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JAKOŚĆ ŚRODOWISKA PLACÓWKI WYCHOWANIA PRZEDSZKOLNEGO W FORMATACH SKAL OCEN

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Adnotacja. W artykule przedstawiono system skal ocen, takich jak: Skala oceny środowiska niemowlęcia, Skala oceny środowiska wczesnego dzieciństwa, Skala oceny środowiska rodzinnej opieki nad dzieckiem, Skala oceny środowiska opieki nad dzieckiem w wieku szkolnym. Za pomocą teoretycznej metody analizy uzyskano wiedzę na temat struktury skal ocen. W oparciu o metodę syntezy zbadano abstrakcyjne aspekty każdej skali ocen. Mają związek między podskalami, wskaźnikami i wskaźnikami ilościowymi. Uzyskane wyniki stanowią wiedzę pedagogiczną na temat ewolucji skal ocen. Na podstawie wyników przeprowadzonych badań sformułowano wnioski o systemie skal ocen, które mają jedną metodologię pomiaru, obliczania i interpretacji wyników edukacji przedszkolaków. Skale ocen uwzględniają specyfikę rozwoju fizycznego, psychicznego i społecznego dzieci w wieku przedszkolnym w środowisku placówki wychowania przedszkolnego.

Słowa kluczowe: skala ocen, przedszkolak, jakość kształcenia, egzamin.

THE QUALITY OF THE PRESCHOOL EDUCATIONAL INSTITUTION'S ENVIRONMENT IN THE FORMATS OF RATING SCALES

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Abstract. The article presents a system of rating scales, such as: Infant Environment Assessment Scale: ITERS, Early Childhood Environment Assessment Scale: ECERS, Family Childcare Environment Assessment Scale: FCERS, School Age Care Environment Assessment Scale: SACERS. With the help of the theoretical method of analysis, knowledge about the structure of rating scales was obtained. Based on the synthesis method, the abstract aspects of each rating scale were investigated. They have a relationship between subscales, indicators and quantitative indicators. The obtained results constitute pedagogical knowledge about the evolution of rating scales. According to the results of the research, a conclusion was made about the system of rating scales, which have a single methodology for measuring, calculating and interpreting the results of preschoolers' education. The rating scales take into account the peculiarities of the physical, mental and social development of preschool children in the environment of a preschool education institution.

Key words: grading scale, preschooler, quality of education, exam.

ЯКІСТЬ СЕРЕДОВИЩА ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ У ФОРМАТАХ РЕЙТИНГОВИХ ШКАЛ

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Анотація. У статті представлено система рейтингових шкал, таких як: Шкала оцінки середовища немовлят, Шкала оцінки середовища раннього дитинства, Шкала оцінки середовища догляду за дітьми в сім'ї, Шкала оцінки середовища догляду за дітьми в школі. За допомогою теоретичного методу аналізу отримано знання про структуру рейтингових шкал. На основі методу синтезу досліджено абстрактні аспекти кожної оціночної шкали. Вони мають взаємозв'язок підшкал, індикаторів та кількісних показників між собою. Отримані результати становлять педагогічні знання про еволюцію рейтингових шкал. За результатами дослідження зроблено висновок про систему рейтингових шкал, які мають єдину методологію вимірювання, обчислення та інтерпретацію результатів навчання дошкільників. Рейтингові шкали враховують особливості фізичного, психічного та соціального розвитку дітей дошкільного віку в середовищі закладу дошкільної освіти.

Ключові слова: рейтингова шкала, дошкільник, якість освіти, експертиза.

Introduction. In 2020 the Ministry of Education and Science of Ukraine launched a survey of the quality of preschool education using the international methodology of the Early Childhood Environment Rating Scale: ECERS-3. The expert study is organized by the Ukrainian Institute for the Development of Education in partnership with the Reform Support Team of the Ministry of Education and Science, the All-Ukrainian Foundation "Step by Step", with the support of UNICEF in Ukraine. The monitoring survey of the quality of preschool education reflects the activity programs of the Cabinet of Ministers of Ukraine, the strategic and operational plans of the Ministry of Education and Culture.

The materials of domestic scientists V. Kremen, O. Lokshyna, V. Lutai, M. Mykhalchenko, O. Savchenko and others are dedicated to delivering the quality of the educational process as a socio-cultural phenomenon, monitoring the quality of education. The study of the phenomenon of the quality of education as a component of the state educational policy, the design and modeling of the monitoring of the quality of education, the construction of a structural-functional model for improving the quality of education in higher and secondary schools is reflected in the scientific materials of V. Zaichuk, V. Luniachek, Ya. Yakhnina. The problem of highlighting the quality of preschool education is reflected in the scientific publications of L. Artemova, O. Kononko, O. Kovalenko, N. Lysenko, T. Lukina, O. Yanko, and others.

At the same time, the problem of the quality of preschool education still has not come up with the adequate coverage in the context of the existing system of rating scales as international tools for educators.

Task and objective. The objective of the research is to analyze and systematize international practices for assessing the quality of preschool education and the methodology of conducting examinations in various forms using the system of ITERS, ECERS, FCERS and SACERS rating scales with further implementation in the pedagogical work of preschool education institutions.

According to the objective, the research tasks are the following:

- to determine the essence of international methods of assessing the quality of the preschool educational environment;
- characterize the complementary structure of the system of rating scales in the use of expert evaluation;
- identify criteria, parameters and indicators as integral relationships of subscales, parameters and indicators in the system of rating scales;
- clarify the conditions of implementation of rating scales in the preschool educational space of preschool education institutions.

Research materials and methods: schedule plan for organizing and conducting monitoring survey of the quality of preschool education using the international methodology "Scale for evaluating the quality of the educational process in preschool education institutions" - ECERS-3 in 2020-2021; stages of training of national and regional experts.

The following methods were used in the research: analysis, synthesis, descriptive method.

Results and their discussion. International methods for assessing the quality of the preschool educational environment in which a child is presented, are represented as rating scales. Today, the general public sphere

and community of teachers of preschool educational institutions is not sufficiently familiar with a unified system of measuring instruments, such as a system of rating scales: Infant/Toddler Environment Rating Scale; Early Childhood Environment Rating Scales; Family Child Care Environment Rating Scale; School-Age Care Environment Rating Scale, which are widely used in international practice, starting from the end of the 20th century. They reflect the main ideas of the structuring of each scale, subscales, parameters and corresponding indicators according to which pedagogical expertise is carried out. It is the rating scales that allow the pedagogical teams of preschool educational institutions to conduct a self-analysis of the quality of the educational process according to parameters and indicators, to make comparisons with other preschool education institutions and to decide on ways to improve educational results. Timely implementation of self-monitoring of the activities of the teaching staff, which is working with preschool children, provides an opportunity for more effective planning of educational work in an updated, safe and comfortable subject-spatial environment in the preschool educational institutions.

Assessment of the quality of preschool education is reflected in expert international practices for identifying the organization of the educational process in preschool education institutions. The implementation of the preschool education licensing procedure is based on formalized indicators and criteria. Formalized protocols and instructions include such aspects as the ratio of adults to children, qualification and stability of staff, characteristics of interaction between adults and children, quality and quantity of equipment and materials in the educational environment, quality and quantity of space allocated to the child, aspects of the environment labor of specialists, labor protection conditions. The formalized components of the measuring instruments are based on the interrelationship of factors affecting the child in the educational environment and reflect the idea of studying the aspects of psychological, physical, cognitive, social and emotional development of preschool children.

Foreign scientific studies (Calder, 1996: 27) provide with a prove of the methodological considerations regarding the use of a rating scale in the analysis of the environment for tender-age-infants according to international assessments of the quality of preschool education. Scientists (Aboud, 2006: 46) found out the positive impact of preschool education on the subsequent educational success of children in primary school in Bangladesh. The assessment of the quality of Portuguese childcare programs were analyzed (Barros, Aguiar, 2010: 530) and substantiated. The authors believe that the quality of child care depends on the subject-spatial environment, on the rational ratio of children and teachers, who supervise the child, ensuring the needs for physical activity and interaction with adults and children. The need for enhanced speech content in the child's development, which provides an adult in interaction with young children, was revealed based on the application of the rating scale: ITERS-R.

Researchers (Bjørnstad, Os, 2018: 111) studied the quality of pedagogical childcare based on the use of the ITERS-R scale in Norway. Indicators of the quality of child care in Ecuador were generalized. The authors (Boo, Dormal, Weber, 2019) draw attention to the fact that the government has a unique opportunity to help children, because later it will be the core element of the workforce and citizenship, which will positively affect social and economic progress in the future. Children in Latin America and the Caribbean continue to lag behind in cognitive areas such as language development and cognition. The problem begins in the first five years of life, when many children do not receive educational stimulation to ensure proper cognitive activity.

An assessment of the quality of preschool groups in preschool educational institutions in Singapore, which have already undergone positive changes over the past two decades, is presented. One of the key goals of educational policy is to improve the quality of preschool education. Researchers (Bull, Yao, Ng, 2017: 18) focused their attention on the criterion validity of the ECERS-R rating scale, as the definition of a set of diagnostic characteristics and their correspondence to outcomes and pedagogical predictions, using a number of criteria to measure a pedagogical phenomenon. According to the scientists, two factors are related to the pedagogical phenomenon: one relates to the organization of children's activities with materials in the subject-spatial environment, and the other is the development of speech during the interaction of adults and children.

The purpose of the following study (Grammatikopoulos, Gregoriadis, Tsigilis, Zachopoulou, 2014: 134) was to examine parents' assessment of the quality of early childhood education in Greece. The results indicate that parents' evaluations overestimate the quality of educational services provided by preschool education institutions compared to the evaluations of trained certified experts who acted on the basis of formalized observation protocols. The researchers came to the conclusion that the provision of educational services can be improved according to the standards of developed countries.

The ITERS-R environmental rating scale for preschool children in Hong Kong was used to organize and conduct the study (Chan, 2019: 52). It was established that the ratio of staff to children was not sufficient. It turned out that the negative ratio of staff and children on the quality of care affected the results of the subscales "Interaction" and "Procedures of personal care". The ratio of staff and children on such subscales as "Space and furniture" and "Structure of the program" was not such critical, that is, such a factor had a smaller negative impact on the evaluation results.

Quality Rating Improvement Systems often include the ITERS-R Environmental Rating Scale for babyhood children. The authors of the study (Norris, Guss, 2016: 513) draw attention to the fact that there are reports of the low quality of adults' use of basic child care items while using this scale there. The study tested the method of calculations using various standardized instruments. The formalized scales do not sufficiently take into account the multivariability of indicators regarding the main subjects of care for a child of preschool age, which are in the real educational environment of individual preschool institutions.

Therefore, the modern priority is determined by high-quality and affordable preschool education for children, which can be determined with the help of proven international methods, on the condition of obtaining objective

expert evaluations about the current state of its existence. The form and concept of rating scales allow you to assess the quality of the preschool educational organization according to international standards.

Rating scales are designed to assess the quality of the organization of the process in the preschool group of care for a child of early or preschool age. As it is commonly known, the quality of the pedagogical process consists of different interactions between the teacher and children, the teaching staff, parents and other adults, between the children themselves in the age group, and the results depend on the different types of motor activity of children in interaction with materials, toys, building materials in spatial and subject environment of the preschool education institution. Attention is paid to the organization of the subject space and its functionality in the premise of the group room, the schedule of classes according to the program, game materials that contribute to the active interaction of the participants in the pedagogical process. The quality of the process is assessed, first of all, by certified experts based on observations. But such structural indicators as the ratio of staff to children, the size of the group, the cost of care, the form of ownership of the preschool education institution, for example, state, non-state, cooperative, private, are not the focus of experts' attention.

It is considered that in order to ensure high educational results for each child at the level of development of the abilities, it is necessary to ensure the following needs: health protection and safety of the environment; establishment of positive relations between children, teachers and parents; creation of conditions for the organization of the educational process and socialization based on the use of personal experience of preschoolers. It is the three main listed components that are subject to observation and indication: the child's environment, the curriculum, the daily schedule of classes. These are the key aspects of the quality of the educational process.

In order to evaluate and improve the quality of preschool education rating scales are used in the following: in monitoring programs, in evaluating the effectiveness of programs, as well as to reward the administration and teaching staff and individual teachers who confirm the high level of quality organization of preschool education according to international standards. Program quality evaluations are intended to inform parents and especially to guide practitioners to create better programs for preschool children in the future. With the help of a clearly defined level of quality of preschool education, they are considered as a "road map" for the teaching staff of the educational institution, and are used in licensing the educational activities of the teaching staff, monitoring the quality of educational programs, for organizing self-analysis of pedagogical activities in preschool education institutions.

The rating scales for evaluating the quality of the educational process define the spatial and subject environment in a broad sense and guide the expert to evaluate the space both in the group room and outdoors, where the child can actively move, participate in mobile games, has the opportunity to develop fine motor skills in the child has the opportunity to actively use various materials to expand and enrich the child's own experience on a walk. The phrase "weather permitting" is used in several items on the scale regarding when children can participate in outdoor activities. "Weather permitting" means almost every day, unless there is active precipitation or public announcements advising people to stay indoors due to weather conditions such as high levels of pollution, extreme cold or heat that could cause health problems for a child. Children should be dressed appropriately and be outside most of the days. This may require changing the schedule to allow children to play outside early in the morning if it is very hot later in the day. This may require the program to ensure that children have appropriate footwear and a change of clothing for the day, and to display sheltered and protected outdoor areas (children's porches or patios) for children to be outdoors on a daily basis.

The author's team had been working on the content of the system of rating scales for many years. The leading specialist is Thelma Harms, director of the Department of Curriculum Development at the Frank Porter Graham Child Development Institute of the University of North Carolina at Chapel Hill.

Dr. Thelma Harms is internationally recognized for her work in assessment of care and education programs for children. Pedagogical experience as a teacher at the Harold E. Jones Children's Learning Center at the University of California (Berkeley), managerial activities as a director helped to develop four environmental rating scales in co-authorship. Considerable work is devoted to the training of professionals (experts) in the use of scales for conducting national research.

Debby Cryer is an expert in the child care program at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. She advises on setting education quality ratings and improving the assessment system. Dr. D. Cryer conducts specialist training both in the USA and abroad. She is an author of the books "All About ECERS-Rand", "All About ITERS-R".

Richard M. Clifford, Ph.D., is a senior researcher at the Frank Porter Graham Institute of Child Development at the University of North Carolina at Chapel Hill. He is the author and editor of numerous publications on the quality of preschool education.

Let us describe each rating scale. Infant/Toddler Environment Rating Scale: ITERS focuses on the full range of needs of infants and toddlers (up to 36 months) and provides a basis for improving the quality of education. In addition, the scale evaluates both environmental conditions and the interaction of the teacher and the child, which affects the main stages of the development of infants, including the speech, social, emotional and physical development of the child. Speech development as a component of a child's cognitive process is influenced by the educational environment and its optimal pedagogical organization. The quality of a child's social development is revealed in a child's interaction with objects and subjects of the world of culture, and based on a different spectrum of emotions, the child shows his feelings towards parents, children, and teaching staff. The scale can also be used to assess the child's health and safety.

Is a scale for assessing the environment where a child is in a preschool educational institution on a daily basis. Each scale is designed to assess different segments of early childhood. Each of the scales contains items for assessment: Physical environment; Basic care; Curriculum; Interaction; Program schedule and structure; Regulations for parents and staff. The scale has identical form and scoring system. The defined "environment" in the broad sense helps the expert to evaluate the organization of space, materials, classes, daily schedule, types of children's activities, interaction between the teacher and the child. Pedagogical support of parents by the pedagogical team is also included. Is designed to evaluate programs for young children who are most vulnerable physically, mentally and emotionally, and therefore reflects the protection of health and safety of children, stimulating child development using language, activity and communication.

The rating scale has six appropriately named subscales. Space and setting: interior space, furniture for care, games and learning, room arrangement, display for children. The order of personal hygiene: nutrition, toilet, health practice, safety equipment for a child. Language and books: the teacher's conversation with the children, the development of the child's vocabulary, the teacher's encouragement of children to communicate, the staff's use of books for children, the children's encouragement to use books. Activities to be evaluated: the development of fine motor skills of the child, visual arts, music and physical movements, blocks, building materials, dramatic play, nature and number, smart use of technology, variety of environment, activity of the child. Interaction between the teacher and the child: motor actions of the child, mobile play, child's learning; Peer interaction between teacher and child: interaction between staff and children, provision of physical warmth or touches to the child, management of children's behavior. The structure of the program includes: a schedule of classes and various types of activities during the day, a game, group game activities according to the program.

In order to successfully assess the quality of preschool education according trained certified experts are needed. The needed experts have to possess an ability to can conduct purposeful observation at a high professional level, clearly understand indicators (parameters) that contain indicators for evaluating one or another parameter, answering the question "Yes" or "No" by points from one to seven points.

In 2016, the authors conducted pilot tests of ITERS-3. The study sample consisted of 53 groups of children in the following states: Georgia, Pennsylvania, Washington, and North Carolina in the United States. Study groups were organized in such a way so that 1/3 of the total number consisted of low-quality programs, 1/3 medium-quality, and 1/3 high-quality, based on previous state licensing data. According to the data of the field experiments, the experts found that a small part of the educational groups of preschool children had high grades, the majority of the educational groups of preschool children had grades in the range of average and low grades.

Additional materials were developed based on the results of the pilot study: an extended protocol: the protocol was updated in 2017, a reliability passport; instructions on the organization of playgrounds: the protocol was updated in 2018; Revised US Child Nutrition Guidelines; the sanitary and hygienic procedure for washing a child's hands, the procedure for washing children's tables: the protocol was updated in 2019.

Early Childhood Environment Rating Scales, as an international method, focuses on the organizational and pedagogical conditions of child development, adult-child communication, individualization of children's interests in the preschool group. This international method makes it possible to assess the quality of the educational process in preschool educational institutions in the potentials of physical, emotional, social and intellectual development of preschool children, which is the basis of the overall well-being of an individual child. It is preschool education that supports leading indicators of the organization of the subject environment, practices of personal care of the child, various types of educational and cognitive activities, interaction of children with peers, teaching staff, parents, as well as the quality of the current program and its structuring.

It is a well-known fact from the history of the creation of the international measurement technique, that specialists from the University of North Carolina USA developed the ECERS scale in 1980. Thelma Harms, Debbie Cryer, Richard M. Clifford took an active part in revising and supplementing scale. In 1997, 2005, 2011, scale had undergone changes and made it possible to assess inclusion in groups of children with health disabilities and accounting for cultural diversity, to strengthen the educational component. In 2015, the third edition scale was published.

Of course, the ECERS-R is an earlier version of the ECERS scale, which is based on general principles and underlying constructs. Subscales: 1. Subject-spatial environment; 2. Supervision and care of children; 3. Language and thinking; 4. Types of activity; 5. Interaction; 6. Structuring the program; 7. Parents and staff. A total of 7 subscales had 43 indicators that were clearly related to the indicators and the corresponding scores. Indicators are related to the description of existing actions of children, teachers, parents who interact with each other in the external subject-spatial environment. The indicators characterize the available material objects: furniture, toys, shelves, the presence of an environment for the child's movement and children's games. The scale is a ruler with which it is possible to make quantitative measurements of the created conditions of the educational environment, for example, from a score of 1: satisfactory; 2, 3, 4: minimal; 5, 6: good to a score of 7: excellent, which is reflected in points from one to seven.

Using the example of one subscale, we provide an explanation of the subject-spatial environment, which is a part of the educational environment, as a specially organized space for children, equipped with special furniture, game equipment, equipment that contributes to the protection of the child's physical and mental health, functionally develops the child in space.

The main constructs to be measured by an expert are the following: materials and equipment and their availability for each child during the entire day of the child's stay in the preschool educational institution, the saturation

of the environment with the individual results of children's game, motor, and educational activities, the identification of the individualization of the child's education and upbringing, the organization of motor activity child in order to perform motor tasks and exercises. The following leading parameters or indicators for the expert are presented: 1. Space and setting. 2. Internal premises. 3. Furniture for regular childcare, play and study. 4. Furniture for rest and comfort of the child. 5. The environment for games in the room. 6. Places for seclusion of the child. 7. Exhibitions for children. 8. Space for organizing and conducting mobile games. 9. Equipment for action-oriented games.

In order to assess the subject-spatial environment of a separate age group of preschool educational institutions, where there are groups of children from 2.5/3 to 5 years according to the above indicators, the expert is required to be present for three hours to conduct observation and provide an objective assessment. The observer has a standardized evaluation sheet and enters as much identifying information as possible by indicators. The observing expert must correctly understand concepts such as "availability", "a large part of the day", "some", "many", "variety", etc. to objectify identifying information in the work according to the corresponding subscale. Let's provide some explanations: "accessibility" means that all materials, furniture, and equipment are available to every child at any time. Such materials are considered accessible to children, which are in their field of vision on open bookstands and shelves. For older preschoolers, stored materials in closed drawers are considered accessible, but all children have free access to these and can use them for 80 minutes. The expert understands "a significant part of the day" as the accessibility of preschool children to various types of activity. Concepts such as "some" means not enough, "a lot" as a sufficient set of materials for most children in the group; "variety", as a wide selection of toys, materials, equipment, which provides different types of physical and game activity of the child; "staff", as the main adult (teachers) employees of the preschool educational institutions, who are in the group premises every day, work with children for the most part of the day.

The evaluation procedure is based on the direct observation of the expert, and the entry of the results of this observation into the evaluation sheets. Scores according to indicators: "Yes" or "No". Such a mark as "N/A": not applicable, and the latter option is permissible only for some indicators, where it is directly indicated. Indicators are evaluated on a scale from 1: unsatisfactory; 3: minimal; 5: good; and 7: excellent.

Rating sheets for each indicator contain brief explanations for the indicators, so that the expert knows how to evaluate this or that indicator, which guidelines or questions of the teacher to the child attention should be paid to during the observation. The completion of evaluation sheets forms a general assessment of the quality of preschool education and the corresponding rating. Thus, it reduces the risk of providing a subjective expert assessment. The results obtained during the examination characterize the quality of education of a particular preschool education institution. This allows us to determine the current quality level of preschool education and the direction of pedagogical work that needs to be strengthened.

Let's characterize the following subscale under the name "Supervision and care of children" according to the following 6 indicators: 1. Meeting / farewell. 2. Meal / snack. 3. Sleep / rest. 4. Using the toilet. 5. Hygiene. 6. Safety. A certified expert assesses the quality of the educational process based on individual indicators. Six indicators with corresponding qualitative features are numbered consecutively in expert methodical materials.

Each feature is also expressed as a 7-point scale with descriptors: unsatisfactory, minimal, good and excellent. For the convenient use of the scale for experts, there is an explanation for the rating. Educational aspects are problematic for experts to observe, that is why the examples are offered below the explanations.

In order to receive a low rating according to the first indicator "Greeting – farewell", the expert must see: adults often neglect and do not pay attention to children's greetings; farewell is not organized in the best way and goes unnoticed by the teacher; parents are not allowed to bring children to the group premises.

To get a minimum score, the expert must see: a friendly attitude of an adult towards most children when greeting. In other words, the teacher shows joy when he sees the children, smiles, addresses the child kindly. Farewell to the child is organized well, that is, the children's things are prepared in advance. Parents are allowed to bring their children to the group premises.

To receive a score of good, the observer must see the following: each child is greeted personally. The teacher greets a separate child each time and calls the child's name. When greeting, the main language of the child, in which he speaks at home with his parents, is used. Farewell to the child is done in a friendly way, the children are not in a hurry, each child is hugged and said "Goodbye". Educators warmly welcome parents when meet.

In order to get excellent, the expert must see, in addition to the above (kindness, a person-oriented approach to the child, positive emotions of the educator during communication and communication), the following: when children come to the group premises they are helped to participate in various types of children's activities; children are enthusiastic about the activity, there are no long breaks in children's activities, and it is suggested to end the game at a convenient moment; educators use greetings and farewells to exchange pedagogical information with parents about the child.

Large-scale tests of the ECERS-R scale were conducted in the United States in 1997. It was necessary to confirm the reliability and validity of the results according to the indicators in field conditions. To determine the representativeness based on the selected 45 preschool groups, as the ability of the sample population of preschool groups to reproduce the main characteristics of the general population. After the tests, the materials were refined. The quality of work of preschool institutions by level was based on current definitions of the best pedagogical practice according to scales, parameters and indicators that correlated the activities of preschool education institutions with the educational results of children.

The quality of the process consists of various interactions that take place in a group between staff and children, staff, parents and other adults, between children themselves, as well as the interaction of children with many play materials that are placed in the object-spatial environment.

The quality of the educational process is evaluated according to established facts, which are displayed as indicators. The scale does not establish the ratio of personnel to the number of children in the group, the cost of child care, the size of the group, the form of ownership of the preschool educational institution.

The accuracy of subscales correlation coefficients is the following: subject-spatial environment, supervision and childcare, language and thinking; types of activity, interaction, structuring of the program, parents and staff, which accounted for a total of 0.92% of the internal consistency of the results for various assessments of certified experts.

The following Family Child Care Environment Rating Scale, as a method for assessing the environment for the care of preschool children in the family: revised FCCERS-R. In the new edition, the numbering of indicators was introduced, which allowed experts to more accurately set grades and more accurately use indicators to improve the educational program. An extended table of results and extended explanatory notes for experts were included.

The rating scale has subscales for the following characteristics: Space and Setting/Furniture: the space used to care for the child; furniture for daily care, play and study; arrangement of internal space for child care; display for children. The expert's attention is directed to the safety of the object-spatial environment for the child in all available internal and external zones; to detect any equipment and structures that are dangerous for the child's health. Personal Hygiene Procedures/Personal Care Procedures: Meals/Snacks, Diapers/Toilet, Wellness Practices, Safety Practices. Language and books: the teacher's conversation with children, the development of children's vocabulary, the teacher's answers to children's questions, encouraging children to communicate, children's independent use of books, encouraging children to use books. It is important for the expert to create the encouragement of children to examine what is new in the group, to experiment with how the teacher corrects language errors in communication with the child; how an adult teaches a child to practice new skills and abilities, based on the individual interests, temperaments and learning styles of the child. Activity: fine motor skills of the child, use of art, music and movements; building blocks to keep the child active, dramatic play, nature/science, math/numbers, appropriate use of the child's screen time, promoting a variety of activities. Interaction: supervision of children's action-oriented games, control of play and learning not taking into account large motility of movements, interaction of an adult and a child, provision of physical warmth/touch by an adult to a child, guidance of children's behavior, interaction between children. Program structure: schedule of classes and children's activities; free play; group time.

School-Age Care Environment Rating Scale, as SACERS is designed to evaluate group care programs for school-age children aged 5 and older up to 12 years, including children with special educational needs. The rating scale also displays subscales, parameters and indicators.

Thus, the main advantages of using rating scales are their reliability and validity. Reliability is represented by substantiated expert assessments. Each separate assessment is made for each indicator/parameter, as a sum of indicators – elements of the environment, which are clearly listed in formalized protocols, forms. The expert's formation of a general assessment of the quality of the subject-spatial environment as an educational one is carried out on the basis of observation. The expert fills out a formalized and standardized form, using marks about the presence or absence of this or that indicator.

The rating scales reflect the validity, as the correspondence of the methods to the results of the study, taking into account the physical, psychological, and social patterns of development of preschool children. It is the assessment of the quality of preschool education that allows teachers in the process of self-assessment to answer questions about the quality of individualization of preschool education, because the indicators are focused on a specific child and his activity in the environment, to understand the relationship between different types of children's activities and their results, to emphasize the importance of communication between educators and an individual child, to raise the value of the educational subject-spatial environment for the development of a preschool child.

Among the drawbacks and challenges in using rating scales the majority of experts, teachers, and administrators of preschool institutions consider the large amount of time spent on conducting an examination and self-evaluation by the teaching staff of their educational activities based on the specified subscales, indicators, and indicators: 6 subscales, 35 parameters and 468 indicators with a lot of explanations and details for each indicator.

Conclusions. International methods for assessing the quality of the educational subject-spatial environment are presented in the form of rating scales, the structure of which includes subscales, parameters and indicators. The teaching staff of a preschool educational institution can make a self-assessment of the educational environment according to such dimensions as: internal space and furnishings, daily practices of personal care of the child, speech and literacy, types of educational and cognitive activities of children, interaction of an adult with a child, the structure of the program. Using this tool, teachers develop an understanding of the impact of the environment on the cognitive, physical, communicative, and social-emotional development of preschool children.

It is important for the teaching staff of preschool educational institutions to know on time about international methods, which are presented in the forms of rating scales, which give preschool educators the opportunity to increase the quality of the educational process; make long-term weighted management decisions based on generalized assessments and conclusions during monitoring of the quality of preschool education. The quality of preschool education is related to the implementation of standards and regulations and can be measured using the relevant ITERS, ECERS, FCERS and SACERS rating scales.

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