

## SOCIO-ECONOMIC ASPECTS AS A FACTOR IN INCREASING THE LEVEL OF COMFORT IN PRESCHOOL INSTITUTIONS

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**Abstract.** *The aim of the work is to determine the socio-economic aspects that influence the level of comfort of preschool institutions in the regional conditions of Northern Kazakhstan. In the process of conducting the study, the following issues were resolved: the main interest groups of the parent committee were identified; the principles of forming new conditions for children's stay in preschool institutions were identified; the main aspects of changes in education were identified. Architecture and social relevance are used to examine the current state of affairs in general. The primary categories of tasks assigned to contemporary preschool educational institutions are used to identify and study the primary typological series of these kinds of institutions. Preschool educational institutions of all kinds need to have their designs seriously reconsidered. Preschool education in its earlier form is in severe decline due to the shift in departmental to municipal subordination of preschool institutions, the nation's crisis, and the extremely low financial status of the populace. The former daycare centers are no longer lucrative. It's not often that new preschools are built. The general informatization of society and the population's growing educational potential, which is centered on expanding the amount of knowledge that a modern person possesses, dictate the urgent need for preschool education services to be provided to children on a mass scale.*

**Keywords:** *functional need, social survey, questionnaire, regionalization, conditions, needs, preschool institutions.*

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## ӘЛЕУМЕТТІК-ЭКОНОМИКАЛЫҚ АСПЕКТІЛЕР МЕКТЕПКЕ ДЕЙІНГІ МЕКЕМЕЛЕРДІҢ ЖАЙЛЫЛЫҚ ДЕҢГЕЙІН АРТТЫРУ ФАКТОРЫ РЕТІНДЕ

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**Аңдатпа.** Жұмыстың мақсаты Солтүстік Қазақстанның өңірлік жағдайында мектепке дейінгі мекемелердің жайлылық деңгейіне әсер ететін әлеуметтік-экономикалық аспектілерді анықтау болып табылады. Зерттеу барысында келесі мәселелер шешілді: ата-аналар комитетінің негізгі қызығушылық топтары анықталды; балалардың мектепке дейінгі мекемелерде болуының жаңа жағдайларын қалыптастыру принциптері анықталды; білім берудегі өзгерістердің негізгі аспектілері анықталды. Сәулет және әлеуметтік маңыздылық жалпы істердің қазіргі жағдайын зерттеу үшін қолданылады. Қазіргі мектепке дейінгі білім беру мекемелеріне жүктелген міндеттердің негізгі категориялары осы мекемелердің негізгі типологиялық қатарларын анықтау және зерттеу үшін қолданылады. Барлық түрдегі мектепке дейінгі білім беру мекемелері өз жобаларын елеулі түрде қайта қарауды қажет етеді. Мектепке дейінгі білім беру, оның бұрынғы түрінде, мектепке дейінгі мекемелердің ведомстволық бағыныстылығының муниципалитетке ауысуына, елдің дағдарысына және халықтың өте төмен материалдық жағдайына байланысты терең құлдырауда. Бұрынғы балабақшалар енді пайда әкелмейді. Жаңа мектепке дейінгі мекемелер жиі салынбайды. Қоғамды жалпыға бірдей ақпараттандыру, қазіргі заманғы адамның білім көлемін кеңейтуге бағытталған халықтың өсіп келе жатқан білім беру әлеуеті балаларға мектепке дейінгі білім беру қызметтерін жаппай ұсынудың шұғыл қажеттілігін тудырады.

**Түйін сөздер:** функционалдық қажеттілік, әлеуметтік сауалнама, сауалнама, аймақтандыру, шарттар, қажеттіліктер, мектепке дейінгі мекемелер.

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## СОЦИАЛЬНО-ЭКОНОМИЧЕСКИЕ АСПЕКТЫ КАК ФАКТОР ПОВЫШЕНИЯ УРОВНЯ КОМФОРТНОСТИ ДОШКОЛЬНЫХ УЧРЕЖДЕНИЙ

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**Аннотация.** *Целью работы является определение социально-экономических аспектов, влияющих на уровень комфортности дошкольных учреждений в региональных условиях Северного Казахстана. В процессе проведения исследования были решены следующие вопросы: выявлены основные группы интересов родительского комитета; выявлены принципы формирования новых условий пребывания детей в дошкольных учреждениях; выявлены основные аспекты изменений в образовании. Архитектура и социальная значимость используются для изучения современного состояния дел в целом. Основные категории задач, возлагаемых на современные дошкольные образовательные учреждения, используются для выявления и изучения основных типологических рядов этих видов учреждений. Дошкольные образовательные учреждения всех видов нуждаются в серьезном пересмотре своих проектов. Дошкольное образование в его прежнем виде находится в глубоком упадке из-за перехода ведомственной подчиненности дошкольных учреждений в муниципальную, кризиса страны и крайне низкого материального положения населения. Бывшие детские сады уже не приносят прибыли. Новые дошкольные учреждения строятся нечасто. Всеобщая информатизация общества, растущий образовательный потенциал населения, ориентированный на расширение объема знаний современного человека, диктуют острую необходимость в массовом предоставлении детям услуг дошкольного образования.*

**Ключевые слова:** *функциональная потребность, социальный опрос, анкетирование, регионализация, условия, потребности, дошкольные учреждения.*

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#### **CONFLICT OF INTEREST**

The authors state that there is no conflict of interest.

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Авторлар мүдделер қақтығысы жоқ деп мәлімдейді.

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#### **БЛАГОДАРНОСТИ/ИСТОЧНИК ФИНАНСИРОВАНИЯ**

Исследование проводилось с использованием частных источников финансирования.

#### **КОНФЛИКТ ИНТЕРЕСОВ**

Авторы заявляют, что конфликта интересов нет.

## 1 INTRODUCTION

The urgency of current issues arising from the implementation of a wide range of programs and methods, various forms of work with children in the conditions of the old material base, in buildings that do not meet the modern requirements of the pedagogical process, is now visible thanks to the development of preschool education. In this case, the issue of assessing the architectural quality of the preschool education environment is particularly relevant, since the dynamics of scientific and technical progress, improvement of the educational process, and expansion of social requirements are not taken into account.

At present, preschool educational institutions in our country lack the material base necessary to comply with modern design and construction technologies in the following areas:

- the existing architecture of preschool educational institutions is inadequate to the needs of modern society and many social groups of consumers, including parents, teachers and students;
- currently, the architecture of preschool educational institutions does not meet modern standards; for example, the introduction of scientific and technical means is not provided, there is no possibility to organize a set of materials necessary for the pedagogical process;
- types of activities (leisure, educational games, modern educational activities).

It should be emphasized that in order to activate the development of educational institutions in the territory of the Republic of Kazakhstan as a whole and Northern Kazakhstan in particular, a comprehensive program for the development of preschool educational institutions is needed.

## 2 LITERATURE REVIEW

The article "Aspects of Formation of Architectural Environment for Preschool Education", which was published in the news of universities "Arkhitkton" (**Lamekhova, 2019**), considers the development of modern architecture of preschool institutions, identifies current problems and suggests ways to solve them based on the main stages of design. A number of architectural techniques and methods have been developed and presented, some of which are new to domestic practice and include elements that create a playground in the summer and ideal conditions for installing an ice slide in the winter, as well as the modernization and implementation of individual architectural elements (slopes, ramps, straight and spiral tubular slides) to ensure a variety of play spaces and improve fire safety of preschool educational institutions in Russia.

In researches Potapova T.V. (**Potapova, 2004**) reveals, that modern requirements for the development of the network of architecture of buildings of preschool educational institutions include: an increase in the number of typological series that meet the requirements for increasing the availability of social services in the city; an increase in the number of functions in preschool educational institutions necessary for the all-round harmonious development of the child, family recreation, providing qualified assistance to parents in raising children; improving the architectural aesthetics of buildings of preschool educational institutions by developing a set of compositional techniques and means that help maintain a positive emotional mood of pupils.

According to the L.P. Bannikova's (**Bannikova, 2007**) considerations, the general informatization of society and the growing educational potential of the population, aimed at expanding the volume of knowledge of a modern person, dictate an urgent need to provide preschool education services to children on a massive scale.

In researches A.V. Efimov (**Efimov, 2005**) reveals, that a modern person needs new knowledge and skills to solve technical and intellectual problems of everyday life due to changing social conditions, complication of economic and production processes, the need for continuous development and self-improvement throughout life.

Taking into account modern requirements for the architectural environment of preschool education and its prospective development, it becomes relevant to forecast and develop a

comprehensive model of the building of a preschool educational institution, taking into account the parameters of compliance with functional and planning flexibility, constructive rationality, individuality and uniqueness of the architectural appearance, as shows A.A. Kuznetsova ([Kuznetsova, 2012](#)) in her report. The purpose of the study is to develop methods, strategies and principles for structuring the architectural space of modern preschool institutions, based on scientific data.

The dissertation ([Miklyaeva, 2011](#)), a child's development and the maintenance and improvement of his mental health greatly depend on the preschool and primary school levels being implemented as levels of a unified system. A kid typically enters the educational system by enrolling in kindergarten, and after completing it, they are introduced to primary school for the first time.

According to N.A. Loginova ([Loginova, 2006](#)), environmental events and human behavioral events in the environment are not the same thing. occurrences that take place in a person's life without their consent are referred to as environmental occurrences. Events related to the affirmation or denial of any values are considered human behavioral events.

Arnheim ([Arnheim, 1954](#)) highlights the unique characteristics of the cognitive process involved in the perception of art. He first stresses that aesthetic perception is an active, creative activity rather than a passive, reflective act. It can be used for constructive purposes, such as creating visual models, in addition to reproducing objects.

The article ([Yakhno, 2022](#)) considers the main methods of forming play spaces in kindergarten. The role of the architectural environment in the education of the child's personality is considered. The main principles of organizing children's play space and their relationship with the developmental and educational function are given.

Air, soil, and water pollution, as well as the decline in children's health brought on by sedentary lifestyles and high levels of emotional stress, are issues that require an ecological approach to solve in order to provide a safe and health-preserving environment for preschoolers, as shown in report ([Lamekhova, 2019](#))

The contemporary issue of visual perception of the urban environment is the focus of Belyaeva E.L.'s work ([Belyaeva, 1977](#)). The specificity and conditions of this perception are described, and the theoretical preconditions for researching how architecture is perceived are examined. The city's architectural environment's objectively assessed visual attributes are examined. Art historians and architects are the target audience for this book.

### 3 MATERIALS AND METHODS

The methodological basis of the study is a comprehensive study of existing preschool institutions in Northern Kazakhstan. The comprehensive nature of the study considers the stages of the work:

- field studies;
- sociological research;
- identification of progressive criteria for the development of preschool institutions.

During the field study, more than 12 preschool institutions were visited with photo recording and collection of statistical material.

Sociological research was conducted in 7 preschool institutions in the form of a survey and questionnaire survey of the population and key specialists. To survey the population and key specialists, two types of questionnaires were developed, including socio-economic aspects of the development of preschool institutions. In total, about 80 people were interviewed, including employees and parents.

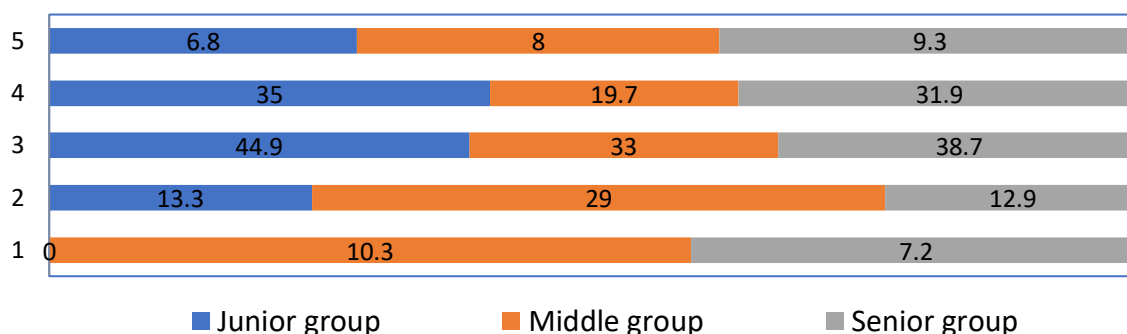
The method of identifying progressive criteria for the development of preschool institutions was used at the final stage when determining the main factors influencing the development of educational institutions.

#### 4 RESULTS AND DISCUSSIONS

During the research, a sociological survey was conducted in the following categories of the preschool institution:

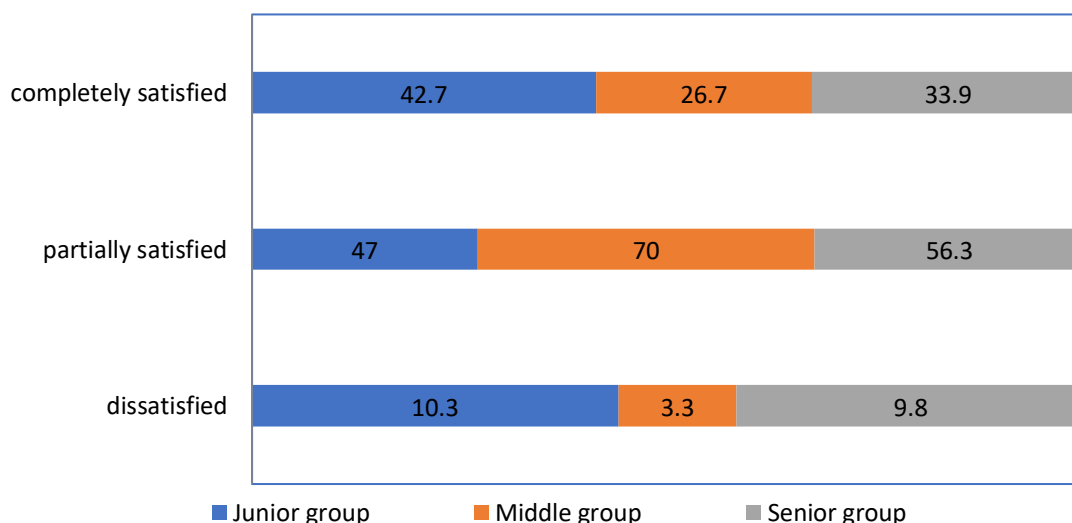
- Junior group - for children aged 3 to 4 years.
- Middle group - for children aged 4 to 5 years.
- Senior group - for children aged 5 to 6 years.

Sociological surveys were conducted using the "Questionnaire - Interview", which includes 26 questions. The questionnaire consists of the following sections: information about the family is shown in **Figure 1**, which indicates the number of children for each age group.



**Figure 1** – Familysize (in % of respondents)(author`s material).

When assessing the current situation in preschool institutions in Northern Kazakhstan, it is important to note the dissatisfaction of employees of institutions with the development of the social sphere, as well as the lack of conditions for the implementation of interests related to education, health care, public provision of services and cultural needs - all this entails general qualities. Since **Figure 2** shows the percentages of satisfaction with the conditions of preschool educational institutions, it can be concluded that there are several aspects that require a number of aspects that require a unique approach to solving the shortcomings.



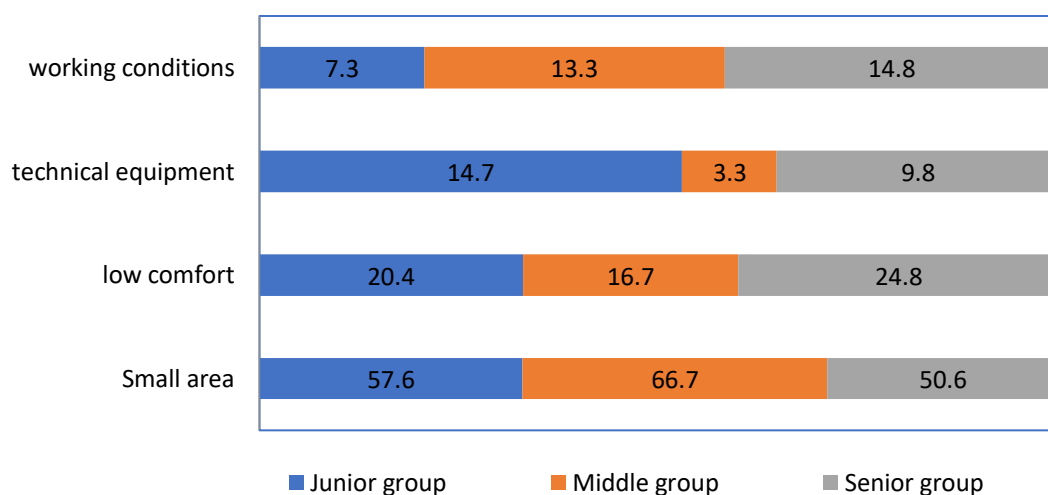
**Figure 2** – Degree of satisfaction with the conditions of institutions (in % of respondents) (author`s material).

As a result of the conducted sociological research, several interest groups of preschool workers were identified, the most important of which are:

- social security;
- education, including qualified education;
- satisfaction of cultural needs, recreation and sports;
- medical care.

As a result of the consideration of the factors influencing the development of preschool institutions, it can be concluded that the social factor plays a significant role in its growth. Recreational considerations are becoming increasingly important; the transition to integrated architectural planning forms is becoming increasingly noticeable. As a result, territorial organization does not reflect the current socio-economic situation.

Architectural design solutions for preschool educational institutions are becoming increasingly attractive due to pedestrian accessibility to all city components, acceptable sanitary and hygienic and environmental conditions. All this necessitates the development of an architectural planning structure that reflects all the advantages of urban life, taking into account the density and number of storeys of buildings, as well as the degree of improvement and maintenance of educational centers. **Figure 3** shows the main reasons for dissatisfaction of parents and employees of preschool educational institutions, which require primary attention.



**Figure 3** – Reasons for dissatisfactions (in % of respondents) (author`s material).

Based on the results of the conducted research in the form of a sociological survey and the current state of architectural planning solutions for preschool institutions, the following recommendations are proposed to solve the identified problems:

1. To create an architectural environment for a group cell's individual space in accordance with contemporary pedagogical requirements. This will enable the development of a flexible planning structure that considers the primary activities and the unique aspects of preschoolers' psychological development, as shown in report ([Lamekhova, 2011](#)). This is possible as long as the interior blends easily transformable, multifunctional elements with a shared semantic integrity.

2. The internal organization of each group member's individual space may include mobile architectural environment components, such as shelves, partitions, sports corners, small architectural forms, natural elements, etc., which can also be colored-highlighted and arranged into groups and activity centers, to enhance the emotional impact of particular emotional zones and to encourage a particular kind of activity. The research ([Lamekhova, 2017](#)) analyzed the landscape component of kindergartens, which is based on deciduous tree species.



3. Every group or center has a distinct hue: for example, the play center and the physical activity center are brightly colored, signifying that loudness is acceptable. Calm behavior is suggested by the math and book centers' muted pastel tones. Such centers shouldn't be situated adjacent to one another in order to guarantee comfort. The scientific article ([Demidova, 2009](#)) contains prerequisites, that shelves that are roughly one meter high should be used to divide the centers in order to guarantee both the safety and efficacy of play or educational activities.

4. As shown in dissertation ([Komarova, 2020](#)), it is possible to create a unique subject-developing environment for each age group of children by selecting an ideological and thematic concept, organizing the subject environment for each age group of children, and using various figurative and coloristic solutions to form the internal space of preschool institutions' architectural environments.

5. The research of Lamekhova I.V. ([Lamekhova, 2007](#)) The functions of "educational" architecture, namely the creation of three different types of group cells for three age groups, can be manifested in many ways by modeling the individual space of a group cell using the functional-compositional matrix method and by utilizing a constructive system with a free layout.

## 5 CONCLUSIONS

Conducted sociological research allowed to conclude that the activities taking place in preschool institutions of Northern Kazakhstan do not fully support the norms and rules.

A creative approach to the development of the architectural structure is currently required, which covers all areas of economic, social and planning aspects.

To improve the architectural environment for preschool education, it is proposed to use the technique of careful elaboration of details and textures of architectural elements of the facade, located in the field of visual and tactile accessibility by creating a section of the facade with special texture characteristics within 2 m from the ground and using different textured coatings and paving in open play areas. Measures to protect against contamination of wall planes and water penetration are carried out due to a tightly adjacent paving plane, the device of a blind area with a lawn covering. The contour of the blind area involves the inclusion of various boundary lines, which helps to improve the aesthetic qualities of the lower tier of the building. Creating a smooth transition from the basement to the first floor allows for the creation of an additional field for creative activity of pupils using economical means (smooth surfaces for drawing, textured coatings for the development of tactile sensations). In addition, it is necessary to note the wide possibilities for concentrating attention by using window openings with different parameters. This technique has not been used in domestic practice before and deserves special attention in order to improve the quality of architecture and develop its didactic properties. The technique of clarity is implemented by using and arranging window elements to carry out experimental.

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