

COMPARATIVE ANALYSIS OF MODERNIZATION OF PRESCHOOL EDUCATION SYSTEMS IN UKRAINE AND CHINA



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In the modern pedagogical community, issues of modernization of education, including preschool education, are actively discussed. The search for optimal models of modernization should be carried out taking into account both the problems of a specific state and country, the specifics of national traditions in upbringing and education, and should also correspond to global trends, be based on the humanistic principles of the world educational space.

Ukraine and China are two countries with different cultural, historical and socio-economic conditions. Preschool education systems in these countries may also differ in their approach, organization, and teaching methods.

These circumstances cause justified interest in the general trends in the development of preschool education systems in the context of globalization. The choice of countries is also due to the fact that Ukraine and China have rich traditions and constructive experience in solving various childhood problems, in the conditions of the information society they are constantly following the path of modernization of the economy and education based on the coordination of the needs of the child, family and the state.

Modernization of preschool education based on the example of the educational experience of two countries is perceived as a normative situation supported by state structures, society, and participants in the pedagogical process. Ukrainian and Chinese researchers recognize the fact that this process is normalized and purposeful in their understanding of the modernization of education.

The analysis of state documents and scientific and pedagogical literature made it possible to identify two priority directions in the modernization of the preschool education systems of Ukraine and China in the first decades of the 21st century: ensuring accessibility and improving the quality of preschool education.

At the same time, the preschool education infrastructure of the two countries has significant differences. In China, there is a huge difference between districts and individual kindergartens in terms of financial and material equipment, etc. In Ukraine, social security agencies have relatively the same provision. Therefore, China faces the task of creating a powerful preschool education infrastructure, especially in rural, remote and poor areas, in national counties.

In addition, in China, there is a trend of opening large kindergartens, even private ones, and in Ukraine, they are following the path of finding low-cost models in the provision of preschool services, creating small educational institutions.

In recent years, the problems of equalizing the availability of quality preschool education have become common and relevant for both countries, in particular due to increasing the wages of kindergarten teachers and reducing the differentiation in budget funding. The study showed that both countries chose similar implementation mechanisms to improve the quality of preschool education. Thus, the quality of preschool education is associated with reforming its content.