to Early Learning and Development of Children from 3 to 7 years¹ is the result of many years of work of the interdepartmental working group, consisting of representatives of government agencies and non-governmental organizations, early childhood experts, local and international researchers and consultants, teacher practitioners and parents.

The Guidebook describes various domains of children's development and approaches to learning, offers indicators of the standards depending upon the age of children prepared by the working group of experts, as well as recommendations for parents and teachers.

This Guidebook can be used as the handbook for professional development by preschool teachers, by undergraduate students of teacher training institutes, by private practitioners, by parents willing to improve their upbringing knowledge and skills to provide better education and care for young children.

¹ The Guidebook to Early Learning and Development of Children from 3 to 7 years was developed since the Ministry of Health of the Kyrgyz Republic developed the standards for children from 0 to 3 years as part of the Early Childhood Nutrition and Care Project.



PART 1

GUIDEBOOK TO EARLY LEARNING AND EDUCATION OF CHILDREN AGED FROM 3 TO 7 YEARS

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GUIDEBOOK TO EARLY LEARNING AND DEVELOPMENT OF CHILDREN FROM 3 TO 7 YEARS

The Guidebook to Early Learning and Development of Children from 3 to 7 years¹ is the system of minimum norms and requirements for the content of upbringing, learning and level of development of children.

The Guidebook is developed for education and development of children, starting since birth and up to start of school, in family and other spheres dealing with early childhood development – preschool education programs, children's rights protection programs, health care, social and international programs.

The Guidebook is conceptual framework of necessary information concerning early childhood learning and development by ages of children. It reflects the ultimate goal and expected outcomes of learning and development of children, provides guidelines and improves practical work of teachers, parents and all those interested in early childhood development.

The Guidebook is built upon the latest research in early childhood development, best teaching practices, national and international experience of teacher practitioners, early childhood development scholars and experts, recommendations of parents and communities.

Uniqueness of a child, *holistic* nature of child development, child personality, learning and development needs, basic rights and interests, responsibility of caregivers were taken into account during development of the guidebook to early learning and development of children.

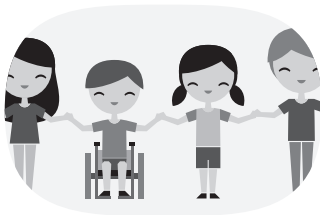
GENERAL PRINCIPLES OF DEVELOPMENT OF THE GUIDEBOOK TO EARLY LEARNING AND DEVELOPMENT OF CHILDREN FROM 3 TO 7 YEARS

THE GUIDEBOOK TO EARLY LEARNING AND DEVELOPMENT OF CHILDREN IS BUILT UPON THE FOLLOWING PRINCIPLES:



Recognition of importance of interaction between family/parents, teachers, community and development environment for early childhood learning and development.

Inclusion of indicators corresponding to age-specific capabilities and considering individual differences of children from different age groups.



Recognition of possibility and ability of each child for learning and development.

While learning, children interact with teachers and parents and actively explore surrounding environment through play, movement and classes.



Standards take into account multiculturalism of society: language and cultural differences.

GUIDEBOOK TO EARLY LEARNING AND DEVELOPMENT OF CHILDREN FROM 3 TO 7 YEARS

PREMISES OF DEVELOPMENT OF THE GUIDEBOOK

Kyrgyzstan is one of the first former Soviet Union countries that officially endorsed the State Standard of the Kyrgyz Republic “Preschool Education and Care” by the Resolution of the Government of the Kyrgyz Republic No. 17 of 16 January 2007. At present, this Standard has been revised and approved. It sets forth uniform requirements for preschool education and care of children from 6 months to 7 years, including requirements for education, health care, legal, organizational services and programs provided by the government and other relevant stakeholders (communities, private individuals, etc.).

The State Education Standard of the Kyrgyz Republic “Preschool Education and Care” contains description of necessary criteria that can be used in various preschool education programs to improve the quality of education and development of children, training of teachers, and development of education services for preschool children. The State Education Standard of the Kyrgyz Republic “Preschool Education and Care” is a normative and legislative act, it does not contain early childhood development standards according to the requirements of the effective national legislation. This necessitated formulation of development standards. The standards envisage a detailed description of age-specific indicators and domains of child development, including physical, psychological, emotional, social and other domains.

The necessity of preparation of early childhood development standards, which would include competent detailed description of areas and components of child development prompted a group of specialists to seek assistance from UNICEF in fulfillment of this task, since the standards were to be developed for the first time.

DEVELOPMENT OF THE GUIDEBOOK

A working group was created in 2006 at the initiative of UNICEF. It included early childhood development experts from the Ministry of Education, Ministry of Labor and Social Security, Ministry of Health, Ministry of Finance, Kyrgyz Academy of Education, Arabaev Kyrgyz National University, representatives of non-governmental



organizations, psychologists, speech therapists, teacher practitioners (curriculum developers and kindergarten teachers), and international early childhood development experts. The working group studied the experience of development of international early childhood development standards, including experience of such countries as Japan, Israel, United States, etc.

In 2007, the members of the working group received training at the international seminar on early childhood education and development standards delivered by the Professor of Early Childhood and Family Policy at Columbia University's Teachers College, Associate Dean for Policy, Sharon Lynn Kagan, in Tashkent (Uzbekistan). The seminar participants were equipped with knowledge of theoretical approaches to early childhood development, practical skills of development of age-specific standards.

Upon the international seminar in Tashkent, the working group conducted a series of regional seminars in the regions of Kyrgyzstan to collect data necessary for development of national standards. The first draft of standards was produced then based on suggestions and recommendations of local practitioners and leading international experts in development of early childhood development standards – Sharon Lynn Kagan (Columbia University), Pia Britto (Yale University).

International experts noted the produced draft of standards corresponds to

international principles and norms, reflects understanding of and accounts latest research in early childhood development. They also approved the structure, which includes indicators of child development, recommendations for parents and teachers. The document was piloted in all regions of the country.

The Guidebook to Early Learning and Development of Children from 3 to 7 years will contribute to development of those personality qualities, mental processes and activities providing for sustainable cognitive interests of children and their success at school.



PRINCIPLES OF THE EARLY LEARNING AND DEVELOPMENT GUIDEBOOK

CHILD FRIENDLY ATTITUDE

Social and emotional development of a young child is the basis for his or her cognitive development. Children learn best of all in the environment meeting their physiological needs, where they feel secure, unique. This enables children better acquire and master new skills and knowledge. Acquisition of knowledge in early childhood is stimulated by curiosity, creativity, independence, readiness for cooperation, persistence of a child.

Development of selfhood and realization of the fact of comprehension of the surrounding environment by a child depends upon his or her interaction with peers and adults. Formation of positive and high self-esteem of a child, adequate self-control and realization of responsibilities in interaction with others is very important. As a rule, those children who have developed self-reliance as a result of experienced love and care in early childhood, are successful at school. Also, those children, who have developed social skills and behavior patterns allowing them to establish relations with adults and peers, study better at school.

FOUNDATION FOR FURTHER LEARNING AND DEVELOPMENT

Children actively explore the surrounding environment. They learn built upon their experience of interaction with people, objects in the surrounding environment. The foundation for subsequent learning is laid by the experience gained in games, new information and willingness to learn something unexplored. Since early childhood, children should be provided the opportunity of exploring various materials, undertaking concrete actions and interacting with peers and adults to develop understanding of the surrounding environment. The best foundations for further learning are laid when children have diverse opportunities of interaction with the surrounding environment.

A play is the modality of learning and development in all spheres. This is a dynamic process allowing children to practice in development of skills they will require in further life. Early childhood development specialists and parents should create conditions in which a meaningful play will be a major modality of learning.

IMPORTANCE OF INTERACTION BETWEEN TEACHERS AND FAMILY

The collaborative work of teachers and parents is an indispensable part of teaching process.

The attitude of a child to learning and understanding of the surrounding environment are shaped in family. Language and culture brought in by children from family into learning environment are a prism through which children perceive environment and incoming information. Maintaining a contact with family, early childhood development specialists enrich the experience and knowledge acquired by children at home, support development of families as equitable partners involved into the education process of a child. The efforts of early childhood development specialists will be the most effective only when interaction with family is maintained and its cultural background is taken into account.

Teachers and parents should be consistent in terms of values, requirements. They should inform each other about difficulties and specifics of a child. They should build upon positive personality qualities of a child, consolidate any positive experience of a child.

Parents and teachers should know age-specific patterns in development of a child. They should have a plan of joint actions aimed to strengthen physical and mental health of a child. A child should have motivation for learning, should see his or her successes and be glad about them. A child should have a joyful expectation of success and praise, satisfaction from undertaken activity.

Psychological development of a modern person is shaped in early childhood and is pre-determined by pedagogical impact of environment, surrounding people, primarily the closest people for child, his or her family.

INTERCONNECTEDNESS OF VARIOUS DOMAINS OF LEARNING AND DEVELOPMENT OF A CHILD

All domains of learning and development of a child are closely interconnected. Development of one domain contributes to development of another. This is why it is necessary to develop young children in all spheres simultaneously (development of holistic personality).

Integrated, holistic education provides for growth and development of a child. Each domain impacts another and is influenced by other domains. For instance, new motor skills – ability to run, jump (physical development) – improve cognitive development of a child.

Life is a system of movements. All processes of child's internal world (satisfaction, surprise, concentration, creative pursuit, etc.) can be expressed through movement. How many things your child should learn! A child will need to explore four worlds: word of nature, man-made world, human world, internal self world. At least, exploration of three of the above mentioned worlds is provided by child's physical activity.

Preschool age is the period of the most intensive development, the time when the foundation of physical, mental and moral health is laid. Child's future largely depends upon conditions of the preschool period. Multiple factors, which impact socialization, are also shaped in preschool period of development.

GOALS OF THE EARLY LEARNING AND DEVELOPMENT GUIDEBOOK

- Improvement of the quality of early learning and development, enhancement of professionalism of teachers and competence of parents in early childhood development *issues*, development of alternative *kinds* of preschool education programs.
- *Facilitation of realization* of the State *Education* Standard of the *Kyrgyz Republic* "Preschool Education and Care".
- Creation of the document accounting interests of all children and containing development indicators, recommendations for monitoring of development pace and assessment of progress of each child depending upon individual specifics and *capabilities*.
- Provision of recommendations on early childhood development for teachers and parents with use of various methods and materials corresponding to age-specific development level, supporting and facilitating individual development of children, social cooperation with family and community.
- Support of safe learning and development environment for young children, bridging preschool and school education upon principles of continuity and cooperation in the interests of young children.
- Guidance to early childhood development in home environments for families.
- Recommendations on integrated approach to learning aimed at comprehensive development of personality, including mental, physical, emotional and social development.

STRUCTURE OF THE EARLY LEARNING AND DEVELOPMENT GUIDEBOOK

The Guidebook includes five main domains of child development. Each domain in turn contains one-two sub-domains that may include from one to four components of development, one-four standards (expected indicators of development) divided into 2 age groups: children aged from 3 to 5 years, children aged from 5 to 7 years.

DOMAIN		
SUB-DOMAIN		
COMPONENT		
STANDARD		
Age-specific indicators: 3-5 years 5-7 years	Recommendations for teachers	Recommendations for parents

DOMAINS of child development include specific spheres: socio-emotional development, physical health and motor development, approaches to learning, creative and aesthetical development, cognitive development.

The concept of domains provides for comprehensive coverage of all crucial areas of learning and development of child.

SUB-DOMAIN is division of the domain into sub-groups. Sub-domains of main domains of learning and development include certain aspects of development and make them more specific.

COMPONENT (concrete aspect) is further sub-division of sub-domain, for instance: social development can be divided into life skills and interaction with adults.

The content of components reflects ideas and goals of the domain and sub-domain, as well as impacts the content and goals of the standards.

STANDARD is prospective assessment of knowledge, abilities and skills of a child when he or she reaches a certain age (for instance, children aged 3-5 years demonstrate skills and knowledge of self-maintaining).

The standards have a concrete targetedness; they reflect goals and ideas of the sub-domain; precisely define concepts; help to determine what we want to achieve in respect to learning and development of a child; set the basis for measurement; can serve as tools for assessment of school preparedness.

INDICATOR is a prospective assessment of behavior and knowledge corresponding to a given age group (for instance, by 5 years a child should be able to dress and undress on his or her own).

Indicators completely reflect the essence of the standard and cover all its aspects; they correspond to age of a child; demonstrate preciseness and correspondence to standards and consistency between each other; this is what can be observed (heard, seen), they are manifested in actions of children, their phrases, behavior and should be easy to observe; they do not conflict with previous indicator, i.e. they should not be easier than the previous indicator for the same age group of children.

RECOMMENDATIONS for parents and teachers include useful tips for parents, families and teachers in achievement of specified standards and indicators.

Recommendations for parents and teachers can be identical in some places. However, professionals are proposed an academic approach, while parents are offered the approach based on their personal and family experience, traditions, cultural values of a particular family and local community on the whole. Recommendations have been developed on the basis of reciprocal use and exchange: parents can successfully apply *recommendations* for teachers, and vice versa.



IMPORTANT NOTICE

- Standards completely reflect skills and abilities of the age groups they are targeted at.
- All domains of child learning and development are closely interconnected, development of one domain contributes to development of another. This is why young children should be developed in all domains at the same time (ensuring *holistic* development). Focus on one domain of development will affect development of other domains.
- Each domain of development has its own specifics and its own goals and tasks. Achievement of those goals will lead to achievement of goals and objectives of another development domain.

RECOMMENDATIONS AND APPROACHES

TO APPLICATION OF THE GUIDEBOOK

The Guidebook contains practical, auxiliary and recommendatory materials that can be used by families, teachers, early childhood development specialists, education institutions, communities, non-governmental organizations, any individuals interested in early childhood development issues.

Differentiated approach to learning for parents and teachers, as well as their interaction is a priority in the national strategy of early childhood development issues in Kyrgyzstan.

Recommendations on application of the Guidebook will be effective only with regular and practical interaction between families, teachers and parents. Such approach will prompt inherent curiosity of children and readiness for learning.

It should be born in mind that the Guidebook is in no way a curriculum, it is just recommendation. The Guidebook considers peculiarities of each child from three years and up to start of school, including different paces of development, different physical, emotional and mental abilities.

The given Guidebook offers recommendations on application of the *development* standards both at the national level and at the level of education institutions, communities, non-governmental organizations, international projects and individual use in the following areas:

- Public policy in the sphere of education;
- National monitoring (monitoring of nation-wide progress);
- Assessment of programs;
- General public awareness about early childhood development;
- Development of programs aimed to improve parental skills;
- Revision and improvement of preschool education programs;
- Revision of teacher performance evaluation criteria;
- Development of assessment programs and tools;
- Development of school preparedness indicators;
- Improvement of quality of education of children;
- Child upbringing skills;
- Quality of teacher training;
- Early childhood development.

IMPORTANT NOTICE

THE EARLY LEARNING AND DEVELOPMENT STANDARDS SHOULD NOT BE USED:

- To speed up or impede development of a child;
- As tools for criticism, exclusion or isolation of children, teachers and their families;
- As a normative document;
- As a curriculum;
- As dogma and exhaustive guidebook to achievements.



PART 2

DEVELOPMENT DOMAINS AND APPROACHES TO LEARNING

- PHYSICAL HEALTH AND MOTOR DEVELOPMENT
- SOCIO-EMOTIONAL DEVELOPMENT
- COGNITIVE DEVELOPMENT
- APPROACHES TO LEARNING
- CREATIVE AND AESTHETICAL DEVELOPMENT



PHYSICAL HEALTH AND MOTOR DEVELOPMENT

The age from three to seven years is characterized by an active development of coordination abilities caused by a natural growth of a child and respective development of systems and functions of child organism. This is the period when motor coordination skills are developed most actively. This is why these skills should be developed exactly in this period. It is well known that development of coordinated movements is connected with concentration of attention. So, children should be shaped ideas about various movements at first.

A proper physical development of children is primarily timely formation of motor skills and abilities, development of interest in various, feasible kinds of movements, and development of persistence.

That can be achieved only through harmonization of child's closest development zone (family) with socialization zone – preschool education institution environment. The closer interaction between people close to child and preschool education environment is, the easier and more effective the process of harmonious physical development of children will be.

What makes this theme relevant is that in contemporary world a large psychological burden rests on children, a fast pace of life requires stamina and good physical shape. The task of all adults is to inculcate in a child culture of physical exercises, to teach a child that staying in a good physical shape is a natural and ongoing process.

To increase the level of coordination abilities of children of the given age group, physical education activities should be conducted in form of an interesting and funny play. For instance, motor coordination exercises can use elements of rhythmic gymnastics. Children do gymnastics exercises to music more willingly and zealously, making various movements more properly, since they learn movements from simple to more complex things.

Motor skills (from Latin motor – causing movement) are physical activities of an organism, its organs and systems (parts). The motor skills are divided into gross and fine motor skills.

One of important tasks of motor development is coordination of movements of the whole system of child body and particular coordination systems (hand-eye coordination, eye-ear, hand-eye-ear, ear-speech, etc.), allowing establishment of links between the ability to see, hear, feel, move and speak.



Gross motor skills are the basis on which more complex fine motor skills are built upon then.

Gross motor skills include a range of activities to perform some task. Running, crawling, jumping, walking, bending, turning over are all gross motor skills.

Gross motor skills are the basis. A child acquires gross motor skills at first. Fine motor skills are gradually added to gross motor skills afterwards.

Fine motor skills include a range of coordinated actions of nervous, muscular and skeletal systems, often in combination with vision system, in making fine and precise movements by hands, fingers and toes.

Fine motor skills develop naturally, starting since first months of life on the basis of gross motor skills. At first, a child learns to grasp an object. Then a child develops a skill to put an object from one hand to another, neat pincer grasp, etc. By 2 years a child can draw, hold a painting brush and spoon properly. In preschool and primary school period, motor skills become more diverse and complex. Interaction between different movements provides for development of speech, shapes reading, writing, and computation skills. Logical thinking, its speed and productivity depends upon the development of hand finger motor skills.

MOST TYPICAL INDICATORS OF PHYSICAL DEVELOPMENT OF CHILDREN

from 3 to 5 years

Physical activity is a natural need of every young child. However, 3-5-year-olds need daily physical exercises, sport activities, outdoor active games more than other children. Ball games, jumping strengthen child's physical health, develop his or her abilities to control body movements, are good for development of all systems of the organism, as well as shape child's willingness to exercise and do sport.

Excessive exercises (especially leg exercises) are harmful for a child's health

from 5 to 7 years

Indicators of physical maturity of a 5-7 year old child will include knowledge of basic hygiene rules; willingness to do morning exercises, cold training. A 5-7-year-old keeps regular hours, improves his or her motor skills in walking, running, jumping, hurling, climbing, ball throwing and handling. The most peculiar is child's interest in active and sport games with rules and following those rules.

Children have an active formation of musculoskeletal system. The spinal curvature has not become stiff in children yet, so it is important that children maintain a correct posture.

Interaction of different movements ensures development of speech, shapes reading, writing, computation skills. Logical thinking skills, its speed and productivity depends upon development of hand finger motor skills.

By 5-7 years children improve motor skills, including gross motor skills (ability to make movements of large amplitude: running, jumping, object throwing) and fine motor skills (ability to make precise movements of small amplitude). As far as children develop fine motor skills, they become more independent. Development of motor skills enables a child to move easily, take care of himself and be creative.



SOCIO-EMOTIONAL DEVELOPMENT

Early childhood and preschool period are time when emotions govern all aspects of child life, regulate other mental functions.

Preschool age is a very short period of time in human life, only the first seven years. But this is time of a paramount importance. This period has more rapid development than ever. From absolutely helpless creature, unable to do anything, an infant develops into relatively independent, active personality. All aspects of child mind develop and the foundation for further growth is built. One of main areas in mental development in preschool age is building the foundations of personality.

Socialization starts since birth and is particularly important in early childhood when a child begins interacting with the environment. This process requires an active participation of adults and children. Adults serve as an example to follow, they also choose and create social settings within which children explore the environment and social rules. Children are active participants of this process. Things they learn partially depend upon environment, what they know based on experience and what becomes a model for them.

Socialization may occur under accidental influence of life circumstances on personality of 3-7-year-olds and in the process of upbringing, that is during meaningful formation of personality. Upbringing is a leading start of socialization.

Development of mental functions is inseparable from development of socio-emotional sphere of a child. Emotional processes are the sphere of psychological essence of a child, which charges and regulates the rest functions, such as perception, attention, memory, thinking, imagination, and others. Emotional images and control of emotions are goals and products of upbringing.

A play remains a sphere for demonstration of a social status of a 3-7 year old child. Child's willingness to participate in team activities, wish and ability to take into account interests of peers, to resolve conflicts peacefully, to make concessions for others are demonstrated in plays. Children develop self-consciousness and self-esteem while they and their behavior is evaluated by adults and peers.

MOST TYPICAL INDICATORS OF SOCIO-EMOTIONAL DEVELOPMENT OF CHILDREN

from 3 to 5 years

A 3-5-year-old child is always in the grip of external emotional impressions and spontaneously occurring feelings. It is easy to attract a child to doing something, but is as much easy to distract a child. Child's feelings occur fast and vanish as quickly. Children very emotionally react to happening things, but their emotions are unstable.

A 3-5-year old child should be cared with warmth and care. A child should feel adults love him and enjoy his company.

In this age a child begins to sympathize with hurt child or animal, share toys with peers to enjoy a play with other children. A child begins realizing consequences of his or her actions towards others.

Key moments of emotional development of children from 3 to 5 years:

- emotions are unstable and changeable like in first years of life;
- emotions serve as motives of child behavior, which explains impulsiveness of children;
- intellectual, aesthetical and moral emotions develop more intensively in this period, with pride, sympathy, compassion, shame holding a particular place among feelings;
- words acquire a particular conventionally emotional meaning, they become means to evaluate various qualities and deeds.

from 5 to 7 years

Personal communication becomes the predominant form of communication between 5-7 year old children and adults, it is aimed at achievement of mutual understanding, judgment of child's personality qualities by adults. A child develops self-control and adaptive social behavior.

Feelings of 5-7 year old child gradually lose impulsiveness, become deeper. Yet, emotions connected with such organism needs as hunger, thirst, etc., remain hardly controllable. The role of emotions changes in child life. If adult's judgment was the main reference point for a child in previous stages of development, now a child can experience joy foreseeing positive result of his activities and good spirits of surrounding people.

The nature of relations with peers in this age changes: a child develops realization of own personality; child attempts to find a place among other people and be useful for them; a child shows interest in serious activity, things, tasks given by adults; a child selects a peer to communicate with; a child strives to make friends with other children.

School preparation becomes socially important for 5-7 year old child. Children understand that school means meeting adults and peers they do not know, new relations with unknown peers and adults. A child will need help and support

from adults – teachers, parents – to successfully adapt to new social settings.

Development of the ability to control own behavior is one of important moments in socio-emotional development of a 5-7 year old child, which builds child's psychological readiness for school.

Peculiarities of emotional development of children from 5 to 7 years:

- a child learns social forms of expression of feelings;
- a role of emotions in child's activities changes, emotional anticipation is formed;
- supreme feelings are shaped – moral, intellectual, aesthetical feelings;
- a child develops ability to foresee emotional results of his or her activities;
- a preschool child turns into subject of emotional relations sympathizing with other people.



COGNITIVE DEVELOPMENT

Cognitive development is ability of a child to explore information and solve problems through development of all kinds of thinking processes, such as perception, memory, concept formation, problem solving, imagination, and logic.

From 3 to 7 years children undergo dramatic changes in perception, attention, memory, thinking – these processes turn into voluntary and intentional from involuntary processes. A child of this age has a voluntary goal – to memorize, to distinguish, to generalize, to notice, etc.

Adults (parents, teachers) should teach children to enjoy intellectual work, they should shape mental development need and positive attitude to learning process in a child. To this end, learning objectives and complexity of learning material should correspond to the level of development of cognitive processes of children of the given age group.

MOST TYPICAL INDICATORS OF COGNITIVE DEVELOPMENT OF CHILDREN

from 3 to 5 years

Speech is the indicative indicator of development of a 3-5 year old child. A child extends his or her vocabulary, begins to use it actively. In this age perception often narrows down to recognition of an object, naming its shape and color. Children perceive objects as whole, they distinguish details poorly, do not see connection between details, i.e. systemic analysis of perceived properties is difficult for children.

from 5 to 7 years

To ensure proper perception of objects, 5-7-year-olds should be provided the opportunity to operate with those objects. Children learn on a concrete experience. They learn best of all through senses: touching, taste, smell, hearing, sight, as well as movement of their body. Children need a significant sensory experience to arrange their knowledge about the world order.

By 5-7 years children are able to establish simple cause and effect relationships,

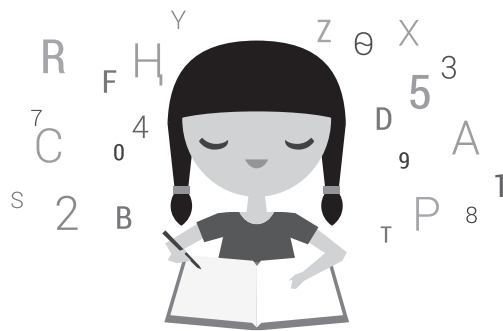
A 3-5 year old child is more independent in selection of activities they are interested in: reading, writing, jigsaw puzzle assembling. Children of this age group begin to show interest in board games that involve certain rules and tasks. Such activities develop mental abilities of a child shape skills necessary for school preparedness. However, thinking of children remains self-centered and they hardly accept point of view of others.

A 3-year old child divides objects only by one sign. For instance, a child puts all red blocks into one group, regardless of shape; or all red blocks are grouped together regardless of their colors.

A child classifies and matches related objects, distinguishes and arranges objects by height, length, width, puts objects in one group by color, size, shape, quantity. A child makes sentences of 4 words, counts from 1 to 5, knows shapes (triangle, circle, square). A child orients himself in space. Scope of attention is extended significantly. A child distinguishes main and secondary events. A child counts to 10, has notion of time, participates in group games having certain rules.

especially in visual materials. They can be taught to make simple conclusions. Children of this age can imaginatively go beyond the current situation. They can tell a simple story, describing the scene and events, details. A child makes statements of 5-6 sentences, expresses requests and wishes using proper words.

Imagination of children from 5 to 7 years significantly surpasses their mental development, since it begins to form much earlier than thinking. Imagination of a child is full of plenty of images that appear easily even with minimum external stimulation. Bearing this in mind and that child's regulatory functions still remain underdeveloped, it becomes clear that games and visual materials should be used moderately.



APPROACHES TO LEARNING

School preparedness is not only ability to read and count, it is ability to think independently, this is readiness to acquire new knowledge, curiosity, attentiveness. Contemplation of nature, games, labor activities can help a child to start school fully prepared.

A young child is inherently curious and inquiring. Adults play a key role in organization and development of games for children, judgment of their strong points, interests, learning progress depending upon their individual aptitudes. For this reason learning themes should be significant and of a practical use for a child. Much depends upon adults – to what extent they get child interested and prepare a child using an individual approach. A child learns actively and achieves the learning targets with proper interaction with surrounding adults.

MOST TYPICAL INDICATORS OF APPROACHES TO LEARNING OF CHILDREN

from 3 to 5 years

Properly organized learning environment is very important at the age of 3-5 years, this environment should prompt a child to explore, undertake new activities, solve problems. Such environment will nurture child's inherent curiosity, encouraging him or her to ask new questions and think about them. In such setting a child begins to invent new kinds of activities and games, generates various ideas, and develops imagination.

The distinctive feature of this age is child's constant wish to make up new words, songs, stories. A child expresses thoughts through drawing, blocks games,

from 5 to 7 years

Motivation and strive to acquire knowledge, new experience is very important for successful learning of a 5-7 year old child. Involuntary attention prevails in this age, this is why ability to concentrate is directly connected with how much activity is interesting for a child. The more a child is involved into activity, the more stable child's attention will be. A 5-7 year old child can try various ways of problem solution or choose one of options, ask assistance from another child or adult to solve a certain problem.

Child's ability to communicate with peers, to act together with others, to

movements or music, participates in imaginative games.

Children of this age group use cardinal numbers, though they understand the meaning of figures not always, they give answers and ask lots of questions, their speech consists of sentences, they play with other children, make friends with children, complete simple tasks.

make concessions, to obey necessity will enable him/her adapt to a new social environment painlessly. These abilities create favorable conditions for further learning at school.

Children of this age group can't focus on any activity more than 10 minutes. This means that activities should be changed in such intervals of time. It is hardest of all to keep child's attention in case of teacher's monologue, i.e. passive perception of information. The time limit lessens to 5 minutes here. It can be extended by turning the monologue into dialogue. While formulating tasks for 5-7 year old children, it is necessary to remember the scope of their attention is not big either – only 2-3 objects.

By 7 years, a preschool child should know well his home address, name of the town, country and capital city. He should know names of parents, their work places. A child should realize his/her grandfather is father of father or mother. Child should know seasons, their sequence and main signs. A child should know names of months, days of the week, current year. A child should know main kinds of trees, flowers, distinguish domestic and wild animals.



CREATIVE AND AESTHETICAL DEVELOPMENT

Aesthetical education is an important aspect in child's education. It enriches sensory experience, emotional sphere of personality, influences on comprehension of moral side of the reality (it is known that the concepts "beautiful" and "kind" are almost identical for a preschool child). It enhances cognitive activity and even impacts physical development. Aesthetical development is the result of aesthetical education.

Aesthetical education is the basis for formation of an all-round person. This component is a main criterion determining moral and mental development of a person. Aesthetical education envisages primarily creative development of a child, including musical, art, theatrical, constructivist education.

Family, teachers, environment can inculcate love for music, singing, drawing, dancing and other kinds of art in children.



Creativity lets children express their emotions, uniqueness, understand environment, develop self-confidence, strive for self-expression and ability to cooperate.

Creative activity in a play is the most feasible and appropriate way to get a child interested in art.

Activity underlies any cognition, including aesthetical cognition. A child should develop a creative capacity, instead of being passive listener and observer.

Children from three to seven years shape aesthetical perception of the environment, nature, fine arts, music, dance, develop ability to emotionally respond to artistic images. Children show interest in reading books, memorizing poems, re-telling stories they read, making up stories. A teacher should monitor children, closely studying their interests, to help children realize their potential.

MOST TYPICAL INDICATORS OF AESTHETICAL DEVELOPMENT OF CHILDREN

from 3 to 5 years

Children from 3 to 5 years like painting, clay modeling, paper crafting, block building. All these activities foster creative abilities and shape sensory and motor skills.

Solitary activity of a 3-5 year old child with colors, modeling clay, paper, or other materials, enables a child plan activity on his/her own, have freedom in selection of a color, shape, texture, promotes aesthetical development of a child.

A child of this age is selective in choosing what is beautiful and what is not. A child has own judgments and "creates" beautiful as he/she can to make adults surprised, amazed by his ability to see the world.

from 5 to 7 years

Children of 5-7 years improve their creative abilities and art skills. They more precisely depict an idea (object) in a drawing, paying attention to details. Children pay attention to colors and their combination, they mix colors to get a new one. Children do various kinds of arts – drawing, clay modeling, paper crafting. The range of themes is broadened. Children from 5 to 7 years are interested in art works, which serve as sources of their cultural, aesthetical and spiritual development.

A child develops ability to combine knowledge, perceptions to express feelings, thoughts. Children will need respective training to develop their artistic abilities to express their ideas in words,



singing, drawing, dancing, acting out. Further training will help children realize their artistic ideas, build positive emotions, develop their abilities.

Literature, sculpture, folklore, painting are indispensable means to shape children's spiritual world. They facilitate development of emotional and creative skills of children. They are closely connected with moral education, since beauty is regulator of human relationships in a way.

PART 3

RECOMMENDATIONS FOR PARENTS AND TEACHERS

- RECOMMENDATIONS FOR PARENTS
- RECOMMENDATIONS FOR TEACHERS



RECOMMENDATIONS FOR PARENTS

A child learns and develops in family for most of his/her life. Parents are first teachers in child life and play a crucial role in preparing a child to become a competent and active member of the society. Attitude to learning and understanding of the world are formed in family. Behavior, language and culture of parents, which will be brought in by children from family to learning environment, is the prism through which children perceive the surrounding environment, incoming information and learn.

Noteworthy, more than 88% of children aged from 3 to 7 years in Kyrgyzstan do not have access to developing programs, for this reason application of the early learning and development standards is very important for parents and community on the whole.

Parents are recommended the following strategies in stimulation of early learning and development of their children:

- It is important to demonstrate your sincere feelings to a child: love, care, attention, support, understanding, respect. Observe actions, interests, demonstrations of feelings, needs of a child in daily interaction, support and do not ignore them.
- Each child is unique, it is important to develop child's abilities, talents, aptitudes, interests, to provide support and to demonstrate understanding.
- It is important to take care of child's health and safety, ensuring healthy lifestyle. Do not demonstrate harmful habits (smoking). Develop healthy lifestyle and healthy food habits. Monitor child's behavior and development to notice changes, any signs of disorders to seek assistance of specialists.
- It is necessary to regularly improve child care and development skills, to enhance knowledge of early childhood development and learning using various sources of information (books, videos, online resources, best practices of other parents, community, consultations of specialists).
- When choosing approaches and methods of upbringing, education and development, family traditions, language, culture, values, religious background should be taken into account.
- Bear in mind, a child develops at the same time in social, emotional, physical, cognitive and aesthetical domains, this is why it is important to pay attention to



all-round development, instead of focusing on one domain (only on physical development, for instance).

- It is necessary to create favorable and comfortable conditions for comprehensive development and learning of a child, to supply a child with necessary materials for learning and arts activities, toys, games for development, sport supplies. It is desirable that a child has his/her own space (play corner, a place for learning activities).
- It is necessary to meet child's need to communicate with peers, other children, community members so that a child develops skills of communication, socialization and successful adaptation to life in community.
- It is important to develop child's knowledge of home village (town), culture and traditions of the Kyrgyz people, to teach a child to care about the nature and the surrounding world.
- It is necessary to teach a child that all people are different, every person is unique and should be respected regardless of his/her physical health, sex, ethnic origin. It is important to develop tolerance and multiculturalism in child.
- Start of school is an important stage in social development of a child. It means transition to another social environment, meeting new people, peers and building

relations with them. Parents should start the process of child's preparation for school in advance. They should develop child's persistence, will, communication skills and to motivate a child to learn at school.

- If parents prepare a child for school themselves, they should teach a child build constructive relations with peers. Parents should create a comfortable environment for a child, supporting child's willingness to go to school. If serious problems with child's preparation for school occur, it is appropriate to apply to specialists or to attend pre-primary classes.
- Parents of children, who attend early childhood development centers, should interact with teacher, obtain information about learning methods, monitor child's learning and development progress, cooperate for achievement of expected learning outcomes, discuss individual aptitudes, needs and interests of a child.
- The main thing is not to derogate child's independence. A child should be prompted to find ideas and their solutions on his/her own.
- Parents should understand the best preparation of a child to school is natural willingness of a child to play, instead of serious assignments. Do not kill child's interest!

RECOMMENDATIONS FOR TEACHERS

Teachers are key specialists in early childhood development and learning. However, strategies in this guidebook are recommended not only for teachers, but also other specialists dealing with early childhood development (in child care, health care sector, social security, safety, protection of rights and interests of children, etc.). The early learning and development standards are extended addition to the normative document – State Education Standard of the Kyrgyz Republic “Preschool Education and Care” endorsed by the Decree of the Government No. 742 of 23 October 2012. The standards are just recommendations, which are built upon advanced research in early childhood development and integrate extensive professional and individual experience of specialists of Kyrgyzstan.

The recommendations in the tables envisaging an effective learning process and proper development of a child are built upon the following approaches and principles:

- **Individual approach:** all children have individual styles of learning, all children are unique. In one group of children various styles of cognition and learning can be combined. A teacher should take this into account while planning and organizing learning process and bear in mind that all children need an individual approach.
- **Integrated approach:** a teacher will take into account interconnection of development domains (socio-emotional, physical, cognitive, aesthetical) and subjects (for instance, drawing, development of language skills, physical education) in child's learning process and uses diverse methods to achieve expected learning outcomes.
- **Interaction with parents and communities:** effectiveness of the learning process depends upon degree of interaction and involvement of parents, family, community into learning process. A teacher needs to build partnership relations with parents of a child, to respect family traditions and culture, to maintain friendly relations, to inform parents about achievements and dynamics of child's development, to demonstrate his/her competence and to provide qualified consultations.
- **Environment and resources:** impact of environment on development and learning of a child is very important, for this reason a teacher needs to create conducive environment – safe, learning, creative and comfortable for a child. The environment facilitates development of various kinds of activities and stimulates abilities of children for exploration and experiments with various materials (games, toys, developmental materials, books, musical instruments, visual art supplies, sport requisites, etc.). While organizing learning process, make sure learning environment, supplies and equipment and activities are safe.



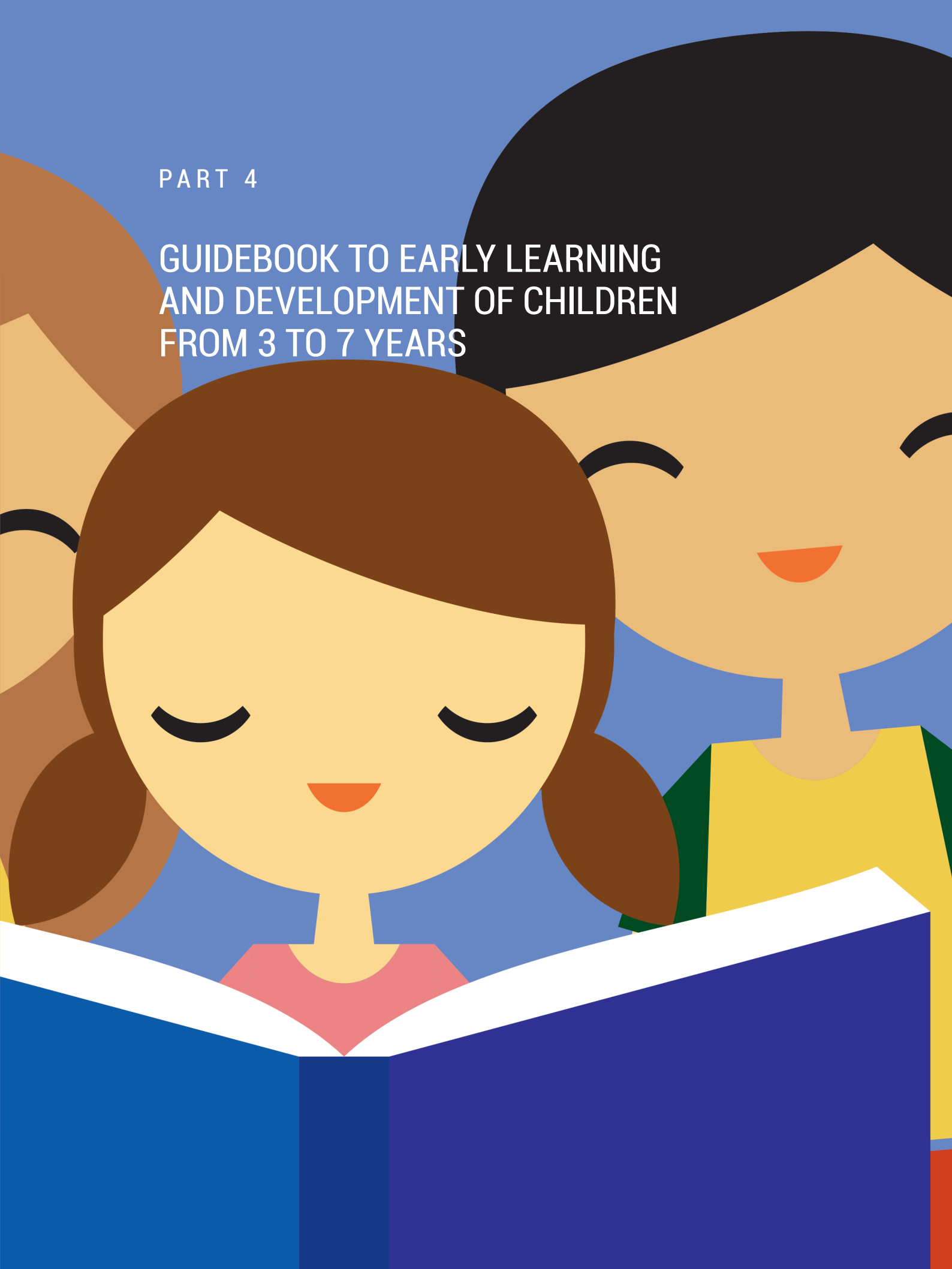
- **Child-centered learning:** a child is given freedom of choice in the learning process – choice of supplies, kinds of activities, modalities of self-expression and self-realization. This means a child should not fit himself/herself to the established teaching style of a teacher. A teacher should adjust his/her teaching techniques and methods to learning style and individual aptitudes of a child to meet child's needs and interests. Teachers use a holistic approach to learning and development of a child.
- **Bridging with school:** materials and strategies of the given guidebook are aimed at development and learning of young children and their comprehensive (social, physical, emotional, cognitive) preparation for school, socialization in new settings, ability to build relations with peers and adults, shape ideas about home country, home country, nation, culture.
- **Enhancement of professionalism:** while using early learning and development standards and strategies, teachers should always enhance their professionalism, knowledge of developmental peculiarities of young children, improve methods and approaches to learning using modern concepts of successful national and international programs and studying advanced practices of other teachers and education institutions. A teacher should have knowledge of public policy regarding early childhood development and current national and international early childhood development initiatives.

- **Play as method of learning:** a play is a simple way to explore environment, it should be a natural and accessible way to acquire various skills, abilities, knowledge. A play holds an important place in life of young children, so it is important to use game-based exercises, didactic games in learning process linking them with themes and objectives of the education program.
- **Monitoring and evaluation:** a teacher should monitor child's achievements in learning process and plan next activities depending upon those achievements and targeted further development. Child's achievements should be monitored and evaluated, child's achievements should not be compared to achievements of other children.



PART 4

GUIDEBOOK TO EARLY LEARNING
AND DEVELOPMENT OF CHILDREN
FROM 3 TO 7 YEARS



PHYSICAL DEVELOPMENT AND MOTOR SKILLS

SUB - DOMAIN

DEVELOPMENT OF FINE AND GROSS MOTOR SKILLS

COMPONENT

DEVELOPMENT OF GROSS MOTOR SKILLS

STANDARD 1

CHILD DEMONSTRATES COORDINATION OF MOVEMENTS AND HAS DEVELOPED GROSS MOTOR SKILLS

INDICATORS

Child from 3 to 5 years

- Overcomes barrier 10-15 cm in height
- Crawls under bench 4 cm in height
- Walks along straight line or on board 30 cm wide, 3 m long maintaining balance
- Catches a big ball with two hands
- Jumps with both feet 4-5 times
- Runs for 2 minutes without stopping

Child from 5 to 7 years

- Walks on balance beam or along straight line 5 m long keeping balance
- Throws a ball into target from a distance of 3-4 meters
- Catches a ball thrown from a distance of 5-6 steps
- Runs for 3-4 minutes without stopping
- Runs on tiptoes

RECOMMENDATIONS FOR TEACHERS

- Create necessary conditions and do daily morning exercises with children to music (outdoors)
- Organize physical exercises no less than 2 times a week lasting 25-30 minutes
- During physical education activities use exercises copying animals or objects children know, for instance: let's fly like birds, flap your arms like butterflies flap wings, jump like balls, raise your legs high and run like horses do.
- Organize sport events and festivals for children together with parents two-three times a year. For instance: Mother, Father and Me – Sport Loving Family
- Discuss sport with children, show pictures illustrating winter and summer kinds of sports to children
- Offer mime games to children to guess characters with use of various movements, as well as games copying movements of domestic animals

RECOMMENDATIONS FOR PARENTS

- Monitor physical development of a child and note what kinds of movements your child prefers and at which movements he is not good yet (walking, ball catching, running, jumping, climbing). Help a child master difficult kinds of movement. Create conducive environment for development of basic kinds of movements (any ball games, tag game, hide-and-seek, cycling, frame climbing, skipping, etc.)
- Demonstrate personal example of healthy lifestyle, tell a child about importance of staying healthy and what should be done to stay healthy
- Spend more time with a child outdoors, at stadium, swimming pool, gym, sport ground, make walking trips with a child, etc.
- Speak to your child when doing physical activities and comment child's activities, for instance: let's jump together, bring me a ball, what have you brought? Right, it is a ball.
- Do not restrict child's movement with unnecessary clothes. Long static activities,

- Jumps over skipping rope 10 times

- Teach dance movements involving turns of body sideways
- Do not leave children unattended, ensure safety for children during physical exercises
- Provide children with necessary supplies, equipment for exercises (balls, skipping ropes, gymnastic benches, etc.)

immovability impede not only physical, but also mental development

- Give simple tasks to a child (to remove fallen leaves, to water garden beds, to help in cleaning house, cooking dinner, etc.)

COMPONENT

DEVELOPMENT OF FINE MOTOR SKILLS

STANDARD 2

CHILD DEMONSTRATES COORDINATION OF MOVEMENTS AND HAS DEVELOPED FINE MOTOR SKILLS

INDICATORS

Child from 3 to 5 years

- Holds a pencil, spoon, etc. properly (with fingers, not in a fist grip)
- Turns pages of a book one by one
- Strings big (hazelnut-sized) beads
- Fastens big buttons
- Fastens a zip
- Assembles the whole image from big pieces (glues paper details to get a bigger image)
- Models figures from modeling clay, dough
- Colors pictures going beyond the edges of outline sometimes
- Tears paper along the required line

RECOMMENDATIONS FOR TEACHERS

- Plan fine motor development activities every day using routine tasks: putting toys away, preparing supplies for activities, asking children to help to serve table for lunch, etc.
- Pay attention to and allow time for child's practicing in shoelace, zip, button, hook-and-loop fastening and unfastening. These daily practices improve fine motor functions of children's hand and fingers
- Use sand and water games for hand fingers exercises
- Teach children self-maintaining skills, these exercises include plenty of elements for development of fine motor skills (how to hold a comb, soap, toothbrush, spoon and use them properly)

RECOMMENDATIONS FOR PARENTS

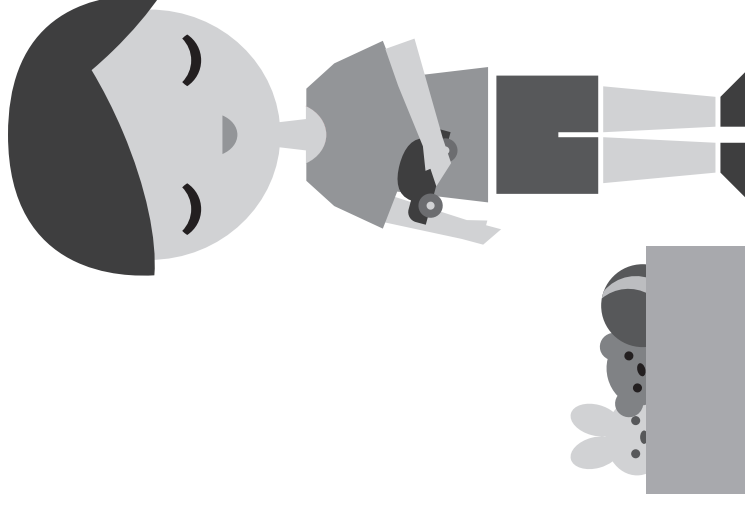
- Monitor development of child's hand movements (fine motor skills), develop child's grasp reflex, encourage child's wish to pull, push, squeeze objects, to crease paper (foil paper), to hold a spoon, pencil, pen
- Teach a child to fasten buttons, zips, hook-and-loops fasteners, shoelaces, to make a braid (from ropes), assemble mosaic, make balls from dough, wind wire around a stick – all these simple activities develop and strengthen fine motor skills
- Provide opportunity for a child to color pictures without going beyond the outlines, to hatch pictures with different types of lines
- Do fine motor skills development exercises with a child. For instance: suggest a child to

Child from 5 to 7 years

- Fastens shoelaces
- Fastens small buttons
- Draws object she/he knows: house, people, cars, flowers
- Draws different types of lines (straight, wavy, dash lines)
- Draws a man depicting the details of head, face, legs, arms, hands, feet
- Draws from a sample depicting details
- Colors pictures, letters without going beyond edges of outline
- Makes figures of 2-3 parts using modeling clay, dough
- Embroids, stitches with a needle
- Cuts out required outline with scissors

- Hold finger exercises during learning activities, play finger games, teach children to take small objects, string beads using a thumb and forefinger (fine pincer grasp)
- Use supplies from "creativity center" and "writing center" to develop children's fine motor skills (for drawing, modeling, printing, lacing, block building), as well as jigsaw puzzles, mosaic, big and small beads
- Organize fine motor development games during learning activities. For instance, snowball games – children screw paper into a ball, then throw it to each other like snowballs
- Use all kinds of drawing during art activities (story drawing, object drawing, drawing decorations and patterns), using different types of lines, patterns, details
- Improve fine motor skills of children, using elements of Kyrgyz patterns during drawing activities, building graphic skills

grasp beans, peas, watch after a child's use of thumb and forefinger. Suggest stringing macaroni. Praise and encourage child every time during such activities.



SUB-DOMAIN	SENSORY DEVELOPMENT	
	SENSOMOTOR SKILLS	
COMPONENT	CHILD USES HIS/HER SENSES (VISION, HEARING, TOUCHING, TASTE, SMELLING) TO BETTER UNDERSTAND THE WORLD	
STANDARD 3		

INDICATORS

Child from 3 to 5 years

- Distinguishes cold and hot surfaces by touching
- Recognizes objects and describes them with closed eyes by touching (smooth, soft, rough)
- Distinguishes sweet and salty taste of food
- Dances or stamps his/her feet to music
- Builds a tower of various materials (blocks, match boxes, etc.)
- Distinguishes smells (smell of baked bread, apple, milk, cucumber)
- Distinguishes objects making sounds (source of sound – flying aircraft, tractor passing by, dog barks, cat mews, rooster crows, cow moos, etc.)
- Determines a distance the sound is heard (near, far, in front, behind)
- Distinguishes loudness of sound (low, loud)
- Knows basic colors (red, yellow, green, blue, brown, black, white)

RECOMMENDATIONS FOR TEACHERS

- Allow time for development of children's analyzers (vision, hearing, touching, taste, smell) during activities, games, voluntary activities; draw children's attention to color and size of objects, loudness of sounds, smell
- Let children explore objects using all senses
- Give positive comments about child's explorations
- Play barrier overcoming games (crawling under table, jump over a box, bypass a chair, etc.)
- Teach children go up (down) a narrow path
- Match pieces of color fabrics of different textures (plush, velvet, silk, denim, etc.) to make pictures, aids, rugs, toy theater supplies. Ask children to describe their tactile sensations they feel when touching a fabric
- Play toy theater with children. This game helps to achieve different learning objectives: development of acting skills (singing, reciting, improvisation); creative abilities (making costumes, scenery, attributes, etc.). All analyzers will be involved during these activities
- Use games with change of movement by a signal during musical and physical education

RECOMMENDATIONS FOR PARENTS

- Take into consideration your child's abilities (for instance, a child likes dancing); provide conditions for realization of these abilities
- Make exercises with your child to develop all analyzers. For instance, when cooking you may ask a child to close eyes and to guess a vegetable or fruit by tasting it (carrots, apples). Praise a child and give an apple to him/her
- Monitor state of all senses of a child. When necessary, seek assistance of specialists
- Provide opportunity to a child to move more, to explore environment, to do what he/she likes
- Enable a child to obtain information through tactile sensations, smell, vision, hearing. Listen to classical and national music with a child, diversify child's toys (use not only plastic toys)

Child from 5 to 7 years

- Knows basic colors (red, orange, yellow, green, blue, violet)
- Distinguishes such notions as "warm", "cold", "hot"
- Distinguishes tastes of food (sweet, sour, spicy, greasy)
- Dances moving to music rhythms

activities(to music rhythm, direction and speed of movement, movements to the count, etc.)

COMPONENT

NUTRITION

STANDARD 4

CHILD DEMONSTRATES ATTITUDE TO FOOD

INDICATORS

Child from 3 to 5 years

- Expresses food needs (says when he/she is hungry, full)
- Child has favorite food, is not distracted during meals (does not leave table until he finishes, does not do other things)
- Knows it is unsafe to drink water from canals, pools, rivers

Child from 5 to 7 years

- Knows healthy and unhealthy food (fizzle

RECOMMENDATIONS FOR TEACHERS

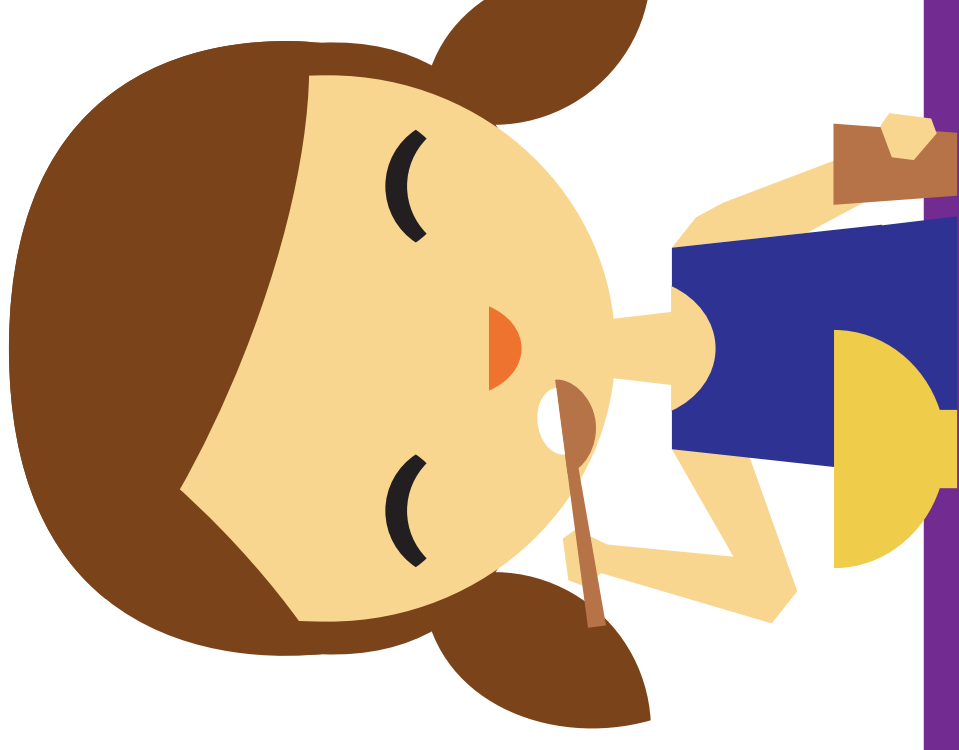
- Discuss healthy and unhealthy food with children, ask them to name both kinds of food. Ask questions what makes food healthy or unhealthy
- Explain vitamins and their usefulness to children
- Practice use of such generalizing notions as vegetables, fruits, dairy products, etc. by children in their speech
- Make several salads with children. Discuss each used product, discuss importance of food hygiene and healthy food
- Enrich story games, using imitation vegetables, fruits, etc.

RECOMMENDATIONS FOR PARENTS

- Involve a child in to cooking process (for instance, give small pieces of dough to a child to make balls), table serving, give simple tasks to a child
- Foster child's respect and interest in national cuisine, tell a child about diversity of cuisine, ways to cook them
- During family events pay attention to eating etiquette, tell a child ingredients of different dishes
- Ask a child whether a dish was tasty and which dish a child liked most of all?

- drinks, greasy and spicy food are unhealthy)
- Distinguishes fresh and not fresh food (clean and unsafe) by appearance and smell
 - Drinks safe water
 - Distinguishes meat, milk products, pasta, vegetables and fruits
 - Knows ingredients of some dishes and helps to cook them
 - Treats food products with due care (for instance, a child does not throw bread)

- Teach children table manners and dining etiquette
- Make sure children have good posture at table and use spoons and forks, napkins properly



SOCIO-EMOTIONAL DEVELOPMENT

SUB-DOMAIN	SOCIAL DEVELOPMENT
COMPONENT	LIFE SKILLS AND COMPREHENSION OF SOCIAL NORMS AND BEHAVIOR NORMS
STANDARD 5	CHILD DEMONSTRATES SKILLS AND KNOWLEDGE OF SELF-MAINTAINING

INDICATORS

Child from 3 to 5 years

- Eats at table on his/her own, uses spoon, fork
- Gets dressed and undressed with adult's assistance
- Fastens buttons, zips
- Puts on shoes and put them off on his/her own
- Chooses clothes that are appropriate for weather

Child from 5 to 7 years

- Gets dressed and undressed
- Fastens shoelaces
- Pours liquid into container
- Knows how to use home appliances (uses a telephone, turns on TV, etc.)

RECOMMENDATIONS FOR TEACHERS

- It is necessary to create supporting environment and provide respective supplies to build children's self-maintaining skills and nurture children's interest in etiquette: tea things, table wear, napkin holders, table clothes, bread containers, etc.
- All tableware should be safe
- Practice self-maintaining skills in learning activities and games. Tell children how to use tableware (spoon is used to eat the first course, it is held in a right hand with 3 fingers, not in fist, etc.).
- Use role and didactic plays: feed a doll, elephant's birthday and similar games
- Read related books to children(for instance, Fedora's Grief by Korney Chukovsky)
- To enhance children's self-maintaining abilities and skills, use such games as "Dressing a doll for a walk", "Teddy Bear is invited to Bunny" and similar games

RECOMMENDATIONS FOR PARENTS

- Use any time to interact with a child in order to develop and consolidate his/her skills and knowledge of self-maintaining (cleaning a room, putting toys to a box, getting dressed, etc.)
- Monitor child's actions and help him/her when help is needed. For instance, help a child to fasten shoelaces or buttons
- Do not forget about individual assistance a child needs very much
- Serve as a model for child in tidiness and independence. Do not forget that a child always watches you, copies your behavior patterns and habits
- Show to a child your confidence in that he or she will cope with difficulties. This will inspire a child for greater self-doing (for instance, encourage a child with such phrases as: Great! Good of you! You will do this!)

- Keeps his room (area) tidy, folds his/her clothes tidily

- Use different lacing, zip and button fastening games for children to practice fine motor skills
- Make sure each thing has its place in a classroom
- Teach children to put things in their places, they should be told every day to put away things to their places. Explain to children it is unpleasant to play in an untidy room (area)
- Tell children stories about tidiness, cleanness, use role plays or tell stories using toys (toy theater)
- Serve as a role model for children
- Monitor children's achievements and encourage them regularly

COMPONENT

LIFE SKILLS AND COMPREHENSION OF SOCIAL ROLES AND BEHAVIOR NORMS

STANDARD 6

CHILD DEMONSTRATES KNOWLEDGE OF DANGEROUS OBJECTS OR SITUATIONS AND TRIES TO AVOID THEM

INDICATORS

Child from 3 to 5 years

- A child knows it is necessary to look to the left and then to the right when crossing the street (even in company of adult)
- A child is cautious when meets unknown people, animals, insects (doesn't come close to them)

RECOMMENDATIONS FOR TEACHERS

- Tell children about behavior rules at home and in the street during learning activities, games
- Introduce such words as sidewalk, traffic way, pedestrian crossing, traffic lights, fire, etc. to children so that they will use these words correctly
- Engage children in story and role plays, action games into learning process, for instance:

RECOMMENDATIONS FOR PARENTS

- Do not leave a child unattended, especially in dangerous areas
- Teach a child how to use simple home appliances (TV remote control, light switches, electrical sockets, etc.)
- Serve as a safe behavior model for a child in the street, at home
- Discuss situations with safety rules from your

- Knows certain places outdoors or objects in the house are dangerous (for instance, electrical sockets, fire, road, pools, etc.)
- Asks adult's assistance when feels in danger
- Drinks only safe water

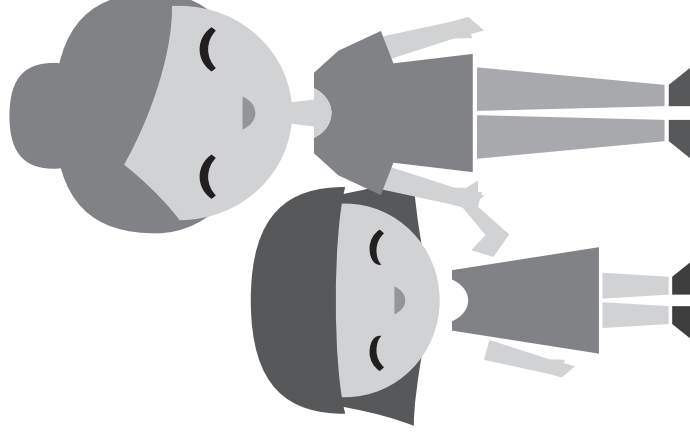
Child from 5 to 7 years

- Looks to both sides of the road prior to crossing it
- Adequately reacts to unknown people: knows he/she should not go with unknown adult, does not react to unknown adult's invitation to come with him in exchange for some treat, etc.
- Knows about emergencies and basic behavior rules in case of their occurrence (fire, flood, mudslide, quake)
- Chooses safe places for play (far from bodies of water, road, overhead power transmission lines)
- Understands some behavior is unhealthy, for instance smoking

- Traffic Lights Game, Road Signs, Pedestrian Crossing, Going by Car to a Friend's Place
- Make baby books, books-toys together with children about safe behavior rules (traffic lights, kinds of transport, kinds of dangerous objects, professions, etc.) in play corner (development corner)
 - Find supporting pictures: about safe behavior rules in the street, meaning of traffic light signals, safe behavior at home
 - Read books about traffic safety, danger of fire, bodies of water, etc. to children
 - Introduce children to professions helping people in emergency situations – fire fighter, police officer, paramedics, etc.
 - Deliver thematic and multifaceted classes and arrange excursions to shape children's ideas about dangerous phenomena and objects (fire, electricity, waterbody, poisonous plants, insects, etc.). Practice feedback
 - Tell a child telephone numbers of emergency services

childhood and the indirect relation with human health with your child

- In case of an emergency try to stay calm not to frighten your child
- Explain the meaning of words "traffic lights", "pedestrian crossing", "fire", etc. to your child
- Teach your child behavior rules in case of danger



COMPONENT	LIFE SKILLS AND COMPREHENSION OF SOCIAL RULES AND BEHAVIOR NORMS
	CHILD KNOWS BASIC BEHAVIOR RULES AND FOLLOWS THEM
STANDARD 7	

INDICATORS

Child from 3 to 5 years

- Knows meaning of "it is allowed", "it is not allowed", "good", "bad", "it is required"
- Puts his things and toys to their place at the instruction
- Refrains from disallowed actions (does not take away a toy from peers or younger children)
- Observes behavior rules at table, in classes, during a walk, etc.
- Knows game rules and follows them

Child from 5 to 7 years

- Knows traditional hospitality rules: says "hello", "good-bye", "thank you", "welcome", "excuse me", cedes a seat to elders
- Is respectful with elders
- Follows behavior rules at kindergarten, when visiting other people's place, public places
- Asks permission prior to taking someone else's thing, toys
- Knows succession rules in games

RECOMMENDATIONS FOR TEACHERS

- Regularly introduce children to behavior rules and norms and monitor how they follow these rules
- Engage children in games having certain rules, introduce children to those rules
- Establish the time schedule of activities at kindergarten and follow it: schedule of classes, outdoor activities, having fun. For instance: physical exercises in the morning, physical activity breaks during classes, outdoor activities after classes, etc.
- Refer to characters from children's books, stories from your personal experience, observations, etc. as models of behavior.
- Give examples of good and evil from children's books
- Nurture children's ability to sympathize with people, other children, animals through games and activities. Guide children with explanations
- Familiarize children with stories, cartoons, where characters follow behavior rules and norms or vice versa
- Offer didactic games (using story pictures) on such themes as: How one should act in such

RECOMMENDATIONS FOR PARENTS

- Exchange impressions and assessments of own and your child's acts and behavior of other people with your child
- Sometimes children do bad things to draw attention of adults, so do not focus on a negative behavior of a child. At times, a child tries to attract his parents' attention
- Set behavior norms and rules. A child should understand "what is allowed", "what is disallowed". Teach a child to stay in these limits. Your behavior should serve as an example for your child to follow
- Notice good actions of your child and praise your child for good actions
- Give not difficult tasks to a child, encourage a child and be optimistic about results
- Avoid direct prohibitions and do not force a child to follow rules and norms (do not forcibly teach a child!)
- Teach your child to be tidy with things, clothes, toys.
- Do not ignore your child's requests. Support initiatives of your child
- Create child's space where every thing will

- situation? Was it good or bad to do that? Etc.
- Help children acquire social life and labor experience in games (give simple tasks, offer role plays, acting, etc.)
 - Communicate with children in a positive manner, praise them when they are polite
 - Consistently and continuously teach children to follow behavior rules and norms
 - Follow rules yourself – exemplary behavior has formidable force

- have its own place and where a child will follow certain rules, for instance, drawing and writing at table, playing in the corner, etc.
- Nurture child's interest in things he likes (profession he likes, hobbies, interests)
 - Bear in mind that even simple games have rules, they limit spontaneous behavior of the child
 - Remember that parents can not influence their child if they do not improve themselves

COMPONENT

LIFE SKILLS AND COMPREHENSION OF SOCIAL RULES AND BEHAVIOR NORMS

STANDARD 8

CHILD DEMONSTRATES PERSONAL HYGIENE SKILLS

INDICATORS

Child from 3 to 5 years

- Knows how to use towel, wipes, handkerchief, comb
- Brushes teeth, washes hands with soap (after toilet and before having meals) when reminded by adults
- Covers his mouth with a hand when coughing and sneezing
- Does not forget to visit toilet timely
- Tells adults if he/she has some aches

RECOMMENDATIONS FOR TEACHERS

- Create supporting and comfortable environment to build personal hygiene skills and to foster cultural development of children. Make sure children have their own personal hygiene items – toothbrush, glass, napkins, towel, comb that should be kept clean
- Teach children rules how to use those items
- Tell children about importance of personal hygiene procedures for human health
- Important notice! Ensure safety of water regulators

RECOMMENDATIONS FOR PARENTS

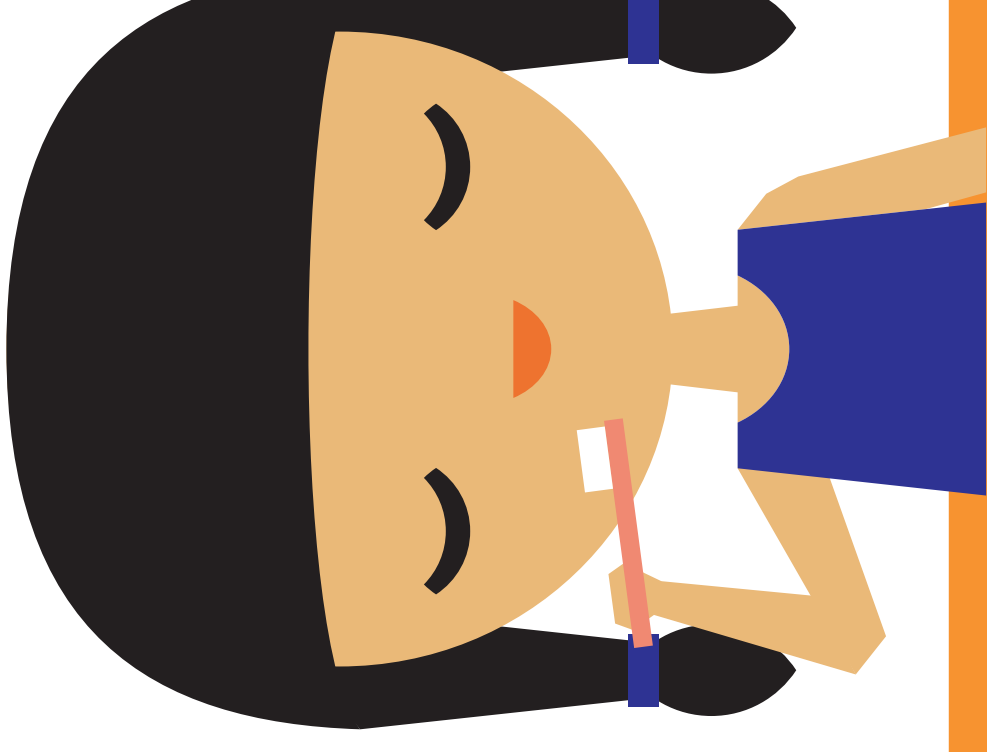
- Regularly monitor child's achievements, note them and encourage a child
- Go shopping with your child to buy such important item as a tooth brush and explain its purpose
- Wash, clean your teeth, use personal hygiene items together with your child explaining why these procedures are important for staying healthy
- Do not forget to encourage a child and to provide assistance when a child needs it
- Be tidy yourself as an example for child

Child from 5 to 7 years

- Washes hands with soap (after toilet and before having meals) without being reminded; dries hands with towel
- Takes care of himself/herself to look tidy and be clean
- Uses clean dishes and his/her only toothbrush, comb, towel
- Knows telephone numbers of emergency services (101, 102, 103)
- Knows only clean water can be drunk

- Be an example of behavior to follow by children
- Praise children when they try to be tidy and clean
- Practice acquired cultural and hygiene skills in games aimed to shape positive attitude to cleanness, tidiness, habit to stay tidy. Suggest various tasks of taking care of themselves
- Provide games and props to practice cultural and hygiene skills, to obtain information about them, e.g. Shop Game, where children can buy soap, shampoo, tooth paste, etc. Pharmacy Game, Hospital Game
- Read related books, such as Wash Them Clean by Korney Chukovsky and similar stories
- Tell children teaching stories, play role games or act stories with toys
- Clean space where children stay absolutely clean. Make sure each thing has its own place

- Shape and develop hygiene skills regularly until they become a habit, since skill is lost quickly



COMPONENT**RELATIONS WITH ADULTS****STANDARD 9****CHILD DEMONSTRATES TRUST TO ADULTS HE/SHE KNOWS****INDICATORS****Child from 3 to 5 years**

- Demonstrates affection (love) to parents, offers help (in laying table, for instance)
- Invites the adult he/she knows to play together
- Asks adults questions often to learn something new
- Tells adults about his/her actions, feelings, wishes
- Demonstrates ability to distinguish adults who can be trusted and not
- Seeks emotional support from close relatives

Child from 5 to 7 years

- Seeks assistance not only from parents, but also from adults he/she knows (teacher, neighbors, other relatives)
- Shows respect to adults (does not interrupt them while speaking, is polite with them, etc.)
- Shares his problems with parents
- Asks instructions from adults on how to

RECOMMENDATIONS FOR TEACHERS

- Greet children in a friendly manner, show sympathy and understanding, ask questions, discuss things interesting for children
- To establish trust-based relations with a child, note a toy a child came with to the kindergarten, say something good about a toy
- Praise children for expression of positive feelings to adults, create conditions for respectful interaction with adults (teacher assistant, music teacher, nurse, cook, etc.)
- Make sure that boys and girls have equal opportunities to express their feelings
- Use different techniques (reading books, role plays, arts) to shape model of communication with adults in children
- Always demonstrate readiness to help the child in any activities
- Listen to a child with interest, do not interrupt or stop him/her to avoid loss of trust
- When necessary, help a child cope with stress and control his/her feelings
- Explain importance of trust-based relations with parents, close relatives to children holding discussions, telling them stories or reading books to them

RECOMMENDATIONS FOR PARENTS

- Demonstrate the behavior you expect from your child
- Teach your child to respect elders, readiness to help younger children, etc.
- Remember that children always need love, affection and emotional support from parents
- Do not ignore child's interest and trust in you
- Take into account child's preferences while choosing games to play together
- Note what roles your child chooses in games. If roles are not kind, this means a child protests against negative attitude of adults to him/her
- Avoid to use such expressions as "Do not bother me", "leave me alone", "you will learn this when you grow up", etc.
- Teach your child safe behavior rules, a 3-7 year old child is curious, communicable and trustful. Warn your child against talking to unknown adults, taking any treat from them, telling them your address, phone number, etc.
- Play together with your child often. A play is a social institute for a child
- Read books to your child, tell stories from your experience. A child loves stories from your

perform certain tasks (to lay table, to make crafts, etc.)

- Follows instructions of adults, obeys adults (teachers, etc.)

- Show more positive emotions, including humor, to build trustworthy relations with children
- Allow at least several minutes every day to talk to each child
- Provide opportunities to children to express their emotions, fears, wishes (through a story, drawing, games, etc.)

childhood. This strengthens bonds of trust and understanding

- Discuss child's feelings and impressions, especially those related to trust
- Be example for your child, explain and encourage care, respectful attitude to elders and younger children

COMPONENT RELATIONS WITH PEERS

STANDARD 10 CHILD DEVELOPS FRIENDLY RELATIONS WITH PEERS

INDICATORS

Child from 3 to 5 years

- Can play with other children
- Shares toys with other children(when advised by adults)
- Has at least one friend
- Distinguishes good behavior of other children
- Uses games to explore, practice and understand social roles

Child from 5 to 7 years

- Can organize activities (games, work) with

RECOMMENDATIONS FOR TEACHERS

- Create conditions and situations for group games and activities (outdoor games-competitions, dramas, action games, etc.)
- Help a child when he has difficulty in joining a game of a group of his peers. Let each child play with other children
- Facilitate establishment of friendly communication and interaction between children; tell children how to communicate properly with other kids; discuss and demonstrate how problems can be solved or how the result can be achieved together
- Provide opportunities for children to help others (do an assignment, make crafts for

RECOMMENDATIONS FOR PARENTS

- Engage your child in children's public events, visit parks, puppet theater, where children will be able to communicate with their peers
- Remember that all children are unique and have different paces of development. Relations with peers can be built differently as well. Some children shout, laugh when they interact with their peers, this is their individual feature
- When you engage your child in games with his/her peers, do not reproach your child for being unable to do what his/her peers can. This way you will develop low self-esteem and negative attitude to peers of your child
- Encourage a positive model of interaction

other children, shares his/her toys with other children

- Accepts various roles in plays with children (leader, secondary role)
- Judges attitudes of peers to himself/herself (is happy, is upset, worries in the result)
- Teams up with peers to solve problems, asks assistance from peers
- Admits his/her mistakes in relations with other children and tries to correct them (apologizes, suggests other solutions, etc.)

others), to learn to take turns in games

- Let child express his/her opinion and listen to opinions of peers
- Tell about children with special needs and teach children to help them and play together
- Teach a child to respect himself/herself and others (prevent children from teasing, insulting, etc. each other)
- Organize group games with rules for children
- Encourage and praise children when they accept ideas and suggestions of other children

with other children (child can help, share a toy, etc.)

- Make your child know that he/she is the best and you love him/her

COMPONENT

FAMILY AND COMMUNITY

STANDARD 11

CHILD HAS THE IDEA OF FAMILY, COMMUNITY AND RELATIONSHIPS BETWEEN PEOPLE

INDICATORS

Child from 3 to 5 years

- Realizes family as social environment, feels comfortable when surrounded by family members
- Builds relations with family members
- Distinguishes people by age
- Knows meaning of words "relatives", "neighbors", "friends", etc.
- Needs to play with other children, tries to find children for group games

RECOMMENDATIONS FOR TEACHERS

- Introduce children to diverse environment surrounding them, show pictures depicting family, school, store, post office to children
- Model gender equality during distribution of roles in games (father washes linen, mother drives a car, etc.)
- Use aids, supporting and thematic pictures, portfolio, slides during classes, for instance, "professions", "musical instruments of other countries", "holidays of other nations"
- Encourage games involving social roles: buyer – seller; patient – doctor; passenger – driver; child – family, etc. Such games reflect diversity of relationships and help children

RECOMMENDATIONS FOR PARENTS

- Encourage child's wish to look through family album
- Talk with a child about all family members, their professions, interesting hobbies
- Involve elder children into games with younger child. Values are passed on from one generation to another
- You may read books with your child telling about different professions
- Encourage gender equality in family, demonstrate example to a child (for instance, father does lessons with child, plays with him)
- Draw attention of child to physical

Child from 5 to 7 years

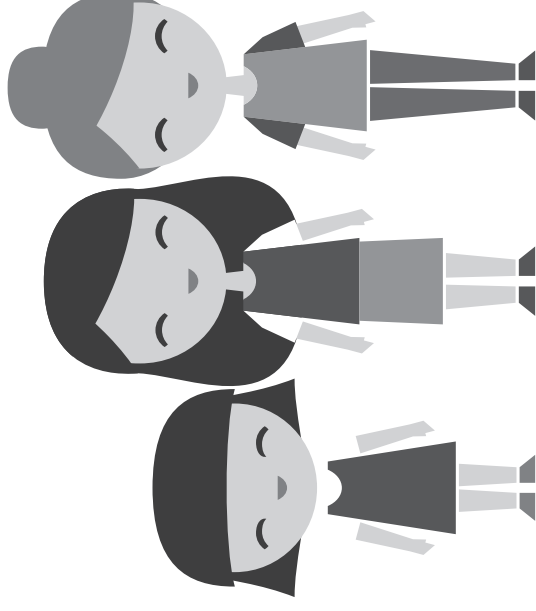
- Knows his home country (town, village, street) where he/she was born
- Knows people of different ethnic and cultural background live in the country (clothes, musical instruments, cuisine, traditions, holidays)
- Knows purpose and professions of parents and other adults in the area he/she lives (shepherds, irrigation water managers, golden eagle hunters, etc.)
- Knows purpose of public places and their signs (kindergarten, hospital, school, store, library, movie theater, etc.)
- In role plays shows knowledge of social roles, attitude to environment, community

understand social roles and environment

- During classes provide opportunities for children to describe their families, neighbors, relatives. Encourage differences and diversity noted by children (for instance, there are five children in family of our neighbors, but our family has one child; my mom works, but my friend Daniyar's mom is a housewife, etc.)
- Talk to children to determine their level of awareness about diversity of society
- Organize activities to introduce children to different criteria (gender, age, professions, etc.)
- Explain to children that one person may play several social roles at the same time, for instance: mother is daughter, cook, driver, buyer, student, etc.

differences between people during talking trips (color of hair, eyes, height, etc.)

- Encourage wish of your child to play with children from other families



SUB - DOMAIN**EMOTIONAL DEVELOPMENT****COMPONENT****DEVELOPMENT OF SELF-CONCEPT (PERSONAL IDENTITY)****STANDARD 12****CHILD PERCEIVES HIMSELF AS PERSONALITY****INDICATORS****RECOMMENDATIONS FOR TEACHERS****RECOMMENDATIONS FOR PARENTS****Child from 3 to 5 years**

- Knows his first and last name
- Identifies himself/herself as thinking personality (I think); describes his feelings (I am unhappy, I am glad)
- Talks about himself/herself using respective pronouns (I, me, mine) without talking about himself in third person
- Child expresses wish to do simple tasks on his own (I will take myself, I will go myself, etc.)
- Makes informed choice of activities (drawing, reading, block building, etc.)

Child from 5 to 7 years

- Explains reason of his/her mood (I am offended because ...), justifies his/her opinion
- Names his distinctive features (I am tall, I am shy, I am good, etc.)
- Describes his/her physical state, can say: I am tired, I can run some more...

- Refer to a child by name and mind that children refer to each other by names too, use games to help children to memorize names of each other
- On all works of children put a child's name and date
- Create situations in which a child can talk about himself, others noting similarities and differences in description (location, culture, language, clothes, etc.)
- Let children play and act as they want, without your interference
- Be accessible for a child when he/she needs your help
- Respect child's preferences in choice of activities, discuss child's preferences in private
- Observe children and support those who are not confident in their abilities; assign them leading roles in games, poem reciting at events, etc.
- Let children express themselves in drawing asking them to draw their favorite games, activities, etc.

- Encourage children to describe their actions / activities and discuss what a child could do else (for instance, to jump higher, etc.)
- Consolidate positive self-consciousness of a child, encourage good actions, use praise
- Treat boys and girls with equal respect and understanding
- Follow the rules below in communication with a child:
 - Seat or stand closer to a child, sustain conversation nodding your head and saying "good", "well done";
 - Demonstrate good spirits;
 - Accompany your words with emotions;
 - Do not interrupt child when he/she speaks;
 - Do not forget about sense of humor;
 - Do not talk too loudly
- Encourage child's wish to demonstrate skills and achievements (recite a poem, sing a song, draw a picture, dance, do some assignment, make something himself, etc.).
- Use child's birthday as opportunity to demonstrate your love for a child, underline his

- Prefers to have personal space for activities and rest

- Encourage child's wish for exploration and experiments (ensure safety)
- Try to avoid insignificant remarks for a child in front of peers, offending him this way, he will remember it for a long time and will suffer

- uniqueness, to tell him/her he has become big, smart, he can do lots of things and helps others
- Respect child's need to stay alone sometimes (it is desirable that a child has a place where he can be alone)
- Bear in mind that a child may protest, showing his independence and individuality

COMPONENT DEVELOPMENT OF SELF-CONCEPT (PERSONAL IDENTITY)

STANDARD 13 CHILD DEVELOPS SELF-ESTEEM

INDICATORS

Child from 3 to 5 years

- Demonstrates his ability (I have done this myself)
- Shares his/her ideas and expresses opinion
- Emotionally responds to his/her success or failure (jumps, claps his hands when assembles puzzle or builds a house from blocks; is unhappy when he/she does not succeed in something)

Child from 5 to 7 years

- Makes up his own game or game rules, takes a leading role

RECOMMENDATIONS FOR TEACHERS

- During any activities build children's self-esteem as indicator of social maturity
- Together with a child make portfolio of his/her achievements adding new his works regularly
- Provide different activities for children (drawing, clay modeling, block building)
- Let children choose activities from several options (use activity centers)
- After each activity post children's works on demonstration boards, walls, etc.
- During activities you should draw children's attention to results and develop their ability to analyze and judge in what they succeeded and in what not yet and why

RECOMMENDATIONS FOR PARENTS

- Create supporting environment with different toys and supplies (corresponding to child's age)
- Arrange such activities with a child in which a child will meet his/her need in self-esteem. For instance, draw pictures and hang them on the wall, dance to music in front of mirror, etc.
- Secure a child from unfair attitude or aggression of other children or adults
- Sincerely admire your child's accomplishments
- If a child did something unwell, was hasty or untidy, try to delicately explain child's mistakes starting with praise at first and only then proceed to shortcomings. You should express confidence that your child will succeed if he/she tries

- Sensitive about judgments of peers and adults
- Describes his abilities (I sing well, I play football, etc.); judges his activities (I drew a nice picture), his actions (it is good that I helped mom)
- Changes facial expressions and behavior depending upon situation
- Undertakes new assignments enthusiastically

- Use such methodological technique as analysis of activities and work. During analysis of drawings, crafts, poem recitals, engage children in judgment of their own and peers' works and actions
- Encourage child's willingness to undertake new, more difficult assignments, instill confidence in child about successful fulfillment of task by him in advance
- Do not leave a child without help when a child is not confident in himself and needs individual assistance and support
- Give tasks to children corresponding to their age, gradually making them more difficult (from simple to more complex tasks)

- Natural rhythm of a child is much lower than that of adult's, a child dislikes being rushed
- Help a child understand that it is natural and inevitable to make mistakes while learning
- Always find some good points in actions and traits of your child, praise your child
- Ask child's opinion about surrounding, teach him to describe his/her actions and actions of his/her peers

COMPONENT

EMOTIONAL EXPRESSION

STANDARD 14

CHILD CAN EXPRESS AND REGULATE HIS FEELINGS AND EMOTIONS

INDICATORS

Child from 3 to 5 years

- Expresses his/her feelings and emotions (delight, fear, anxiety, happiness) with words, intonation, gestures and facial expression
- Is glad when adults note his/her successes
- Controls his/her impulses with adults' help

RECOMMENDATIONS FOR TEACHERS

- Watch after emotional expression of children, help in resolution of conflicts
- Comfort a child in case of failure and say he/she will cope with task more successfully next time
- Refer to and discuss examples from books, cartoons, movies how it is good when children

RECOMMENDATIONS FOR PARENTS

- Treat your child, family members, other people respectfully, tolerantly and friendly
- Watch after ability of your child to express emotions and regulate those expressions depending upon your family traditions
- Create and maintain friendly atmosphere in family and on a daily basis demonstrate to

Child from 5 to 7 years

- Positively responds to constructive critical remarks
- Changes behavior and emotions depending upon surrounding situation
- Shares his/her feelings (happiness, excitement) with peers and adults
- When a child is anxious about something, a child reacts to what has happened constructively, does not quarrel with anyone, stays calm when loses games or competitions
- Expresses his hopes (frustration) with words

can control their emotions and how it is bad when they can't do that

- When planning and organizing classes, games and other activities, bear in mind heightened wish of children of this age to express themselves (recite poems, sing, dance, emcee at various events, etc.)
- Encourage children's wish to use words describing his/her emotional state. Play talking games, for instance: Who can say more words describing good spirit?

a child your ability to control your feelings and express emotions with regard to child and all family members

- Answer child's questions honestly and simply, it is very important, even when child asks trifle things
- Shape child's confidence in that he is the best and you love him/her
- Discuss with your child his/her behavior and emotional respond to something. When necessary, explain that a child could react in a different way (for example, to say calmly instead of shouting)

COMPONENT

EMOTIONAL EXPRESSION

STANDARD 15

CHILD EXPRESSES COMPASSION

INDICATORS

Child from 3 to 5 years

- Adequately responds to reaction of other people (cry, laughter, etc.)
- Shows compassion in communication and games (sympathizes with peers and adults, safeguards a favorite toy, etc.)
- Demonstrates careful treatment of young in games (a doll is a little daughter, a teddy bear is

- Teach children express compassion and empathy for people, animals, birds, telling life stories, playing games, reading related books (for instance, Dr. Ow-It-Hurts by Kornei Chukovsky and others). Try to serve as a model for children. Do not leave children when they cry, miss their mom, when they have pains, anxiety
- Analyze situations, actions together with

- Support family norms and values, teach children them (taking care of sick, helping elderly family members, younger children, etc.)
- Talk to a child about events in which ability to empathize or sympathize with other people is demonstrated
- While watching film demonstrating compassion and help to other people together with

RECOMMENDATIONS FOR TEACHERS

RECOMMENDATIONS FOR PARENTS

baby, etc.), takes care of them, etc.

- Empathizes with characters of books and cartoons

Child from 5 to 7 years

- Demonstrates ability to distinguish positive and negative people (peers and adults)
- Expresses support to those who feel unwell or need help, for instance ill children, elderly people, etc.
- Takes care of plants and animals (does not break tree branches, is not cruel with animals)
- Distinguishes positive and negative characters of fairy tales, cartoons
- Expresses emotions and attitude to surrounding people through games and artwork

children. Support children's initiative to help others

- Teach children humane feelings, kindness, sensitivity, acting plays
- Create live nature corner with plants in pots, so that children will take care of plants
- Hold individual meetings with parents whose children are cruel with other children, plants, animals
- Interact with children in games to demonstrate example of adult's attitude to something or someone (for example, Library Game, reader – librarian roles)

your child, ask him/her questions about actions of characters

- Pets (fish, birds, etc.) positively influence on child's ability to empathize. Children can watch after pets and take care of them
- Encourage child's wish to take care of someone, praise child. For example, "Good of you to phone your grandma to ask about her health"



COGNITIVE DEVELOPMENT

SUB-DOMAIN

LOGICAL THINKING

COMPONENT

CAUSE AND EFFECT RELATIONSHIP

STANDARD 16

CHILD DEMONSTRATES UNDERSTANDING OF CAUSE AND EFFECT RELATIONSHIP

INDICATORS

Child from 3 to 5 years

- Provides simple explanations of relationships (The wind blows, this is why trees bend. The sun shines, this is why the snow has melted).
- Asks 'why?', is interested to establish cause and effect relationship

Child from 5 to 7 years

- Explains reasons why something changed (a person sleeps because he is tired. The grass will dry out, if there is no rain for a long time)
- Makes experiments to find links between cause and effect (influence of temperature on water)

RECOMMENDATIONS FOR TEACHERS

- Prompt children to explore, study certain objects. Guide children with suggestive questions so that they will draw conclusions about something
- Plan excursions with children to park, waterbody, construction sites of buildings to enhance children's world outlook and to supply them with new impressions about surrounding world
- During walking trips teach children to observe, distinguish typical features of objects and phenomena, establish cause and effect relationships (leaves fall from trees, birds fly to the south, people hide from rain under umbrellas in autumn, etc.)
- Systematize children's knowledge about cycles and succession of changes in nature, help children establish links, for instance: between growingly cold weather and state of plants
- Develop children's ability to establish cause

RECOMMENDATIONS FOR PARENTS

- Observe objects and simple phenomena together with a child to develop child's skills of logical thinking and ability to establish links between objects and phenomena
- Teach your child to compare his/her observations of cause and effect relationships with your observations
- Remember that children in this age begin to participate in more diverse games (construction, story-based, sport games, experiments), enrich play activities with diverse supplies, toys and games. Do not dump all toys in child's room, change toys occasionally (put away a part of toys)
- Propose riddles to your child. Riddles shape child's skills to reason and draw conclusions
- Parents may organize interesting games-experiments, for instance, with light and reflection of rays, drawing with a candle, experiments with magnets, magnifying glass,

- and effect relationship between phenomena through experiments and tests (transformation of substance from solid state into liquid, gas/steam and vice versa)
- Task children to make up their own end of a fairy tale or a story
 - Encourage children's wish to ask questions

airstream propellers, shadows, etc.

COMPONENT

EVALUATION OF SITUATION AND SOLUTION OF PROBLEMS

STANDARD 17

CHILD FINDS WAYS TO SOLVE PROBLEMS

INDICATORS

Child from 3 to 5 years

- Makes decisions in games, communication with other people, daily routine (puts a jacket if feels cold)
- Asks attention of surrounding people to resolve problems and conflicts

Child from 5 to 7 years

- Resolves certain conflicts and problems (using rules, life skills)
- Reasons about his/her abilities(I can jump, I run fast)

RECOMMENDATIONS FOR TEACHERS

- Support initiative and self-doing by children, prompt them to think through suggestive questions
- Use such small group tasks during activities which would require solution of problems of discussion by a whole group
- Discuss advantages and disadvantages for chosen decision together with children, help and guide children to choose the best solution
- Teach children to try to achieve positive result in individual and group activities (offer suggestions, give examples)
- Talk to children in the process of solution of certain problems, voice various options of

RECOMMENDATIONS FOR PARENTS

- Judge child's actions in a fair and friendly manner
- Be near with your child when he/she attempts to find solution of certain problem
- Stimulate child's thinking asking suggestive questions, for instance: why have you chosen this decision? How have you done that? Why this happens, what do you think?
- Talk to a child and ask a child to explain why he/she has done that way
- When necessary, help your child to undertake certain actions
- Draw child's attention to result of his actions. If necessary, support a child saying: Try one more time and you'll make it

- Reasons about consequences of his/her actions (if I did this, it would..., if I did that...)
- Agrees to make concessions

- solutions that can be used, choose the final solution
- Provide opportunities of self-expression for children, include new elements and offer new problems to solve
 - Hold individual discussions with children, let a child judge situation himself/herself
 - Engage children in activities that will involve making their own decisions

SUB-DOMAIN

DEVELOPMENT OF ELEMENTARY MATH KNOWLEDGE

COMPONENT

NUMBERS, DIGITS, SHAPES, SIZES

STANDARD 18

CHILD HAS KNOWLEDGE OF QUANTITY AND COUNTING

INDICATORS

Child from 3 to 5 years

- Counts from 1 to 10
- Uses such concepts in his speech as: many, one, no one, how many, equally
- Adds (deducts) 1 in the 1–5 range
- Distinguishes certain numbers from 1 to 5
- Knows composition of numbers from 1 to 5 (5 this is 2 and 3, 1 and 4)

RECOMMENDATIONS FOR TEACHERS

- Include math activities in daily routine of children, practice them in counting forward and in reverse, computations, changes in time of plays, walks, classes, physical exercises, etc.
- When you plan activities, consider children's ability to comprehend a small number of math terms, elements, shapes (no more than one notion for one time)
- Prior to switch to another activity, consolidate the theme you introduced so that children will be able to link new knowledge with previously gained

RECOMMENDATIONS FOR PARENTS

- Develop math knowledge of a child in games at home settings
- Draw child's attention to quantities in the surrounding environment during walking trips
- Give simple counting tasks to a child, for instance: count your fingers, sweets, spoons, etc.
- Ask child questions aimed to develop logical thinking elements (what do you think? What if we change something here? Was this done right?)
- Use simple teaching techniques involving visual comparison of objects by shape, size

Child from 5 to 7 years

- Counts from 1 to 20
- Counts in reverse order and solves logical math problems in 1-10 range
- Determines quantity in 1-10 range
- Distinguishes numbers from 1 to 10
- Knows composition of numbers from 1 to 10 (8 is 4 and 4, 5 and 3, 6 and 2, 7 and 1)
- Understands meaning of such mathematical symbols as: "+", "-", "=", "<", ">"

- Repeat tasks in several variants several times (up to 8 repetitions for children from 3 to 8 years)
- Use game techniques in learning, funny poems to memorize numbers, funny math problems, math problems in verses, etc.
- Use plays and game tasks to develop math skills in the learning process, for instance: continue counting further, math dictation, make a number alive, find objects in the room resembling number 1 shape, etc.
- Practice children in development of understanding of such notions as "plenty", "composition of plenty of units" on the example of visual aids, pictures, toys, other available supplies, etc.
- Use didactic games, logical thinking exercises, quizzes, etc. in elementary math activities
- Plan surprises in the learning process, for instance, appearance of characters of fairy tales and cartoons giving "serious tasks" to children and inviting them to make a fairy journey

(introducing a child to such notions as "bigger", "smaller", "same"), as well as measurement (for instance: measuring, counting, comparing how many pencils will make the length of doll's table, toy car, etc.).

- While teaching your child elementary math, give tasks reflecting home environment and routine situations. For instance: how many people will seat at table and how many cups should be put; which fruits are more (less) at table than others, divide bread in equal parts for all; put one spoon at every plate, etc.
- Encourage children when they use math knowledge and skills in various kinds of activities (plays, drawing, physical exercises, while helping adults, etc.)
- Use math terms during plays with children. For instance: "You have won more scores." "I have less game tokens than you." "Brother and sister have same balls," etc.



COMPONENT**NUMBERS, DIGITS, SHAPES, SIZES****STANDARD 19****CHILD HAS KNOWLEDGE ABOUT COLORS, SHAPES, SIZES****INDICATORS****RECOMMENDATIONS FOR TEACHERS****RECOMMENDATIONS FOR PARENTS****Child from 3 to 5 years**

- Distinguishes shapes (circle, triangle, square)
- Distinguishes objects by size (my ball is bigger than yours; tree is high, low)
- Distinguishes weight (my bag is heavy)
- Arranges objects in ascending or descending order by length, height, width, thickness (the widest strip, narrower strip, narrower, the narrowest)
- Sorts out objects by general feature (color, size, shape)

- Prompt children to make analysis and synthesis by asking questions and helping them to reason about math ideas. For instance, draw children's attention to their height when they are lined up
- Use plays with sand and molds to help children develop knowledge of diversity of shapes (especially for children from 3 to 5 years)
- Encourage children's initiatives to experiment and explore. To measure the size, volume of objects, offer children to use conventional measurements, to compare, etc.
- Teach children to group objects by features using visual aids
- Help children to use comparison to find "bigger", "smaller", "same" objects.
- Use toys and games involving arrangement in ascending or descending order (nesting dolls, stacking rings, nesting blocks, etc.)
- When you teach children basic math knowledge, use cooperation and partnership approaches. Do not tell a child: "No, you are wrong!" You should say: "Think again" instead
- Use safe, colorful, interesting materials in activities

- Supply objects and materials having common features to your child
- Let your child compare objects
- Give simple tasks to your child using available materials. For instance: "Select three wooden rectangular red blocks"
- Remember that a child not always can use math terms (number, shape, equal, less). Make sure your child understands meaning of those notions
- Always talk to your child during walking trips and plays. Ask math questions: How many birds are there on the tree? Which house is higher? What color is on in traffic lights? and so on)
- Teach your child to find similarities and differences between live creatures and plants by several features (for instance: by habitat – domestic and wild animals, sea animals, etc.). For example: "Apples on the tree are round, yellow and small."
- Use color books to help children better understand "dot", "straight line", "ellipse", "circle" and so on

Child from 5 to 7 years

- Distinguishes notions "bigger – smaller"
- Distinguishes the whole and the part
- Names shapes (rectangle, ellipse) and correlate them with surrounding objects
- Distinguishes dot, straight line; draws dots, straight lines

- Arrangement of objects by certain features should be made with visual materials

COMPONENT

ORIENTATION IN SPACE AND TIME

STANDARD 20

CHILD ORIENTS IN SPACE AND TIME

INDICATORS

Child from 3 to 5 years

- Determines location of objects (under, above, at the top, at the bottom)
- Understands and moves forward, backward, up and down at the instruction
- Knows and names his right and left hands and legs
- Determines distance "far – close"
- Names time of day – day, night
- Distinguishes past, present, future (uses such words as 'today', 'tomorrow', 'long time ago')
- Knows two seasons: summer and winter. Distinguishes them by signs: it is cold, it snows in winter; it is hot, children bathe, flowers grow in summer

RECOMMENDATIONS FOR TEACHERS

- Teach children right and left hands so they will know and can show which hand is right or left
- Teach children to orient in space in relation to themselves, since children link such directions as 'in front' with their face and 'behind' with their back.
- The most effective way to develop children's skills to orient in space includes physical exercises, dancing, rhythmic gymnastics. They include all necessary math notions used during various exercises and movements
- Use any surface (sheet of paper, table, board) to teach children to orient on the flat and to determine location of toys, tokens, etc. on it
- During art activities teach children to orient on sheet of paper and draw pictures and details using such notions as in the center, at the bottom, at the top, in the upper right corner, in the left bottom corner

RECOMMENDATIONS FOR PARENTS

- A young child spends most time at home, it is important that parents devote attention to child's development and learning
- Practice child's ability to orient in space. For instance, you may ask a child to say where from the sound of bells is coming – from the right, left, above the table, under table, etc.
- During morning exercises ask a child to show his right hand, left leg, right ear, left eye, etc. This will help child to better know his/her body
- Help child practice using simple and clear instructions – put a chair to the right of window, get a ball from under a table, stand near your brother, etc.
- Comment child's actions and help him/her orient in space providing guidance: come to the table, take a cup to kitchen, put toys on the shelf
- Board games are a good way to teach children to orient in space, where children will move counters on the board in various directions

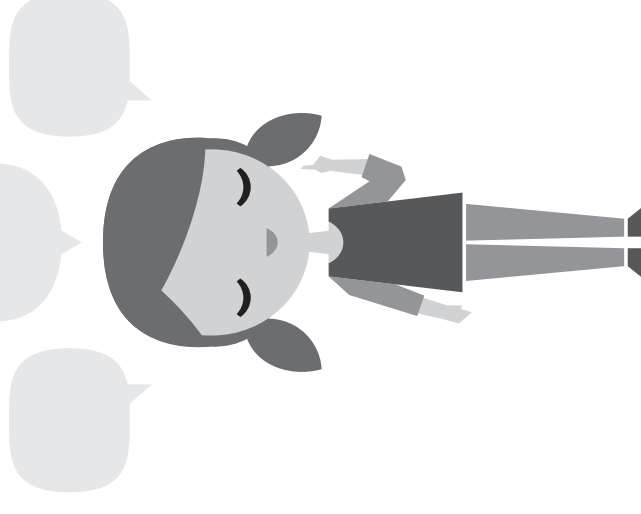
Child from 5 to 7 years

- Orients in space: knows where to the right, to the left, under, on, between, in the middle of other objects is
- Knows right, left sides, top, bottom, corners, center on a sheet of paper
- Knows and distinguishes 4 seasons
- Names time of day: morning, afternoon, evening
- Knows and distinguishes days of week
- Uses such words as 'yesterday', 'today', 'tomorrow', 'before', 'soon', 'long ago' correctly
- Can say time looking at clock: it is straight 5, 6 o'clock, etc.

- Talk to children about time concepts to see whether children understand them
- Always use such words as today, tomorrow, yesterday, since these notions have relative nature and it is hard for children to comprehend them
- Help children better understand parts of the day linking what do children and their parents in the morning, evening, night, afternoon
- Explain to children watches and clocks are special devices to measure time. Tell about main details of clock: face, minute and hour hands, digits
- Prompt children to tell time looking at clock

and will comment their actions: I move a counter up and down, I move the counter along the right side of the board, etc.

- During walking trips with your child you may discuss various things, such as how far his grandparents live, builders finishing construction of the residential building, when crossing a street, it is necessary to look to the left and then to the right, etc.
- Help child better understand time looking through family album. When you look at photos, you may comment: when your mother was small, when your grandfather was the best horse rider in the village, etc.



SUB-DOMAIN FAMILIARIZATION WITH SURROUNDING WORLD

COMPONENT INTEREST IN BOOKS

STANDARD 21 CHILD SHOWS INTEREST IN BOOKS

INDICATORS

Child from 3 to 5 years

- Carefully handles books
- Examines books with illustrations
- Knows how his/her favorite books looks
- Asks adults to read a book
- Takes a book and imitates reading it
- Keeps track of story he/she is read

Child from 5 to 7 years

- Shows interest in books, has his/her favorite book
- Knows that books contain information about surrounding world
- Knows books have titles, author, illustrator
- Reasons about story he/she was read, analyzes actions of characters
- Knows riddles, proverbs

RECOMMENDATIONS FOR TEACHERS

- Teach children to love and respect books and reading. Demonstrate rules of book use: for instance, books should be stored in their place, pages in book should be turned by one, books are read from the left to the right from the top to the bottom of the page. Books should be handled carefully and kept tidy.
- Organize book reading center, supply the center with different books (books-toys, books made by children, ABC books, calendars with big and colorful photos of natural scenery of Kyrgyzstan, fairy tales, encyclopedias devoted to animals, plants, geographic maps, atlases, globes, etc.
- Organize Book Repair Day in the kindergarten, involve parents and children into this activity.
- Nurture children's interest in reading and retelling in classes and their free time
- Read books to children (corresponding to their age), discuss the read stories asking questions, ask children to retell the story. This activity will help you see to what extent children

RECOMMENDATIONS FOR PARENTS

- Foster child's interest in reading, buy appropriate books
- Make a purchase of a book a pleasant event for a child
- Support child's initiative to read or retell books by illustrations.
- Remember that young children may ask you to read the same book again and again, this is a distinctive feature of children of this age. Be patient, do not refuse to read.
- Ask questions and explain them to your child, suggest a child to find appropriate pictures in the book to the certain parts of the story.
- Parents can make books with children. Pictures in such self-made books should be colorful and attractive. Photos from family album can be used. There is one of ways to support child's interest in book reading.
- To support interest in books, do not be afraid to tell your child you do not know something and suggest to find an answer in a book. Show your child how to find necessary information.

understood the story they were read

- Emphasize sad and funny moments in the story with respective intonation, explain meaning of unknown words to children.
- Read books to children in a way so that they will enjoy it, rather than merely obtain certain information.

- A child should see that you read books yourself. Tell a child what kinds of books you like.



COMPONENT**ECONOMIC KNOWLEDGE****STANDARD 22****CHILD DEMONSTRATES KNOWLEDGE OF ELEMENTARY ECONOMIC NOTIONS****INDICATORS****RECOMMENDATIONS FOR TEACHERS****RECOMMENDATIONS FOR PARENTS****Child from 3 to 5 years**

- In role plays uses buy-sell actions (Shopping Game)
- Describes ways of acquisition of various things (parents bought something, etc.)

- Teach children to sparingly use water, electricity
- Introduce children to economic notions through role plays, games, such as Shopping, Monopoly, Family-House, etc.
- Show respective pictures to children to help them better understand importance of sparing use of resources – sparing use of water, electricity, natural resources – and protection of forests, mountains, air, water from pollution
- You may introduce children to the world of socio-economic terms and spotlight impact of humans on environment when reading books and watching films

- Family is the most conducive environment for child's exposure to economic ideas. A child encounters economic notions and problems in family daily. Thus, a child hears that everything costs a certain amount of money. Money should be earned to buy something. There are various paid services, etc.
- Discuss plans to buy something with your child. Explain that purchases can be expensive and cheap
- Offer a child to make small purchases (in your presence)
- Use Kyrgyz proverbs, games, customs to explain economic terms and notions to a child

Child from 5 to 7 years

- Uses water, electricity sparingly (knows that one should pay for use of water, electricity)
- Can make a small purchase with adult's permission
- Asks questions: How much does this cost? What can be bought for this money?
- Uses economic words (name of national currency, expensive, cheap, change, how much it costs, etc.)
- Uses play money in pretend shopping games, knows the main function of money – to pay for something
- Treats toys, clothes sparingly so that they do not wear down fast

COMPONENT TEACHING LITERACY

STANDARD 23 CHILD HAS BASIC KNOWLEDGE OF SOUNDS AND LANGUAGE STRUCTURE

INDICATORS

Child from 3 to 5 years

- Pronounces all sounds of mother tongue correctly
- Imitates writing (writes scrabbles)
- Copies sounds from the surrounding world - animals, cars, etc.

Child from 5 to 7 years

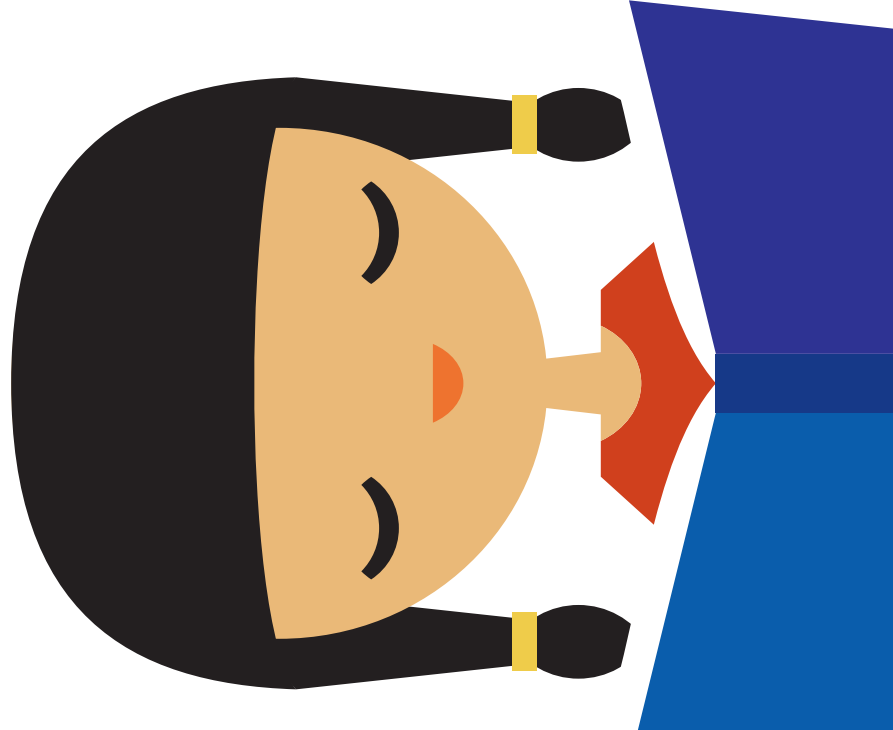
- Divides words into syllables
- Singles out certain sounds in words
- Determines sounds in words (at the beginning, in the middle, at the end of the word)
- Knows some letters of alphabet
- Holds a pencil properly

RECOMMENDATIONS FOR TEACHERS

- Teach children to emphasize sounds in words with intonation
- Encourage children's wish/ability to distinguish sounds in their names
- Refer to associations to explain to children difficult terms
- During sound analysis of words (consonants – vowels) offer counters of different colors to children so that they will memorize difference. Explain to children that a red counter is a vowel, a blue counter is a consonant
- Explain to children that all vowels can be sung: [a:-a:-a:-a:], while consonants can't be sung
- Make sure children pronounce sounds of mother tongue correctly. Pronounce sounds properly yourself
- Use a variety of games, visual aids, hand-outs at activities introducing children to sounds, words, letters
- Offer word games to children to determine: (1) a sound at the beginning, in the middle and at the end of the word; (2) a number of sounds in the word

RECOMMENDATIONS FOR PARENTS

- Notice which sounds your child pronounces well and which not well enough
- Check whether child understand what a sound means
- Consult with specialists concerning problems with proper pronunciation of sounds in time (from 4 to 5 years)
- Play with your child a game "With what letter your name starts?" (name of mother, father, brother, etc.)
- Properly put accents in words with intonation while reading books to your child
- Provide such supplies to a child as ABC, magnetic boards with letters and numbers, etc.
- Play with your child such games as letter modeling, number drawing, sand plays, singing a song from sounds
- Read billboards, signs, ads you're your child while walking to practice child in letters, sounds, numbers
- Read books having names of baby animals. For instance: a fox has a fox cub; a cow has a calf, a horse has a colt, a pig has a piglet, a hen has a chicken, a dog has a puppy, etc.



- Make signs with symbols for all game centers: Hospital, Café, Bus Stop, School, etc.
- Listen to children's songs in mother tongue, this is a good way to learn to pronounce sounds and words
- Read books in mother tongue to children. This is a good way to explore system of sounds
- Encourage willingness of children to draw letters and figures
- Use proverbs, poems, riddles, tongue twisters to enhance children's knowledge of sounds
- Teach children to hold pencils, pens properly in art classes

- Tell stories to a child with use of folklore songs, poems to help child in learning sounds

SUB-DOMAIN

DEVELOPMENT OF LANGUAGE SKILLS AND LITERACY

COMPONENT

DEVELOPMENT OF LANGUAGE SKILLS

STANDARD 24

CHILD LISTENS TO, UNDERSTANDS WHEN SOMEONE IS SPEAKING, USES LANGUAGE SKILLS FOR DIVERSE PURPOSES

INDICATORS**RECOMMENDATIONS FOR TEACHERS****RECOMMENDATIONS FOR PARENTS****Child from 3 to 5 years**

- Imitates adults coping what they said
- Makes up stories looking at pictures, about toys
- Can tell about himself/herself, family with help of adult's questions

- Prompt children to express certain ideas, resolve problems, describe pictures, music, judge a book they read. Use poems, songs, tongue twisters in classes, games
- Encourage children to participate in group discussions of various themes of interest
- Let children share impressions from their life with their peers, retell stories, legends on a daily basis

- Prompt a child to describe a favorite toy, guide a child asking suggestive questions
- Learn poems with a child, encourage a child every time when he/she wants to recite poems, tell stories
- Listen attentively to your child when he/she is telling something, demonstrate your interest and friendly attitude

Child from 5 to 7 years

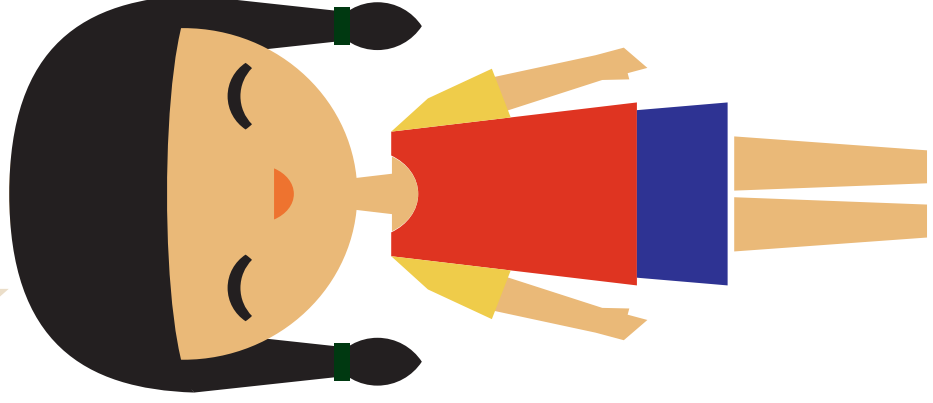
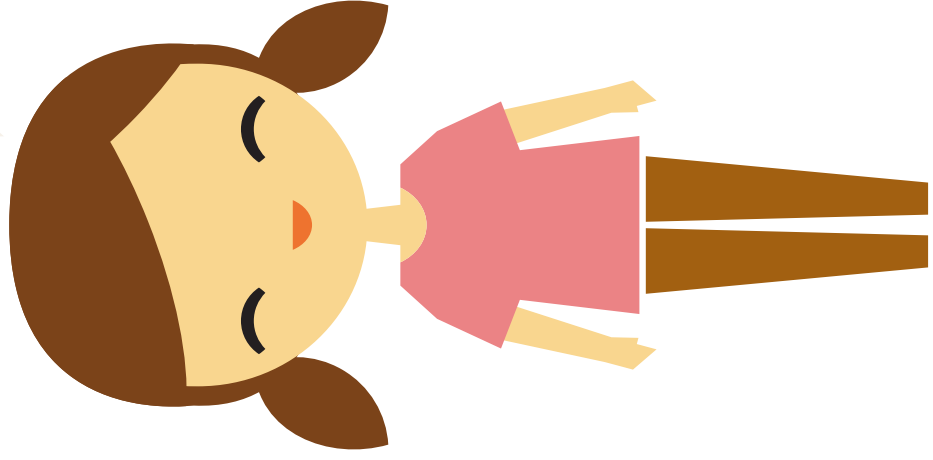
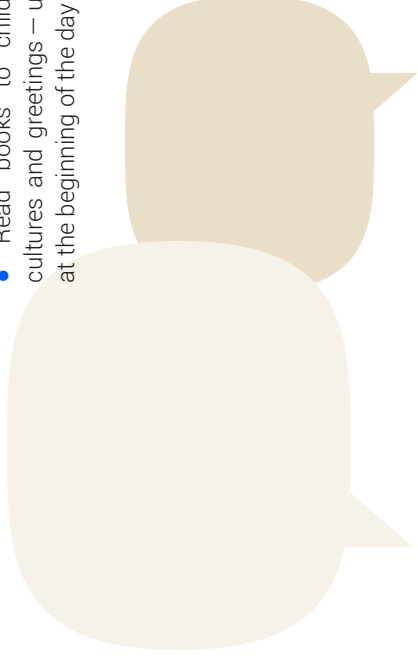
- Makes up stories
- Asks meaning of unknown words
- Talks to point and clearly expresses thoughts
- Uses non-verbal communication means when talking (gestures, facial expressions)
- Observes conversation etiquette –says hello, good-bye while talking to someone, is polite
- Uses words in correct number – singular or plural, gender, case

- Support initiative of children to practice in monologues, dialogues
- Provide practice for children in conversation etiquette (being polite, ability to greet, bring apologies, speak in low voice, etc.)
- Use complex words and explain their meaning to children
- Provide practice for children in use of words in correct number, gender, case
- Encourage willingness of children to act stories or made up fair tales
- When reading fairy tales to children, use puppets, hand puppets to teach children to understand and use non-verbal communication

- Use folklore songs and lullabies, speak with a child in mother tongue
- Enlarge vocabulary of a child to enable him/her to convey beauty of language, feelings, sweet words
- Model diverse use of language in routine activities to illustrate functional use of language skills for children
- Talk to your child throughout a day – when you are near with child, when you do house work, when you go for a walk, etc.
- Invite a child to express certain ideas using words, gestures, signs, facial expression
- Encourage wish of child to express his feelings verbally (joy, sadness, fear, etc.), help

- Read books to children about different cultures and greetings – use various greetings at the beginning of the day

your child choose proper words to express feelings



APPROACHES TO LEARNING

SUB-DOMAIN INTEREST IN LEARNING

COMPONENT TAKING INITIATIVE

STANDARD 25 CHILD TAKES INITIATIVE IN VARIOUS KINDS OF ACTIVITIES

INDICATORS

Child from 3 to 5 years

- Child chooses a book, toy and kind of activities to do on his/her own
- Switches from one kind of activity to another
- Chooses and uses supplies to realize idea (toys, colors, pencils, blocks, stones, etc.)

Child from 5 to 7 years

- Chooses a certain kind of activity based on his/her interests
- Plans his/her actions– I will build a house from blocks and then will go for a walk
- Can organize result-oriented activity
- Is interested in how new things can be created

RECOMMENDATIONS FOR TEACHERS

- Let children choose toys, books to read, materials for art work, modeling themselves. Encourage children to take the initiative
- Create an environment that will support children in initiating new kinds of activities
- Experiment in ways to fulfill tasks, give new tasks and describe them together with children
- Note children's initiative in conversations and discussions with them. Observe children in classes and ask them questions on the basis of your observations
- Ask questions to better learn what children think and plan to do
- Provide opportunity to children to conceive, elaborate and implement plans and undertake actions
- Let each child to play individually and with other children
- Use different forms of organization of

RECOMMENDATIONS FOR PARENTS

- Encourage initiatives of a child to do something on his/her own. When necessary, provide practical help or oral instructions (for instance: a child wants to fasten buttons himself, a child is eager to clean the table, to play with younger brother, etc.)
- Allow a child to play games he/she wants on a daily basis
- In learning activities with your child you should follow the principle "from simple to more complex"
- Remember that preschool age is called age of rules, i.e. to hold child's attention, it is necessary for a child to know what adults expect from him/her. A child that does not know clear rules becomes inattentive, not confident
- Support your child's choice of routine activities (reading, plays, drawing, etc.)
- Foster child's attentiveness in everyday life, during picnics, trips

classes: group work, small group discussions, pair work

- When you plan action games and role plays, take into consideration interests and wishes of children
- Encourage wish of children to do things they like, to play favorite games using available materials (empty boxes, patches of fabrics, natural materials, etc.)
- Engage children with special needs into games
- Encourage wish of children to continue playing games started the day before and making up further scenario of the game
- Respond to ideas, feelings, opinions of all children
- Provide support to a child until he/she is ready to do something himself/herself

- Children try to find answers to many questions themselves, using experiments to explore unknown things, in these cases parents should help a child to solve a problem and to provide safe settings
- Enable your child to take initiative and interact with different people (with peers, adults, sellers, neighbors, etc.)
- Parents may notice that a child quickly switches from one activity to another. Unstable attention is typical for this age
- Build child's interest in various activities on your own example (playing musical instruments, going in for sports, reading books, etc.)
- Do not worry if your child falls behind his/her peers in a certain domain of development. Every child has an individual pace of development

COMPONENT

PERSISTENCE IN ACHIEVEMENT OF RESULTS

STANDARD 26

CHILD DEMONSTRATES ASSIDUITY AND WILLINGNESS TO ACHIEVE COGNITION GOALS

INDICATORS

Child from 3 to 5 years

- Repeats favorite kinds of activities
- Undertakes actions with the purpose to

RECOMMENDATIONS FOR TEACHERS

- Encourage children's wish to be engaged in hobbies
- During activities help children to focus attention by giving certain instructions:

RECOMMENDATIONS FOR PARENTS

- Parents need to nurture child's interest to learn. Parents may tell interesting stories to their child. For instance, when telling about their occupation, parents may explain its importance

- achieve a certain result with adult assistance
- Concentrates on activities interesting for him/her
 - Holds attention on an activity for 10-15 minutes
 - Says "I do not know" when can't cope with a task

Child from 5 to 7 years

- Engages in interesting for him/her activities despite attention distraction factors (working TV set, other playing children)
- Tries to overcome difficulties to achieve goals (puts a chair to reach a toy)
- Demonstrates persistence when engaged in some activity (doing a summersault, jumping over a barrier)
- Modifies scenario of game (activity) he played (undertook) earlier makingit more complex
- Holds attention on activity 20-25 minutes

- "Look here", "I need your attention", "Please, concentrate", and so on
- Offer your help to children in problem solving, demonstrate confidence in their success
 - Prompt children to think over task, consider possible approaches together, when necessary discuss a task individually
 - Plan activities which will take a long time to fulfill (several days, a week, a month). For instance: planting a seed, sprouting, plant blossoming
 - Do not forget about physical exercises as a break during activities requiring to stay still long (drawing, math, modeling)
 - Organize performances where each child will have a part (wish to perform will motivate children to learn poems, role, etc.)
 - Consider use of games requiring from children to sit still to develop their assiduity, for instance, playing board games, mosaic, lotto
 - Give clear tasks to children, explain rules of their performance, expected outcome

for other people. A child will listen and may ask questions. This way child's interest in different kinds of activities may be supported

- Try to remove factors distracting attention of a child to help him/her concentrate on a certain activity (turn off TV when a child is playing in the room)
- Children learn easier and more persistently when they have motivation: why do they need this? For instance, they need to learn a poem to recite at family event in front of family members and other relatives
- Demonstrate "from words to practice" succession to your child
- Play with your child often, since game is the best way for a child learn and explore the surrounding world
- Allow enough time for a child to finish a game or a certain activity

COMPONENT**MOTIVATION TO EXPLORE SURROUNDING ENVIRONMENT****STANDARD 27****CHILD SHOWS INTEREST IN EXPLORATION OF THE SURROUNDING WORLD****INDICATORS****Child from 3 to 5 years**

- Child shows interest in new subjects or phenomena he/she encounters. A child asks questions to learn something new
- Shows interest in sources of knowledge (books, drawing, music, etc.)
- Describes physical properties of objects and phenomena (snow is cold, ice melts, etc.)
- Discusses changes occurring in the surrounding environment (growth of plants, color of leaves, transformation of a caterpillar into a butterfly)
- Interested in distinctive features of animals and insects, knows their habitat
- Observes and distinguishes different weather and seasonal changes

Child from 5 to 7 years

- Uses simple tools to observe various phenomena (such as ruler, scale, thermometer, magnifying glass, conventional measures, etc.)

RECOMMENDATIONS FOR TEACHERS

- Provide safe settings for children, encourage them to explore this environment
- Make "Science Centers" in play room, equip them with necessary supplies, plenty of safe and interesting objects for exploration
- During activities ask children open-ended and suggestive questions, which would require more than yes-no answers from children, for instance: What do you think, why has this happened? How would you change it? What else can we do?
- If something makes your surprised, do not hide this. Say what has struck you. Think aloud about certain events or natural phenomena
- Provide opportunities and time to children to explore environment and study new kinds of activities
- Help children find answers to questions through collaborative exploration: wonder, how this works? Have you any other ideas?
- Organize quizzes (questions-answers) for the whole group of children, stimulate most important spheres of children's interests
- Provide opportunity for each child to use resources that will help him/her to find answers

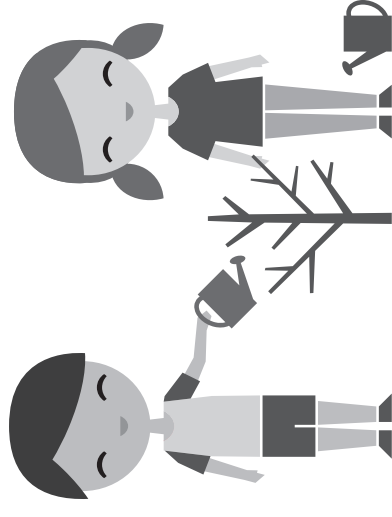
RECOMMENDATIONS FOR PARENTS

- Support cognitive interests of a child, remember that preschool age is period of cognition and exploration
- Attentively treat interests of child and create conditions for various kinds of activities, buy age-appropriate toys, books to a child
- Remember that period of exploration is unsafe for a child. A child can be injured in absence of knowledge of unsafe properties of certain objects
- Go for a walk with your child, discuss with your child what you see around, ask questions and answer to child's questions
- Ask your child questions requiring open-ended answers, not mere yes-no answers
- Demonstrate your hobbies to a child, let your child watch after your actions (reading, taking photos, taking care of plants, car driving, etc.)
- Find hobbies your child will like and support those interests aimed at exploration of the surrounding world
- Let your child listen to discussions, conversations of adults about occurring natural phenomena or events

- Shows interest in books and learning supplies
- Asks questions about home town/village, country and other countries
- Asks questions about changes ongoing around: Why? What? Where? What for? (Why stars don't fall? Why does it rain? What is inside of TV set, a toy?)
- Reasons and analyzes. For instance, a child is interested in plants, their differences, life of animals and birds
- Asks questions about the world perception(asks about appearance of life on the planet, the sky, Sun, Earth and other planets)

(if a child is interested in wild animals, find respective book, watch a documentary about animals together, etc.)

- Encourage children in making up imagined stories
- Prompt children to describe difficulties they face while using supplies, routine activities or with regard to requirements/expectations



CREATIVE AND AESTHETICAL DEVELOPMENT

SUB-DOMAIN

CREATIVITY AS MEDIUM OF ENVIRONMENT EXPLORATION AND CHILD DEVELOPMENT

COMPONENT

CREATIVITY AND SELF-EXPRESSION

STANDARD 28

CHILD DEMONSTRATES IMAGINATION

INDICATORS

Child from 3 to 5 years

- Makes up stories
- Tells real stories using his/her imagination and slightly exaggerating (long ago, when I was not born yet, etc.)
- Copies actions using his/her imagination (imitates a young child, a bird, etc.)
- Impersonates inanimate objects in plays

Child from 5 to 7 years

- Makes up new stories, scenarios of games, roles
- Makes up new games with familiar supplies and toys
- Distinguishes reality from fiction, uses such words as "as if" in make-believe games
- In games invents new images and stories,

RECOMMENDATIONS FOR TEACHERS

- Create an environment prompting use of imagination and experiments by children
- Ask open-ended questions to promote children's imagination and creativity
- Invite children to think up another end of fairy tales they know
- Allow children to realize their ideas in practice in course of games
- Encourage children to use their knowledge in new situations: make new shapes from geometric figures, act out fairy tales they have read, etc.
- Invite children to suggest their ideas, solutions and proposals on the performance for parents and guests
- Provide necessary supplies for children to make crafts using their imagination, for instance to make animals from available natural materials (twigs, leaves, acorns, etc.)
- Encourage even small successes of each

RECOMMENDATIONS FOR PARENTS

- Highlight achievements and ideas of a child, child is still dependent on judgments of family members
- Organize small performances at home, where a child can realize his/her creativity and imagination while preparing for this event
- Let a child choose activities he wants to do, do not disrupt the game process abruptly
- Create environment supporting development of creativity
- Encourage new ideas and actions of a child

using chairs as spaceships, pretending a room is another planet

child in demonstration of his/her imagination

COMPONENT

CREATIVITY AND SELF-EXPRESSION

STANDARD 29

CHILD IS INTERESTED IN CREATIVITY

INDICATORS

Child from 3 to 5 years

- Experiments with colors: mixes two colors to get a new one
- Uses various materials for creative work (disposable materials, natural materials, etc.) with help of adults
- Expresses his/her mood in singing, dancing
- Uses symbols to depict objects (e.g. 3 rectangles are train, a circle is the sun, etc.)

Child from 5 to 7 years

- Makes patterns using appliqué technique, decorative drawing
- Shares impressions from what he/she has seen in drawings, crafts, from what he/she has heard in plays; from memories, "We visited the Issyk-Kul Lake..."

RECOMMENDATIONS FOR TEACHERS

- Discuss and ask children about new ideas for games, including role plays
- Play with children helping them to make up new stories with your guiding questions
- Introduce children to various kinds of visual arts (paintings, national applied art items, book graphics, sculptures)
- Make a theater corner (costume wearing), supply it with props (scarves, hats, beads, glasses, umbrellas, beads, etc.) for children
- Let children draw and make crafts using colors they want to create imagined patterns
- Suggest children to choose what to draw or make occasionally
- Engage children in preparation of performances based on Kyrgyz fairy tales and tales of other people
- Suggest games to play to enhance children's imagination
- Ask questions enhancing children's

RECOMMENDATIONS FOR PARENTS

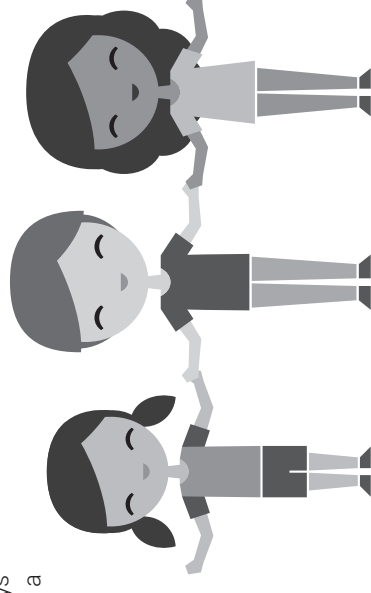
- Watch after your child's activities and support child's creativity endeavors
- Engage a child in drawing, modeling and other art activities, supply watercolors, pencils, crayons, etc. to meet child's drawing needs
- Encourage child's attempts to select props for roles in a play using available resources
- Demonstrate to a child if you can do handicrafts – making items from felt, leather, wood. Engage child in making these crafts. If you like some items and admire their beauty, ask your child's opinion about them
- Spend as much free time with your child as you can, every time using the opportunity to foster child's creativity. You can decorate a new year tree, make various decorations and toys from paper, prepare presents
- When possible, visit art exhibitions, concerts, traditional festivals. Discuss and judge with your child what you have seen

- Uses elements of national patterns in drawing and making crafts (such patterns as waves, horns, flowers)
- Child's drawings and crafts have elaborate details
- Models stories, actions in role plays, using earlier acquired knowledge and experience
- Transforms in play, dances, performances acting different roles (plays, performances, puppet theater, etc.)
- Can make up his/her end of story at own discretion

imagination and creative thinking. For instance: What would happen if...

- Organize performances with actors and children
- Provide various musical instruments so that children can choose instruments they like (noise making, percussion instruments, string instruments, brass instruments). Help children to memorize names of musical instruments. Suggest comparison of instruments. Play "Musical Instruments Game" with children
- During modeling activities you may use blocks and natural materials, such as snow, sand, water, to build bridges, roads, slides, houses
- Make simple things with children from natural materials. When you plan activities focus on development of children's imagination and their creativity
- Organize drawings exhibitions changing themes, for instance "My home country", "Lake Issyk-Kul"
- Encourage children to use make-believe toys in games: a stick is a thermometer, a block is a pie, a rope is braid, etc.

- Refer to experience of older generations reading folklore works (epics, fairytales, etc.) for young children



COMPONENT**CULTURE****STANDARD 30****CHILD HAS KNOWLEDGE OF CULTURE OF PEOPLE HE BELONGS AND CULTURE OF OTHER PEOPLES****INDICATORS****RECOMMENDATIONS FOR TEACHERS****RECOMMENDATIONS FOR PARENTS****Child from 3 to 5 years**

- Knows names of national musical instruments (komuz, drum)
- Knows songs, tunes, elements of clothing, dishes

Child from 5 to 7 years

- Knows name of home country, capital city
- Knows state symbols (anthem, flag, national emblem)
- Knows main kinds of arts (dancing, music, visual arts, etc.)
- Participates in festivals (Spring Holiday of Nooruz, New Year, Pancake Festival Maslennitsa, Spring Sowing Festival, etc.)
- Knows names of ethnic groups living in Kyrgyzstan
- Knows and distinguishes sound of musical instruments (drum, komuz, guitar, piano, violin, flute)

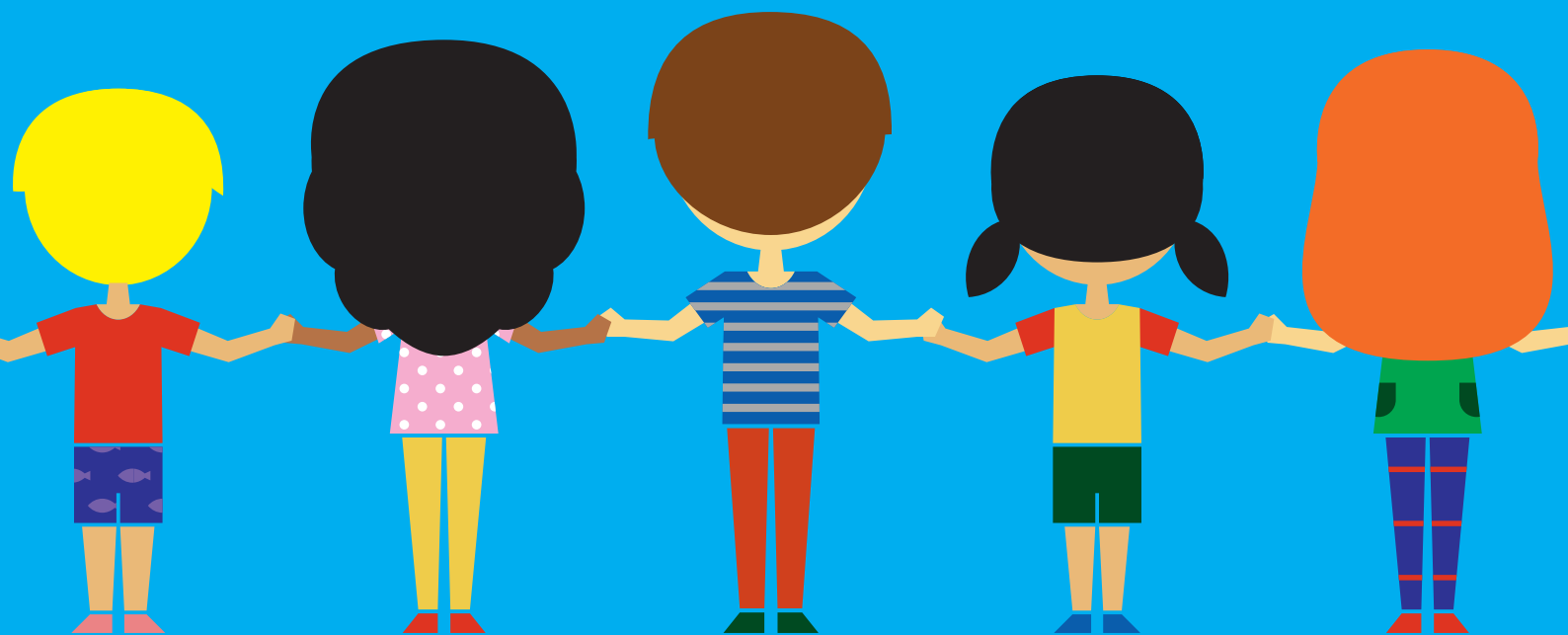
- Interact with children and parents by finding appropriate pictures depicting state symbols, national costumes, musical instruments and post them in appropriate places and screen respective films featuring national festivals and culture to children
- Provide opportunity to children to read and look through books featuring representatives of different ethnic groups and culture. Discuss and analyze these differences together
- Discuss festival, heroes, songs, traditions reflecting cultural differences
- Supply children with diverse materials during art classes apart from traditional supplies – fabrics, felt, twigs
- Use comprehensive approach at classes introducing children to history of national costumes and inviting children to draw elements of Kyrgyz patterns
- Encourage children's wish to learn new things and share new things and impressions ask questions about the country and its symbols (national emblem, flag), capital city, culture of people, national heroes, epic tellers, etc.
- Organize excursions to studios and workshops of craftsmen – felt, metal, leather craftsmen to introduce children to crafts and craftsmen

- Introduce a child to cultural traditions of family, national cuisine, festivals, traditions and rituals
- You may introduce your child to music of people he/she belongs to and music of other peoples living in Kyrgyzstan by listening folklore music, attending concerts, visiting exhibitions, organizing home concerts involving all family members
- Support your child every time he/she wants to share his/her experience, impressions or to ask questions concerning national culture

GUIDEBOOK TO EARLY LEARNING AND EDUCATION OF CHILDREN
AGED FROM THREE TO SEVEN YEARS

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Health, education, equal opportunities
and protection for each child
ON THE WAY TOWARDS HUMANE WORLD



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