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## **CONTEMPORARY REQUIREMENTS TOWARDS THE ORGANIZATION OF A DEVELOPING PEDAGOGICAL ENVIRONMENT IN KINDERGARTENS**

***Summary.** This article deals with the contemporary requirements towards designing of a developing pedagogical environment in kindergartens, which ensures development of the child's potential to an optimal degree. On this basis, universal requirements have been formulated, compliance with which guarantees a certain level of emotional and physical comfort for each child. Attention is drawn to the developing potential of the pedagogical environment in the context of the work involving children from different ethnic groups and implementation of inclusive education.*

***Key words:** developing pedagogical environment, comfort, developing potential.*

At the end of the twentieth century, the problem related to the impact of the environment onto personality development which is associated with humanization of education, i.e. focusing on the individual's personality, its specifics and potential, became very popular. Nowadays, there is an increasing interest towards the problems related to the design and organization of such a pedagogical environment in kindergartens and the general schools which would facilitate to a maximum degree the optimal development of each child/student, considering his/her individual needs and abilities.

In this sense, one of the most important tasks which modern kindergartens face, is improving the outcome from the pedagogical interaction by organizing a developing pedagogical environment, ensuring to a maximum degree the child's manifestation of independent activity and encouraging the child's creativity. This corresponds with the modern understanding of the pedagogical environment encompassing a number of possibilities facilitating the child's personality.

As far back as in 1919, Janusz Korczak pointed out four types of educational environment

- Dogmatic educational environment: encouraging development of the child's passivity and dependence;
- Career -oriented educational environment-encouraging development of the child's activity, but also his/her dependence;
- Non-engaging educational environment-encouraging the child's free development, but also his/her passivity;
- Creative educational environment-encouraging the free development of the active child [1].

The study and the analysis of the developing pedagogical environment allows determining of the educational goals within a particular period of time and the prospects for their achievement, hence ensuring further development. This is how nowadays the term "a developing pedagogical environment" is widely used in various aspects. There are also a large number of studies dealing with the developing environment as a whole, but also its components, factors and characteristics.

In his research, V. Yasvin places a particular accent on the content of the term "a developing educational environment" which, in his opinion, is able to ensure an array of possibilities for self-development of all the subjects in the educational process. As main components of the developing educational

environment the author points out the social, the spatial and objective, and the psychodidactic [2].

According to S. Dinchiyska and A. Stoykov, "organization of the pedagogical environment in kindergartens should be based on the approach of human rights and the social model, according to which the system should adjust to the child, and nor vice versa" [3].

In order to be considered developing, the pedagogical environment in the modern kindergartens should possess some of the following characteristics:

- Variability: this means that the pedagogical environment when needed should be able to undergo a modification in terms of its organization and content, in order to ensure compliance with the current social needs;
- Accessibility: the pedagogical environment should be able to provide for a wide access ensuring participation of all the subjects in the educational process.
- Continuity: this shall be understood as continuity in implementation of the good pedagogical practices applied in each kindergarten, as well as considering its traditions.

The preparation of the developing pedagogical environment in kindergartens should comply with a number of universal requirements, whose observation ensures a certain level of emotional and physical comfort. These requirements are:

- 1) Meaningfulness, consistency and functionality in order to fully meet the current needs of each child;
- 2) Openness and capacity to integrate in order to ensure various social contacts and to encourage the interest in the other person;
- 3) Dynamics and diversity in order to maintain the child's questioning mood and his/her desire to experiment;
- 4) Safety guaranteeing the physical, emotional and mental health;

5) The intimacy and the trust in the environment provide for a feeling of belonging to the environment and a feeling of support;

6) Aesthetics to satisfy the child's desire for beauty and promote his/her desire to live not only as a consumer, but also as a creator of beauty.

When reviewing the organization of the pedagogical environment in terms of inclusive education, we need to stress on the fact that this should take place in several aspects:

- a teaching approach, creative in nature and oriented towards the child, considering the individual learning styles;
- an integral approach to the child, focusing on all aspects of the child's development;
- maintaining a close relationship between the family and the kindergarten staff and a very active engagement of the parents in particular;
- designing of technologies, learning aids and equipment facilitating the access to education and overcoming learning barriers.

In connection with the inclusion of children belonging to different ethnic groups, the pedagogical environment should include:

- developing the linguistic competence of each child along with an emphasis on culture and traditions;
- developing an action strategy by combining the following approaches: human rights, minority group rights, children's rights, social mobilization, community development;
- elaboration and implementation of a special program for upbringing and education of children from the ethnic groups.

The developing potential of the pedagogical environment in kindergartens depends to a large extent also on the effectiveness of the communication between all the participants in the educational and upbringing process - parents, children and teachers. The level of effectiveness to a major extent is determined

by the communicative competence of the teachers, by their ability to communicate successfully with both the parents and the children. The personality-oriented model of interaction is considered to be the most suitable in terms of organization of a developing pedagogical environment in kindergartens. It allows the successful formation of the individual position of each one of the participants in the pedagogical process [4].

An important component of the developing pedagogical environment in kindergartens is the spatial and objective environment. Contemporary understanding of it sees it as an aggregate of objects comprising a visual form of the cultural existence.

The educational potential of the spatial and objective environment is multi-aspect: provided is for the child's living conditions, his/her attitude towards the basic values of life is developed, social experience is gained.

In Art. 10, para. 3 of Ordinance № 24/10.09.2020 on the physical environment and information and library provision to the kindergartens, schools and centers for personal development support, it is stipulated that "for the implementation of pre-school education, an environment shall be provided for game-based learning, considering the age specific requirements and guaranteeing the child's overall development and safety.

In the same ordinance, stipulated are also the requirements towards the structure of the physical environment in kindergartens, which shall include space for specially equipped rooms/areas facilitating promotion of the personal development of children, a specially equipped area for each group, sport halls and music halls, playgrounds, service and administrative premises [5].

The functional comfort of the objective environment ensures also the child's mental and physical well-being [6, p. 102].

Our modern reality requires that we adopt the innovative approach more actively when it comes to establishing the objective and spatial environment as part of the developing pedagogical environment.

The objective and spatial environment should be set up as developing, which requires finding of new approaches for its organization, allowing ensuring of the children's mental and physical comfort to a maximum degree.

On the basis of the above-mentioned, the following recommendations can be formulated referring to the organization of a developing pedagogical environment in the modern kindergartens:

1. Humanization of the interactions between all the subjects of the environment - teachers, children and parents. This requires that they are constantly striving for the establishment and maintenance of humane relationships, creating a comfortable psychological atmosphere, facilitating the child's personal development to the maximum possible degree.

2. Creating conditions in the kindergarten curriculum facilitating manifestation of the child's full potential. For this purpose the teacher should respect the personality and the opinion of each child, to create situations in which the child is able to express his/her free will and enjoy his/ her achievements.

3. Realization of the individual approach by the teacher

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