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## Modernization of education for the development of the potential of the child's personality and education in the conditions of New Kazakhstan

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**Abstract.** This article examines the features of the modernization of preschool education, aimed at developing the potential of the child's personality and education in the conditions of New Kazakhstan. In the course of theoretical research, legal and methodological standards were established for the ongoing modernization of preschool education and training. The features of the Model of modernization of preschool education and training in the Republic of Kazakhstan are revealed, its goal: development through the transformation of the education and training system for the formation and socialization of preschool children. The main components of the personality development of a preschool child are: intellectual potential, which shows the volume and quality of information that the child has; communication potential, which includes successful communication with other people; creative potential, characterized by skills and abilities for productive creative action; emotional-volitional potential lies in the system of feelings and volitional qualities; motivational and value potential, reflecting the target and value system of the individual. The study highlights that involving parents in active activities significantly enhances children's development across all these areas. These findings support the integration of modern educational technologies in preschools to further nurture children's potential.

**Keywords:** preschool education; the personality of the child; modernization of preschool education; new Kazakhstan; intellectual capability; communication potential; educational technologies.

## **Introduction**

Profound changes are occurring in Kazakhstan, particularly in the economic and social spheres. These changes necessitate new approaches to the development of preschool education, including the implementation of effective methods for organizing the educational process. It is widely recognized that preschool education is the foundation of the entire education system, as it shapes a child's character and moral development.

Understanding the importance of transforming preschool education for the development of the child's personal potential and education in new conditions is reflected in many strategic documents and legislative acts of Kazakhstan "Kazakhstan-2050"; Law "On Education" [1], Concept for the development of preschool education for 2023-2029 years [2], the State Educational Standard of the Republic of Kazakhstan for preschool education and training [3] and other by-laws and fundamental normative documents. These documents emphasize that children are the future of the country and that the state must ensure their proper development.

As a result, a conceptual framework for improving the system of preschool education has been established in Kazakhstan. The research topic is relevant due to the high interest in studying the development of a child's potential and upbringing in new conditions, as well as the numerous challenges and unanswered questions in this area. The theoretical significance lies in the detailed exploration of important concepts and scientific approaches related to the upbringing and development of a child's personality. The practical significance lies in the results obtained from developing a child's potential and moral education in preschool age under updated conditions.

## **Methodology**

The research materials included legislative and regulatory acts, monographs and scientific articles on the research topic.

The Law of the Republic of Kazakhstan "On Education" recognizes and emphasizes the significance of preschool education within the overall educational framework. It outlines several key objectives, which include providing an environment conducive to the development of a well-rounded individual and nurturing active citizenship based on universal and national values, scientific advancements, and effective educational practices. Additionally, preschool education aims to foster the physical, creative, and spiritual growth of each child involved. [1, p.11-12]. The Concept for the Development of Preschool Education until 2029 reflects the Model for the Development of Preschool Education and Training, proposed in 2021, which primarily provides for the modernization of the content of preschool education. The implementation of the model provides for the transformation of preschool education and training to increase its quality, in accordance with modern requirements, which are constantly changing. The main directions of transformation in the Republic of Kazakhstan are determined:

- creation of equal opportunities for children from an early age, expanding access to preschool education and training;
- increasing the quality of services provided by preschool education and training;

- growth of professionalism of teaching potential;
- development of modern infrastructure [2, p. 7].

All of these sources are connected, either directly or indirectly, to the advancement of a child's potential for personal development and their upbringing in new circumstances. As part of the effort to modernize the practices within preschool organizations, in accordance with the designated Model, there have been revisions made to the program content of preschool education and training. Furthermore, changes and additions have been implemented to the State Mandatory Standard of Preschool Education and Training [3, p. 4], as well as to standard curricula and educational programs. These amendments have raised the expectations for the professional competencies of teachers, as well as the skills and abilities required of graduates from preschool institutions.

In his collective monograph, A.I. Grinev examines the basis for the integration of theoretical and methodological concepts in conjunction with practical experience, which provides an analysis of the leading educational competencies [4] in the context of modernization.

According to I.A. Zimnaya, "... competencies are some internal potential, hidden psychological neoplasms (knowledge, ideas, programs. actions, value systems and relationships), which are then revealed in human competencies as active, active manifestations. " [5, p. 22].

A sufficient number of pedagogical works have been devoted to the problems of modernization of education in the last century (M.P. Guryanova, I.A. Zimnaya, V.L. Nazarov, M.V. Nikitin, etc.). The development of the modern concept of modernization of preschool education is revealed in the works of S.K. Abildina, A.E. Adamov, V.G. Afanasyev, P.R. Atutov, P.G. Baidachenko, S.Y. Batysheva, V.F. Basharina, A.P. Belyaeva, A.P. Vladislavleva, S.N. Zhibaeva, F.N. Zhumabekova, J.K. Isaeva, V.I. Mitrokhin, V.A. Polyakova, et al.

The characterization of modernization as a transformative process aligning entities with contemporary standards is a common theme in scholarly literature. This perspective often emphasizes the dynamic nature of modernization, highlighting the ongoing changes that entities undergo to stay relevant in the current era. Technological advancements, upgrades in equipment, and shifts in societal perspectives are recognized as key drivers of this evolutionary process [6].

The incorporation of technological advancements is a central aspect of modernization. As new technologies emerge and existing ones evolve, entities must adapt to remain competitive and efficient. This adaptation may involve the integration of cutting-edge tools, software, or automation processes to streamline operations and enhance overall performance.

Equipment upgrades play a significant role in the modernization process, reflecting the importance of staying current with state-of-the-art machinery and infrastructure. This could involve the replacement or enhancement of outdated equipment to improve efficiency, reduce costs, and meet contemporary standards.

Societal perspectives are also acknowledged as critical factors in modernization. As societies evolve, so do their values, norms, and expectations. Entities undergoing modernization recognize the need to align with these changing societal attitudes, ensuring that their practices and products remain relevant and acceptable within the broader cultural context.

In summary, the unanimous understanding gleaned from scientific literature underscores modernization as a multifaceted and dynamic process. Technological advancements, equipment

upgrades, and societal perspective reformations collectively contribute to the progressive enhancement of entities, aligning them with contemporary standards and ensuring their continued relevance in the ever-changing landscape.

The use of the term "modern" in European history has a long and nuanced evolution, dating back to the late 5th century. During this time, the term was employed to express a desire for novelty and change, marking a distinction between the current era and the past. According to the insights of Jürgen Habermas, this distinction was particularly notable in the context of the Christian present versus the pagan Roman past [7].

In this historical context, the term "modern" was utilized to signify a departure from the established norms of the Christian present and a move towards something new and different. It played a role in shaping the identity of the contemporary era by distinguishing it from the preceding periods, emphasizing the evolving nature of societal and cultural dynamics.

As time progressed, the essence of modernization experienced a transformation, gaining significance during the Enlightenment. The term "modern" or "modernization" began to represent more than just a yearning for novelty; it came to embody the objective manifestation of renewal rooted in the relevance of the contemporary period. This evolution suggests a shift from a mere desire for change to a more intentional and systematic effort to adapt to the demands and circumstances of the times.

In summary, the historical use of the term "modern" in European history has evolved from expressing a desire for novelty and change to embodying a more intentional pursuit of renewal and adaptation. The concept has played a crucial role in delineating the distinctions between different historical epochs and has acquired deeper meaning over time, particularly during the Enlightenment.

The categorization of this modernization in education as socio-cultural highlights the recognition that it involves not only structural or technological advancements but also significant shifts in societal and cultural aspects. Socio-cultural modernization in education implies changes in the values, norms, and cultural context within which education operates. It goes beyond the physical infrastructure or curriculum modifications and addresses the broader social and cultural dimensions that influence the educational experience [8].

In practical terms, socio-cultural modernization in education may include reforms such as updating curriculum content to reflect contemporary societal values, promoting inclusivity and diversity, and integrating technology to enhance learning experiences. It may also involve fostering a culture of innovation, critical thinking, and adaptability among students to better prepare them for the challenges of the modern world.

The active backing from civil society further underscores the participatory nature of this modernization effort. Civil society involvement can take various forms, including advocacy for educational reforms, community engagement in the development and implementation of educational policies, and collaboration between educational institutions and community organizations.

Modernizing the education system is not just about technological upgrades or structural changes; it encompasses a socio-cultural dimension. This perspective acknowledges the interconnectedness of education with broader societal and cultural dynamics, and it emphasizes

the need for a collaborative effort between the state and civil society to bring about meaningful and holistic improvements in education.

The modernization of preschool education places a particular emphasis on addressing challenges related to the quality standards of this crucial educational stage. In this context, the focus is on creating an educational environment that not only imparts knowledge but also actively encourages children's initiative and fosters their personal development. Several key benchmarks guide this approach, emphasizing the importance of independence, motor and cognitive activity, freedom of choice, creativity, and collaborative interactions between adults and children [9].

**1. Independence:** Preschool education modernization recognizes the significance of nurturing independence in young children. The learning environment is designed to allow children to take initiative, make choices, and engage in activities that contribute to their sense of autonomy.

**2. Motor and Cognitive Activity:** The curriculum and activities in modern preschool education are structured to promote both motor and cognitive development. Hands-on activities, play-based learning, and interactive exercises contribute to the holistic growth of children, addressing both physical and intellectual aspects.

**3. Freedom of Choice:** Preschoolers are encouraged to make choices within a guided framework. This fosters decision-making skills and allows children to explore their interests, contributing to a more personalized and engaging learning experience.

**4. Creativity:** The modernization of preschool education emphasizes the importance of fostering creativity. Artistic expression, imaginative play, and activities that encourage creative thinking are integrated into the curriculum to support the development of a child's creative potential.

**5. Collaborative Interactions:** Interactions between adults (educators, caregivers) and children are considered crucial for effective learning and development. Modern preschool education encourages positive and collaborative relationships, creating a supportive environment for children to learn and grow.

**6. Utilizing Modern Technologies:** Integrating modern information and communication technologies is recognized as integral to nurturing the creative and intellectual development of children. Educational apps, interactive digital resources, and age-appropriate technology are incorporated to enhance learning experiences and prepare children for the increasingly digital world.

The modernization of preschool education revolves around creating a dynamic and responsive learning environment that addresses the unique needs of young learners. By focusing on independence, motor and cognitive activity, freedom of choice, creativity, and collaborative interactions, and incorporating modern technologies, educators aim to provide a well-rounded and effective foundation for the personal and intellectual development of preschool-aged children.

The modernization of preschool education in contemporary circumstances is guided by a clear objective: to cultivate qualities and attributes in preschoolers that align with their age-specific characteristics. This perspective reflects the understanding that a well-designed preschool education system should not only impart knowledge but also actively contribute to the development of each child in a manner that is tailored to their stage of growth. The ultimate goal is to equip every preschool-aged child with a developmental foundation that sets the stage for future success [10].

This approach acknowledges that young children have unique characteristics and needs that should be taken into account when designing educational strategies. Rather than adopting a one-size-fits-all approach, modern preschool education aims to be responsive to the individual

developmental stages of each child. This involves recognizing and respecting the natural curiosity, playfulness, and rapid cognitive and motor development that characterize this age group.

Key principles in modern preschool education that align with age-specific characteristics include: Play-Based Learning, Individualized Learning, Social and Emotional Development, Incorporation of Age-Appropriate Technology, Holistic Development.

The modernization of preschool education in contemporary circumstances is centered on a child-centric approach. By acknowledging and aligning with age-specific characteristics, educators aim to create an environment that not only imparts knowledge but also nurtures the overall development of preschoolers, setting the stage for their success in future educational endeavors and beyond.

The emphasis on the child's personality as the primary value in the education system of Kazakhstan, especially in preschool education and training, underscores a child-centric approach. This perspective reflects a commitment to recognizing and nurturing the unique qualities, abilities, and potential of each child. The objective of preschool education in Kazakhstan, in alignment with this value, is to unlock and develop each child's individual potential. This involves fostering the acquisition of robust knowledge, skills, and practical abilities that can be applied in the future.

The recognition of each child's innate potential is a fundamental principle in preschool education. This acknowledgment emphasizes that every child is unique and possesses inherent abilities and qualities that can be developed and harnessed through appropriate nurturing and guidance. In the context of preschool education, the term "potential" is considered as an intrinsic aspect of an individual [11]. Consequently, the preschool setting is not about creating potential but rather fostering its development. This underscores the role of adults (both within the family and preschool environment) in shaping the level of personal potential during the preschool years. Adults are tasked with recognizing a child's inherent abilities and cultivating the essential qualities required for a well-rounded personality.

## **Discussion and Results**

In the second phase of our research, we conducted an experimental study focusing on the development of preschoolers' personalities within the context of modernized preschool education, using Kindergarten No. 22 in Pavlodar city as our case study. We utilized V.A. Ananyev's "Flower of Potentials" [12] curriculum, which integrates seven core dimensions representing holistic health: intellectual, personal, emotional, physical, social, creative, and spiritual aspects. To assess the progress, we employed diagnostic methods developed by L.N.Voloshina [13], including assessments such as "Do you want to be healthy?" and "Formation of personality culture," tailored for both junior and senior preschoolers. Our approach centered on utilizing traditional outdoor games, incorporating various motor activities. Given the current landscape, the emphasis on outdoor play within preschool educational settings is crucial, serving as a fundamental tool for addressing a range of interconnected objectives, including nurturing preschoolers' personalities, enhancing motor skills, and fostering social interaction. Additionally, we utilized a methodology aimed at evaluating preschoolers' ability to control immediate impulses, as outlined by G.A. Uruntaeva [14], to gauge their engagement and interaction levels in play situations.

The model for modernizing preschool education and training in Kazakhstan, in new conditions, is reflected in Figure 1.

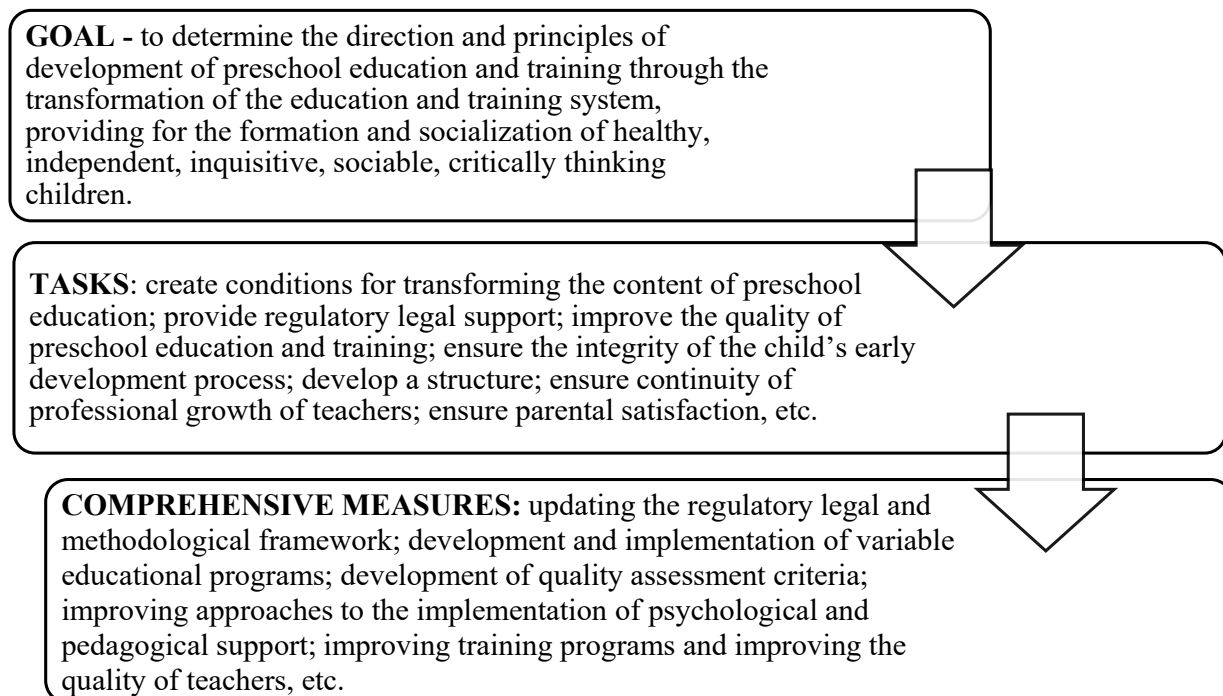


Figure 1. Model of modernization of preschool education and training in the Republic of Kazakhstan

The primary components comprising a preschooler's personal potential encompass various facets: intellectual potential, indicating the extent and quality of information assimilated by a preschool-aged child; communicative potential, encompassing a set of traits, skills, and abilities facilitating effective interaction with others; creative potential, denoting the capacity for productive and innovative endeavors; emotional and volitional potential, comprising a spectrum of feelings, emotions, and traits of willpower; and motivational and value potential, reflecting an individual's aspirations, values, and socio-psychological orientations. This potential is intertwined with moral potential, forming a cohesive framework of the individual's moral and ethical structure.

In pursuit of enhancing preschoolers' personal potential, a curriculum titled "Development of Personal Potential: "I Want to Be Healthy" has been formulated. The objective is to establish psychological and pedagogical environments within kindergarten settings to bolster children's personal potential, with an emphasis on health as a foundational element ensuring their future success across various endeavors. The program entails tasks such as nurturing personal potential in each child and fostering a collective culture and healthy lifestyle tailored to age-specific, individual, mental, and physiological characteristics.

Two kindergarten groups (4–5 years old) took part in the study. During the ascertaining experiment, we combined the methods and derived three indicators for which we obtained the following results (table 1)

Table 1

Results of the initial diagnosis

	High level	Medium level	Low level
The level of formation of hygienic culture			
The experimental group	16	64	20
The control group	14	82	4
The level of formation of children's ideas about health			
The experimental group	44	26	20
The control group	60	36	4
The level of formation of the ability to restrain one's immediate urges			
The experimental group	20	68	12
The control group	24	41	32

A new calendar and thematic planning for the education and upbringing of children has been developed and implemented. The Calendar Plan includes active educational and educational events: "Journey to the school of health", "The road to good health", "My health", "If you want to be healthy..."; sports games: "If I save my health, I will help myself", "A healthy mind in a healthy body"; classes with parents: quest game "Seven Petals of Health", interactive conversations, quizzes, learning hours. These classes were conducted only in the experimental group.

Diagnostics after carrying out the above classes showed the results reflected in Figure 2, 3, 4.

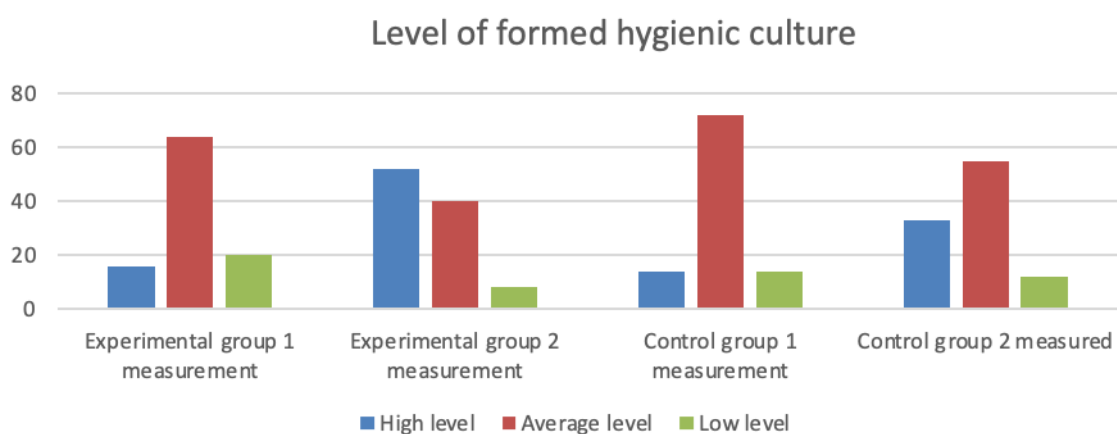


Figure 2. Level of established hygienic culture

In the experimental group 1 measurement, the number of subjects with a low level of formed hygienic culture (20%), with an average level (64%) of subjects, with a high level of formation (16%). In the control group 1 measurement, the number of subjects with a high level of developed hygienic culture (14%), and with an average (72%) and low (14%) subjects.

According to the results of the 2nd measurement of the experimental group with a low level of hygiene culture formation (8%), with an average level (40%), subjects with a high level



of formation (52%). In the control group of 2 measurements, the number of persons with a high level of developed hygienic culture (33%), as well as with average (55%) and low (12%) subjects was noted.

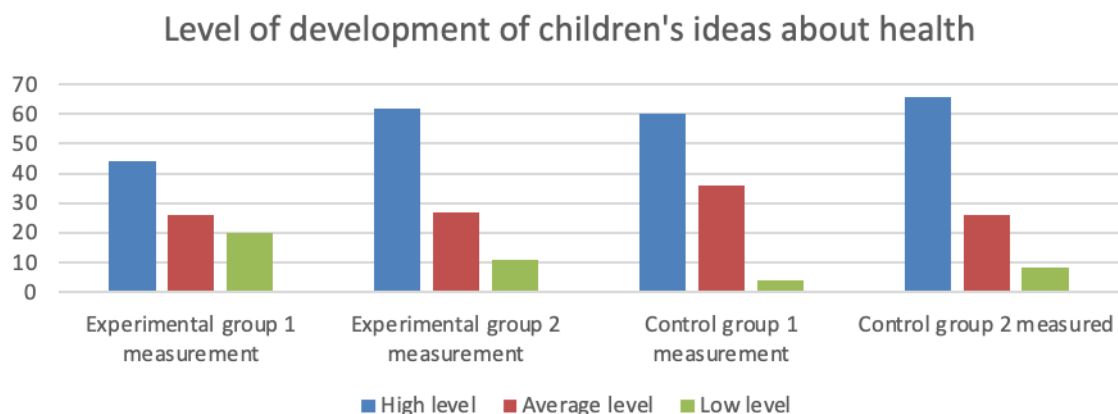


Figure 3. Level of development of children's ideas about health

In the experimental group 1 measurement, the number of subjects with a low level of development of children’s ideas about health (20%), with an average level (26%) of subjects, with a high level of development (44%). In the control group 1 measurement, the number of subjects with a high level of development of children’s ideas about health (60%), and with an average (36%) and low (4%) subjects.

Based on the results of the 2nd measurement of the experimental group with a low level of development of children’s ideas about health (11%), with an average level (27%), and subjects with a high level of formation (62%). In the control group of 2 measurements, the number of persons with a high level of development of children’s ideas about health (66%), as well as with average (26%) and low (8%) subjects was noted.

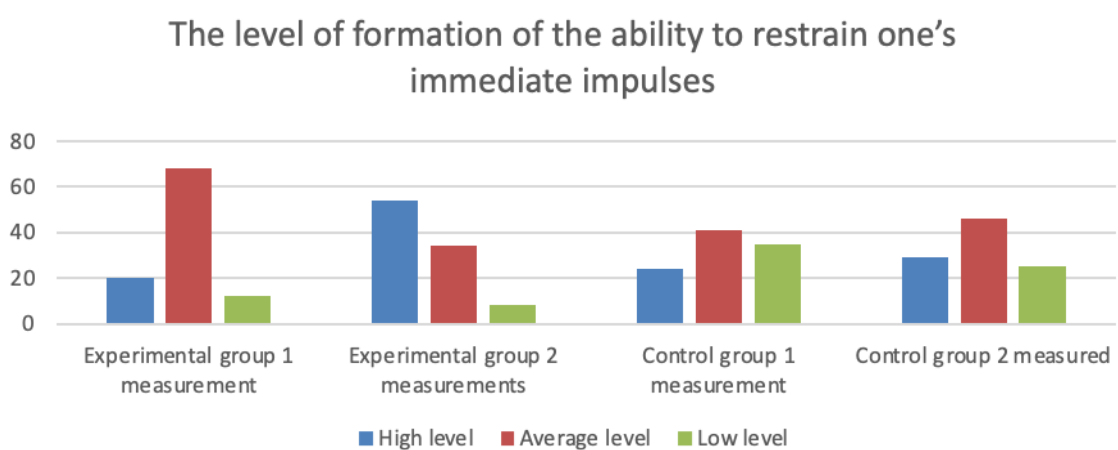


Figure 4. Level of development of the ability to restrain one’s immediate impulses

In the experimental group 1 measurement, the number of subjects with a low level of development of the ability to restrain their immediate impulses (12%), with an average level (68%) of subjects with a high level of development (20%). In the control group 1 measurement, the number of subjects with a high level of developed hygienic culture (24%), and with an average (41%) and low (35%) subjects.

According to the results of the 2nd measurement of the experimental group with a low level of development of the ability to restrain their immediate impulses (8%), with an average level (34%), subjects with a high level of development (54%). In the control group of 2 measurements, the number of individuals with a high level of development of the ability to restrain their immediate impulses (29%), as well as with average (46%) and low (25%) subjects was noted.

Based on the results of the formative experiment, the following results were obtained: the level of the formed hygienic culture of the experimental group of subjects improved significantly compared to the control group of subjects.

The data analysis reveals a notable positive trend in the developmental indicators across all facets of personal potential in the experimental group of children compared to the control group. These findings indicate the effectiveness of educational initiatives implemented by teachers who have upgraded their skills as part of the broader modernization efforts in preschool education. The incorporation of contemporary educational technologies has proven to be beneficial. Children exposed to these new teaching methods have demonstrated not only the acquisition of knowledge but also the ability to apply it in their daily lives.

Significantly, parental involvement emerged as a crucial factor in the upbringing process. Adopting this approach within the preschool education system has shown that children can cultivate multifaceted skills for personal development, establishing a unified value structure centered around a healthy lifestyle. In our view, these results represent an initial stride towards establishing what can be termed a "school of opportunities" within preschool education, where the personal potential of each child is systematically nurtured.

These outcomes align with the research findings of other scholars such as O.D. Guselnikova, who explores avenues for modernizing preschool education through innovative technologies; G.V. Gaifieva, who delves into the challenges of enhancing the professional competence of preschool educators; and E.F. Gazizova, who investigates the significance of strategic planning in the educational process within the context of modernizing preschool education

## **Conclusion**

We have determined that a preschool child's personal potential constitutes a collection of attributes essential for their holistic development, providing them with the necessary skills and accomplishments across intellectual, moral, and creative domains. The key components of a preschooler's personal potential encompass intellectual, creative, communicative, moral, and other interconnected aspects that can undergo continuous evolution.

In Kazakhstan's educational institutions, which have undergone modernization to align with contemporary standards, as outlined in the Modernization Model of preschool education, there exist opportunities for fostering the personal development and upbringing of children a

validation supported by experimental results. The experimental group exhibited more favorable indicators compared to the control group, demonstrating consistent progress in all aspects of a preschooler's personality potential.

In essence, the modernization efforts in the preschool education and upbringing system contribute to the cultivation of both cognitive and practical skills in children, leading to tangible personal achievements. It is emphasized that the initiation of this development process is crucial from preschool age. Equally important is the collaborative effort of preschool educators and parents in actively participating in the child's personality development. Furthermore, the establishment of a conducive environment, equipped with technical and methodological resources, within a preschool institution is regarded as the initial stride towards nurturing and developing the personal potential of preschoolers.

### **Contribution of the authors**

**Matayev B.A.** – was responsible for the concept of the research work. Systematized materials on the topic “Modernization of education for the development of the potential of a preschooler’s personality and education in the conditions of New Kazakhstan”, provided a comprehensive overview of modern challenges and prospects for education in Kazakhstan in the context of modernization and development of a child’s personality. Compiled an extensive literature review, including the main theoretical approaches to the education and development of a child’s personality, taking into account the relevance of the new Kazakhstan.

**Bekisheva A.A.** – was responsible for coverage and systematization on the chosen topic of the new Kazakhstan. Determined the goals of the study and the formulation of specific tasks. Conducted a theoretical review and critical analysis of previous studies: reviewed key theories, models and concepts related to the modernization of education and the development of a child’s personality, assessed previous studies and developments in this area, identified gaps that the current one addresses study.

**Temirzhanova A.Zh.** – developed a detailed plan for data collection, selection of analysis methods, data collection and processing, as well as in-depth interpretation of the results for further use in developing strategies for modernizing education in Kazakhstan. Conducted a review of the diagnostic methods used in the study: “Do you want to be healthy?”, “Formation of personality culture” by L. N. Voloshin and “Studying the ability to restrain one’s impulses” by G.A. Uruntaev. She structured materials prepared by other authors and ensured that research findings were presented in a logical and coherent manner.

**Zhigitbekova B.D.** – organized and conducted the main experiment as part of the study, described the research methods: She detailed the selected methods used for data collection and analysis. She gave a description of the educational environment, described the context of the study, including the characteristics of kindergarten No. 22 in the city of Pavlodar and the conditions in which the study was conducted.

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### **Жаңа Қазақстан жағдайында бала тұлғасының әлеуетін дамыту және білім беруді жаңғырту**

**Аңдатпа.** Бұл мақалада Жаңа Қазақстан жағдайында баланың жеке басының әлеуетін және білім алуын дамытуға бағытталған мектепке дейінгі білім беруді жаңғыртудың ерекшеліктері қарастырылады. Теориялық зерттеулер барысында мектепке дейінгі тәрбие мен оқытуды ағымдағы жаңғыртудың құқықтық және әдістемелік стандарттары белгіленді. Қазақстан Республикасындағы мектепке дейінгі тәрбие мен оқытуды жаңғырту моделінің ерекшеліктері ашылды, оның мақсаты: мектеп жасына дейінгі балалардың (дені сау, дербес, көпшіл, ізденімпаз, сыни тұрғыдан ойлауын) жетілдіру. Мектеп жасына дейінгі баланың тұлғалық дамуының негізгі құрамдас бөліктері: балада бар ақпараттың көлемі мен сапасын көрсететін интеллектуалдық потенциал; басқа адамдармен сәтті қарым-қатынасты қамтитын коммуникациялық әлеует; өнімді шығармашылық іс-әрекет дағдыларымен дағдыларымен сипатталатын шығармашылық потенциал; эмоционалды-ерікті потенциал сезімдер мен ерікті қасиеттер жүйесі; нде жатыр; тұлғаның мақсатты және құндылық жүйесін көрсететін мотивациялық және құндылық потенциалы. Олардың барлығы өзара байланысты және тұлға құрылымын дамытудың біртұтас кешенін құрайды. Зерттеу көрсеткендей, ата-аналарды белсенді іс-шараларға тарту осы салалардың барлығында балалардың дамуын айтарлықтай жақсартады. Бұл нәтижелер балалардың әлеуетін одан әрі дамыту үшін мектепке дейінгі мекемелерге заманауи білім беру технологияларын енгізуді қолдайды.

**Түйін сөздер:** мектепке дейінгі тәрбие, баланың жеке басының әлеуеті, мектепке дейінгі білім беруді жаңғырту, Жаңа Қазақстан, интеллектуалдық қабілеті, коммуникациялық потенциал, білім беру технологиялары.

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### **Модернизация образования для развития потенциала личности дошкольника и воспитания в условиях Нового Казахстана**

**Аннотация.** В данной статье исследованы особенности модернизация дошкольного образования, направленные на развитие потенциала личности ребенка и воспитания в условиях Нового Казахстана. В ходе теоретического исследования установлены правовые и методические нормы проводимой модернизации дошкольного воспитания и обучения. Раскрыты особенности Модели модернизации ДВО в РК, ее цель: развитие через трансформацию системы воспитания и обучения для формирования и социализации детей дошкольного возраста

(здоровых, самостоятельных, коммуникабельных, любознательных и критически мыслящих). Основными компонентами развития личности ребенка дошкольного возраста являются: интеллектуальный потенциал, показывающий объём и качество информации, которой ребенок располагает; коммуникативный потенциал, включающий в себя успешное общение с другими людьми; творческий потенциал характеризуется умениями и способностями к продуктивному созидательному действию; эмоционально-волевой потенциал заключается в системе чувств и волевых качеств; мотивационно-ценностный потенциал, отражающий целевую и ценностную систему личности. Все они связаны между собой и образуют единый комплекс развития структуры личности. В исследовании подчеркивается, что вовлечение родителей в активную деятельность значительно улучшает развитие детей во всех этих областях. Эти результаты подтверждают необходимость внедрения современных образовательных технологий в дошкольных учреждениях для дальнейшего развития потенциала детей.

**Ключевые слова:** дошкольное образование; личность ребенка; модернизация дошкольного образования; Новый Казахстан; интеллектуальные способности; коммуникативный потенциал; образовательные технологии.

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