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## **Progressing subject-spatial environment project of pre-school organization in Tuva**

**Chechekmaa Sagdy<sup>1</sup>**

<sup>1</sup>Doctor of Biological Sciences, Department of Pedagogy and Methods of Preschool and Primary Education, Tuvan State University, Kyzyl, Russia  
[chechena.o@mail.ru](mailto:chechena.o@mail.ru)

**Stella Huren-ool<sup>2</sup>**

<sup>2</sup>Candidate of Historical Sciences, Department of Pedagogy and Methods of Preschool and Primary Education, Tuvan State University, Kyzyl, Russia  
[stella.khuren-ool@yandex.ru](mailto:stella.khuren-ool@yandex.ru)

**Idegel Damba<sup>3</sup>**

<sup>3</sup>Senior lecturer, Department of Pedagogy and Methods of Preschool and Primary Education, Tuvan State University, Kyzyl, Russia  
[idegel\\_damba@mail.ru](mailto:idegel_damba@mail.ru)

**Chechena Ondar<sup>4</sup>**

<sup>4</sup>Candidate of Pedagogic Sciences, Department of Pedagogy and Methods of Preschool and Primary Education, Tuvan State University, Kyzyl, Russia  
[chechena.o@mail.ru](mailto:chechena.o@mail.ru)

**Iya Mongush<sup>5</sup>**

<sup>5</sup>Senior lecturer, Department of Pulpit pedagogy and methodology preschool and primary education, Tuvan State University, Kyzyl, Russia  
[ia.i.m@mail.ru](mailto:ia.i.m@mail.ru)

### **Abstract**

The problems of improving the quality of education and upbringing of the rising generation are becoming topical. This article is dedicated to the improvement of the progressing subject-spatial environment that is a necessary condition for the effective solution of educational challenges when working with children of pre-school age due to establishment of pre-school education Global Environment Facility (GEF). The method of projection activity was applied in the research. The authors are marking the ways of developing the subject-spatial environment with the help of the project activity. This work represents selectively annotated descriptions of the projects.

**Keywords:** pre-school education, environment, project, research, organization.

## Proyecto progresivo de entorno temático-espacial de la organización preescolar en Tuva

### Resumen

Los problemas para mejorar la calidad de la educación y la educación de la nueva generación se están volviendo actuales. Este artículo está dedicado a la mejora del entorno temático-espacial progresivo que es una condición necesaria para la solución efectiva de los desafíos educativos cuando se trabaja con niños en edad preescolar debido al establecimiento de la educación preescolar del Fondo para el Medio Ambiente Mundial (FMAM). En la investigación se aplicó el método de la actividad de proyección. Los autores marcan las formas de desarrollar el entorno sujeto-espacial con la ayuda de la actividad del proyecto. Este trabajo representa descripciones selectivamente anotadas de los proyectos.

**Palabras clave:** educación preescolar, medio ambiente, proyecto, investigación, organización.

### 1. INTRODUCTION

In each pre-school general educational institution the developing subject-spatial environment executes educational, developing, upbringing and stimulating functions (Vasilieva et al., 2005). The environment must be transformable, multifunctional, accessible, safe and also content rich. The content definition of the components of the subject-spatial environment for the pre-school organization is based on the activity approach (Babaeva et al., 2007).

Actually, due to the project activity, a teacher forms a culture of study that the child is «immersed» in. Nowadays, pre-school organizations

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of the Republic of Tuva are developing and implementing projects aimed at renovation and perfectibility of the educational environment (Antukhov, 2010).

In modern times, a lot of works and developments are devoted to this topic. The writing team consisting of Karabanova et al. (2014), is identified in the work of «Organization of the developing subject-spatial environment in accordance with the federal state educational standard of pre-school education». It was prepared in the framework of the Federal goal-oriented program for the educational development in 2011-2015 «Approbation and implementation of the federal state educational standard of pre-school education including the development of academic and methodical provision of its implementation». Materials (for educators of pre-school educational organizations and parents of pre-school children on the creation of optimal conditions for the effective decision of educational challenges during the work with pre-school children in accordance with their age and individual characteristics, inclinations and abilities focusing on the creative potential of each child) were represented in the program mentioned above.

In the work of Morozov (2010) «Pedagogical projection in the pre-school educational institution: from theory to practice» the theoretical bases of pedagogical projection have been uncovered, its essence and content in the activity of pre-school education specialists have been determined, the structure, quality characteristics and levels of pedagogical projection skills formedness have been revealed.

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One of the interesting projects (at the same time requiring attention) is the foreign scientists' experience that focuses on Reggio education (Stamopoulos, 2012; Moss, 2014). Children are not «fed» with completed knowledge, the authors and initiators of the projects are children themselves. Their opinion and interests are taken into consideration during the development of an education program.

All projects results of child activity or his interaction with adults (parents and teachers) are documented: they are recorded on files and photographed. Afterwards, the works are discussed. Documentation and project reports allow both children and adults to think on what they did before, why it was important to work on this topic not the other topic. The project can last without any limits: the most important thing is a process of work on a project rather than a final product. Reggio Emilia is a place for joint experiences and discoveries.

The main teachers in the methodology are parents and teachers (pedagogista) in the kindergarten who continuously learn together with the kids new things.

The methodology is for 3 to 6 years old children (the kindergarten period). However, it must be noted that it is a very conventional age range since the authors of the methodology many times emphasize their attention on the attitude of adults towards a baby and his development, but not to his age. A developing environment (that allows forming a harmonious, free and literate personality) is the key to successful upbringing from the birth of the child.

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The fact of the influence on the Italian pedagogy of the ideas of John Dewey(1991)should not be unmentioned. In reformist pedagogy, Dewey (2002) acted as the most blazing representative of the philosophical and pedagogical direction of pragmatism with his interpretation of truth as a practical significance: «the useful thing is really true». Dewey was supportive of the practical direction of education offering to complete his tasks through the spontaneous development of a child: «The child is the starting point, the center and the end of everything. We must consider the child's development because only it can be a measure of education». Dewey distinguished education as a process of accumulating and reconstructing experience with the aim to deepen its social content.

The teaching staff of pedagogy and methodology of pre-school and primary education department of the FSBEI (Federal State Budgetary Educational Institution) of Higher Education Tuvan State University having theoretically studied and analyzed the scientific and methodological literature on the project activities of the GEF preschool education, implements projects in rural and urban pre-school educational organizations that we represent in the article.

The formation of citizenship, sense is the main factor in the country's development because the time and the nature of the development of society directly depends on the citizen's position, moral convictions, moral rules and spiritual values. The education of a person, the formation of qualities of a spiritually intelligent person, love for a country, the need

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to create and progress is the most important condition for the successful sense formation of civil identity to Russia.

The federal state standard of general education for the formation of citizenship for children makes a certain requirement: when children turn 14 years old and get the passport of a citizenship, they have to understand and realize the concepts «civil education» and «civic». The formation of a sense of citizenship must be phased and complex. It must be connected with the formation of the perception basis of their family and the imagination of their small motherland (Hung et al., 2016).

One of the conditions for the formation of a sense of citizenship in children of pre-school age is the improvement of the progressing subject-spatial environment. The sense of citizenship belonging must be formed freely without any enforcement. A child should realize the feeling of respect and desire to imitate the creative work of skilled people. Children should be proud of labor and military glory of the small motherland, sights of the capital; they must feel satisfaction and love nature of the motherland (Romanovskaya, 2006).

Making perfect the forms and methods of pedagogical ways to form feelings of a citizenship identity is interconnected with the development of the subject-spatial environment of pre-school education (Karabanova et al., 2014; Vinogradova and Pankova, 2008). The purpose of the article is to create a progressing subject-spatial environment that will further to the successful formation of feelings of citizenship identity of children of pre-school age.

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## **2. METHODOLOGY**

The method of projection activity was applied in the research. Traditional type of education is changing. Productive education is upcoming that is aimed at developing creative abilities, forming interest and need for the creative activity of children of pre-school age. This type of education develops cognitive interest in different fields of knowledge, forms cooperation skills based on the personality-oriented approach to education and upbringing.

The arrangement of projection activities is impossible without formed skills of experimentation. Experimentation is thought of as a special way of practical learning of reality that focused on creating such conditions where objects clearly reveal their essence hidden in ordinary situations.

## **3. DATA ANALYSIS AND RESULTS**

During the practice teachers and students of the Tuvan State University have worked up many interesting projects that form knowledge, skills of pre-school children and help to adapt to social life. They teach children with the help of joint solutions search, give them the opportunity to study the role-playing activities by themselves. The respect for a child, acceptance of his goals, interests, creation of conditions for development are essential conditions of the humanistic approach. Let's explore several projects that helped us to obtain the results of practical cognitive activity of pre-school children.

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The project «Children of the Yenisei» is a local, educational and exploratory. It is performed by children and teachers of kindergarten No. 31 of Kyzyl of the Republic of Tuva. Also, parents and teachers of the pedagogy and methodology of pre-school and primary education department of the Kyzyl Pedagogical Institute of the Tuvan State University participated in the project.

The expected results are represented below. Children should know:

- Home address (they should love their home, family, mother, father, appreciate family and home);
  - The address of the kindergarten and go there with big pleasure;
  - Parents' workplace (children must have an idea of the importance of their work, be proud of parents hard work; they must do duties at home, kindergarten and be responsible for completion of work);
  - place of living ( children should realize the importance of Kyzyl for the Republic of Tuva, the city's symbols, sights, climatic conditions, plants and animals in the field of the pre-school education program;
  - Their own nation, language, traditions (children should be proud of their people and its achievements);
  - The capital of motherland - Moscow (children should know the history, sights, flag, coat of arms and hymn of Russia);
  - Representatives of other nationalities living in our republic (children must respect their culture and traditions);
  - The nature of Tuva's places (children must learn to admire nature and take care of it).
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The main directions of the project implementation conform to the main educational fields of development of children of pre-school age («Social and communicative development», «Cognitive development», «Speech development», «Artistic and aesthetic development», «Physical development»). The content of the project will be integrated.

The implementation of «Children of the Yenisei» project has been carried out during the regime moments, in the process of arranging different types of activities for children: game, motor, communicative, productive, working, cognitive and research, music and art activity, reading (perception) of literature with following discussion (table 1).

Table 1. System table of the project

Social and communicative development	Cognitive development	Speech development	Artistic and aesthetic development	Physical development
-conversations about Tuva and illustrations view about the nature of Tuva; -ecological conversations «What is water», «Where water lives», «Sea and fresh water», «Water in our life», «How we save water at home»; -presentation watching «Helpful river»; -argument-conversation «Can the river get sick», «What place does the water	-course about the circulation of water in nature; -presentation watching «Drops location»; -conversation «Who lives in the river? », -presentation watching «River habitants»; «What grows in the water? »; «Yenisei the great river»; -illustrations viewing about the Yenisei; -virtual	- ask riddles about water and its different conditions; - learning tuvan and russian proverbs, sayings about the river; -making up tales about the Yenisei river by mnemotable; -learning finger games «Yenisei river», «Clouds in the blue sky»; - learning poems about the Yenisei river (optional); - sound-recording of the animated film «Once upon a	Reading literature: N. A. Ryzhova «There was a river», «How people hurt the river», B. Zakhoder «What happened to the water», S. Marshak «Water pipe», A. Pushkin «Fairy tale about the fishman and the fish», S. Pogorelovsky «The spring dried up and the stream became weak» G.H. Andersen «Thumbelina»,	- conversation needs «Who water»; - conversation about the rules of working with technical means of shooting; -gymnastics for the eyes «Far-close», «Circulation», «Fun ny week»; -finger gymnastics «Fish», «Captain», «Big wave», «There was only one burbot»; - psychology gymnastics «By the rivers», «Sunburn», «Waves», «Good mood»; - active games «The sea is up», «Carp

<p>come home?»,          "»What will happen if ...»;          -conversations          «Where can we rest?», «What is rest near the water»,          «Behavior near water»;          -communicative skills improving games «Good and Bad», «Yes or No», «Magic weed», «On the bridge»;          -making scenery for the cartoon;          -conversation about the careful attitude to the products of creativity.</p>	<p>excursions along the Yenisei river;          -making of presentations «Yenisei during different seasons»          «River habitants»,          «Useful river»;          - acquaintance with the Red Book of Tuva, presentation watching of the Red Book of Tuva;          -observing;          -experiments:          «Water-bright»,          «Water has no taste, no smell», «Ice is a glassy water»,          «Water is liquid. It can flow»,          «Steam is water»,          «Water is a solvent» «Ice is lighter than water»,          «Water can be warm, cold, hot»,          «Water has no shape»,          «Cleaning of dirty water»;          -discussions about the cartoon</p>	<p>time there was a river»;          -didactic games          «Guess the river fish», «Who needs water and who needs field», «River fish», «Walk, swim, fly»,          «Answer me», «Types of water»,          «What grows in the river»;          -dramatization of the fairy tale          «Near the river».</p>	<p>N. Pavlov          «Journey of droplets with air», J. Akim          «Where water lives»;          - acquaintance with the «Legend of the Yenisei» (shadow theater);          -drawing «My Yenisei»;          -application «river habitants» (teamwork);          -modelingof fairy tale characters - funny fish;          - plasticinography          «The confluence of the rivers Kaa-Khem and Biy-Khem - the Great Yenisei» (scenery for the cartoon film);          -cartoons watching «Run, stream», «Along the river», «Bear-baby and the river habitant»;          -listening to the works of local composers;          -listening to the sounds of the river of the sea, water;          -participation in the creation of the cartoon;          -dramatization of the fairy tale          «Near the river».</p>	<p>and pike», «Fishing rod», «Stream», «Frogs and heron», «Fish swim in the water».</p>
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Activities for parents and children:

- Holiday dedicated to the Day of the Yenisei;
- Participation in the city action «Clean Coast»;
- Creation of baby-books «Rest near the river»;
- Dramatization of the fairy tale «Near the river»;
- Creation of animated film «Once upon a time there was a river»;
- Booklets «Save water», «World water day»;
- Wall newspaper «The Day of the Yenisei»;
- Consultation «The rules of reading fairy tales and legends for children», «Legends about the Yenisei River»;
- quiz «Tuva is the place of blue rivers and lakes».

Final product:

- Creation of a media library on the topic (fiction, legends, consultations for parents and educators; a music library «Music of water», presentations);
- making the booklet «Take care of water», «World water day», booklets «Let's be healthy», «Magic water» (with recommendations and practical material on teaching children cultural and hygienic skills);
- making the animated film «Once upon a time there was a river»;
- making a portfolio of children.

During the project implementation children go to excursions to the GastelloCity Park and Yenisei River and listen to information about the forest. These are the main activities for the practical implementation of the project management of the patriotic teaching of children.

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The aim of the excursion is to introduce children, one of places for rest of local people and also to show its organization, the rules of public resting place. The excursion was held every month.

The project "Ecological path of kindergarten" is a local creation. Children «Mishutka» kindergarten of Ak-Dovurak of the Republic of Tuva and the teaching staff of the pedagogy and pre-school and primary education methodology department of Tuvan State University took part in the project.

The project is focused on two things. The first is the development of the subject-spatial environment of the territorial space of the kindergarten considering the list of common components of the functional module «Street space». The second is improving the design of the walking areas of each group of kindergarten (Kagarov, 2002).

Traditionally, the territorial space of the kindergarten is divided into different walking areas for each age group. However, in connection with the implementation of GEF of pre-school education, educational environment must be improved taking into account the qualitative development of the educational areas program of pre-school education.

According to the objectives of the project, an ecological path was created where educators along with children observe seasonal changes in the life of fruit, berry, cereal, vegetable groups and decorative flower plants with the examples included in the pre-school education program considering the natural conditions of the area.

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Taking into account the abovementioned statements, the aims of the project are the organization and the creation of an evolving subject-spatial environment in accordance with the federal state educational standard of pre-school education, the formation of an ecological and aesthetic design for the making the territorial space of a kindergarten. Objectives of the project:

- projection, creation (cultivation of plants) of the ecological path in accordance with the general design of the progressing subject-spatial environment of kindergarten territorial space;
- development of content and implementing technology programs in the educational areas of pre-school education;
- expansion of educational and social services for Children Public Organization teachers, children and parents;
- Search for partnerships for the implementation of the tasks;

Project implementation stages:

The first (organizational) stage of the project is «Ecological path of a kindergarten». This step is for projection of an ecological path near kindergarten. Ecological path is a developing environment on kindergarten area for the ecological education of children of pre-school age. Ecological path is a strip of special asphalt plates that are 10 meters long, 1.5 meters wide. There are decorativeflowering plants, bird cherry, cherry, currant, raspberry, briar, and strawberries in the path. The strip ends with a «pond»decorated with wooden fish that children can sit on (kiseleva et al., 2004; Novikova, 2000).Methods of achieving the goal: working with literature, arrangement of seminars involving the parental community and artists, finding sponsors, methodical implementation of the content and

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technology of educational areas, an arrangement of roundtables, participating in conferences and seminars, publication of reports and booklets.

The goal of strategic achievement is a positive contribution to the solution of the qualitative development of the pre-school education standard; a positive contribution to the modernization of Russian education, the contribution to the development of the new economic relations of educational institutions through the development of projects and the attraction of grant financing. Parents also must have the opportunity to contribute to the improvement of the progressing subject-spatial environment. The local project «Mini museum«My Village» where children and teachers of the kindergarten «Salgal» in the Barlyk village of Barun-Khemchik region of the Republic of Tuva took part in.

#### Topicality of the project:

Due to the establishment of the state standard of education it is necessary to add a national and regional component that forces teachers of the pre-school educational organization to work creatively. Creative work in the arrangement of the MiniMuseum of the kindergarten is an extension of the forms of progressing subject-spatial environment for children learning the process of national and regional education materials to be easier in the conditions of Tuvan village (Krylova, 2005).

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Objectives of the project:

- Projection of the Mini Museum of the kindergarten that is called «My Village» with the following sections: «Yurt», «Village house», «Village garden», «People of the village and their businesses»;
- Continuation of the Mini Museum by the section of «Alley of generations» in the courtyard of the kindergarten: making of an alley of four generations on the north-eastern side of the kindergarten: alleys of great-grandmother and great-grandfather, grandparents, fathers and mothers and a children's alley;
- Equipment and arrangement of the areas for each group in the kindergarten;
- Improvement of ecological education and education in a respectful attitude of children to the history of the village and the people who contributed significantly to the development of the village;
- Strengthening intergenerational relations.

Stages of development of the project:

Organizational stage. The museum begins with the interior of the yurt. Elderly people are invited to the yurt. They show children how to behave in a yurt and tell fairy tales.

The people of the village made yurt history. They are close. The Mini Museum makes the connection among children and their grandfathers and great-grandparents, great-grandmothers and grandmothers. There are traditional intergenerational holidays on February 23 when a great-

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grandson meets his father, grandfather and great-grandfather at the same table and on March 8 when a granddaughter, mother, grandmother and great-grandmother gather together. They usually tell short stories, chastushka, riddles and proverbs. Traditionally, they arrange beauty contests for boys «Tazhy» and for girls «Dangyna» when long-livers also invited. The museum is usually filled with various exhibits.

A map of the village has been created in the museum. The search activity on collection of exhibits and making sections of the museum is continued. The improvement of the kindergarten museum work plan is being improved.

Creation of sections «Yurt», «Village house», «Village garden», «People of villages and their businesses» inside the kindergarten and the section «Alley of generations» in the courtyard of the kindergarten. Development of conditions for the effective progress of the museum. Careful attitude to the Alley of generations that will contribute to the improvement of the environment of the kindergarten. Participation in various competitions, development of grant projects to improve the museum's content (kochkina, 2012; wood and Parnell, 2015).

Generalizing stage. The Mini Museum «Our Village» must become one of the directions of the subject-spatial development environment in accordance with GEF of pre-school education.

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#### **4. DISCUSSION**

Thus, we have studied local projects of three pre-school educational organizations that are represented by both city and village educational organizations of the republic and each of them shows regional characteristics. The result of the held project activity is that the progressing subject-spatial environment performs educational, developing, disciplinary and stimulating functions.

The final products of the «Children of the Yenisei» project were the creation of a media library, making booklets, the creation of the animated film «Once upon a time there was a river» and making of an electronic portfolio of children.

The «Ecological Path» project results are creation of progressing subject-spatial environment for the ecological education of pre-school children, the improvement of the ecology and maintenance of a kindergarten environment. As it was mentioned above, it is a strip of special asphalt plates that are 10 meters long, 1.5 meters wide. There are decorative flower plants, bird cherry, cherry, currant, raspberry, briar, and strawberries in the path. The strip ends with a «pond» decorated with wooden fish where children can sit on.

The result of the «Mini Museum «My Village» is that the local history mini museum «My Village» was created with sections «Yurt», «Village House», «Village Garden», «People of the village and their businesses». Children can have classes in these sections and also go for excursions.

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Besides created projects, there were other projects such as «Russian room», «Heroes of fairy tales», «Floriculture». Research advisors were SagdyChechekmaaTulush-oolovna - doctor of Biological Sciences, professor of the pedagogy and methodology of pre-school and primary education department, Khuren-ool Stella Herel-oolovna - associate professor of Historic Sciences of the pedagogy and methodology of pre-school and primary education department (zagvyazinskyand potashnik, 2004).

Moreover, pedagogical teams present their results at master classes that have been held during seminars and conferences. On March 23, 2018 they took part in the IX Annual Scientific and Practical Conference «Actual problems in education at the present times» representing the results of projects. The conference was held in the Kyzyl Pedagogical Institute of Tuvan State University.

According to the results of the project activity (with the GEF pre-school education), it is necessary to support the educational potential of the group room space and materials, equipment and implements for the development of children of pre-school age, protect and strengthen their health, take into account the individual characteristics of children and correct their development and play activity (Pakhomova, 2003). It made teachers of the department of pedagogy and methodology of pre-school and primary education apply for participation in the competition of scientific projects of interdisciplinary fundamental research on the topic «The World of game» arranged by the Russian Foundation for Basic Research.

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## **5. CONCLUSION**

we can Summarize that, during the projection the specification of pedagogical requirements, security requirements (psychological and pedagogical aspect), requirements for ensuring communications, requirements for personnel and organizational support; formation of ergonomic requirements (psychological and pedagogical aspect), projection of measures for information and methodical support was carried out. The architecture of the development of the subject-spatial environment of the kindergarten is clarified, functional requirements are formed, security and technical aesthetics (technological aspect) are created; types of support, information exchange with external and internal information systems are formed.

During projection of the progressing subject-spatial environment, the following measures were considered: the profile of the pre-school educational organization, the general program of kindergartens; characteristics related to the children's contingent (age, gender, health indicators, etc.); features of the infrastructure of pre-school educational organization (location, area, natural characteristics of the area).

All the work (that is described by the authors in this article) was made with the help of the regional component in the GEF educational program that considers the use of certain educational technologies (particular, the projection technology).

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