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CONTINUITY IN THE KINDERGARTEN AND PRIMARY SCHOOL IN THE IMPLEMENTATION OF THE CONTENTS OF LAYING THE FOUNDATIONS OF INDIVIDUAL VALUE ATTITUDE TO THEIR OWN HEALTH

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Abstract. In the article are highlighted the results of theoretical analysis of continuity in the kindergarten and primary school in the implementation of the contents of laying the foundations of individual value attitude to their own health. Researcher reveals the pedagogical theories of scientists to study the problem of succession. For depth scientific analysis and practical implementation of the process under study the emphasis is made on identifying scientific aspects for developing children's healthy lifestyle.

Keywords: continuity, kids, value attitude, their health, anatomical and physiological aspects, psychological and pedagogical aspects, educational and organizational aspect.

1. INTRODUCTION

Priority educational level in the development of new social relations today is clear. Ukraine is interested in building effective education systems. Healthy, developed and harmonious society can be only through proper education of future citizens.

The process of education reform substantially changes primarily relates to pre-school and primary school [1]. The realities of today encourage scientists and practitioners to creative thinking content, objectives, structure educational work with children of 6-7 years of age in connection of kindergarten and primary school. Ensuring readiness of the child to the following changes in its social position should be one of the major directions of teachers. The problem of succession is legitimate at this stage. This age period is the basic stage of physical, psychological and social formation of children's personality, but because of the priority health-saving of children of 6-7 years of life is evident. Continuity of the first two units is considered not only the coherence of programs of training and education, but each component and potential of education, ensuring effective development of children, that is, goals, objectives, means of working with them and the form of its organization.

Transition Education for a new term, content and structure is approved by the Law of Ukraine "On General Secondary Education". According to it, and the "Law on pre-school education" school starts at the age of 6. However, at the request of parents, the child at the age of 7 can attend pre-school or group of preschool children educational complex. We believe children at the age of six (first-graders), and 6-7

during the first years of life as a transition from preschool to school education units. Compliance with the principles of continuity and consistency in the formation of value attitude to their own health at this age is very important. Joining school by the child and everything connected with it has long been the subject of attention of education and public opinion. This issue is covered in writings of P. Blonsky, J. Komensky, A. Makarenko, S. Rusova, K. Ushinsky and other prominent educators. V. Sukhomlinsky in his works paid much attention to this issue as well.

2. ANALYSIS AND DISCUSSION

Problems of continuity are grounded in research works by I. Behan, O. Budnyk, L. Vygotsky, D. Elkonin, O. Zaporozhets, G. Kostyuk, L. Pisotskoyi, O. Skripchenko, O. Savchenko, A. Kharchenko and others.

The concept of "continuity and perspective" in teaching science are seen as two sides of the pedagogical phenomenon. The concept of "perspective" is considered as identifying priority lines of preparing a child under school age for school that would take into account the needs of the elementary school in terms of the child's readiness for taking up new, leading to early school age educational activities, creative nature of these activities, free expression of mental feelings of the period, further social development in a new social role, ways of life, etc. [12, p. 15-17].

In modern sources continuity is seen "1) as a link between the different stages or degrees of development, the essence of which is in preserving elements of the whole or its individual characteristics in the transition to the new state; 2) a pattern of mental and physical development; as a condition for implementing lifelong learning, as a principle of education and training" [11, p. 12]. Continuity ensures continuity of development through the preservation and transfer of essential elements of the old to the new, higher stage of development.

Continuity is the common law of society. Generally, the law is the forward movement of each new stage of development of social consciousness immediately removed from the previous and closely matched with him, keeping all valuable positive. Thus, continuity is a requirement of all development, as it represents the transition of the old to the new.

Consistency of the first two parts of education does not mean that during the implementation of the principle of continuity between pre-schools and schools there are no problems. High-quality pre-school education has changed in terms of understanding the purpose of preparing the child to school age and realization of its capabilities in the sixth year of life, so the primary school cannot remain within the old ideas of resistance only to subject their slightest willingness of students to learn. In recent years, there is some progress in primary school in creating of the conditions for further gaining full development of preschool age, and at the same time for the formation of milestones of primary school age - as a leading educational activity.

Studying the problem of succession in the kindergarten and school, O. Proskura notes that the school has to implement the everyday experience of life acquired in kindergarten.

A comprehensive study of the problem of continuity in pedagogical theory is studied by T. Yerahina. In particular, she notes that this concept in pedagogy has many characteristics: "... in the pedagogical aspect of continuity it is seen as a principle when it comes to talking about the organization of learning and education; as a condition when the circumstances related to training are examined, sources of educational processes of the individual and, finally, the requirement as stipulated rules are mandatory for the implementation of the educational process" [4, p. 140].

Based on the theoretical analysis of T. Yerahina continuity is defined as "... objectively necessary condition for the learning process, when teaching students at a later stage is a unity of continuity of purpose, integrity of content, gradually complicating the methods, tools and organizational forms to improve knowledge and skills of students" [4, p. 105]. According to T. Yerahinoyi "... this way provides the basis for the successful implementation of continuity of primary school and begins to be implemented in the high school age" [4, p. 34].

Important research of V. Lykova regarding continuity in the education process of children's institutions and schools says "... the whole process, ensuring full personal development of the child's physiological and psychological well-being in transition from preschool to education and training in elementary school, aimed at prospective formation the child is based on his previous experience and accumulation of knowledge" [7]. V Lykov emphasizes that implementing continuity in the kindergarten and school, it is important to consider the level of motor activity of the child, his motor experience, commitment, interest, the given level of development of the child at this stage. The author defines the grounds for effective implementation of physical education primary school children, paying attention to continuity from pre-school institution:

- The existence of a certain level of physical fitness, in accordance with the child's age, level of formation of physical properties;
- The accumulation of ideas about the value of physical culture;
- Formation of positive-value attitude to physical culture and sports;
- The presence in a child the basics of self;
- Child participation in various activities that contribute to its physical and harmonious development [6, p. 61-62].

The problem of continuity of content of physical education of preschool and primary school age researched by J. Entsi and others. The author concluded that the implementation of continuity in physical education into consideration not only the integrity and consistency of the content of the material is studied, but also in the application of methods and tools, relevant features of mental and physical development of children at each age stage.

The problem of continuity of preschool and primary education is developed by S. Kozin. The author believes that "... the implementation of succession only gives a positive result when implemented in strict system signifies our strong and consistent, given the specific age and individual characteristics of the child, coordination of mental, physical and moral development of children" [5]. S. Kozin defined conditions, according to which the continuity of educational work kindergarten and elementary school will be most effective. These conditions include: organic combinations of gaming and educational activity of the child, appropriate training of teachers and educators of preschool educational institutions in solving educational problems, the use of socio-economic and psychological and educational benefits to the objectives of continuity (personal and individual approach, a small occupancy in groups, creating a positive emotional game and training activities, the situation success).

Considering the current state of the problem of continuity between preschools and schools, L. Eliseeva notes the following disadvantages of the traditional system of education, "the teacher focuses on verbal and formal information-prescription methods of teaching, the principles of obedience, imitation and repetition; sidedness pedagogical impact, generating "emotional deafness" to the child; underestimation, sometimes ignoring sex-role differentiation of children; mechanical transfer to pre-school forms and methods of teaching, subject teaching system; tactics duplication in elementary school that the child was in kindergarten" [3, p. 124]. According to the author, these approaches crowding out of kindergarten game and primary school children impede the development of basic theoretical thinking.

The process of moving the child to school is a crucial period in its life which requires special attention of education and training. The educational process affects the personal development of younger pupils, its orientation in the richness of human values and attitudes. The child takes new position in society, increases range of social contacts, gets new needs and responsibilities. All this requires significant physical and mental attention to the child. A large number of psychologists indicate how important this period of crisis is.

D. Farber identifies two factors that determine the criticality of transition. Firstly, the change in the basic mechanisms of nerve and higher mental functions, metabolic processes, activity of vegetative provision and, secondly, a sharp change in social conditions - the beginning of systematic schooling. D. Farber singles out favorable conditions necessary to overcome this critical period: morphological and functional, internal and external, social and educational. Thus, the changes which take place in the

life of a child indicate the need for the formation of valuable attitude to health. This is to ensure that the child without harm to own health experience the intense rhythm of school life.

Renowned psychologist G. Asmolov defined as basic characteristics of children 6-7 years of age, curiosity as the basis for future cognitive activity, creative idea as the direction of intellectual and creative development of children, and communication skills as the basis for building intelligent relationships with adults and with other children in the learning process. As a result the willingness of the child to laying the foundations of valuable attitude to health are determined by its social maturity, interest and desire to learn, new more complicated types of sports and recreation activities, dependence on the ability to build and maintain in learning effective interpersonal relationships.

Teachers in the kindergarten and elementary school have one goal that is to organize the life and work of the child so that it should be painless to adequately respond to changes in child's life, enable him/her to acquire a new status of a student. However, success in any activity is largely determined by the physical and mental state of the child. Thus, a priority of pre-school and primary education institutions is the preservation and promotion of health preschoolers and primary school children forming the bases of value attitude to health and the health of others.

An important condition for maintaining the health of the younger generation has a clear idea of the age of the child functioning norms that determine its capabilities in the process of education and training at different stages of ontogeny. Teaching exposure may be optimal and effective at the time when they meet the age characteristics and capabilities of the child's body.

In the aspect of our study significant is position of L. Bozovich originality of an integrated structure of the child and availability for each age stage trends.

L. Vygotsky notes that "... the child in the transition from preschool to school age very rapidly changes and becomes more demanding in educational attitudes" [2]. The essential feature of the famous scholar calls start differentiating internal and external sides of the child. During this period, the whole nature of experience changes and has a new attitude.

Noting the intrinsic value of preschool children, taking care of the integrity of Child Development, A. Zaporozhets defined theory of amplification, the essence of which was to maximize the capabilities of the child. In high school age the child becomes aware of itself as a subject in the system of human relationships, there is awareness of their social "I" that creates new needs of the child, there is its internal position on which formed an integral relationship to others and himself as parts of the world. For full development, implementation potential of children need to be able to not only learn but also to play, take care of entertainment, were surrounded by care and love of parents and educators.

According to V. Haluzyak, M. Smetansky, V. Shakhov, the principle of continuity reflects the pattern according to which education is carried out through the values, needs, which are formed in the structure of the child. Implementing organization provides continuity of education in which every educational case is a continuation of previous educational work, "pet brings a higher level of development, provides a transition from simple to more complex behaviors" [9, p. 145].

The principle of continuity and continuity in the education is understood by N. Moyseyuk as "passing a number of stages during which gradually become more complex and verified content and direction of development of the entities that makes up a whole integrated system of characteristics of personality" [9, p. 394].

Z. Borisova, A. Kirichuk, D. Nikolenko, F. Shelukhin consider the problem of succession in the kindergarten and school to be complex. Scientists identify anatomical and physiological, psychological, pedagogical and educational and organizational aspects [8, p. 17]. Consideration of the development of the nervous, cardiovascular and musculoskeletal systems in preschool and primary school children, the organization of educational process involves anatomical and physiological aspect of continuity. We take into account the level of development of intellectual, moral, physical, aesthetic culture preschoolers, features of formation of cognitive, emotional and motivational, volitional personality involves psychological and pedagogical aspects of succession in elementary school. Pedagogical and organizational aspect includes a combination of the main components of the educational process: 1) the consistency of objectives and content of the program material, methods, organizational forms,

outcomes of children older preschool and early school age; 2) the readiness of teaching staff to ensure continuity; 3) organization of joint forms of pre-school children and students [8, p. 3-8].

So the essence of teaching continuity is considered in two aspects: semantic (relationship of tasks, forms and methods of the educational process) and organizational (provided training and education of older preschoolers and first-graders age of six, the cooperation of educators, teachers, and parents). The most favorable conditions for the implementation of the principle of continuity are provided in the institutions of a new type, thus providing integration of certain educational institutions within a single educational process. A. Bogush, V. Kuz, D. Strunnikova, L. Yakimenko produce educational complexes "pre-school - comprehensive educational institution" and "general education - pre-school".

Institution that ensures the public's right to pre-school and secondary education is an educational complex "pre-school - comprehensive educational institution". The organizational feature of the complex is the presence of two departments - preschool and school, leading to the unification in the process of teaching in kindergarten and primary schools within a single institution. Preschool division provides the appropriate level of pre-school education for children aged 3 to 6 (7) years in accordance with the requirements of the basic components of preschool education. School division provides the appropriate level of general education students in accordance with the requirements of the standard secondary education.

Modern scientists determined in this complex the conditions of operation of preschool and school divisions: the community of logistics; a joint education of preschoolers and students that make up the multi-age group; a broad range of different types of school and preschool children; community organization and methodology of teaching staff; unity of teaching staff orientation to achieve educational goals; observance of the day, which corresponds to the age peculiarities requirements and provisions of the Charter School of preschools; taking into account the leading activities (in school age - a game in the early school years - learning).

Educational complex long existed mainly in rural areas and was the option of ungraded schools which combined usually start pre-school and school divisions. In recent years, educational complexes were launched in cities and their number is growing. It is appropriate to highlight the following key factors that led to their distribution: a sharp change in the demographic situation, which caused a decrease demand for the placement of children in pre-schools; the possibility of rational use of newly preschools for 280 - 320 seats, in this regard were half empty; introduction of new educational technologies, which provide continuous educational model, etc.

It is reasonable to examine in detail how the principle of continuity is implemented, forming the foundations of value attitude to their own health of children 6-7 years of life between pre-school and school division in the educational complex "secondary education - pre-school", analyzing aspects: anatomical -physiological, psychological, pedagogical, educational and organizational.

Formation of a healthy personality requires compliance with the terms of the educational process (anatomical and physiological aspects of the succession):

1. Ensure motor activity of senior preschoolers and first-graders aged six. Ignoring this requirement leads to a number of morphological and functional disorders of organs and body systems: changes in the cardiovascular system (increased heart rate, reduction in stroke and cardiac output, ejection volumetric rate), decreased energy metabolism, deficiency of muscle hormones, changes in blood volume, reducing the flow of sensory nerve impulses. These changes negatively affect not only the physical but also the cognitive development of the individual.

2. Rational organization of the NPT regime as an important factor in the full development of the nervous system. This requirement involves a child for various activities, alternating physical and mental work, timely nutrition, creating conditions for a nap, organizing and conducting educational activities in a variety of ways to ensure the physical, mental and spiritual health of a growing personality.

3. Protecting the nature of training and education, their relationship with positive emotions [8].

It happens that in the first grade of primary school, despite the high need of children in movements, their activity is significantly reduced, decreasing the time allotted for walks; morning gymnastics and

hygiene is not carried out systematically; sports entertainment often are not organized; physical culture lessons periodically are replaced by other activities or walks outdoors.

The above mentioned makes it possible to argue that anatomical and physiological aspect of the principle of continuity requires solving the contradiction between the need to impose forms of training and education that satisfy the needs of children in movements and forms used in actual practice. In the first class should systematically morning exercises, the breaks to attract children to exercise, organize outdoor games of varied mobility; devote more time to walk; if possible, spend some lessons outdoors.

Psycho-pedagogical aspect of continuity in the kindergarten and school includes the following areas: general preparation of the child to school and trained to assimilate the knowledge that receive at school. Providing uniform training of children who go to school and improving relationships in the content of education preschoolers and first-graders requires implementation of educational and organizational aspect.

Continuity in the kindergarten and primary school is not only the traditional continuity in the content, methods, forms and techniques, above all this is a vision and implementation of continuity in the lines, basic aspects of personality preschool and primary school children.

The activities of educational systems "pre-school - elementary school" of Poltava deserve special attention. The educational process is carried out under the program, which main objective is the transition from the traditional type of academic training and education of children under reproductive and creative, taking into account the interests and capabilities of each creative, variety programs and teaching technology education in accordance with the level of students.

The aim fitness specialist SPC number 85 "winch" is to develop, strengthen and maintain physical, mental, spiritual and social health of students, introduction to the system of values, culture, health Ukrainian traditions. Teaching staff implements the common task of forming health-saving competence of children through active implementation health-saving technologies, formation of available knowledge and understanding of a healthy lifestyle, the basics of life safety.

The staff of the educational complex №10 has widely used personality-oriented technology in training and education of preschool and primary school age. The main objective of establishment is formation of values, value attitude to their own health; development of the "I" - the concept of a child. One of the most important forms of interaction with the family is to preserve the health of children. To this end, the facility regularly held joint photo exhibition on various topics, arranged psychological lectures, discussions and individual consultations with educators and teachers, created educational environment that provides current needs and trends of developmental education, regularly conducted health, prevention, tempering measures.

We find interesting the experience of different age groups of children. Introduction of special techniques and analysis of the work of teachers makes it possible to conclude that these uneven relationships contribute to the formation of positive personality traits, can cultivate the younger respect for elders, and the elders - care of the young, which in turn transmits the experience of older younger. The inclusion of pre-school children and pupils in joint venture creates unity needs and interests, aptitudes, which is the basis of mutual upbringing.

Due to its organizational features of the educational complex "School – Kindergarten" they find their top priority in community of logistics, organizational and technical work of the teaching staff, the possibility of organizing various activities for preschoolers and schoolchildren day. This collaboration promotes the implementation of the principles of continuity and consistency in the education and training of children 6-7 first years of life. However, due to the lack of cross-training and education programs preschoolers and primary school children, the lack of methodological support of the educational process, insufficient training of teaching staff enough these opportunities are not realized in actual teaching practice. The school requires new approaches to solving the problem of continuity that helps the successful solution of the tasks of continuing education in Ukraine in the early stages, in pre-school and elementary school. So, to ensure continuity in the pre-school and primary school, forming the foundations of value attitude to their own health of children 6-7 years of life, teachers should:

- 1) Use the content of the training material, structure and use according to age and individual abilities of children with different levels of physical and mental fitness;
- 2) Provide educational, educational, developmental and health orientation of the educational process;
- 3) Be available to familiarize the children with the concepts of "value", "health", "valuable relations", "health promotion means" to deepen their content;
- 4) Have the ability to shape and improve children following a healthy lifestyle, strengthen health in various ways;
- 5) Familiarize the children with the elements of self-defense and of general and special exercises to develop persistence and physical qualities (speed, strength, agility, endurance, flexibility, coordination, balance, eyes) preschool and primary school age;
- 6) Form a movement and skills in the various forms of sports and recreation activities.

3. CONCLUSIONS

Therefore, the analysis of the scientific literature on this issue has shown that to ensure the effectiveness of continuity in the formation of value attitude to health of children 6-7 years of life is important to adhere to certain conditions. Cooperation should be long and indissoluble; work should be systematic and planned; goal should be comprehensive and integrated.

If pre-school education has changed qualitatively in terms of understanding the purpose of preparing the child for school age and realize its capabilities in the sixth year of life, even elementary school cannot remain within the old notions of resistance only to subject their willingness to shred the students to learn. It is necessary to create conditions for further full development of preschool age in the elementary school and at the same time to form milestones of primary school age such as a leading educational activity that will promote valuable attitude to their own health.

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Печка Лариса. Наступність в роботі дошкільного навчального закладу і початкової школи в реалізації змісту формування основ ціннісного ставлення особистості до власного здоров'я. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 106–113.

У статті висвітлено результати теоретичного аналізу наступності в роботі дошкільного навчального закладу і початкової школи в реалізації змісту формування основ ціннісного ставлення особистості до власного здоров'я. Розкрито педагогічні теорії науковців щодо вивчення проблеми наступності. Для глибини наукового аналізу і практичного упровадження досліджуваного процесу акцент ставиться на визначенні наукових аспектів для формування у дітей здорового способу життя.

Ключові слова: наступність, діти, ціннісне ставлення, власне здоров'я, анатомо-фізіологічний аспект, психолого-педагогічний аспект, педагогічно-організаційний аспект.