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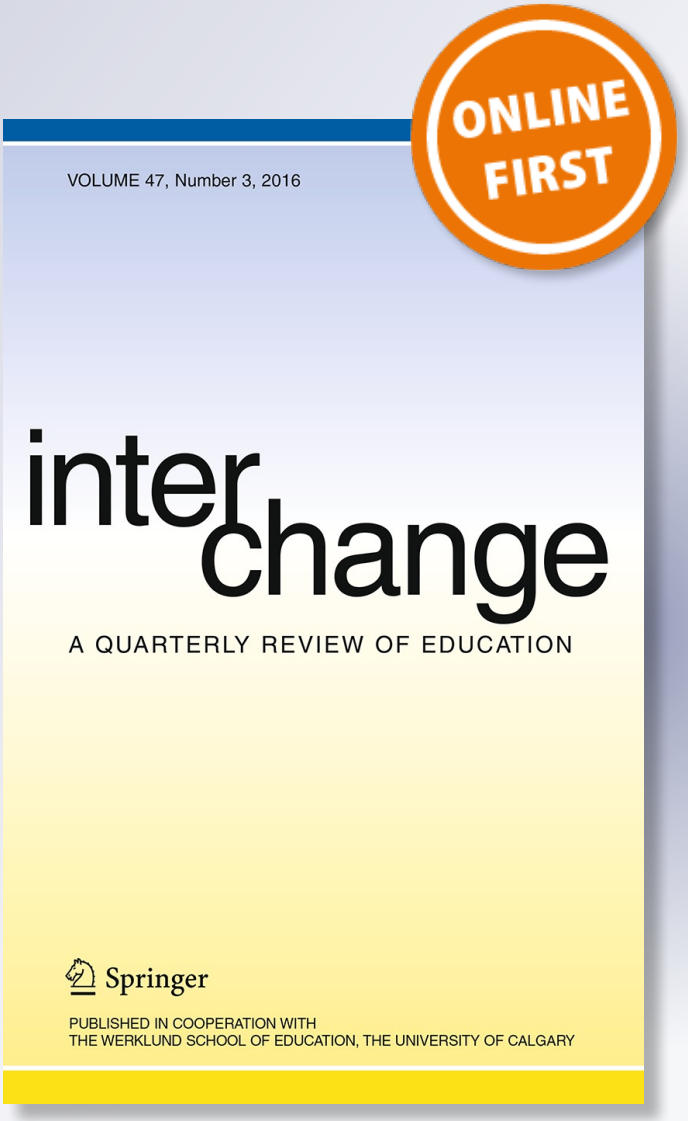

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The System of Development Programmes on Pre-School and School Education in the Republic of Kazakhstan

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Abstract This article addresses preschool education as an integral part of the general education system in the Republic of Kazakhstan. This article describes problems related to preschool and certain areas of school development, such as early childhood development, communication, socialisation, creative thinking and leadership. The three studies described below illustrate efforts to increase the early literacy of low-income pre-schoolers: Training child care providers to implement early literacy curriculum, comparing materials and coaching to support early literacy, and assessing the impact of a statewide multipronged teacher support strategy to improve early literacy. Consequently, high school has a powerful potential for developing the leadership potential of students. Because further development of society depends on people with innovative thinking, imagination, and different ideas, there is a need for an ability as well as opportunity to develop leadership within school in order to allow students to see life prospects, to achieve specific goals, and to learn independently.

Keywords Preschool education · School education · Early literacy

Introduction

Preschool education plays an important role, because in its framework—a child's nature-aligned qualities and traits are educed, and conditions of their development are provided and a large-scale program of child's readiness for school is carried out.

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International practice confirms that human capital investment is from infancy through middle age, and particularly—education promotes significant returns for the economy and society.

The overall purpose of educational reform in Kazakhstan is for the education system to adapt to the new socioeconomic environment. Education is recognised to be one of the most important priorities of long-term strategy 'Kazakhstan-2050'. The President of the Republic of Kazakhstan, N. A. Nazarbayev designed 100 steps for further development of the country in which education system improvement makes a great Figure (1997).

The purpose of this study is to consider development programmes on pre-school and school education and to analyse and collect information on the available early childhood development programmes in the Republic of Kazakhstan.

In modern times of development in the Republic of Kazakhstan, profound social and economic transformations, which require new approaches to the pre-school education system and the search for new effective forms of school organisation and management are currently in process. It was timely found into the strategic framework of 'Kazakhstan-2050', State program of education development in Kazakhstan for 2011–2020 (2010), The law of the Republic of Kazakhstan on Education (2007), State Compulsory for All, Obligatory Nursery Education in the Republic of Kazakhstan 2001, and other basic regulatory documents and by-laws.

The Republic of Kazakhstan is being established for the following age periodisation, reflecting the peculiarities of physical and mental development of children. The main view is a nursery, working for 9–10 h and having a group corresponding to the division of children into age periods: a group of young children from 1 to 2 years, the lowest group from 2 to 3 years, the second youngest group from 3 to 4 years, an average of 4 to 5 years, a pre-school group for children at 5 to 6 years, and preparatory school from 6 to 7 years of age.

Pre-school education is the foundation of the entire educational system, since it is here that a person's foundations define the character for the future development of a child.

The aim of pre-school education is to create conditions for maximum disclosure of a child's individual potential appropriate for their age. The necessary conditions for the development of a functionally literate person (man) is to be able to solve any of life's challenges (problems), using these knowledge and skills acquired over their lifetime, and remaining a man. The child must be eligible to become the subject of his own life activity, to see their potential, to believe in themselves, and to learn to be successful in business. This significance at least eases his transition from kindergarten to school, and retains and develop interest in cognition in terms of schooling.

In pre-school education, for a long time a child for was considered to be a carrier of a set of knowledge and skills. Furthermore, teachers, as educators find difficulty in restructuring their thinking. Too often they do not realise that pre-school education is meant to accompany the child to understand the world, to support, and aid development.

Preschool education is a primary element of the continuous education system. It provides the formation of a healthy development for the personality of a child,

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prompting cravings for teaching and preparing for systematic training. Pre-school education is carried out up to 6–7 years of age in public and private pre-school institutions as well as in the family.

In the submitted state documents, the conceptual framework of modernisation of the preschool education system in the Republic of Kazakhstan was presented. However, before proceeding to consider them, it was deemed advisable to go through an analysis of existing scientific approaches within the meaning of the term, 'preschool education'.

Proponents of this approach try to 'shift' the start of schooling one or 2 years earlier by enforced 'drilling' of children, with a systematic and much earlier learning of reading, writing, counting, etc. There is an illusion that this kind of teaching children at an early age will ensure their subsequent successful mastering of a school program and their professional advancement. However, multiple Russian and foreign studies show that on the contrary, an enforced teaching of knowledge, skills and competencies to children too early inevitably eliminates learning motivation and as a result, leads to school maladaptation and school neuroses. Psychological research suggests that it is difficult—and sometimes impossible to resolve these problems once they are formed (Zaporozhets 1986).

Under such an approach, the content of preschool education starts to include whole fragments (often big enough) borrowed from the school curriculum. However, the primary school program and training of teachers usually do not change, therefore, children often have to study the kindergarten/first grade program twice.

The educational and learning process in a preschool organisation is carried out in accordance with programs and curriculums, created on the basis of state compulsory for all, obligatory nursery education and is defined by the preschool organisation charter. A preschool organisation that provides effective educational and learning processes gives a title to teachers (the development of creative, spiritual and physical abilities of a child's personality, the foundations for the basis of morality and a healthy lifestyle) entitles teachers to choose to apply alternative author's programs, to introduce new technology education, training and health improvement subjects to comply with the state compulsory for all, and obligatory nursery education.

Materials and Methods

By realising that preschool for childhood is not a preparation for school, but an independent period of human development, the new standard sets different goals: the creation of a full-fledged space of child development and the organisation of complex support of their individual development, which contributes to favourable socialisation and assimilation of key competences that are based on human and national values. The standard provides for an education of a creative personality and is capable of positive relations in society on the basis of childhood formation of competence.

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Competence is defined to be the level of development required for independent decision-making arising from cognitive problems, determines its position, and allows a person to adequately fulfil the norms and rules of life in society. The child has to learn himself to plan his activities, set a goal, and find ways to achieve it. Preschoolers should form the ability to change the sociocultural positions and arbitrary action.

The novelty of the educational standards of preschool in the Republic of Kazakhstan is that the basis of the educational activities of preschool organisations is determined not by the activities of the teacher, but regulated by the basic curriculum, and the child as the subject of a pedagogical process. The leading form of children's activities is non-traditional occupations and games.

Sociological survey studies of parents and teachers showed that children come to kindergarten to play and communicate with their peers and find it interesting to spend time. Everything else is perceived to be an 'annoying load', which they seek to avoid. Traditionally organised classes are only interested in 20 % of children. A standard makes the teaching process a more democratic position with an organisation, and more research—from the standpoint of compliance with the age characteristics of children. A new approach to the construction of the pedagogical process corresponds to the needs of children. The increasing complexity of tasks in game activity allows children to move forward and improve on their own, i.e. to develop their creative abilities, as opposed to learning, where everything is explained, which are formed mainly only as a performer. The standard that was based on the idea of games to be entertainment, recreation, being able to grow in learning, creativity in modelling of human relationships and their manifestations in various spheres of life. As a result of the development of gaming activities in the preschool period, a willingness to be socially significant and socially valued work of the scientist is formed.

Results and Discussion

State compulsory for all, obligatory standard 'Preschool education and training' State Obligatory Standards of Education of the Republic of Kazakhstan, 1.001–2009 provides a new approach to preschool education, the first level of education in the Republic of Kazakhstan (2001).

The program of education and training of young children (from 1 to 3 years), 'Algashky kadam' was based on developed domestic preschool pedagogy and practices approaches to education and training of young children, which was partially based on the fundamental principles and content of the 'Standard program of education and training in kindergarten'.

Infancy, which lasts from 1 to 3 years is a special period in a child's life. It is the age when laying the foundations of physical, mental, and moral development as well as the body growing the most rapid leaps when the impact of adults on children is most significant and direct.

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Implementation of the program content promotes a comprehensive development of infants, preservation of their health, and an effective transition to the following age period.

The objectives of education and development of children in the program, 'Algashky kadam' realises through the harmonious union of five educational areas: 'Health', 'Cognition', 'Communication', 'Creativity', and 'Society', with each of them comprising a separate section with their target direction.

In the educational area, 'Health' defines the goals, objectives, content of work, promotes health-competence and child health, improves the functional capability of a child's body, vital motor skills and physical qualities.

Basic content of the educational area in 'Health' implements:

- in organised educational activity–physical education,
- through organisation of life and education of children–independent motor activity, cultural and hygiene skills, healthy lifestyles, and health-tempering procedures.

Health, safety, and physical education in the preschool classroom encourages children's sense of self and supports their emerging independence. Physical development impacts how children navigate the physical environment. Therefore, the preschool environment should be organised to support both indoor and outdoor activities that maximise each child's opportunities in order to develop gross and fine-motor skills as well as health and safety awareness. Teachers should provide a wide range of concrete, developmentally appropriate, indoor and outdoor experiences each day to assist in the development of each child, including planned and spontaneous interactions promoting healthy habits that enhance lifelong well-being.

In the educational area, 'Cognition' highlights the goals, objectives, content and pedagogical work to broaden and enrich a child's orientation in the world, forms a system of sensory standards, action-finding, objective activity, and formation of cognitive competence.

The basic content of the educational area, 'Cognition' realises in an organised educational activity: sensory, construction, and familiarisation with the environment.

The content of the educational area, 'Communication' is aimed at a child's speech development, formation of communicative language competence, improving passive and active vocabulary, grammatical structure of speech, sound culture, and coherent speech.

The basic content of the educational area, 'Communication' realises in an organised educational activity: development of speech, fiction, and familiarisation with the environment.

The educational area, 'Creativity' involves the formation of children's creative competence, and aesthetic relation to the world and his artistic development by means of classical and folk art, as well as an integration of different kinds of children's art.

The basic content of the educational area, 'Creativity' realises in an organised educational activity: drawing, sculpting, application without sticking, and music.

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The creative arts are children's first language, which is used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world, is through the arts. For young children, the critical component of the arts is the creative process rather than the end result or product. In the creative process, approaches to learning, such as initiative, curiosity, engagement, persistence, reasoning, and problem solving are reinforced through concrete, hands-on, individualised, and group learning experiences.

The educational area, 'Society' contains a list of consistently increasing complex tasks and works content on the formation of the children's social skills, communication skills with adults and peers, as well as the simplest representations of themselves, in addition to moral principles of behaviour in society. The basic content of the educational area, 'Society' realises in various types of children's activities, is considered to have important conditions for the emergence of social motives and emotions, which facilitates interpersonal relationships.

Young children's social/emotional growth and learning occurs as a result of their interactions with others and is interconnected with their development in the physical and cognitive domains. Relationships with adults and children in the preschool environment exerts a powerful positive influence on children's social/emotional development. A high quality preschool program requires a dedicated and qualified teaching staff, working in partnership with children's families to systematically assist children in developing social competence and confidence.

All sections of each educational area completed lists of development indicators of the program material.

The program of upbringing and training of children of preschool age, 'ZEREK BALA' reveals substantive aspects of the development and education of preschool children aged between 3 and 5 years. The program, 'Zerek Bala' is laid down in certain principles:

Social updates conditionality objectives, content and teaching methods, unity and continuity of the content, methods of education and training, individual personal training and education of the child, variability and choice of ways, ways and forms of implementation of the strategic educational ideas, unity of the activity and creative approaches to the content and organisation of educational; psychological and social support for children, construction of educational process on the basis of communication; games; search activity; as well as cooperation with adults and peers.

According to the State Obligatory Standard of Education of the Republic of Kazakhstan preschool education and training program, it includes five educational areas: 'Health', 'Communication', 'Cognition', 'Creativity', 'Society' and focuses on the disclosure of the potential of children from 3 to 5 years.

Preschool play can be subdivided into two types: play for learning and free play. In terms of child development and his/her genuine (rather than artificially enforced) learning, it is hard to choose between those two. Free play (free for the child, but not for the teacher who must skilfully organise in keeping it free) is certainly of no less importance, to say the least, than 'play-to-learn' teaching methods. It is common knowledge that the context of free play is conducive for all major achievements of the preschool age to emerge and develop imagination and creativity, as well as

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recognition of the rules that subsequently will allow the child to control him/herself. Free play helps develop communication among children and gives them the following basic communication skills: discussion, resolution and prevention of conflicts, competent negotiation, and many other skills. Child play gives a boost to self-regulation and meta-cognitive abilities of a child (which are prerequisites for the development of reflection). However, what is most important, is that children love to play. A developmental program of preschool education should take into account the importance of free play.

The program of education and training of preschool children, 'Biz mektepke baramyz' ('Towards a School') reveals substantial aspects of the development and upbringing of children aged between 5 and 6 years.

The program is focused primarily on the creativity of the teacher, owning not only the method of teaching, but also the methods of monitoring, assessment, planning its activities, and forecasting the development of the child.

The main objectives of the program's implementation includes: creating a comfortable subject-developing environment conducive to the formation of the most important key competences for a senior preschool child: the formation of practical experience, cognitive, creative and other children's activities; inculcation of human, cultural and moral values based on the patriotic, cultural and historical traditions of the Republic of Kazakhstan; creating a culture of international relations students in a group, which are an important link in the process of harmonisation of interethnic relations in a multi-ethnic and multicultural metropolis; the use of the potential of family, the preschool environment's organisation for the development and education of a child in a spirit of global and national values; improving the quality of the personality of each child and their further development in order to successfully self-express and achieve self-realisation in the rapidly changing conditions of life; to create a favourable space for the full physical development of the child in order to create a healthy lifestyle; the development of creativity, as well as intellectual abilities of each child; and the formation of readiness for school.

The program includes five educational areas, ('Health', 'Cognition', 'Communication', 'Creativity', 'Society') and focuses on the disclosure of a child's potentiality, as well as its orientation to the consecutive school system.

The program provides for the content of the work on the basic education in the closely related areas, each of which contains separate sections having their desired direction.

In the educational area, 'Health' defined objectives, content and pedagogical conditions of work, the solution of which contributes to the strengthening of health of children, the formation of a conscious compliance with the rules of healthy lifestyles, improving the functionality of the child's body, vital motor skills, as well as development of physical and volitional qualities.

The educational area, 'Communication' includes the objectives and content of the work on the development of coherent speech, the individual abilities of the senior preschool children to speech activity, the ability to build meaningful dialogue and monologue, to show verbal creativity to prepare for the acquisition of literacy and writing.

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In the educational area 'Learning' highlighted objectives, content and pedagogical conditions of work on the expansion and enrichment of the child's orientation in the outside world; to develop the ability to compare, analyse, summarise, to experiment, to model, to engage elementary search activities; by mastering some of the ways environmental practices, skills to work with a variety of information sources.

The educational area, 'Creativity' is seen in the formation of the unity of the child's relationship to the world of aesthetic and artistic development of traditional, classical and contemporary art. The formation of artistic abilities through children's creativity and integration of different types of children's art activities. Children's creativity is a special world, where a child knows itself, its capabilities, and the world can express their attitude to it.

The educational area of 'Society' considers socialisation to be a process of assimilation and further development in children for social and cultural experience needed for inclusion in the system of social relations, which provides for the formation of skills, knowledge, norms, values, traditions, rules and social personality traits.

The educational area of 'Society' is integrated in nature and is based on the implementation of the content of the four educational areas and the organisation of various activities for children designed to build up their social skills with adults and peers, and an ability to basic self-control and self-regulation. The central place is given to the formation of cultural skills, specific knowledge, the development of the basics of role behaviour, and social development of personal qualities, such as cooperation and concern for others, initiative, self-reliance and independence, social adaptability, openness, flexibility social, cultural and environmental awareness.

The program is addressed to teachers, methodologists, head of pre-school organisations, and parents of preschool age children. In accordance with the basic curriculum program, it includes 15 organised training activities, the duration of which is 25 to 30 min.

The educational complex program proposes new approaches to planning an organised educational activity that provides a creative outlet for teachers on the integration of educational areas and a selection of modern educational technologies.

The content of each educational area identified the expected results on the level of development of basic knowledge and skills of senior preschool children.

The program provides a solution to problems of continuity between kindergarten and primary school on the basis of content selection and definition of the conditions for successful adaptation of children to school.

Nature puts every child in the huge potential that is required to be revealed, if it does not interfere with the outside. Primarily, the concept of 'infant development' is defined, which brings up the question why there is a lot of talk, writing, and even entire institutions created. When people talk about 'infant development', they mean the intensive development abilities of the child from 0 to 3–4 years. Once scientists found that the development of brain cells to 3 years was completed by 70 %, and by 6 or 7 years–by 90 %, it became clear how much we are missing opportunities by not using the innate potential of the infant. The fact is that after the birth of the child's body, it begins to engage in frantic activity: developing vision, hearing,

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smell, taste, touch, because a baby needs to adapt to new conditions. Receiving information is a necessity for the child. His brain is working all the time, learning to compare and draw conclusions. He can withstand loads that cannot be compared with those currently enabled for adults.

Children's development is not limited to the physical activity of the child. This is facilitated by special exercises on the equipment installed in a building, which will allow the child to learn better and master before the body to be more flexible, stronger, and feel more confident. Physical development is directly related to intellect: a variety of toys, often simple materials at hand, give a lot of different tactile sensations (visual, audio), constant trips and excursions, talks, discussions, reading books, drawing, music and more. The active position of the mother in the early years of the life of a child is a creative process, requiring a constant 'presence' in the child's life, getting pleasure from the possibility of knowing the world, co-creation, desire and the desire to make life interesting for a kid as being full and colourful.

Furthermore, the contemporary world puts forward stringent requirements for the current generation. It depends on how harmoniously enter this world and how easy is it to adapt to the different conditions. Most importantly, it includes powerful mechanisms of adaptation, the child adapts to the conditions of his present and future life. A lot of processes takes place at a subconscious level, but this does not diminish the value of the information. In the early period of brain development (from birth to 3 years old), a baby is like a sponge of information: it is necessary to know everything about this world. As already stated, information for a child is not solely about desire and ability, but a necessity. By engaging in infant development of a child, we are just expanding the information space of the child and giving him the opportunity to at least slightly satisfy his need for knowledge about the world. Every child is an independent person, he has the right to decide whom to be and what to do. Parents can only help him by offering toys, games, manuals, and information.

Infant development is not a goal, but a tool allowing to educate an individual and being capable to make progress in many activity areas.

Currently, the system of public education for infants is carried out in an environment of changing economic and political situations. A growing population's demand for nurseries sets the task of finding new approaches to solve the problems of education for young children. The state policy in the sphere of education is aimed at providing high-quality educational programs.

According to the State program for Education Development of the Republic of Kazakhstan for 2011–2020, the overall purpose of educational reform in Kazakhstan is for an education system adaptation to the new socioeconomic environment. Human capital investment is indispensable for creating a technically progressive, productive workforce that can adapt in a rapidly changing world. Successful economies of the future will be those that invest in education, skills and abilities of their population. Education must be understood to be an economic investment, and not just as social spending. Therefore, the experience of the independent development of Kazakhstan demonstrates that the state of education is largely determined by the effectiveness of socioeconomic development of the country.

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A competence approach involves an introduction of active teaching methods into a learning process at the secondary school. Therefore, the above-mentioned methods will contribute to a formation of pupils‘ leadership skills that are necessary in a modern society. Currently, the content of education requires an updating of means, methods, forms and ways of activities during the development of a pupil‘s personality (Strong Foundation. Early Childhood Education and Care 2007).

The formation of an active person, who is purposeful and ready for a creative approach to any business would know how to think outside the topical issues of contemporary society. In the last years' interest in the issues of life orientations, social activity, and leadership qualities caused by modernisation of the educational system generates dynamic changes in society. Contemporary education depends on people to be able to proclaim active and creative ideas to make their own decisions as well as implementing their cognitive potential. They are capable of further self-development and self-improvement, as well as being able to be guided in multiple streams of information they can analyse in order to have their point of view and plan their vital activity. These leadership qualities form a proactive stance and update the internal capacity of the person influencing to the intellectual, volitional, and emotional sphere of being human.

The word 'leader' in English means 'master'. A leader is a member of the group who has strong personal characteristics and influences the opinion and behaviour of other members of the group.

Leadership is defined to be the process of social influence in which the leader is looking for voluntary participation in the activities of subordinates to achieve organisational objectives (P. Shriskhayn); or as a process of influencing group activity, which is focused on achieving the objectives (R. Stogdill). Leadership determines as well as concrete actions of the leader to coordinate and manage the activities of the group (O. Fridler) Author Zherebova (1973).

Leader formation is a complex process that includes necessary methods and techniques in training and education, wherein the person himself is opening his potential, as well as implementing his own possibilities and hidden reserves. Leaders can be successful in life, competitive, achieve the goals, to strive for his own development.

The process of leader formation provides the implementation of the competence approach in high school. A competent approach is an attempt to build an educational process that ensures the establishment of the student's own work, competence, etc. Characteristics of education, which cannot be folded from the set of knowledge and skills—Author Serikov (2008).

Namely, a competency-based approach essentially means the gradual reorientation of the dominant educational paradigm with predominant translation of knowledge, formation of skills on creation of conditions for mastering complex competencies for the means of students' potential abilities developing to survive, sustainable living in conditions of modern socio-political, market, economic, information and communication saturated society—Zvyagintseva (2010).

An implementation of the competency-based approach is relevant in the system of the 12 years of education in the Republic of Kazakhstan, because an urgent

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problem in Kazakhstan's society is the formation of a competitive personality, the formation of which occurs with the requirements of the time to be a leader.

A competency-based approach helps students in high school to develop leadership, forming an ability to solve problems in the following situations:

- creative activity, expressed in their own ideas and opinions,
- development of modern techniques and teacher training techniques,
- acquiring experience in independent cognitive activity,
- possession and manipulation of information.

A competency-based approach in education leadership requires teachers to use some completely new techniques, methods, and forms of work. It is necessary to use active learning methods, developing primarily cognitive, communicative, and personal activity of current students. The social order of society is focused on the teacher, holding a wide range of fundamental knowledge, competent in the implementation of professional educational activities at school, a readiness to pedagogical innovation and an ability to use innovative approaches to design learning activities of students at the lessons—Author Pokladova (2013).

Teachers follow this logic in the development of competence-oriented tasks that contribute to the formation of students' leadership potential:

Reproducing overview of electronic sources on a given issue, scheduling and abstracts on specific topics,

Self-algorithmic performance comparison tables, construction of problematic issues, preparation of reports, participation in competitions, the implementation of differentiated tasks,

Creativity preparing presentations, drafting diagrams, process of extracting the essential features of the text of key concept, Ishikawa's diagram, cluster, design diaries,

Research writing projects, preparation of papers and reports, as well as participation in workshops.

In this research work in order to get the results, interactive games were used for school age children and tests handed out for high schooler. The results went as we cooked the rest and got good results.

The features of active methods allow for realising the following principles of a competence-based approach in personality development, which helps to have the following leadership qualities expressed in:

Self-actualisation supporting student commitment to demonstrate their abilities and opportunities,

Individualisation the creation of conditions for the formation of an individual pupil's personality,

Subjectivity students being the subject of learning activities,

Creativity and success collective and individual creative activity,

Respect, trust and support support of ambitions in regards to a student's ambitions to assert themselves.

Active forms and methods are inseparably connected with each other. Their set forms a certain kind of training, which is carried out as active learning. Methods fill

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the form with concrete content and shape affect the quality of the methods. If certain forms of employment used active methods, it is possible to achieve a significant intensification of the educational process, and increase its efficiency. In this case, the form becomes the active nature of employment.

Active forms and methods allow to meet the challenges of leadership formation of students in various activities:

- Teaching and learning (define objectives and organisation of work to plan their training activities and learn to establish relationships between individual objects, development of ways to apply new situations, and exercise self-control),
- Communicative (collaborate, assist other, participate in the work of the team),
- Information (independently search, analyse and select information, structure, transform, store and transmit it).
- Personal self-improvement (analysis of the achievements and mistakes, detect problems and difficulties in communications among classmates, exercise mutual assistance and support in difficult situations).

It is just that such a person can show independence, initiative, and perseverance, which is an essential prerequisite and necessary condition for the development of future leaders (Fig. 1).

The future leader will have an opportunity to master different types of competence:

*Interindividua*l the ability to work in a team, the ability to interact with the teacher and with peers, the ability to rely on values,

Instrumental an ability to analyse, classify, generalise, plan, an ability to deal with different situations in life, communicative interaction is the ability to act clearly,

Systematic an ability for the practical application of knowledge, an ability to offer their own ideas and suggestions, ability to reach a target's set,

Communicative ability to share information, collaborate with people; information technology—which has an ability to analyse, store, convert knowledge through modern information technologies,

Cultural ability to seek scientific knowledge and cognitive activity,

Educational and cognitive solve problematic situations, evaluate the results of their actions,

Competence of personal development ability of lifelong learning, readiness for self-development (Yudina 2002).

The Council of Europe identified five main core competencies: political and social, competencies related to life in a multicultural society; with oral and written communication, willingness to work with large information flows, and the ability to learn throughout life.

These competences are aimed at future leaders that can have the following skills:

- Learn independently to acquire knowledge and apply them in different situations,
- Constantly improve their level of education,

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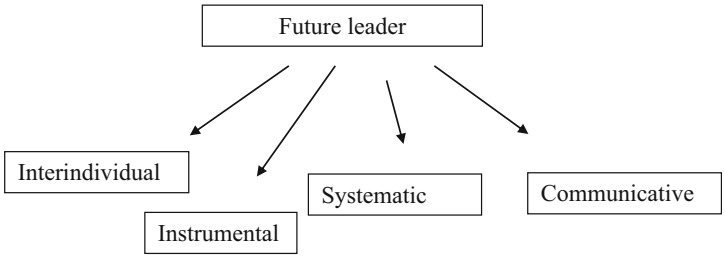

Fig. 1 Necessary conditions for the development of future leaders

– Actualise creative abilities,
– Strive to achieve excellent results.

Important factors for the successful activity of students may be mastering various activities, looseness and freedom of action, as well as forming cognitive motives.For years of research, scientists and experiences of teachers and practitioners suggest that the greatest difficulties in school tests are not the child who cannot read and write, but those who are not ready for a new social role of being a student and have not reached the level of development of mental processes in which they have not formed an ability to listen and hear, work in a team and be independent. Indeed, the system of frontal classes hardly contributed to the possibility of tracking the progress of individual development of each child, the definition of an individual trajectory of its development, and was more focused on the development of knowledge and skills. By analysing the material standards of some countries, it was seen that in the most developed countries, early childhood (pre-school) was considered to be a special educational resource that allows for solving complex problems of social and economic development. It should be noted that in all European countries, early education is a matter of national policy and in a number of countries financed by the state. This approach exists in the United States. Modern US standards are addressed not only to parents and teachers, but also to a wide range of professionals. Because one of the major problems in the country seeks to support the use of effective early learning technologies. The 'CRC' states that children's education should be directed at the development of the personality, talents, and mental and physical abilities of a child to their fullest extent, also noted that children must be fully prepared for an independent life in society and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and especially in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.

The three studies described below illustrate efforts to increase the early literacy of low-income pre-schoolers:

- Training child care providers to implement early literacy curriculum. Program, breakthrough to literacy, and ready, set, leap. This regards classroom environment, teacher behaviour and interactions with children, and teacher understanding of children's development as well as the effects of the curriculum on

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children's language and emergent literacy skills, school readiness, and on subsequent school performance.

- Comparing materials and coaching to support early literacy. Children's literacy initiative (CLI) is testing the impact of an early literacy curriculum, blueprint for early literacy. The curriculum has a classroom and workshop coaching component to provide teachers with the support they need to effectively use books in order to increase children's language and literacy levels.
- Assessing the Impact of a Statewide Multipronged Teacher Support Strategy to Improve Early Literacy. A major effort is underway in response to a call by the Texas legislature to improve the school readiness of 3 and 4 year olds statewide, particularly those from low-income families. The Center for Improving the Readiness of Children for Learning and Reading (CIRCLE) has: (1) a state-approved research-based curriculum, (2) interactive training in small groups with coaching, as well as PDAs to conduct child assessments and to inform the National Center for Children in Poverty Effective Preschool Curricula and Teaching Strategies 25 instruction and mentoring in a multi-unit web-based professional development course, and (3) progress monitoring to evaluate the impact.

When providing educational and learning processes for each child in a preschool organisation, it is guaranteed that they will have protection of life and health, protection of his dignity, protection from all forms of physical; moral or mental violence, development of his creative abilities and interests, and qualitative preschool training.The most popular educational programs in preschool institutions currently are: 'Algashky kadam', 'Zerek bala', and 'Biz mektepke baramyz'.

Conclusion

A leader creates a vision, sets goals and objectives. A leader is in the field of a system: environment and information. He may be able to be recovered from a continuous flow of information to the right information, in order to implement their plans.

Consequently, high school has a powerful potential for the development of the leadership potential of students. In addition, the development of society depends on people with innovative thinking, imaginative, and different ideas, which needs the ability and opportunity to develop leadership at school, which allows students to see life prospects, to achieve specific goals, and to learn independently (Colbert and Taunton 1992). An improvement of the content of mastering contemporary knowledge systems and ways of life in specific circumstances serve to be a means of education that produce the final product is the development of a creative, morally mature, competitive personality. Public demand originates for new content, instruments, methods, and forms of an educational process. As changes occur, the transformation of the socioeconomic conditions, changing social situation learning, development and socialisation of the individual, where the problem of formation of the student as a leader is becoming topical (Cook et al. 1999).

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The education and Child Development in India wrote in his book C. Wal (2006).

'Closing the achievement gap is a large task requiring strategic planning and action at the lesson, local, state, and federal levels. For children in the highest-risk families and poorest communities, even the best early care and early learning opportunities will not be enough to help them perform on a level consistent with their more advantaged peers. However, a strong evidence base is showing that there are pathways to increase the early literacy and early math achievement for low-income preschool-age children. The challenge is to use this knowledge so that it gets into the hands of those working directly with the millions of low-income preschool-aged children across this country.'

The system of development programmes on pre-school in the Republic of Kazakhstan's standards define the role of parents to be partners in the organisation of the pedagogical process. In addition, the standard carries an entirely new function that is never performed. Thanks to the competency of child development indicators, it allows parents to keep track of their own level of competence at every stage, which makes it possible at home to ensure his complete education and training. The basis of the idea of the standard is the optimal combination of social and family upbringing of a child. Only this an approach will allow for free-game, emotionally saturated residence of an important period of human development. Parents can find in the standard and some of the recommendations on the organisation of the subject environment, which is an important factor.

The new standard provides for the readiness of preschool education to new forms of interaction with family, to establish strong ties with society through the integration of its structure, to the democratisation of the educational process, the establishment of public relations in a team of teachers and children, as well as to the creation of a developing educational environment.

The new standard brings new value. Perhaps, it is not perfect and requires further discussion on some aspects. However, it does have a certain meaning, which is designed to create educational resources more suitable in today's pre-school education.

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