THE REALIZATION OF THE TECHNOLOGY "PEDAGOGICAL PARTNERSHIPS OF PRE-SCHOOL AND PRIMARY STAGES OF EDUCATION"

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Abstract

The main priority of modern preschool education is the provision of self-identity, spiritual formation of children, the interaction between family and public institutions. The continuity is recognized as a guiding principle of education, which is ensured by the succession of the content and coordination of educational activities at different levels of education.

The "continuity" as a pedagogical category is the relationship of the various stages of development, the essence of which is to restore and maintain some elements and characteristics of the previous one at a new stage.

A pedagogical condition of the realization of the principle of continuity of preschool and primary levels of education is the technology of partnership of EPE educators and primary school teachers.

The purpose of the research is the substantiation of educational technology of pedagogical partnership of preschool and primary education to ensure the principle of continuity, to ensure a lytic transition of older preschoolers to the learning at the first grade.

To achieve the objectives of the research we have mapped out the following objectives:

1. To reveal the essence and structure of the concept "pedagogical partnership of preschool and primary education"; to clarify the concept "interaction", "pedagogical interaction" in the context of the undertaken research.

2. To explore the experimental method of the pedagogical technology of partnership of preschool and primary education.

The complex of the research methods has been used to solve the tasks: theoretical: to determine the conceptual and categorical apparatus of the research; empirical methods: diagnostic (questionnaire, survey, testing), pedagogical experiment (ascertaining, forming and control stages); to determine the levels of partner pedagogical interaction; observatory methods (observation, self-evaluation method).

The partner pedagogical interaction is a process of joint activity of a teacher, pupils, parents, primary school teachers in anticipating the outcome of educational activities; it meets everybody's interests and promote the realization of the needs of older preschoolers; planning, control, correction and coordination of actions of teachers and the administration of preschool educational institutions; primary school teachers and the heads of secondary schools; the emergence of interpersonal relations with the goal of lytic transition and training of preschool children for school education.

Thanks to the effective implementation of the principle of continuity of preschool and primary education by means of partner pedagogical interaction, we can observe a personal individual development of older preschoolers, the gradual inclusion to the system of personal and social relations, socialization of personality, a vital competence of preschoolers is forming.

The further scientific research is aimed at the development of common programs of preschool and younger school age to ensure the succession and continuity of a child's development.

Keywords: an interaction, a pedagogical interaction, a partner pedagogical interaction, an interaction of preschool and primary components of education, a continuity, a lytic transition of preschool children to school, forms of partner pedagogical interaction.

1 INTRODUCTION

The main priority of modern pre-school education is the provision of self-identity, spiritual formation of children, preparation for independent living, the interaction between family and social institutions – the
issues that constitute contemporary public policies aimed at the implementing of the principle of child-
centrism, life support as an important component of a full development of the individual.

In public documents in the sphere of education (the State national program "Education" (Ukraine XXI
century), the Law "About preschool education") there is a need and its compliance with modern global
trends of continuity, which is ensured by the succession of the content and coordination of educational
activities at different levels of education.

The "continuity" as a pedagogical category is the relationship of various stages of development, the
essence of which is to restore and maintain some elements and characteristics of the previous one at
a new stage. The continuity provides the link between elements from the past, present and future,
concurrently this new stage is the result of the previous and the foundation for the next.

A pedagogical condition of the realization of the principle of continuity of preschool and primary levels
of education is the technology of partner pedagogical interaction of preschool and primary school
teachers.

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2 METHODOLOGY

The complex of the research methods has been used to solve the tasks: theoretical: to determine the
conceptual and categorical apparatus of the research; empirical methods: diagnostic (questionnaire,
survey, testing), pedagogical experiment (ascertaining, forming and control stages); to determine the
levels of partner pedagogical interaction; observatory methods (observation, self-evaluation method).

3 RESULTS

In philosophy "interaction" as a category indicates a general form of a relationship of bodies and
phenomena, it is a category reflecting the processes of the impact of different objects at each other,
their mutual conditioning, changes of state, transition, as well as generation of one object for another
[5].

Jh. Mid considers the interaction between people as a continuous dialogue during which they observe,
learn and understand the intentions of each other and react to them, putting themselves in the place of
another [ 6 ].

A pedagogical interaction is a special form of communication between the participants of the
educational process, which provides for the enrichment of their intellectual, emotional and activity
spheres; their coordination and harmonization. The pedagogical interaction means a clear
distribution of responsibilities and mutual delegation, the rights and obligations of the parties of the
interaction.

The best form of the pedagogical interaction is an educational cooperation. A dialogue, a positive
development, and personality changes are possible only in the subject-subject interaction. This type of
the interaction creates more favorable conditions for the formation of personality. According to V.
Laudis, the basis of the interaction – the cooperation in the solution of productive educational-cognitive
tasks (a productive educational interaction) – is interpersonal relationships of teachers with students.
The author of this concept emphasizes that the system of interpersonal relations, which includes the
training activities, affects the objective characteristics of the learning, the emergence of mental
structures [ 1 ].
Analyzing the pedagogical interaction in the institution of preschool education A. Mayer notes that the interaction is based on a social perception and communication. The main forms of interaction are communication and activities [2].

As L. Fedorovych says, the interaction unites teachers, parents and children, ensures their active common development. It is advisable for organized pedagogical interaction the higher effectiveness is manifested in positive dynamics and personal change, the development of each subject and the transition to a higher level of functionality [4].

We will note the experience of V. Sukhomlinsky among the modern achievements of preschool and primary education. The teacher has substantiated the theoretical and methodological basis of interaction of family and school in education. According to the scientist, parents and teachers should be aware that neither the school without family, no family without school can not solve the subtlest, most complex problems of the formation of a person [3]. The harmonic unity of educational and training efforts of an outstanding teacher was considered as a prerequisite for comprehensive training of every child.

So, pedagogical interaction is considered as a process that occurs between the subjects of education (a teacher and a pupil, teachers and pupils, teachers and parents, teachers) in the course of educational work and aims to develop the personality of each of the entities that interact. This interaction can be defined as partnership.

Analyzing the scientists’ research, we have come to the definition of the phenomenon “partner pedagogical interaction”. The partner pedagogical interaction is a process of joint activity of a teacher, pupils, parents, primary school teachers in anticipating the outcome of educational activities to meet the interests of all and promote the realization of the needs of older preschoolers; planning, control, correction and coordination of actions of teachers and administration of preschool educational institutions; primary school teachers and the heads of secondary schools; the division of a single process of cooperation and collaboration of all actors, common activities between the parties; the occurrence of interpersonal relations with goal of lytic transition and training of preschool children for school education. A healthy development and forming of personality is possible only simultaneously with the development of all subjects of interaction, which are partners - pre-school, primary school and family.

The process of the partner pedagogical interaction has the properties of integration and complexity and interactivity. We will note that the partnership of pedagogical interaction of preschool and primary education is determined by all social environment. The main external factors that determine the principle of comprehensiveness and integration of the interaction is determined, first, the central place of the child in the educational process (child-centrism) and the unity of the pedagogical requirements; secondly, the subject-subject relations of the educators, children, teachers; thirdly, humane educational subject-subject interaction of pedagogic and children's collective in the pedagogical process. A family is equal, with the establishment of preschool education and school in the upbringing and character formation of the child. Pre-school education, primary school include subsystems of lower order: groups, classes, teachers, and parents, pupils who have certain internal and external relationships.

Thanks to the effective implementation of the principle of the continuity of preschool and primary education through the partnership of pedagogical interaction, is the individual development of the individual older preschoolers, its gradual inclusion in the system of personal and social relations, socialization of personality, forming a vital competence of preschool children (Figure 1).

While studying the technology of the partner pedagogical interaction of preschool and primary education, all subjects of education (institution of pre-school education, primary school, managerial aspect between them, and the parents of the senior preschool children) form the multi-interaction that points to a qualitatively new level of contacts between them.
The criteria, indicators and levels have been identified for an objective evaluation of educational technology of the partnership of preschool and primary education.

The criteria of the partner pedagogical interaction have been defined – cognitive (awareness of educators and teachers with state standards and curricula for preschool and primary levels of education, with educational, methodical literature and teaching-learning materials for EPE and the first grade of primary school); motivation and activity criteria (explanation of the interaction of the teaching staff, EPE, primary school, parents who allow us to evaluate the integrative communication between all participants of educational process); practice-effective (awareness of effective forms of partnership of EPE and primary education; the involvement of teachers, parents and the public to partnership). The levels of partnership of EPE and primary schools, parents are identified creative, productive and basic.

Primary school teachers, educators, managers of preschool institutions and deputy directors of schools took part in the experimental research of the technology of the partner pedagogical interaction in Krivoy Rog, Dnepr, Kherson. There are 800 people.

The distribution of the individuals of control and experimental groups are presented in the table (see table 1).

<table>
<thead>
<tr>
<th>Rating scale</th>
<th>Amount of people</th>
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<tbody>
<tr>
<td></td>
<td>Control group</td>
</tr>
<tr>
<td>Elementary</td>
<td>336</td>
</tr>
<tr>
<td>Productive</td>
<td>56</td>
</tr>
<tr>
<td>Creative</td>
<td>-</td>
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The analysis of the level of the partner pedagogical interaction for the arithmetic mean data shows that in the beginning of the study (ascertaining stage) the level of creativity was absent according to the results of cognitive, practical and effective and motivational-activity criteria in the CG and EG, the teachers were in the elementary group (EG - 85,7%; KG of 87.7%) and productive (EG – 14,3%; CG – 12,3 %) levels (see table 2).

<table>
<thead>
<tr>
<th>Group</th>
<th>Levels</th>
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<tr>
<td></td>
<td>Creative</td>
</tr>
<tr>
<td>Experimental (EG)</td>
<td>-</td>
</tr>
<tr>
<td>Control (CG)</td>
<td>-</td>
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</table>
The stages of the realization of the pedagogical technology of partnership of preschool and primary education defines the following: organizational normative, cognitive methodological, reflexive evaluation. Let's describe them.

The goal of the first organizational-normative phase was the popularization of compulsory pre-school education of children of senior preschool age through various forms of its receipt.

The substantial aspect of the first phase envisaged:

- the planning of the work of teachers, teacher-training services for the organization of partner pedagogical interaction, ensuring that it is on the principles of continuity and prospects;
- the development of socio-pedagogical and methodological support for the involvement of parents of future first graders to partner pedagogical interaction.

At the normative stage, a seminar "Partner pedagogical interaction guarantees the continuity of preschool and primary education" was organized, which included the involvement of specialists of preschool educational institutions and primary levels of education, parents and methodologists of education departments and specialists of the Innovation resource centers, community organizations – all the partners of pedagogical interaction. The seminar was held during three weeks. The participants were read a series of lectures (topics: "Training, preparation or readiness of children to school", "the Role of parents in preparing children for school") and the workshops and trainings on topics: "Today is a pupil, tomorrow will be a student", "Pathways to school", "Who will I be learning at the first grade?", "The first steps of the child to school (in family, EPE)" etc were held. The seminar participants were familiarized with the technology of partner pedagogical interaction in preschool and primary components of education.

Pre-school entered news program "Email for parents", created an Internet-conference with participation of teachers, parents and the public of the main problems of the continuity of preschool and primary education.

The agreement about the cooperation between the institution of preschool education and secondary school became one of the forms of the partner pedagogical interaction to ensure the continuity, the succession of the educational process of preschool and primary links. The purpose of the agreement: joint development and implementation of effective forms of interaction between educational institutions to ensure holistic development of a child; the continuity in the forms and methods of work of teachers with children; the implementation of pedagogical interaction with parents.

The content of the Agreement included joint teaching activities of creative groups of teachers of EPE and teachers of the 1st and 4th classes; familiarizing of teachers with the methods and forms of educational work of EPE and primary school; readiness of preschool children to a new social position of the student, ensure the successful adaptation of first-graders to the school environment.

Some consultation points were organized as a form of partnership between the preschool and primary levels of education, active involvement of parents in partnership in pre-school institutions. The purpose of the advisory items: to ensure uniform standards of preschool and primary education; to provide psycho-pedagogical assistance to parents on issues of development, education, preparation of children for school education.

Major activities of the advisory items: a consultation of parents in conjunction with the individual occupation specialist with the child; correspondence advising of parents and guardians: a written, a phone call; information leaflet; online counseling.

We should note that the important role in the implementation of the partner pedagogical interaction performs a psychological service of the preschool educational institutions and comprehensive schools. Among the tasks of the psychological service, we will mark the following: a questionnaire and a survey of parents, planning the work according to the knowledge level and needs of each of them; psychological assistance to parents or persons who replace their role, development, education, preparation of children for schooling according to their inclinations, aptitudes, abilities, personal, mental and physical characteristics, cultural needs; correctional and developing classes with children of senior preschool age "We go to school"; correctional work with children with special educational needs; training classes for parents of future first-graders "We go to school together".

The second cognitive-methodological stage was directed on the formation of awareness among caregivers and teachers with the state standards of preschool and primary stages of education; existing programs of training, education and development of children in preschool and 1st grade.
The leading work on the second stage was chosen: sharing pedagogical tips "The continuity in the work of primary school and EPE"; "The organization of favorable educational space of preschool institutions and primary schools, pedagogical bridges "The unity of requirements for caregivers and teachers – the key to the continuity," "The exchange of views. The analysis and discussion of the lessons at school and classes in SEE"; round tables "Forcing intellectual development of the future students: for or against," "Unity, cooperation and coordination forms, methods and techniques of educational work with children of senior preschool and younger school age"; workshops "Adaptation problems of children of five years to schooling", "The lytic transition to schooling – a condition of continuous development of child's personality", "Ways to prevent maladjustment of children's learning"; meetings of the creative groups of EPE educators and primary school teachers "Interaction of preschool educational institutions and schools"; business game "The Adaptation of EPE to the new conditions of school life: problems and solutions", contests for the best methodological stand "Hello, school!", development of didactic material.

The purpose of the third – reflective-evaluative phase was the reflection of the partnership of teachers of EPE, teachers of elementary school, the estimation of the results of the partnership between preschool and primary education: the implementation of pedagogical self-reflection, self-evaluation, control, mutual control and self-evaluation of the members of the partner pedagogical interaction of teachers, primary school teachers, parents, assessment of conditions lytic transition of older preschoolers for learning; parent-teacher meetings.

The major forms of work at the third stage was: the final district and city seminars on topical issues of ensuring the continuity of preschool and primary education; the joint methodical association of teachers of the first classes and the teachers-educators "The result of a partnership organization of pedagogical interaction", "The analysis of the process of the first grade pupils' adaptation"; the parent meeting "The creation of favorable conditions for the first graders during the adaptation period"; the regional scientific-practical conference "The technology of the partner pedagogical interaction as an essential condition to ensure the continuity and prospects in the work of EPE and elementary schools."

The final stage of the experiment by the methods was similar to the ascertaining stage.

The comparative analysis of the levels of partnership between the preschool and primary levels of education at the ascertaining and the final stages are presented in table 3.

### Table 3. The comparative analysis of the formation of the partnership levels of pedagogical interaction of preschool and primary education at the final stage

<table>
<thead>
<tr>
<th>Stages</th>
<th>Groups</th>
<th>Levels of the partner pedagogical interaction</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Creative</td>
</tr>
<tr>
<td>Ascertaining</td>
<td>Experimental (EG)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Control (CG)</td>
<td>-</td>
</tr>
<tr>
<td>Final</td>
<td>Experimental (EG)</td>
<td>26,7%</td>
</tr>
<tr>
<td></td>
<td>Control (CG)</td>
<td>6%</td>
</tr>
</tbody>
</table>

The table shows significant positive changes in the levels of the partnership of preschool and primary education at the final stage. So, if at the ascertaining stage level the creativity was absent in both groups, at the final level the creativity was identified in the EG teachers 26,7%, in KG only 6%, 53.6% of teachers of EG (14.3%) and 23% of KG (12.3%) reached the productive level, 19.7% of teachers of EG (85.7%) and 71% of KG (87.7%) remained at the elementary level.
The analysis of the obtained results showed the effectiveness of the technology of the partnership in the organization of educational process of preschool and primary education based on the principle of the continuity. An organization of the partner pedagogical interaction in educational process of EPE and elementary schools is based on specially organized subject-subject interaction, pedagogically appropriate humane relations, where the unity of all factors is reached in the center with the child's personality. All members of such interaction – a child, parents and teachers are not only the participants, but the partners, who are linked by common forms and methods of work, form the system interaction and are trying to achieve common result in the process of interaction - to give the child a fair start before entering school, to ensure the lytic transition to the learning in elementary school.

Thus, the educational partnership is a joint collective distributed activity of different social groups, all members of this group share the goal and it leads to positive results and effects.

The research of the technology of the partner pedagogical interaction deepen and extend the notion of pedagogical interaction, pedagogical partnership in the implementation of the continuity principles.

4 CONCLUSIONS

The partner pedagogical interaction of preschool and primary education is an intensive communicative activity of all subjects of pedagogical process, the diversity and change of kinds and forms of media activity.

We defined the partner pedagogical interaction of preschool and primary education as the organizing principle of the unity of the influences of family, preschool educational institutions, primary schools, public in formation of readiness of older preschool child to learn at school and lytic transition to learning. The subjects of the partner pedagogical interactions were children, parents, educators, primary school teachers, managers, the public, institutions of preschool education and primary school.

Further scientific research is aimed at the development of common programs of preschool and younger school age to ensure the continuity and the succession of personal development.

REFERENCES


