



Implementation of The Technology: “Pedagogical Partnership of Pre-School and Primary Stages of Education”

O. Kovshar, M. Baditsa, K. Suiatynova

Abstract: *The main priority of modern pre-school education is to ensure the self-identification of individual, the spiritual formation of children, the interaction between family and social institutions. Continuity of education is recognized as its guiding principle, which is ensured through continuity of the contents and coordination of educational activities at different levels of education.*

“Continuity” as a pedagogical category is the interconnection of various stages of development, the essence of which is to restore and preserve at the new stage the elements and characteristics of the previous ones.

The pedagogical condition for the implementation of the principle of continuity of pre-school and primary stages of education is the technology of partner cooperation between the educators of pre-school educational institutions and primary school teachers.

Pedagogical partnership is a process of joint activity of a teacher-educator, pupils, parents, and teachers of primary school aimed at prevision of the result of educational and cognitive activity; it serves the interests of all parties and contributes to the needs of senior pre-school children; planning, control, correction and coordination of activities of educators and administration of a pre-school educational institution; primary school teachers and administration of secondary schools; the emergence of interpersonal relationships for the purpose of lytic transition and preparation of children of senior pre-school age for schooling. Due to the effective implementation of the principle of continuity of pre-school and primary education by means of pedagogical partnership, the processes of individual development of personality of a senior pre-school child, as well as gradual inclusion of a child in the system of personal and public relations, individual socialization, and the formation of life competence of preschoolers take place [1]-[3].

The purpose of the research is to substantiate the technology of pedagogical partnership between pre-school and primary stages of education in order to ensure the principle of continuity and also ensure the transition of senior pre-school children to the first-year educational process.

To achieve the purpose of the research, the following tasks were set:

1. To reveal the essence and structure of the concept of “pedagogical partnership between pre-school and primary stages of education”; to clarify the concept of “interaction”, “pedagogical interaction” in the context of the initiated research.

2. To investigate the experimental methodology of the technology of pedagogical partnership of pre-school and primary stages of education.

A set of research methods was used in order to solve the set tasks, including: theoretical methods: the definition of the conceptual and categorical apparatus of the research; empirical methods: diagnostic methods (questionnaire, polling, testing), pedagogical experiment (ascertaining, formation and control stages); determination of the levels of pedagogical partnership; observational methods (supervision, method of self-evaluation).

Keywords: *interaction, pedagogical interaction, pedagogical partnership, interaction of pre-school and primary stages of education, continuity, lytic transition of the children of senior pre-school age to schooling, forms of pedagogical partnership.*

I. INTRODUCTION

The main priority of modern pre-school education is to ensure the self-determination of individual, the spiritual formation of children, their preparation for independent living, the interaction between family and social institutions – these matters constitute modern state policy aimed at implementing the principle of child-centrism, providing vital activities as an essential component of a full-fledged development of personality.

The necessity and relevance of compliance of education with the modern-world tendencies of continuity (which is ensured by continuity of the content and coordination of educational activities at different stages of education), is approved by the state documents in the field of education (State National Program: “Education” (Ukraine XXI century), the Law “On Pre-School Education”).

“Continuity” as a pedagogical category is the interconnection of various stages of development, the essence of which is to restore and preserve at the new stage the elements and characteristics of the previous ones. Continuity ensures the interconnection of elements of the past, present and future, where the new stage is the result of the previous one and the foundation for the next one.

The pedagogical condition for the implementation of the principle of continuity of the pre-school and primary education stages is the technology of pedagogical partnership between educators of pre-school educational institutions and primary school teachers.

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* Correspondence Author

O. Kovshar*, Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine.

M. Baditsa, Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine.

K. Suiatynova, Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine.

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II. PROPOSED METHODOLOGY

A. General description

The complex of research methods was used to solve the set tasks: theoretical: analysis (retrospective, comparative) of psycho-pedagogical literature, generalization and classification of scientific data in philosophical, psycho-pedagogical, educational-methodological sources in order to determine the status and theoretical substantiation of key categories of implementation of the principles of continuity of preschool and primary levels of education, ways of organizing partnership interaction between two units of education.

B. Algorithm

Empirical methods are proposed for diagnostics: monitoring in preschool and primary educational establishments; the levels of partnership pedagogical interaction are defined. In a pedagogical experiment, research into the effectiveness of technology of partnership pedagogical interaction was attended by elementary school teachers, educators, heads of preschool institutions and deputy directors of schools of the cities of Kryvyi Rih, Dnipro, Kherson. A total of 800 people. The stages of implementation of technology of partnership pedagogical interaction of preschool and primary education are defined as follows: organizational-normative, cognitive-methodical, reflexive-evaluative. The main methods of determining the effectiveness and the proposed technology were observational methods (observation, methods of introspection, self-assessment, control, mutual control and mutual evaluation of participants of pedagogical interaction).

III. RESULTS ANALYSIS

In philosophy, “interaction” as a category denotes a general form of relationship between bodies and phenomena; this is a category which reflects the processes of influence of various objects on each other, their mutual conditionality, state change, mutual conversion, as well as generation of one object by another [4]. G. Mead considers interactions between individuals as a continuous dialogue, during which they observe, learn and understand each other’s intentions and react to them, placing themselves in the place of one another [5]. Pedagogical interaction is a special form of communication between participants in the educational

process, which envisages the mutual enrichment of their intellectual, emotional and activity sphere, their coordination and harmonization. Pedagogical interaction means a clear division of functions, mutual delegation, and observance of rights and obligations of the parties of interaction. The most effective form of pedagogical interaction is educational cooperation. Only in the subject-to-subject interaction dialogue becomes possible, as well as positive development and changes in personality. It is this type of interaction that creates more favorable conditions for the formation of personality. According to V. Liaudis, the basis of interaction – cooperation in solving productive educational-cognitive tasks (productive educational interaction) – is the interpersonal relationship between a teacher and schoolchildren. The author of this concept emphasizes that the system of interpersonal relationships, which includes educational activities, affects the objective characteristics of learning, as well as the emergence of new psychic formations [6]. Analyzing pedagogical interaction in an institution of pre-school education, A. Majer notes that this interaction is carried out on the basis of social perception and through communication. The main forms of interaction are communication and activities [7]. According to L. Fedorovych, interaction brings together teachers, parents and children, ensures their active mutual development. In case of well-organized pedagogical interaction, the highest performance is manifested in the positive dynamics and personal changes, the development of each subject and the transition to a higher level of functionality [8]. Among the experiences of contemporary pre-school and primary education, let us note the experience of V. Sukhomlynskyi. This pedagogue substantiated the theoretical and methodological principles of interaction between family and school in the field of education and upbringing. According to the scientist, parents and teachers should be deeply aware that neither school without family nor family without school can solve the most delicate, complex tasks of formation of a person [9]. The harmonious unity of pedagogic and educational efforts was considered by this prominent teacher as a necessary condition for comprehensive preparation of each child. Consequently, pedagogical interaction is considered as a process that occurs between the subjects of education (educator and pupil, educators and pupils, teachers and parents, teachers with each other) in the course of educational work and is aimed at the development of personality of each of the interacting subjects. Such interaction can be defined as partnership. Through analysis of the research conducted by scientists, definition of the phenomenon of “pedagogical partnership” was born. Pedagogical partnership is a process of joint activity of a teacher-educator, pupils, parents, and teachers of primary school aimed at prevision of the result of educational and cognitive activity; it serves the interests of all parties and contributes to the needs of senior pre-school children; planning, control, correction and coordination of activities of educators and administration of a pre-school educational institution; primary school teachers and administration of secondary schools; sharing a single process of cooperation and interaction of all subjects of joint activity between the participants; the emergence of interpersonal relationships for the purpose of lytic transition and preparation of children of senior pre-school age for schooling.

Full-fledged development and formation of a child's personality is possible only simultaneously with the development of all subjects of interaction, who act as partners, including pre-school educational institution, primary school and family.

The process of pedagogical partnership has the properties of integration, complexity and interactivity. We would like to note that pedagogical partnership between pre-school and primary education is determined by the entire social environment. The main external factors that determine the principle of complexity and integration of interaction are, firstly, the central place of a child in the educational process (child-centrism) and the unification of pedagogical requirements to a child; secondly, the subject-to-subject relations of educators, children and teachers; and thirdly, the humane educational subject-to-subject interaction between the pedagogical collective and schoolchildren's collective in the pedagogical process. The family becomes equal to a pre-school educational institution, as well as a school, in the field of education and formation of a child's personality. Pre-school educational institution and primary school contain subsystems of the lower order, such as: groups, classes, teachers, parents and pupils who have certain external and internal mutual connections.

Due to the effective implementation of the principle of continuity of pre-school and primary education by means of pedagogical partnership, the processes of individual development of personality of a senior pre-school child, as well as gradual inclusion of a child in the system of personal and public relations, individual socialization, and the formation of life competence of preschoolers take place.

In the research of the technology of pedagogical partnership of pre-school and primary education, all subjects of education, including pre-school institution, primary school, and administrative aspect between them, and also parents of senior pre-school children, form multiple interaction, which indicates a qualitatively new level of professional contacts between them.

Appropriate criteria, indicators and levels were determined for the objective assessment of the technology of pedagogical partnership between pre-school and primary stages of education.

The following criteria were defined to characterize pedagogical partnership: cognitive criterion (awareness of educators and teachers of the state standards and programs concerning pre-school and primary stages of education, and also of educational, methodological literature, teaching and didactic material for pre-school educational institutions and for the first year of primary school); motivation-activity criterion (motives of interaction between the collectives of pedagogues of pre-school educational institutions, primary schools and parents, which allow to assess the integrative connections between all participants of educational process); practically effective criterion (awareness of effective forms of partner collaboration between pre-school educational institutions and primary schools; involving teachers, parents and the public in partner interaction). The levels of partner interaction between pre-school educational institutions, primary school and parents are determined to be creative, productive and elementary.

In the experimental study of the technology of pedagogical

partnership, primary school teachers, pedagogues-educators, directors of pre-school educational institutions and deputy directors of the schools located in the cities of Kryvyi Rih, Dnipro, and Kherson took part. The total number of participants was 800 people.

The distribution of the control and experimental group is presented in the table (see Table I).

Table-I: Distribution of participants between the control group and the experimental group

Scale of evaluation	Number of people	
	CG	EG
elementary	336	357
productive	56	49
creative	-	2

The conducted analysis of the levels of pedagogical partnership interaction on average arithmetic data shows that at the beginning of the research (at the ascertaining stage), the creative level was absent according to the results obtained by cognitive, practically effective and motivation-activity criteria in the EG and CG; the pedagogues were on the primary (EG – 85.7 %; CG – 87.7%) and productive (EG – 14.3%; CG – 12.3%) levels (see Table II).

Table-II: Levels of formation of pedagogical partnership between pre-school and primary stages of education at the ascertaining stage

Group	Levels		
	Creative	Productive	Primary
Experimental (EG)	-	14.3%	85.7%
Control (CG)	-	12.3%	87.7%

The stages of implementation of the technology of pedagogical partnership of pre-school and primary stages of education are as follows: organizational-regulatory, cognitive-methodical, and reflexive-evaluative. Let's describe them.

The purpose of the first one, the organizational-regulatory stage was the popularization of compulsory pre-school education for children of the senior pre-school age through various forms of its obtaining.

The substantial aspect of the first stage provided:

- planning of the activities included in the work of teachers, as well as methodical services related to the organization of pedagogical partnership, ensuring it on the principles of continuity and perspective;
- development of socio-pedagogical and methodical support for the involvement of parents of future first-graders in the interaction of pedagogical partnership.

At the organizational-regulatory stage, a seminar titled: "Pedagogical partnership as the key to the continuity of pre-school and primary education" was organized, which provided for the involvement of the experts of pre-school and primary educational institutions, parents, methodologists of educational departments and specialists of Innovation-methodical centers, and also public organizations, – all of which are participants in the interaction of pedagogical partnership.

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The seminar worked for three weeks. The participants of the seminar were given a series of lectures (the topics were: “Preparation, Preparedness or Readiness of Children for School”, “The Role of Parents in Preparing Children for School”), as well as practical classes and trainings on the following topics: “Today – a pupil, tomorrow – a student”, “Paths to school”, “Who will I teach in the first grade?”, “The child’s first steps to school (inside a family, and inside a pre-school educational institution), etc. The participants of the seminar were acquainted with the technology of pedagogical partnership of pre-school and primary stages of education. Pre-school institutions have introduced information new programs such as “E-mail for parents”, launched Internet conferences with the participation of teachers, parents, and the public on the main problems of the continuity of pre-school and primary stages of education.

In order to ensure the continuity, the uninterrupted sequence of the educational process between pre-school and primary stages of education, the Agreement on cooperation between pre-school and primary school educational institutions became one of the forms of pedagogical partnership. The purpose of this agreement is the joint development and implementation of effective forms of interaction between educational institutions in order to ensure the holistic development of the child’s personality; continuity in the forms and methods of work of teachers with children; carrying out pedagogical cooperation with parents.

The content of the Agreement included joint methodical activities of the creative groups of educators of pre-school educational institutions and teachers of grades 1 and 4; familiarization of teachers with methods and forms of educational work implemented by pre-school educational institutions and primary school; readiness of children of the senior pre-school age to a new social position of “schoolchildren”, ensuring successful adaptation of first-graders to school conditions.

As a form of partner interaction between pre-school and primary stages of education, advisory offices were organized in pre-school institutions for active involvement of parents in partner cooperation. The purpose of the advisory offices is to ensure the uniform requirements of pre-school and primary education; provision of psychological and pedagogical assistance to parents on issues of development, upbringing and preparation of children for schooling.

Basic forms of services rendered by such advisory offices: counseling parents in conjunction with individual work of a specialist with a child; distance counseling for parents and persons who replace them: written requests, telephone conversations; newsletters; online counseling.

It should be noted that the psychological service of institutions of pre-school education and primary schools plays an important role in implementing pedagogical partnership. Among the tasks of the psychological service we distinguish the following: questionnaire surveys and polling of parents, planning the work according to the level of knowledge and the needs of each of them; psychological assistance to parents or their substitutes on the issues of development, upbringing and preparation of children for school education in accordance with their potential, aptitudes, abilities, personal, mental and physical characteristics, cultural needs; corrective-developing classes

with children of the senior pre-school age “We go to school”; corrective work with children who have special educational needs; trainings for parents of future first-graders “We go to school together”. The second – cognitive-methodical – stage was aimed at the formation of awareness in educators and teachers of the state standards of pre-school and primary stages of education; the current programs of education, upbringing and development of children in pre-school educational institutions and during the first year of school.

At the second stage, the following forms of work were selected as the leading ones: joint pedagogical councils “Continuity in the work of primary school and pre-school educational institutions”, “Organization of a favorable developing space in pre-school educational institutions and primary schools”; pedagogical bridges “Unity of the requirements of educator and teacher – as a pledge of continuity”, “Exchange of thoughts. Analysis and discussion of lessons at school and classes at pre-school educational institutions”; round tables “Boosting the intellectual development of future schoolchildren: the pros and cons”, “Unity, interaction and consistency of forms, methods and techniques of educational work with children of senior pre-school and junior school age”; sessions of creative groups of educators of the pre-school educational institutions and primary school teachers “Interaction of pre-school educational institutions and schools”, management games “Adaptation of graduates of pre-school educational institutions to the new conditions of school life: problems and solutions”, contests for the best methodical stand “Hello, school!”, development of didactic material.

For parents of future first-graders, we held parent conferences: “Today – preschoolers, tomorrow – first-graders”, “If a child goes to school”; parental meetings: “The future first-grader in the family”, “Do we know our child?”, “Joint efforts gain the best results”, “Preparing children for schooling”, “Father and mother as educators”, etc.; meeting of parents’ clubs “How to prepare a child for school?”, “The ways five year old children acquire a new social status of “schoolchildren”, etc.; trainings “Parents of the future first-graders”, joint celebrations, entertainments, thematic folders, a family newspaper, boxes of questions and suggestions, libraries of video materials on various problematic issues. The purpose of the third – reflexive-evaluative – stage was the reflection on the partnership of pedagogues-educators of pre-school educational institutions and primary school teachers, the assessment of the results of the partnership of pre-school and primary stages of education: conducting of pedagogical self-analysis, self-evaluation, control, mutual control and mutual evaluation of the interacting participants of the pedagogical partnership, including educators, teachers of the first grades and parents; evaluation of the conditions created for the transition of senior pre-school children to studying; parental meetings. The main forms of work in the third stage were: the final workshops on topical issues of continuity of pre-school and primary stages of education; joint methodical associations of teachers of the first grades and pedagogues-educators

“The result of the organization of pedagogical partnership”, “Analysis of the process of adaptation of the first-graders”; parental meetings “Creating favorable conditions for first-graders during their adaptation period”; regional scientific and practical conference “Technology of pedagogical partnership as an important condition for ensuring continuity and prospects in the work of pre-school educational institutions and primary school”.

The final stage of the experiment was similar to that of the ascertaining stage by its methodology.

A comparative analysis of the levels of partner interaction between pre-school and primary stages of education at the ascertaining and final stages is presented in Table III.

Table-III: Comparative analysis of the formation of the levels of pedagogical partnership between pre-school and primary educational units at the final stage

Stages	Groups	Levels of pedagogical partnership		
		Creative	Productive	Elementary
Ascertaining	Experimental (EG)	-	14.3%	85.7%
	Control (CG)	-	12.3%	87.7%
Final	Experimental (EG)	26.7%	53.6%	19.7%
	Control (CG)	6%	23%	71%

The table shows significant positive changes in the levels of organization of partner interaction between pre-school and primary educational units at the final stage. So, if at the ascertaining stage, the creative level was absent in both groups, then at the final stage the creative level was 26.7% in the teachers of the EG, and only 6% in the CG; the productive level was reached by 53.6% of the teachers of the EG (compared to 14.3% earlier) and 23% of the CG (compared to 12.3% earlier); 19.7% of the teachers of the EG remained at the elementary level (compared to 85.7% earlier) and 71% of the teachers of the CG (compared to 87.7% earlier).

The analysis of the obtained results testified to the effectiveness of the technology of partner interaction in the organization of educational process of pre-school and primary education on the basis of the principle of continuity. The organization of pedagogical partnership in the educational process of pre-school educational institutions and primary school takes place on the basis of a specially organized subject-to-subject interaction, pedagogically expedient humane relations, where the unity of all factors is attained, keeping the personality of a child in the center of the system. All participants of such interaction – the child, the parents, the teachers – are not only participants but partners, interrelated with one another through forms and methods of work, who form a systemic interaction and try to achieve a common result in the process of their interaction, which is to offer all children equal startup opportunities on entering the school, ensuring their lytic transition to studying at primary school.

IV. CONCLUSIONS

Consequently, the pedagogical partnership is a common collective distributed activity of various social groups, the purpose of which is shared by all the participants of these groups, which leads to positive results and effects.

The research of the technology of pedagogical partnership deepens and broadens the concept of pedagogical interaction

and pedagogical partnership in the implementation of the principles of continuity.

Pedagogical partnership of pre-school and primary stages of education is an intensive communicative activity of all subjects of the pedagogical process, diversity and change of types, forms and means of action.

We define pedagogical partnership between pre-school and primary stages of education as the organization of the fundamental unity of influences of the family, the pre-school educational institution, the primary school and the public aimed at formation of the readiness of children of the senior pre-school age to studying at school, as well as the lytic transition to such studying. The subjects of pedagogical partnership were children, parents, educators, primary school teachers, administration officers, the public, pre-school educational institution and primary school.

Further scientific research is aimed at developing unified programs of pre-school and junior school age for ensuring continuity and uninterrupted process of development of personality.

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