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THE PEDAGOGICAL CONDITIONS FOR PREPARATION OF SENIOR PRESCHOOL CHILDREN FOR SCHOOL LIFE

To prepare children for school is an important pedagogical task of pre-school institutions. Particularly important in the context of the modernization in Ukrainian education is the problem of connection between the preschool and primary school education. The background for it is children's readiness to study at school. The problem of preparing a child to be educated at school is not new, but at the present stage it is especially urgent because of the increasing requirements for mastering the program of New Ukrainian School.

By preparing for school, we understand a set of activities aimed at the overall development of the child, creating the prerequisites for forming the basics of general educational skills that ensure her/his successful learning activities not only at the very beginning of studying, but also in the next stages of the school life.

Despite the fact that the state guarantees preschool education to every child, more than a half of preschoolers do not attend kindergartens for various reasons. This means that most children come to school without proper training, which causes some difficulties in their further systematic learning. In particular, the period of school adaptation increases, health and performance deteriorate, and unequal starting conditions are created. Legal, organizational and financial principles of preschool educational institutions functioning of different types are determined by the "Regulations on Preschool Educational Institution". The analysis of the annual plans of preschool institutions shows that their administration adheres to the recommendations developed by the Ministry of Education and Science. Every year, preschool children who do not attend preschool establishments are registered.

Preparation for school must be done in accordance with the Basic Component of Pre-school Education and be carried out in accordance with the education and training programs approved by the Ministry of Education and Science. Such training involves physical, cognitive and personal development of the child, his/her willingness to interact with the outside world, the development of specific activities that define and ensure easy adaptation to the new social status for the new growth of preschool childhood. Preschoolers have the peculiarities of thinking in preschool age. The involuntary memory dominates. It makes memorable not only what is needed but what is interesting. Attention allows performing productive work only within 10-15 minutes. The desire to learn is new [2]. However, an important feature of the mental development of a senior preschooler is acute sensitivity to the assimilation of moral and psychological norms and rules of behavior, and to mastering the goals and methods of systematic learning.

Cognitive motives at this age are situational and unstable. They emerge and are supported during the training only by the efforts of educators. The assessment of educational work is perceived as the assessment of a personality. So, negative assessments cause anxiety, a state of discomfort, apathy.

In kindergartens, five or six-year-old children can master special skills and develop their abilities. It is advisable to combine classes with several different types of activities. As different activities determine the development of a child, it is necessary to refocus the educational process from verbal, monologue to the organization of child's own activities and styles of communication inside the classroom. Only in communication active relations are created. As O. Leontiev wrote: "The personality cannot be developed within the framework of consumption. Its development implies a substitution of needs for the creation which has no limits"[3:226].

The best organizational and pedagogical conditions for preparing a child for school are expressed in the educational program "Vpevnenyi start". "Vpevnenyi Start", Senior Childhood Development Program is based on the principles of a personally oriented, integrated, activity-based approach to the development of preschool children education and training. It stresses the idea of close interaction between the educational institution and the family in forming the basics for child's elementary school life. It reflects the requests of practitioners taking into account the characteristics of the psychological age of children, the best theoretical achievements and methodological recommendations. It offers guidelines for meaningful content of educational work; directs teachers and parents to the personal development of children in the main areas; organizes various types and forms of playing activity - the leading kind of activity for the whole preschool childhood. The main content of new curriculum is organized into the following sections: "Physical development", "Cognitive Development", "Speech Development", "Artistic and aesthetic development", "Playing activity", "Labor activity".

The **Physical Development** section directs educators and parents to joining forces to protect, preserve and strengthen health of children, increasing the body's resistance to the influence of negative environmental factors, forming a system of ideas for children about their own body and healthy lifestyle.

The section "**Cognitive development**" presents the amount of tasks required for the development of cognitive interests, abilities, mental processes and mental operations, expanding the experience of knowing the world and itself, stimulating self-cognitive activity as the key to successful further learning. Software tasks encompassing cognitive ("In the world of nature", "In the world of objects", "In the world of humans") and Logical and mathematical ("In the world of numbers and figures, "In the world of forms and quantities," "In the world of space and time") aspects. Certain tasks of cognitive development are foreseen in the following Program sections: "Physical Development", "Speech Development", "Artistic and aesthetic development".

The **Speech Development** section is based on a comprehensive one solving problems of formation of sound culture of speech, lexical stock, grammatical structure of speech of children, communicative skills through the development of communicative communication (dialogue and monologue). It also outlines the approximate scope of tasks for the teaching of writing elements in the departments

"Learning the elements of literacy", "Preparation for writing".

The section "**Art and Aesthetic Development**" describes the main directions of adult developmental influence that are crucial for development of natural inclinations and abilities of children to various types of artistic activity (visual, musical, theatrical), aesthetic attitude to reality, formation of artistic skills, promotion of self-expression in artistic creativity. The content of sections divided into the following sections: "Fine Arts", "Musical activity", "Theatrical activity". Each of them presents some educational tasks with orientation on drawing, modeling, appliqué, design. It contains a list of works of art, repertoire.

The **playing activity** section focuses on the game as a leading preschooler's activity. It is an effective educational method and tool with tasks in all areas of the child's personality development. Educational tasks are presented by taking into account the specifics of influencing preschoolers with the help of different kinds of games (creative, with rules). Prominent place is given to the role due to its special importance, which is potential for children's personal growth.

The section "**Labor activity**" is focused on realization of tasks of labor education through involvement of children in different types work (self-service, household and household, in nature, manual / artistic work) in various forms of organization (collective work, assignment, duty). Software requirements for mastery accessible types of work are based on the following age possibilities of senior preschoolers: striving for independence, interest in adult life and work, a propensity for imitation and achievement productive result of activity.

The program "Vpevnenyi Start" allows the caregiver to vary a variety of methods and techniques to ensure that the child is ready for school. From the listed program components, we learned that the child goes to school comprehensively developed. Preschooler has the skills of self-organization, is able to analyze, compare, independently solve the task, can control their own activities.

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