INTEGRATION OF EDUCATIONAL AREAS AS A CONDITION FOR SUCCESSFUL ADAPTATION OF A CHILD TO SCHOOL

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Abstract

The article deals with the problem of the integration of educational areas the content of which is defined in the Federal State Educational Standard for Pre-School Education. Such integration contributes to the child's adaptation to the upcoming school education. The authors have developed a model of the adaptation of preschool children to future education. The model is based on the integration of the following educational areas laid down in the Federal State Educational Standard for Pre-School Education: socially communicative development, cognitive, verbal, artistic and aesthetic and physical development. In addition, the model presents the continuity of the goals, objectives and content of education implemented in the framework of educational programs of pre-school and primary general education.

The integration foundations which provide the general readiness of preschoolers to master the programs of the next level of education are highlighted, namely: the development of curiosity in a preschooler as the basis for the future student's cognitive activity to provide interest in learning; the development of the child's abilities as a method of self-solving (mental, artistic, and other) tasks; the formation of creative imagination as a line of the intellectual and personal development of the child; the development of communication, that is the ability to communicate with adults and peers, as one of the necessary conditions for the success of educational activities. The basic principles of the organization of continuity are: the informal nature of communication of all subjects of education, the principle of gaming cooperation, the integration of the content of preschool and primary school level education. The purpose of the article is the theoretical and methodological justification of the educational areas integration in the process of a child's adaptation to schooling.

For empirical research, a set of complementary methods is used to study the successive links between the first levels of general education. Projective interviews, participant observation method followed by a conversation, analysis of the children's activities products and the system of expert assessments are among the research methods of the application of educational areas integration.

Results of the research: a structural-functional model of preschool-age children's adaptation to school based on the integration of educational areas has been developed. The model consists of targeted, meaningful, technological, resultative and reflexive blocks. The foundations of integration which ensure the general readiness of preschoolers to master the programs of the next level of education - the primary general stage - are highlighted.

The successful adaptation of children to school is provided by the educational areas integration in the process of implementation of the structural-functional model developed by the authors.

Keywords: adaptation, preschool education, levels of education, integration, educational areas.

1 INTRODUCTION

At the present stage which is characterized by the modernization of the national educational system close attention is paid to the problem of integration. It is generally accepted to define integration as a process of uniting disparate parts or elements, as a result of which something new is formed that has its own characteristic features. The integration of educational content implies the interrelation and interpenetration of all elements of the educational process, increasing its effectiveness. The principle of integration is basic in the implementation of continuity between different levels of education, allowing for a smooth transition between the cognitive components of educational areas, which contributes to successful adaptation of a child to school.

A lot of psychological and pedagogical studies are devoted to the problem of continuity of preschool childhood and primary school education as the first steps of education. This is mainly due to the
modernization of national education and, above all, due to changes in the regulatory framework within
the educational system. Thus, in the Federal State Educational Standard for Preschool Education, in
paragraph 1.6 one of the tasks is “ensuring the continuity of the goals, objectives and content of
education implemented in the framework of educational programs at various levels (hereinafter - the
continuity of the basic educational programs of preschool and primary general education)” [1].

The relevance of the problem under study in this article is also due to the fact that the integration
process between the pre-school educational organization and the primary school contributes to the
effective resolution of the following educational challenges: the primary school requires more and
more teachers to focus on preparing preschoolers for the upcoming school, and primary school
teachers are required to make use of appropriate methods, tools and various organizational forms of
training that contribute to the interrelation of educating preschoolers and primary schoolchildren.

Based on this, the main tasks of succession between the preschool and school education are formed,
which contribute to the successful adaptation of children to school:

1 Coordination of goals at the levels of general education - pre-school and primary school.
2 Improvement of the forms of organization and teaching methods both in preschool educational
   institutions and in a primary school and bringing them to the general requirements.
3 Integration of the content of the educational process in preschool educational institutions and
   primary school [2].

According to the State Educational Standard for Pre-School Education, the targets of the Program lay
the basis for the continuity of pre-school and primary education. If the requirements for the
implementation of the Program are met, the real targets imply the formation of pre-school children
preconditions for learning activities at the stage of completing pre-school education, that is, indicators
of school readiness will be: personal, emotional, motivational, communicative, intellectual.

According to the Federal State Educational Standard for Primary General Education, the requirements
for the results of students are considered from the perspective of metasubject, subject and personal
results.

When correlating the indicators of school readiness for children of preschool age with the
requirements for the results of mastering the Basic Educational Program of primary education, one
can trace their continuity and interconnection [3].

### Table 1. Integrative School Readiness Indicators.

<table>
<thead>
<tr>
<th>School readiness indicators</th>
<th>Results of mastering programs by children</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>preschool education</td>
</tr>
<tr>
<td></td>
<td>primary school education</td>
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<tr>
<td>Personal readiness</td>
<td>Integrative qualities:</td>
</tr>
<tr>
<td></td>
<td>- have an idea of generally accepted norms</td>
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<tr>
<td></td>
<td>and rules of conduct;</td>
</tr>
<tr>
<td></td>
<td>- can plan their behavior and manage it.</td>
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<tr>
<td>Emotional-volitional</td>
<td>- capable of volitional efforts;</td>
</tr>
<tr>
<td>readiness</td>
<td>- able to interact with teachers and peers;</td>
</tr>
<tr>
<td></td>
<td>- know how to obey different rules and</td>
</tr>
<tr>
<td></td>
<td>social norms.</td>
</tr>
<tr>
<td>Motivational readiness</td>
<td>- seek to expand knowledge;</td>
</tr>
<tr>
<td></td>
<td>- educational and cognitive activity is</td>
</tr>
<tr>
<td></td>
<td>formed;</td>
</tr>
<tr>
<td></td>
<td>- able to listen to an adult and follow his</td>
</tr>
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<td></td>
<td>instructions.</td>
</tr>
</tbody>
</table>

- ability to plan learning actions,
- clearly express their own position on what is happening;
- clear motivation to study and getting good grades.
Communicative readiness
- able to negotiate, take into account the feelings and interests of others, capable of empathy;
- understand spoken language well;
- able to express thoughts and desires.

Communicative universal learning actions:
- skills to take into account the position of the interlocutor, to organize and carry out cooperation with the teacher and peers in different social situations;
- ability to avoid conflicts and find ways out of controversial situations;
- express one's own thoughts with sufficient completeness and accuracy in accordance with the tasks and conditions of communication.

Intellectual readiness:
- cognitive interests, ways of learning;
- speech;
- knowledge

Integrative qualities:
- inclined to observe and experiment;
- have literacy prerequisites;
- possess initial knowledge about themselves, about the subject, natural, social and cultural world;
- familiar with children's literature;
- able to solve intellectual and personal tasks that are age appropriate.

Cognitive universal educational actions:
- independently identify and formulate cognitive goals,
- search for the specific information,
- use symbolic means,
- choose the most effective ways to solve problems depending on specific conditions;
- own a wide range of logical actions and operations, including general techniques for solving problems

Physical readiness
Possession of cultural and hygienic skills, physically strong and well-developed
Possession of skills to organize health-saving life activity

Thus, within the framework of the standardization of the establishment of successive relations between the school and preschool educational institutions, it has become possible to put it into practice under condition of correlating the educational processes and indicators of the senior preschooler’s readiness for school.

2 METHODOLOGY

In the practice of preschool educational organizations, there is a certain experience of succession of kindergarten and school, which contributes to the successful adaptation to schooling. There are two lines along which these links are established: close interaction between the pre-school and primary school and the rapprochement of preschoolers and first-graders, as a rule, during excursions to school and joint activities [4].

First of all, the teachers of the preschool educational institutions learn about the content and specifics of educational work in the primary school, determining the development prospects of preschool children and ensuring the level of development that school requires. In turn, primary school teachers get an idea of the content of the upbringing and educational process carried out in a pre-school organization in order to rely on the knowledge and experience of children.

The forms of interaction that ensure continuity between cooperation between pedagogical staff of different educational levels are diverse:

1 Mutual discussion of educational programs of the first grade and of general educational programs for the upbringing and education of children in a kindergarten, identifying points of contact in the content for further work planning, taking into account the development of the child’s personality.
2 Acquaintance of teachers with the forms of work in the preparatory group, as well as the level of knowledge and skills acquired by children by the end of senior preschool age; for this purpose, it is advisable for primary school teachers to attend classes in preschool educational institutions, to observe preschoolers, to have individual conversations with children, to visit pedagogical meetings devoted to the results of work in terms of preparing preschoolers for school in preschool educational institutions.

3 Preschool educational institutions teachers observation of their graduates in the first months of schooling (adaptation period) in order to identify how first-grade beginners manifest themselves in the new environment, how they master the program, what difficulties they face, etc.

4 Conducting conferences and pedagogical meetings on the problems of overall readiness of preschool children for school, joint discussions of novelties in pedagogical and psychological literature, etc.

5 The relationship of the psychological services of the preschool educational institution and the school, as a result of joint activities, coordinated views are developed on the criteria for children's readiness for schooling, for conducting diagnostic procedures in connection with the enrollment of children in school, etc.

6 Use of health-saving technologies in a primary school, which were implemented at the stage of the child's kindergarten attendance. Conducting joint recreational activities, such as 'The Day of Health', sport events, demo lessons in school and physical education classes in the preschool educational institutions inviting parents; the use of immunity-boosting cold-hardening technology, etc.

The latter form can be safely attributed to the second direction of work on the continuity of secondary school and school [2].

The connection between the children of the preparatory group and schoolchildren is maintained throughout the school year. Acquaintance of preschool children with the school gives the opportunity to expand the relevant ideas of pupils of the preschool educational organization, contributes to the development of their interest in the school, as well as to their desire to learn. The forms of such work are various: excursions to school, visits to the school museum, library, workshop, conducting joint classes, matinees, musical and literary events, organizing exhibitions of drawings and handicrafts, etc.

Thus, the continuity between the first two levels of education - preschool and primary school - provides, on the one hand, the child's entry to school with a level of general development and upbringing that meets the requirements of schooling, on the other - the reliance on ideas, skills and abilities which the child has mastered in the preschool educational institution, as well as the active use of these acquisitions for the further overall development of a student – which implements the principle of integration.

3 RESULTS

As a result of the study, a model of preschool-age children’s adaptation to future education was developed, based on the integration of the following educational areas laid down in the Federal State Educational Standards: socially communicative development, cognitive, speech, artistic and aesthetic and physical development (Fig.1).

TARGET BLOCK

Purpose: formation of readiness and interest of a child to school:
- teaching modeling and sign-symbolic activities;
- formation of creative imagination as a direction of the intellectual and personal development of a child;
- formation of the internal position of the personal development of arbitrary behavior, the development of communication skills;
- development of curiosity as the basis of the cognitive activity of a student.
**SUPPORTING BLOCK**

**Activities:**
- joint meetings of pedagogical staff, round tables, methodical associations;
- monitoring the level of readiness of children to start schooling, the success of the adaptation period;
- holding joint leisure activities, holidays;
- exchange of experience: mutual attendance of classes;
- psychological and pedagogical education of parents.

**Basic principles of interaction:**
- reliance on previous education with a view to future prospects;
- compliance with psychological continuity;
- observing the uniformity in programs of training and education;
- creating a diagnostic system in the transition from one educational level to another.

**TECHNOLOGICAL UNIT**

**Resources:**
- information environment;
- experimental activity;
- readiness of the teacher and educator;
- material and technical equipment;
- financial incentives

**Formation personal children's cultures basis**

**Formation children's integrating knowledge:**
- cognitive interest;
- physical potential;
- artistic interest;
- communicative potential;
- moral value potential

**Methodological tools:**
- gaming, systematic, activity-oriented, personality-oriented.

**Approaches**
- single line educational programs.

**Socialization tools:**
- integrated portfolio, mutual training

**RESULTATIVE UNIT**

The result of the succession of preschool educational institution:
the overall development of a child, contributing to expanding his potential and taking into account his individual interests

The result of the succession of primary general education:
continuation of the overall development of children with the development of the components of the educational activities and the inner position of a child

**REFLECTIVE BLOCK**

**Portrait of a preschool educational institution graduate**
- physically developed;
- inquisitive, active;
- emotionally responsive;
- owning verbal and non-verbal means of communication;
- able to control his behavior;
- solving intellectual and personal tasks;
- owning universal prerequisites for learning activities and the necessary level of knowledge.

**Fig.1. Model of preschool age children to school.**

**4 CONCLUSIONS**

Thus, the following points can be singled out as signs of successful adaptation: child’s satisfaction with the learning process, easy learning of the educational program, a sufficient degree of autonomy of a child in fulfilling educational tasks, readiness for interpersonal relations, ability to accept and provide all possible assistance to other subjects of education, desire to attend school. Successful adaptation is ensured by the integration of educational areas and successive links between preschool and primary levels of general education.

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