

Rainbow (Raduga)

Program Overview

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Program name

Rainbow (Raduga)

Country of Origin

Russian Federation

Implementation level of the program

National

Type of Program

Non-evidence-based intervention

Description

Rainbow (Raduga) program includes:

description of the pedagogical work on implementation in the educational process of the content of all educational areas;

description of the interaction of teachers with the children in the main forms of children's activity - play, creative, speech, music, theater, research; communication; knowledge;

a system for planning educational activities for all age groups;

a set of activity books for children of all ages;

The program includes lessons in field of: cognitive development, speech development, artistic and aesthetic development, physical development, social and communicative development;

Lessons duration:

2-3 y.o.- 15-20 minutes;

3-5 y.o.- 20-25 minutes;

5-7 y.o.- 30-35 minutes

Age Range

0-3 years, 3-7 years

Age Range Information

Two months to seven years

Group Size

No information

SEL Skills Targeted

Relationship skills, Social awareness, Self-awareness, Self-management

Sequenced Activities

The forms of implementation of Rainbow program in early childhood age (2 months - 1 year) are: situational- personal communication with an adult, manipulation of objects, sensory perception, emerging speech activity, motor activity. At an early age (1-3 years) the subject-manipulative game expands as a form of cognitive activity, experimenting with materials and substances (sand, water, dough, etc.), situational and personal communication with an adult, common games and communication with peers, physical activity. For children in preschool age (3-8 years) the forms are: games, communication, cognitive and research activities.

Active Learning

Rainbow program presents the ways of practicality implementation of the Federal state educational standard for preschool education principles of early childhood education:

- 1) full experience of all stages of childhood (infancy, early and preschool age), amplification of child development;
- 2) construction of educational activities based on the individual characteristics of each child, in which the child himself is activated in the choice of the content of his education, becomes the subject of education (individualization of preschool education);
- 3) assistance and cooperation of children and adults, recognition of the child as a participant in educational relations;
- 4) support for children in various activities;
- 5) cooperation of the educational organization with the family;
- 6) acquainting the children with socio-cultural norms, traditions of the family, the society and the state;
- 7) formation of cognitive interests and cognitive actions of the child in different types of activities.

The main type of thinking of preschool children is visual. It forms the aesthetic ideas of the child and also contributes to a more lasting acquisition of new knowledge. Therefore, it is important every lesson should attend all kinds of visualization: illustrations, observation, demonstration. Child's speech development is impossible without active listening. In addition, the Rainbow program, starting from early preschool age, includes the active participation of children in the dialogue (tales, riddles).

Quality / Effectiveness

The program is developed on the basis of the Federal State Educational Standard for Preschool Education and is aimed at development of the physical, intellectual and personal qualities of the child, the formation prerequisites for educational activities that ensure the positive socialization of children.

Based on the results of the Raduga program, the children are:

- cognitively active, curious, able to explore independently;
- independent and at the same time knows how to turn to adults for help;
- emotionally responsive, empathetic, responsive to the emotions of others;

able to control their behavior;

able to overcome difficulties;

Strengths and Weaknesses

Rainbow program is focused on mass kindergarten and already has extensive experience in the implementation of the work. Factors can be attributed to the positive aspects of program implementation:

Timely and complete physical and mental development of the child. During the various activities the child receives the necessary amount of information and the ability to direct physical energy into the mainstream of health benefits.

The teacher is able to vary the content of each program component, so that children with a good level of development generally receive little more than that amount of information, and children with insufficient level-to improve their knowledge, skills and abilities to the required limits.

Qualitatively new approach to evaluate the activities of the child. Children's activities are evaluated not only in terms of practical results, but also in the process of communication with them.

References

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