



THE EXPERIENCE OF KOREA AND FINLAND IN INCREASING THE EFFECTIVENESS OF THE PRESCHOOL EDUCATION ORGANIZATION

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Abstract: In this article, the experience of Korea and Finland in increasing the effectiveness of preschool education organization is one of the important examples that ensure the successful growth of social development and education system in the whole world. Korea is known for its high standards of education and innovative approaches. The preschool education system is also an integral part of these successes, and the experience of Korea and Finland is being studied all over the world.

Keywords: experience of Korea and Finland; educational standards and innovative approaches; social development; Preschool education system; innovative approaches.

Аннотация: В данной статье опыт Кореи и Финляндии по повышению эффективности организации дошкольного образования является одним из важных примеров, обеспечивающих успешный рост системы социального развития и образования во всем мире. Корея известна своими высокими стандартами образования и инновационными подходами. Система дошкольного образования также является неотъемлемой частью этих успехов, а опыт Кореи и Финляндии изучается во всем мире.

Ключевые слова: опыт Кореи и Финляндии; образовательные стандарты и инновационные подходы; социальное развитие; Система дошкольного образования; инновационные подходы

In Korea, there are high qualification requirements for educators working in the field of preschool education. Advanced pedagogical methods and innovations

are used in the training of pedagogues. Continuous training courses and seminars are held for teachers. Online platforms are actively used in the Korean education system. During the pandemic, this method has developed further and today provides an opportunity for educators to learn at their own convenience. Also, seminars and master classes are organized in traditional ways. This helps to update the knowledge of educators and to organize the educational process in a qualitative manner. Regular training courses are organized for educators. These courses aim to:

- study of modern pedagogical technologies;
- use of innovative methods in working with children;
- deepening of psychological and pedagogical knowledge;
- organization of education suitable for the needs of preschool children.

Educators are involved in practical training during the training process. Educational seminars and trainings are held by experienced pedagogues, in which the methodology of discussing and finding solutions to real situations in the educational process is developed. International cooperation and experience exchange programs have been introduced for educators working in preschool education in Korea. This allows them to learn the best practices of other countries and put them into practice. The government pays special attention to raising the qualifications of educators and allocates special grants. These programs are aimed at improving the quality of education of pedagogues and supporting their professional growth.

The main areas of professional development:

- adapting to the individual needs of children. The main task is to teach educators to understand the unique characteristics of children, to develop an individual approach.
- mastering innovative technologies. Educators learn to use TRIZ and other modern educational technologies in practice.
- development of communication skills. Educators master the methods of effective communication with parents and close cooperation with them.
- stress management and emotional health support.

Psychological training and stress management classes are organized for educators, and they are taught ways to maintain mental stability in the professional process. 2. Game-based education. Game-based education is widespread in the Korean preschool education system. Through the game, children acquire new knowledge for themselves, as well as learn creative thinking and physical development. The game is an interesting and effective form of education for children because it develops their concentration and logical thinking skills.

In preschool educational organizations, training is conducted based on the following principles of the game:

Adapting to the interests and needs of the child. In this case, the educational process is organized according to the children's interests. Each game is selected depending on the child's age, ability and level of development. This approach increases children's interest in education.

-Teaching and learning through games. In this case, games are used as a means of delivering educational content. For example, calculation games are used to develop mathematical knowledge, and language games are used to develop language skills.

-Based on interactivity and cooperation. In this, children will have the opportunity to cooperate with each other, communicate and develop social skills during the games. Through group games, children learn to work in a team and communicate with others. - Development of creativity and creativity. In this, the games are aimed at developing children's creativity, they form the skills of freely expressing their thoughts and solving problems.

In Finland, the system of training and professional development of teachers working in preschool education is very important. For pedagogues working in preschool education, university-level training is required, and there are also continuing professional development courses. This helps pedagogues to become highly qualified, and makes it possible to organize their educational process more efficiently. In the Finnish education system, special attention is paid to the social

and emotional development of children. In preschool education, there are activities that teach children friendship, mutual respect and solving problems together. It develops teamwork, cooperation and mutual support among children. Individual approach to children is very important in Finland. Each child is taught according to their developmental characteristics, their abilities and interests are taken into account. Teachers work closely with children and choose appropriate learning paths for them. This individual approach increases children's self-awareness and the ability to manage their own development. Continuous and effective cooperation with parents is considered important in Finnish preschool education. Parents actively participate in the educational process, monitor the learning process of their children and solve problems together with pedagogues. This cooperation will bring positive results for children's education. In Finland, great attention is paid to the educational environment. There is a need to create a safe, comfortable and healthy environment for children in preschool educational institutions. Activities related to nature, fresh air and being close to nature have a positive effect on the physical and psychological development of children. In Finland, the pre-school education system operates on the basis of democratic governance. There is open communication and cooperation between teachers and parents. The needs of each child and their family are taken into account. This approach helps to make the educational process more transparent and effective.

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