

**State Standard "Basic Component of Preschool Education"**  
Full document in Ukrainian can be found [here](#).

<b>A child's personality</b>	<p>Key <b>competencies</b> that are formed by this education focus area - <b>are motor, health-saving and personal</b>.</p> <p>We are talking about identifying the interest and need for motor activity, knowledge of exercises, names of sports equipment, as well as the rules of motor games, and understanding the capabilities of your own body. At the same time, a child must master the skills of tempering and personal hygiene.</p> <p>Basic knowledge about a person, body structure, health, and a healthy lifestyle are developed. In particular, we are talking about self-knowledge, knowledge about the existence of various diseases, the ability to distinguish between healthy and junk food, the ability to call the main emergency and rescue services, etc.</p> <p>Established <b>personal competence</b> allows children to identify themselves with their "self", to realize their rights, the rights of others, responsibilities, gender identity, family and social affiliation as well as realize themselves in time and space. The ability to correlate such notions as I want/I can/I will be. So, for example, children must have the skills to act independently and be able to ask for help, be able to establish a cause-and-effect relationship and semantic affinities between life events and their experiences.</p> <p><i>The variable component includes chess, football, and basketball.</i></p>
<b>A child in the sensory and cognitive space</b>	<p><b>Forms substantive practical and technological competence</b></p> <p>This is an understanding of the properties of various objects and materials, as well as the ability to use them for handiwork, an idea of manufacturing and processing methods (cutting, sewing, origami, designing, etc.), knowledge and ability to follow safety rules. At the same time, children get the skill to analyze the result of their work and the work of peers, use samples, show imagination and improvise with materials.</p> <p><b>Sensory and cognitive, logical and mathematical as well as research competencies</b> are revealed in the idea of basic mathematical concepts, units of measurement, the knowledge of basic safety rules when carrying out simple physical experiments, as well as in the ability to direct sensory processes of sensation, perception, and attention to the cognition of objects in the environment.</p>

	<p><i>The variable component includes the acquisition of digital competence: the ability to use computers independently or with partial assistance, the ability to obtain the necessary information, consciously consume media products and comply with security rules.</i></p>
<b>A child in a natural environment</b>	<p>The formation of <b>natural and environmental competence</b> allows the children to learn about the nature of their native land, their state, and wonder about the objects and phenomena of the planet Earth and visible objects of the Universe. Thus, children demonstrate respect for various forms of life and react positively to situations of interaction with various objects of nature, possessing knowledge about the existence of living and inanimate objects of nature, seasons and natural phenomena. A child is able to classify and group natural objects of flora and fauna, observe natural phenomena and notice changes and evaluate meteorological phenomena. Therefore, for example, with this competence, a child is able to grow plants and take care of pets with the help of adults. An important component of the education focus area is the formation of skills focused on sustainable development. This, in turn, gives a child an initial understanding of the need to preserve the planet's resources and personal involvement in it.</p>
<b>Child's play</b>	<p>The education system recognizes that game plays a key role in the life of a preschool child. <b>Play competence</b> consists of the child's capacity for free, highly charged and spontaneous activity. We are talking about free amateur games (experimental games, story-telling games, role-playing games, directing games, theatrical games), as well as games organized by adults for the purpose of learning and organizing the environment.</p> <p>Therefore, as a result, a child models phenomena reproduces and develops plots from life, knows how to establish partnerships, and uses various means of expression to perform a role in the game.</p>
<b>A child in society</b>	<p>The education focus area ensures the formation of <b>social and civic competence</b>, thanks to which children have a values-based attitude towards themselves, their rights and the rights of others, respect for the culture of the Ukrainian people and other nationalities and cultures. The child also develops an understanding of interpersonal interaction in different circumstances, an idea of each person's place in the social environment, and an idea of him/herself as a member of the family, community, and society. Therefore, having such competence, children are able to identify themselves according to their social role, express feelings and explain their cause, adhere to the rules and norms of behavior, agreements in everyday life. At the level of abilities of preschool-age children, they understand the principles and values of democracy.</p> <p><i>The variable component "Social and Financial Literacy" teaches participation in family budget planning, the culture of consumption of available resources, develops the ability to use funds efficiently, save money, and make independent small purchases (in the presence of an adult or with little help).</i></p>

<p><b>Child's speech</b></p>	<p><b>Speech competence</b> allows children to be aware of the sound composition of their native language, and have a balanced vocabulary from different educational areas, which allows them to select the most accurate words for speech. It helps to communicate effectively in the native language and try to speak distinctly, correctly and clearly. As a result of learning, a child possesses verbal and non-verbal means of expression and uses various types of sentences of different complexity.</p> <p><b>Communication competence</b> allows one to master and use etiquette communication formulas, and have an idea of the methods, advantages and disadvantages of digital communication. Therefore, at the end of the training, a child freely and easily enters into a conversation with children and adults, knows how to negotiate, ask for help, and use various statements depending on the situation. A child can analyze and explain the causes of disputes or conflicts, identify contradictions, participate in negotiations, and so on.</p> <p><b>Artistic and speech competence</b> complements the previous two competencies. Its formation, for example, is manifested in the knowledge and ability to name at least 3-4 names of writers, 8-10 works of art, and the ability to explain the features of the main literary and folklore genres. Therefore, at the end of the training, children can maintain a conversation about the idea of the work, behavior and actions of its characters, express their value and ethical judgments, and correlate the characters to their behavior or real events. Children are able to retell literary works, explain the content of sayings, and proverbs, as well as compose their own short stories or fairy-tale stories, etc.</p> <p><i>The variable component of "Fundamentals of Literacy" ensures the child's capacity for phonemic perception, sound analysis of speech elements, readiness to write, type and read their name, simple words.</i></p> <p><i>The education focus area "Foreign Language" helps the child to form the ability to distinguish the sounds of a foreign language at a basic level, to combine words into phrases and simple sentences in a foreign language.</i></p>
<p><b>A child in the world of art</b></p>	<p><b>Forms artistic and creative competence</b>, which is revealed in the child's elementary awareness of the specifics of art forms (artistic, musical, theatrical), value attitude to them and the desire to perceive them.</p> <p>This allows them to understand art as a result of the creative activity of artists, and performers, arouses the child's interest in works of various types of art, allows them to recognize familiar works, express their impressions and interpret works. A child, possessing such competence, is able to use the techniques of artistic and productive, decorative and applied activities, has the simplest skills of performing culture (recites, transmits the features of a character with movements, etc.), singing, listening to music, playing children's musical instruments, etc.</p>

	<i>The variable component "Choreography" forms knowledge about choreography as an art form, its types and genres. Therefore, the children learn dance moves, coordinate moves with music and interact with a partner, choose music and dance, and creatively improvise.</i>
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The main [educational programs](#) in Ukraine are as follows:

1. **"Confident Start"** - the program provides for the organization of interaction between an adult and a child in such a way that ensures a balanced personal development of a preschooler. The program is aimed at forming a general culture of the child's life, enriching the experience of the child's interaction with the social and natural environment through the organization of specific activities for children, maximizing the use of opportunities of the childhood period to achieve psychological qualities of preschool maturity and personal growth.
2. **"Child"** - this program is based on taking into consideration the individual child's personality structure, abilities and needs. The program contributes to the development of interest in learning, activity, the curiosity of a child, openness to interaction and communication with the outside world, initiative, and readiness to experiment and test yourself.
3. **"Ukrainian Preschool"** - the program implements a person-oriented model of preschool education, contributes to the formation of a complete image of the world, a healthy lifestyle, the formation of safe behavior, spiritual and moral qualities, the foundations of legal and environmental culture, and life competence in preschoolers.
4. **"I am in the World"** - the program provides for the harmonious and versatile development of the personality through laying the foundations for the child's competence, ensuring a balance between "I want" and "I can", the formation of an active life position, the development of creativity, the development of creative abilities and emotional sphere, the formation of a positive attitude to oneself and an optimistic worldview, special attention is paid to sex education.

***Partial (additional) programs:***

5. **"Learning to Live Together"** - is aimed at developing children's social skills of effective interaction, forming life skills necessary for a peaceful life in children affected by Russia's aggression against Ukraine in the east of our country. The content of the program reveals the possibilities of organizing activities in kindergarten allowing to unite adults and children on the way toward acceptance and mutual understanding.

6. **"Grain of Love"** - this is a partial program which specifies educational tasks in the following areas: "Family", "Relatives", "Social and Communicative Competence". The spiritual and moral education of children in preschool education is carried out on the basis of moral virtues and values. The program describes the ways of working with younger children and presents didactic games of spiritual and moral content.

7. **"Ukraine is my Homeland"** - the program contributes to teaching patriotism to children, love for the native land, forms spiritual and moral relationships between people, fosters respect for the cultural heritage of their people, forms a tolerant attitude towards other nations, cultivates the best features of the Ukrainian mentality.

*Kindergartens can use the mentioned or create their own programs. Separate programs exist for children with special educational needs (according to nosologies).*