



CHILDREN'S PERSONAL READINESS FOR SCHOOL ACTIVITIES

Snezhana Vacheva

*KONSTANTIN PRES LAVSKI UNIVERSITY OF SHUMEN, SHUMEN 9712,
115, UNIVERSITETSKA STR.*

e-mail: snezhana_vacheva@abv.bg

Abstract: *The paper dwells on the model of children's personal readiness for studying in school. A number of characteristic features regarding children's willingness are also discussed in the paper: child's interest in school activities; his/her readiness to become a student and occupy a new position in the society; children's personal drive for taking part in school activities; adopting studying skills; a level of social communication; a number of personal characteristic features, etc.*

Key words: *children's personal, studying in school.*

The moment when a child enters the school building is considered a crucial moment in his/her life. The child since his/her early years has been prepared for school in the family surroundings and in kindergarten. One of the main tasks of pre-school institution is to prepare children for school which is realized in several aspects: intellectual, physical and personal. Special efforts have been made in recent years so that children could adopt specific intellectual preparation for entering the school institution. As a result of this the tasks activities. This, however, cannot guarantee the overall motivation of the children to study. It is of crucial importance for children to possess a high level of personal development. And this is one of the main reason

regarding the development of child's personal yields precedence to cognitive tasks which are carried out in educational situations. The educational tasks were not appreciated properly which turned to be the reason why the first-graders found it hard to adapt to the school life and lag behind in their studies. The moment when children enter the school institution is a hard period in their life. Though it cannot be denied that among first-graders there are students who have sufficiently good intellectual willingness for school why the problem concerning personal readiness is extremely up-to-date.

Bure P., Repina T. Antonovaa T and others consider that personal willingness for school activities becomes explicit in arbitrariness of

behavior, in society formation, in self-evaluation and motivation for studying [5,99].

Babaeva T. expands the framework of the personal model of children's willingness for school activities as she includes certain parameters related to child's willingness to go to school and occupy a new 'social position' in the society; with child's moral and emotional development, with his/her ability to perform their own self-evaluation, etc. [1,24].

The personal readiness for school is obvious in child's interest in school, in their desire to become students, to change their social status, in their drive for participating in school affairs; in their attitude toward teachers, the other children and themselves. Important constructive elements can be also the sufficiently high level of cognitive, social and volitional progress. In that way the child can easily learn and adopt the lessons and educational material, to keep the school rules and communicate with others, also to easily adapt to the new conditions and circumstances.

The child starts being interested in school activities since his/her early age. This interest turns to be even more complicated in kindergarten. The teachers in pre-school institutions start to develop and form a right view and understanding of what school actually is. Accordingly various forms of cooperation are held between kindergarten and school; mutual pedagogical meetings, mutual lesson monitoring in school and

educational situations in kindergarten, parents' meetings, visits to school by the children in pre-school groups, mutual holiday preparations, mutual visits to puppet theatre shows, and some others.

The various forms of cooperation between kindergarten and school actually provide the motivational readiness of the children for school activities as children from pre-school groups not only get acquainted with the school surrounding but they also get an idea of what the educational process and the schools rules tend to be. During these mutual visits and meetings children get acquainted with their future primary teachers. When studying in kindergartens children can accumulate knowledge for their future school life. What's more, educational situations are carried out in pre-school groups/classes connected to school activities. In that way children can acquire a better picture of what school life is. Children consider the school institution as a symbol of maturity, a kind of possibility to step into another age group, but they also consider school a place where they will obtain knowledge and skills. Bozhovich L. states that children of pre-school age are attracted by school not because it is a place where they can adopt new knowledge, but because it is an institution where they can exercise "serious, socially valuable and socially worthy activities" [3,129].

Children cannot become interested in school activities without their parents' support and

cooperation. The family itself creates children's interest in school and educational process. The family establishes the positive attitude towards school through a number of mutual activities: watching educational TV programmes connected to school institution; reading fiction books about school; listening to different stories about parents' school life; participating in school events where the elder brothers and sisters study.

It is a wrong practice some parents exercise to create a negative attitude towards school as they tend to threaten their children with duties they will have in school and teacher's high requirements. In that respect the kindergarten pedagogues have to hold different parents' meetings in order to explain and clarify what exactly children's preparation for school stands for and what the role of the positive attitude towards school is so that children could easily adapt to the new educational surroundings. On the basis of the real concept of the school institution which children will attend in the future, the right attitude towards everything connected to school is established.

School preparatory work comprises activities related to the process of formation of specific attitudes which will provoke exact readiness and willingness so that children could accept and adopt their new social role and exactly – the role of being students. Those children who have not attended a preparatory class enter an educational institution of new type. The latter along with the rest of

the first-graders find themselves in a new group of children – school boys and girls. In most cases they do not know their classmates and teachers. They make new friends and create new relationships. They change their lifestyle. Along with the new rights they adopt they obtain also new obligations and duties. Their rights become explicit in the fact that people around them have to comply with children's new duties and create favourable conditions for their fulfillment. The main students' duties are connected to the educational process which is of social importance in its form and content. The students themselves have to fulfill his/her obligations to study and prepare their lessons adequately and be responsible for the results before their teachers, parents and society. Their success depends not only on their intellectual level but also on their motives for studying. According to a number of psychologists and pedagogues the motives are divided into two main groups: social and cognitive. Social motives refer to the children's needs to communicate with other people, in the possibility to take part in socially useful events and activities, in adopting the new status – of being a student who has new responsibilities and duties, in their willingness to end the school year successfully and get a positive assessment for their work by their parents and teachers.

The cognitive motives are connected to children's concept of school as a place where they can get new knowledge, habits and skills and

where they will overcome certain difficult situations.

Bozhovich L. and her associates examining the motives for studying found out that students are attracted by student's stuff such as backpacks, textbooks, notebooks, etc. According to the scholars they do not take a central position in student's drive for studying in school. Unlike school girls and school boys a great number of pre-school children state that their motives for studying come from the fact that they will have new possessions.

Bozhovich L. and Elkonin D. dwell on moral motives which they consider a new type of educational process which persuade children to take up school work.

Success in school does not only come from the cluster of motives students have, but also from the development of their cognitive needs when adopting new skills and habits. Studying in pre-school institutions establish certain conditions which help students develop: new skills in completing different educational exercises and tasks, to oversee the activities necessary to fulfill these tasks, to relate the tasks to specific results, to make assessments and self-assessment, control and self-control.

The first-grader should not only study adequately but also keep the rules and order in school. This extensively determines his/her relationship with the other people. According to Venger L. and Kravtsov G. the basic vital relationships which determine the personal readiness for

studying could be conventionally divided into three groups: towards adults; towards the children of their age; towards themselves" [2, 95].

The child will successfully perform his/her role as a student if they have positive attitude towards the teacher himself. The children should properly understand and realize what the position and rank of the teacher as a professional is. Children should also comply with teacher's requirements and should behave accordingly.

Personal readiness of the child for studying is related to his/her needs and abilities to communicate with the children of the same age. From the very moment of entering the kindergarten the child faces a great number of other children that he/she is necessary to communicate and cooperate with. The child is gradually adopting the moral norms and rules of behavior which helps him/her easily orient in positive and negative relationships among children. The first-grader should also orient in the diverse relationships which he/she establishes in class.

His/her successful learning process depends on the abilities to work cooperatively with the other students, to comply with their wants, not to impose his/her own wills but to coordinate his/her actions with the others and also help them when it is needed. Apart from these skills the child should possess a number of extra personal qualities: humanity, empathy, sympathy, justice, frankness and others which will help him/her become part of the class. In order to

be in good terms with the children of his/her age it is essential for the students to realize their own importance in cases when there is a common task to be fulfilled; to be able adequately to assess the others' results and accept their assessment too; to pinpoint the others' drawbacks attentively without hurting and abusing them.

It is especially important for children to be able to enjoy the successes of their classmates. According to Penevska L., Markova T. and Nechaeva V. this special quality is rather hard to master compared to some other qualities such as sympathy and empathy since it requires a deep understanding of the other person's mental and physical state, not to get envious and selfish in specific situations. There are some other personal qualities which students should possess so that positive relationships be established among children. These qualities are: optimism, joyfulness, sense of humour, initiative, an open interest in cognitive processes when

studying, eagerness in group activities [4, 42]. The presence of all these qualities help the first-graders easily adapt to the school environment and educational work and activities.

An essential criterion for children's readiness is their attitude towards themselves. The new way of living requires that the child

should not only possess diverse skills and qualities, which will help him/her make positive relationships with the teachers and the other children in the class but will also help them assess objectively their own work and results.

Child's readiness for studying asks for additional moral qualities and criteria: self-dependence, self-organizational skills; self-discipline and responsibility. The child own ability to cope with the tasks him/herself, to organize his/her activities in order to complete the tasks, to show self-discipline and responsibility in class help him acquire successfully the new material and educational stuff.

Personal readiness becomes explicit on a certain level of the development of the will power behavior of the children. In that respect essential components are the willpower efforts of the child to fulfill his ambitions, to complete not only interesting tasks and drills but boring and unappealing ones as well.

The moment when the child enters the school institution is a vital one in the child's life. In order to adapt to the new surrounding easily and painlessly, the child should be ready to study. An important criterion is the personal readiness which comes as a result of the parents and teachers' efforts in pre-school institutions which aim to form and build the personality of the future first-grader.

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