



Московский городской психолого-педагогический университет

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# Оценка качества дошкольного образования в США

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образования и развития детей (США)

**Организатор:** Управление координации, планирования НИР и подготовки научных кадров

# Оценка качества дошкольного образования в США

Е. В. Бодрова  
Денвер, США

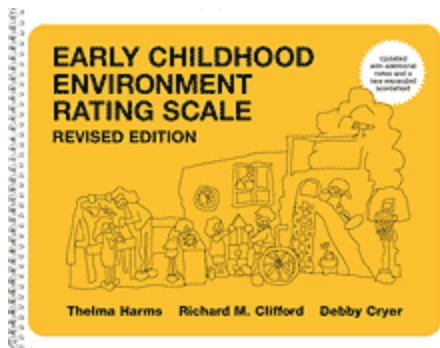


# Стандарты в дошкольном образовании

- Стандарты условий (Program standards)
  - Среда
    - Физическая
    - Характеристики воспитателей
  - Образовательные программы
  - Взаимодействия между взрослыми и детьми
- Стандарты результатов (Child outcome standards)



# Стандарты условий : Среда



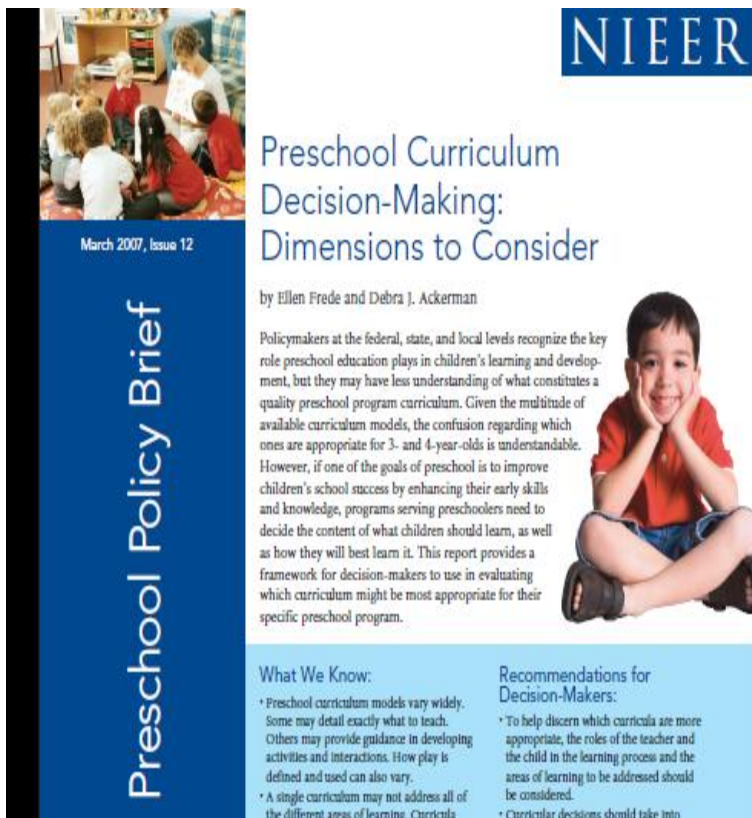
- Материалы и оборудование
- Организация среды
- Использование среды в образовательном процессе



<p><b>20. Art</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">5</td> <td style="width: 12.5%; text-align: center;">6</td> <td style="width: 12.5%; text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">Y N</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>S 5.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>1.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>7.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p>S = substantial portion of the day</p>		1	2	3	4	5	6	7	Y N								1.1 <input type="checkbox"/>	<input type="checkbox"/>	3.1 <input type="checkbox"/>	<input type="checkbox"/>	S 5.1 <input type="checkbox"/>	<input type="checkbox"/>	7.1 <input type="checkbox"/>	<input type="checkbox"/>	1.2 <input type="checkbox"/>	<input type="checkbox"/>	3.2 <input type="checkbox"/>	<input type="checkbox"/>	5.2 <input type="checkbox"/>	<input type="checkbox"/>	7.2 <input type="checkbox"/>	<input type="checkbox"/>							7.3 <input type="checkbox"/>	<input type="checkbox"/>	<p>5.1 Total time, art materials: _____</p> <p>5.1 Types of art materials (list 3 to 5 of each):</p> <ul style="list-style-type: none"> <li>• drawing (required) _____</li> <li>• paints _____</li> <li>• 3-D _____</li> <li>• collage _____</li> <li>• tools _____</li> </ul>																
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<p><b>21. Music/movement</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">5</td> <td style="width: 12.5%; text-align: center;">6</td> <td style="width: 12.5%; text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">Y N</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>1.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>3.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td>7.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>		1	2	3	4	5	6	7	Y N								1.1 <input type="checkbox"/>	<input type="checkbox"/>	3.1 <input type="checkbox"/>	<input type="checkbox"/>	5.1 <input type="checkbox"/>	<input type="checkbox"/>	7.1 <input type="checkbox"/>	<input type="checkbox"/>	1.2 <input type="checkbox"/>	<input type="checkbox"/>	3.2 <input type="checkbox"/>	<input type="checkbox"/>	5.2 <input type="checkbox"/>	<input type="checkbox"/>	7.2 <input type="checkbox"/>	<input type="checkbox"/>			3.3 <input type="checkbox"/>	<input type="checkbox"/>			7.3 <input type="checkbox"/>	<input type="checkbox"/>	<p>3.1, 5.1 Total time, music materials: _____</p> <p>5.1 Types of music materials:</p> <ul style="list-style-type: none"> <li>• instruments _____</li> <li>• music to listen to, and for older children to play _____</li> <li>• dance props with music _____</li> </ul> <p>7.1 Music available as a free choice? _____ As a group activity? _____</p>																
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<p><b>22. Blocks</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">5</td> <td style="width: 12.5%; text-align: center;">6</td> <td style="width: 12.5%; text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">Y N</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>3.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>3.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>S 5.4 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> </table> <p>S = substantial portion of the day</p>		1	2	3	4	5	6	7	Y N								1.1 <input type="checkbox"/>	<input type="checkbox"/>	3.1 <input type="checkbox"/>	<input type="checkbox"/>	5.1 <input type="checkbox"/>	<input type="checkbox"/>	7.1 <input type="checkbox"/>	<input type="checkbox"/>			3.2 <input type="checkbox"/>	<input type="checkbox"/>	5.2 <input type="checkbox"/>	<input type="checkbox"/>	7.2 <input type="checkbox"/>	<input type="checkbox"/>			3.3 <input type="checkbox"/>	<input type="checkbox"/>	5.3 <input type="checkbox"/>	<input type="checkbox"/>	7.3 <input type="checkbox"/>	<input type="checkbox"/>					S 5.4 <input type="checkbox"/>	<input type="checkbox"/>			<p>5.4 Total time, block area: _____</p> <p>7.1 Types of blocks (✓ = observed):</p> <ul style="list-style-type: none"> <li>___ unit</li> <li>___ large hollow</li> <li>___ homemade</li> <li>___ other: _____</li> </ul>								
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<p><b>23. Sand/water</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">5</td> <td style="width: 12.5%; text-align: center;">6</td> <td style="width: 12.5%; text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">Y N</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>1.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>5.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> </table>		1	2	3	4	5	6	7	Y N								1.1 <input type="checkbox"/>	<input type="checkbox"/>	3.1 <input type="checkbox"/>	<input type="checkbox"/>	5.1 <input type="checkbox"/>	<input type="checkbox"/>	7.1 <input type="checkbox"/>	<input type="checkbox"/>	1.2 <input type="checkbox"/>	<input type="checkbox"/>	3.2 <input type="checkbox"/>	<input type="checkbox"/>	5.2 <input type="checkbox"/>	<input type="checkbox"/>	7.2 <input type="checkbox"/>	<input type="checkbox"/>					5.3 <input type="checkbox"/>	<input type="checkbox"/>			<p>3.1, 5.1, 7.1 Provision for... (✓ = observed):</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 45%; text-align: center;">Indoors</td> <td style="width: 45%; text-align: center;">Outdoors</td> </tr> <tr> <td style="text-align: center;">Sand</td> <td style="border: 1px solid black; width: 45px; height: 20px;"></td> <td style="border: 1px solid black; width: 45px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">Water</td> <td style="border: 1px solid black; width: 45px; height: 20px;"></td> <td style="border: 1px solid black; width: 45px; height: 20px;"></td> </tr> </table> <p>5.3 Total time, sand or water play: _____</p>		Indoors	Outdoors	Sand			Water									
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<p><b>24. Dramatic play</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">5</td> <td style="width: 12.5%; text-align: center;">6</td> <td style="width: 12.5%; text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">Y N</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.1 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>3.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>S 5.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.2 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>3.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.3 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>5.4 <input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>7.4 <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p>S = substantial portion of the day</p>		1	2	3	4	5	6	7	Y N								1.1 <input type="checkbox"/>	<input type="checkbox"/>	3.1 <input type="checkbox"/>	<input type="checkbox"/>	5.1 <input type="checkbox"/>	<input type="checkbox"/>	7.1 <input type="checkbox"/>	<input type="checkbox"/>			3.2 <input type="checkbox"/>	<input type="checkbox"/>	S 5.2 <input type="checkbox"/>	<input type="checkbox"/>	7.2 <input type="checkbox"/>	<input type="checkbox"/>			3.3 <input type="checkbox"/>	<input type="checkbox"/>	5.3 <input type="checkbox"/>	<input type="checkbox"/>	7.3 <input type="checkbox"/>	<input type="checkbox"/>					5.4 <input type="checkbox"/>	<input type="checkbox"/>	7.4 <input type="checkbox"/>	<input type="checkbox"/>	<p>5.1 Gender-specific dress-up clothing (list):</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Male</td> <td style="width: 50%; text-align: center;">Female</td> </tr> <tr> <td style="border-right: 1px solid black; height: 40px;">1.</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; height: 20px;">2.</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; height: 20px;">3.</td> <td></td> </tr> </table> <p>5.2 Total time, dramatic play: _____</p> <p>5.3 Themes represented in props (name at least two):</p>	Male	Female	1.		2.		3.	
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# Стандарты условий : Образовательные программы



The image shows the cover of a report from NIEER (National Institute for Early Education Research). The title is 'Preschool Curriculum Decision-Making: Dimensions to Consider'. It is dated March 2007, Issue 12. The author is Ellen Frede and Debra J. Ackerman. The cover features a photograph of a young boy sitting on the floor, smiling, with his hands resting on his cheeks. The text on the cover discusses the challenges of choosing a preschool curriculum and provides recommendations for decision-makers.

**NIEER**

## Preschool Curriculum Decision-Making: Dimensions to Consider

March 2007, Issue 12

Preschool Policy Brief

by Ellen Frede and Debra J. Ackerman

Policymakers at the federal, state, and local levels recognize the key role preschool education plays in children's learning and development, but they may have less understanding of what constitutes a quality preschool program curriculum. Given the multitude of available curriculum models, the confusion regarding which ones are appropriate for 3- and 4-year-olds is understandable. However, if one of the goals of preschool is to improve children's school success by enhancing their early skills and knowledge, programs serving preschoolers need to decide the content of what children should learn, as well as how they will best learn it. This report provides a framework for decision-makers to use in evaluating which curriculum might be most appropriate for their specific preschool program.

**What We Know:**

- Preschool curriculum models vary widely. Some may detail exactly what to teach. Others may provide guidance in developing activities and interactions. How play is defined and used can also vary.
- A single curriculum may not address all of the different areas of learning. Curricula

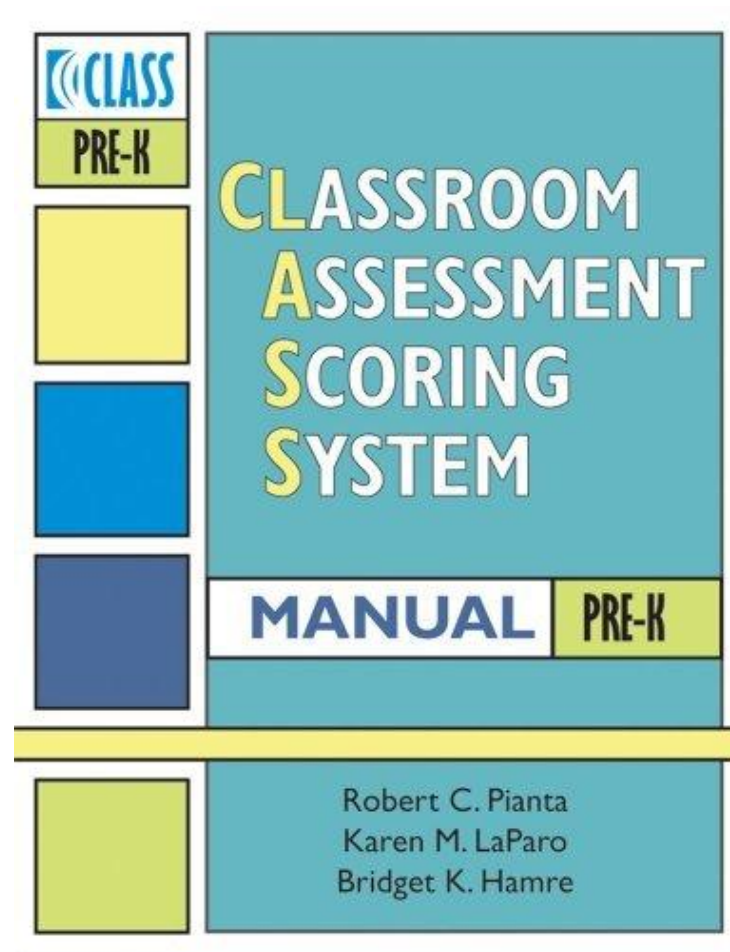
**Recommendations for Decision-Makers:**

- To help discern which curricula are more appropriate, the roles of the teacher and the child in the learning process and the areas of learning to be addressed should be considered.
- Curricular decisions should take into

- Программ много. Разных.
- Не существует единого списка рекомендованных программ, но такие списки могут существовать в отдельных штатах.
- Частные детские сады, не получающие государственную дотацию, не обязаны следовать рекомендованным программам.



# Стандарты условий : Взаимодействия

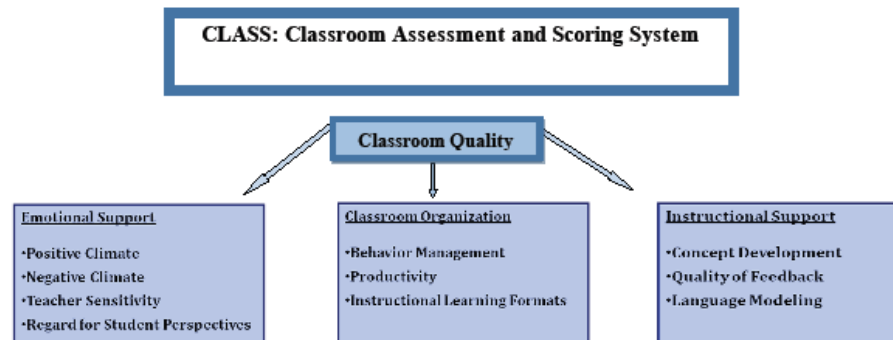


# CLASS



## Overview of the CLASS

The *Classroom Assessment Scoring System PreK* (CLASS PreK; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement. The CLASS measure includes 10 subscales organized into three domains: (1) *Emotional Support*, (2) *Classroom Organization*, and (3) *Instructional Support*. Each subscale is scored on a 7-point scale, with a score of 1 and 2 considered to be in the low-range; 3, 4, and 5 are mid-range; and 6 and 7 are high range.





# Стандарты результатов

- Часто копируют стандарты начальной школы по форме и содержанию
- В основном определяются в терминах готовности к школе
  - Акцент на ЗУНы
  - “Обратный отсчет”
- Определяют содержание образовательных программ и тестов





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Fax: (732) 932-4360  
Website: [nieer.org](http://nieer.org)  
E-mail: [info@nieer.org](mailto:info@nieer.org)

THE STATE UNIVERSITY OF NEW JERSEY  
RUTGERS

NIEER

# Preschool *Policy Matters*

Issue 5 / March 2004

## Child Outcome Standards in Pre-K Programs: What Are Standards; What Is Needed To Make Them Work?

by Elena Bodrova, Deborah Leong and Ritma Shore

*The standards movement that has altered K-12 education across the nation is now being extended to early education. In addition to program standards that describe the characteristics of classrooms and curricula, most states have developed (or are in the process of developing) child outcome standards that define expectations for preschoolers' development and learning.*

*In the early childhood field, there has been a reluctance to use the word "standards." Child outcome standards geared to young children are often given different names, such as building blocks, essential learning, desired results, learning and developmental guidelines, or learning goals. All of these describe the same thing—the kinds of development and learning that should be taking place.*

**Prekindergarten standards should take into account today's best understanding of how young children develop and learn.**

### Policy Recommendations:

- Because standards reflect the values of the people who set them, collaboration with families and communities is a key to the successful design and implementation of preschool standards.
- Standards documents should distinguish clearly between program standards and child outcome standards.
- Outcome standards need to be written in ways that take into account the unique ways that young children develop and learn, considering all aspects of school readiness identified by the National Education Goal Panel.
- Standards that address physical health, social-emotional development, and approaches to learning need to have as much emphasis and specificity as those that address cognitive and language development.
- Standards should allow for a coherent educational experience. Preschool standards should allow continuity with kindergarten standards, but not at the expense of attention to physical and social-emotional development.
- Standards should be written in ways that allow for appropriate, effective assessment. Assessment policies and practices should go beyond accountability to foster program improvement.



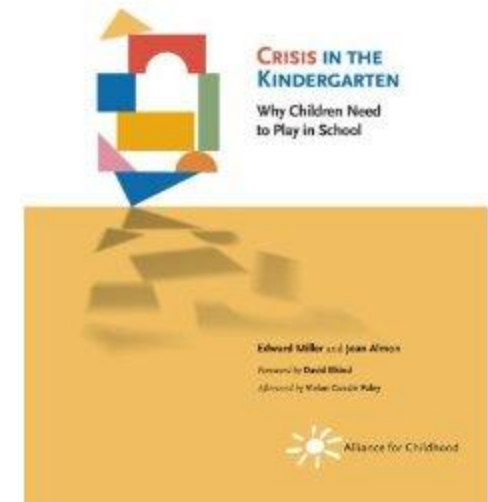
# Современная ситуация

- Принятие K-12 *Core Standards*
- Критическая оценка *No Child Left Behind*
  - Результаты
  - Практика тестирования
  - Узко направленные программы



# Киндергартен в кризисе

- Киндергартен (5-6 лет) практически превращается в миниатюрную версию начальной школы
- Игра вытесняется
- Все больше времени стало уделяться подготовке к тестам



# Реализация культурно-исторического подхода: *Tools of the Mind*

- Одна из основных задач программы – способствовать развитию у детей произвольности и саморегуляции поведения в процессе специально разработанных игр и занятий
- В центре программы – систематическая поддержка (скаффолдинг) сюжетно-ролевой игры как основного контекста формирования произвольности

