

PEDAGOGY IN KINDERGARTEN AND ITS INFLUENCE TO THE CHILDREN

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Annotation: The article considers the influence of education received in kindergarten on the success of primary school students in the assessments of students' parents. The relevance of the undertaken research is explained by the need to comprehend the family factor in the educational process at the early stages of personality development. The following issues are discussed: family ideas about the educational success of primary school students, the relationship between choosing a school and attending a kindergarten, and the involvement of parents in preschool and primary school education of children. In the empirical part of the study, 40 informal interviews were conducted with informants whose children studied in public and private kindergartens. The author presents a comparative analysis of parental assessments of the effectiveness of preschool education. When studying the interviews, domestic computer programs for processing unstructured texts were used.

Keywords: preschool education; public and private kindergarten; choice of school; educational success at school; elementary school students; academic performance; family; parental ratings; informal interview; analysis computer programs texts.

The educational success of children in primary school depends on many external and internal factors. According to experts, the formation of intellectual, communicative and psychological skills plays the main role. The family and preschool educational institutions are considered to be the main agents of educational socialization of a child at preschool age. Effective interaction between parents and teachers Kindergarten creates motivation for learning and provides quality preparation for school. It is important to study the attitude of parents to the skills and knowledge acquired by the child in the system of preschool education. Such an approach will clarify the role of the family as a subject of the educational process at an early stage of personality development.

The purpose of the undertaken study is to analyze the opinions of parents of students on whether and how exactly the received preschool education influences the success of children in primary school. Among the issues of the scientific project are the criteria for the success of education in the representation of families, the connection between the received preschool education and the choice of school, the type involvement of parents in pre-school and primary school education of children.

The texts of the interviews with the families of the students were very interesting and contained a variety of information. The article will analyze several thematic blocks in accordance with the research questions posed. Majority informants - 36 out of 40 - are considered the main indicator of a child's success in school academic performance: "My parents were only interested in my grades at school, and I also ask my daughter about them. I carefully study the electronic diary, because not all marks fall into the paper one. I calculate the average score for the quarter". Three out of 40 informants worry only about the progress of their children. The rest appreciate overall success in school.

Other success criteria parents name are positive communication with classmates, the appearance of school friends, good relations with the teacher, participation in intellectual Olympiads and competitions, attending school circles, especially sports. Nine informants said that a successful student

is one who enjoys or goes to school every day without much irritation: “My first child did well in school, but suffered so much when he went to school that he drove us into despair. The second daughter is a good student, there are more fours than fives, but she gets up easily in the morning, is never late and goes to school in a cheerful mood. She arrives early, half an hour before the call, in order to be on time play with classmates. For me, this daughter's mood is even more important than her grades. It means that everything is all right with her at school”.

Opinions about the impact of kindergarten attendance on school success were divided into several groups. As expected, the position of the parents strongly correlated with the type of preschool educational institution in which the elementary school student studied. Among the families who chose a non-state kindergarten, only one person out of twelve denied the positive effects of the education they received: “We hoped that the kindergarten would help us, but, apparently, we gave it away too late, a year before school. Before that, the child sat at home and watched cartoons. He studied at the beginning of the triple, now in the seventh grade, he also studies with two for three”. As we can see, in this case the informant tends to conclude that education in the nursery turned out to be useless due to the late inclusion in the system of preschool education.

Other parents who sent their children to a non-state kindergarten assess the impact of the educational resource received as high and very high, which is consistent with the findings of other studies. Informants list the advantages of studying in a private preschool educational institution, explain the reasons for choosing this type of institution. Among the significant motives are the availability of placement in a non-state kindergarten, the territorial proximity of the kindergarten, the good financial situation of the family, the need for an individual approach to the child. But in the first place there are reasons related to the quality of education: “We didn't like the usual kindergartens where two older children went, so the third was sent to a commercial kindergarten. There were good reviews about him online and from our friends. He guaranteed the child's excellent studies at school, and with the elders we had to suffer a lot: both with mathematics and with the Russian language. I'm talking about English in general. And I was not mistaken, the child was perfectly prepared for school, and they put a hand, and taught to count. So he is not an excellent student, of course, a boy, not a girl, but almost an excellent student, only two B's in the fourth grade”. The quality of education is the main request of parents to private preschool educational institutions.

In designing the study, it was hypothesized that a subset of interviews with parents whose children went to public kindergarten would be dominated by a negative answer to the question of whether the education received helped the child's studies in primary school. This assumption turned out to be wrong. None of the 24 informants considered kindergarten to be an insignificant factor in a child's life. The difference from the opinions of parents who chose a non-state preschool educational institution was that the assessments of the interviewees were below: “I myself went to this kindergarten, so I have known several teachers since childhood. I was well prepared for school and my daughter too. She has three fives in the second grade in a year, the rest are fours. But I am not a perfectionist”.

The choice of school is more correlated not with the type of preschool educational institution attended by the child, but with the degree of involvement of parents in preschool and primary school education of children. For the analysis of involvement, the classification proposed by Russian psychologists was used. They distinguish three styles parental participation in the education of children: parents-mentors, liberals and invisibles.

Moreover, families can change the way of educational socialization, taking into account the age of the child. In the array of interviews, “parents-mentors” prevailed in families that sent their child to a state educational institution: “My son went to free kindergarten. Good, with a pool, with speech therapy groups. We were engaged with a child on the instructions of a speech therapist. They took me to a psychologist at the age of 6 to learn to read. As a result, he reads faster and better than anyone in the

class. In the first grade, as if already in the third. I learned to write at school. We check the lessons, we explain everything. On weekends we take them to theaters and on excursions” (interview 8). Parents who have chosen a non-state kindergarten, for the most part, adhere to a more liberal style in teaching a child and expect to a strong education received in a private preschool educational institution. There were no “invisible” parents in the sample.

The choice of school depended on several factors, among which kindergarten attendance was not the main one. The territorial proximity of schools, the reputation of the first teacher, the profile of the school, reviews about the school of acquaintances and on the Internet, the type of parental involvement in preschool education of children, the socioeconomic status of the family, the number of children in the family, the ability to involve the grandmother to help with the child's studies in school.

As a result of the study, it was found that parents of schoolchildren highly appreciate the impact of education in kindergarten on the success of their children in primary school. Families who sent their child to a non-state kindergarten are especially positive about the pre-school education they receive. Parents consider academic performance to be the main indicator of educational success in elementary grades, important additional criteria are friendly relations with classmates, recognition of teacher authority, involvement in extracurricular school activities, effective participation in intellectual Olympiads, a good attitude of the child to school, expressed in the willingness to willingly go to lessons. The type of preschool educational institution, according to interviews with parents of students, does not influence the choice of school. The style of parental participation in preschool and early school education of children plays a decisive role.

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