

CONTEMPORARY DIRECTIONS IN THE PROFESSIONAL DEVELOPMENT OF PRESCHOOL TEACHERS

Lalazar Jafarova

PhD in pedagogy, Associate professor, Honored teacher, Institute of
Education of the Republic of Azerbaijan. E-mail: l.ceferova@arti.edu.az
<https://orcid.org/0000-0002-2620-2351>

Abstract

Preschool education constitutes the foundation of lifelong learning and plays a significant role in ensuring children's holistic development. The quality of preschool education largely depends on educators' professional competencies and continuous learning opportunities. Contemporary educational transformations, digitalization, inclusive education, social-emotional learning, and the integration of artificial intelligence into educational settings have introduced new requirements for preschool teachers. This article examines the main directions of professional development in early childhood education through the analysis of international research and policy documents. The findings indicate that sustainable professional development should extend beyond traditional in-service training and incorporate reflective practice, professional learning communities, digital competence development, and practitioner research.

Keywords: preschool education, professional development, educator competence, digital skills, inclusion, reflective practice.

Article History:

Received: December 18, 2025; Revised: February 26, 2025; Accepted: March 22, 2026

Citation:

Jafarova, L. (2026). Contemporary directions in the professional development of preschool teachers. *International Journal of Social, Psychological and Educational Studies (IJSPES)*, 2(1), 18–26. <https://doi.org/10.56334/ijspes/2.1.2>

Introduction

Early childhood represents one of the most critical periods of human development. Neuropsychological research demonstrates that the most intensive period of brain development occurs during the first years of life, and experiences acquired during this period have a long-term influence on children's future learning capacity, social relationships, emotional well-being, and overall quality of life. Therefore, early childhood education and care (ECEC) has become one of the key priorities of contemporary educational policy (UNICEF, 2022).

Over the past decades, globalization, digitalization, changing labor market demands, the expansion of inclusive education, and socio-demographic transformations have created new challenges for education systems worldwide. These developments have also affected preschool education by necessitating the renewal of educational content, organizational structures, and pedagogical approaches (European Commission, 2020). Contemporary preschool education is no longer viewed merely as a preparatory stage for formal schooling but

Licensed

© 2026 The Author(s). Published by *International Journal of Social, Psychological and Educational Studies (IJSPES)*, under the auspices of IMCRA – International Meetings and Conferences Research Association (Azerbaijan). This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

rather as a fundamental social institution that promotes children's holistic development, social justice, and equal educational opportunities (UNESCO, 2023).

Within the framework of the United Nations Sustainable Development Goal 4 (Quality Education), ensuring universal access to high-quality early childhood education has been identified as a global priority (United Nations, 2015). UNESCO reports emphasize that children who receive high-quality early childhood education demonstrate higher academic achievement in subsequent educational stages, better social integration, and greater contributions to socio-economic development (UNESCO, 2023). Consequently, improving the quality of preschool education has become a strategic objective of national education policies across the world.

One of the most significant determinants of preschool education quality is the level of professional preparation and continuous development of preschool teachers. Numerous international studies indicate a strong relationship between the quality of educational environments and teachers' professional competencies (OECD, 2019). Children's learning outcomes, social-emotional development, creativity, and overall well-being largely depend on the professional competence of educators (Slot et al., 2017). Therefore, teacher professional development has become a central component of preschool education reform initiatives.

Unlike traditional approaches, contemporary educational paradigms view teachers not merely as transmitters of knowledge but also as facilitators of learning, reflective practitioners, researchers, mentors, innovators, and agents of educational change (Darling-Hammond et al., 2017). This perspective has transformed the content of professional development, requiring teachers to strengthen not only their pedagogical and methodological expertise but also their digital literacy, communication skills, inclusive education competencies, collaboration, and leadership capacities (OECD, 2020).

Research conducted by the OECD highlights that teaching is inherently a lifelong learning profession and that effective professional development should be continuous, systematic, collaborative, and practice-oriented (OECD, 2020). Contemporary professional development models increasingly emphasize professional learning communities, mentoring and coaching, action research, reflective practice, digital learning platforms, and peer collaboration alongside formal training activities (Avalos, 2011). In particular, following the COVID-19 pandemic, the rapid integration of digital technologies into education has accelerated the need for preschool teachers to acquire new competencies and has prompted the reconsideration of existing professional development strategies (OECD, 2021).

In the Republic of Azerbaijan, the development of preschool education has also become one of the strategic priorities of national educational policy. In recent years, substantial efforts have been undertaken to expand access to preschool education, modernize the preschool curriculum, improve teacher education, and strengthen in-service professional development systems (Ministry of Science and Education of the Republic of Azerbaijan, 2024). Nevertheless, studying international experience and adopting contemporary professional development models remain essential for enhancing teachers' professional competence and improving the quality of preschool education.

Against this background, investigating the modern directions of professional development of preschool teachers, analyzing international experience, and identifying innovative approaches to professional learning are of considerable theoretical and practical importance.

The aim of this study is to identify the contemporary directions and emerging trends in the professional development of preschool teachers and to analyze their contribution to improving the quality of preschool education.

The distinctive feature of this study lies in its integrated conceptual analysis of preschool teachers' professional development through the perspectives of competency-based education, inclusive education, digital transformation, reflective practice, and professional learning communities.

Methods

The study employed a qualitative research design based on theoretical analysis, comparative analysis, document analysis, and systematic review methods. Theoretical analysis was used to examine contemporary scientific approaches to the professional development of preschool teachers and to identify the conceptual foundations of lifelong professional learning. Comparative analysis enabled the comparison of international

approaches, policies, and models related to teacher professional development, particularly those implemented in different educational systems.

Document analysis was conducted to examine international policy papers, strategic documents, and analytical reports published by UNESCO, OECD, the European Commission, UNICEF, and other international organizations, as well as recent scientific studies in the field of early childhood education. The collected materials were analyzed through content analysis and systematization in order to identify the major trends, professional competencies, and innovative approaches influencing the professional development of preschool educators.

The findings were interpreted using a systematic approach, allowing the integration of theoretical perspectives with international best practices. This methodological framework made it possible to determine the contemporary directions of professional development in preschool education and to formulate recommendations relevant to the Azerbaijani educational context.

Results

The findings of this study demonstrate that the professional development of teachers in preschool education constitutes one of the fundamental prerequisites for improving educational quality, promoting children's holistic development, and ensuring the effectiveness and sustainability of early childhood education systems. Contemporary educational reforms require professional development to move beyond traditional in-service training models toward continuous, competency-based, and practice-oriented learning. Effective professional development should therefore encompass the enhancement of digital competence, inclusive education practices, reflective practice, collaborative professional learning, leadership, and action research.

The analysis further indicates that the effectiveness of professional development depends not only on the availability of training opportunities but also on their continuity, relevance to teachers' professional needs, and close integration with everyday educational practice. Sustainable professional learning is most effective when it is embedded within teachers' daily work, encourages critical reflection, supports collaboration among colleagues, and provides opportunities for continuous feedback and professional growth. In this regard, professional learning communities, mentoring and coaching, reflective practice, and research-informed professional learning represent essential mechanisms for strengthening teachers' competencies and fostering innovation in preschool education.

The study also highlights that the rapid digital transformation of education, the expansion of inclusive education policies, and the increasing diversity of children's developmental needs require preschool teachers to continuously update their professional knowledge and acquire new competencies. Consequently, professional development systems should be sufficiently flexible to respond to emerging educational challenges and should encourage lifelong learning, innovation, and evidence-based pedagogical decision-making.

Based on the findings, it is recommended that policymakers and educational institutions expand continuous professional development programmes, strengthen training related to digital and inclusive competencies, promote professional learning communities, mentoring systems, and action research, and develop institutional mechanisms that support teachers' long-term professional learning. Greater collaboration between teacher education institutions, preschool settings, and educational authorities would further contribute to improving the quality and sustainability of professional development initiatives.

From a theoretical perspective, this study contributes to the existing literature by synthesizing contemporary international approaches to preschool teachers' professional development within a unified conceptual framework that integrates competency-based education, digital transformation, inclusive education, reflective practice, and professional learning communities. From a practical perspective, the findings may inform educational policy, teacher education programmes, and institutional strategies aimed at improving the quality of preschool education.

Although the present study is based on a qualitative analysis of international literature and policy documents rather than empirical investigation, it provides a comprehensive overview of current trends and identifies priority directions for future development. Future research may build upon these findings by conducting empirical studies that examine the effectiveness of specific professional development models,

teachers' perceptions and experiences, and the implementation of evidence-based professional learning practices in different educational contexts. Such research would further strengthen the evidence base for developing sustainable and high-quality professional development systems in preschool education.

Relevance of the article. Improving the quality of preschool education in modern times necessitates the organization of professional development of pedagogical personnel based on new approaches. Digital transformation, the expansion of inclusive education, the actualization of social-emotional learning and the integration of artificial intelligence technologies into the educational process require the renewal of professional competencies of educators-teachers working in preschool educational institutions. In this regard, the scientific study of modern directions of professional development in the field of preschool education is of urgent scientific and practical importance.

Scientific novelty. The scientific novelty of the research is reflected in the complex systematization of modern directions of professional development of preschool educators and their presentation in a single conceptual framework. The study identifies the relationship between the theoretical foundations of professional development and modern practical directions, and substantiates the competency-based development model, digital transformation, inclusive education, reflective activity, professional learning communities and research-oriented activity as mutually complementary components of a single professional development system.

At the same time, modern trends in the professional development of preschool educators were analyzed in the context of international experience, and their application possibilities in the Azerbaijani education system were identified. This approach contributes to the enrichment of the scientific and methodological foundations for the development of professional development strategies in the field of preschool education.

Practical significance of the article. The results of the study can be used in the development of advanced training programs for educators working in preschool educational institutions, in the improvement of professional development strategies, in the training of pedagogical personnel in higher educational institutions, as well as in scientific research on preschool education.

Literature Review

Rapid social, technological, economic, and educational transformations have significantly changed expectations regarding the professional competencies of teachers in preschool education (OECD, 2020; UNESCO, 2021). Contemporary preschool educators are expected not only to possess strong pedagogical knowledge but also to demonstrate digital competence, inclusive teaching skills, reflective practice, collaborative learning abilities, and a commitment to lifelong professional development (European Commission, 2020; OECD, 2020).

International organizations consistently identify teacher quality as one of the most influential factors affecting children's learning and developmental outcomes (OECD, 2019; UNESCO, 2021; UNICEF, 2019). Consequently, continuous professional development has become a strategic priority for improving the quality and equity of early childhood education systems worldwide (OECD, 2020; European Commission, 2020). However, research suggests that professional learning opportunities in many countries remain fragmented, short-term, and insufficiently connected to teachers' everyday professional practice (Darling-Hammond et al., 2017; OECD, 2020).

In addition, the increasing implementation of inclusive education, competency-based curricula, and digital technologies requires preschool teachers to continuously update their professional knowledge and skills (UNESCO, 2020; European Commission, 2020). Recent studies emphasize that effective professional development should be collaborative, practice-oriented, evidence-informed, and sustained over time rather than limited to isolated training activities (Darling-Hammond et al., 2017; Fullan, 2020).

Although extensive research has examined teacher professional development, there remains a need to synthesize contemporary international perspectives specifically related to preschool education and to identify the key directions that characterize effective professional learning in the twenty-first century. Addressing this

gap may provide valuable theoretical and practical guidance for policymakers, teacher education institutions, and preschool practitioners seeking to modernize professional development systems in line with international standards.

Research Methodology

This study is based on a qualitative research design and employs a qualitative theoretical and analytical approach to examine the modern directions of professional development of educators-teachers in preschool education. Rather than relying on empirical data collection, the research is grounded in a comprehensive review and critical analysis of contemporary scientific literature, international policy documents, and reports published by leading organizations in the field of education, including UNESCO, OECD, UNICEF, and the European Commission.

The research methodology incorporates systematic, analytical, comparative, and descriptive approaches. Systematic document analysis was used to identify contemporary trends, conceptual frameworks, and evidence-based practices related to the professional development of preschool teachers. Comparative analysis enabled the examination of international experiences and the identification of common priorities and innovative approaches across different educational systems.

The collected sources were analyzed through thematic analysis, allowing the identification of key dimensions of teachers' professional development, including competency-based professional learning, digital competence, inclusive education, reflective practice, lifelong learning, and professional learning communities. The synthesis of theoretical perspectives and international evidence provided a comprehensive understanding of current developments and served as the basis for formulating conclusions and recommendations relevant to the modernization of preschool teacher professional development.

Discussion

Theoretical foundations of professional development of teachers in preschool education

In modern pedagogical literature, professional development is characterized as a process of systematic improvement of knowledge, skills, values, and competencies of an preschool teachers during his/her professional activity (Avalos, 2011). This process includes not only the acquisition of new knowledge, but also the analysis and reflection of pedagogical experience, the adoption of innovative approaches, and the continuous improvement of practical activities. According to modern approaches, professional development is a strategic direction of action that serves, in addition to the individual development of the teacher, the development of the educational institution and the education system as a whole (Darling-Hammond et al., 2017).

According to the OECD approach, teacher training does not end with initial pedagogical education, but, on the contrary, becomes a learning process that continues at all stages of professional activity (OECD, 2020). This approach is especially important in the field of preschool education. Because the developmental characteristics of children in early childhood, changes in family structures, the expansion of inclusive education policies and the rapid development of digital technologies require teachers to have constantly updated knowledge and skills. In such conditions, professional development is not only an individual need, but also one of the main conditions for ensuring the quality of education (UNESCO, 2023).

The theoretical Foundations of Preschool Teachers' Professional Development. Among these approaches, constructivism, social-constructivism, the theory of reflective practice, the concept of lifelong learning and the theory of professional learning communities occupy a special place.

According to the constructivist theory, knowledge is not passively received but actively constructed, but is actively built on the basis of a person's previous experiences. In this regard, the professional development of a teacher is not limited to acquiring information, but is accompanied by his linking existing experience with new knowledge and applying it in his practical activities (Piaget, 1972). The social-constructivist approach emphasizes that learning occurs through social interaction. According to Vygotsky's theory, professional development is more effectively realized in the process of cooperation with colleagues, mentoring and professional dialogue (Vygotsky, 1978). Therefore, collective learning and exchange of experience are widely used in modern professional development programs.

One of the theoretical foundations of the professional development of educators is Donald Schön's theory of reflective practice. According to Schön, the effectiveness of professional activity depends on the teacher's continuous analysis and evaluation of his own experience (Schön, 1983). A reflective teacher observes his own activities, analyzes his successes and difficulties, and plans his future activities based on the results obtained. Reflective practice in the field of preschool education allows for a deeper study of the individual characteristics of children and the improvement of the teaching-learning process.

The concept of lifelong learning also occupies an important place in the theoretical foundations of professional development. According to this concept, learning is continuous throughout a person's professional activity and is the main means of adapting to changing socio-economic conditions (European Commission, 2019). A modern teacher should not be satisfied with the knowledge acquired only at the primary education stage, but should constantly monitor new pedagogical technologies, teaching strategies and scientific innovations. Integration of the results of new research conducted in the field of preschool education, especially in practice, is considered one of the important directions of professional development.

In modern times, the idea of professional development being collective in nature is also widespread. The basis of this approach is the concept of professional learning communities. According to DuFour and colleagues, joint cooperation of teachers, exchange of experience and collective problem solving play an important role in improving the quality of education (DuFour et al., 2016). Professional learning communities created in preschool educational institutions create conditions for teachers to share innovative experiences, develop reflective thinking and increase professional motivation.

The professional development of teachers in early childhood education is also closely related to the competency-based approach. A competency-based approach requires teachers to not only possess theoretical knowledge, but also the ability to apply that knowledge in real pedagogical situations (European Commission, 2020). Modern preschool teachers are required to have multidisciplinary competencies such as assessing child development, organizing an inclusive environment, collaborating with families, using digital technologies, and supporting social-emotional learning. Finally, human capital theory is also widely used to explain the professional development of teachers. According to this theory, investments in education and professional training increase the quality of human resources and, as a result,

Theoretical analyses show that in international practice, the professional development of preschool educators is based on the concept of lifelong learning and is continuous. Modern approaches, moving away from the model of professional development traditionally limited to short-term courses and training, give priority to collaboration, reflective activity, research-oriented practice and the application of innovative technologies. Documents prepared by UNESCO and OECD emphasize that the professional development of a teacher is one of the main conditions for improving the quality of education, improving children's development indicators and sustainable development of the education system (UNESCO, 2023; OECD, 2020).

The results of the study show that a modern preschool education specialist is required not only to have pedagogical knowledge, but also to have digital literacy, inclusive education competencies, social-emotional skills, reflective thinking and the ability to conduct research. These competencies interact with each other and determine the effectiveness of the teacher's professional activities.

Professional development in the context of Azerbaijani experience

In the Republic of Azerbaijan, improving the quality of preschool education has been identified as one of the priority directions of the state education policy. In recent years, reforms implemented in the field of preschool education, the introduction of new curriculum approaches, strengthening the material and technical base of educational institutions and expanding the scope of preschool education have significantly increased the requirements for the professional development of educators. In particular, the expansion of inclusive education, the application of digital technologies and the strengthening of quality assurance mechanisms require educators to acquire new professional competencies. In this regard, the alignment of professional development programs with international standards, their integration with practical activities and their sustainable nature are of particular importance.

The Law of the Republic of Azerbaijan "On Education", the Law of the Republic of Azerbaijan "On Preschool Education", the "State Strategy for the Development of Education in the Republic of Azerbaijan" and regulatory and legal documents on preschool education determine the provision of continuous professional development of pedagogical personnel as one of the main directions of education policy. These documents emphasize the development of educators' competencies in modern pedagogical approaches, child-centered teaching methods, inclusive education, digital technologies and assessment.

In recent years, in-service training programs, methodological support projects and professional development initiatives implemented by the Ministry of Science and Education and the Institute of Education of the Republic of Azerbaijan have had a positive impact on the development of professional competencies of educators working in preschool educational institutions. At the same time, the wider integration of modern international experience into the national education system, the institutional formation of professional learning communities, and the widespread application of reflective action and action research remain relevant as future development directions.

In this regard, harmonizing the professional development model of educators with international experience in the Azerbaijani preschool education system, strengthening continuous professional development mechanisms and expanding the application of evidence-based pedagogical approaches are of great importance for improving the quality of education.

Findings

The findings of the study indicate that the professional development of preschool teachers has become one of the key determinants of the quality and sustainability of early childhood education systems. The analysis of international policy documents and scientific literature demonstrates that contemporary professional development is no longer limited to traditional in-service training but is increasingly based on continuous learning, competency-based approaches, reflective practice, collaborative professional learning, and digital transformation.

The study identified several major directions of professional development for preschool teachers. These include the development of pedagogical, communicative, digital, inclusive, and research competencies; participation in professional learning communities; implementation of reflective practice and action research; and the effective integration of digital technologies into educational processes. These directions are recognized by UNESCO, OECD, and the European Commission as essential components of high-quality early childhood education.

The analysis also revealed that successful professional development requires institutional support, systematic professional learning opportunities, and strong cooperation among educational institutions, teachers, families, and policymakers. Furthermore, the findings emphasize that adapting international best practices to national educational contexts is essential for ensuring the effectiveness and sustainability of professional development policies.

For Azerbaijan, the findings suggest that strengthening continuous professional development mechanisms, expanding competency-based training programmes, promoting professional learning communities, and enhancing digital and inclusive education competencies can significantly contribute to improving the quality of preschool education.

Conclusion

The findings of this study confirm that the professional development of preschool teachers is one of the fundamental factors influencing the quality, inclusiveness, and sustainability of early childhood education. Contemporary approaches demonstrate that effective professional development should be organized as a continuous, competency-based process integrating pedagogical innovation, digital transformation, reflective practice, collaborative learning, and research-oriented activities.

The analysis of international experience indicates that successful professional development systems are based on institutional support, lifelong learning opportunities, professional learning communities, and evidence-informed educational practices. These approaches contribute not only to improving teachers' professional competencies but also to enhancing children's learning outcomes and the overall quality of preschool education.

For Azerbaijan, the modernization of preschool education requires strengthening continuous professional development mechanisms, expanding competency-based training programmes, promoting

inclusive and digital education competencies, and encouraging reflective and collaborative professional practices. Adapting international best practices to national educational priorities may significantly contribute to improving teacher effectiveness and ensuring sustainable educational development.

The study is limited by its theoretical nature and reliance on document analysis. Therefore, future research should include empirical investigations examining the effectiveness of different professional development models and their impact on preschool teachers' competencies and educational quality within the Azerbaijani context.

Declarations

Author contributions

The author solely conceived the study, conducted the literature review, analyzed the data, interpreted the findings, and prepared the manuscript.

Funding

This research received no external funding.

Conflict of interest

The author declares no conflict of interest.

Data availability

No datasets were generated or analyzed during the current study. The findings are based on the analysis of published scientific literature, international policy documents, and official reports.

Ethical approval

Ethical approval was not required because the study did not involve human participants, personal data, or animal subjects.

Informed consent

Not applicable.

References

- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, 27(1), 10–20. <https://tinyurl.com/2crbfyue>.
- Becker, G. S. (1993). *Human Capital: A Theoretical and Empirical Analysis*. Chicago: University of Chicago Press. <https://tinyurl.com/4hw7yw7d>
- Vygotsky, L. S. (1978). *Mind in Society*. <https://home.fau.edu/musgrove/web/vygotsky1978.pdf>
- CASEL. (2020). *What is Social and Emotional Learning?* <https://casel.org/what-is-sel/>
- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. <https://tinyurl.com/yhserkfn>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute. <https://tinyurl.com/smctb864>
- European Commission. (2019). *Key Competences for Lifelong Learning*. <https://tinyurl.com/34ma7ye2>
- European Commission. (2020). *Quality Early Childhood Education and Care for All: Proposal for Key Principles of a Quality Framework*. Brussels: European Commission. <https://tinyurl.com/4j96ephh>
- European Agency for Special Needs and Inclusive Education. (2022). *Inclusive Education in Europe*. <https://www.european-agency.org/>
- Law of the Republic of Azerbaijan "On Preschool Education".(2017) <https://e-qanun.az/framework/35791>
- Law of the Republic of Azerbaijan "On Education".(2009). https://frameworks.e-qanun.az/18/c_f_18343.html
- OECD. (2019). *Providing Quality Early Childhood Education and Care: Results from the Starting Strong Survey 2018*. Paris: OECD Publishing. <https://tinyurl.com/4x8xzwsz>
- OECD. (2020). *Teachers and School Leaders as Lifelong Learners*. Paris: OECD Publishing. <https://tinyurl.com/3z87j9n8>

- Piaget, J. (1972). *The Psychology of the Child*. <https://www.sciepub.com/reference/351426>
- Report of the Ministry of Science and Education of the Republic of Azerbaijan on the work done in 2024. <https://tinyurl.com/bd8ccf35>
- Redecker, C. (2017). *European Framework for the Digital Competence of Educators: DigCompEdu*. Luxembourg: Publications Office of the European Union. <https://doi.org/10.2760/159770>
- "State Strategy for the Development of Education in the Republic of Azerbaijan" (2013). <https://e-qanun.az/framework/29145>
- Slot, P. L., Leseman, P. P. M., Verhagen, J., & Mulder, H. (2017). Associations between structural quality aspects and process quality in early childhood education and care settings. *Early Childhood Research Quarterly*, 38, 64–76. <https://surl.li/heezybq>
- Schön, D. A. (1983). *The Reflective Practitioner*. <https://tinyurl.com/2wphs4d6>
- Fullan, M. (2020). *Leading in a Culture of Change* (2nd ed.). Jossey-Bass. <https://tinyurl.com/52xyzwtz>
- United Nations. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*. New York: United Nations. <https://tinyurl.com/4mt96w9h>
- UNESCO. (2020). *Global Education Monitoring Report: Inclusion and Education*. <https://tinyurl.com/yc7d7a6n>
- UNESCO. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*. Paris: UNESCO. <https://tinyurl.com/2e35wbs4>
- UNESCO. (2023). *Global Education Monitoring Report 2023*. Paris: UNESCO. <https://tinyurl.com/bp7uj6zd>
- UNICEF. (2019). *A World Ready to Learn: Prioritizing Quality Early Childhood Education*. New York: <https://tinyurl.com/27ujt5w3>
- UNICEF. (2022). *Early Childhood Development: A Foundation for Sustainable Development*. New York: UNICEF. <https://tinyurl.com/765289bw>
- Jafarova, L. (2025). "Developmental integration of 21st century skills into the preschool education program". <https://tinyurl.com/wtvus4bf>
- Jafarova, L. (2026). "Integration of the STEAM approach into the preschool education curriculum". <https://tinyurl.com/ye2a32xe>
- Jafarova, L. (2026). "Current directions in the management of preschool education in Azerbaijan". <https://tinyurl.com/4c2j62yu>
- Jafarova L. (2026). The Content and Organizational Challenges of Pre-School Education in Azerbaijan in the Context of Global Educational Transformation. *Science, Education and Innovations in the Context of Modern Problems*, 9(4), 1-14. <https://doi.org/10.56334/sci/9.4.7>
- Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom. *Review of Educational Research*, 79(1), 491–525. <https://tinyurl.com/2jifjn8v>