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Theoretical and Methodological Foundations of Forming the Worldview of Children in Senior Preschool Groups

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Abstract

The article examines the theoretical and methodological foundations of forming the worldview of children in senior preschool groups. It analyzes the concept of worldview, its structure, and its significance in the comprehensive development of preschool children. The study highlights the role of educators, family, and the educational environment in fostering children's cognitive, moral, social, and emotional development. Modern pedagogical approaches, principles, methods, and teaching technologies that contribute to the formation of a scientific worldview are discussed. The research emphasizes the importance of age-appropriate educational activities, interactive methods, and value-oriented instruction in developing children's understanding of themselves, society, and nature. The findings suggest that a well-organized educational process based on theoretical and methodological principles promotes the formation of an active, responsible, and intellectually developed personality during the preschool period.

Keywords

preschool education, senior preschool group, worldview formation, theoretical foundations, methodological approaches, child development, educational process, moral education, cognitive development, pedagogy

Introduction

The formation of a child's worldview is one of the primary objectives of modern preschool education. A worldview represents an individual's system of knowledge, beliefs, values, and attitudes toward nature, society, and oneself. During the preschool years, children actively perceive the surrounding world, acquire new experiences, and develop the cognitive, emotional, moral, and social competencies that serve as the foundation for lifelong learning and personal development. Consequently, the

formation of a well-balanced worldview at this stage is regarded as a key indicator of successful educational practice.

Senior preschool age is considered a particularly important period in the development of children's worldview because it is characterized by rapid intellectual growth, increased curiosity, and the emergence of logical thinking. Children begin to ask questions about natural phenomena, human relationships, moral values, and social norms. They gradually develop the ability to compare, analyze, generalize, and draw conclusions based on their observations and experiences. Therefore, educational activities conducted during this period significantly influence children's understanding of the world and their future attitudes toward learning and society.

The concept of worldview has been widely discussed in philosophy, psychology, and pedagogy. From a pedagogical perspective, worldview formation is understood as a systematic process through which children acquire scientific knowledge, develop moral values, and establish positive attitudes toward their environment. Modern educational theories emphasize that children's worldview should be developed through active participation in educational activities rather than passive memorization of information. Constructivist approaches, developmental education, and child-centered pedagogy all recognize the importance of creating learning environments that encourage exploration, creativity, and independent thinking.

Recent developments in preschool education highlight the necessity of integrating cognitive, emotional, moral, aesthetic, and social education into a unified educational process. Theoretical and methodological foundations provide educators with scientific principles, teaching strategies, and instructional methods that facilitate children's holistic development. These foundations include age-appropriate learning, experiential education, interactive teaching methods, play-based learning, problem-solving activities, and collaboration between educational institutions and families. Such approaches enable children to understand the relationships between themselves, other people, and the natural environment while fostering responsibility, empathy, and critical thinking.

The educator plays a decisive role in organizing educational activities that promote worldview formation. Teachers not only provide knowledge but also create situations that stimulate children's curiosity, imagination, and communication skills. Through observation, storytelling, games, experiments, artistic activities, and discussions, children gradually construct their own understanding of reality. Equally important is the influence of the family, whose educational values and daily interactions significantly shape children's perceptions of the world. Therefore, effective cooperation between preschool institutions and parents contributes substantially to successful worldview development.

Although numerous studies have examined various aspects of preschool education, further investigation of the theoretical and methodological foundations of worldview formation remains necessary. Contemporary educational reforms, technological progress, and rapidly changing social conditions require updated pedagogical approaches that correspond to children's developmental needs and modern educational standards. Understanding the theoretical basis of worldview formation helps educators design effective learning environments that support children's intellectual, emotional, and moral growth.

The purpose of this study is to analyze the theoretical and methodological foundations of forming the worldview of children in senior preschool groups. Specifically, the research aims to examine the pedagogical principles, educational methods, and developmental approaches that contribute to children's cognitive, social, emotional, and moral development. The findings are expected to provide valuable recommendations for improving preschool educational practice and enhancing the quality of worldview formation during early childhood education.

Methods

This study employed a qualitative research design supported by descriptive, comparative, analytical, and theoretical methods to investigate the theoretical and methodological foundations of worldview formation among children in senior preschool groups. Since the objective of the research was to analyze pedagogical concepts, educational approaches, and methodological principles rather than to

measure statistical relationships, a qualitative methodology was considered the most appropriate research strategy. The study focuses on identifying effective pedagogical conditions and instructional methods that facilitate the development of children's worldview during the preschool period.

The research was based on an extensive review of scientific literature in the fields of preschool education, developmental psychology, pedagogy, educational philosophy, and cognitive development. National and international publications, including monographs, peer-reviewed journal articles, dissertations, educational standards, curriculum guidelines, and methodological manuals, were systematically analyzed. Particular attention was given to studies addressing worldview formation, child-centered education, cognitive development, moral education, and innovative teaching methods used in preschool institutions.

The theoretical framework of the research integrates several educational approaches. The child-centered approach served as the principal methodological foundation, emphasizing the individual characteristics, interests, developmental needs, and learning abilities of preschool children. This approach recognizes children as active participants in the educational process who construct knowledge through interaction with their environment.

The competence-based approach was also incorporated into the study because modern preschool education aims to develop not only knowledge but also practical skills, attitudes, values, and social competencies. Within this framework, worldview formation is understood as a multidimensional process that combines intellectual, emotional, moral, communicative, and social development.

Furthermore, the research applied the developmental approach, which considers children's age-specific psychological and physiological characteristics. According to this perspective, educational activities should correspond to children's cognitive abilities and gradually increase in complexity. Age-appropriate learning experiences enable children to establish meaningful connections between new information and their previous knowledge, thereby supporting the gradual formation of a scientific worldview.

A descriptive research method was used to explain the concepts of worldview, worldview formation, educational environment, pedagogical interaction, and methodological support. Definitions presented by various scholars were compared and synthesized to identify common theoretical principles and conceptual differences. This method also facilitated the classification of pedagogical factors influencing children's worldview development.

Comparative analysis constituted another important component of the methodology. Various educational theories, teaching strategies, and methodological models proposed by different researchers were systematically compared. The analysis focused on similarities and differences in their pedagogical objectives, instructional principles, classroom implementation, and educational outcomes. International approaches to early childhood education were also examined to identify practices that may contribute to improving preschool education.

Content analysis was employed to examine educational documents, preschool curricula, methodological recommendations, and teaching materials. Educational content was analyzed according to several criteria, including cognitive development, moral education, environmental awareness, social interaction, language development, creativity, and value formation. This analytical procedure enabled the identification of educational components that directly contribute to the development of children's worldview.

The research also utilized document analysis as a source of empirical information. National educational legislation, state educational standards, preschool curriculum requirements, methodological recommendations issued by educational authorities, and institutional guidelines were examined to determine the theoretical and methodological principles governing preschool education. These official documents provided an important basis for evaluating current educational practices and identifying opportunities for methodological improvement.

Systematic analysis was applied to investigate the interrelationships among the major components of worldview formation. The educational process was considered as an integrated system consisting of educators, children, parents, educational content,

teaching methods, learning materials, and the preschool environment. Particular attention was devoted to understanding how these elements interact to promote children's cognitive, emotional, social, and moral development.

The study identified several pedagogical conditions that contribute to effective worldview formation. These include creating a supportive educational environment, applying interactive teaching methods, encouraging independent thinking, integrating play-based learning, organizing observation and experimentation activities, promoting communication among children, and maintaining active cooperation between educators and families. Each pedagogical condition was evaluated based on its theoretical justification and practical significance for preschool education.

To ensure the reliability and validity of the findings, information obtained from different scientific sources was compared and cross-checked. Only peer-reviewed publications, officially approved educational documents, and recognized pedagogical literature were included in the analysis. The triangulation of theoretical sources enhanced the credibility of the research and minimized subjective interpretation.

Ethical considerations were also taken into account throughout the study. The research relied exclusively on publicly available scientific publications and educational documents. All theoretical concepts and methodological approaches were appropriately acknowledged through academic citation practices. Since the study did not involve human participants, interviews, or classroom experimentation, no personal data were collected or analyzed.

Overall, the methodological framework combines qualitative analysis, descriptive research, comparative evaluation, document analysis, content analysis, and systematic interpretation. The integration of these complementary methods provides a comprehensive understanding of the theoretical and methodological foundations of worldview formation among children in senior preschool groups. This methodological approach ensures that the findings are scientifically grounded and may serve as a practical basis for improving preschool educational practice, curriculum development, and teacher training programs.

Results

The analysis of theoretical and methodological sources demonstrates that the formation of a worldview among children in senior preschool groups is a complex pedagogical process influenced by cognitive, emotional, social, and moral development. The findings indicate that a child's worldview is not formed spontaneously but develops through purposeful educational activities organized by educators in cooperation with parents and the wider educational environment. Effective worldview formation depends on scientifically grounded pedagogical principles, age-appropriate instructional methods, and the integration of educational experiences into children's daily activities.

One of the principal findings of the study is that the educational environment plays a decisive role in shaping children's perceptions of the surrounding world. The reviewed literature consistently emphasizes that children develop their understanding of nature, society, and interpersonal relationships through active interaction with their environment. Preschool institutions that provide safe, stimulating, and child-centered learning environments encourage curiosity, creativity, observation, and independent thinking. Such environments allow children to explore objects, events, and social situations, thereby facilitating the gradual construction of a coherent worldview.

The analysis also revealed that play-based learning remains one of the most effective methods for developing children's worldview. Educational games create opportunities for children to acquire knowledge while actively participating in meaningful activities. During role-playing, construction games, creative tasks, and problem-solving activities, children learn to understand social roles, develop communication skills, and establish relationships between real-life situations and their own experiences. These findings confirm that play serves not only as entertainment but also as an essential pedagogical tool for intellectual and social development.

Another significant result concerns the role of educators in organizing educational activities. The findings show that teachers function not merely as providers of knowledge but as facilitators who guide children's independent exploration of the surrounding world. Effective educators create learning situations that stimulate questioning, observation, experimentation, and discussion. They encourage children to

express their opinions, compare different ideas, and draw conclusions based on personal experiences. Such instructional strategies contribute significantly to the development of critical thinking and the formation of a scientific worldview.

The research further demonstrates that cognitive development is closely connected with worldview formation. Children who actively participate in observation, classification, comparison, and experimental activities develop stronger analytical abilities and more accurate perceptions of natural and social phenomena. Educational activities involving environmental observation, simple scientific experiments, storytelling, artistic expression, and mathematical reasoning were found to contribute positively to children's intellectual development and conceptual understanding.

The analysis indicates that moral education constitutes another fundamental component of worldview formation. Children's understanding of concepts such as kindness, honesty, responsibility, cooperation, respect, and empathy develops gradually through everyday interactions with peers, educators, and family members. Educational activities promoting cooperation, mutual assistance, and respect for diversity strengthen children's moral values and positively influence their attitudes toward society. These findings suggest that worldview formation should be regarded as a holistic process integrating cognitive knowledge with ethical and emotional development.

The study also identified the importance of environmental education in preschool institutions. Activities involving nature observation, seasonal changes, plant and animal care, recycling, and environmental protection encourage children to develop ecological awareness from an early age. Such experiences help children recognize the interdependence between humans and nature while fostering responsibility for environmental sustainability. The findings indicate that direct contact with nature significantly enriches children's understanding of ecological relationships and strengthens their appreciation of the natural world.

Another important finding concerns the integration of innovative pedagogical technologies into preschool education. Interactive teaching methods, multimedia resources, digital educational materials, project-based learning, and collaborative

activities increase children's motivation and engagement. The analysis shows that modern educational technologies create diverse opportunities for visual learning, experimentation, and communication. However, technological resources are most effective when combined with traditional pedagogical approaches and direct interaction between educators and children.

The comparative analysis of pedagogical approaches revealed that child-centered education provides the most favorable conditions for worldview formation. Educational methods based on children's interests, developmental characteristics, and individual learning needs produce better educational outcomes than teacher-centered instruction. Children participating actively in discussions, creative projects, educational games, and exploratory activities demonstrate greater independence, curiosity, and confidence in expressing their ideas. These observations support contemporary educational theories emphasizing active learning and learner autonomy.

The findings further highlight the essential role of family involvement in children's worldview development. Parents significantly influence children's attitudes, values, communication patterns, and behavioral habits through everyday interactions. Cooperation between preschool institutions and families creates consistency in educational objectives and strengthens children's learning experiences. Regular communication between educators and parents, joint educational activities, and family participation in preschool events contribute positively to children's comprehensive development.

The review of educational standards and methodological guidelines demonstrates that contemporary preschool curricula increasingly emphasize integrated learning. Rather than teaching subjects in isolation, educational programs encourage interdisciplinary learning experiences connecting language development, mathematics, science, art, physical education, and social interaction. Such integration enables children to perceive knowledge as an interconnected system and supports the formation of a comprehensive worldview.

The analysis also revealed several pedagogical conditions necessary for successful worldview formation. These include establishing emotionally supportive

classroom environments, maintaining positive teacher-child relationships, encouraging active participation, promoting collaborative learning, providing diverse educational resources, and adapting instructional methods to children's developmental characteristics. When these conditions are consistently implemented, children demonstrate higher levels of cognitive activity, creativity, communication, and social responsibility.

Overall, the findings confirm that the formation of worldview in senior preschool groups is a multidimensional educational process requiring scientifically based methodological support. The combination of child-centered instruction, play-based learning, interactive teaching methods, environmental education, moral development, family cooperation, and innovative educational technologies creates favorable conditions for children's comprehensive development. The results suggest that effective implementation of these pedagogical principles contributes to the formation of intellectually active, morally responsible, socially competent, and environmentally conscious children who are well prepared for successful learning in primary school and lifelong personal development.

Conclusion

The present study examined the theoretical and methodological foundations of forming the worldview of children in senior preschool groups and confirmed that worldview formation is a comprehensive and continuous educational process. It encompasses cognitive, emotional, moral, social, and aesthetic development and serves as one of the fundamental objectives of modern preschool education. The findings indicate that a well-developed worldview enables children to understand themselves, other people, society, and the natural environment while preparing them for successful learning and active participation in social life.

The analysis demonstrated that the formation of children's worldview depends on the effective integration of scientifically grounded pedagogical principles with age-appropriate teaching methods. Child-centered education, play-based learning, interactive instructional strategies, observation, experimentation, storytelling, and creative activities provide favorable conditions for developing children's curiosity,

critical thinking, imagination, and communication skills. These methods encourage children to actively participate in the learning process and construct knowledge through their own experiences rather than through passive memorization.

The study also highlighted the significant role of educators in organizing meaningful educational experiences. Teachers are responsible not only for transmitting knowledge but also for creating supportive learning environments that stimulate exploration, cooperation, and independent thinking. At the same time, the family remains an essential partner in children's education. Close collaboration between preschool institutions and parents ensures consistency in educational goals and contributes to the successful development of children's values, attitudes, and social behavior.

Another important conclusion is that worldview formation should be considered a multidimensional process that integrates intellectual, moral, environmental, and cultural education. Preschool children develop a deeper understanding of the world when educational activities connect scientific knowledge with everyday experiences and practical life situations. Environmental education, moral development, social interaction, and creative expression collectively strengthen children's ability to perceive relationships between people, nature, and society.

The research further confirms that innovative educational technologies and modern pedagogical approaches can significantly improve the quality of preschool education when they are applied appropriately. Digital learning resources, interactive activities, and project-based instruction enhance children's motivation and engagement; however, these methods should complement rather than replace direct communication, play, and practical experiences that are essential for early childhood development.

The findings of this study contribute to the theoretical understanding of worldview formation in preschool education and provide practical recommendations for educators, curriculum developers, and policymakers. The identified pedagogical principles may serve as a methodological basis for improving educational programs, developing teaching materials, and enhancing teacher training in preschool institutions.

Despite its contributions, the study has several limitations. The research is based primarily on theoretical and methodological analysis and does not include large-scale empirical observations or experimental investigations. Future studies may focus on assessing the effectiveness of specific teaching methods, comparing educational practices across different preschool institutions, or conducting longitudinal research to examine the long-term impact of worldview formation on children's academic achievement and personal development.

In conclusion, the formation of the worldview of children in senior preschool groups is a strategically important task of preschool education. A scientifically organized educational process, supported by effective pedagogical methods, family involvement, and a child-centered learning environment, creates favorable conditions for raising intellectually curious, morally responsible, socially competent, and environmentally conscious individuals. Strengthening the theoretical and methodological foundations of this process will contribute to improving the overall quality of preschool education and supporting children's holistic development in contemporary society.

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