

Problems and Shortcomings of the Modern Domestic System of Organizing the Work of Preschool Educational Organizations for Children of Early Preschool Age

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Abstract

The appearance of this work governs by the modern requirements of the Russian Federation legislation, including Federal Law of 29.12.2012 N 273-Φ3 "Education in the Russian Federation", Federal State Educational Standard, San PiN¹ and other regulatory acts of the Russian Federation Government with necessity to expand the network of preschool educational organizations having groups for young children and creating groups for infants starting from 2 months. The authors of the article analyzed the existing conditions in preschool organizations in our country and abroad. It is shown that in order to maintain health, successfully adapt and develop an infant and young child to preschool organizations, create groups for children up to a year old, it is necessary not only to bring the existing legal framework into line, but also to conduct a significant reorganization of the structure of preschool organizations, with the aim of creating adequate conditions for infants without harming the health of the newborn child and the social well-being of the family. It emphasizes the need to provide parents with recommendations for protecting health and preparing the baby for kindergarten by providing targeted financial assistance to parents for a conscious choice between home education and training in the context of early childhood care. Serious financial support is also required for preschool organizations to equip buildings and territories for the care, upbringing and safe development of children of this age. The need for the return of pediatricians, nurses, speech therapists, educators, psychologists to the staff of preschool organizations is emphasized that is the need for review in the direction of increasing staffing levels. A comparison is made of the preschool educational organizations work organization abroad and in Russia. Some features of the young children and infants psychophysiological and physical condition are briefly reviewed, and necessary recommendations are given to parents. The article discusses the possibility of improving the adaptation period to preschool educational institutions in Russian Federation without harming the health of young children and infants.

Keywords: Kindergarten; Child Health; Upbringing; Education; Adaptation; Recommendations to Parents

¹SanPiN

Sanitary rules, norms, hygienic standards - state by-law regulatory legal acts with descriptions and requirements of optimal quantitative parameters that are safe and harmless to humans and populations in order to preserve their health and normal life.

From the moment of birth, and better yet, from the moment of conception, it should be able to live a healthy and fulfilling life. Children's health is an indicator of the well-being of society [23,29,31], which not only reflect the current situation in the country, but also determine its future [38,39].

On the one hand, the most effective time of his development, but on the other, the most vulnerable time of his physical, mental and social development. In the first two years, a PERSON with all his needs is formed.

To date, the unfavorable trend of deterioration of the psychophysical health of children has become so stable that a real threat to national security is created. Russia was in 79th place out of 180 in terms of the quality of life of children and their prospects in the future, and the number of orphans with living parents in the Russian Federation today has reached 89.5 thousand people [38]. The reasons for this lie in various kinds of reforms, including education, health care, curtailment of preventive work, socio-economic instability of society. As a result, the value of the family weakened (27%), the number of divorces increased (55%), and the number of single mothers increased to 6.2 million [33,34,36]. As of January 1, 2019, 30.2 million people under the age of 18 lived in Russia, of which more than five million were children from large children, poor, young and incomplete sense [39].

This situation necessitates an increase in places in pre-school children's institutions, where the child can be under the professional supervision and care of teachers-educators for 10 - 12 hours.

The needs of society in the education and upbringing of preschool children are dictated by objective factors in the development of modern civilized society and the country's economy. The expansion of the network of kindergartens, the increase in the number of places in them and the introduction of groups for children under 1 - 2 years old is an urgent need for citizens. Kindergarten is the first institution where social and communicative relations of the child with society come into the rights, provided that there is a strict need to preserve his psycho-physical health and early detection of children with mental and speech development delays. Currently, in the Russian Federation, about 65% of preschool children attend kindergartens, while in Western Europe and America, preschool educational institutions cover almost 90% of children due to mandatory visits to the child in the return of 6-7 years of preschool institution [10].

The system of preschool education in the Russian Federation, summarized in the concept of "new socio-cultural situation of childhood development", requires updating and changing the forms and conditions of upbringing and training of children. The Federal Law «On Education in the Russian Federation» of 01.03.2020, defining I am the lower limit of my upbringing, the development of I and the education of children of infant and early preschool age at two months of age, is clearly not worked out [20]. However, to date, there is no understanding of the problem of organizing the work of preschool with children of infancy and early age mate recommendations of these documents in the form as they are prescribed give rise to fundamental contradictions between the requirements of laws and regulations with the capabilities of preschool. To resolve it, a thorough, scrupulous and a comprehensive analysis of the creation of additional places in pre-school education for children under one year and measures of targeted support for families with young children. The most important problem remains the very status of the DOE and the approach to the organization of its work. It is necessary to expand and equip the premises for storing milk mixtures for children up to a year, walking and playgrounds, bedrooms for 2 - 3 daily sleep of the baby in the air or ventilated verandas, which is associated with large monetary investments in the budgets of the DOO themselves [11,18,32].

According to the latest data, from January 1, 2020 in Russia, the maximum amount of child care benefits is 27,984 rubles 66 kopecks, and the minimum amount of benefits for the first, second and subsequent his baby from June 1, 2020 reached 6752 rubles compared to 4852 rubles in 2020 [35]. However, these benefits are directly dependent on the minimum wage (SMIC) and regional and district indexed coefficients. At the same time, the payment for the child's stay in kindergarten is determined by 40% of the average earnings of parents, not exceeding 27,984.66 rubles.

In St. Petersburg, monetary compensation to parents for children attending kindergarten at the expense of funds from the city budget is determined by 20% of the actual payment for the maintenance of the first child, 50% for the second child and 70% for the third and

next child. At the same time, the monthly payment in the part-time group for a child 2 - 3 years old is 515 rubles lei, and in the whole day group for a child from 3 years old - 1219.7 rubles [36,37].

However, the problems of citizens in the Russian Federation, reading their social and domestic condition, are not reduced only to material assistance and an increase in places in state budgetary preschool educational institutions (GBDOU). In order for a mother to be able to deal with her own child, comprehensive assistance and support from the state is needed. And here the domestic system of preschool education, especially for infants and young children, faces many problems.

The need for reorganization of preschool education is obvious, but the question arises - where to start?

From our point of view, first of all, it is necessary to analyze the main regulatory documents in order to bring them into line with the needs of citizens and the capabilities of the state, with the participation of medical and social workers, teachers, psychologists and professional organizers of preschool education.

For the implementation of regime moments (feeding, sleeping, playing, walking), in groups for children up to a year in the preschool, a tutor and, familiar with the medical, psychological and pedagogical aspects of the work, the constant presence of qualified pediatricians who have been bred are needed. From the regular painted pre-school were transferred to the jurisdiction of the Ministry of Health of the Russian Federation, correctional psychologists and psychophysicists. It is necessary to revise their training programs, develop professional standards and job descriptions and mandatory retraining and preliminary testing and specialists to work in such groups. For the organization of nutrition of the baby, given its transition from breastfeeding to formula nutrition and the introduction of complementary foods, for the organization of 4 - 6 times a day cooking for infants, a nutritionist is required. However, the developers of innovations do not have a clear understanding of the question of what knowledge should have staff in groups for infancy - pedagogical? medical? social?

These issues can be resolved only at the legislative level with comprehensive interdisciplinary interaction and mutual understanding of representatives of the health systems and higher and secondary education.

The birth of a child is the greatest, often long-awaited joy and, at the same time, a huge responsibility for a new life, for its future. All nine months of pregnancy, the child feels close bodily and spiritual contact with the mother, complete unity and security.

After birth, the baby is in dire need of direct contact with the mother. On the basis of the innate program of imprinting - a psychophysiological mechanism according to which the impression or image perceived in a certain critical period of development is firmly imprinted in the brain, turning into a stable behavioral program - the child forms a mother-child system with the indispensable condition of satisfying such vital (basic) mutual needs, as a direct tactile contact and affection, attention to their needs, capturing the love of the mother, the child learns to perceive the world as his home [11,12,22,28]. The child develops behavior of affection, trust, opportunities to receive support, a sense of security and confidence in himself and his capabilities. The kid himself learns to feel the needs of the people around him (empathy). Otherwise, he intuitively feels his uselessness, «abandonment» and learns to independently find not always adequate ways to satisfy them. The behavior strategy developed in early childhood can be maintained throughout life [3,11,12,14,15,18,19,22].

The transition of the baby from home to the pre-PROVING is the strongest stress for both the child and his mother. Any, even short-term separation of them is difficult to experience by both and does not contribute to his psychophysical health [14,15,30].

Due to the cessation of breastfeeding in the case of placing a child at an early age in a preschool institution, he suffers from his already unformed immunity [12] and nutrition with infant formulas often leads to the manifestation of allergic reactions and, as a result, a decrease in immunity and an increase in the number of colds and viral diseases.

In addition, in the first 2 - 3 months after childbirth, the weakened body of the mother is not ready for daily hard work, which was

previously taken into account when increasing maternity leave. By placing the child in kindergarten for the whole day, the mother, in turn, worries about him, which affects both her mental state and the quality of her work. Returning home in the evening and plunging into everyday troubles, she is often physically unable to fully engage in the baby.

Thus, the totality of living conditions, financial opportunities, excessive career aspiration of a woman, etc. do not allow the normal relationship between mother and child to be fully formed, does not contribute to the optimal process of mental and personal development. As a result, neither the mother nor the child develops attachment to each other, as evidenced by the fact that only 6.2% of children raised in families form relatively safe models of attachment and behavior [3,25].

In GBDU kindergarten No. 81 of the Krasnogvardeysky district of St. Petersburg, a survey of 124 parents of children aged 2 to 3 years was conducted, according to which it turned out that 77% expressed the strongest attachment to one of the closest, as a rule, to their mother. At the same time, 55% of children are difficult to tolerate even short-term separation from loved ones.

Increases the psychological stress of the child and the unpreparedness of his parents to visit the preschool organization. The same survey showed that when a child enters kindergarten, the baby does not know how to use a spoon and chew solid food. He is unfamiliar and unusual most of the dishes of the children's menu because of improperly organized nutrition or nutrition «from the adult» table. Failure to comply with the home feeding regime entails an unstable appetite in the baby, and due to non-compliance with the daily regimen in 47% of cases, children cannot fall asleep and/or wake up at the right time. At the same time, many parents, using a «pacifier», rock the child when falling asleep (28%). By the time they enter the preschool, the child is not accustomed to use the toilet and uses diapers. In 40 - 45% of cases, children do not need to communicate with other children and adults, 36% of children during the day have an unstable mood with a frequent transition to tears.

The child's unwillingness to enter the preschool forces him «here and now» to urgently form new skills without taking into account his typology and individual characteristics. And this is an additional stress. Anxiety and anxiety of the child is also increased by the psychological tension of the educator, who is not physically able to simultaneously occupy 25 - 30 children, dress/change clothes, feed, plant on a pot, etc.

High occupancy of groups is another factor that makes it difficult to adapt a newly entered baby. The «newcomer», once in a large, unfamiliar team, either constantly cries in anticipation of the arrival of his parents, or silently experiences his fear somewhere on the sidelines, compensating for it by sucking a finger, rocking, often aggression. This creates prerequisites for the development of hospitalism syndrome and/or its similarity in a particular baby. Inadequate behavior of one creates an unstable emotional climate in the group. As a result, even with perfect care and correct and timely feeding in a child slows down growth and development, reduces immunity, delays motor and emotional development, suffers intelligence, speech and psyche [4,12,14,18,23,26]. As a result, no more than half of the enrolled children regularly attend kindergarten. This is especially true for infants and young children. And this is with a shortage and high demand for places in the DOO!

In Europe and America, with a group of 14 - 15 children, two teachers, two assistants and often a duty parent work at the same time [4,5,7,8,10]. New children are gradually introduced into the group by 1-2 people in the presence of one of the parents or nannies [5,7,8]. A small number of children in the group not only contribute to the normalization of the psychological climate in it, but entails medical, pedagogical and social benefits [32]. It has long been proven that the physical and mental development of the child are closely interrelated, and deviations in physical health often led to mental disorders [9,11,12].

Many years of experience have established that the most suitable age of transition of a child to pre-Edo after 3 - 4 years, when he already knows how to communicate with other children and adults, can be left without a mother for some time and it can be explained that the mother (father, grandmother) has gone «not forever» and will soon come [11,18,19]. However, in this case, gradual adaptation

is necessary if the child does not cry explicitly, doesn't mean he's calm. He is anxiously waiting for his parents to return. We can assume that the child has adapted to the conditions of pre-school if he really willingly remains in the morning without parents, feels psychological comfort from staying in a team of children, has learned the rules of behavior, his sleep and appetite have normalized, he has mastered the necessary skills of self-care and communication with children and educators.

It is necessary to pay attention to the fact that the parents themselves are often not ready for the child's visit to the PREO. They not only did not take care in advance to prepare the baby for independent life in kindergarten, did not teach him the elementary rules of self-care, they themselves underestimated or did not consider it necessary to master the features of the child's adaptation period to life in new conditions.

The combination of these factors generates a psychological, social and domestic mismatch between reality and the expectations of the parents themselves: the child is formally in the pre-school education but cannot really be there. Most of the time the baby stays at home, the mother is forced to take a sick leave to care for him, hire a nanny, call his grandmother, etc.

It should be borne in mind that a significant part of modern children, even the second year of life, for health reasons and immunobiological characteristics, is not ready for the conditions of stay in the children's team. In Russia, almost half a million children with various diseases are born annually, and the proportion of newborns in 2019 with any disease was 31% of all children born. During the first year of life, more than 3.5 million children were registered, who were diagnosed with any abnormalities in health [38,39].

The innate immunity received by the child after birth and when feeding it with the mother's breast milk is gradually lost, and its own is only developed. With the expansion of contacts in the case of a transition from home to pre-school conditions, the susceptibility to various kinds of infection, the baby immediately falls into groups at risk. According to pediatricians, hygienists and health care organizers, the proportion of often ill organized children ranges from 7.4% to 25%. Their circulation in polyclinics are 1.5 times higher than unorganized ones (respectively 3677.1 and 2290.0 cases per 1000 examined). Children in infancy and early age are prone to microbial-inflammatory diseases of the respiratory system, ENT organs and repeated viral. During this period, many primary immunodeficiencies, autoimmune and immunocomplex diseases (glomerulonephritis, vasculitis, etc.) begin to appear. Signs of immunodetects (atopic, lymphatic, auto allergic) become clearer. A higher incidence of organized children of the first and second years of life (respectively 3909.8 and 4057.9 cases) was established, while in unorganized children - the lowest incidence in the age group up to one year (1665.6 cases) [1,2,21]. In addition, many children do not have vaccinations according to the age regulations. Mass legalized refusal of vaccinations has led to an increase in the number of diseases of tuberculosis, measles, rubella, polio and entered the top ten main problems in the world according to the World Health Organization [2,23]. Their appearance in the DOW not only increases the risk of illness of this child, but also creates about the blams for the organization of the work of the preschool, since the established rules require the separation of unvaccinated children for up to 60 days with children who have these vaccinations. The question arises - where to put these kids? THE DOO is forced to act on the principle of «must take - you cannot take». As a result, such children are forced to migrate from group to group without taking into account their age and physical condition.

In addition to inflammatory and infectious diseases, according to the WHO, more than 15% of the world's children's population suffers from allergic diseases, which are already being talked about as the «plague of the III millennium». And Russia is no exception. One of the leading places in the overall structure of allergic diseases in infancy and childhood is atopic dermatitis. In different countries, they suffer from 10 - 28% of children. The first manifestations of atopic dermatitis (BP) in 70% of children are observed in age from 3 months. Which pass in 64% of cases in acute urticaria on food. Often this is accompanied by angioedema, toxicoderma. By the age of 3 - 4, 40 - 50% of children with blood pressure develop bronchial asthma, hay disease and/or allergic rhinitis, 5% of children under 1 year of age have allergic rhinitis [6,16,17,23]. Special attention is required by children with a hereditary predisposition to allergies, which lead to social maladaptation and disability of the child [24].

The probability of manifestation of various kinds of allergic reactions in children ranges from 20 - 70% if the mother suffers from allergic diseases and in 12 - 40% of cases if the father is allergic. If both parents are allergic, the probability of its manifestation in the child reaches 80% [1]. Manifestations of allergic reactions, as well as acute diseases and injuries, require immediate intervention of a doctor, what causes his constant stay in the preschool. And if he is not in the pre-preschool?!

From what has been said follows the third problem - economic. Temporary disability of a woman violates the schedule of the enterprise. And then the following question is legitimate: how effective is the mother's early entry into the workplace from the point of view of the economy? The state, on the one hand, due to frequent illnesses of the child and often his early discharge in the pre-school school receives a sick and, possibly, a poorly able-bodied generation in the future, and on the other, there are economic losses and an increase in unemployment today, since a woman, often absent from the workplace, is not needed by the employer [24].

These problems are exacerbated by the new requirements of the Law on Education as amended on 07.2020.

Children today are the people of tomorrow» [13]. Russia in the ranking of 180 countries in infant mortality was on the 51st place and 79 - on the quality of life of children and their prospects in the future [39]. For a mother to give the baby to a preschool organization from the age of two months is an opportunity to continue her studies, work, ensure career growth, but is it a blessing for her child? If she has a material opportunity, you should not neglect your right to be on maternity leave until the age of 3 and raise him at home in the name of preserving your health and the well-being of the child.

Hence the key problem of the state - interdisciplinary and interdepartmental interaction of health, pedagogy, social institutions and parents to create favorable conditions for the preservation of the health and development of the child. The task of the state is to help in the conscious choice of parents options for the upbringing, development and education of the child, taking into account the permissible risks to the health of the younger generation - the obligation of the state and social institutions to organize courses (seminars) training of parents on the preparation of their children for kindergarten either on the basis of the nearest GBDOU or in specially organized at the municipal level of counseling points so that parents can realistically assess the situation: is their child physically and psychologically ready to stay in the children's team and will he be able to spend the whole day there?

Abroad, according to literary sources [22,27,30,32], parents have the opportunity to choose a convenient option for them to raise a child and care for him: a nanny, a full-time kindergarten, a private kindergarten.

In order to implement these tasks, it is necessary:

1. The organization of counselling centres and parent clubs for the purpose of medical and pedagogical education.
2. Explanation of the physiological characteristics of the child.
3. Creating conditions for communication between children and parents, their acquaintance with potential future teachers and the educational organization that they plan to choose for further visits.
4. Obtaining qualified consultations of pediatricians, speech therapists, correctional psychologists and other specialists, including orthopedists, child psychiatrists, etc.
5. Development of a network of game development centers on the basis of preschool educational organizations.

For the functioning of such centers, it is necessary to organize:

1. Network interaction between children's clinics and children's polyclinics at the level of city, district and municipal health organizations.

2. Provision should be made for the possibility of providing advice to accompany the parents of children remaining at home.
3. Creation of an early help service for families with children up to one year.

With a conscious approach of parents to these important issues, assessing their own capabilities and the state of health of the child, some parents may prefer to temporarily not occupy a place in kindergarten, making room for families in dire need. And the latter, in turn, will make every effort to ensure that the admission of the baby to kindergarten does not become family stress. At the same time, it is necessary to increase the sharply decreased in recent years. social responsibility of the parents themselves for the psychophysical state of the child, his upbringing and training. In 2019, 46157 parents were deprived of parental rights or restricted in them, 47,640 orphans and/or children left without parental care were identified in the country [39].

All adults - parents, teachers, doctors, social workers, all interested persons and organizations without exception, it is necessary to understand and remember that the physical and mental development of the child are closely interrelated and deviations in physical health entail mental disorders.

However, despite all the difficulties of adapting the child and his parents to pre-school education, not sufficiently developed and thought-out normative documents on the organization of their work of kindergartens and controversial issues in the organization of groups for young and early children, the child should still visit the preschool organization, taking into account his age, state of health and family situation, bearing in mind that leave to care for a child up to 3 years old can be provided with not only to his mother, but also to any of his relatives.

For a baby older than 2 years, staying in a kindergarten can become quite useful and comfortable after a period of its full adaptation with the help of parents and qualified educators. Under the guidance of professionals, children develop motor skills, improve coordination of movements, specialists and teachers are engaged in its development, primary socialization occurs, training in communication skills and communication, interaction in a team of peers, cognitive and speech development, independence and elementary self-care.

Currently, in St. Petersburg, within the framework of preschool education for young children, groups of short-term stays (no more than 2 - 3 hours) are organized. As a transitional measure of adaptation of the child and the family, this form is fully justified. This is the best way out for children from 1 to two years, where the child gets used to the situation of preschool, forms and/or improves communication with teachers and children but does not experience emotional stress due to a long separation from the family and a sharp change in lifestyle. It is possible to organize family groups and counseling and play centers. It is permissible to partially combine educational preschool organizations with the homes of lonely pensioners, who will be happy to look after the kids.

To determine the need for her parenting organizing the work of groups for children up to a year, it is advisable to monitor and find out whether they need such places in the preschool and whether they will be fully in demand?

Parents of children older than 1.5 years can organize and offer a choice: a) visits by their children to the group of short-term stay in the preschool with the subsequent mandatory transfer of the child to the full-day group of the same kindergarten, since when providing the opportunity for the baby to visit the group of short-term stay of the parents' children. remove from the queue for a place in kindergarten; b) preservation of payments to mothers for child care up to 1.5 - 3 years or until the provision of a place in a preschool educational organization. In a number of regions, such payments are made, and they are very much in demand by parents.

Normally developing and prepared children over 2 years of age are easier to adapt to changes in life and to stay in preschool. That is why it is necessary to maintain and create a sufficient number of places in them, especially in areas of new buildings, where a large number of young and desperately needy families live in places in kindergartens. At the same time priority in assignment of places in groups should be provided for children from a families where both parents are working.

In order to implement these proposals in St. Petersburg, it is necessary to:

1. First of all, to find out the opinion of parents with children under one year, how much such groups will be in demand, do parents need it?
2. Organize educational activities for parents of young children to explain to them the problems of adaptation of the child and his psychophysiological characteristics.
3. To convene a regional interdisciplinary conference of specialists in the field of health care and preschool education of children of early preschool age to develop a unified plan (necessity) for the organization of groups in preschool for children under one year, their upbringing and development.
4. To prepare methodological recommendations for parents and specialists in the field of preschool education on the preservation of health and development of children of infant and early age.

At the same time, for the organization of pre-school education in the Russian Federation, it is necessary to take into account the work of foreign preschool institutions. So, in Europe and North America, there are crèches where children are accepted from 2 months. But, as a rule, these are private institutions where you can leave a child for several hours for free, and his stay is paid for a full day, making about \$ 30,000 per year. but even in these conditions, the number of children in children's groups rarely exceeds 5 - 6 people.

In Norway, for example, children are admitted to kindergartens for one year. New children are accepted into a group of 1 - 2 people per week, provided that one of the parents or a nanny is with the child all day while he adapts to the new conditions. For each group of children more than 14 people, there are 4 educators: 2 seniors + 1 regular caregivers + 1 full-time assistant and another full-time assistant. At the same time, for the first child in the family, parents pay (in terms of our money) 9 - 10 thousand rubles, for the second- about 6 thousand, for the third- about 3.5 thousand, and the fourth uses the services of a kindergarten for free.

In Sweden, parent cooperatives or family-type kindergartens are created at home, but in these cases the number of babies does not exceed 5 - 6 people. A prerequisite for these institutions is the presence of a separate equipped special room with a shower and toilet, regardless of whether there are special children in the kindergarten or not.

In England, the main financial burden for providing the child with care and education is borne by families. Free and accessible to all is only temporary (a few hours a day) care for children 3 - 4 years old. In the United States, the cost of an infant's stay in kindergarten converted from USD into RUB is around 65 thousand rubles per month [5,7,8,30,31].

In the Russian Federation, payment for a child's stay full day ranges from 10,000 - 15,000 to 25,000 rubles in an ordinary private kindergarten, in elite ones, where native speakers, professional coaches, etc. work, the fee reaches 50,000 rubles.

The totality of health and life expectancy of an individual reflect the state of civilized society. That is why the main value of each person, and the population as a whole is his health. A distinctive feature of the pedagogy of recovery in preschool, and especially in early preschool age is the idea of a healthy and happy child not as a standard, but as a practically achievable norm of child development, starting at least from the moment of his birth, and even better when preparing future parents for the emergence of a new person.

There is strong evidence that the quality of staff in early childhood education affects children's learning. The involvement of qualified pediatricians and educators of pedagogical universities to work in preschool institutions should be an important component of providing quality care and the formation of a healthy generation [12,18].

The health of the child is the key to a successful, purposeful and self-sufficient healthy adult. The child is the future of the nation and the duty of the state to ensure that he has a healthy childhood.

In conclusion, it is necessary to emphasize once again the need to analyze all the conditions for organizing work with children of infancy and early childhood in preschool, careful study of legislative acts, combining the efforts of fundamental science, the practice of preschool education and, of course, the family. In modern conditions, it is extremely necessary to conduct educational work among parents with the expansion of the network of counseling centers and the popularization of this as a social institution, where parents can get qualified advice from teachers, psychologists and neonatologists and even sexologists. Most importantly, it is necessary to draw the attention of parents and the state to the expediency of innovations. Society must understand whether they will be useful to children, whether they are needed by their parents and society as a whole, what will be the economic and social consequences and the long-term result of such a reorganization of preschool education and education? Will there be «cold, abandoned» personalities in society? Unfortunately, to date, the Federal Law «On Education in the Russian Federation» of 01.03.2020 [20] as it was adopted does not contribute to either an increase in the birth rate, nor support for families, nor healthy development and normal education of the child, nor the demographic situation in the Russian Federation as a whole.

The creation normal living conditions for children and parents as their development should become a priority task of the state, the basis and rigorous task for the formation of a physically and socially healthy personality and the restoration of demographic growth in the Russian Federation.

The work was carried out within the framework of the state assignment for PFNI GAN (direction 63).

Conclusion

So, in this article the authors have made a comparative analysis of the organization of education and training of children of early preschool age in preschool organizations in Russia and some foreign countries. Some features of the psycho-physiological and physical development of children of early and infancy age are considered and necessary recommendations are given to parents for choosing a preschool educational institution.

The authors are convinced that for the successful adaptation and development of a healthy child in modern Russia it is necessary to return to the lost standards of child-rearing conditions and assistance to parents of infants and young children and to use the European experience of introducing a child to kindergarten.

A number of primary measures necessary for the reorganization of modern preschool organizations in Russia are given:

1. Harmonizing the existing legal and regulatory framework to provide social and living conditions for raising children in families and kindergartens;
2. Reorganizing the developmental object-spatial environment and social and everyday conditions in preschool organizations acceptable to infants and toddlers;
3. Developing clear recommendations for parents on health care and preparing the infant for kindergarten, identifying risks to children's development in the absence of significant loved ones when the child enters kindergarten;
4. Implementation of targeted medical, social, and financial assistance to parents for their informed choice between raising a child at home or in a preschool institution.

At the same time, the authors believe that it is necessary to take measures to:

1. Serious financial support for pre-school organizations to equip buildings and territories for a safe stay of a child;
2. To revise the staff schedules of pre-school institutions with the aim of returning medical workers, speech therapists, and educational psychologists to kindergartens on a permanent basis;
3. To review the training programs for specialists and the list of educational institutions for their training in order to provide competent care for infants.

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