

*I. Zhurakhivska,
Student,
O. Humankova,
PhD in Pedagogics, Associate Professor,
Zhytomyr Ivan Franko State University*

THE ROLE OF EIDETICS IN PREPARING THE CHILD FOR SCHOOL

Preparation for school is an important stage in a child's life, as it determines a large part of the child's further educational and social development. This stage helps to form basic skills that are necessary for successful study, develops social adaptation and contributes to the formation of self-educational motivation. Successful preparation for school can create a foundation for further achievements in education and life.

The formation of intellectual preparation for school is the object of research by many scientists in various fields, such as pedagogy, psychology, and pedagogical psychology. Research on this problem is aimed at determining effective methods and strategies that contribute to the successful adaptation of children to schooling.

Scientists examine various aspects of intellectual readiness, including cognitive development, social skills, language development, and psychological aspects. Their conclusions often take into account the individual characteristics of children, the socio-cultural context and other factors that influence the learning process.

One of the defining names in this direction is Jean Piaget, a Swiss psychologist who studied the development of children's intelligence and created the theory of cognitive development. His works mark important stages in understanding the intellectual readiness of children.

Another notable researcher is Vygotsky, a Soviet psychologist who studied the child's interaction with adults and the importance of the social environment for the development of intellectual abilities.

As for eidetics, it was described even by Aristotle, who believed that it was of inestimable importance for philosophy. In the process of developing systems and methods aimed at improving memory, teachers and scientists began to actively search for the most effective methods of memorization that would be receptive to the psyche. The technique of eidetics gradually developed, which involves memorization based on figurative perception of the surrounding world and figurative thinking.

Translated from the ancient Greek "eidos" is a bright image, appearance. The term "eidetics" was introduced into psychology in the 30s of the last century by the German scientist Eric Jensch and his associates (O. Cro, A. Rickel, G. Fischer, etc.), who denoted by it the phenomenon of long-term preservation of a clear trace of information that is kept in human memory. Eric Jensch studied the phenomenal memory of individual teenagers. His observations showed that the presence of a unique memory is associated with a vivid emotional and figurative perception of information. Starting from 1920, the works of supporters of this scientific opinion were published in German scientific journals and were published in the form of separate editions.

Prominent domestic psychologists and scientists did not ignore this question: P. P. Blonskyi, L. S. Vygotskyi, and O. R. Luria. However, later the study of eidetics in

the Soviet Union was completely curtailed due to ideological circumstances. But it was Luria who first divided memory strengthening techniques into mnemonics (methods based on verbal-logical thinking) and eidotechnics (methods based on figurative thinking). In the mid-80s of the last century, the Soviet scientist and teacher Igor Matyugin developed the game system "School of eidetics" aimed at improving the perception and reproduction of information, which is based on the ability to imagine and fantasize inherent in every person. This system uses the entire range of ideas and fantasies: visual, motor, tactile, olfactory and gustatory.

Leading domestic teachers and psychologists note that the Ukrainian school of eidetics is currently being formed, which takes into account the peculiarities of national psychology and mentality. The most important component of the national school of eidetics is its focus on the child's positive perception of the surrounding world.

These studies contribute to the development of better pedagogical practices and recommendations for parents that help optimize children's intellectual readiness for school life.

Intellectual readiness for school is determined by different authors using different approaches. A few key aspects of this concept:

1. Psychological aspect:

➤ ***D.B. Elkonin:*** Defines readiness as a mental state that ensures success in learning a certain material.

➤ ***L.V. Zankov:*** Emphasizes the development of mental functions, such as attention, memory, thinking.

2. Social aspect:

➤ ***V.V. Davydov:*** Considers readiness as a social product that arises in the process of socialization of a child.

3. Cognitive aspect:

➤ ***J. Piaget:*** Focuses on the development of cognitive structures and the stages of their formation.

4. Game aspect:

➤ ***S.L. Rubinstein:*** Indicates the role of play in the formation of intellectual readiness, where the child learns to solve problems and interact with the surrounding world.

These various approaches reflect the complexity of the concept of intellectual readiness for school and take into account various aspects of the child's development.

An important means of a child's intellectual readiness for school is eidetics. Eidetics, or learning through images, can play an important role in developing thinking and preparing a child for school. She helps development of perception, attention, and memory, which are key skills for successful learning. This approach can make learning interesting and effective for children.

Eidetics is an important means of a child's intellectual readiness for school for several reasons:

1. *Development of perception and attention:* Eidetics promotes the development of the ability to perceive and sustain attention, which are key skills for successful schooling.

2. Memory Enhancement: The use of images and associations helps in forming a strong memory, which is important for assimilation and retention of information.

3. Stimulation of creative thinking: Eidetics promotes the development of creative thinking, as it encourages children to think more broadly and find non-standard approaches to solving problems.

4. Building critical thinking: Using images helps children analyze and understand information, developing their critical thinking skills.

5. Enrichment of vocabulary: With the help of eidetics, children can more easily remember new words and concepts, which contributes to the development of speech and lexical skills.

Therefore, the use of the eidetics technique makes it possible to maximally take into account the requests and capabilities of applicants, as well as their individual characteristics. The task of education is not just to load students with a large amount of knowledge, but, first of all, to develop opportunities, to reveal creative potential. After all, the ultimate goal of the educational process is a self-sufficient individual who can and knows how to make choices, confident in himself and his capabilities. In other words, eidetics contributes to the complex development of various intellectual skills, which are the basis for a successful start in school education.

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