

APPLICATION OF SINGAPOREAN EDUCATIONAL SYSTEM  
METHODS IN PRESCHOOL EDUCATION

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**Annotation.** The article presents the teaching structures of Singapore educational technology, which can be used by specialists (teachers) of preschool education, both in organized educational activities and in critical moments. Singapore technology teaching structures combined with entertaining tasks help pupils to reveal a new side, so as the main thing in the lesson is the preschooler himself and his activities, and the teacher is an assistant.

**Key words:** teaching structures, teaching technology, independent educational activities, preschool age, culture of thinking.

Education always played an important role in Singapore. The only resource of this country is its people and that is why both Singaporean citizens and the government see education as the key element of developing the prosperous society. So when it comes to childhood education in Singapore, there are a variety of curriculum approaches that are used to achieve the development and education of children in a play-based, child-centered environment.

Since 2000, the pre-school landscape in Singapore has been evolving and changing more rapidly than before. The interest of raising the quality of pre-school education is evident in the introduction of new policies and implementation of new initiatives in the last six years. These policy developments have resulted in significant changes in various aspects of the quality standards of pre-school education in Singapore. This paper presents the context of pre-school education policy and practice in Singapore and highlights recent key reforms introduced by the Ministry of Education (MOE) in order to promote quality kindergarten education.

To the south of Thailand, closer to the equator, on the waterway from China to Europe, India and the Arab countries, on 63 islands there is a small country - Singapore with the capital of the same name. But this small country is known to the world community as having one of the best public education systems in the world, thanks to which Singapore ranks consistently high in world rankings and its young citizens show the best results in the world in mathematics and science.

Preschools in Singapore develop individualized curriculum to follow needs and interests of each child. Even when a school officially claims to be focused on one particular curriculum over another, each of them uses various early childhood approaches to respond each student in the group. In the most cases, when a school makes a decision about the curriculum approach to follow, they take a bit of this and a bit of that and put it together. Preschools in Singapore also put a great emphasis on teachers and methods they use to foster the children's development within the educational framework. Singaporeans believe that the success of a preschool stands on the professionalism of its teachers. Childhood education in this country is not just about the curriculum, but also about the delivery. A lot of attention is paid to team building like-minded people, where everyone knows how listen, hear, solve the proposed problem and support each other. For this purpose, preschool education specialists (educators) have adapted the educational structures proposed by the Singapore company "Educare" International Consultancy". This

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technology does not require changing the course of the entire lesson; it involves the use only one or two elements that. The teacher himself has the right to choose.

In kindergarten, children most often sit four people at a table, opposite each other, which is very suitable for team activities, as provided by Singaporean learning technology. Children work in teams of four, paired with a “shoulder” or “face” partner. When answering questions, all participants express their thoughts orally, help their partners. There are no leaders here, everyone is equal. Along with securing studied, refreshing the memory of forgotten things, developing speech, this type of work promotes the development of a culture of thinking. Singapore has been paying increased attention to pre-school education in recent years. The stepped-up attention to the early years stems from stronger public awareness of the importance of quality early childhood education in children’s learning and development.

While choosing a preschool in Singapore, parents usually have to consider such factors as location, cost, and waiting lists. Nevertheless, there is a larger amount of information to understand, so searching for a preschool can be a rather daunting task. Learning centers in Singapore follow an alarmingly varied number of curricula, so choosing the most suitable one is not an easy thing to do. That is why we provide you with the information about the seven curriculum approaches available in Singaporean preschools. They are Montessori, Waldorf Steiner, the Play-Based curriculum, the Reggio Emilia approach, the High Scope Method, the Theory of Multiple Intelligences, and newer curriculum approach known as “whole brain learning”. If left in side the philosophical meaning of the formula and consider it only in concrete psychological terms, then it becomes It is obvious that this formula clearly brings thinking to the forefront in a person’s mental life, considering thinking sign of human existence. A namely reasoning thinking, verbal-logical thinking. This is thinking and today stands out as one of the main types of thinking, characterized by the use of concepts, logical constructions operating on the basis of language, linguistic means

Historically, the Singapore education system is based on a pragmatic approach whereby economic functionality remains a cornerstone of educational policies. Over the 42 years since independence, the government has actively sought to maximise Singapore’s economic potential by investing heavily in building a first class formal education system catering for all from the age of seven. The aims of Singapore’s education system have undergone three major paradigm shifts from a “survival-driven education” in the 1960s where the focus was on providing school places so that all citizens had access to learning basic numeric and literacy skills, and equipping them with technical skills needed to support industrialization, to an “efficiency-driven system” in the late 1970s where the focus was on reducing attrition and to an “ability-driven system” initiated in 1997 where efforts were made to mass customise programmes catering to the diverse needs and talents of children to allow them to realise their potential as the nation moved into preparing children for a knowledge-based economy.

In Singapore, formal school education begins at Primary One where it is compulsory for all children to start school in January of the year which they would turn seven. Even though pre-school education before the primary years is not compulsory and is provided entirely by the private sector, the majority of Singaporean children are attending pre-school currently. Therefore, instead of mandating pre-school education for all, the government aims to target its efforts in areas which would give the greatest leverage on raising the quality of pre-school education, especially for

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children from less advantaged homes, and in getting the small number who do not attend pre-school to do so.

Pre-school education in Singapore is made up mainly of the child care sector and the kindergarten sector. Child care centres, which are licensed by the Ministry of Community Development, Youth and Sports (MCYS), provide care and education for children from two months to six years old. Kindergartens, on the other hand, provide education for four to six-year-olds and are registered with the Ministry of Education (MOE). All child care centres are regulated under the Child Care Centres Act (1988) while kindergartens are regulated under the Education Act. Singapore has a high pre-school participation rate of more than 95% of children ages four to six years being enrolled in either one of the 488 kindergartens or 721 child care centres. This excludes children who may be home schooled or receiving pre-school education in international schools, special education schools, playgroups and other enrichment centres. Both kindergartens and child care centres, commonly referred to as pre-schools in the Singapore context, provide a formalized three-year pre-school education programme in Nursery classes for four-year-olds, Kindergarten One classes for five-year-olds and Kindergarten Two classes for six-year-olds. All pre-schools in Singapore are run by the private sector, including community foundations, religious bodies, social organizations and business organizations. There is a universal government subsidy for child care fees and needy families are eligible for further financial assistance from the government or nongovernment agencies. Kindergarten fees are generally lower and financial assistance schemes are also available for poor children. Furthermore, families with more than one child can benefit from a government subsidy introduced in 2001, known as the Children Development Co-Savings (Baby Bonus) Scheme, to pay for their children's pre-school fees.

The Reggio Emilia was created by Loris Malaguzzi and the parents of the Reggio Emilia region in Northern Italy. The method is centered on the interests of kids and their relationships with adults, other children, and the environment. The Reggio Emilia is focused on the "pedagogy of listening" that stresses the importance of listening to each other both for parents and their kids. When it comes to parents, listening to their child is considered as an effective way to understand the child's way of thinking, allowing parents to foster the interests of their kids and to turn these interests into projects that facilitate child's education. The approach is primarily based on theories of Jean Piaget and Lev Vygotsky. Nevertheless, it sums up a variety of educational theories based on children's development and learning through play. As it derives from its name, the play-based approach is focused on teaching children in a fun, interesting, playful manner. The classroom environment is one of the essential parts as children learn better when they are interacting with materials and their environment. A teacher is seen as the observer who stimulates children's interest and learning.

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