

THE PSYCHO-PEDAGOGICAL CONDITIONS FOR SUCCESSFUL TRANSITION

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A Future study that deals with the transition from kindergarten to elementary school, and investigates the psycho-pedagogical conditions for the child's adjustment to school in the wide sense of the social, emotional, motor, and academic maturity and readiness.

Keywords: *attention, special needs, younger children, comparison, function gap.*

CONDIȚIILE PSIHOPEDAGOGICE PENTRU O TRANZIȚIE DE SUCCES

Un viitor studiu care se ocupă cu trecerea de la grădiniță la școala elementară și investighează condițiile psihopedagogice de adaptare a copilului la școală, din punct de vedere social, emoțional, de maturitate și pregătire școlară.

Cuvinte-cheie: *atenție, nevoi speciale, comparație, decalaj funcțional.*

A mixed research that checks empirically the quality of last third of the year born children's adjustment to school frame. The research examine the learning maturity, the readiness to school, the degree of child's proximity to his age normative function, the degree of compatibility to the new school frame and the degree of compatibility of the system to the children's needs. The intention is to compare between children of the same class, defined to be the same age, children learning in one class, naturally there is a chronological and functional gap between the children; this gap will be prominent especially between the last third of the year born children and other children in class. The research has two **main targets** - to expend and establish the importance of the transition from kindergarten to primary school - To check the broad sense of maturity and the conditions required for the child to be able to study.

The research examines to what extent younger children differ from the normative functioning that is needed for succeeding at school versus children who were born in the first third of the year, i.e., January, February and March. The focus is on the influence of chronological age on maturity in a wide and comprehensive sense.

There is disagreement about the influence of age on readiness for learning, and there is no record of empirical research on this issue. The current research contributes to the knowledge about the conditions for adjustment at school among kindergarten children, and it allocates the psycho-pedagogical conditions which predict their success in first grade, and it would be a basis for further researches about adjusting to school. In addition the research examines the conditions for adjustment in the Arab sector in Israel, since this population is defined as a weak population in a low-medium socio-economic status, and the environment is characterized as poor. Therefore, maybe both familial and environmental conditions are not ideal for promoting readiness and adjustment to formal education at school, and the effect of age may be a significant factor.

The main questions of the research are - Will pre-school children, who were born on the last third of the year, be prepared to school at the end of the year? - What are the components of adaptation and readiness for 1st grade? - Is the age difference between the last third of the year born children and the other children significant? - Is there a need of more intervention and support to the research population? - Does the transition to 1st grade causes more risks, fears and question marks for children who were born in the last third of the year? What is the influence of age entering school and starting formal education?

Research population: - kindergarten children, 1st grade children, - the method is collecting data through questionnaires to teachers and parents. In addition to the experiment of two experimental groups: one of children who was born in the last third of the year and the second group of children who was born on the first months of the year.

The comparison is done between two groups. The experiment group consists of the younger children, and the control group consists of the older children.

Experiment group: The younger children in the class, who were born in the first third of the year.

Control group: Older children in the class, who were born in the last third of the year.

The main claim is that the older children of the class would have a higher readiness for school, in emotional, social, and academic level comparing to the younger classmates who start school in a younger age.

The central assumption is that the younger children in their class may be too young for formal learning. Therefore they need more attention and educational interference in helping them integrate and go through this critical period of beginning learning at school. The research pays special attention to the teacher as well as to the parents and the educational institution.

The research examines thoroughly the psycho-pedagogical conditions in a wide scope. Recent researches focused on the cognitive aspect of academic achievements, but in recent years more attention is directed to the emotional, social and physical aspects.

It should be noted that immaturity and insufficient readiness is a common problem in kindergarten children. The reasons for this immaturity are diverse and may include emotional, mental, behavioral or physical immaturity that may be a result of many factors. The goal of this work is to check whether age is a significant factor directly related to readiness to school, therefore it is important to diagnose unprepared and immature children before they enter school. A child that start his studies at elementary school before he is mature for formal studies may suffer tension, frustration and failure experience, that is an experience of inability which may influence the child and make his condition worse.

The research focuses on the age variable as an influencing factor of social, emotional and academic readiness by using a technique of comparing between the younger children and the older ones in class. The comparison is between children who were born in the first third of the year, which is in the months of January, February and March, versus those who were born in the last third, which is in October, November and December, aims to deepen the insights between the chronological age and academic, social and emotional readiness in order to provide an empirical basis and a practical answer for the educational institution.

The younger children in the class - The main assumption is that the younger children in the class may be too young for formal learning. Therefore they need more attention and educational interference in helping them integrate and go through this critical period of beginning learning at school. The research pays special attention to the teacher as well as the parents and the educational institution - examines thoroughly the psycho-pedagogical conditions in a wide scope. Recent researches focused on the cognitive aspect of academic achievements, but in recent years more attention is directed to the emotional, social and physical aspects. The current research aims to deepen the insights between the chronological age and academic, social and emotional readiness in order to provide an empirical basis and a practical answer for the educational institution.

Children go to school at the age of six years old - when it is assumed that all children arrive to a physical, emotional, social, sense-motor and cognitive maturity, which enable them to start formal studies at school, There is an age gap which is also a functioning gap among children of the same class, The influence of age is more significant to be ready to learn and to adjustment in school life [1, p. 294-304; 2; 3,p. 39-60].

This research is first of its kind and has importance and theoretical and practical implications. The research's result contributes a great contribution to promoting knowledge in the subject of maturity and readiness among children at the beginning of their formal studies. This research has a great contribution in understanding the practical insights and its implications on child's success at school at advanced ages, it is also brightens the matter of delaying the child an additional year in kindergarten, a delay that consider to be a solution for improving the readiness and maturity. Delaying the child an additional year in kindergarten may be the solution or rise problems, therefore, there is a place for accurate evaluation and more efficient success prediction that will meet the system's needs as this research does. This research will bring a brighter picture for exact prediction, because mistaken prediction and a delay of a child in kindergarten with no accurate based evaluation may cause the child an emotional, social and motivational damage, therefore, there is a great importance for higher predictive validity evaluation. Higher than the evaluation used today in the professional aspect and in the public aspect.

The research include two different par

* **Quantitative** – with the kindergarten teacher's evaluation, the kindergarten teachers evaluating the children are the regular teachers in the kindergarten, Arab teachers, the kindergarten teachers received the questionnaire they had to fill about the children in the experiment group and children of the control group. The questionnaire was given to pre-school kindergarten assuming that the children's achievements in first grade may be predicted before they enter school based on the kindergarten teacher evaluation about their readiness and the age index of the child.

* **Qualitative** – with the parents' evaluation, Parents that had the experience of getting a young child, which was born on the last months of the year, enter school during the last two years. Parents who experien-

ced the situation of having their child enter school while he is younger than the children in his class. The parents of the younger children in class answered questions about their positions and opinion about the experience of starting the way in school while the child is relatively young and enter soon into school.

The Uniqueness of the Research

- **Age as a main variable**, the importance of checking the age factor is a lack of researches checking directly the influence of age. The researcher justify putting the child's age when entering school as main variable in the fact that entering too early to school may harm the child's developmental processes. It may have future influence on child's immediate success and his cognitive, social and emotional development in the long run.
- **Socio -Economic status**, the research population was selected out of population of low to medium socio-economic status in order to neutralize as possible the environmental element that may influence the research results.
- **The width of the term**, in all researches, the term of readiness was interpreted as academic readiness expressed in academic achievements and grades, although a lot of the researches declared about the wide definition and meaning of the term, but in the evaluation the academic issue was conspicuous.
- **The research population is** the youngest children at their age group going on first grade comparing to children in other countries. The special about the research population is that they are less than six years old unlike the theoretic consensus and policy, that a child is ready for formal studies at the age of six.
- **The research is a specific** reply to common dilemma in the empiric, public, professional and familial axis.
- **The evaluation is diverse** and made by different related factors and has constant interaction with the children. Use of evaluation of kindergarten teachers and parents.
- **Diverse evaluation and tools** that may use to specific evaluation that will answer the questions and hypothesis and different aspects of the research hypothesis.

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