

## FEATURES OF MOTIVATIONAL READINESS OF UPPER PRE-SCHOOL CHILDREN FOR SCHOOLING

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*The article reveals the concept of psychological readiness, the essence of one of its components - motivational readiness, the structure of motivational readiness and internal position of a pupil. The received data from testing of 5-6 and 6-7-year old children with different motives is analyzed.*

**Introduction.** At the pre-school level the personal development foundation is laid, individual inclinations are formed, culture of feelings, children's abilities are being developed. Attending school brings important changes to a child's life. The leading activity and the main task is knowledge acquisition, learning. For 11 years a pupil will live, learn *and develop in a new social environment for him. Therefore*, it is important to form an adequate attitude to schooling of a senior pre-school child. A child should master elementary forms of learning activities, knowledge and skills, that will serve as a foundation for successful learning at school.

**Task formation and methods of research.** Pre-school education is the first educational stage; one of the goals of this institution is to prepare children for systematic schooling. In doing so, the preparation for systematic education at school is not the only goal of preschool education; it successfully fits into the meaningful and emotional game-related activity of a child, satisfying his needs and interests during the entire period of preschool childhood. However, preparation for school includes not only theoretical and practical knowledge that kindergarten children gain in activities and at home, but also psychological readiness to change the leading activity from playing to learning.

Despite the fact that in many works of psychologists and educators great attention is paid to the psychological aspect of preparing children for school, this issue does not lose its relevance even now. The problem of the psychological readiness of preschool children to learning at school is reflected in the writings of the following researchers: B. G. Ananyev, L. A. Wenger, L. S. Vygotsky, I. V. Dubrovina, L. A. Grigorovich, D. B. Elkonin, T. I. Babaeva, A. N. Leontyev, N. V. Durova, A. K. Markova, N. G. Luskanova, V. S. Mukhina, T. A. Nezhnova, N. V. Nizhegorodtseva, E. E. Sapogova, L. I. Tsekhanskaya, E. E. Kravtsova, V.I. Yashina.

Readiness for schooling is investigated as a set of stages in the development of child's psychological qualities, his main characteristics. The formation of these qualities is necessary, since they are prerequisites for child's safe immersion in an unfamiliar social environment and development of learning-related activities.

**Results, their discussion and perspectives.** Psychological readiness acts as a new formation, which manifests itself in preschool age, is necessary for a child to adapt to dramatically changing social conditions in children's groups and his family. The system of requirements imposed by school determines the essence of psychological readiness. Such requirements include management of one's own actions, meaningful attitudes towards learning and school attributes, and establishing relationships with peers and adults in joint activities. Eventually, a child has to behave from the sense of identity as a subject of learning-related activity.

There are the following components of psychological readiness: **motivational, intellectual, emotional-volitional**. To achieve good results at school a child, first, should have the willing to study, that is, to be motivated to study at school. One of the main tasks for preschool institutions is to create a motivational sphere for the start of the school year. However, the concept of "motivational readiness" includes not only a child's desire to go to school, but also his understanding of rules and degree of readiness for their acceptance. Only an awareness of one's own actions can induce a child to carry out duties that he will acquire in transition to a new social environment, systematically and conscientiously, and for this purpose, it is necessary to form strong and stable motives at the preschool institution.

Unfortunately, sometimes preschool children who have a good level of mental development in primary school may fall into the category of **low-performing pupils** and those who do not succeed. The main reason for this phenomenon is their "immaturity", the lack of adequate learning motives.

A large number of authors (L.I. Bozhovich, N.I. Gutkina, M.V. Matyukhina, L.S. Slavina, A.K. Markova, T.A. Nezhina, V.D. Shadrikov, etc.) in their research papers focus not only on the child's intellectual sphere, but also on the personal development sphere. Motives accompany a child's life at every stage of his activity,

constituting its foundation. The child will not start the activity if the choice is not determined. Thus, the type of motive will depend on the activity and its result. In addition, the child's assessment of himself, the result of his activities depends on the nature of the motive [1].

**Motivational readiness** is a child's willingness to learn, the desire to acquire knowledge, to get a new social role. According to the research by L. I. Bozhovich, by the time a child enters school he should have already formed adequate motives for learning activities. The child must be ready to become a subject of learning activity, that is, to gain consciousness in the performed activity. Learning is his desire, not the oppression of his parents and people around him. Speaking about the motives of a first-grader his main motives should be cognitive and social, as well as achievement motives [2]. Summarizing the above mentioned, it is possible to say that motivational readiness includes positive ideas about school, a desire to learn in order to gain knowledge, cognitive skills, as well as a formed position of the pupil [3]. What does exactly provide this readiness? According to L. I. Bozhovich, a child's necessary component of readiness for school education is the formation of an internal position of a pupil.

**The pupil internal position** is the degree of a child's awareness of himself as a subject of educational activity, and his attitude to systematic, targeted schooling, which influences his behavior in a learning-related situation. The formation of this position in an upper preschooler is manifested through his positive attitude to school and its attributes, it creates new needs, thanks to which at school a child will be ready for systematic, new, serious, socially significant activities. In addition, vice versa, if an internal position of a pupil has not been formed or it is unattractive for him, then the activity performed by him will not cause interest. The upper preschool age is sensitive for the formation of an internal position of a pupil.

In our study, we use the classification of motives proposed by A. N. Leontiev, which implies both the possibility of measuring them as a result of testing and emphasizes their close interconnection. The scientist identifies the following types of motives that in the future may determine the attitude of preschoolers to learning:

- social - external motives aimed at communication with other people, at desire to enter into a new social role - a pupil's role;
- educational (cognitive) - internal motives aimed at the subject of study, focus on acquisition of knowledge, desire to learn in order to obtain knowledge;
- assessed - based on the need for social approval of an adult, his praise, positive assessment;
- positional - based on a child's interest in school attributes, a new situation, a social role;
- external - manifested in a child's unwillingness to attend school, and to do it out of necessity, because adults demand it from him;
- game-related – inadequate to learning activities [4].

In the Education Code of the Republic of Belarus, the "age limit" of systematic education in a comprehensive school is marked as following: "Children who are six years old or more are admitted to the 1st grade on September 1 of the corresponding academic year" (Code Article 159) [5]. That is, a child can go to school at the age of seven. Therefore, in the institution of preschool education, there are senior groups with both 5-6 year old children and 6-7 year old.

We assume that there is an interconnection between the formation of motivational readiness components and the child's age. The purpose of our research is to study the age characteristics of the children's motivational readiness to schooling. Our research involves the children of the senior group - 30 children. The senior group is 15 kids, the second year of the senior group is 15 children.

The method of M. R. Ginzburg "Determining Study Motives" was chosen for the research of upper preschool children motivational readiness for school. The results of the research are presented in the table.

Table. – Testing of Learning Motives

Age	Motives					
	External	Educational	Game-related	Assessed	Social	Positional
6-7 years	13%	27%	7%	13%	33%	7%
5-6 years	13%	7%	27%	20%	13%	20%

According to the received data, we can conclude that the 5–6-year-old children of the senior groups use the following leading motives: game-related, assessed, and positional, which confirms our assumption that motivational readiness has not yet sufficiently formed. In the second year of the senior groups (6-7 years), the

dominant motives are social and educational, that is, the prerequisites for acceptance of a new social position of a pupil are almost ready and the motivational readiness is adequately formed. Sufficient development of educational (cognitive), social, and assessed motives will have a positive impact on academic achievement. These motives should be developed in a complex in order to achieve an optimal result, therefore special attention should be paid to studying motivational readiness for school education.

**Conclusion.** Thus, the motivational sphere is the core of the personality. Building a strong foundation in the form of an internal position of a pupil, well-formed adequate motives help a child to prepare for further successful learning at school. If a child doesn't have the learning motives by the end of preschool age, it will be harder for him to study at school: adapting to new conditions, group, responsibilities - all this can lead to school maladjustment. The received data presumes the need for optimization of the process of motivational readiness formation, taking into account the age characteristics of children.

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