

“To be ready for school does not mean to be able to read, write and count. To be ready for school is to be ready to learn all this. ”

Doctor of Psychology,
Leonid Abramovich Wegner

Psychological readiness of a preschooler to school learning

Director of the branch of the
Center of Excellence in Karaganda
Surnachyova Olga

Implementation of updating the content of education in the organization of education and upbringing of Republic of Kazakhstan



Readiness of children for school

- this is such a level of a child's physical, psychological and social level of development that is necessary for the successful mastering of the school curriculum without harming his health.



Psychologically not ready for school child

Takes little initiative

Having difficulty communicating with adults and peers about learning tasks

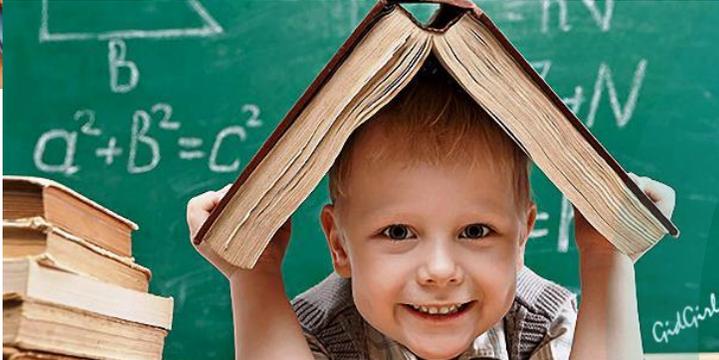
Cannot enter general classroom mode

Tends to template actions and decisions



Cannot concentrate on the lesson, often distracted

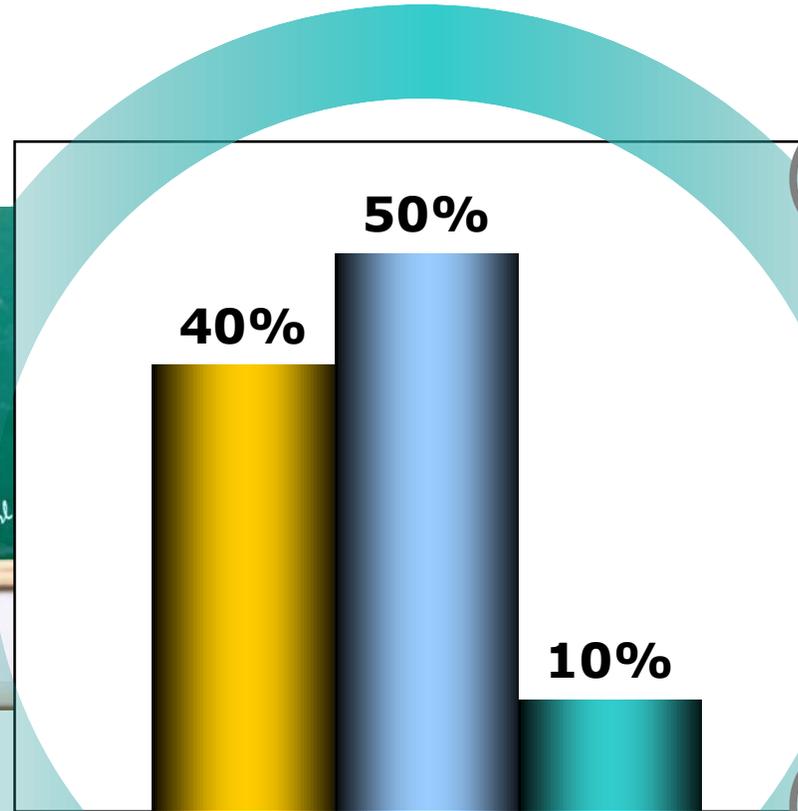
Psychological readiness for school education



97% ВЗРОСЛЫХ НЕ МОГУТ ПРОЙТИ ЭТОТ

ЭЛЕМЕНТАРНЫЙ ТЕСТ

(20 вопросов)



■ low level of readiness
■ medium level of readiness
■ high level of readiness

children have a narrow circle of ideas about surrounding objects and phenomena

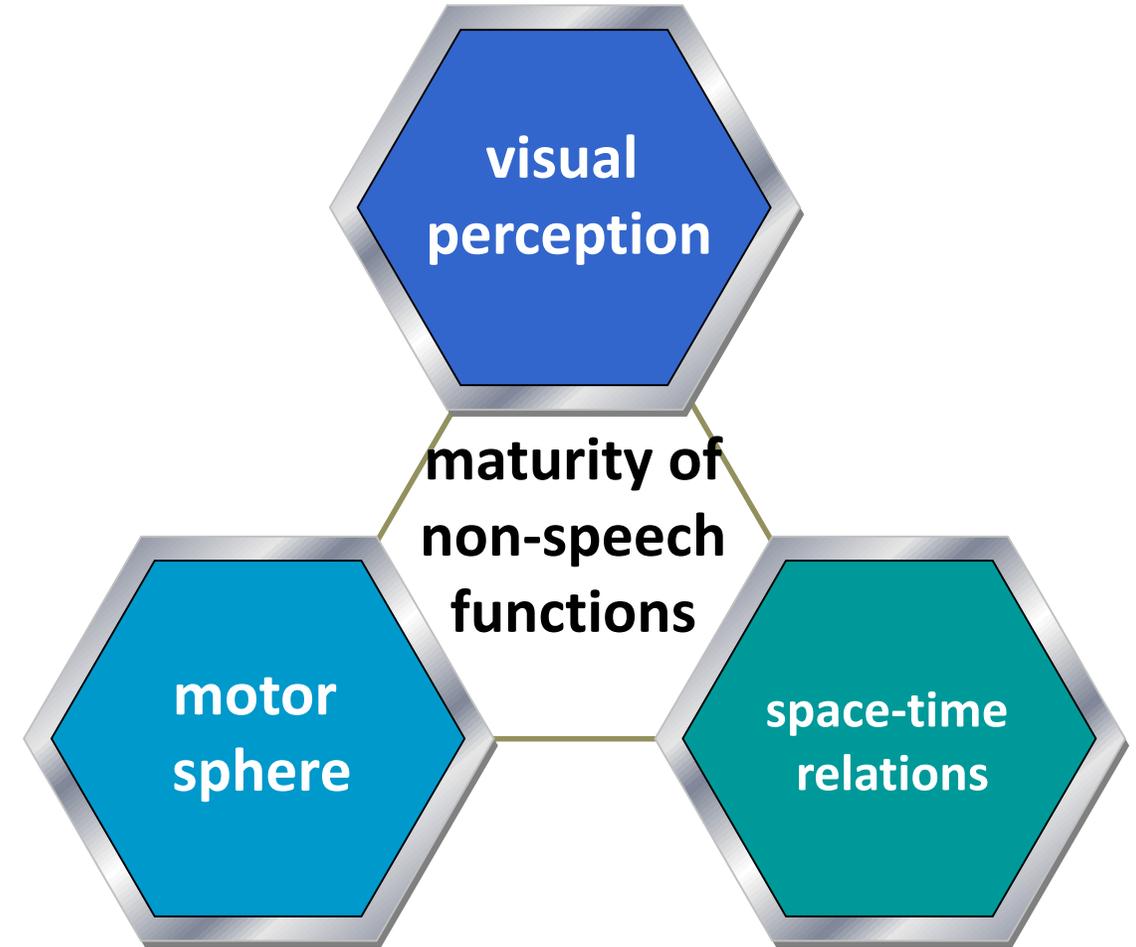
poorly solve mental problems

inner speech suffers

have difficulty in planning, self-regulation

no objective assessment: often children overestimate themselves

Psychological maturity provides for the readiness of the main mental and psychological spheres of the child



R.G.Lutskina, A-1996 y

Intellectual readiness

By the age of 5-6, the child should know:



- his address and the name of the city where he lives;
- name of the country and its capital;
- the names and patronymics of their parents, information about the places of parents' work;
- the seasons and their sequence and main signs;
- the names of months, days of the week;
- main types of trees and flowers;
- He should be able to distinguish between domestic and wild animals, understand that grandmother is the mother of his father or mothers. In other words, he should be guided in time, space and his immediate environment.

Ability to study at school

accept adult assignment

A

recognize and remember him

B

to be guided in work by instructions of the adult

C

be able to correct errors during the course of the assignment

D

adequately assess the results of its activities

E

adequately assess the results of the activities of the partner

F

"School readiness"

- An approximate definition of school maturity

- In-depth psychological and pedagogical examination.

3 blocks for determining the level of readiness for learning

Methods of psychologist R.S. Nemova, R.G. Lutskina, J. Piaget and other famous researchers

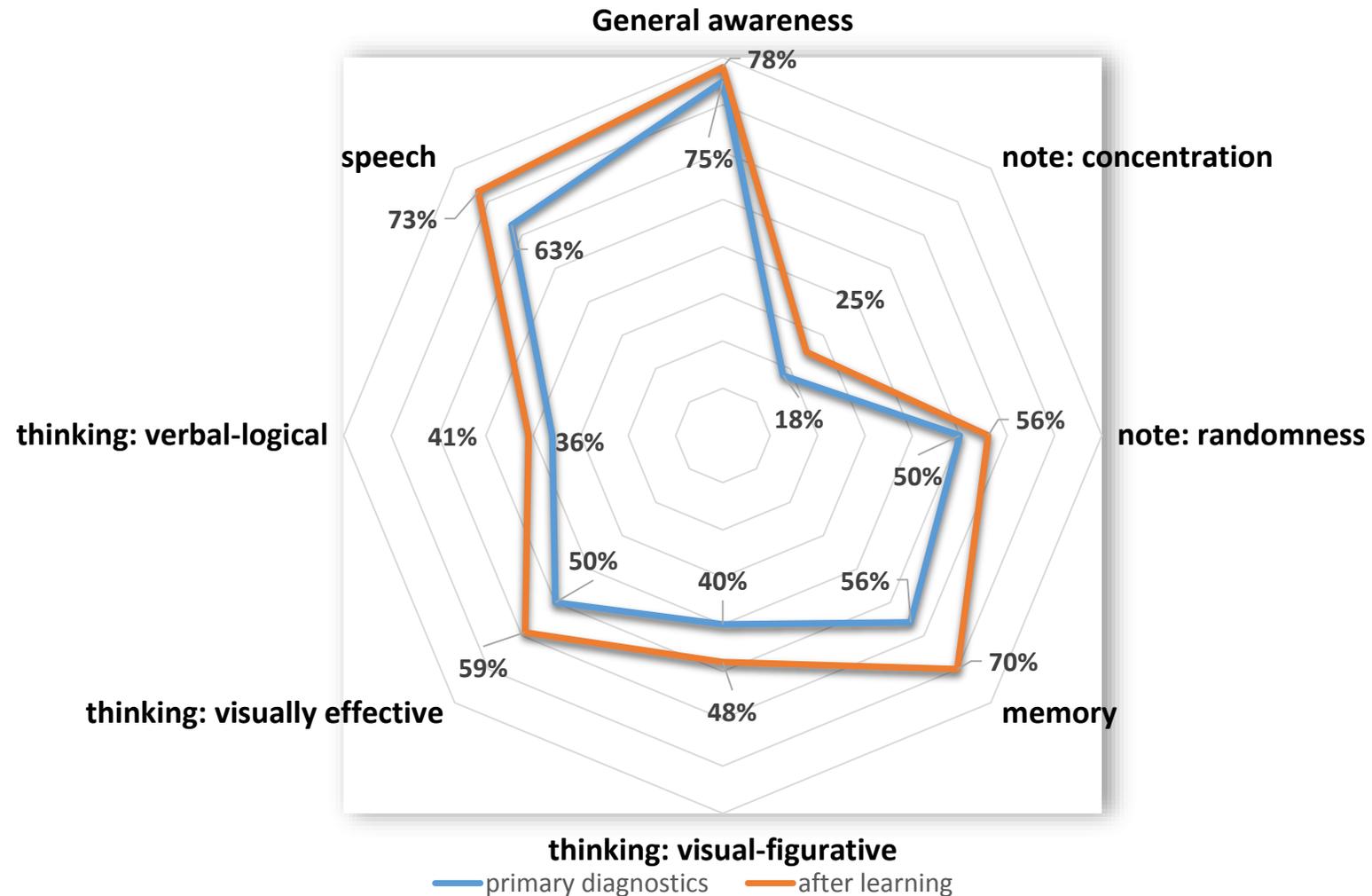
STUDENT'S READINESS TO STUDY



I. Mental maturity	II. <u>Strong-willed maturity</u>	III. Maturity of non-speech functions
<p>1. <u>General awareness</u></p> <p>2. <u>Attention</u> Scattered Focused -random -after-random -involuntary</p> <p>3. <u>Memory</u> By the participation of analyzers (auditory, visual, motor tactile) By retention time (long-term, short-term or operational) processing quality (semantic, mechanical)</p> <p>4. <u>Thinking</u> - clearly shaped - clearly effective - verbal-logical or conceptual abstract</p> <p>5. <u>Speech</u> - phonetics - lexis - grammar formation - prosodic speech (<u>intonational side of speech</u>) </p>	<p>1. <u>Motivational maturity</u> - <u>game</u> - <u>estimated</u></p> <p>-educational -social</p> <p>3. <u>Social maturity</u></p> <p>4. <u>Self-regulation</u></p> <p>5. <u>Self-assessment</u></p> <p>6. <u>Self-control</u></p>	<p>-visual perception - motor sphere - spatial orientation</p> <p>1. orientation in a small space</p> <p>2. body diagram</p> <p>3. <u>decentration</u> (the ability to represent oneself in the position of another)</p> <p>4. <u>time concepts</u> (second, minute, day, night, day, week, month, year, seasons)</p>

Readiness for learning: diagnostics

Development of monitoring

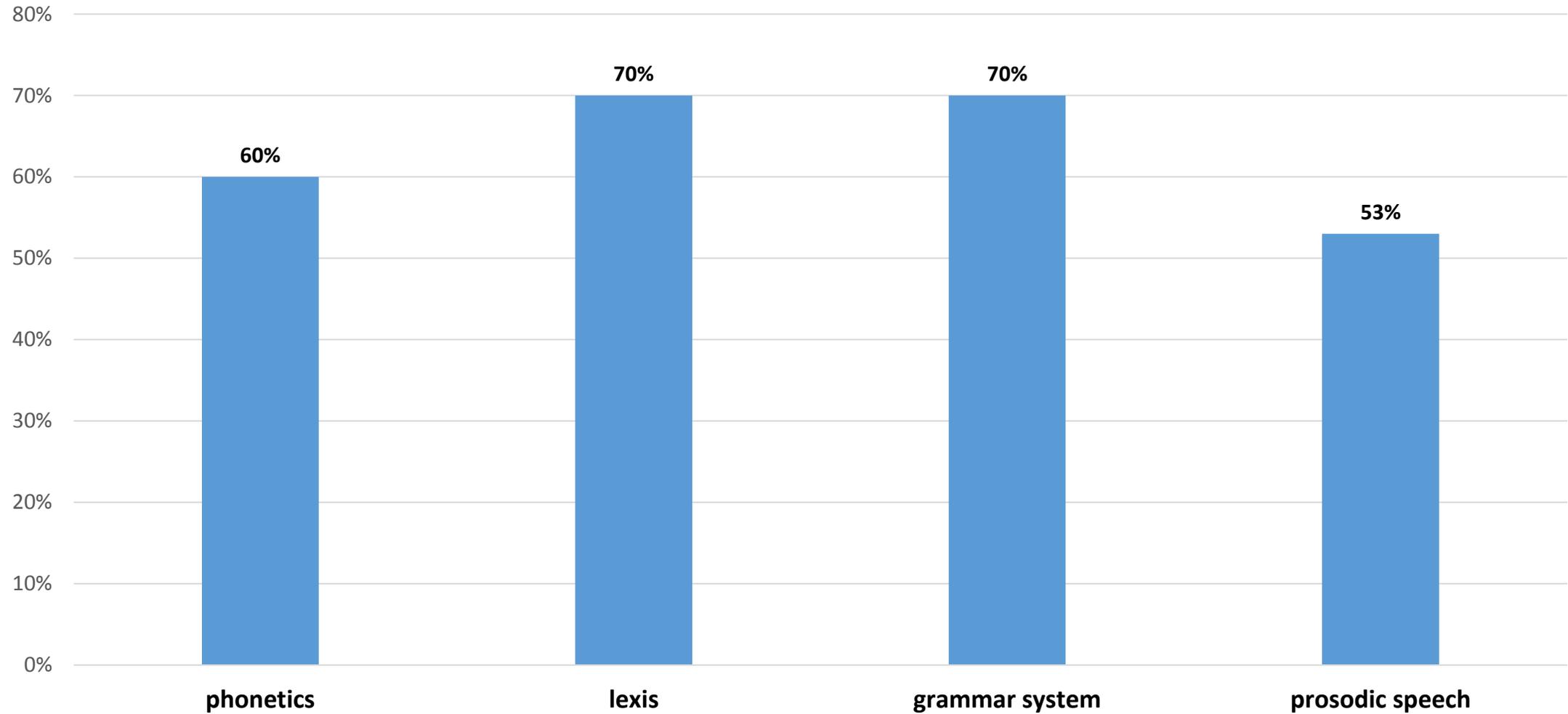


Individual trajectory of development

Directions	Result of diagnostic	Recommended exercises
General awareness	75%	
note: concentration	18%	The method "Find and cross out" R. S. Nemov
note: randomness	50%	The method "Remember and dot"
memory	56%	
thinking: visual-figurative	40%	The method "Nonsense» The method "Divide into groups»
thinking: visually effective	50%	The method "Circle the outline" The method "Go through the maze"
thinking: verbal-logical	36%	The method "Finish the sentence"
speech	63%	Theatrical activity Role reading

Speech: diagnostics

Aspects of speech development



Test conversation “Identification of a circle of common interests”

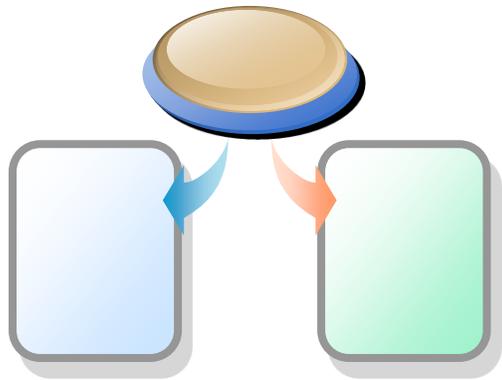
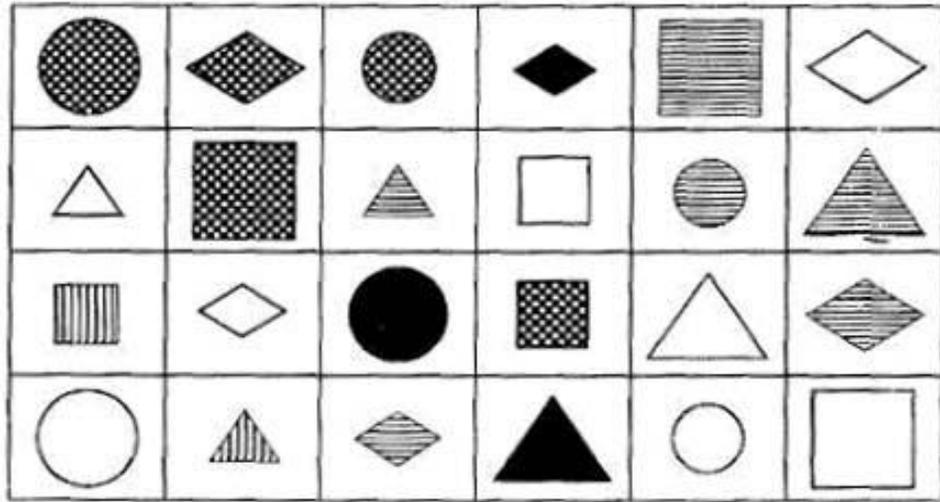
1. Say your surname, name, patronymic
2. Say your mother’s (father’s) surname, name, patronymic
3. Where is your mother work? (your father?)
4. Where do you live? What is your home address?
5. Who will you be when you grow up: uncle or aunt?
6. Do you have a sister (brother)? Who is older?
7. How old are you? And how much will be in a year? After two years?
8. Is it morning or evening? (day)?
9. When do you have breakfast, in the evening or in the morning?
10. What time of year is winter, spring, summer or autumn?
11. When can we go sledding in winter or summer?



Block 1. Mental maturity. **1. General awareness**

School-mature children are those who scored a total of 24-29 points; medium-mature-20-24 points; children with 15-20 points are considered unprepared for schooling.

"Divide into groups" method



Evaluation of the results

10 points - the child selected all groups of figures in less than 2 minutes. 8-9 points - the child selected all groups of figures for a time from 2.0 to 2.5 minutes.

6-7 points - the child selected all groups of figures for a time from 2.5 to 3.0 minutes.

4-5 points - in 3 minutes the child managed to name only from 5 to 7 groups of figures.

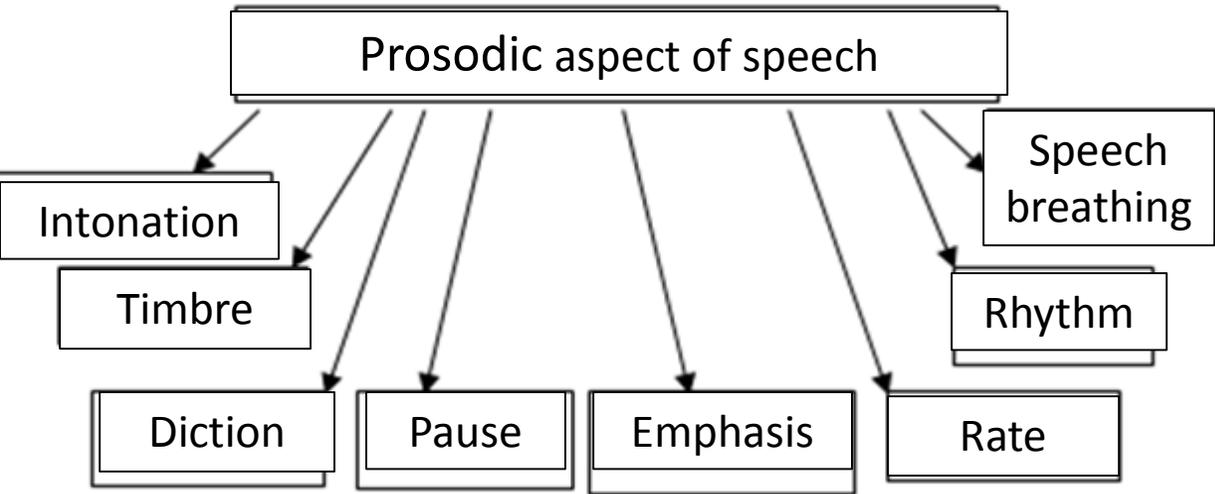
2-3 points - in 3 minutes the child managed to distinguish only from 2 to 3 groups of figures.

0-1 point - in 3 minutes the child managed to isolate no more than one group of figures.

Block 1. Mental maturity.

4. Thinking

Method. The definition of active vocabulary



The child is invited to any picture that depicts people and various objects (for example, one that is shown in Fig. 55). He is asked within 5 minutes to tell in more detail about what is depicted and what is happening in this picture.

The child's speech is recorded in a special protocol, the form of which is given in table 7, and then analyzed. In this protocol, the frequency of the child's use of various parts of speech, complex sentences with unions and introductory structures is noted, which indicates the level of development of his speech. During the psychodiagnostic experiment, all these signs included in the protocol form are noted in its right part.

Method. Self-regulation

The examinee is offered task: “On this sheet is given a sample of writing sticks: | - || - ||| - | etc. Continue writing sticks, observing the following rules:

write sticks and dashes in the same sequence;
correctly transfer them from one line to another;
do not write in the margins;
write not in every line, but through one.”

The task takes 5 minutes to complete.



The fourth level of self-regulation is that the child accepts only a small part of the instruction, but almost immediately loses it completely. He does not notice errors, does not correct them, does not use time to verify the correctness of the task. After completing the task, the work is ignored. The quality of the work performed is indifferent.

The fifth level of self-regulation - the child does not accept the task at all. He simply does not understand that he is faced with a task. In the best case, from the instructions he catches only what needs to be done with a pencil and paper. Used without fields and strings.

Each level is evaluated on a five-point system. The first level is 5 points, and the next ones are one point lower.

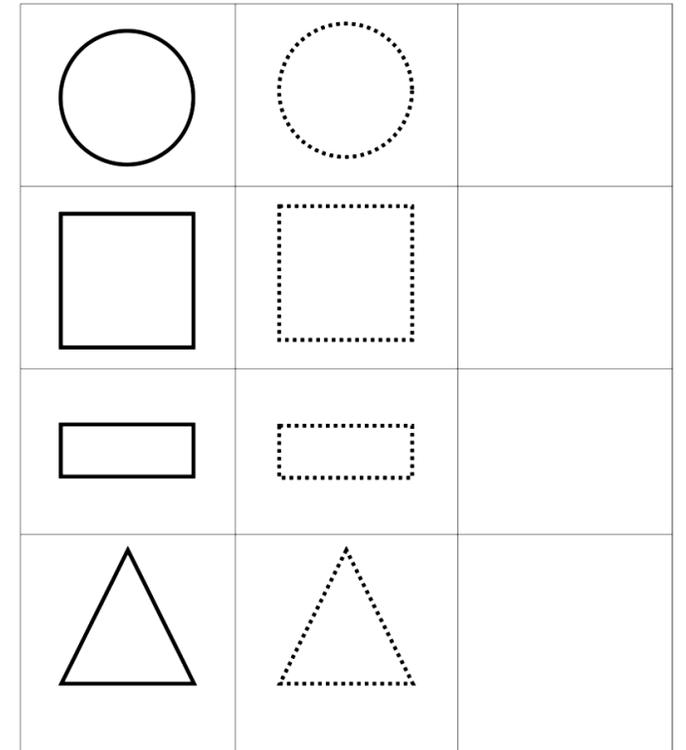
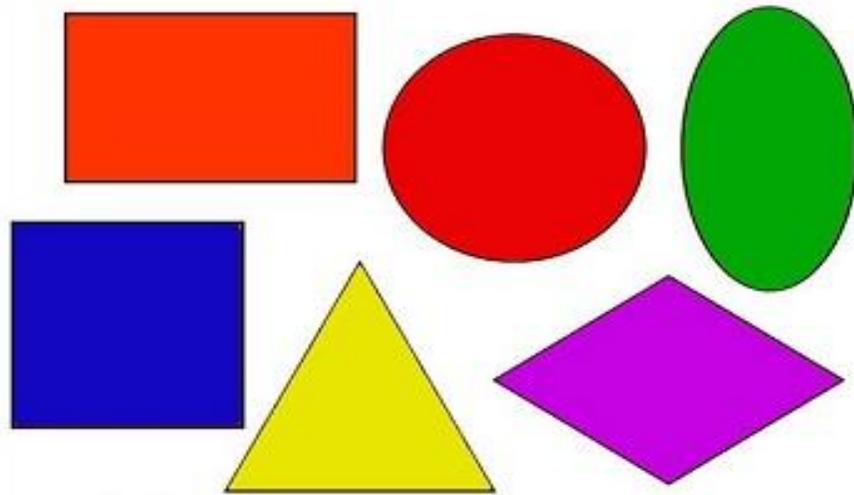
Children. Those entering the first classes of secondary schools, as a rule, have a 3-4 level of self-regulation. And, only a few own 2-3 levels.

Block 2. Strong-willed maturity.

4. Self-regulation

Method. Exercise for the development of perception of geometric shapes.

The child is invited to a drawing with the image of various geometric shapes. The adult asks to name the figures that the child knows. Then the child is invited to draw the figures that the adult will call (circle, square, rectangle, triangle, etc.)



Student's readiness to learning



the child's formation of a trend of socially significant and socially assessed activity, a tendency to a new social position

Motives of learning

L.I. Bozhovich, 1972

Broad **social motives for learning**, or motives associated with "the needs of the child in communicating with other people, in their assessment and approval, with the student's desires to take a certain place in the system of public relations accessible to him."

Motives related directly to educational activities, or "**cognitive interests** of children, the need for intellectual activity and the acquisition of new skills, knowledge and skills"

Student's readiness to learning

Babaeva T.I.

The central moment determining the new situation of development of a child entering school is the change in his place in society, in the system of social relations. When a child enters school, for the first time, he bears independent responsibility for the actions he performs.

Dubrovina I. V., 1998

Talking about readiness for school, we are talking about a set of qualities, intellectual, emotional and volitional, social and physical, acquired by the child in the process of social and personal development in preschool age.

- transition to the understanding of concepts,
functional literacy development