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## **THE FORMATION OF MOTIVATIONAL AND VOLITIONAL READINESS OF THE SENIOR PRE-SCHOOL CHILDREN TO SCHOOL BY MEANS OF THE ROLE-PLAY GAMES**

Transitioning from pre-educational institutions to secondary school is a landmark step in a child's journey towards maturity and independence. In addition, moving from a smaller school, where everyone knows each other, to a larger environment in which children are taught by several different teachers and in several different rooms can also bring its challenges. According to psychological and pedagogical research, successful learning in school is possible only on condition of physical, intellectual and personal development of the child.

The problem of cognitive development among late pre-school age children is conditioned by the necessity of their readiness to go through studying at school. In this connection the problem of searching for organizational-pedagogical conditions of late pre-school age child's cognitive activity development in the kinds of activity, urgent becomes which mainly correspond with their age characteristics. Recently, there is a considerable decrease of motional activity among children because of gadgets availability; intellectualization of the upbringing process prevails at the expense of physical development and health improvement. At the same time, pre-school age is the period of a child's active development, his psychic and physical processes development. The effectiveness of pre-school education at a modern stage is characterized not only by the sum of mastered in the kindergarten knowledge and formed skills, but by personal qualities, developed cognitive processes (volitional attention, memory, thinking and others). Late preschool age child's physical activity is closely connected with mental processes transformation and development. The effectiveness of the upbringing space organization of a pre-school child's development, his educational activity effectiveness predetermine readiness for further age-related stage and school education, which place great demands upon cognitive development of children.

Many scientists believe that it is important to prepare children carefully for these changes, in order that they have the best chance of making a smooth and confident transition, by focusing both on the skills sets required and the opportunities that such a change presents. It has been proved that children who are not ready for systematic learning have more difficulties with studying and longer adaption period. Such children are more likely to experience a variety of learning difficulties. Among them there are some kids who are not good at studies and observe health disorders.

Undoubtedly, the better the child's body is prepared for all the changes associated with the beginning of schooling, the calmer and easier will be the process of his\her adaptation.

School readiness is a profound concept that requires complex psychological research. Such researches were done by L.I. Bozovich, O.V. Zaporozhets, L.A. Wenger, A.I. Zakharov, V.K. Kotirlo, S.D. Maksimenko, B.I. Skomorosky, Z.V. Yurchenko, O.O. Dubrovina, M.M. Zabrotsky, M.P. Leshchenko and others.

The most important consequence of the child's mental development in a preschool age is the formation of psychological readiness for schooling. According to L.A. Wenger, V.V. Kholmovskaya, L.L. Kolominsky, A.M. Dyachenko and others in the structure of psychological readiness it is accepted to distinguish the following components: motivational, mental, volitional, emotional.

The readiness for learning of the preschool child in accordance with a number of scientists (B.G. Ananiev, J. Atkinson, L.I. Bozovich, etc.) determines its motivational and volitional readiness, which includes a significant need for knowledge, skills and the desire of the child to improve them, the ability to set a goal, make decisions and an action plan. The lack of motivational and volitional willingness entails a great number of difficulties which will contradict the success of systematic learning of the child in school.

Motivational readiness means the desire to study, attitude to school and learning as a serious activity [1:429-430]. The child comes to school with some motivation. The development of school education motivation involves the formation of ideas of the preschooler about what the schooling will be like, and the preparation of the child for this event.

The desire to become a pupil appears at the end of preschool age in almost all children. It is connected with the child's awareness of a situation that does not match his or her age. The child is no longer satisfied with the ways in which the game gives to him/her. Psychologically, the child seems to outgrow the game (though he will not lose interest in it for a long time) and the position of the pupil appears to be a model of adulthood.

The very fact of entering school changes the social status of the child, and his/her civic role. Children begin to have their responsibilities in school life. Children status in the family environment is also changing: he/she has the right to have her working place in the room, the right for entertainment and rest. These things elevate the child in his own eyes and reinforce the great importance of learning.

The desire to enter the world of adults in the new status is not the only basis for a positive attitude to future learning. The desires to learn about the unknown things, to understand complex tasks, the satisfaction of the cognitive interests of the child require special training.

One of the most important features of the person is his ability to control himself. This ability is not given by nature, but occurs gradually in preschool age. The simplest form of conscious regulation of behavior is to perform actions on a pre-accepted verbal instruction. But there is a problem to reproduce the sample to a child.

The components of volitional willingness are arbitrary actions (first of all, actions according to the previous verbal instruction), arbitrary mental processes (perception, thinking, remembering, reproduction, etc.), as well as structure and activity in which motives and goals are perfected. The basis for it is the ability of the child to direct his

mental activity and to manage himself. It is based on the requirements of a specific task and activity in general.

Thus, the main components of motivational and volitional training are the correct notions of learning as an important and responsible activity and the formation of motives related to the content of relationships in the children's collective, where features of a personality are formed. Pedagogical means of formation of motivational-volitional readiness of the preschooler to study at school are role-play games.

Taking part in the games children learn how to communicate with each other, get the ability to subordinate their interests with the interests of others. The game promotes the development of arbitrary behavior of the child. The mechanism of controlling one's behavior and subordination to the rules consists precisely in the role-play games, and then manifests itself in other activities (for example, in the educational one). In an advanced role-play games teacher creates a wide space for children's improvisation, create their imagination. The game contributes to the formation of arbitrary memory, attention and thinking of the child. The game creates real conditions for the development of many learning skills and abilities.

In order to form a motivational readiness for schoolchildren, we can offer the following games: games for forming learning activities; the game of taking a "pupils' position", reducing anxiety, fears, which are related to the school; the game "Chain", the game " Fairy Tale School", the game "Pantomime", the game "I'm Preparing to School", the game "Falcon and Fox", the game "The Bird", the game "I'm Drawing the School" [2:49-51].

In conclusion we can say that the formation of motives for learning, a positive attitude to school and arbitrary actions are the most important tasks of the pedagogical staff in pre-school education institutions and families for preparing children to school. After all, the most important point for success in learning is the development of the motivational and volitional sphere of the child, which needs to be formed and improved by joint efforts of parents, teachers and educators.

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