

PRESCHOOL AND PRIMARY EDUCATION: CONTINUITY AND PROSPECTS BY O. SAVCHENKO

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Continuity in education is the consistency and systematic arrangement of educational material, the connection and coherence of the stages and stages of the educational process. It is implemented in the transition from one lesson to the next (i.e. in the system of lessons), from one year of study to the next. Achieving continuity in school practice is ensured by methodologically and psychologically sound construction of programmes, textbooks, observance of the sequence of movement from simple to complex in teaching and organisation of students' independent work and, in general, the whole system of methodological tools [1, p. 227].

Modern reforms and education humanisation provide for the provision of certain conditions, principles, methods and programmes in education, in accordance with the Law of Ukraine on Education, where one of the prerequisites for the continuity of knowledge and skills is continuity.

Studying in any educational institution, whether pre-school, primary, secondary, etc., becomes a real challenge for every child, especially during the transition from one level to the next. Every child feels fear and uncertainty due to lack of experience and knowledge. Therefore, the continuity between pre-school and primary education remains a hot topic today. Teachers need to find the best, the most useful and supportive methods, ways, and their implementation to facilitate and improve the child's adaptation period and developing generally in a particular link.

At the beginning of the twentieth century, the question arose of how to create favourable conditions for children in the pre-school period, how to prepare a child for school and studying in general. During this period, educators focused on the problem of preparing children for school and for the first time introduced an experiment based on games, which would become the beginning of the primary education reform that would lead to the New Ukrainian School. In 2008, Vasyl Sukhomlynsky State University scientists and teachers first raised the issue and discussed the prospects for the pre-school education development at the conference 'Pre-school Education: Problems and Prospects'.

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Contemporary educators and scholars such as B. Ananiev, S. Hanelin, S. Godnyk, I. Ihnatenko, A. Kukhta, Y. Lviv, M. Yarmachenko consider continuity in education as a connection between previous and new knowledge, as a unity of the educational process, as a transition from the past through the present to the future, etc.

In Oleksandra Savchenko's view, continuity is one of the principles of education, which implies connection and coherence of the purpose, content, organisational and methodological support of the stages of education that border each other (preschool – primary – secondary school) [2, p. 492].

Oleksandra Yakovlevna emphasised that there was no need to distinguish between kindergarten as an environment of upbringing and school as an environment of learning. The scientist saw a continuous connection between these links of education for a smooth transition of a child from preschool to school life.

The well-known teacher and didactician defined continuity as a continuous process of upbringing, development and education of a child, which at each age stage has both general and special goals [2, p. 111].

Goals of preschool institutions, according to O. Savchenko:

- general development of the child's basic abilities (sensory, mental, physical, aesthetic);
- formation of the basis of personal culture;
- ensuring the child's general readiness for school;
- development of communication skills, cognitive activity, creativity of children [2, p. 111].

Goals of primary school, according to Oleksandra Yakovlevna:

- development and education of the child's personality (intellectual, moral, social, aesthetic, physical);
- development of sensory skills;
- educational outcomes: key competences (learning skills, communicative, general cultural, health, social, ICT, entrepreneurial, initiative); subject competences (full reading, speaking, computing);
- ability to creative expression;
- education of value attitudes education of value attitudes towards nature, family, homeland, work, art, health, etc [2, p. 111].

Oleksandra Savchenko proposed to consider the principle of continuity of the two levels of education in close connection with the principle of perspective back in 2000 at the International Scientific and Practical Conference with the assistance of the Ministry of Education and Science of Ukraine at the Hryhorii Skovoroda Pereiaslav-Khmelnytskyi State Pedagogical University.

At that time, the well-known educator and vice-president of the Ukrainian Academy of Pedagogical Sciences emphasised the need for communication, exchange of experience and support between preschool educators and primary school teachers. O. Savchenko firmly believed that ‘the new orientation of the pedagogical system is based on a deep knowledge of the child, and if preschool teachers are sufficiently aware of this, then primary school teachers need to be taught a lot more, convinced of the benefits of meaningful psychological study of each student’ [3, p. 5]. From the scientist’s point of view, each child should be prepared for the transition to primary school, taking into account his/her personality, based on certain knowledge, skills, abilities, because ‘in primary school we must create such conditions so that those qualities, skills, achievements of preschool education, the formation of which has not yet been completed at the level of preschool age, could be fully developed in primary school’ [3, p. 5].

By comparing these goals, Oleksandra Savchenko showed the close connection between preschool and primary education, providing for the unity of methodology and theory of education, the mandatory humanistic approach to education, the combination of play and learning activities, child-centredness, taking into account all the features of child’s development in favourable conditions and environment, etc.

While maintaining continuity with the preschool period of education and upbringing, primary school should be based on the previous training and development of students, namely the child’s play, oral speech and developed imagination, the performance of certain tasks in the context of the educational process, the ability to work independently and in a group, self-organisation and self-regulation of behaviour.

Thus, based on the views and opinions of Oleksandra Savchenko, we understand the principle of continuity as a continuous process of upbringing, education and development of each child, taking into account his/her developmental characteristics, needs, skills and abilities, with close interaction between preschool and primary education institutions. This approach creates space for the implementation of a unified and promising pedagogical system for the upbringing, education and development of each student from preschool to primary education and further education in general.

References:

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