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**FORMATION OF SCHOOL READINESS IN THE INTEGRATED
SPACE OF PRESCHOOL INSTITUTION**

The task of educational process qualitative transformation in connection with the lowering of school entry age demands special attention to the teaching and learning of the six-year-old first-graders. Psychologists argue that the presence of social and pedagogical, as well as psycho-physiological prerequisites for the development of learning guarantees better learning outcomes in the future. Therefore, it is necessary to briefly review how different kinds of activity that are relevant for the preschool period influence the development of personality in six-year-old children. There are reasons to believe that this will allow to set in balance the process of children's transition to the school environment, facilitate the adaptation period, as well as optimize the educational process in the first grade.

The child's development occurs not only by accumulation of knowledge gained through observation and communication, but mainly by mastering different kinds of activity. Activity is defined by scientists as an active interaction with the environment, as a result of which the subject affects the object to satisfy his/her needs. In the process of activity, mental processes, cognition, and assimilation of social experience are improved. Research suggests that mastering of different kinds of activity by preschool children leads to their readiness to independently define goals of their actions and take purposeful efforts (L. Bozgovich, O. Kononko, V. Kotyrlo, Y. Neverovych); consciously conform to rules and regulations (R. Bure, G. Godina, V. Kuzmenko, V. Nechaeva); and plan their own actions beforehand (L. Venger, D. Elkonin, O. Zaporozhets, S. Kulachkivs'ka, G. Lublins'ka and others).

According to the theory of the stages of development, the leading activity in preschool children is play, whereas in the elementary school children, it is learning.

Research consistently shows that, at the same time, according to syncretism of a preschool child development, which persists during elementary school years, any kind of activity includes other kinds of activity as subordinate elements (drawing subordinates playing and communicative components; during play, cognition, communication, motor movements, new play attributes construction, etc. occur). This is a natural process for children.

Preschool years are extremely important in terms of laying the foundation for the elementary school learning outcomes. Study of the theory and practice of educational process organization during this period proves that traditional teaching in preschool institutions is based on academically-driven “subject separation”. In other words, teaching and learning are traditionally focused on one individual dimension in terms of content: mathematical, decorative (graphic), communicative, physical, constructive, etc. Scientists maintain that such focus is not natural for either preschool children or six-year-old first-graders. This is the integration of different kinds of activity that allows the child to realize himself/herself to the fullest. Enriched conditions of the macro-activity are the most important to advance motivational and emotional spheres. This may be the reason why project-oriented activity is coming to the fore and is being widely introduced as one of the most graphic examples of a macro-activity engaging children in projects different by content, character, time and spatial features. It is true to say that development and formation of the personality in this stage is enhanced by increasing the variety and enriching the conditions of preschool kinds of activity. As scientists state, every of the following kinds of activity – play, cognition, labour, research and experimental work, including its artistic and productive kinds, lays a solid foundation for personality traits, qualities, needs, etc. (L. Venger, O. Dyachenko, O. Zaporozhets, O. Kononko, V. Kuzmenko, S. Ladyvir and others).

The content of each of the abovementioned kinds of activity is being changed and enriched at every stage of preschool childhood. Different kinds of preschool activity contribute to the development of a given kind of activity in the next stage. The reciprocity of the processes of the development of the content and nature of

activity and the development of personality is also obvious: activity develops personality, whereas, due to the emergence of new personality features, the child's activity is also improved. In this article, we intend to provide a detailed description of the most important kinds of activity of a preschool child, those that secure formation of learning in elementary school children primarily in the context of their meaning for school learning.

Most researchers agree that the leading activity at preschool age is play because of its special content, formal, social and communicative dynamics (G. Antonova, D. Elkonin, O. Zaporozhets, V. Kotyrlo, S. Ladyvir, G. Lublinska, N. Mykhailenko). Different kinds of play dominate in different stages of development, as play and the child develop simultaneously. Play in its development evolves through the following stages: manipulation with individual objects at early age, development of different object actions during constructive games at early preschool age, and the mastery of social roles during theme games at middle and elder preschool age. At the same time, if, at the beginning, the child's role is dictated by the object, later the object becomes a tool in the already planned scenario of play. Gradually, play is emancipated from the practical activity and is transferred into the virtual level of imaginative play. Although play scenarios are rather primitive, and ideas do not always come to their full realization, it's possible to follow the plot clearly. The important feature of preschool children's play is communicative interaction of its participants, which transforms during the first six years of life from *independent* play to play *in the presence of others* in toddlers, through the desire to follow the scenario and adjust the actions in 4-5 year-olds, to *collective* play and on to the *team* play in late preschool and elementary school age. Thus, six-year-old children engage in extended meaningful play with a certain scenario and defined roles, which can be explained by peculiarities of their intellectual development, ability to hold attention and conform to the rules. If, in preschool childhood, game participants are focused on play itself, at the end of the preschool age and beginning of elementary school age, the result of the game becomes most important.

Therefore, development of play at preschool age passes the following stages: object manipulation (performing object-oriented actions), actions dictated by the object(s) and the role (assuming the role), and the role-playing fiction games (joining team play).

Scientists emphasize the importance of play not only in preschool childhood but also during one's entire life. Play satisfies all children's needs: to communicate, to move, to assert oneself, to satisfy interests and needs. Play promotes the emergence of new mental formations in the child. When playing games, children employ previous knowledge, play enriches and specifies this knowledge, it contributes to the development of the imagination, mental abilities and creativity of the child. During team games, children learn norms of behavior and communication. Situations in the games often demand that the child make a choice. In other words, the child must act according to the rules of the game, which he / she obeys consciously and voluntarily. "Play contains rules, organizes the child's emotions and will, trains the mind and develops personality", V. Mukhina says [1, p. 71].

D. Elkonin emphasizes play's particular importance for the formation of motives, as, during play, a new psychological form of motives emerges: from unconscious motives to conscious desires, clear intentions and a conscious directing of actions, widening of the range of motives (cognitive, social, of recognition and self-assertion, etc.) [6].

The content of games of contemporary preschool and elementary school children is an object of numerous scientific research defining play as a means of teaching and learning, development of moral values and different facets of personality. A concern is being raised that the content and scenarios of, as well as the relations inside play, are becoming impoverished; under certain circumstances, play as a specific type of activity vanishes being replaced by electronic entertainment or meaningless running, fighting, fidgeting, etc. This is described in the works of J. Bogynska, L. Varyanytsya, O. Malakhova. *The Basic component of preschool education* [2] also emphasizes the necessity to enrich the forms of play at the stage of preschool childhood. Scientists such as O. Smirnova and O. Gundareva investigated

peculiarities of play as a type of children's activity and came to the conclusion that, "Play reduction at preschool age may lead to negative consequences for the personality development of contemporary generations throughout their life" [5, p. 86]. Experimental data provided by the authors prove that minimization of play role and place in preschool childhood and at the beginning of school years impedes the development of proactive aspects of behavior, as well as self-regulation and self-direction. In other words, "...the leading activity fails to "bring" the child to age-appropriate new formations" [5, p. 86].

Summarizing the above, we need to stress that it is in play that personality traits and general skills crucial for further learning are formed. Only through play do children have the opportunity to express the desire to participate in team work (e.g., agree on certain terms, general goals); conform to the rules defined for such work; choose means of how to reach the goal individually or through agreement with peers (motor actions, linguistic means, the speed of realization, purposeful efforts); demonstrate the ability to perform actions needed in play; demonstrate the ability to impartially assess own actions and other children's achievements. Play experience brings about important prerequisites for learning. In the first place, these are prerequisites for learning motives formation, as development of motivational sphere, including development by means of play, leads to their gradual subordination.

Except for play activities, children's development is greatly influenced by other kinds of activity. Scientists emphasize the importance of work and labour education. Preschool children's work is characterized by its close connection with play, as work and play have similar origins – a child's meaningful aspiration to independence and the imitation of adult life. However, unlike play, which is spontaneous, work requires purposefulness and responsibility, the will to overcome obstacles, as well as one's own "I can't" and "I don't want to". Unfortunately, contemporary labour education at preschool institutions deals mainly with the organization of different kinds and forms of children's work, which form basic independent living skills and introduces children to the working life of adults.

During preschool childhood, the content and character of work changes significantly. If the early preschool age is characterized by a mismatch between the aspiration of relative independence ("I will do it myself"), on the one hand, and the lack of necessary skills and capacities, as well as the knowledge about the sequence of actions, on the other, then, at the middle preschool age, independent living skills are gradually developing and improving. At this stage, the preschool child's willingness to perform socially meaningful work, i.e. work for the benefit of others, is also emerging. Awareness of the need to work for the benefit of others develops the child's personality traits. First of all, these elements are the sense of responsibility and autonomy, sense of usefulness, respect for the work of others, etc.

Using the acquired skills and capabilities, a six-year-old child can already perform age-relevant work or tasks set by adults. At this stage, the child works not only to imitate the adults' work, but also to get the results. He / she enjoys both independent work and collective endeavors. The latter is useful in terms of moral values formation, it allows the child to experience the sense of belonging and secures the readiness to operate in the system "child – children". At the same time, collective efforts are more complicated form of labour organization compared to work in the presence of others. The reason for this is that the result of the collective efforts is not the achievement of one child, but a group of children participating in this collective effort. The final result will depend on the quality of work contributed by each child. Such types of work, research suggests, create the environment conducive to the development of responsibility, the ability to postpone own interests to the public welfare, the ability to co-operate with others [1, 3]. Thus, the meaning of work is extremely important, especially for the development of personality of prospective first-graders.

The study of this matter in the theory and practice of preschool and elementary school education allows one to make a conclusion about the existence of a contradiction between theoretical research on different aspects of the child's labour education, on the one hand, and inappropriate, from the point of view of its findings, organization of labour education in families and educational establishments. Whereas

scientists in their research emphasize the necessity of children involvement in working life as a means of harmonious development of personality, a source of new skills, capabilities, personality features, etc that are impossible to form in other kinds of activity (goal-oriented voluntary actions, energizing, concentration of attention, pursuit of team work, team spirit, respect for one's own work and work of others, ability to complete tasks, etc.). Researchers believe that the core of work is the presence of its final result, which can be demonstrated to and appraised by adults and peers. Work also encompasses a great potential for the development of child's physical and mental abilities development; it contributes to the development of imagination and critical thinking, moral values. This is in the work that prerequisites for formation of a child's positive attitude to learning as work, through willingness to take efforts, overcome obstacles and one's own laziness, take purposeful actions, emerge. Unfortunately, present-day parents, not only at early age, but also during the entire preschool childhood, ignore the attempts of the child to do something on his or her own. They don't take into account the incredible value of work at any form for children mental development, their volition, concentration of attention, energizing efforts that are the condition of the successful development of learning skills at school (R. Bure, O. Konoko, O. and G. Kravtsovy, V. Kuzmenko).

Work is similar to play by nature, because both of them have a common source, that is the reproduction of the life of adults, imitation of their actions, desire to perform these actions independently. That is why the work is quite often seen as play by children or even becomes one for them. At the same time, one should not equate play with work, as such approach impedes understanding of work as a necessary and obligatory activity, which requires efforts, will, getting the final result etc.

Cognition, which, according to V. Davydov, is aimed at formation of genetic prerequisites of learning, develops gradually and unfolds in two modes in preschool childhood: spontaneous (in different forms of vital activity, it constitutes its core) and structured (in the process of structured learning). The preschool children structured

learning passes several stages from cognitive-playing through cognitive-playing with elements of learning to cognitive-educational.

Gradual development of learning in preschool age is determined by the general personality development and the development and sophistication of other kinds of activity. For example, starting from early age, acquisition of cognitive experience occurs by means of experimentation with, reference, comparison, and correlation of elements detected in observation, attempts to interpret them. Gradual development of speech not only enriches the process of communication, but also gives a child an opportunity to verbalize his / her own learning efforts, which allows for deliberate and goal-oriented actions. Moreover, analysis of the questions that arise in the process of making the assignments (tasks) allows to make a conclusion about the presence of intellectual curiosity (O. Dusavytsky, O. Linnyk, V. Lozova, G. Tarasenko). Development of intelligence contributes to the emergence of the ideas about the connection between objects and phenomena and makes child's cognition proactive. In preschool years, it also contributes to the mastery of mental operations and planning. Ability to reflect helps to establish cause-and-effect relations and determine sequence of operations (N. Bibik, N. Kharchenko, L. Porechenko, S. Demjanenko).

As a result of intellectual development, planning and reflection are formed. The child at early preschool age mainly acts according to the scheme "intention-action". It means that the child's inner and outer worlds are agglomerated. Behavior of senior preschool children is complemented by the phase of reasoning. Intention passes an "internal filter" of reflection, comparison, and prognostication. Thus, the scheme is expanded: "intention – awareness – action".

Structured learning expands child's capabilities, he/she assimilates broad social experience. Through activity, children gain certain skills and capabilities needed for further learning.

Thus, formation of different kinds of activity during preschool childhood predetermines the development of personality, which, in turn, contributes to the development and enrichment of content, forms, and nature of activity. Therefore,

child's social and psychological development is closely related to the development of different kinds of activity. By means of play and work and through observation and perception, children master ideas about the surrounding world, accumulate social experience. At the beginning, this process takes form of imitation and inheritance and, then, that of mastering and conscious appropriation. Child subconsciously reproduces, copies, inherits, becomes aware of various information, as a result of which he/she is introduced to the properties and nature of the surrounding objects. Through mastery of social roles content, an awareness of the necessity to conform to the norms and rules of behavior accepted in the society occurs, and that leads to the formation of social emotions (J. Bogynska, O. Kononko, S. Kurinna, O. Miheeva). Understanding of the essence of relations leads to the acceptance of and conformation to the social norms and rules (L. Varyanytsya, O. Malakhova).

Thus, results across multiple studies seem to suggest that every type of activity makes its contribution to the general development of the child's personality, broadens his/her knowledge, and sophisticates skills mastered by the child through other types of activity. Such mutually beneficial relations, to our opinion, are the guarantee of comprehensive and harmonious development of the child. Therefore, all preschool kinds of activity are to become original base that energizes and inspires learning. Success in learning at elementary school is a cumulative result obtained by the child in the process of general development and in the previous types of activity, the positive that the child has found and assimilated.

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Gavrysh N. V. Formation of School Readiness in the Integrated Space of Preschool Institution

The article reviews the peculiarities of the prospective schoolchildren personality development, as well as the means of enhancing this development in the integrated space of a preschool institution. Each kind of activity at preschool stage is to become an original base for leaning.

Key words: elder preschool age, elementary school children, personal development, integration of the kinds of activity, integrated space of a preschool institution.

Гавриш Н. В. Формування в дітей готовності до шкільного навчання в інтегрованому просторі дошкільного закладу

Стаття присвячена визначенню особливостей особистісного розвитку майбутніх школярів, характеристиці способів використання розвивального потенціалу інтегрованого простору дошкільного закладу. Кожен з видів діяльності на етапі дошкільного дитинства має стати підґрунтям тих чи тих навчальних дій.

Ключові слова: старший дошкільний вік, молодші школярі, особистісне зростання, інтеграція видів діяльності, інтегрований простір дошкільного закладу.

Гаврыш Н. В. Формирование у детей готовности к обучению в школе в интегрированном пространстве дошкольного учреждения

Статья посвящена определению особенностей личностного развития будущих школьников, характеристике способов использования развивающего потенциала интегрированного пространства дошкольного учреждения. Каждый из видов деятельности на этапе дошкольного детства должен заложить основы тех или иных учебных действий.

Ключевые слова: старший дошкольный возраст, младшие школьники, интеграция видов деятельности, интегрированное пространство дошкольного учреждения.

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