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CONTENT ANALYSIS OF THE WORKS OF FOREIGN AND DOMESTIC SCIENTISTS WHO HAVE CONTRIBUTED TO PRESCHOOL PEDAGOGY

Abstract

The article presents a content analysis of scientific research by foreign and Kazakhstani scientists who have contributed to the development of preschool pedagogy as an independent branch of pedagogical science. The relevance of the research is determined by the need to systematize the theoretical and methodological foundations of preschool education in the context of its modernization and integration into the international scientific space.

The purpose of the study is to analyze and compare the scientific works of classics of foreign pedagogy, Kazakhstani teachers and modern research indexed in the Scopus and Web of Science databases in order to identify sustainable scientific categories, trends and prospects for the development of preschool pedagogy.

The methodological basis of the research is based on the methods of content analysis, comparative analysis, generalization and systematization of scientific sources. The research analyzes the fundamental works of foreign teachers, domestic scientific works, as well as modern international publications in the field of early childhood and preschool education.

The results of the study made it possible to identify the continuity of key ideas of preschool pedagogy, identify the national-specific features of Kazakhstani research and establish their compliance with modern world scientific trends. The SWOT analysis made it possible to identify the strengths and weaknesses, as well as the opportunities and risks of developing scientific research in the field of preschool pedagogy in Kazakhstan.

The practical significance of the research lies in the possibility of using the findings in the development of educational programs, improving the methodological work of preschool organizations and further developing scientific research in the field of preschool education.

Keywords: preschool pedagogy, content analysis, foreign studies, Kazakhstani studies, play activities, child development.

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МЕКТЕПКЕ ДЕЙІНГІ ПЕДАГОГИКА ҒЫЛЫМЫНА ҮЛЕС ҚОСҚАН ШЕТЕЛДІК ЖӘНЕ ОТАНДЫҚ ҒАЛЫМДАРДЫҢ ЕҢБЕКТЕРІНЕ КОНТЕНТ ТАЛДАУ

Аңдатпа

Мақалада педагогика ғылымының дербес саласы ретінде мектепке дейінгі педагогиканың дамуына үлес қосқан шетелдік және қазақстандық ғалымдардың ғылыми зерттеулерінің контент-талдауы ұсынылған. Зерттеудің өзектілігі мектепке дейінгі білім берудің теориялық және әдіснамалық негіздерін оны жаңғырту және халықаралық ғылыми кеңістікке интеграциялау жағдайында жүйелеу қажеттілігіне байланысты.

Зерттеудің мақсаты тұрақты ғылыми категорияларды, мектепке дейінгі педагогиканың даму тенденциялары мен перспективаларын анықтау мақсатында Scopus және Web of Science базаларында индекстелетін шетелдік педагогика классиктерінің, қазақстандық педагогтардың және қазіргі заманғы зерттеулердің ғылыми еңбектерін талдау және салыстыру болып табылады.

Зерттеудің әдіснамалық негізі мазмұнды талдау, салыстырмалы талдау, ғылыми дереккөздерді жалпылау және жүйелеу әдістері болды. Зерттеу барысында шетелдік педагогтардың іргелі еңбектері, отандық ғылыми жұмыстары, сондай-ақ ерте балалық шақ пен мектепке дейінгі білім беру саласындағы заманауи халықаралық басылымдар талданды.

Зерттеу нәтижелері мектепке дейінгі педагогиканың негізгі идеяларының сабақтастығын анықтауға, қазақстандық зерттеулердің ұлттық ерекшеліктерін анықтауға және олардың қазіргі әлемдік ғылыми үрдістерге сәйкестігін анықтауға мүмкіндік берді. Жүргізілген SWOT-талдау Қазақстанның мектепке дейінгі педагогикасы саласындағы ғылыми зерттеулердің күшті және әлсіз жақтарын, сондай-ақ даму мүмкіндіктері мен тәуекелдерін белгілеуге мүмкіндік берді.

Зерттеудің практикалық маңыздылығы білім беру бағдарламаларын әзірлеу кезінде алынған тұжырымдарды пайдалану, мектепке дейінгі ұйымдардың әдістемелік жұмысын жетілдіру және мектепке дейінгі білім беру саласындағы ғылыми зерттеулерді одан әрі дамыту мүмкіндігінде жатыр.

Түйін сөздер: мектепке дейінгі педагогика, контент-талдау, шетелдік зерттеулер, қазақстандық зерттеулер, ойын қызметі, баланың дамуы.

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КОНТЕНТ-АНАЛИЗ РАБОТ ЗАРУБЕЖНЫХ И ОТЕЧЕСТВЕННЫХ УЧЕНЫХ, ВНЕСШИХ ВКЛАД В ДОШКОЛЬНУЮ ПЕДАГОГИКУ

Аннотация

В статье представлен контент-анализ научных исследований зарубежных и казахстанских ученых, внесших вклад в развитие дошкольной педагогики как самостоятельной отрасли педагогической науки. Актуальность исследования обусловлена необходимостью систематизации теоретических и методологических оснований дошкольного образования в условиях его модернизации и интеграции в международное научное пространство.

Цель исследования заключается в анализе и сопоставлении научных трудов классиков зарубежной педагогики, казахстанских педагогов и современных исследований, индексируемых в базах Scopus и Web of Science, с целью выявления устойчивых научных категорий, тенденций и перспектив развития дошкольной педагогики.

Методологическую основу исследования составили методы контент-анализа, сравнительного анализа, обобщения и систематизации научных источников. В ходе исследования проанализированы фундаментальные труды зарубежных педагогов, отечественные научные работы, а также современные международные публикации в области раннего детства и дошкольного образования.

Результаты исследования позволили выявить преобладающую ключевых идей дошкольной педагогики, определить национально-специфические особенности казахстанских исследований и установить их соответствие современным мировым научным тенденциям. Проведенный SWOT-анализ позволил обозначить сильные и слабые стороны, а также возможности и риски развития научных исследований в области дошкольной педагогики Казахстана.

Практическая значимость исследования заключается в возможности использования полученных выводов при разработке образовательных программ, совершенствовании методической работы дошкольных организаций и дальнейшем развитии научных исследований в сфере дошкольного образования.

Ключевые слова: дошкольная педагогика, контент-анализ, зарубежные исследования, казахстанские исследования, игровая деятельность, развитие ребенка.

Introduction. Preschool pedagogy occupies a special place in the system of pedagogical sciences because preschool childhood is the period in which the basic prerequisites for personal, cognitive and social development are formed. Classical psychological and pedagogical research substantiates the developmental value of this age and the importance of age-appropriate educational interaction (Vygotsky, 1984; Elkonin, 2001). Contemporary international studies likewise regard early childhood education as an independent educational stage rather than merely preparation for school (OECD, 2012, 2017).

The literature demonstrates several stable lines in the development of preschool pedagogy. Classical works established the principles of natural development, play, activity, a prepared environment and humane pedagogical interaction (Komensky, 1982; Pestalozzi, 1981; Fröbel, 1887; Montessori, 2016). Later socio-cultural approaches emphasized that child development should be interpreted in relation to

cultural practices and the social environment (Rogoff, 2003). These positions formed the theoretical basis for modern research on the quality of preschool education and pedagogical support.

Modern foreign research has shifted from a predominantly conceptual justification of preschool education to empirical evaluation of its quality and effectiveness. Bennett (2010) considers preschool education as an independent field with specific goals and governance models; Wood (2013) substantiates the educational potential of play; and the EPPE project demonstrates the long-term significance of high-quality preschool provision and adult-child interaction (Sylva et al., 2004). Woodhead (2006) additionally stresses the intrinsic value and rights-based understanding of early childhood, while Mardell et al. (2016) conceptualize play-based learning as a pedagogically guided process.

Kazakhstani preschool pedagogy develops within the same general scientific field while retaining a pronounced national, linguistic and cultural orientation. Zhumabaev (1992) links education with native language, culture and spiritual-moral development, while Bekmagambetova (2018) systematizes the theoretical and methodological foundations of domestic preschool pedagogy. Contemporary studies address teacher preparation, upbringing and school readiness (Arzanbaeva, 2019; Meterbaeva et al., 2021; Syzdykbaeva & Usenova, 2020). Thus, domestic research is closely connected with the practical and value-oriented tasks of preschool organizations.

The review reveals both continuity and a research gap. Foreign studies more often employ empirical, evaluative and longitudinal approaches to examine what works and under what conditions, whereas Kazakhstani publications more frequently focus on methodological, organizational and culturally adaptive issues. Despite the substantial body of literature, classical, contemporary international and Kazakhstani contributions are not always considered within a single comparative analytical framework. This limits the possibility of tracing the evolution of key scientific categories and identifying prospective directions for the development of preschool pedagogy in Kazakhstan.

Accordingly, the purpose of this study is to analyze and compare the scientific works of foreign classics, Kazakhstani researchers and contemporary publications represented in international databases in order to identify leading thematic categories, methodological approaches, common tendencies and prospective directions for preschool pedagogy. The scientific significance of the study lies in systematizing these research traditions within a unified comparative logic and in identifying areas in which the domestic research agenda can be methodologically strengthened while preserving its national and cultural specificity.

Materials and methods. This research is theoretical in nature and is aimed at analyzing and clarifying scientific approaches presented in the works of foreign and domestic scientists who have contributed to the development of preschool pedagogy. This section presents a content analysis of scientific publications, which allows us to identify key thematic areas, methodological foundations and scientific aspects of research in the field of preschool education.

The research included work with the scientific databases Scopus, Web of Science, Google Scholar, as well as the analysis of publications published in scientific journals recommended by the Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan. The analysis includes publications on the theory and methodology of preschool education, issues of preschool child development (OECD, 2017; Bennett, 2010).

The search and selection of sources were carried out using keywords reflecting the problem of preschool pedagogy, including the concepts of "preschool education", "preschool pedagogy", "development of preschool children", "pedagogical interaction", "quality of preschool education". Additionally, the analysis of the literature lists of selected publications was applied, which made it possible to expand the body of sources and ensure the representativeness of the studied material. This approach corresponds to the generally accepted practice of conducting theoretical and review research in pedagogical sciences (Krippendorff, 2013).

The following methods were used in the course of the research: content analysis, analysis, synthesis, comparison, concretization, generalization. Content analysis was used as the main method of

systematically studying the content of scientific texts and interpreting the scientific positions presented in them. The use of this method made it possible to identify recurring thematic categories, identify dominant research areas, and study the evolution of scientific approaches in the field of preschool pedagogy (Krippendorff, 2013).

As part of the content analysis, the following categories of analysis were identified: the thematic focus of the study, the theoretical and methodological foundations, the object and subject of the study, the scientific approaches used, the main conclusions and interpretations of the authors. A comparative analysis of these categories made it possible to identify similarities and differences between foreign and domestic research, as well as to identify priority and insufficiently developed areas of scientific research in the field of preschool pedagogy.

The purpose of this study is to analyze and summarize scientific publications of foreign and domestic scientists in order to identify the leading thematic areas and methodological approaches in the development of preschool pedagogy, as well as to determine their significance for the scientific and practical development of preschool education in Kazakhstan.

To achieve this goal, the following tasks were defined:

- to analyze the theoretical and methodological foundations of research in the field of preschool pedagogy;
- to identify the key areas of foreign scientific research on preschool education;
- to characterize the contribution of domestic (Kazakhstani) scientists to the development of preschool pedagogy;
- to carry out a comparative analysis of foreign and domestic scientific approaches.

Thus, the selected materials and research methods provide a holistic and systematic analysis of scientific sources, which allows us to form a generalized idea of the current state and trends in the development of preschool pedagogy in the context of foreign and domestic research.

Results and discussion. The results of the content analysis of scientific sources made it possible to systematize the contribution of foreign and Kazakhstani researchers to the formation and development of preschool pedagogy as an independent branch of pedagogical science, as well as to compare classical pedagogical ideas with modern international research indexed in the Scopus and Web of Science databases. The analysis showed that the development of preschool pedagogy is of a continuous nature and is based on stable scientific categories that remain relevant in modern conditions of educational modernization.

Foreign classics of preschool pedagogy and their contribution to the development of science

A content analysis of classical foreign pedagogical works has shown that the formation of preschool pedagogy as a scientific field is associated with the name of scientists who first substantiated the specifics of preschool age and the need for special pedagogical means of education and training.

For example, Ya.A. Komensky (1592-1670), in his work "The Great Didactics" and the concept of the "mother's School", for the first time identified the period from birth to six years as an independent stage of development requiring purposeful upbringing, taking into account the age and individual characteristics of the child. He formulated the principles of naturalness, consistency of learning and clarity, which became the methodological basis of preschool pedagogy (Komensky, 1982).

In the works of G. Pestalozzi (1746-1827) "How Gertrude teaches her children", preschool education is considered as the process of forming the moral image of a child through emotionally significant experience, family education and elementary education based on the development of form, number and words (Pestalozzi, 1981). His ideas laid the foundation for a humanistic approach to preschool education.

A significant contribution to the development of the theory of preschool education was made by F. Froebel (1782-1852), who was the first to scientifically establish kindergarten as a special educational institution. He defined play as the leading activity of a preschooler and developed a system of "gifts" aimed at the sensory, intellectual and creative development of children (Fröbel, 1887).

M. Montessori (1870-1952) in his work "Montessori Pedagogy" proposed a scientifically based model of preschool education based on the independent activity of a child in a specially prepared environment, the use of didactic material and pedagogical observation, which significantly expanded the idea of the possibilities of individualization of learning in preschool age (Montessori, 2016).

Based on the above, classical foreign studies have formed the fundamental scientific principles of preschool pedagogy: recognition of the value of early childhood, the leading role of play, the developing nature of education and the humanistic orientation of pedagogical interaction.

The contribution of Kazakhstani teachers and researchers to the development of preschool pedagogy

The results of the analysis of domestic sources indicate that the development of preschool pedagogy in Kazakhstan was carried out in the context of world pedagogical ideas, but taking into account national values.

N.Kulzhanova (1887-1934) holds a special place in the history of the formation of preschool education in Kazakhstan. In her works "Preschool education" and "Mother and Child", she substantiated the ideas of public preschool education, pedagogical education of the family and the role of the mother in the development of the child. These works laid the foundations of the national model of preschool education in Kazakhstan.

A significant contribution was made by M. Zhumabaev (1893-1938), who in his work "Pedagogy" considered the upbringing of a child as an integral process of forming a spiritual and moral personality based on his native language and national culture. His ideas are of fundamental importance for the development of the theory of preschool education in the national context.

Further, the scientific development of preschool pedagogy in Kazakhstan was associated with the research of B. Baymuratova, A. Menzhanova, M. Turskeldina, which revealed the methodological foundations of speech development, play activities, moral and labor education of preschool children. In particular, B. Baymuratova developed methods of teaching the native language in the conditions of Kazakh-speaking preschool organizations, and A. Menzhanova substantiated the role of fiction as a means of moral and aesthetic education of preschoolers (Bekmagambetova, 2018).

A content analysis of the publications presented in the journals recommended by the Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan has shown that modern Kazakhstani researchers consider preschool pedagogy as a dynamically developing field of science focused on solving urgent educational problems. In particular, the studies of B. Arzanbayeva (Arzanbaeva, 2019), A. Balabayeva, and J. Khasanova emphasize the importance of professional training of preschool education teachers in the context of updating state standards.

The problems of forming children's motivational, intellectual and personal readiness for school are considered in the works of G. Taubayeva, J. Rysbekova, K. Seisembaev, which emphasize the need for an integrated approach that includes gaming, communicative and developmental technologies. The role of play as a leading means of developing a preschooler's personality is substantiated in the research of M. Turskeldina, G. Kasymova, S. Taukeev, which indicates the continuity of Froebel's ideas in modern Kazakh pedagogical science.

K. Meterbayeva's research substantiates the position of upbringing as a system-forming component of preschool education. The author has shown that the formation of social competence, moral values and communicative skills of preschoolers is possible only with purposeful educational work, which expands the scientific understanding of the functions of preschool education (Meterbaeva et al., 2021).

The scientific contribution to the development of the theory of children's readiness for school was made by the research of A. Syzdykbaeva and A. Usenova, in which school readiness is considered as an integrative education, including motivational, social and cognitive components. The authors proved that readiness is not limited to the acquisition of knowledge and skills, but reflects the level of personal development of the child (Syzdykbaeva & Usenova, 2020).

The analysis of articles published in the journals of the Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan

also showed a steady interest of researchers in the problems of inclusive preschool education (R. Karimova, A. Baymuratova), environmental education (R.K. Kerimbayeva, A. Mankesh), as well as the introduction of modern educational technologies into the practice of preschool organizations (A. Iskakova).

The contribution of foreign scientists to the development of preschool pedagogy as a science

The results of the content analysis of publications indexed in the Scopus and Web of Science databases have shown that the contribution of foreign scientists to the development of preschool pedagogy as a science is associated with the formation of theoretical concepts of child development, the evidence base for the effectiveness of preschool education and the scientific understanding of play as a leading mechanism of learning and education.

A significant contribution to the development of evidence-based preschool pedagogy was made by the research of K. Sylva, I. Siraj-Blatchford, E. Melhuish within the framework of the EPPE (Effective Provision of Pre-School Education) project. For the first time, based on longitudinal data, it was proved that the quality of preschool education has a lasting impact on further educational and social achievements of children, and the decisive factor is pedagogically organized interaction between adults and children, rather than early academization (Sylva et al., 2004).

S. Woodhead's research had a special influence on the development of the theory of preschool education, in which preschool childhood is considered as an independent stage of the life path, having its own value. The author critically rethought the idea of early standardization of childhood and justified the need to take into account the cultural and social contexts of child development (Woodhead, 2006).

A significant contribution to the development of preschool pedagogy as a science was made by J. Bennett, who in a number of publications showed that preschool education in European countries has evolved into an independent scientific and educational field with its own goals, methods and research approaches. Her research emphasizes that preschool pedagogy should be focused on the holistic development of the child, rather than preparing for school [5].

Of particular scientific importance are the studies of B. Mardell, J. Ryan, M. Krechevsky and co-authors, in which the idea of play-based learning as a pedagogically organized form of learning was conceptualized. The authors have shown that play is not a spontaneous activity, but a scientifically guided process during which the child's thinking, communication and self-regulation are formulated (Mardell et al., 2016).

A significant contribution to the institutionalization of preschool pedagogy was made by the OECD analytical reports, which proposed a scientific model of the quality of preschool education, including indicators of the educational environment, the professionalism of teachers and the nature of interaction with children. These works contributed to the recognition of preschool pedagogy as a field of comparative and interdisciplinary scientific research (OECD, 2012, 2017).

Based on the above, a comparative analysis was performed based on encoding sources by time and thematic clusters (yesterday/today/tomorrow) and comparing the dominant categories: the object of research, leading concepts, methodology, outcome indicators and practical output.

"Yesterday": the stage of formation of scientific foundations and institutionalization of preschool pedagogy

A comparative content analysis shows that in the foreign tradition, the "yesterday" stage was formed as the introduction of preschool pedagogy into an independent field of knowledge through the development of basic categories: age specificity, environmental education, play as a leading activity, the role of the developing environment, the importance of the family. These ideas were consolidated in the fundamental works of the classics and then translated into the teacher training system and institutional models of kindergarten.

In the Kazakh tradition, the "yesterday" stage has a pronounced specificity: the formation of preschool pedagogy took place in the context of linguistic and cultural modernization of society, the formation of a national education system and the subsequent institutionalization of preschool organizations. The following tasks are more pronounced in domestic sources: pedagogical education of

the family, preservation and development of the native language, adaptation of programs and methods to the national context, development of domestic materials and approaches.

That is, if the foreign stage "yesterday" mainly captures the theoretical and methodological design of preschool pedagogy, then the Kazakh stage "yesterday" additionally includes the task of cultural, linguistic and socio-institutional adaptation of preschool education.

"Today": the stage of the evidence-based agenda, the quality of the environment and the teacher's competencies

The modern foreign research agenda (including Scopus/WoS) shifts the focus from substantiating "what is important" to clarifying "what works and under what conditions":

- the effectiveness of gaming and educational practices;
- the impact of the quality of adult-child interaction;
- the role of the developing object-spatial environment;
- measurable indicators of early development (cognitive, socio-emotional, executive functions);
- Inclusion and equal access;
- professional competencies of the teacher and quality monitoring.

The Kazakh research of the "today" stage consistently includes similar areas: modernization of the content of preschool education, the succession of "preschool organization – primary school", the development of speech and communication (including the Kazakh-speaking environment), education of values, updating methodological tools, digitalization of individual components, as well as inclusive practices. However, compared to the foreign agenda, the normative and methodological component is more often preserved and strict evidence-based logic is less common (experimental designs, meta-analyses, large samples, standardized measurement tools).

That is, "today" Kazakhstan and the world of sciences are moving in the same direction (the quality and effectiveness of preschool education), but they differ in the dominant types of publications: foreign ones are more often empirical and evaluative, Kazakh ones are more often methodological, organizational and contextual-adaptive.

"Tomorrow": the stage of forecasting scientific trends and growth points

Based on the identified thematic clusters, it can be predicted that the "tomorrow" stage for foreign research will be associated with the strengthening of:

- evidence-based research on gaming practices (including guided play);
- Interdisciplinary approaches (pedagogy + developmental psychology + neuroscience);
- tools for assessing the quality of the preschool environment and interaction;
- Personalizing and supporting the diversity of children (inclusion, multilingualism);
- digital solutions as supporting tools (not as a game replacement).

For Kazakhstan, the "tomorrow" stage can be logically described as the development of three lines:

1. Methodological strengthening of research (valid tools, comparability of data, expansion of samples, replication);

2. National and linguistic specifics as a research resource (bilingualism, cultural practices of play and education);

3. Institutional quality solutions (teacher training, quality assessment, evidence-based professional development programs).

In other words, the "tomorrow" stage is Kazakhstan's convergence with the international evidence agenda while preserving its own cultural, linguistic and normative specifics as a subject of scientific uniqueness.

A comparative analysis of foreign and Kazakh research in the field of preschool pedagogy in the logic of "yesterday-today-tomorrow" revealed the evolution of scientific ideas about preschool childhood, leading pedagogical approaches and priority areas of research. The analysis showed that, despite the differences in socio-cultural and institutional conditions, common methodological foundations can be traced in foreign and domestic scientific traditions: recognition of the value of early

childhood, the leading role of play, the developing nature of preschool education and the importance of pedagogical interaction.

At the same time, the comparative analysis, focused mainly on a meaningful comparison of research, reveals not only achievements, but also problem areas that require additional interpretation in terms of sustainability and prospects for the development of scientific research in the field of preschool pedagogy in Kazakhstan. For a deeper understanding of the results obtained and their systematization in the context of internal and external factors of scientific development, a SWOT analysis was applied in this study. The use of this analytical tool made it possible to consider domestic research on preschool pedagogy not in isolation, but in conjunction with the international scientific agenda, as well as to determine the potential for their further development.

Table 1. SWOT analysis of scientific research in the field of preschool pedagogy in Kazakhstan (in comparison with foreign studies)

<i>Strengths</i>	<i>Weaknesses</i>
A content analysis of Kazakhstani scientific publications has shown that one of the key strengths of the national preschool pedagogy is its close connection with the national cultural and linguistic context. In the works of Kazakhstani teachers and researchers, there is a steady focus on raising a child as a native speaker of their native language, culture and values, which gives research a pronounced humanistic and culturally-oriented orientation. A significant strength is the high practical orientation of research. Most of the works are focused on solving specific pedagogical tasks of preschool organizations: speech development, the formation of play activities, moral and spiritual education, preparation for school, work with the family. This ensures that the research results are in demand in educational practice and in the system of teacher training. In addition, Russian preschool pedagogy is characterized by a succession of scientific ideas: from the early works of N. Kulzhanova and M. Zhumabaev to modern research published in journals recommended by the Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan. This continuity contributes to the preservation of stable scientific traditions and the formation of its own research school.	During the content analysis, it was revealed that in the presence of a significant amount of research in the field of preschool pedagogy in Kazakhstan, the methodological rigor of some publications remains a relatively weak link. Compared to foreign studies indexed in Scopus and the Web of Science, domestic works use experimental designs, longitudinal studies, standardized diagnostic tools, and quantitative data analysis methods less frequently. The fragmentality of the research field is also noted: many studies are devoted to certain aspects of preschool education, but there are not enough works offering a comprehensive, interdisciplinary and meta-analytical view of the development of a preschool child. This makes it difficult to compare the results and form generalizing scientific conclusions. The weaknesses include the limited representation of Kazakhstani research in international scientific databases. This reduces visibility and inclusion in the global scientific discourse on early childhood issues.
<i>Opportunities</i>	<i>Threats</i>
The results of a comparative analysis and a review of modern foreign studies show that Kazakh preschool pedagogy has significant potential for development. One of the key opportunities is the integration of Kazakhstani research into the international scientific agenda by strengthening the methodological base, expanding samples and using validated tools for assessing child development and the quality of the preschool environment. A promising direction is the development of cross-cultural research that allows comparing the features of preschool education in Kazakhstan and other countries, as well as using national specifics as a scientific advantage rather than as a limitation. Additional opportunities are opening up due to the growing interest in the problems of early development, inclusive education, play-based learning and professional training of preschool education teachers, which corresponds to both state priorities and global research trends.	The content analysis also revealed potential threats to the development of scientific research in the field of preschool pedagogy. These include the risk of shifting the focus from scientific analysis to regulatory and reporting logic, when research focuses primarily on describing the implementation of programs and standards rather than analyzing their effectiveness. Uncritical borrowing of foreign models of preschool education without their adaptation to the cultural, linguistic and social conditions of Kazakhstan can also become a significant threat, which can lead to the loss of national pedagogical identity. In addition, there remains a risk of early academization of preschool childhood, which reduces the importance of play as a child's leading activity, despite the fact that both domestic and foreign studies emphasize its key role in the development of preschoolers.

The results of Table 1 show that the SWOT analysis, combined with comparative content analysis, allows us to conclude that preschool pedagogy in Kazakhstan is at the stage of a qualitative rethinking of its scientific foundations. The strengths and identified opportunities indicate that there is a solid foundation for further development of research, while the identified weaknesses and threats indicate the need for methodological updating and strengthening scientific reflection.

Thus, the SWOT analysis not only complements the results of the comparative analysis, but also allows us to consider preschool pedagogy in Kazakhstan as a dynamic scientific field, the development of which is possible while maintaining the continuity of national traditions and simultaneous integration into the international scientific space.

Conclusion. The conducted research, based on the content analysis of foreign and Kazakhstani scientific sources, allowed us to systematically comprehend the formation and modern development of preschool pedagogy as an independent branch of pedagogical science. The analysis showed that preschool pedagogy was formed on the basis of the fundamental ideas of classical foreign pedagogical thought related to the recognition of the value of early childhood, the leading role of play, the developmental nature of education and the need to take into account the age and individual characteristics of the child.

It is established that these ideas were further developed and reinterpreted in the works of Kazakhstani teachers and researchers who adapted them to the national cultural, linguistic and social context. The works of N.S. Kulzhanova, M. Zhumabaev, B.B. Baymuratova, A.K. Menzhanova and other scientists have made a significant contribution to the formation of the national model of preschool education, focused on the development of the child's personality, the preservation of the native language and culture, as well as the pedagogical support of the family.

The results of the comparative analysis showed that modern research in the field of preschool pedagogy in Kazakhstan and abroad is developing in similar thematic areas related to the quality of preschool education, the development of play activities, teacher training, inclusive education and continuity between levels of education. At the same time, differences in the methodological focus of research have been identified: foreign publications indexed in the Scopus and Web of Science databases are more focused on evidence-based and empirical approaches, while domestic research is more often methodological, organizational and context-oriented.

The SWOT analysis made it possible to deepen the interpretation of the results obtained and identify strengths and weaknesses, as well as opportunities and risks for the development of scientific research in the field of preschool pedagogy in Kazakhstan. The strengths include the cultural consistency and practical orientation of domestic research, the continuity of scientific traditions and their relevance in educational practice. Strengthening the methodological base of research, expanding international scientific cooperation and increasing the representation of Kazakhstani scientific works in international databases are identified as key areas of development.

Thus, the results of the study confirm that preschool pedagogy in Kazakhstan has significant scientific potential and is at the stage of qualitative renewal. The conducted content analysis allows us to consider the further development of domestic research in the field of preschool education as a process of integrating national pedagogical traditions with modern global scientific trends, which opens up prospects for deepening theoretical research and improving the quality of preschool education and training practices.

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