

- ◀ Making their evaluation
- ◀ Giving free choice

Requirements and quality of the training program and materials

- ◀ Fine planning of training curriculum
- ◀ Directed at individual learning
- ◀ Simple, clear, and comprehensible
- ◀ Based on life and application
- ◀ Containing pictures, good quality design and abundant information
- ◀ Containing methodology and recommendations
- ◀ Improving the scientific content the teaching program

Developing and using the integrated programs

We use the mentioned models to our classes according to following recommendation.

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УДК 373.2

doi: 10.18101/978-5-9793-0814-2-172-175

Использование игровых форм в дошкольном образовании в Монголии

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Становление монгольской системы образования носило противоречивый характер, как и во многих странах мира. На процесс развития образования оказывали разные факторы – религиозные (буддизм), идеологические (коммунизм), социальные. Образование подвергалось изменениям, реформам, которые по-разному воспринимались общественностью и учеными. Активная фаза реформы образования началась в 2010 году, реформа затронула все уровни образования: дошкольное, начальное, среднее, высшее образование, особое внимание уделялось педагогическому образованию. В сфере дошкольного образования было начато реализовываться программа «Для развития каждого ребенка», которая стала реализацией полити-

ки Министерства образования, культуры и науки Монголии. В основу данной программы был заложен переход от традиционного урока к применению игровых форм, практическое применение началось в 2014 году. В рамках данной статьи мы рассмотрим статистические данные и проанализируем первые результаты перехода от традиционного урока к применению игровых форм.

Ключевые слова: дошкольное образование, Монголия, подход, основанный игра, учебная программа

Play based curriculum in early childhood education in Mongolia

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Historically, the path of Mongolian education was full of changes and challenges as in other countries around the world. Due to Buddhism and communism, the strongest influences in the society development, new terms and reform are keeping process to be perceived by educators and researchers. Mongolian educational reform actively started in 2010 including Early Childhood Education, Primary and Secondary Education, Higher Education and Teacher Education. In Early Childhood Education “For every child development” policy established by Mongolian Ministry of Education, Culture and Science and the core curriculum was proved to support the shift from lesson based to play based approach in 2014. This article will provide background information and discuss the shifting process from lessons based toward play based approach in the Mongolian context.

Keywords: Early Childhood Education, Mongolia, play based approach, curriculum

Brief background introduction of Mongolian education

Mongolia, with an area of 1,566,500 square kilometers, is located in Central Asia. It is bordered by Russia and China. The country has a dry, harsh continental climate. It includes the Altai, Khangai, and Khentii mountains and a large area is taken up by the Gobi Desert.

Roughly 20% of the population leads a nomadic lifestyle. In the summer nomads store enough food, such as dairy products and meat for the harsh winter. Nomadic families move four times a year, every season looking for a best pasture for their livestock (typically sheep, goats, yaks and camels).

During the transition between communism and democratic society there was huge impact of the country economy due to the fact that whole country based on central economic policy. In the early years of democracy, entire economies are based on the acquisition and development of knowledge. Mongolia as a developing nation needs an educated workforce to be able to rise above economic hardship and secure a future free of dependency on others. Despite the efforts of the government and the sacrifices of individual teachers, education in Mongolia remains heavily affected by economic difficulties. With the breakdown of the rural economy due to severe winters and the collapse of locally based industries, many poor rural families have migrated to Mongolia’s few cities, particularly Ulaanbaatar, the capital.

As Asian Development Bank survey (2014) shows, the main education service is centered in Ulaanbaatar and it is hard to receive good quality education in rural Mongolia.

Currently, 58% of Mongolia’s children have access to Early Childhood Education (ECE), of which 12% are enrolled in alternative ECE programmes such as ger kindergarten, mobile teacher and shifting group. According to *write the name before abbreviation* MECS, of the 43% of children not enrolled in ECE, about 30% are children from migrant families and 13% are nomadic and rural children.

Reform in Mongolian Education Sector

As Begz (2015) stated that in the history of Mongolia there were enormous number of research that conducted by educators, however, there are much less research is conducted on Mongolian child development or education for Mongolians.

During the reform of education sectors Mongolians probed approaches and borrowed many new terms. The latest example of borrowing was Cambridge teaching approach in primary and secondary education and it was not successful for Mongol children.

Mongolian Educational leaders started seeking the proper way of education. While they renewed every level of education curriculum they initiated several programs for Mongolian children such as: “Right Mongolian Child”, “Book” and “Talent”.

The Ministry of Education, Culture and Science (MECS) is the central administrative body that formulates national educational policy and sets the standards for each level of formal education. (Mongolia: Education sector, 2008)

Mongolian researchers (Bat-Erdene, 2013, Begz, 2014) stated that the master plans of MECS for every ten years action plan for Education sector specifically impacted for making progress in the middle of reform. (Educational sector master plan of Mongolia for 2006-2015)

In the path of the reform tendencies in education have changes several times:

- To reform National System of Education
- To increase Private Sectors Participation
- To reform the Concept of Learning

Based on the latest Educational purpose new core curriculum for Early Childhood Education was proved and nationwide all education agencies started implementing.

General concept of the core curriculum is to support child development through play. With the influence of information based society, information and fast communication technology daily obtaining information is getting older quickly. Because of this situation, it is necessary to pay attention child to prompt and to keep desire for learning, passion and joy, to provide opportunity to communicate to their environment and find answer with their own search, to support their self-regulation. (Core curriculum of Mongolian Preschool Education, 2014)

One of six principles of Core curriculum of Mongolian Preschool Education is Play is child’s basic action for learning. The play is the main job of young children. Through play child communicates with environment and understand it. In the process of play child become enthusiastic, joyful as well as the important ability in life such as to think, to move fast, to be patient, to make decision by oneself, to help others, to be responsible, to keep rules, to be confident.

Mongolian government is challenging the settings of the preschool education environment where child can have choice of daily activities and creative and active participation and to diminish the typical routine which is teacher centered approach.

Why play important in Early Childhood Education?

There so many definitions and statement how play is essential child development. For instance, Ellis (1998) believes that play has been a means for humans to survive the many uncertainties they have faced since ancient times, because the most playful humans were the ones who had the greatest range of adoptive behaviors that they could use when environmental or social condition changed. Another academic definition is play is the principle source for holistic development and healthy growth in early childhood. It enables children to test and develop ideas, to learn to communicate with others, to develop motor skills, and to feel and control their own emotions. Therefore, for child-centered educators, a wide range of games (role-play, construction, playing with sands and waters, sport games, etc) and materials are the main source for fostering their development (Moyor, 1987) and it is the source of happiness for children (Griffith, 2013)

One of the main types of play, pretended is the “leading activity” in child development during the first five years. Contemporary research supports the importance of play during the early years in numerous areas of growth and development including: (a) self-regulation, social competence, and early academics, (b) physical well-being and fitness; and (c) problem-solving and creativity. (James, 2013).

Play based curriculum

In Mongolian educational policy, eventually child is now seen as the center of the education. In the beginning of 2014, “For every child development” was proved by Ministry of Education.

In the new core curriculum clearly explains that the daily schedule and teachings are less important that child interest and playfulness. Preschool educators was challenging to understand the concept when it was introduced first time because the main role of teachers was teaching and most teachers didn’t have methodology for supporting child play and setting the play environment.

In the handbook of preschool educators “For every child development” following concepts of curriculum are discussed in detailed.

Table 1. Change of instruction principles

Previous Preschool Education Curriculum policy, 2007	Current Preschool Education curriculum policy, 2014
<ul style="list-style-type: none"> • To respect child right of to grow healthy and to be protected • To provide secure and health requirement • To provide need of child age and psychology and opportunity for learning • Based on cognitive philosophy and scientific • To be appropriate for child physical, mental and social development • To provide for every child equal right to be developed, to be protected, and to express oneself 	<ul style="list-style-type: none"> • To be appropriate for child age, mentality, and development • To attend to diversity • To provide all sides of child development • To provide equal opportunity to have access to ECE • Parents and teachers are partners (new) • Play is the child main learning activity (new) • To assess education quality by child ability (knowledge, skill and formation) (new) • To improve methodology and technology (new)

Table 2. Change of child learning

Previous Preschool Education Curriculum policy, 2007	Current Preschool Education curriculum policy, 2014
Child is container Teach more develop more. Many lessons and developing activities with detailed schedule.	Play is child main learning activity. Through play and daily activities such as drawing, singing, reading child learn more about environment, skilled, and have self-regulation.

Table 3. Change of assessment

Previous Preschool Education Curriculum policy, 2007	Current Preschool Education curriculum policy, 2014
From the process or final progress in the development is assessed.	To learn more about the child and to assess progress in development gather documentation.

Conclusion

Here are several implications from the review: Firstly, play is abundant experience for children to learn the world and oneself. Mongolian education attempt for better education will bring positive results unless policy and documentation are implemented appropriate with children and teachers. Secondly, current Mongolian Education sector is evaluated by Asian Development Bank and other institutions as weak for supporting human resource market and not capable for student to have formation of citizen. Not only institution, also researches share their research result about Mongolian education challenge that based on social and economic situation (Steiner-Khamsi & Stolpe, 2006).

Last but not least, there are challenges in the middle of reform; however, changing way of thinking is the hardest job that can bring tones of positive reform.

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