

ISSN 2300-3170



Wydawnictwo
Międzynarodowej Akademii Nauk Stosowanych
w Łomży

Seria:

Zeszyty Naukowe

Nr 93

NAUKI SPOŁECZNE, HUMANISTYCZNE I PEDAGOGICZNE
Redaktor prowadzący: **dr Wiesław Zawadzki**

Łomża 2024

Liudmyla Mashkina¹

<https://orcid.org/0000-0002-4942-7924>

¹ Khmelnytskyi Humanitarian and Pedagogical Academy

SCIENTIFIC AND PEDAGOGICAL PRINCIPLES OF PREPARING CHILDREN FOR EDUCATION IN THE NEW UKRAINIAN SCHOOL

НАУКОВО-ПЕДАГОГІЧНІ ОСНОВИ ПІДГОТОВКИ ДІТЕЙ ДО НАВЧАННЯ В НОВІЙ УКРАЇНСЬКІЙ ШКОЛІ

Summary

The article reveals the scientific and pedagogical principles of preparing children to study at the New Ukrainian School. It is noted that changes in education require new approaches in solving the issues of continuity and prospects of interaction between preschool and elementary school, in which ensuring school maturity and readiness of the child for schooling becomes one of the main tasks of preschool institutions. The need to implement mandatory personal-oriented education of five-year-old children in the context of Ukraine's entry into the European educational space is determined by the search for ways to improve children's preparation for studying in New Ukrainian schools.

Emphasis is placed on the scientific aspects of the succession problem, in particular: informational and educational, psychological, methodical, and practical. The article defines the directions of continuity, such as: agreement of the goal at the preschool and primary levels of education; enrichment of educational content in primary school; improvement of organizational forms and teaching methods. It is emphasized that preparation for studying at the New Ukrainian School provides a gradual transition from the previous age period to a new one, a combination of the child's newly acquired experience with the previous one. On the one hand, it provides for the orientation of educational work in kindergarten on the requirements that will be presented to children at school, and on the other – on the teacher's reliance on the level of development achieved by older preschoolers; on the knowledge, skills and experience of

children acquired in a preschool institution, family; on their active use in the educational process. The article has theoretically substantiated the importance of cultural competence as a precondition for the effective professional activity of future educators in modern preschool educational institutions. The most relevant definitions of the phenomenon of professional (specialty) competence of future preschool teachers have been presented. It has been noted that in the process of studying in higher educational institutions, future educators should master the appropriate level of professional knowledge, practical skills and abilities that will enable effective professional activity in preschool educational institutions. It has been noted that today's challenges require specialists of a new formation who, in the course of their professional activities, are able to show respect and value Ukrainian national culture, respect diversity and multiculturalism in society; express national cultural identity, and express themselves creatively. This means having a formed cultural competence, which is defined as one of the important components of professional competence. The author has characterized the components of cultural competence.

Keywords: education of preschool children, New Ukrainian school, continuity of preschool and primary school education, aspects of continuity, directions of continuity

Анотація

У статті розкриваються науково-педагогічні засади підготовки дітей до навчання в Новій українській школі. Зазначено, що зміни в освіті вимагають нових підходів у вирішенні питань наступності та перспективності взаємодії дошкільного закладу та початкової школи, у яких забезпечення шкільної зрілості та готовності дитини до шкільного навчання стає одним із головних завдань дошкільних закладів. Необхідність впровадження обов'язкового особистісно-орієнтованого навчання дітей п'ятирічного віку в умовах входження України до європейського освітнього простору визначається пошуком шляхів удосконалення підготовки дітей до навчання в Новій українській школі. Акцентовано увагу на наукових аспектах проблеми спадкоємності, зокрема: інформаційно-просвітницькому, психологічному, методичному та практичному. У статті визначено такі напрями наступності, як: узгодження мети на дошкільній та початковій ланках освіти; збагачення змісту освіти в початковій школі; вдосконалення організаційних форм і методів навчання. Наголошується, що підготовка до навчання в Новій українській школі передбачає поступовий перехід від попереднього вікового періоду до нового, поєднання новонабутого дитиною досвіду з попереднім. З одного

боку, він передбачає орієнтацію виховної роботи в дитячому садку на вимоги, які будуть пред'являтися до дітей у школі, а з іншого – на опору педагога на рівень розвитку, досягнутий старшими дошкільниками; про знання, уміння та досвід дітей, набуті в дошкільному закладі, сім'ї; про їх активне використання в освітньому процесі.

Ключові слова: виховання дітей дошкільного віку, Нова українська школа, наступність дошкільної та початкової шкільної освіти, аспекти наступності, напрями наступності

Introduction

The relevance of the topic is due to the low level of social, historical and pedagogical factors, the problems of modernization of preschool education, which is based on the integration of family and social education, modern achievements of psychological and pedagogical sciences, and the acquisition of world pedagogical experience. It is the Basic component of preschool education that provides for the assimilation of its content as a completed stage, designed for the entire period of preschool childhood, the formation of a minimally sufficient and necessary level of competence of the child in the first 6 (7) years of life, which ensures his full development and psychological readiness to study in the New Ukrainian School. The requirements for the amount of necessary information, vital abilities and skills, the system of value attitudes towards the world and oneself, defined by the Basic Component of Preschool Education, are mandatory for all participants of the educational process in preschool institutions, regardless of their subordination, type and form of ownership [1].

A personally-oriented approach to the education of five-year-olds is not aimed at arming the child with subject knowledge, but primarily should contribute to his personal growth, the formation of the basics of life competence, the education of elementary realistic ideas about the world and himself, an optimistic worldview, and the inculcation of practical life skills.

Changes in education require new approaches in solving the issues of continuity and perspective of interaction between preschool and elementary school, in which ensuring school maturity and readiness of the child for schooling becomes one of the main tasks of preschool institutions. The need to implement mandatory personally-oriented education of five-year-old children in the context of Ukraine's entry into the European educational space is determined by the search for ways to improve children's preparation for studying in the New Ukrainian School [2].

The problem of preparing children for school education is widely reflected in the world and domestic historical and pedagogical experience. Its study was initiated by the classics of

psychology and pedagogy (L. Vygotsky, O. Zaporozhets, G. Kostyuk, O. Leontiev, J. Piaget, K. Ushinsky, F. Froebel). Certain psychological, pedagogical and methodical aspects of the mentioned problem have been revealed in scientific research (T. Kondratenko, V. Kotyrlo, K. Shcherbakova); the system of organizational classes in kindergarten is substantiated (O. Usova, F. Sokhin); various aspects of the child's readiness for school and continuity in education and upbringing of children of senior preschool and junior school age are highlighted (L. Artemova, O. Proskura, O. Savchenko, etc.) [3].

A. Bogush, N. Bibik, S. Lavrentyeva, Z. Plohii and others also studied the problems of preparing a child for schooling in the conditions of the New Ukrainian School. Prospects of preschool education for five-year-old children are shown in the scientific works of L. Kononko.

Purpose, subject and research methods

The purpose of the article is to determine the scientific and pedagogical principles of preparing five-year-old children to study at the New Ukrainian School, to reveal the features and priority directions of the continuity of preschool and primary school education.

To realize the set goal, a set of methods was used, namely: analysis, generalization, systematization of scientific sources and Internet resources, which made it possible to substantiate the scientific and pedagogical principles of preparing children for studying in the New Ukrainian School to prove the importance of new approaches in solving the issues of continuity and prospects of interaction between preschool and primary school, in which ensuring school maturity and readiness of the child for schooling becomes one of the main tasks of preschool institutions.

Research results

The results of scientific developments, as well as the generalization of the practice of preschool education institutions, testify that the child's readiness for schooling is a complex and systematic psychological and pedagogical education. It is considered as an optimal combination of a complex of components that covers the main areas of the child's development: intellectual, emotional, volitional, morphological, as well as mental and somatic health. Their totality at a certain level of development appears as school maturity.

A child's readiness for schooling and school maturity, according to scientists, are defined as a single phenomenon in nature, but different in terms of state: readiness is the state

of a child's potential and therefore ideal opportunities; and school maturity is the state of its actual and real possibilities. It is this approach that creates the necessary prerequisites for the full development of the personal qualities of the future student, which contribute to his successful educational activity [4].

The problem of continuity has several scientific aspects. In particular, the informational and educational aspect involves: determining the directions of development, education and upbringing of children at each subsequent step of education; familiarization with innovative technologies, training and education programs of both levels of education (senior group of preschool institution and first grade of primary school), etc. In order to implement this aspect of continuity, the following forms of interaction of pedagogical teams are used: seminars-workshops on the discussion of programs, mutual exchange of lectures, notes; work of creative groups (educators of older groups, primary school teachers), etc.[5].

The psychological aspect involves studying the characteristics of children's development at the transitional stage; specifics of the transition from gaming to educational activities; ensuring the psychologization of the educational process, etc. In this aspect, the following forms of interaction of pedagogical teams can be relevant: seminars, workshops, trainings, joint work of practical school psychologists and preschool institutions, etc.

The methodological aspect includes mutual familiarization with the methods and forms of educational work in the senior group of the preschool institution and in the 1st grade of the school; ensuring continuity in methods and techniques of working with children, etc. This aspect is implemented through mutual visits by educators and teachers of classes (lessons) followed by joint discussion, seminars-workshops on certain methods; conducting joint pedagogical meetings, exhibitions, conferences; mutual consultation by teachers; exchange of advanced pedagogical work experience, etc.

The practical aspect is aimed at teachers' preliminary acquaintance with their future students; tutoring by educators of their former pupils. Specific forms of implementation of the content of this aspect are: holding open days in schools and preschools; attending holidays at school (Knowledge Day, Holiday of the primer, the last bell); observation by teachers of the activities of children of older groups in and outside of classes; organization of joint concerts, sports competitions, etc. [4].

Modern scientists also determine the priority directions of succession. The first direction is to agree on the goal at the preschool and primary school levels. The main goal of preschool education is comprehensive general development of the child, defined by the Basic component of preschool education in accordance with potential age-related opportunities and the specificity

of childhood as a self-assessed period of a person's life [1]. The main goal of education in primary school is to continue the comprehensive general development of children, taking into account the specifics of school life, along with mastering the most important academic skills in reading, writing, mathematics, etc. Both in the preschool and in the school, the new educational environment should be aimed at the formation of the child's personality: the development of his competence (communicative, intellectual, physical), creativity, initiative, independence, responsibility, arbitrariness, will and security of behavior, self-awareness and self-esteem.

The second direction is aimed at enriching educational content in primary school. Based on the research of O.Ya. Savchenko, O.V. Proskuri, O.L. Kononko and others, we are talking about the introduction of various types of children's creative activities into the pedagogical process; saturation of the content of education with such knowledge of a historical, geographical and regional nature that would maximally activate the cognitive interests of children, meet their needs in practical action and form a sense of responsibility for the immediate environment [4].

The third direction regarding the continuity of the two links of education is aimed at improving the forms of organization and teaching methods in both preschool and primary schools. It is necessary to create a developing subject environment both in preschool and primary school, functionally modeling the content of children's activities [4].

Scientists believe that methods that activate children's thinking, imagination, search activity, that is, elements of problematic learning, divergent problems, open-type problems with options for «correct» solutions, should be used more widely, and also used in primary school, especially in the first year of study, game techniques, create emotionally meaningful situations, conditions for independent practical activities, when children can show initiative, creativity, imagination, responsibility based on existing knowledge [5].

If the proposed directions of succession are transformed into reality, a general favorable background will be created for the development of children – physical, intellectual, emotional – both in preschool and in primary school, and their physical and mental health will be preserved and strengthened. The latter is the most important task of education, its main result. But for this, a complex of organizational measures will be necessary, the development of not only new normative acts, but also the bringing into responsibility of various educational and methodological aids.

Conclusions

Preparation for studying at the New Ukrainian School ensures a gradual transition from the previous age period to a new one, a combination of the child's newly acquired experience with the previous one. On the one hand, it provides for the orientation of educational work in kindergarten on the requirements that will be presented to children at school, and on the other – on the teacher's reliance on the level of development achieved by older preschoolers; on the knowledge, skills and experience of children acquired in a preschool institution, family; on their active use in the educational process.

Continuity creates a space for the implementation of a unified, dynamic and promising educational environment in the pedagogical process of kindergarten and school, which contributes to the convergence of the conditions of education and training of older preschoolers and younger schoolchildren.

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