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The Role of Interactive Methods in Preparing Preschool Children for Studying at the New Ukrainian School

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Abstract

Early childhood education plays a pivotal role in shaping an individual's personality and serves as a preparatory stage for primary education. The curiosity sparked during this phase of life influences one's lifelong learning journey, character formation, worldview, adoption of universal values and acquisition of important life skills. This study aims to explore the significance of interactive teaching methods in preparing preschoolers for school while harnessing the advantages offered by digital infrastructure to enhance learning outcomes. A diagnostic evaluation conducted as part of an educational experiment revealed that students who were exposed to interactive teaching techniques demonstrated superior readiness levels compared to their peers. The use of digital tools such as virtual and augmented reality, educational applications and games positively impacted knowledge acquisition, skill development and overall cognitive abilities among the learners. Future research can focus on developing teacher training programs geared towards implementing interactive teaching methodologies using modern software platforms and digital tools in early childhood education settings.

Keywords:

Interactive Teaching Methods, School Readiness, New Ukrainian School, Digital Technologies, Competencies Of The 21st Century

Introduction

Significant transformations in virtually every aspect of human existence, prompted by global challenges, the process of globalization and technological advancements, have triggered revolutionary changes in the entire educational system as well as pedagogical methods and approaches. The preschool education system is no exception in this phenomenon. Presently, there is a demand for effective pedagogical tools, updated teaching methods and new approaches to enhance the quality of preparation given to children for further studies in secondary school.

Currently, educational landscape in Ukraine is being successfully integrated into the European one, the reform of the New Ukrainian School (NUS) is at the stage of active implementation, and monitoring studies of the effectiveness of its practical implementation are being carried out (Khyzhniak & Viktorenko, 2021). One of the primary aims

of the reform is to create a contemporary, versatile, and adaptable educational environment that fosters children's imaginative growth and enthusiasm for learning. The overhaul entails not only updating curricula and textbooks but also expanding the proportion of project-based, collaborative, and collective activities during instructional sessions while diversifying options for configuring learning spaces. To facilitate this transformation in educational settings requires extensive employment of novel information technology (IT) tools, multimedia teaching aids as well as modernizing educational equipment.

The new Ukrainian school is based on the paradigm of a student-centered model of education (Kravchenko et al., 2022). According to the NUS reform, one of the fundamental principles of modern innovative education is the education individualization, i.e. the implementation of individual educational opportunities in the educational environment in accordance with each student's needs (Sas et al., 2023). Moreover, a competence approach is being introduced, which raises the importance and need to rethink the tasks of teaching and adapt pedagogical programs to new requirements (Bondar et al., 2021; Filatova et al., 2023). Furthermore, the change in teacher's and student's functional roles is emphasized. The vectors governing the organization of the educational process are aimed at encouraging students to become proactive seekers of new knowledge. In this regard, educators play a multifaceted role as coaches, collaborators, team coordinators, advisors, monitoring and evaluation experts; occasionally even taking on the role of a student themselves (Byhar et al., 2022).

Enhancing the preparedness of young learners for formal education stands as a paramount objective within the realm of quality high-caliber early childhood instruction (Lumaurridlo et al., 2021). School readiness includes a comprehensive set of core abilities, including cognitive skills, receptive and expressive language proficiency, executive functions, and socio-emotional and behavioral competencies (Józsa et al., 2023). School readiness pertains to the competencies and proficiencies indispensable for a child to facilitate their learning process in school. These encompass not only cognitive abilities, but also social, emotional, and behavioral facets of their development.

Literature Review

The preschool education system is the primary, most important link in continuing education (Kholova, 2022). Preschool education is the initial stage of the education system and forms its basis, therefore it occupies a key place in the long-term design of the effectiveness of the student's future education at school (Hamidova, 2020). In the current conditions of changing the education paradigm, the pivotal element of education lies in the notion of interactivity, which entails dynamic engagement between the participants involved in the educational process as well as the need to mobilize resources, create optimal conditions, introduce advanced pedagogical methods and approaches for its effective implementation within the educational process is increasing (Yuldasheva, 2021). In the realm of early childhood education, the fundamental objective of pedagogical methodology is to cultivate children's cognitive faculties and equip them with the necessary skills to navigate social life conditions (Rakhimov, 2022).

Currently, interactive approaches to learning are of interest to researchers and practicing educators, whose efforts are aimed at finding opportunities to create an effective learning environment and development with the implementation of advanced teaching methods. Interactive teaching methods are ways of purposeful interaction of all participants in the educational process, which activate cognitive and communication activities and ensure students' utmost engagement in the educational process. Interactive gaming techniques have become a fundamental aspect of educational reforms worldwide, serving as efficacious instruments that enhance the overall effectiveness of education (Otajonov & kizi Akhmadjonova, 2022). In contrast to active methods, interactive teaching methods are focused on wider interaction between students both with the teacher and with each other. All interactive techniques are founded on interaction principles and center around the collective group involvement, with mandatory feedback (Orshanskyi et al., 2020).

Indonesian scholars believe that one of the outcomes of early childhood education is quality preparation for school, which should be divided into two evolving discursive constructs, namely readiness for learning and readiness for school. The former is perceived as developmental progress, which is manifested in the child's ability to interiorize certain educational content. It is influenced by motivation, physical development, intellectual ability, emotional maturity and health. In terms of readiness for school, it is seen as a set of physical, intellectual and/or social skills whose sufficient development level is necessary for the child to meet the school environment demands (Lumaurridlo et al., 2021). The significance of this viewpoint is corroborated by scientists from Brazil, Norway, and Ukraine, presenting practical insights to accomplish the primary objective of early childhood education. According to Brazilian scientists, to develop the necessary level of child's readiness for school, neuropsychomotor conditions are necessary for learning, and those must be placed in an environment that promotes and stimulates learning (Dias Coelho et al., 2024). This opinion is supported by Ukrainian scientists (Sas et al., 2023), who believe that the educational environment should contribute to the introduction and implementation of innovative ideas, projects, systems and forms of education aimed at developing cognitive interest and implementing the

principle of combining learning with life. Teaching methods should promote the student's active, independent and proactive position in the learning process and underscore the development of critical thinking and creativity. Interestingly, a study conducted in Norwegian preschools found that a comprehensive approach to child development that combines physical activity with a variety of tasks, cognitive and engaging games and engaging in educational pursuits presents a genuine prospect to favorably impact diverse facets of juveniles' physiological and mental growth, while also offering remedies for public well-being and life-long learning in advance (Aadland et al., 2020).

Saudi Arabian researchers posit that it is profoundly efficacious to construct a digital environment for cultivating a child's physical, intellectual, and emotional faculties that affords them the opportunity to learn from their own experiences and engages all of the children's sensory modalities. Encouraging the young learners' active engagement in the educational process helps to enhance understanding, preserve memory and increase student achievement. Moreover, owing to the introduction of digital technologies into the educational process, children have the opportunity to develop the relevant digital skills.

The purpose of the article is to study the role of interactive methods of preparing preschool children for school, as well as examining how the utilization of digital technologies presents opportunities and benefits for the provision of a technologically advanced learning environment, which ultimately enhances the education efficacy. To achieve the goal, the following tasks were set:

- to develop a conceptual scheme for the elaborating an interactive methodology aimed at developing preschoolers' readiness for school;

- to design a model of the educational environment to implement the interactive teaching methodology with the experimental and control groups of young learners within the course "Journey to the School of the Future";

- to conduct an educational experiment with the participation of 170 children aged 5-6 from 10 full-time and part-time pre-school educational institutions of Ukraine;

- to assess the degree of readiness to study at school in children from the experimental, control and additional groups, followed by results comparison.

Methods and Materials

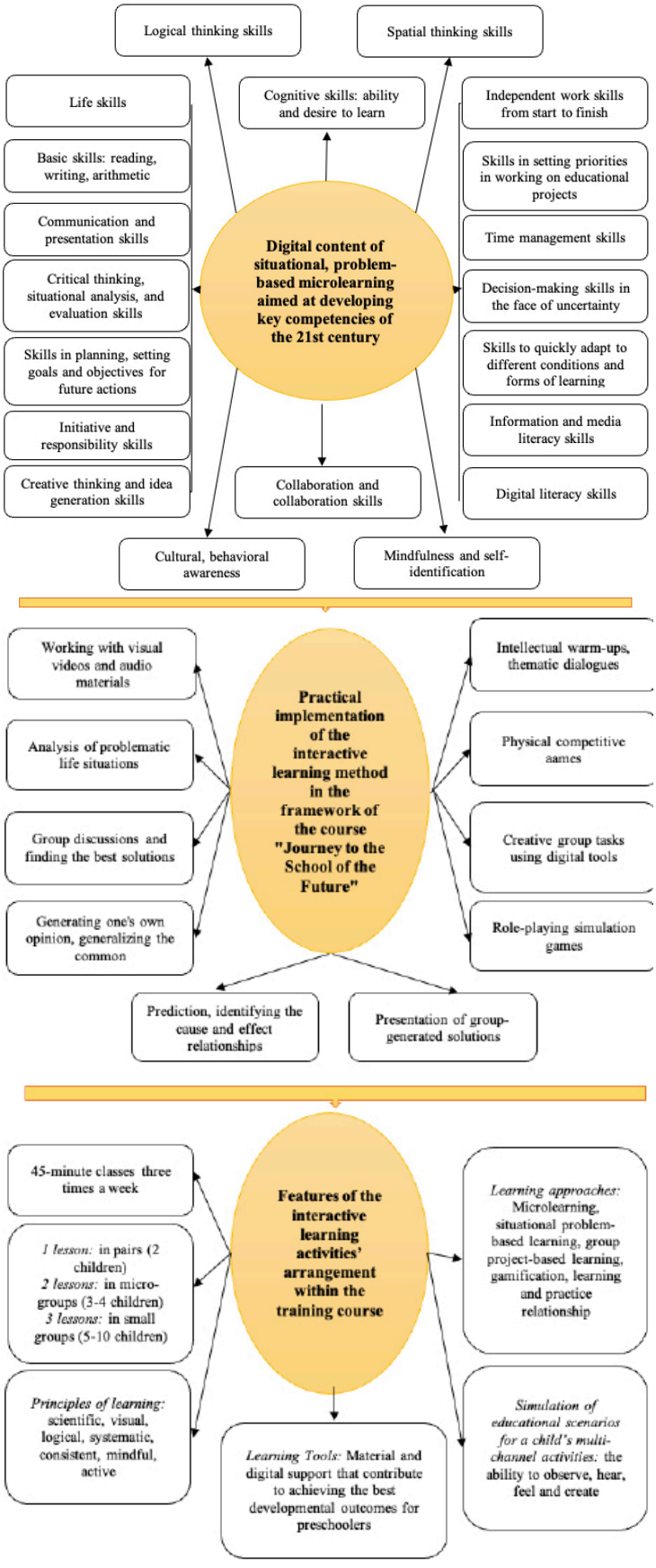
Study Design

In order to explore the feasibility of incorporating interactive approaches to prepare children for school and evaluate their efficacy, a six-month educational experiment was conducted (from October 2023 to February 2024). The development of educational content for the experiment was carried out by 2 teachers from the Department of Theory and Methods of Preschool Education at the Faculty of Pedagogy (Kamianets-Podilskyi Ivan Ohiienko National University). Assistance in the implementation of training sessions was provided by 12 tutors and 2 moderators – graduate students and master students from the Faculty of Pedagogy. The expert group consisted of 12 professional psychologists specialized in "Child Psychology" (Specialty 012. 00.01 Preschool Education).

Arrangement of pedagogical activities within the framework of an educational experiment. The conceptual scheme of arranging the interactive methodology for the development of preschoolers' readiness for school, implemented within the framework of the educational experiment, is presented in Figure 1. The model of the educational environment for implementing the interactive teaching methodology with children of the experimental and control groups is presented in Figure 2. Children's participation in an educational experiment. Pedagogical activities within the framework of the course "A Journey to the School of the Future" were carried out on the premises of educational institutions for children. Three times a week, 45-minute classes were conducted with children in their conventional conditions. Participants in the control and experimental groups were taken to different rooms. In each group, training sessions were held under the guidance of 2 tutors and 2 experts – psychologists, who analyzed the favorable learning environment, the general mood in the group, the degree of student involvement in learning and the perception of educational content on a 5-point scale (from negative to positive).

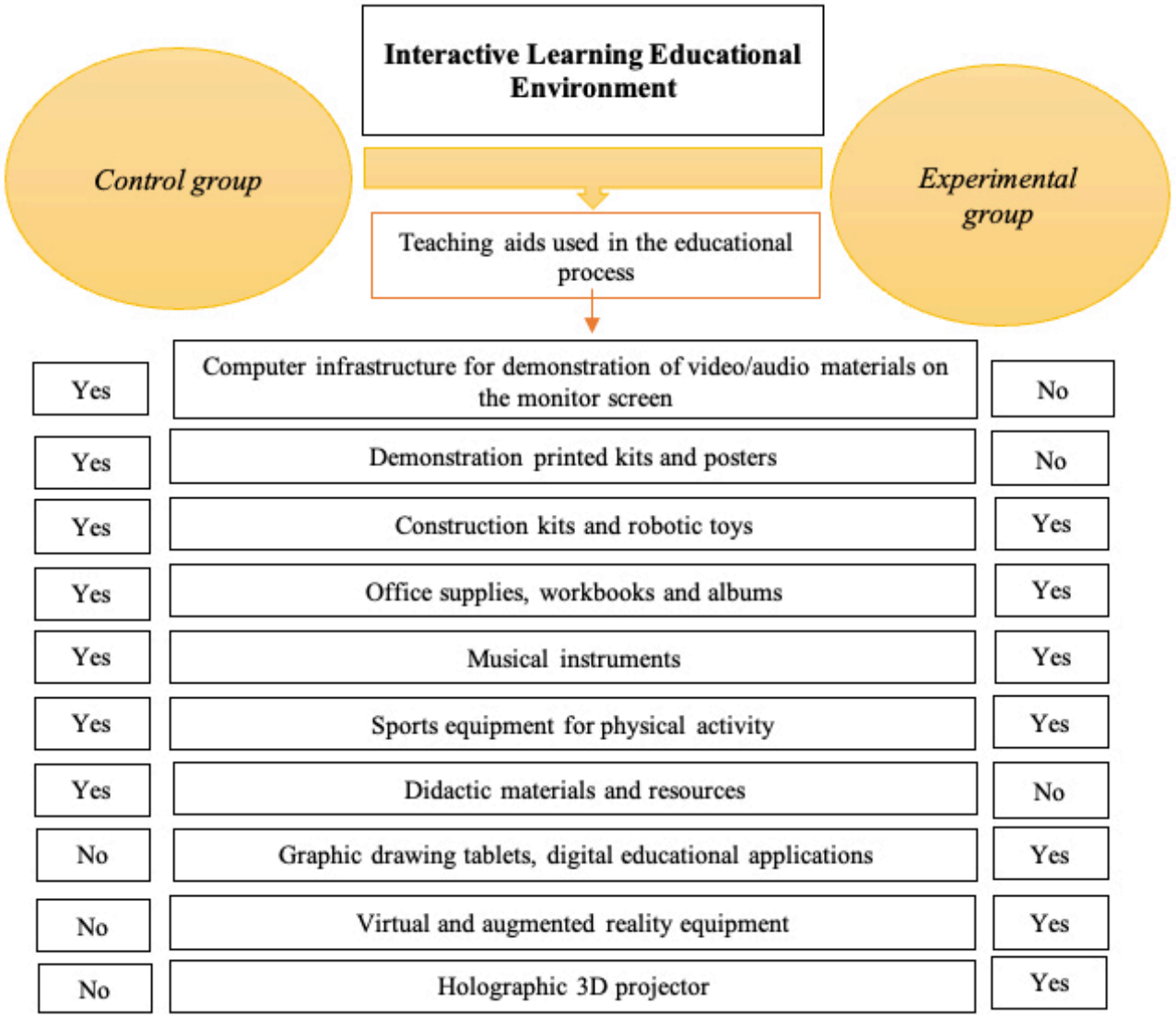
Teachers' participation in the educational experiment. Preschool teachers participated only in surveys and were not involved in experimental classes, taking the position of an educational process observer. Parents' participation in the educational experiment. The educational experiment moderators created a group on WhatsApp (https://www.whatsapp.com/?lang=uk), where parents whose children participated in the educational experiment were invited. The group participants had the opportunity to get additional answers to questions that arise in the process of conducting an educational experiment, share their opinions with other trainees and participate in discussions. What is more, relevant educational content for parents was created, in particular mini-recommendations to help children prepare for school. To that end, the moderators daily made 3 posts in the form of short video clips and engaged parents in the dialogue by offering their questions for discussion.

Figure 1.
Conceptual scheme of arranging the interactive methodology for the development of preschoolers' readiness for school, implemented within the framework of an educational experiment



Source: elaborated by the author

Figure 2.
The model of the educational environment for the implementation of the methodology of interactive teaching of children of the experimental and control groups



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Methods

To conduct the study, such empirical methods as experiment, observation, questionnaire and expert evaluation were used. The quantitative and qualitative methods were used to analyze the study results. Experimental data were processed using Microsoft Office Excel software. The assessment of children's readiness for school was carried out under the guidance of the toolkit for assessing the readiness of senior preschool age children to study in the context of reforming the Ukrainian school, namely "Magic Transformations", developed in the laboratory of preschool psychology of the G. S. Kostiuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine (Pirozhenko et al., 2023). The teachers of the course "Journey to the School of the Future" and psychologists carried out an individual assessment of the readiness for school of each participant of the educational experiment and each participant of the additional group with the help of the proposed set of diagnostic tasks "Magic Transformations" in the format of game interaction. Based on the summation of the total number of points, a report on the child's readiness for learning was formed (Table 1).

Table 1.
Evaluation of child's readiness level for school

Total points	Interpretation
63 – 47 points	Child's readiness to study at school is fully formed
46 – 32 points	Child's readiness for school is sufficiently formed
31 – 16 points	Child's readiness for school is at the stage of formation
15 – 7 points	Child's readiness for school is conditional
6 – 0 points	Child is not ready for school

Surveys of parents and teachers were conducted using the online tool for conducting questionnaires, namely Google Forms (https://www.google.com/intl/ru_ua/forms/about). The survey used the psychometric Likert scale in 5 gradations: 1 – strongly agree; 2 - disagree; 3-partially agree; 4 – agree to a large extent; 5 – I completely agree. After sorting the questionnaires, they were marked and sorted by relevance. An independent T-test was performed, and the results showed no significant difference ($p>0.051$). Further, in order to test the systematic error of the general method, Harman's one-factor method was used. Hence, it was established that the degree of explanation of the first factor variance was 28.28% (below 50%), which confirms the absence of a significant systematic error in the general method of this study.

Study Sample

The educational experiment involved 170 children from 4 public and 6 private pre-school educational institutions of full and part-time (Ukraine, the city of Kamianets-Podilskyi) aged 5-6 years (Appendix A, Table 3). The children participating in the educational experiment were divided into 2 groups (experimental group and control group) using a random method, so that the groups consisted of no more than 10 people and at least 5 (Appendix A, Table 4). To study the attitude of teachers and children's parents to the methodology of preparing children for school, at the beginning and after the end of the educational experiment, a survey was conducted. The respondents who took part in the survey were as follows: 21 teachers aged 27 to 49 and 170 parents of children aged 24 to 43 (Appendix A, Tables 5-6). In February 2024, to identify the difference in school readiness of children who are trained in typical conditions in preschool educational institutions and children who study according to the interactive learning methodology in the framework of the course "Journey to the School of the Future", additional 46 children were recruited to test the level of readiness for school. Accordingly, their parents also took part in the survey (Appendix A, Table 7).

Ethical Issues

The study was developed in accordance with the recommendations of the Declaration of Helsinki. Parents gave written consent to the children's participation in the educational experiment and the processing of their personal data. For ethical reasons, the interviewed parents were given the opportunity to understand the study objectives and ask questions about the research and the participants' rights at the initial stage of the educational experiment. This questions and answers session was carried out in the form of a video conference held on the online communication platform Zoom (https://zoom.us/).

Limitations of the study

The overriding limitation of the study is the narrow territorial framework of the educational experiment, the participants of which were from the same geographical region – Ukraine, the city of Kamianets-Podilskyi. Moreover, the assessment of a child's readiness for school was conducted under the guidance of the "Magic Transformations" toolkit, which was adapted specifically for evaluating the readiness level of Ukrainian preschoolers. Therefore, the method for assessing the readiness of preschoolers from other countries requires adapting the toolkit to national specifics. Additionally, only 46 children were included in the supplementary group, which does not allow for a sufficient level of reliability in identifying differences in school readiness between children trained in typical conditions at preschool institutions and those who studied using the interactive learning method proposed by the course "Journey to the School of the Future." Furthermore, the survey of parents whose children made up the supplementary group was conducted only once, which allowed for the identification of their attitude towards innovative pedagogical methods and approaches at that time. At the same time, the survey of parents whose children participated in the training and teachers who observed the learning process was conducted at the beginning and end of the experiment, which helped to identify changes in the respondents' attitudes toward the proposed educational methodology.

Results and Discussion

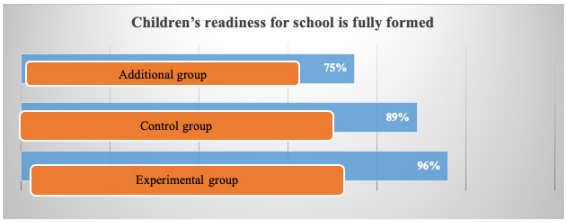
The educational experiment proved the feasibility of using a playful, interactive method in children's education to develop the key skills necessary for a child to study at school. The results of the diagnostic evaluation of children's readiness for school are presented in Table 2. The results of the evaluation showed that 96% of the children from the experimental group, 89% from the control group and 75% from the additional group scored from 47 to 63 points, which indicates the children's readiness for comprehensive learning. In 2% of children from the experimental group, readiness for learning was defined as sufficiently formed (46 – 32 points) and in 2% – readiness for school was at the stage of formation (31 – 16 points). In 6% of children from the control group, readiness for learning was defined as sufficiently formed, and in 2% - readiness for school was at the stage of formation. In 18% of children from the additional group, readiness for learning was defined as sufficiently formed, and in 7% - readiness for school was at the stage of formation.

Table 2.
Results of diagnostic assessment of children's readiness for school

Diagnostic evaluation results	Experimental group	Control group	Additional group
63 – 47 points	96%	89%	75%
46 – 32 points	2%	6%	18%
31 – 16 points	2%	5%	7%
15 – 7 points			
6 – 0 points			

Overall, the evaluation results demonstrated that participants of the educational experiment, wherein interactive teaching methodology was implemented, exhibited superior levels of preparation compared to their peers who received conventional training in preschool educational institutions. Furthermore, the participants of the experimental group showed better results in preparation compared to the children of the control group (Figure 3), which suggests that interaction with digital tools, such as virtual and augmented reality, digital applications and educational games, had a positive impact on the development of skills necessary for schooling.

Figure 3.
Evaluation of children's readiness for school



Source: author's development

According to expert psychologists, the degree of children's involvement in learning was higher among students from the experimental group compared to students in the control group, which affected the perception and memorization of educational content, as well as the development of general skills. The psychologists overall estimated the general mood in the group at 4.72 points in the experimental group and 4.32 points in the control group. The favorability of the learning environment was assessed at 4.83 points in the experimental group and 4.79 in the control group. The degree of students' involvement in educational practices was estimated at 4.59 points in the experimental group and 3.78 points in the control group.

As per the parental accounts, engagement in the educational trial had a profound impact on augmenting their children's school preparedness.(by 1,245 points), the acquisition of the necessary skills for school (by 1,456 points), the increase in emotional adaptability to new learning formats (by 1,091 points), the development of desire and interest in learning and the acquisition of new knowledge (by 1,652 points); to develop the desire to experiment and invent something new (by 1,212 points), to develop the desire to study at school (by 1,404 points), to form enthusiasm for learning and the desire to participate in educational activities (by 1,424 points), to develop intrinsic motivation to learn (by 1.3 points). The results of the parents' survey are presented in Figure 4.

The results of surveying the parents at the end of the educational experiment showed an increase in their confidence that the use of cutting-edge digital technologies in education is safe for child's mental and physical health (+1.562 points). Moreover, the assumption was confirmed that modern interactive digital learning environment can benefit the improvement of the child's readiness for school (0.951 points). At the same time, significant differences were found while surveying the parents of an additional group in order to find out their opinion on their children's readiness for school, as compared to the opinion of parents whose children participated in the educational experiment (Figure 5). The results of the survey of preschool teachers are shown in Figure 6.

Figure 4.
Parents' evaluation of the level of children's readiness for school at the beginning and at the end of the educational experiment

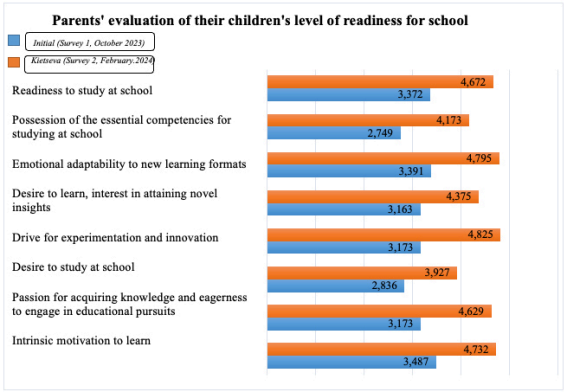


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Figure 5.
Parents' evaluation of their children's readiness for school (participants of the educational experiment/ additional group)

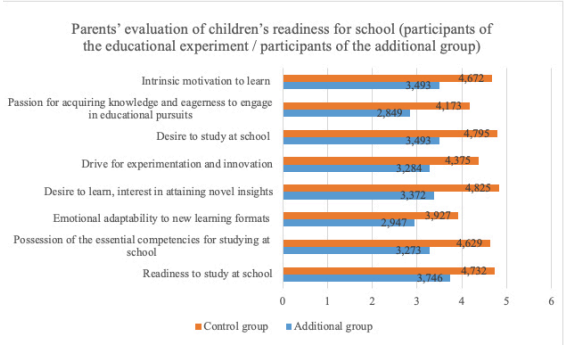

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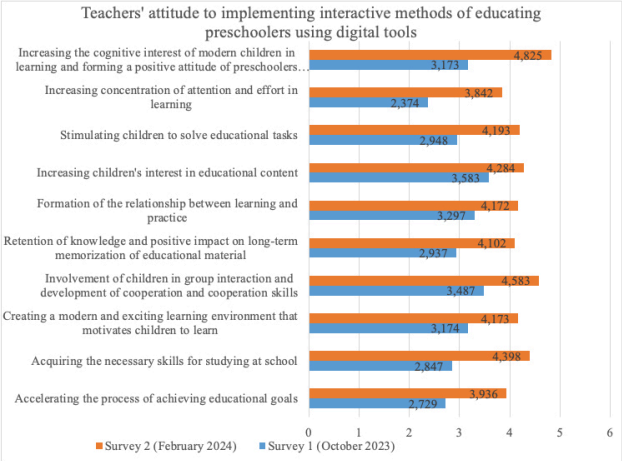
Figure 6.
Teachers' attitude to implementing the interactive methodology into educating preschoolers using digital tools



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The implementation of an interactive approach to preparing children for school through state-of-the-art digital resources is an urgent necessity facing educators in preschool academic institutions. By employing interactive pedagogical techniques, youngsters are empowered with greater autonomy and self-reliance, they form and develop the skills of thinking, analysis, generating conclusions, expressing and defending their own opinions, constructive communication, discussion, and discussion (Kadirova & Umarova, 2020).

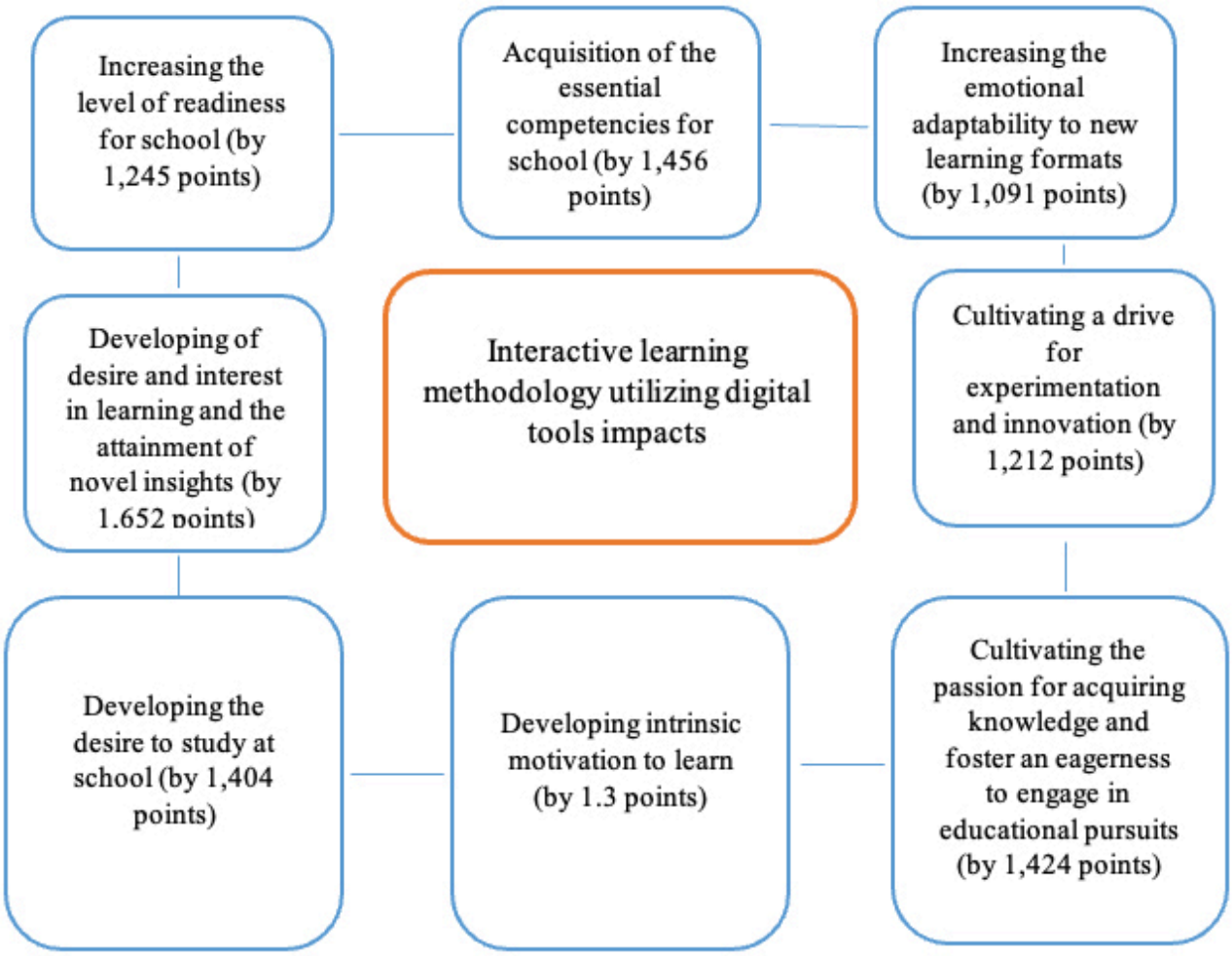
The outcomes of the research on the interactive system design for preschool education, carried out by Chinese scholars, led them to deduce that interactive learning is actualized through a reciprocal exchange of support and aid between pupils and instructors. The equitable and self-governing involvement of both educators and learners holds paramount importance, being focused around a specific problem or topic in a microlearning situation (Pan & Cheng, 2022). In our study, the authors proposed a conceptual scheme for elaborating an interactive methodology for preparing preschoolers for school, the main focus of which was on the development of modern interactive digital content and the practical implementation of an interactive teaching method in the environment of preschool education.

Australian scientists have confirmed the need to search for optimal solutions for the effective implementation and realization of such interactive educational approaches as inquiry-based learning, project-based learning, personalized learning, problem-based learning, and gamified learning (Larkin & Lowrie, 2023). In the process of implementing our educational experiment, approaches such as microlearning, situational problem-based learning, group project-based learning, gamification, and the integration of learning with practice have proven to be effective and have significantly contributed to better outcomes in children's readiness for school.

A research conducted in China revealed that the utilization of digital capabilities for interactive learning can enhance pedagogical approaches, improve students' comprehension and learning, and open up new opportunities to improve the quality of children's preparation for school. The educational environment should instil children's autonomy while directing their interest in achieving educational goals and increasing their motivation to learn (Zheng, 2023). The study conducted in England showed that children develop a wide range of skills through interacting with a digital play space, in particular subject knowledge and understanding, digital, social, emotional, cognitive, physical and creative skills (Scott, 2021). The findings of a study conducted in Australia posit that the use of VR, AR, and MR (virtual, augmented, and mixed reality) technologies in early childhood education can yield a positive impact on children's learning motivation and creativity, as well as increase children's learning outcomes virtually in all areas of the curriculum (Neumann et al., 2022). While delving into the possibilities of using virtual reality technologies to promote children's social and emotional learning, Chinese scientists have concluded that Educators ought to endeavor to combine a diverse range of pedagogical strategies with the virtual reality technology in order to enhance the education quality (Zhang et al., 2024). Indonesian scholars conclude that passion for learning should be fostered through the implementation of a contemporary and all-encompassing educational framework, proposing in their study an interactive digital system for teaching young children using the technology of 3D figures and virtual tutors. From their standpoint, in early childhood digitization of learning tools is an innovative educational solution that can enable children to learn and develop independence throughout process of knowledge acquisition (Purnamasari et al., 2023). In the course of conducting our research, we provided the children in the experimental group with access to cutting-edge digital technologies, including graphic drawing tablets, educational software programs, and virtual and augmented reality platforms. Our team of expert psychologists confirmed that these resources resulted in a greater level of engagement among students in the experimental group compared to those in the control group. This heightened involvement had a positive impact on their ability to perceive and retain educational content as well as develop more general skills (Figure 7).

According to Uzbek scientists (Mashrabjonovich & Abdurashid kizi, 2023), the main obstacles to the active implementation of interactive teaching methods

Figure 7.
Interactive learning methodology utilizing digital tools impacts



Source: elaborated by the author

in preschool educational institutions are the lack of experience in effectively using technologies in the educational process and fears associated with their use. A study involving preschool teachers from Greece and Turkey showed that for the effective implementation of modern pedagogical innovations, educators' competence in the field of digital technologies is crucial. Therefore, the development of digital literacy among preschool teachers and 21st-century skills should be a priority in the development of teacher education programs (Gözüm et al., 2022).

Conclusions

The educational experiment proved the feasibility of using a playful, interactive method of children's education to cultivate the essential competencies required for a child to excel academically. The evaluation of children's school readiness revealed that those who participated in the interactive training program showed superior preparation outcomes (readiness for school: experimental group - 96% of children, control group - 89%) than children who did not take part in the course (75%). This indicates the effectiveness of interactive teaching methods in preparing children for school and the feasibility of its implementation in preschool education. According to the parents, participation in the educational experiment influenced the increase in the level of readiness for school (by 1,245 points), the acquisition of the essential competencies for school (by 1,456 points), the increase in emotional adaptability to new learning formats (by 1,091 points), the development of desire and interest in learning and the attainment of novel insights (by 1,652 points); to cultivate a drive for experimentation and innovation (by 1,212 points), to develop the desire to study at school (by 1,404 points), to cultivate a passion for acquiring knowledge and foster an eagerness to engage in educational pursuits (by 1,424 points), to develop intrinsic motivation to learn (by 1.3 points). The educational experiment's observation resulted in a shift in teachers' attitudes towards the practical application of interactive learning methodology utilizing digital tools. In particular, they acknowledged that incorporating digital tools into pedagogical activities presents an opportunity to enhance modern children's cognitive interest in education and instil positive attitude among preschoolers regarding future education.

The prospects for further research lie in the development of a program for training educators to implement interactive teaching methods for preschool children using modern software and digital tools. Additionally, the authors plan to develop a universal assessment toolkit for evaluating school readiness, suitable for use in international assessment studies.

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Appendix A. Study Sample

Table 3.

Participants of the educational experiment – preschool children

No.	Preschool	Number of participants – children	Gender	Age
1	Private Preschool (Full Day) (Group 1)	17	7 – boys 10 – girls	13 people – 5 years 4 people– 6 years
2	Private Preschool (Full Day) (Group 2)	14	8 – boys 6 – girls	11 people – 5 years 3 people – 6 years
3	Private Preschool (Full Day) (Group 3)	15	6 – boys 9 – girls	10 people – 5 years 5 people – 6 years
4	Private Preschool (part-time) (Group 4)	17	7 – boys 10 – girls	12 people – 5 years 5 people – 6 years
5	Private Preschool (Part-time) (Group 5)	20	9 – boys 11 – girls	17 people – 5 years 3 people – 6 years
6	Private Preschool (Part-time) (Group 6)	18	5 – boys 13 – girls	15 people – 5 years 3 people – 6 years
7	Public Preschool (Full Day) (Group 7)	14	6 – boys 8 – girls	9 people – 5 years 5 people – 6 years
8	Public Preschool (Full Day) (Group 8)	18	9 – boys 9 – girls	14 people – 5 years 4 people – 6 years
9	Public Preschool (Full Day) (Group 9)	20	8 – boys 12 – girls	16 people – 5 years 4 people – 6 years
10	Public Preschool (Full Day) (Group 10)	17	7 – boys 10 – girls	15 people – 5 years 2 people – 6 years
	Total	170	72 – boys 98 – girls	132 people – 5 years 38 people – 6 years

Table 4.

Structure of the educational experiment groups

No.	Preschool	Number of participants in the experimental group	Number of participants in the control group
1	Group 1	9 people	8 people
2	Group 2	7 people	7 people
3	Group 3	8 people	7 people
4	Group 4	9 people	8 people
5	Group 5	10 people	10 people
6	Group 6	9 people	9 people
7	Group.7	7 people	7 people
8	Group 8	9 people	9 people
9	Group 9	10 people	10 people
10	Group 10	8 people	9 people
	Total	86 people	84 people

Table 5.

Respondents – preschool teachers

Number (people)	Gender	Age	Teaching experience
21	3 – M 18 - F	27 – 49 years	4 – 20 years

Table 6.

Respondents – parents of children who participated in the educational experiment

Number (people)	Gender	Age	Education
170	40 – M 130 - F	24 – 43 years	Medium – 19 people Secondary professional – 48 people Higher – 103 people

Table 7.

Participants of the additional group, as well as their parents

Additional group participants	Number (people)	Gender	Age
Children	46	21 – boys 25 – girls	5 – 6 years
Parents	46	18 - M 28 - F	23 – 41 years
Total	92		