

CONTINUITY IN THE TRANSITION FROM PRESCHOOL TO PRIMARY EDUCATION: ASPECTS OF CONTENT AND OUTCOME

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Abstract

The transition from preschool to primary education is a crucial stage in a child’s cognitive, emotional, and social development. Ensuring continuity between educational programs and aligning the content and outcomes of learning supports the child’s successful school adaptation, personal growth, and preparation for further education. Skills and knowledge acquired in preschool should continue to develop throughout primary education.

Keywords: Preschool education, primary education, continuity, content, outcomes, cognitive development, social development.

Introduction

MAKTABGACHA TA’LIMDAN BOSHLANG’ICH TA’LIMGA O’TISHDA UZLUKSIZLIK: MAZMUN VA NATIJA ASPEKTLARI

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Annotatsiya:

Maktabgacha ta’limdan boshlang’ich ta’limga o’tish bolaning kognitiv, emotsional va ijtimoiy rivojlanishida muhim bosqich hisoblanadi. Ushbu jarayonda ta’lim dasturlari o’rtasida uzluksizlikni ta’minlash, mazmun va natijalarni uyg’unlashtirish bolaning samarali maktabga moslashishi, shaxsiy rivojlanishi va oliy ta’limga tayyorgarligini ta’minlaydi. Maktabgacha ta’limda shakllangan ko’nikmalar va bilimlar boshlang’ich maktabdagi ta’lim jarayonida davom ettirilishi lozim.

Kalit so’zlar: Maktabgacha ta’lim, boshlang’ich ta’lim, uzluksizlik, mazmun, natija, kognitiv rivojlanish, ijtimoiy rivojlanish.

Аннотация:

Переход от дошкольного к начальному образованию является важным этапом в когнитивном, эмоциональном и социальном развитии ребёнка. В этом процессе обеспечение непрерывности образовательных программ и согласование содержания и



результатов обучения способствует успешной адаптации ребёнка к школе, его личностному развитию и подготовке к дальнейшему обучению. Навыки и знания, сформированные в дошкольном возрасте, должны продолжать развиваться в начальной школе.

Ключевые слова: Дошкольное образование, начальное образование, непрерывность, содержание, результаты, когнитивное развитие, социальное развитие.

Introduction

Admission to school is one of the most important turning points in a child's life. This stage brings about fundamental changes in the child's "social state of development" and lays the foundation for the transition of his/her personal, cognitive and social qualities to a new level. L.S. Vygotsky called this period the "7-year crisis" and emphasized that qualitatively new changes occur in the child's inner world, motives and relationships with the environment.[2] In this regard, ensuring continuity in the process of transition from preschool to primary education is an important condition for the child's successful development.

Today, the issues of how to prepare a child for school and on the basis of which educational program to teach remain relevant among parents and educators. In particular, the choice of which of the approaches, such as the traditional education system, the D.B. Elkonin – V.V. Davidov developmental education system or the L.V. Zankov concept, is inextricably linked to the characteristics of the child's individual development.[8] This choice directly affects the child's level of adaptation to school, his attitude to learning, and subsequent educational outcomes.

The process of adaptation to school was interpreted by scientists such as A.N. Leontiev, V.S. Mukhina, D.B. Elkonin, A.L. Venger, M.I. Lisina, L.I. Bozhovich as a harmonious transformation of the cognitive, motivational, and emotional-volitional spheres. The studies of R. Burns, R.S. Bure, A.P. Usova, A.V. Pozdnyak, E.K. Suslova, and E.Kravsova based on the fact that a child's readiness for school is closely related to his ability to engage in social relationships, attitude to educational activities, and internal motivation.

In recent years, V.V. Davidov, Sh.A. Amonashvili, A.G. Asmolov, and E.A. The concepts of developmental, transformative and person-oriented education put forward by Yamburg are of great importance in ensuring continuity between preschool and primary education. Within the framework of these approaches, the educational process is organized in a way that is focused on the personal development of the child, taking into account his individual capabilities and needs. The problem of school readiness is also complex, including physiological, social and psychological components. According to scientists, these components are not separate, but appear as a whole system and reflect the level of development of the child at the stage of preschool education. From this point of view, the substantive aspect of continuity in the transition from preschool to primary education is aimed at ensuring the consistency and logical continuity of the content of education, while the resulting aspect expresses the correspondence of the child's level of development, indicators of readiness and the results of adaptation to educational activities.



As V.V.Davidov noted, a child does not immediately become a fully formed student upon entering school, but this process is formed gradually throughout primary education.[3] During this period, the characteristics of preschool age and the qualities inherent in the student are gradually combined. Therefore, ensuring continuity requires organizing the educational process taking into account the characteristics of these two stages.

Also, educational activity should be viewed not only as a cognitive process, but as an important part of the child's general life activity. The inextricable connection of educational activity with play, communication and creative activities ensures its effectiveness and forms the psychological basis of continuity between preschool and primary education.

The period of 6–7 years is an important stage in the development of a child, when new psychological structures are formed, that is, educational activity takes a leading place. During this period, the child's interest in cognitive activity, the need to communicate with adults, especially the teacher, and the desire for independent learning increase. Therefore, the continuous organization of education at this stage in terms of content and results ensures the child's successful education and development as a person.[5]

Ensuring continuity in the transition from preschool to primary education should be based on the harmony of content and result aspects. This facilitates the child's adaptation to school, forms his positive attitude to educational activities and ensures the achievement of high results at subsequent stages of education.

The concept of "school readiness" has recently gained a firm foothold in educational psychology. This concept includes a number of areas related to the entry of preschool children into school life, that is, the process of adaptation to the primary school curriculum from the age of six to seven. The relative freedom of schools, the possibility of selecting children through testing, and the options for choosing a curriculum play an important role in the child's admission to school. A child's entry into school requires a change in social status, adaptation to a new environment, new rules of behavior and systematic educational activities. Therefore, when a child comes to school, he faces the problem of adaptation, which is inextricably linked to the composition and form of organization of the environment. Schools organize the educational process in different ways in accordance with the developmental needs of children. However, according to psychologists, a child's readiness for one standard educational option does not ensure his readiness for other options. This indicates the need for an individual approach in the process of transition from preschool to primary education.

The modern educational paradigm implies the concept of a school that is adaptive to the individual characteristics of the child. In this approach, the school serves the child, that is, the school system should adapt to the child's capabilities, developmental level and interests.[1] This adaptive school system creates conditions for the social, emotional and cognitive development of young children, and also provides equal opportunities for children with different abilities, interests and backgrounds.

The substantive aspect of ensuring continuity in the transition from preschool to primary education requires taking into account the consistency of the duration and content of education. This implies, for example, the compatibility of curricula and pedagogical technologies, methodologies and their compliance with the individual developmental needs of the child. The



outcome aspect is closely related to the child's level of development, school readiness, academic performance and social activity indicators.[4]

Thus, ensuring continuity in the transition from preschool to primary education simplifies the child's development, facilitates his adaptation to the school environment, and guarantees high results in education in the future. This serves to develop the child's cognitive, emotional, and social potential as a whole system.

One of the main tasks of a preschool educational institution is to prepare children for the school environment. The implementation of this preparation is closely related to the state of readiness for school and ensures continuity between preschool and primary education. This relationship requires a psychological and pedagogically variable adaptation: readiness is manifested as the child's direct educational activity at school.[6]

Often, parents and educators act based on the principle of "the more activity, the better" in the development of a child. However, psychologists note that even children who have mastered mental and mathematical skills at a high level at preschool age sometimes experience low willpower and a decline in academic performance.[9] Therefore, the cooperation of preschool institutions, parents and teachers is important in ensuring the harmonious development of the child.

School readiness develops in four main areas: voluntary behavior, cognitive activity and the process of decentration (the child's ability to see the world from a different perspective), mastery of tools and standards, as well as motivational readiness.[4,7] These areas ensure the child's integration into school education, based on individual characteristics and developmental needs.

The main component of continuity in the transition from preschool to primary education is the continuity of education and the coherence of content. This continuity is achieved through a consistent chain of learning and the exchange of knowledge between the stages of education. Also, the content and methods of education at each stage should be interconnected and adapted to the level of psychological and academic development of the child.

Variability and individualization strategies allow you to adapt the educational process in accordance with the child's personal characteristics, level of development and interests. Thus, ensuring continuity in the transition from preschool to primary education ensures the harmonization of the child's cognitive, emotional and social development, rapid adaptation to the school environment and the achievement of high educational results in the future.[4,10]

For a preschool teacher, entering the world of children is the first big step, which models his activities in various ways.[2,10] Although a preschool teacher is able to learn and work on the basis of a set program, his natural interests, level of thinking and individual characteristics are important in the process of mastering this program. Therefore, the program in preschool education should include the main educational tasks of a single systematic cycle. This program should be organized in a sequence that meets the emotional and cognitive interests of the child. When a single, continuous educational process is disrupted, the child's development and educational integration are negatively affected. Therefore, preschool and primary education activities should be coordinated, systematic and person-oriented, ensuring the intellectual, emotional and social development of the child.



In school education, the logic of science plays a key role, which differs from the usual types of activities in preschool education. Therefore, in ensuring continuity from preschool to primary education, the child's science skills, knowledge and developmental achievements should be taken into account. This, in turn, serves as preparation for the conditions and content of schooling.[1]

The process of preparing children for school is carried out on the basis of the results obtained from the child's previous stages of development and the intellectual, cognitive and motivational abilities required in school. In preschool education, preparation is formed through games, design, drawing and interactive activities in kindergarten, which also ensures a smooth transition to primary education.[6]

In conclusion, the transition from preschool to primary education is an important turning point in a child's development. At this stage, the child enters a new social environment and must adapt to its rules, norms, and systematic educational activities. The main goal of education in a preschool institution is to prepare children for school life, which ensures the cognitive, emotional, and social development of the child. Therefore, it is important to ensure continuity between preschool and primary education programs.

Continuity should be organized by harmonizing the content and results of education with each other, taking into account the child's achievements at previous stages of development, and taking into account his individual characteristics and interests. Skills and knowledge formed through play, design, visual and interactive activities in preschool education provide continuity and continuity in the educational process in primary school.

Pedagogical activity in preschool education creates the basis for the child's effective learning and socialization at school. Continuity and integration in the transition from preschool to primary education are important factors in ensuring the child's individual development, cognitive abilities and motivation. This has a positive effect on the child's overall well-being, educational achievements and future educational activities.

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