

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

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**TO THE PROBLEM OF MOTIVATIONAL READINESS OF SENIOR
PRESCHOOL CHILDREN FOR THE SCHOOL**

**ДО ПРОБЛЕМИ МОТИВАЦІЙНОЇ ГОТОВНОСТІ ДІТЕЙ
СТАРШОГО ДОШКІЛЬНОГО ВІКУ ДО ШКОЛИ**

Summary

The author of the article has provided a theoretical analysis of the problem of motivational readiness of senior preschool children for school. It has been emphasized that this problem is extremely relevant and significant, since it is an important step into adulthood, and the child's ability to adapt to new conditions and use his or her own capabilities depends on what it will be like. The analysis of the problem of motivational readiness of senior preschool children for school has involved the discovery of the phenomenon of continuity between preschool and primary education, as stated in the concept of the New Ukrainian School. In order to clarify the essence of the motivational readiness of senior preschool children for school, the content of the concepts of «readiness for school», «motivation» and «motivational readiness» has been revealed. The author has identified the structure of a preschool child's motivational readiness for school, which includes: interest and positive attitude to school; formation of the student's internal position; cognitive necessity and cognitive initiative. We believe that motivational readiness means a child's desire to learn, his/her attitude to school and learning as a serious activity; pedagogical means of forming preschoolers' readiness for school include reading books about school, familiarization with some rules of student behavior, school visits; the method of analyzing children's works by adults together with pupils; «Off to School» games, etc. We are convinced that the formation of motivational readiness of senior preschool

children for school will enable a painless transition from one level of education to another, adaptation and lead to successful schooling.

Keywords: older preschool children, continuity, readiness, motivational readiness for school, preschool education, primary school

Анотація

У статті здійснено теоретичний аналіз проблеми мотиваційної готовності дітей старшого дошкільного віку до школи. Акцентовано увагу на тому, що ця проблема є надзвичайно актуальною і вагомою, оскільки це важливий крок у доросле життя, і від того, яким він буде, залежить здатність дитини пристосуватися до нових умов і використати власні можливості. Аналіз проблеми мотиваційної готовності дітей старшого дошкільного віку до школи передбачає розкриття феномену наступності між дошкільною та початковою освітою, про що йдеться у концепції «Нова українська школа». З метою з'ясування сутності мотиваційної готовності дітей старшого дошкільного віку до школи розкрито зміст понять «готовність до школи», «мотивація» та «мотиваційна готовність». Автором виокремлено структуру мотиваційної готовності дитини-дошкільника до школи яка включає: інтерес та позитивне ставлення до школи; сформованість внутрішньої позиції школяра; пізнавальну потребу та пізнавальну ініціативу. Вважаємо, що мотиваційна готовність полягає у бажанні дитини вчитися, її ставленні до школи і навчання як до серйозної діяльності; педагогічними засобами формування готовності дошкільника до навчання у школі є читання книг про школу, знайомство з деякими правилами поведінки учня, відвідування школи; прийом аналізу дитячих робіт дорослим спільно з вихованцями; ігри «У школу» та ін. Переконані, що формування мотиваційної готовності дітей старшого дошкільного віку до школи уможливить безболісний перехід від однієї ланки освіти до іншої, адаптацію та призведе до успішного шкільного навчання.

Ключові слова: діти старшого дошкільного віку, наступність, готовність, мотиваційна готовність до школи, дошкільна освіта, початкова школа.

Introduction

According to scientists, preschool age is one of the most responsible life cycles of a person, so the ways of preschoolers' development contribute to their mastery of not only the

wisdom of school science, but also the science of life, and become especially important in modern conditions. We agree that the problem of preschoolers' readiness for school has become relevant today, as it is an important step into adulthood, and the child's ability to adapt to new conditions and use his or her own capabilities depends on how it will be. Therefore, in order to provide effective adaptation of a child to school, one of the most important tasks of preschool educational institutions (hereinafter – PEI) is psychological support of children's readiness for school, based on understanding of the content, structure and criteria of school readiness. It is a complex, multicomponent, long-lasting and interdependent process. Everyone has been concerned about this problem: parents, educators, teachers, educational authorities, and everyone has been trying to solve it in their own way [8].

Schooling is one of the most serious stages in a child's life. That is why the problem of a preschool child's transition from kindergarten to school and the related concept of a child's readiness for school are very important and are presented in the works of L. Artemova, A. Bogush, N. Bibik, N. Havrysh, N. Holota, I. Liubarska, S. Martynenko, T. Ponimanska, O. Savchenko, N. Cherepanya, and others. Scientists are unanimous that the issue of preparing a child for school in the light of the requirements of modernized education requires extraordinary attention from preschool educators, primary school teachers and parents. The psychological aspects of the problem under research can be found in the scientific researches of T. Dutkevych, H. Kostiuk, S. Maksymenko, R. Pavelkiv, J. Piaget, T. Cherniavska, and the others. Psychologists argue that the formation of motivational readiness is an important condition for the further successful educational process and rapid adaptation of a child to school conditions.

Purpose, subject and research methods

The purpose of the article is to carry out a theoretical analysis of the problem of motivational readiness of senior preschool children for school.

To achieve this goal, a set of methods has been used: analysis, generalization, systematization of psychological and pedagogical literature on the problem under research; study of documentation of preschool educational institutions, best pedagogical practices; observation of the educational process of senior preschool children in preschool educational institutions.

Research results

Starting school radically changes a child's whole lifestyle. During this period, education enters his or her life – a compulsory activity, a significant, responsible activity that requires systematic, organized work. This activity sets the child the task of consistent, purposeful acquisition of knowledge, generalized and systematized in the basics of science, which implies a completely different structure of cognitive activity than in preschool childhood.

A child has responsibilities that society imposes on him or her. He bears a serious responsibility to the school and parents for his educational activities. These are the responsibilities that will determine the child's future place in life, his or her social function and role, and therefore the content of his or her entire life. In addition to these new responsibilities, a schoolchild receives new rights: to a serious attitude of others to his or her academic work; to a workplace necessary for his or her studies; to time, silence, rest, leisure, and approval for academic success. However, in order for a child to have an internal position of a schoolchild, a certain degree of readiness is necessary – the level of his or her mental development. The foundations of those qualities that should be formed in a particular period of a child's life are laid earlier, at the previous age stage. The formation of new mental formations, if it is not prepared in the course of previous development, will be extremely difficult. The period, especially favorable for the formation of a particular function, quality, property, is called sensitive [4, c. 335].

The analysis of the problem of motivational readiness of senior preschool children for school involves the discovery of the phenomenon of continuity between preschool and primary education. Thus, the introduction of the New Ukrainian School concept has emphasized the basic principles of education in Ukraine: continuity and consistency. It is the continuity between preschool and primary education that creates the conditions for a smooth transition from one level of education to another. The continuity between preschool and primary education means ensuring the continuity of a person's education.

The continuity in education is necessary to create a unified educational process that logically continues from kindergarten to school. This process helps to achieve holistic personal development. Thus, during education, children develop basic competencies such as skills, knowledge and abilities that are necessary for further education and life in general. The knowledge of Ukrainian and other languages, mathematical skills, knowledge of natural sciences, technology or culture - these are the things a child learns in primary school through the competencies that he or she has developed in kindergarten. In the preschool age, children

begin to develop, among other things, curiosity, initiative, responsibility, creativity, and communication skills. Primary education builds on and deepens these skills.

The transition between kindergarten and school should be gradual, as children need to go through a period of adaptation. The child's adaptation will be much easier if the activities that were in kindergarten would be continued and taken to a different level in the first years of school. Continuity in education means preserving the main activities of preschool children in primary school, in particular: communication; games; motor activity; cognitive activity; mastering household skills; modeling, drawing, applique, construction, listening to music, singing, choreography, theater.

Preschool educators should be familiar with the primary school curriculum and introduce learning elements into their classes that will prepare children for the first grade. Primary school teachers also need to know the preschool curriculum to use its components during the adaptation period [6]. It is extremely important to make the transition from one age stage to the next painless for the child, to bring the conditions of development, education and upbringing of older preschool children and younger students as close as possible.

T. Ponimanska's opinion that it is important that preschool educational institutions and families help children realize that kindergarten and school are parts of a single system of education and upbringing, and that everything that awaits a child at school is a continuation of what they have been doing and learning before has become relevant. It has also become equally important that from the very first days of school, children see this in concrete terms. All of this will be possible if the principle of continuity between preschool and primary education is observed [7, c. 425].

According to scientists, by the end of preschool childhood, children should master the main components of learning activities: the ability to perceive an accessible learning task, understand and accurately follow the teacher's instructions, achieve the result of work using the ways indicated by adults, the ability to control their actions and behavior, the quality of tasks, the ability to critically evaluate their work and the work of other children. The systematic and planned work of educators in preschool educational institutions should be aimed at developing the ability of senior preschoolers to analyze subjects in a multifaceted way, to make elementary generalizations based on the identified basic connections, dependencies, features of objects and phenomena, and to compare objects based on the consistent identification of signs of their similarity and difference. As a condition for their readiness to learn, future students should develop independence of mental activity: the ability to plan their practical activities

independently, implement it according to the plan, the ability to set a simple cognitive task, solve and apply it [2, c. 96].

In order to clarify the essence of the motivational readiness of senior preschool children for school, it has become necessary to clarify the content of the concepts of «readiness for school», «motivation», «motivational readiness».

School readiness is the general development of a personality that allows a child to engage in a systematic learning process and successfully master its content, as an integral system of properties and qualities that a preschooler should acquire in his or her physical, mental, aesthetic, and moral development. The level of readiness implies a certain degree of maturity of the whole organism and nervous system, so that the child can cope with increased mental and physical stress. In addition, the acquired basic knowledge about the world around us, the simplest skills of practical and mental activity, the level of development of thinking, speech and cognitive interests, the level of formation of social motives of behavior and moral and volitional qualities are essential [1].

Scientists have distinguished psychological readiness for schooling as a complex characteristic of a child, which reveals the levels of development of psychological qualities that are the most important preconditions for normal inclusion in a new social environment and for the formation of educational activities. The main components of a child's psychological readiness for school are: intellectual, emotional and volitional, and motivational. Emotional and volitional readiness is manifested in the appropriate level of development of the child's ability to control his or her behavior: the ability to fulfill the requirements of the educator, follow the established rules, show perseverance in achieving the goal, and the ability to complete the work started, despite attractive distractions. The basis for the development of the future schoolchild's behavioral arbitrariness is the hierarchy of motives formed by the end of preschool age. [2, c. 193].

Preschool age has been characterized by intensive development of the child's motivational sphere. The late motives that underlie the formation of future learning activities have been actualized, and new motives appear that can be defined as social motives that have a strong influence on the child's behavior. However, the emergence and development of such motives depends on the educational influence of adults.

A modern explanatory psychological dictionary defines motive as:

1) motivation for activity related to the satisfaction of the subject's needs; a set of external or internal conditions that cause the subject's activity and determine its direction (motivation);

2) an object, material or ideal, that motivates and determines the choice of the direction of activity, for the sake of which it is carried out;

3) a conscious reason underlying the choice of actions and deeds of a person. Motivation consists of the impulses that cause the activity of the body and determine its direction.

Conscious or unconscious mental factors that induce an individual to perform certain actions and determine their direction and goals. In its broadest sense, the term has been used in all areas of psychology that study the causes and mechanisms of purposeful behavior in people and animals.

According to their manifestations and functions in regulating behavior, motivating factors can be divided into three relatively independent classes:

1) when analyzing the question of why an organism comes to a state of activity in general, the manifestations of needs and instincts as sources of activity are considered;

2) if the question of what the activity of the organism is aimed at, why the choice of these rather than other acts of behavior is made, the manifestation of motives as reasons that determine the choice of behavioral direction is studied first of all;

3) when deciding how the dynamics of behavior is regulated, the subject of research is the manifestation of emotions, subjective experiences and attitudes in the behavior of the subject [9, c.264].

Motivational readiness, according to T. Ponimanska, is the desire to learn, the attitude to school and learning as a serious activity. A child comes to school with a certain motivation. The development of motivation for schooling involves the formation of a preschooler's ideas about what schooling will be like, knowledge about what his or her tomorrow will be like, and preparing the child for it as a joyful event [6, c. 429-430]. Speaking about the motivational readiness of children to learn, I. Gruzynska believes that we should keep in mind the need to achieve success and appropriate self-esteem. The child's need to succeed should certainly dominate the fear of failure, and children should show as little anxiety as possible. It is important that their self-esteem is adequate and that the level of expectations is appropriate to the child's real capabilities. We completely agree with the author that the formation of motivational readiness for school is ensured by the joint efforts of teachers, parents, and educators [3]. We agree that significant adults need to constantly support a child's desire to become a schoolchild.

In their turn, T. Levytska and T. Kashchuk interpret motivational readiness as a child's desire to accept a new social role and position of a student. For this purpose, it is important that the school attracts older preschoolers with its main activity – learning. Therefore, the authors

believe that the focus of attention of teachers, psychologists and parents should be on achieving a level of development of the preschool child, his/her motivational readiness for learning, which will provide the future student with sufficient and necessary life competence, adaptability and adequate orientation in the environment [5].

Important for our research has been the definition of T. Dutkevych, who understands motivational readiness as the desire to learn, the attitude to school and learning as a serious activity. A child comes to school with a certain motivation. What is its structure at this age? It is characterized by cognitive and social motives. Cognitive motives are related to the actual content and process of learning. Social motives are generated by the child's various social relationships with other people. These include the desire for approval, for adult support, for gaining authority among peers, and the desire to take a «schoolboy's position». For younger students, social motives are so significant that they can determine a positive attitude of children even to activities that are not directly attractive or interesting to them. According to the author, the development of motivation for schooling involves the formation of a preschooler's ideas about what schooling will be like, knowledge about what his or her tomorrow will be like, and preparing the child for it as a joyful event. Therefore, adults need to find out the content and nature of the child's spontaneous ideas about school and correct them [4, c. 337].

Analyzing scientific sources, we have distinguished the structure of a preschool child's motivational readiness for school, which, in our opinion, includes:

1. Interest and positive attitude to school. The system of motives that determine a child's desire to go to school includes adequate (cognitive, social and evaluative) motives and inadequate (external, positional and game) motives. Each of these motives is present in the child's motivational structure to some extent, but it is important to establish which motive is dominant.

2. Formation of the student's internal position. Even if a child has the necessary knowledge, skills, abilities, and sufficient intellectual development, it will be difficult for him/her to learn if he/she does not form an internal position of a schoolchild, which should be considered as one of the components of motivational readiness for school.

3. Cognitive need and cognitive initiative. A child cannot be forced to learn if he or she does not want to. Forcing a preschooler to learn is accompanied by a huge strain on the nervous system and is not beneficial.

Conclusions

The theoretical analysis of the problem of motivational readiness of senior preschool children for school has shown its importance and the necessity of increased attention from scientists and practitioners. Based on the mentioned above, we have come to the conclusion that motivational readiness includes the child's desire to learn, his/her attitude to school and learning as a serious activity; the structure of motivational readiness includes cognitive and social motives with the leading role of the latter; development of a child's motivational readiness for schooling involves the formation of correct and comprehensive ideas and knowledge of the child about school, school requirements; emotionally positive attitude to future education and development of cognitive activity of children; pedagogical means of forming preschoolers' readiness for school include reading books about school, familiarization with some rules of student behavior, school visits; the method of analyzing children's works by adults together with pupils; and games «Going to school». We are convinced that the formation of motivational readiness of senior preschool children for school will make possible a painless transition from one level of education to another, adaptation and will lead to successful schooling. We see the prospect of our further research in the identification and substantiation of organizational and pedagogical conditions for the formation of future teachers' readiness to form the motivational readiness of senior preschool children.

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