

THE CASE OF EARLY CHILDHOOD EDUCATION THEORY LECTURE AT BUCHEON UNIVERSITY IN TASHKENT

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Abstract. *The aim of this case of lecture taken in the Early Childhood Education Theory lecture in the first semester of 2021 is to demonstrate the example that the students tried to understand the meaning of lecture throughout participating inside it by themselves so that we could find properness of adjusting it into a real class.*

Furthermore, Korean 'Nu-Ri' educational curriculum was implemented to the lecture comparing with the Uzbekistanian educational curriculum.

Keywords: *Early Childhood Education Theory lecture, play-centered curriculum, examples of study for Pre-service teacher education.*

This Early Childhood Education Theory Lecture is 15 weeks scheduled lecture and it is based on the Korean 'Nu-Ri' Educational Curriculum (2019 revised) for 15 weeks.

The subjects for this study were 192 students in Department of preschool education at Bucheon University Tashkent. At 1st week, Students were studying and understanding both Uzbekistanian Curriculum 'Ilkadam' and Korean Curriculum 'Nu-Ri' and then they shared the thought each other what role the teacher should be in the curriculum of 'play-centered'. At 2-5 week, Lectures were dealing with several case-studies of Early Childhood Education's each sectors. At 6-8 week is to understand the operation example for 'play-centered' curriculum based on incorporated education theory. At 9-13 week, Class management way for small-big group were taught. At 14-15 week, operation examples of play-centered curriculum were taught (having a presentation relating with Yearly/Monthly/Weekly basis).

In a result, The students were understanding 'play-centered' curriculum pretty well and they systematically planned out a teaching document which is yearly, monthly, weekly, daily basis. According to these results, an implication for this study is suggested.

Back in February 17th 2021, The president of Uzbekistan Shavkat Mirziyoyev held a summit in Seoul and Minister Agrippina Vasilyevna Shin of Ministry of preschool education and school education visited Bucheon University. It appeared the trust and reliability between Korea and Uzbekistan regarding an adaptation of higher level Korean preschool educational system into Uzbekistan preschool educational field. (Ji-seon Hwang, 2019.p.84)

This study mainly focuses on comparison between Korean 'Nu-Ri' curriculum revised in 2019 and Uzbekistanian 'Ilkadam' to find out the difference. Throughout this undergoing learning process which is basically focused on not only the knowledge itself but facing real kindergarten classes, pre-service teacher could be prepared to become a qualified teacher.

Especially the study and its material has engineered with the aim for well understanding the play-centered educational curriculum.

The goal of Early Childhood Education Theory lecture is to educate the students not only the knowledge but the gap between simply learning materials and real classroom management with the deep understanding the whole curriculums of Uzbek 'Ilkadam' and Korean 'Nu-Ri'.

The educational and teaching implication has figured out with observing all the processes when students are in the given situation that they should engineer the teaching materials, lecture program along with studying Korean play-centered curriculum and Uzbek Ilkadam.

The problem(statement) - How is the results and effects when applying BUT Early Childhood Education Theory lecture into the lecture ‘teaching pre-service teacher’.

The problem 1-1. How is the result when applying ‘Understanding of play-centered curriculum for early childhood’ (1 week) in the lecture.

The problem 1-2. How is the result when applying ‘A sector of early childhood education’ (2-5 week) in the lecture.

The Problem 1-3. How is the result when applying ‘play-centered curriculum operation based on incorporated education theory (6-8 week)

The Problem 1-4. How is the result when applying ‘Class management way for small-big group’ (9-15)

Experiment subject : 198 subjects which is 3rd-year BUT students of Pre-school education (2021.1st semester, All students were included (full-time/non full-time)). Every subject have experienced to setup teaching documents and plans based on understanding Il-Kadam curriculum.

Experiment procedure :

First, Basic information about two curriculums was informed.

<Chart 1> Basic information of two country’s curriculums

Country	Title	Department	Launched	Into-effect	Age
Uzbekistan	ILK Kadam (The first step)	Ministry of preschool and school education	2018.7.7	2018.9	3-7
Korea	Kindergarten Curri. 3-5 Nuri Curriculum	Ministry of education Ministry of health and welfare	2019.7.24	202.3	3-5

<Chart 2> Curriculum analysis criterion and sub areas

Analysis Criterion		Sub areas
1	Curriculum structure	<ul style="list-style-type: none"> • General • Curriculum composition
2	Purpose and aim	<ul style="list-style-type: none"> • Statement of purpose • Statement of aim
3	Curriculum detail	<ul style="list-style-type: none"> • Areal division • Areal detail
4	Studying evaluation	<ul style="list-style-type: none"> • Studying detail • Evaluation detail

For structuring and planning play-centered curriculum operation, comparison between Uzbek Il-kadam and Korean Nu-ri (2019 revised) was applied to this study. (structure mainly based on Nuri). Hee-Kyung Lee(2019.P.P.233-244).

<Chart 1> Basic information of two country’s curriculum and <Chart 2> Curriculum analysis criterion and sub areas referred to Hee-Kyung Lee(2019.P.P.233-234). Details are on the <Chart 3> below.

<Chart 3> Studying details

Studying title	Week (Hour)	Implementation criterion (detail)
Understanding of Early Childhood education theory	1-(3 hours)	Curriculum in Uzbekistan Curriculum in Korea
Area of Early Childhood education theory	2-5(15 hours)	Child’s language, Math, Science, Society, Music, Movement, Art (details with chart), Teaching method, operation
Operation for play-centered curriculum based on integrated education theory	6-8(6 hours)	1. Understanding of play-centered curriculum 2. Teaching plans for play-centered curriculum based on integrated education theory 3. Details for play-centered curriculum based on integrated education theory
Operation details for small-big group play	9-15(18 hours)	Having conversation, Dramatic activity, cooking, Bird chant, body expression, class engineering

Second, Examples regarding free-play and supportive action by teacher were presented derived from play-centered curriculum (part of revised Nu-ri).

<표4> 주제조직망에 기초한 월간교육계획

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<Chart 4> Based on subject constructional web, Monthly teaching material’s main fairy tale book was selected to “It feels good when it rains” (Japanese original). (Jin-Hee Kim, Mi-Young Kang p.138)

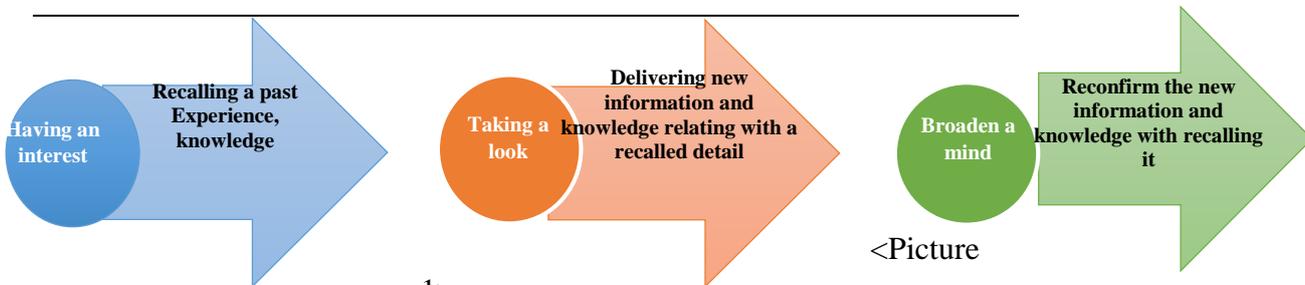
Third, Teaching documents for play-centered curriculum was planned.

<Chart 5>category of play



Fourth, Analyze the effects of play-centered curriculum in class. (2019, Hee-Kyung Lee)

<Chart 6> Making conversation



<Picture 1> is class performance picture which describes performing titled ‘Dung-Koong-Ta sound seed’.

Results

1. The presented results when comparing Il-Kadam and Nu-ri is, students who is good at English so that have confidence to take English teaching were involved a lot in ‘teaching second language study’ which is one of the aims in Il-kadam.

2. A teaching document was set up according to the operation manual of 5 areas of Early childhood education theory.

3. In the results of teaching play-centered curriculum based on the integrated Early childhood education theory, students have made their Annual, Monthly, Weekly, Daily plan for class quite well.

4. <Chart 4> Making conversation (Jin-Hee Kim, Mi-Young Kang, 2000.p.186) was referred to small-big group operation. Students of preschool education engineered the play,

5. The Playing category changed when planning the class <Chart 2>. (Jin-Hee Kim, Mi-Young Kang, 2000, P.173). In the perspective of teaching “free-play category”, Teacher’s supportive action was challenged and not effective due to kid’s activity

Conclusion

Based on the study problems, conclusions are suggested as below.

First, BUT department of preschool education students were basically well aware of the play-centered curriculum even though, at the beginning of the study, they were encountered the curriculum quite toughly. However, as time goes with the semester, students understood the concept of play-centered curriculum as they experienced play-centered curriculum in flesh.

Second, Students were taught to make a teaching plan with using Uzbekistan’s history or fairy tale. Because students had already experienced how to set up a teaching plan with Korean

fairly tale. Last step for the students is to adjust their plans into a real class.

Third, Students were interested in Disabilities integrated education when they were evaluating themselves so that they were trying to search for effective ways of teaching Disabilities. This need of Disabilities could be achieved by teacher's level-based teaching concept. Even though support for teachers who is dealing with Disabilities and psychology has been done currently, more effective and advanced way of teaching Disabilities need to be planned in the future.

Fourth, Preschool education industry needs to absorb the cutting-edge technology for responding the urgent needs in the fast-moving society with unprecedented situation frequently happens such as Covid-19 crisis when kindergarten must be closed and online class opens only.

Along with this current trend, experiencing brand new technology must be done for the teachers because upcoming future that teachers are going to face is different that the society we used to know for years. Better educational programs can be achieved when this idea is deeply concerned.

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