The background is a solid green color with a large, faint white circle in the center. Scattered around this circle are several white line-art icons: two open books, two pencils, and several geometric shapes including squares, circles, and a diamond. The text is centered within the circle.

**THEORETICAL AND
METHODOLOGICAL
FOUNDATIONS OF CONTINUITY
IN THE EDUCATIONAL PROCESS
OF PRESCHOOL AND PRIMARY
EDUCATION**

**ACADEMY OF APPLIED SCIENCES
ACADEMY OF MANAGEMENT AND ADMINISTRATION IN OPOLE**

ADMIRAL MAKAROV NATIONAL UNIVERSITY OF SHIPBUILDING

**THEORETICAL AND METHODOLOGICAL
FOUNDATIONS OF CONTINUITY IN THE
EDUCATIONAL PROCESS OF PRESCHOOL AND
PRIMARY EDUCATION**

Monograph

**OPOLE-MYKOLAIV
2026**

ISBN 978-83-66567-60-3

Theoretical and methodological foundations of continuity in the educational process of preschool and primary education. Monograph. Opole: Academy of Applied Sciences Academy of Management and Administration in Opole, 2026; ISBN 978-83-66567-60-3; 235 pp., illus., tabs., bibls.

Together with:
Admiral Makarov National University of Shipbuilding

Recommended for publication
by the Academic Council of Academy of Applied Sciences
Academy of Management and Administration in Opole
(Protocol No. 11 of November 20, 2025)

Editorial Office:

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Publishing House:

Academy of Applied Sciences Academy
of Management and Administration in Opole,
45-085 Poland, Opole, ul. Niedziałkowskiego 18
tel. 77 402-19-00/01

150 copies

Authors are responsible for content of the materials

ISBN 978-83-66567-60-3

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INTRODUCTION

The most salient feature of the ongoing transformations in the Ukrainian education system, which call for appropriate managerial, scientific-methodological, and organizational decisions, is its reform based on the principle of continuity. Experts identify three key determinants of this process: its implementation within the context of a learner-centered educational paradigm, its focus on meeting state educational standards, and the provision of continuity and progression across successive stages of education.

The issue of modernization, continuity, and progression between preschool and primary education – as well as the intermediate link between them, the pre-primary (preparatory) stage – has a complex and interdisciplinary character. It lies at the intersection of several fields, including pedagogy, psychology, philosophy, sociology, and physiology. Therefore, the current state of preschool and primary education is marked by a multifaceted approach to numerous issues and by divergent interpretations of these issues.

The content of preschool, pre-primary, and primary education has become the focus of scholarly inquiry in several areas: the introduction of pre-primary education in contemporary society as a distinct stage within the preschool education system (A. Bohush, O. Zyma, S. Sazhnyk); organizational and pedagogical conditions for preparing children for school (N. Cherepania); children's psychological readiness for school and their development of learning activities (Ye. Arkin, L. Venger, L. Vygotsky, P. Honcharuk, D. Elkonin, O. Zaporozhets, V. Kotyrlo, H. Kravtsov, Ye. Kravtsova, O. Leontiev, O. Liubchik, T. Markova, N. Menchynska and others); and children's intellectual development and their preparation for schooling (T. Babaieva, A. Bohush, Z. Borysova, F. Bliker, Ye. Vodovozova, H. Lavrentieva, F. Levin-Shchyrina, V. Lohinova, Z. Mykhailova, M. Morozova, H. Petrochenko, O. Proskura, Ye. Tykheieva, O. Usova, Ye. Flioryna, O. Funtikova, V. Iadashko and others).

The organization of pre-primary education is determined by the pressing needs of modern society and the necessity of implementing the principle of lifelong learning by ensuring the integrity of the educational and developmental processes of senior preschoolers and younger schoolchildren. It also aims to provide children with equal opportunities for development during their preparation for school.

The theoretical and methodological foundations of pre-primary education make it possible to organize this stage on the principles of child-centeredness and individual approaches to preparing preschoolers for schooling, thereby facilitating their adaptation to school conditions. These foundations emphasize the need to improve and standardize the system of knowledge, skills, abilities, and methods of cognitive activity in accordance with the principles of continuity, progression, and educational heredity between preschool and primary education within the framework

of developmental learning. They also promote cooperation among participants in the educational process, define pathways for partnership among scholars, administrative and methodological personnel at various levels, and practicing teachers, and ensure a gradual transition from preschool to primary education by integrating the child's newly acquired experiences with earlier learning.

The monograph presents a scholarly examination of the dynamics of reflection development in preschool and primary school children. It reveals the theoretical and methodological foundations of primary education in the pedagogical heritage of O. Ya. Savchenko and examines the principles that ensure continuity between preschool and primary education in the context of developing pedagogical creativity among future primary school teachers. The monograph also presents research findings on continuity as a condition for forming a child's linguistic identity within preschool and primary education; continuity in the development of English-language competence in preschoolers and younger schoolchildren in inclusive educational settings; and the theoretical and methodological foundations of continuity in forming natural science competence in pre-primary children and first-grade students. In addition, it addresses continuity in developing computer literacy in preschool and primary school children, in shaping the national worldview of children aged 5–10, and in fostering national and patriotic education among senior preschoolers and younger schoolchildren.

Part I

**Continuity between
preschool and primary
education as a problem
of contemporary
education**

Mykhalchenko N.V., PhD in Psychology, Associate Professor

1.1. Dynamics of reflection development in preschool and early primary school children

The current state of education development directs specialists in pedagogy and psychology to search for ways to foster the personal growth of preschool and primary school children and to uncover the mechanisms underlying the formation of their life competence – the ability, within age-appropriate limits, to independently and consciously develop a positive attitude toward the world and toward themselves. Psycho-pedagogical work aimed at nurturing the child's personality as a subject of life activity – capable of treating oneself and others with respect, dignity, and value – is often replaced by excessive intellectualization of the child and an orientation toward formal outcomes. Today, the problem of developing self-awareness and reflection in children is a matter of forming the core of personality, laying the foundation of culture, and achieving a balance between potential capabilities and realized abilities. Contemporary society demands the integration of family and societal upbringing as well as greater parental involvement in the educational process, since the family and educational institution serve as children's first social reference points and models of human relationships.

The moral-psychological state of modern Ukrainian society – shaped by complex processes of socio-economic reform – requires particular attention to the development of reflection in the rising generation. In recent years, violations of norms and rules by schoolchildren have become sharply more acute. The primary goal of child upbringing is to cultivate the ability for self-regulation of behavior through the development of reflection. Psychologically and pedagogically appropriate upbringing ensures the development of behavioral self-regulation and the child's independent adherence to norms not only in the present situation but also in the near and distant future. Educators and psychologists recognize that disruptions in behavioral self-regulation are already clearly evident in early primary school age, although their foundations are laid during the preschool years. Consequently, the continuity of reflection development from preschool to early primary school age is a crucial area of scientific study, in which reflection is regarded as a new psychological formation of personality in early primary school children. Research into the psychological characteristics of reflection development in

preschool and early primary school children is driven by societal needs and the modernization of education.

The development of personal reflection is linked to an understanding of the scholarly contributions made to the study of general theoretical and methodological issues in psychology (R. Burns, L.I. Bozovich, A. Wallon, D.B. El'konin, A.N. Leontiev, S.D. Maksymenko, C. Rogers). It should be noted that a number of domestic scholars have made significant contributions to understanding the problems of self-regulation and reflection development in children: I.D. Bekh, L.I. Boryshevskiy, S.H. Yakobson. In the works of O.A. Donchenko, M.V. Savchyn, and T.M. Tytarenko, self-regulation, self-respect, and the individual's value-based attitude toward oneself are examined through the lens of personal life-creation, life meanings, personal choices, personal responsibility, and subjectivity.

In the works of L.S. Vygotsky, L.I. Bozovich, V.V. Zinkivskiy, and A.N. Leontiev, general theoretical and methodological approaches to the nature and genesis of self-awareness and its individual components are explored within the broader problem of personality development. A value-based attitude toward oneself is classified as an issue of exceptional importance, the resolution of which can significantly enrich both the theory of self-awareness and the theory of moral personality development as well as enhance educational practice with effective methods. At the same time, these studies devote little attention to analyzing the psychological mechanisms by which an individual forms a value-based attitude toward oneself; the phenomenon of self-respect as such, its place in the structure of self-awareness, and its distinction from other manifestations of self-attitude are practically not addressed.

Issues related to the functioning of self-awareness, processes of self-knowledge, the formation of an emotional-value attitude toward oneself, and self-regulation at different stages of ontogenesis are examined in the works of H.S. Abramova, O.L. Kononko, L.I. Lisina, T.M. Tytarenko, and others. Considering moral self-regulation in the context of other problems, researchers classify it as an integrated and generalized personality characteristic that emerges from the generalization of experiences related to the "self."

In recent decades in Ukraine, scholarly interest in the problem of self-awareness in early ontogenesis has grown. Evidence of this includes studies by O.L. Kononko (self-love as a basic personality quality and component of life competence) and T.M. Tytarenko (issues of preschool personality development). A significant contribution to the study of self-awareness processes associated with the formation of preschool children's value-based attitude toward themselves has been made by N.M. Dyatlenko.

Certain aspects of the broader problem of the relationship between family and preschool institutions in shaping preschool personality are highlighted in the

works of L. Zahyk, O. Kononko, T. Kulikova, N. Lysenko, T. Markova, V. Maisheva, L. Ostrovska, N. Pobirchenko, V. Postovyi, N. Khymych, and others.

Individual studies address specific issues related to the problem under consideration, including the concept of “national reflection” (M.A. Shuhai), moral self-regulation (O.S. Bezverkhii), adolescent reflection (O.V. Savytska), reflection in the learning process (L.M. Spivak), pupils’ self-esteem (K.O. Ostrovska, O.V. Skrypchenko), patriotic reflection in early primary school children (N.V. Mykhalchenko), sanogenic reflection (S. Morozuk, Yu. Orlov, N. Yarosh), methodological reflection (O. Kuleshova, H. Radchuk), existential reflection (O.M. Hrinova), professional reflection (V. Demskyi, E. Rukavishnikova, V. Metaieva, L. Mitina, M. Romanova, A. Ivashchenko), pedagogical reflection (H. Biziaeva, Yu. Halimova, A. Kurlat), and group reflection (L. Naidonova). L. Naidonova provides a constructive analysis of reflection, its functions, and types. Typologies of reflection are presented in the works of I. Semenov, S. Stepanov, and A. Karpov.

Works by foreign scholars are of great importance for Ukrainian psychology; their studies of psychosocial development (one aspect of which is moral development) have significantly expanded contemporary knowledge about the development of moral self-regulation (Ph. Rice, D. Marshak, E. Erikson, L. Kohlberg, R. Selman, and others). Research by representatives of Western humanistic psychology (R. Burns, E. Erikson) is based on the idea of the wholeness and uniqueness of the human personality and its high intrinsic value. In these scholars’ works, the formation of a value-based attitude toward oneself is examined in the context of the concepts of “I,” “self,” and “inner world”; self-regulation is equated with self-esteem, self-respect, self-satisfaction, and the “self-concept”; considerable attention is devoted to revealing the factors that mediate one’s attitude toward oneself.

Analysis of contemporary scholarly literature and theoretical-experimental works indicates that a certain body of experience has now been accumulated in the study of reflection development in preschool and early primary school children.

The aim of the study is to investigate the dynamics of reflection development in preschool and early primary school children in the context of preparing future primary school teachers to foster reflection in early primary pupils.

It should be noted that N.O. Huba¹ formulated an optimal interpretation of the reflection process as a multidimensional process of self-knowledge that includes analysis of past experience, awareness of one’s own motives, actions, and emotions, as well as the projection of future activity based on the conclusions drawn. It

¹ Huba, N. O. (2024). Reflection: Issues of concept formulation. *Scientific Notes. Series: Psychology*, (3), 13–19. p. 18. <https://doi.org/10.32782/cusu-psy-2024-3-2>

presupposes self-understanding through the perspective of others' attitudes and consideration of the social context, and it is carried out through worldview representations, thereby enabling the individual to assess their own place in the world and their influence upon it.

At the same time, N.O. Huba², building on the characterized definitions of the concept of "reflection" and the main functions of the reflection process, identified the following approaches to interpreting this phenomenon: 1. Philosophical approach: reflection is regarded as a human capacity for self-observation and self-analysis. It is interpreted as an internal process aimed at examining one's own thoughts, feelings, and experiences, which is essential for self-knowledge and self-development. This is one of the oldest approaches, emphasizing the value of reflection for forming deep self-awareness. 2. Psychological approach: in psychology, reflection is frequently described as the process of becoming aware of one's own mental states and actions. The emphasis here is on the human ability to analyze and evaluate one's own behavior, which enhances adaptability in social and professional situations. It serves as a means of behavioral regulation and personality development. 3. Pedagogical approach: in the pedagogical context, reflection is viewed as a component of learning activity that promotes self-directed learning and critical thinking. Here, reflection is used to analyze one's own achievements and mistakes, thereby stimulating the development of self-regulation in the learning process. It helps pupils and teachers recognize the effectiveness of methods and approaches in education.

Understanding another person largely depends on the degree of development of imagination, which enables us to mentally put ourselves in a communication partner's place. The ability to see a situation not only through one's own eyes but also through the partner's eyes is called reflection. The capacity for reflection develops gradually in the subject of interpersonal understanding and varies in degree among different individuals. The phenomenon of reflection unfolds at several levels.

At the first level, imagination has a passive character. In communication, a person does not perceive the states, intentions, or thoughts of another person. The characteristics of imagination typical of this level may result from inhibitory properties or weakness of the nervous system as well as from impoverished experience of interpersonal communication.

At the second level, imagination is disordered and episodic. Its main feature is the emergence, during communication, of isolated fragmentary representations of another person's inner world. The conditions for expanded imaginative activity are

² Ibid., p. 16.

primarily the strong expression of another person's state in their activity or behavior or a conscious intention to understand another person's experiences.

The third level is characterized by the ability to mentally reproduce the peculiarities of another person's experiences not only in individual situations but throughout the entire process of interaction.

It should be noted that contemporary psychological practice turns to reflection as an essential foundation for personal growth, responsible choice, and mental health.

Reflection is one of the most important new psychological formations in early primary school children; therefore, studying the dynamics of reflection development is a highly relevant scientific and practical task. The prerequisites for reflection development in early primary school age include the preschool child's formation of the ability to analyze their own actions, feelings, and thoughts, which promotes self-knowledge, social adaptation, and cognitive activity. This process occurs through preschool children's communication with adults and play activity, helping children to better understand themselves and others, become aware of the consequences of their actions, and develop responsibility.

During the preschool years, particularly important new formations emerge in the child's psyche that are crucial for later life. In particular, creative activity begins to develop, expressed in the ability to transform surrounding reality and create something new, and behavioral self-regulation is formed. Self-regulation is an important component in the development of reflection.

In the narrow sense, self-regulation within the structure of self-awareness refers to a form of behavioral self-regulation that involves the inclusion of the results of self-knowledge and an emotional-value attitude toward oneself; this inclusion is actualized at all stages of the behavioral act – from motivational components to one's own evaluation of the achieved behavioral outcome³.

Scholars who have studied problems of behavioral self-regulation have examined separate manifestations of self-regulation in various types of activity (O.A. Konopkin, G.S. Nikiforov, A.K. Osnitskiy, I.A. Trofimova, etc.); moral personality development at different age stages (L.I. Bozovich, I.V. Dubrovina, V.S. Mukhina, I.S. Kon, I.I. Chesnokova, etc.); moral resilience of personality (V.E. Chudnovskiy); moral development of preschool and early primary school children (V.K. Kotyrlo, Ye.V. Subbotskiy, H.S. Yakobson, etc.); problems of self-regulation in reflection research (I.D. Bekh, V.V. Davydov, A.Z. Zak, B.V. Zeigarnik, K.N. Polivanova, etc.);

³ Boryshevskiy, M. I. (1998). Spiritual values as determinants of personality self-activity in upbringing and self-upbringing. In *Psychology of pupils' self-activity in the educational process: Study-methodological manual* (pp. 168). Kyiv: ZMN.

moral action as the basis of self-regulation (I.D. Bekh, M.V. Savchyn, S.L. Rubinstein, V.O. Tatenko, V.A. Yadov, P.M. Yakobson, etc.); and volitional personality regulation (L.S. Vygotsky, A.I. Vysotskyi, V.A. Ivannikov, V.K. Kalin, V.K. Kotyrlo, K. Lewin, S.L. Rubinstein, V.I. Selivanov).

The phenomenon of “self-regulation” has attracted close attention from many researchers, among them M.Y. Boryshevskiy⁴. Through his studies, using the example of sensorimotor activity, individual-typological characteristics of regulatory processes were identified: goal-setting (planning), situation modeling, action programming, result evaluation, and correction – that is, the processes that implement the main components of the system of self-regulation of personality activity. The author views conscious self-regulation as “...a systemically organized process of human internal mental activity aimed at initiating, constructing, managing, and maintaining various types and forms of voluntary activity directly realized by the person’s own goals”.

M.Y. Boryshevskiy believed that self-regulation mechanisms can be based on the following structural components:

1. Self-esteem – the result of mental operations (comparison, analysis, and synthesis) in which an emotional component is constantly present (subjective experience; personal aspirations – whose main function is the correction of adopted goals and tasks; socio-psychological expectation (anticipated evaluation), which serves as a mediator between the individual’s self-awareness and their social environment in the process of behavioral self-regulation).

2. Self-image – as a result of self-knowledge; as the primary goal of the individual’s life activity; as a psychological formation that ensures the main function of self-regulation – the function of goal-setting; as a generalized, global mechanism of self-regulation at the personality level.

The author emphasized that self-regulation can occur under the following conditions: when the individual can adequately reflect and model the existing situation; transform their own internal and external activity in accordance with the proposed situational model; overcome immediate impulses for the sake of achieving a long-term goal; and when the individual has the ability to go beyond the confines of the current situation.

I.D. Bekh⁵ noted that the emergence and formation of self-regulatory mechanisms are linked to the subject’s ability to temporally separate the motivational-operative and executive parts of the behavioral act.

⁴ Ibid.

⁵ Bekh, I. D. (1992). Psychological conditions for the effectiveness of educational influence. [Journal not specified], (1), 41–46.

A child possesses voluntary forms of behavior if they can regulate their actions in accordance with socially developed rules, models, and norms presented by surrounding adults. This underscores the importance of developing the characteristic of voluntariness known as the ability to act in accordance with models. To date, most studies aimed at investigating the development of voluntariness have practically not addressed the psychological content and level of development of the new formations necessary for a preschool child's successful inclusion in learning-type situations.

At the same time, it is clear that general intellectual development, the formation of communicative abilities, and the establishment of voluntary regulation of one's own behavior – as the most important prerequisites for a child's psychological readiness for school – occur not only immediately before entering school but also earlier, at previous ontogenetic stages.

According to Ye.A. Donchenko⁶, the formation in a preschool child of the ability to voluntarily regulate their behavior and activity in learning-type situations is characterized by a certain dynamics, expressed in the growing accuracy of reproducing a model set by an adult. Throughout the preschool years, there is a transition from unstable reproduction of the adult-set model to increasingly stable and adequate reproduction – initially based on the child's imitation of the adult's actions and direct instruction, and later on a stable orientation toward the model as a standard for constructing one's own actions. As stable orientation toward the model is formed, orientation toward the rule emerges. Initially, this orientation is purely executive – the rule acts as an algorithm of actions and operations to be reproduced; only later does it acquire a meaningful character, determining the relationship of each action and operation to the ultimate goal.

Cooperation with adults and peers plays an important role in the formation of voluntary regulation of behavior in preschool age. The functions and roles of partners in this interaction change throughout the preschool years. Initially, the child does not distinguish between the model itself and the adult as its bearer. Reproduction of the model takes the form of global imitation of the adult's actions. Subsequently, the child differentiates the adult's actions from the model itself and then singles out the rule as the basis for constructing their own actions.

According to A.M. Zalisniak⁷, the adult's functions change from serving as a model to monitoring the correctness of action execution and, by the end of preschool

⁶ 10. Donchenko, Ye. A., & Tytarenko, T. M. (1987). *Preschool pedagogical psychology*. Kyiv: Vyshcha Shkola. p. 34

⁷ Zaliznyak, A. M. (2006). *Pedagogization of parents as a guarantee of moral education of older preschool children*. In *Modern scientific research 2006: Materials of the II International*

age, to equal partnership in which the adult themselves begins to act as an object of control. The functions and role of peers participating in cooperation with the adult also undergo changes as the preschool child develops a stable orientation toward the model. Initially, the peer serves as a standard of actions for organizing one's own actions in the process of model reproduction; then as an object of control and evaluation; and finally as an equal partner in joint activity⁸.

As B.B. Ivanenko notes⁹, the effectiveness of self-regulation strategies presupposes the presence of a developed and perfected regulatory system aimed at achieving external and internal goals of self-development.

According to M.V. Savchyn¹⁰, mental actions and operations related to solving cognitive and personal tasks are formed in preschool children. At this point, the child develops an internal, personal life – first in the cognitive sphere and then in the emotional-motivational sphere. Their cognitive processes are characterized by a synthesis of external and internal actions united into a single intellectual activity: in perception – by perceptual actions; in attention – by the ability to manage and control external and internal action plans; in memory – by the combination of external and internal structuring of material during memorization and reproduction; in thinking – by the integration of practical-actional, visual-figurative, and verbal-logical methods of solving practical tasks into a holistic process.

In preschool age, imagination, thinking, and speech are closely interconnected; their synthesis gives rise to the ability to create images and voluntarily manipulate them through verbal self-instructions. This means that inner speech emerges and begins to function successfully as a tool of thinking, and mediated voluntary behavior based on certain representations appears. Simultaneously, the process of mastering speech as a means of communication is completed, creating the foundation for intensifying the upbringing and development of the child as a personality. In the process of upbringing, necessary moral norms, forms, and rules of cultured behavior are assimilated. Norms and rules that the child becomes aware of begin to guide their behavior, transforming their actions into

scientific-practical conference. Vol. 7. Pedagogical sciences (20–28 February 2006) (pp. 98–101). Dnipro: Nauka i Osvita. p. 99

⁸ Zaliznyak, A. M. (2007). Moral education of older preschool children and parents' attitude to this problem. In *Scientific Ukraine: Materials of the III All-Ukrainian scientific-practical Internet conference* (20–22 December 2007) (pp. 47–49). Kyiv. p. 47

⁹ Ivanenko, B. B. (2017). On the issue of effective methods of personality self-regulation. In *Psychological education in Ukraine: Traditions, present and prospects. Materials of the All-Ukrainian scientific-practical conference* (21–22 April 2017) (pp. 88–91). Kyiv: Lohos. p. 88

¹⁰ Savchyn, M. V., & Vasylenko, L. P. (2005). *Developmental psychology: Study guide*. Kyiv. p. 147

voluntary and morally regulated acts. This signals the emergence of voluntary moral self-regulation of behavior.

In preschool age, primary moral attitudes arise – above all, the distinction between good and bad. They are formed together with aesthetic attitudes, so for young children, something beautiful cannot be bad. A child of this age can no longer live in disorder. Everything they see, they try to organize and comprehend the regular relationships of the surrounding world – evidence of the emergence of a primary, albeit schematic, child worldview.

In early childhood, the child discovers the existence of adults and their complex world. It is precisely the separation of the child from the adult that creates a new social situation in which the child strives for independence. This tendency is natural and constant. However, the child continues to live together with the adult and enters their world; their primary need is participation in the life and activity of adults, since at this age the child cannot realize themselves due to a lack of strength, skills, and knowledge. Therefore, the child becomes an adult in their thoughts and imagination, orienting toward them as a model, taking on roles typical of adults, imitating them, and acting like an adult – but in the form of plot-role play¹¹.

At the level of the new social situation of development, the child develops elementary duties; their connection with the adult acquires new forms, manifested in the replacement of joint activity with independent execution of the adult's instructions. Preschool childhood differs significantly from all subsequent periods of life primarily in the relative freedom of the young child, the caring attitude of surrounding people, and the appearance of the first circle of elementary duties.

It is during the first six to seven years of life that the child's worldview outline emerges, the first holistic picture of the world is formed, the foundation of personal culture is laid, internal ethical instances (the beginnings of conscience) appear, voluntary behavior is formed, motive subordination arises, self-awareness develops, and the prerequisites for elementary forms of self-determination are created.

As M.M. Zabrotskyi notes¹², a significant feature of preschool age is the emergence of diverse relationships between the child and peers and the formation of children's groups. The preschool child's own internal position toward other people is characterized by the development of awareness of their own "I" and the significance of their actions as well as a tremendous interest in the world of adults – their activities and relationships.

¹¹ Kostyuk, H. S. (Ed.). (1976). *Developmental psychology*. Kyiv: Prosvita. p. 120

¹² Zabrotskyi, M. M. (2005). *Fundamentals of developmental psychology: Study guide*. Ternopil: Navchalna Knyha – Bohdan. 112 p.

In our view, it is precisely the first circle of elementary duties of the preschool child that leads to the formation of voluntary behavior and self-regulation of activity. As V.P. Kutishenko¹³ points out, the characteristics of the preschool child's social situation of development are expressed in the types of activity typical for this age, primarily in plot-role play, which is a form of creative activity. While playing, the child combines the roles of playwright and actor, decorator and technician. In play, the child learns about the world, relationships, roles, and people's behavior; models interpersonal relationships; learns to navigate various spheres of human life; and masters the rules and norms of life.

Play is the leading activity of the preschool child not because it occupies the most time free from sleep but because it determines the most important changes in mental processes and psychological characteristics of the personality. In play, new types of activity emerge and differentiate – in particular, learning (a purposeful process of acquiring knowledge and mastering skills and abilities) – which prepares the child for the transition to the next stage of development: early primary school age.

A.M. Bohush¹⁴ states that evaluative relationships play an important role in the formation of moral feelings. Experiences of pride first arise in a child as a result of direct adult evaluation and later without it. Gradually, the need to be proud of certain qualities emerges, to preserve positive adult evaluation, and thereby satisfy one's self-love. Manifestations of the sense of personal dignity become more diverse. In preschool age, it is important not simply to possess a skill but to demonstrate its quality – for example, to dress quickly and skillfully or to jump high and far. As children become aware of social values, they begin to take pride in their parents' work achievements and professional mastery.

Preschool age is characterized by the assimilation of adult models (norms and rules of behavior), the formation of mechanisms of personal behavior, the subordination of one's attitude toward objects and people to ideal models acquired from adults, and changes in preschool children's communication with adults. Communication acquires new forms: from external contact, the child moves to conscious and voluntary submission to the adult. In addition to practical communication with adults, intellectual cooperation emerges, manifested in children's questions.

¹³ Kutishenko, V. P. (2005). *Developmental and pedagogical psychology: Study guide*. Kyiv: Tsentr Navchalnoi Literatury. 128 p.

¹⁴ Bohush, A. M., & Suchok, V. Ye. (2009). *Anthology on spiritual and moral education of preschool children*. Ostroh: National University "Ostroh Academy". p. 137

The desire for active communication with adults is expressed in attempts to involve them in one's own experiences, to hear their opinion about one's actions, or to discuss someone else's behavior. Communicative activity unfolds on the basis of cognitive and personal motives and contains elements of initiative and independence.

As V.P. Kutishenko rightly notes¹⁵, limiting independence and initiative gives rise to manifestations of stubbornness, negativism, capriciousness, egoism, self-love, and resistance to adult demands even when those demands do not contradict the child's own desires and intentions. For the child, resistance is a manifestation of their own activity. It appears in various forms of negativism – unreasonable, unfounded, demonstrative denial of adult demands and refusal to fulfill them. This occurs when children's activity and initiative are suppressed, when a system of prohibitions is introduced, or when unlimited freedom leads to arbitrariness and spoiling. Adults who reasonably organize their communication with the child become objects of conscious imitation and gain authority.

Preschool children also develop a need for communication with peers. They join peer groups, learn to yield to peers' suggestions, give up their own desires, help one another, and care about common interests and collective responsibility. These are signs of the formation of a children's collective. Among preschool children, leaders are those who can take charge in games and other activities. Initially, their popularity is determined not only by genuine merits or inner advantages but also by external characteristics – attractive appearance, neatness, etc. Gradually, other qualities gain importance: the ability to work, organize play, resourcefulness, agility, and kindness.

Moral upbringing of the preschool personality plays a significant role in the development of behavioral self-regulation. Under the influence of moral upbringing, moral behavior and its self-regulation are formed. Among the personality traits that affect moral behavior, we consider high demonstrativeness and an undeveloped sense of guilt. A high need to be the center of attention is a source of activity that often conflicts with the interests of others and violates their rights, thereby breaching moral norms. The feeling of guilt, as the basis for the formation of conscience, requires educational influences from parents in the form of induction. If the feeling of guilt is not developed and conscience is not fully formed, there is no counterbalance to selfish tendencies in behavior when a person is freed from external control; such individuals are prone to envy, domination for the purpose of discharging aggression, and aggressive actions.

¹⁵ Kutishenko (2005)

At around seven years of age, as a result of a personal crisis, the positive ideal self acquires important significance in behavioral self-regulation. The positive ideal self also has its moral component (referred to in psychodynamic theory as the “Superego”). Thus, a person’s moral consciousness is embodied in real role behavior and gains stability. The mechanism of moral self-regulation changes, becomes established, and stabilizes owing to the development of the self-image. At six years of age, a new mental formation emerges – value awareness. Personality traits acquire new characteristics of awareness, generalization, stability, and personal significance. Consequently, one can speak of the personality-conditioned nature of the entire child psyche.

The central new formation of senior preschool age is behavioral self-regulation, which is subordinated to certain social and moral norms and is formed in play activity. Voluntariness expands the child’s opportunities to coordinate their desires with the desires of others.

The process of moral personality formation is uneven. At each period of preschool age, the child reaches qualitatively new levels of moral development. These levels include:

1. Ideas about moral norms. In early preschool age, the first ideas about what is good and what is bad emerge in the process of forming a new type of relationship between the child and the adult. The development of independence at this time is accompanied by the need for participation in adult life and joint activity with them. The desire for positive evaluation, support, and approval of one’s actions contributes to the organization of the process of assimilating moral norms by the child. In middle preschool age, the position of “defender” of behavioral norms, whose standard is the adult, is vividly manifested. As a rule, children’s complaints mainly report that a peer has failed to comply with adult requirements or rules of behavior. The first stage of forming children’s ideas about good and evil and how to behave toward others and relate to one’s own and others’ actions is associated with direct emotional attitudes toward the people who present these requirements.

2. Moral feelings and behavioral motives. In senior preschool age, moral feelings and knowledge become linked with feelings of duty. A child at this age is capable of understanding the moral meaning of their behavior. Internal moral instances emerge – the desire to behave in accordance with moral norms not because adults (parents, educators) demand it but because it is pleasant for oneself and others. Throughout preschool childhood, the following internal moral qualities develop: a sense of personal dignity (the child feels pride in well-performed work, a worthy act, and their behavior in general); a sense of shame (the child feels ashamed when their dignity is humiliated; to avoid shame and adult reproach, they may refrain from actions that would provoke condemnation); and a sense of duty (this

feeling influences behavior, encouraging care for peers, sensitivity, sympathy, responsibility, and helping to overcome selfish tendencies – although at this age it is not yet characteristic of all children).

3. Habits of moral behavior. Upbringing moral behavior means ensuring the unity of personality motives and actions. Moral motives encourage certain actions and give behavior personal meaning. Moral upbringing involves establishing in the child a system of dominant motives that correspond to moral norms and determine their relationships with others. An important aspect of motive development in preschool age is the increase in their level of awareness: the child begins to understand what causes their actions and how they are linked to behavioral consequences. This becomes possible owing to the development of self-awareness in the preschool child – understanding who they are, what qualities they possess, how others relate to them, and what causes this attitude.

4. Foundations of social competence. Evidence of personality development is the change in the child's activity within the social situation – that is, the influence of the environment and the child's attitude toward it.

E. Erikson notes that “basic trust in the world” begins to form in early age – the child's idea of the reliability of adults and emotional closeness with them. With proper upbringing, it develops into openness to social influences, readiness to accept others, and interest in communication.

A socially competent child is able to sense their place in the system of human relationships and behave adequately. The purposeful process of involving the child in the moral values of humanity and a specific society begins in early childhood. The success of this process depends on the unity of moral consciousness and behavior as well as systematic, purposeful influence from the educator and parents. The decisive factor here is the role of the adult as a “social guide,” a model for imitation, and an organizer of the child's social experience.

In our opinion, the mechanism of forming moral upbringing should be based not on empty proclamation and rote memorization of moral slogans but on a deeply personal, unobtrusive, intimate perception of lofty ideas. The foundation of such perception should be empathy and co-creation. Influencing the child and being transformed in their consciousness, these become ingrained and contribute to the emergence of profound, highly moral feelings.

Self-respect is not always recognized as a positive personality trait, since a person may respect themselves in connection with qualities that do not meet moral requirements. In this sense, the feeling can be harmful to others and produce personality deformations. However, with such an approach, it is impossible to draw an unambiguous conclusion about the characteristics of the individual's value-based attitude toward themselves while ignoring their system of values.

Thus, the analysis of scholarly literature confirms that the foundation of preschool personality development is the development of behavioral self-regulation. In senior preschool age, behavioral self-regulation is one of the main psychological indicators of development and a prerequisite for the development of reflection in early primary school age.

According to the age periodization, the life stage from six to eleven years is called early primary school age. E. Erikson referred to this age as the latent “school age.” When determining its boundaries, the specific features of children’s mental and physical development are taken into account, as well as their transition from play to learning activity, which becomes the leading activity at this age. This period coincides with children’s education in primary school.

The lower boundary of this age period (6–7 years) is associated with the transition to learning as a systematic and purposeful activity¹⁶. A child’s entry into school represents a radical change in their life and activity. Older preschool children must come to school physically and psychologically ready for these changes. In school learning, physical and mental abilities are used and continue to develop, and the psychological characteristics of the early primary school child are formed.

The main personal and socio-psychological characteristic of an early primary school child is the acceptance and awareness of their internal position, which gives grounds to consider this age as mature childhood¹⁷.

D.B. El’konin proposed that each psychological age be examined on the basis of the following basic criteria: the social situation of development, the leading type of activity, the main new formations, and crises. He substantiated the idea that, in the process of child development, the motivational side of activity is first mastered, followed by the operational-technical side, and he revealed the law of alternation and periodicity of different types of activity: orientation in the sphere of relationships and orientation in ways of using objects, which follow one another. Contradictions arise between them, also following one another.

Overall, early primary school age presents no major difficulties for a teacher’s work, yet it must be remembered that it is precisely at this age that the foundations of moral and emotional orientation of the personality, behavioral style, and activity are laid. The main contradiction of this age is that moral development lags behind intellectual development¹⁸.

¹⁶ Savchyn, M. V., & Vasylenko, L. P. (2005). *Developmental psychology: Study guide*. Kyiv. p. 165

¹⁷ Zabrotskyi, M. M. (2005). *Fundamentals of developmental psychology: Study guide*. Ternopil: Navchalna Knyha – Bohdan. 112 p.

¹⁸ Kutishenko (2005). p. 41

With the child's entry into school, the social situation of their development changes. The change in the social situation of development that occurs in early primary school age, together with the change in the leading type of activity, contributes to the formation of qualitatively new relationships between the child and the class collective, and between the child and the adult who teaches them. Certain relationships with adults and peers are formed on the basis of how well the pupil learns, fulfills class duties, behaves in the family, with adults and peers, and shows (or does not show) readiness to carry out the requests of others. According to V.P. Kutishenko's research¹⁹, the social situation of the child's development depends on the level of satisfaction of the schoolchild's social needs, which are realized within the framework of "teacher-pupil" and "pupil-pupil" interaction.

This objective position of the child is subjectively manifested (more or less adequately) in their moods, dominant experiences, and emotional attitude toward school and the learning process. For early primary school children, school evokes a great many new types of experiences that preschool children did not have. These include experiences related to being in a pupil group, communicating with peers and the teacher, whose evaluation, praise, or remark is very significant for the pupil. On this basis, mechanisms of reflection develop in early primary school children.

Attention should also be paid to the crisis of seven years. The crisis of seven years is a transitional period separating preschool childhood from early primary school age. It is a crisis of self-regulation, reminiscent of the crisis of the first year²⁰. Its main symptoms are: loss of spontaneity in behavior (between desire and action, internal experiences of the legitimacy or expediency of one's own actions intervene); mannerisms in behavior (trying to live up to adults' expectations, the child openly demonstrates even those positive qualities they do not actually possess); the "bitter candy" symptom (the child feels bad but tries to hide it).

The crisis of seven years is the period of the birth of the child's social "I." A change in self-awareness leads to a re-evaluation of values. What was previously important becomes secondary. Former interests and motives lose their motivating force; new ones take their place.

The personality of an early primary school child is characterized by specific features of the motivational sphere. At this age, personality needs develop on the basis of those formed in preschool childhood. Above all, the need for play is preserved. Therefore, in the first days at school, important means of awakening

¹⁹ Ibid., p. 40

²⁰ Zabrotskyi, M. M. (2005). *Fundamentals of developmental psychology: Study guide*. Ternopil: Navchalna Knyha – Bohdan. p. 58

interest in learning and easing difficult learning activity are the creation of play situations and the use of didactic games in lessons.

Play activity is of great importance for the development of the pupil's motivational sphere, including the development of a conscious desire to learn. It is in play that the transition occurs from motives as conscious, affectively colored, immediate desires to motives as generalized, i.e., the most conscious intentions. No other activity involves such emotionally charged entry of the child into adult life as play, in which they voluntarily submit to various demands. That is why analysis of children's games from the point of view of developing patriotic qualities of personality is important.

The need for movement in early primary school children remains as strong as in preschool children. It often interferes with their ability to concentrate in class. While restraining themselves during lessons, they often display particular motor activity during breaks, which tires them and reduces productivity in the next lesson. Therefore, the teacher must be able to organize children's rest, involving them in active games during breaks and allowing movement during lessons in physical-minute breaks – while not forgetting to develop pupils' reflection.

Of particular importance for the further development of reflection in early primary school children is the need for external impressions. At the beginning of schooling, it is the main driving force of development.

A seven-year-old child cannot restrain their feelings or control them²¹. Having lost some forms of behavior, they have not yet mastered others. Difficulties arise in upbringing; the child withdraws into themselves and often becomes unmanageable. At the root of these symptoms lies the generalization of experiences. A new inner life has arisen in the child that is not directly connected with the surroundings. As a result, the structure of their behavior changes, and a meaningful orienting basis of action is formed. The child begins to realize their place in the world of social relations, which radically changes their patriotic self-awareness as well.

Early primary school age is the period of the most intensive formation of learning activity. Everything connected with play becomes less significant for the schoolchild than what is connected with learning activity. Learning activity – studying – becomes the leading type of activity²².

Almost all children come to school with a desire to learn; they regard studying as a serious, socially important activity. In the first days of school, almost every child tries to approach learning conscientiously. However, after some time, some children's attitude toward school changes.

²¹ *Ibid.*, p. 59

²² Kutishenko (2005). p. 40

In inexperienced teachers, a significant proportion of pupils begin to show indifference to school and unwillingness to attend it after 3–4 months. The main reason for these negative phenomena is the imperfection of the organization of the educational process, which manifests itself in excessive focus on exercises aimed at forming various skills. In the first and second grades, children perform such exercises with interest; by the third grade, they already begin to grow bored with them. To strengthen pupils' positive attitude toward school, it is important to take into account individual differences, remembering that some children are confident while others are not, that some try to be active, thereby demonstrating their attitude toward school and the teacher, while others prefer to remain unnoticed in class and do not clearly express their attitude toward school.

An important indicator of the development of reflection in learning is pupils' attitude toward the teacher. As a rule, in the first and second grades, pupils do not display a critical attitude toward the teacher; they fulfill all their demands, love and respect them for teaching them. Children associate the teacher's exactingness and restraint with the seriousness of the new type of activity – studying. A critical attitude appears in the third grade if the teacher makes mistakes in the educational process.

Among the main components of learning activity are actions and operations through which pupils master the content of learning; motives and forms of communication between pupils and the teacher and among themselves; learning outcomes and their control and evaluation; the structure of learning activity, in which the acquisition of knowledge, skills, and abilities appears as its direct result, is formed gradually as schoolchildren learn to carry it out and develop initial skills in learning how to learn.

The main requirements for the content of learning are scientific character, ideological orientation, and spirituality. These principles apply to the content of every subject. Within the limits of younger schoolchildren's understanding, the world should be considered as a certain integrity; phenomena should be examined from the point of view of social significance, practice, and moral principles.

Compared with preschool children, the goals of activity become more complex for early primary school children. They are determined by the program content of learning. It is important to distinguish between the goal set by the teacher and the goal that the pupil realizes and accepts in the process of learning. The class teacher sets the goal of ensuring that pupils master the system of knowledge, skills, abilities, and methods of cognitive and practical activity defined by the program and form a positive attitude toward learning as a socially significant type of activity. The pupil must realize the goal set for them by the teacher at each stage of learning. Difficulties may arise because not all early primary school children, even when aware of the learning goal, accept the goal set by the teacher – that is, for far from all

children does the teacher-set goal become their own. The mechanism by which pupils accept this learning goal remains largely unstudied.

The formation of learning actions appears as a complex analytic-synthetic process carried out by a whole series of perceptual, mnemonic, intellectual, speech, imaginative, and volitional operations under conditions of pupil interest and intellectual satisfaction with learning work.

While mastering certain norms and values in the learning process, under the influence of evaluative judgments of others (parents, teachers, peers), the schoolchild begins to relate in a certain way both to the real results of their learning activity and to themselves as a personality. With age, they more clearly distinguish their real achievements from what they could achieve if they possessed certain personal qualities. Thus, the educational process forms in the child an attitude toward evaluating their own capabilities – one of the main components of self-esteem as a complex personality formation.

Initially, as a rule, those acts of behavior that have clear and obvious evaluation standards are realized and evaluated. Later, “internal” standards emerge – when the child is already able to reason about the degree to which they possess a certain quality at a given moment compared to how it was manifested earlier²³. On this basis, as M.Y. Boryshevskiy notes, the ability to evaluate oneself from the point of view of the dynamics of certain qualities and properties arises. In other words, the child develops their own criteria for evaluation and self-evaluation, making it possible to turn not only to the analysis of methods of action in solving mental tasks but also to the analysis of individual acts, behavior in general, as well as character traits and personality characteristics – which indicates the maturation of cognitive prerequisites for reflective self-understanding. Self-esteem plays an important role in this process.

The quality of pupils’ learning depends both on the teacher’s actions and teaching methods and on the level of their patriotic consciousness and understanding of the social usefulness of the given activity. Pupils’ learning activity proceeds differently depending on how skillfully the teacher manages it. The class teacher must form and activate all qualitatively different actions of pupils, since focusing attention on only one group does not lead to harmonious pupil development.

Consolidating children’s success in learning is possible by revealing confidence in themselves and their own dignity, remembering that the feeling of confidence is an important link in achieving the learning goal set by the class teacher.

²³ Boryshevskiy, M. Y. (1980). *Fostering self-control in the behavior of primary school pupils*. Kyiv: Radyanska Shkola. p. 25

Achieving the goal, in turn, generates in the child a feeling of confidence in themselves. To foster confidence in a child, it is important to draw attention to the positive qualities of a child who is lagging in learning. This has a positive effect on the formation of children's reflection as well.

For early primary school children, especially first- and second-grade pupils, every word and action of the teacher is highly influential. As a rule, the teacher enjoys great authority among children of this age; the child tries to fulfill their demands, although, of course, not always exactly as required.

Future primary school teachers must take into account their position among children and exercise self-control over their own behavior, remembering that the teacher's authority and communication with the class and each pupil are an important component of successful learning and upbringing – and hence the formation of their patriotic consciousness. Teachers' attitude toward the surrounding world shapes a corresponding attitude in pupils.

Psychologists classify class teachers' attitudes toward early primary school children into five types²⁴: stably positive – even, sincere attitude toward children; unstably positive – the teacher's actions depend on mood and experiences, and their evaluation of the child's personality depends on the level of knowledge; passively positive – vaguely expressed emotionally positive orientation in communication, closedness, dry behavior, and official tone; actively negative – emotionally negative orientation in relationships with children; passively negative – hidden emotionally negative orientation, lack or weak development of pedagogical interests, indifference, avoidance of informal communication with pupils.

The process of mastering knowledge, skills, and abilities constitutes pupils' cognitive activity, which is directed by the teacher. The role of the leader of the learning process is not limited to explaining new material. At the same time, the primary school teacher is an organizer, leader, and educator, caring for pupils' intellectual, physical, spiritual, and moral development, proceeding from the general goal of upbringing – the formation of a comprehensively and harmoniously developed personality. Since the educational and developmental functions are realized in the learning process, the teacher must possess psychological-pedagogical training and know the methodology of organizing learning and upbringing work that will contribute to the development of children's reflection.

Moral-ethical qualities are formed throughout a person's life, but their main part is laid down already in early primary school age²⁵. It is quite understandable

²⁴ Skrypchenko, O. V., Dolynska, L. V., Ohorodniichuk, Z. V., et al. (2001). *Developmental and pedagogical psychology: Study guide*. Kyiv: Prosvita. p. 128

²⁵ *Ibid.*, p. 168

that at the level of concepts these qualities are not yet formed in early primary school children, but children of this age already have certain ideas related to eternal values, patriotic ideals, etc. It is precisely the psychological-pedagogical culture of the teacher that contributes to better formation of values in pupils, against the background of which their reflection also develops. In the learning process, most early primary school children involuntarily develop concepts of such values as patriotic dignity, love for the native language, respect for national holidays and traditions, and others. In classes where primary school teachers pay due attention to national values and link learning material with them, pupils develop respect for state and national symbols and the National Anthem of Ukraine. Under favorable conditions, early primary school children acquire certain ideas about civic and family values: respect for the Law, care for parents and elders in the family, hospitality, etc. However, these values do not arise spontaneously; they must be formed, first and foremost at the level of teachers' pedagogical culture and morality. The teacher's culture contributes to the formation in pupils of ideas about humane attitudes toward people, love for the native land – Ukraine – as well as ideas about fidelity, courage, and heroism.

In the development of reflection, the teacher's truthful presentation of the history of the people's culture and education, the return to cultural achievements of the past, and the discovery of previously unknown pages of our heritage are of great importance.

Moral norms and rules of behavior are successfully assimilated by early primary school children in the process of learning and upbringing when the teacher not only reveals their content and shows on concrete examples how they should be fulfilled but also carefully monitors their strict observance, involves the collective in monitoring compliance with the rules by its members – which is a great stimulus for the formation of pupils' reflection. Other researchers also point to this.

The success of early primary school children's assimilation of moral norms and culture of behavior depends on the teacher's attitude toward their formation and development. It was important to study teachers' appeals to the development in pupils of Grades 1–4 of such a new formation as reflection. In this connection, the pedagogical mastery of primary school teachers in organizing the development of reflection in early primary school children in the learning process was analyzed.

One of the main new formations of the psyche of an early primary school personality is reflection. The phenomenon of reflection is a structural component of personality and a new formation of early primary school age. In the context of the development of reflection as an indicator of self-awareness, we consider it through the unity of cognitive, emotional, and behavioral components. The primary school teacher plays a major role in the formation of pupils' reflection. High-quality training

of primary school teachers, updating of their knowledge and skills, continuous raising of the level of professional competence, and a high level of formation of their own professional self-awareness and pedagogical reflection are regarded as an important prerequisite for the development of reflection in early primary school children. Therefore, there arises a need to develop and implement a program to create psychological-pedagogical conditions for preparing future primary school teachers for the development of reflection in early primary pupils.

On the basis of learning activity, the main new formations of early primary school age develop. The main new formations of the psyche of an early primary school child are voluntariness as a special quality of mental processes, the internal plan of action, and reflection²⁶. It is thanks to them that the psyche of the early primary school child reaches the high level of development necessary for further learning in middle school and the transition to adolescence with its special demands and opportunities.

The internal plan of action ensures the child's orientation in a rapidly expanding and complicating social environment. One of the functions of reflection is to ensure self-knowledge as a necessary component of self-management. Voluntariness helps to realize the child's intentions in behavior. The most pronounced and thoroughly studied changes occur in the cognitive sphere of the early primary school child, which is directly connected with the child's internal plan of action.

Voluntariness of behavior is of great importance for the development of the early primary school child. It is thanks to voluntariness that new meaningful structures are formed. In the course of repeating identical behavioral actions, so-called post-voluntary behavior is developed. Its essence lies in the formation, in the process of carrying out voluntary behavior, of higher mental systems that carry sufficient motivating force to perform an action that previously was possible only as voluntary, bypassing the act of conscious regulation. At this stage, behavior acquires the character of involuntary, even impulsive. Thus, a person can, without thinking or hesitation, rush to help someone drowning or go to their death in the name of the cause of their life. Consequently, volitional behavior is transitional from action out of necessity to post-voluntary action. The described transition occurs as a result of the formation of meaningful structures, in particular social action schemas.

It is at this age that the center of the child's mental development becomes the formation of voluntariness of all mental processes (memory, attention, thinking,

²⁶ *Ibid.*, p. 60

organization of activity)²⁷. Their intellectualization and internal mediation occur thanks to the primary assimilation of the system of concepts. Voluntariness is manifested in the ability to consciously set a goal, search for and find means of achieving it, and overcome difficulties and obstacles. Throughout early primary school age, the child learns to control their behavior and mental processes, since the demands placed on them from the first days at school presuppose a fairly high level of voluntariness.

While performing tasks in various subjects, children look for the most convenient methods, choose and compare options for actions, and plan their sequence and means of implementation. The more stages of their own actions a schoolchild can foresee and the more carefully they can compare their variants, the more successfully they will control task solution. The necessity of control and self-control, verbal reporting, and self-evaluation in learning activity creates favorable conditions for the formation in early primary school children of the ability to plan and perform actions mentally²⁸.

The main new formation that plays a key role in the development of the early primary school child is reflection. In his works, I.D. Bekh²⁹ thoroughly investigated reflection. In the broad sense, reflection is the reflection of oneself, one's inner world, and one's own behavior in the individual's consciousness. It is the basis for the development of self-awareness and unites self-knowledge, experiencing one's attitude toward oneself, and self-regulation of one's behavior. Intellectual and personal reflection are distinguished; the latter is of particular importance for the patriotic development of the child. Personal reflection is a person's ability to comprehend their motives, predict the consequences of their actions for themselves and others, and coordinate their goals with the means of achieving them. The most important property of personal reflection is that in the course of its implementation, the functions of the human psyche as its object change.

An important indicator of the development of reflection in learning is pupils' attitude toward the teacher. As a rule, in the first and second grades, pupils do not display a critical attitude toward the teacher; they fulfill all their demands, love and respect them for teaching them. Children associate the teacher's exactingness and restraint with the seriousness of the new type of activity – studying. A critical attitude appears in the third grade if the teacher makes mistakes in the educational process.

²⁷ Savchyn, M. V., & Vasylenko, L. P. (2005). *Developmental psychology: Study guide*. Kyiv. p. 173

²⁸ *Ibid.*

²⁹ Bekh, I. D. (1993). Voluntary behavior of schoolchildren as a goal of upbringing. *Ridna Shkola*, (9), 29–32.

The depth of the future primary school teacher's understanding of the role of motivation in children's learning activity in the development of reflection will affect the effectiveness of the processes of learning, development, and upbringing.

In connection with the development of cognitive need and under the influence of the new leading activity, a more stable structure of motives is formed in early primary school children, in which motives of learning activity become dominant. Many of them are conditioned by the learning process itself; others are connected with the content and forms of learning activity. Such motives include, first of all, interest in mastering methods of activity, in the processes of reading and drawing, and on this basis interest in the subject itself. Other motives are not directly dependent on the learning process. These are broad social motives (to work well, study successfully, and after finishing school enter university) and narrow personal motives that embody the desire for one's own well-being (to earn adult praise, a gift, a good mark).

Successful learning activity is encouraged both by motives conditioned by it and by motives generated by the pupil's internal position. In children with a formed internal position oriented toward successful learning, activities connected with fulfilling pupil duties evoke positive emotional experiences, while activities that were interesting in preschool childhood lose their attractiveness.

However, sometimes in early primary school children, especially in the first grade, play motives remain stronger. This is manifested, in particular, in distraction and inattention when performing tasks and concentration on play. To form learning motivation in them, special pedagogical work is needed. Particular attention should be paid to awakening in the child a sense of pride in themselves as a schoolchild, the experience of the immediate emotional attractiveness of school, the development of learning skills, cognitive interests, and the desire to master learning skills no worse than peers.

It is more difficult when an early primary school child displays a clearly pronounced negative attitude toward school and unwillingness to study, or active resistance to learning. Most often this happens if the preschool child was not taught to limit their desires and overcome difficulties. Since school requires constant overcoming of obstacles, the child develops active opposition to learning. Children whose family instilled fear of school or a frivolous attitude toward learning there also show unwillingness to study. Collision with reality in such cases gives rise to strong disappointment and a negative attitude toward school.

The effectiveness of the pupil's internal position is of great importance for learning motivation. By the end of early primary school age, and often earlier, the motivational function of the internal position is exhausted and loses its motivating force. Therefore, fulfilling school duties becomes less and less attractive to the child.

This is caused by the fact that at the beginning of early primary school age, the child fulfills school duties in a manner similar to how they previously followed the rules of play. The desire to live up to the demands placed on them by the position of schoolchild is very strong. However, it becomes significantly weaker if the pupil gets used to this position, as a result of which the experiences associated with it lose their positive emotional charge. This necessitates forming in the early primary school child a higher level of voluntariness corresponding to the peculiarities of learning activity as the child's everyday duty, which is constantly becoming more complex.

It should be noted that early primary school age is especially favorable for the development of the achievement motive in learning, work, and play activities of children. Subsequently, this motive becomes quite stable, dominates over the motive of avoiding failure, accelerates the development of various abilities in the child, and becomes increasingly socially significant.

Future primary school teachers need to understand well that such personality formations as self-esteem and level of aspiration influence children's motivation for achievement and activity. According to psychological research data, individuals with strong achievement motivation and low failure-avoidance motivation are characterized by adequate self-esteem and a sufficiently high level of aspiration³⁰. The development in early primary school children of the achievement motive is possible provided adequate self-esteem and an appropriate level of aspiration are formed.

Awareness by the child of their abilities and capabilities – and on this basis faith in their own powers – strengthens the achievement motive. The child begins to realize that insufficiently developed abilities can be compensated for by increased effort and personal diligence.

In early primary school age, such a behavioral motive as imitation of ideals develops. For primary school pupils, they are concrete. As in preschool age, the ideals are mainly heroic personalities about whom the pupil has heard from adults' stories, seen in films, or read about in books. They are still unstable and quickly change under the influence of new, vivid impressions. Nor are they fully formed, since they do not meet the criteria of awareness and effectiveness. The early primary school child usually imitates only the external manifestation of the heroes' actions that they consider their ideal. Even after correctly analyzing the content of an action, they do not always compare it with their own behavior. Today, when certain mass media produce low-quality and often anti-patriotic information, significant changes occur in the patriotic consciousness not only of adults but also of children. In this case, in

³⁰ Savchyn, M. V., & Vasylenko, L. P. (2005). *Developmental psychology: Study guide*. Kyiv. 360 p.

early primary school age, the foundations of a negatively oriented motivational sphere (egoistic, asocial, anti-humanistic, etc.) will be laid.

Early primary school pupils develop a variety of learning motives. First-graders like to study, read, write, and count. They are interested in everything new (stories, historical events, animal life, etc.). In the learning process, children's interests are enriched and differentiated, and the foundations of their patriotism are also laid. In many children, learning activity is motivated by interest in the learning process itself and its results, acting for them as an end in itself. Relying on the research of O.V. Skrypchenko, M.I. Aleksieieva, and L.I. Bozovich, learning motives can be divided into two large groups³¹:

Group I – social motives of learning activity connected with understanding, at a level accessible to children of this age, of the social role of the schoolchild and their civic duty, as well as narrow personal motives – satisfaction of self-love, sense of personal dignity, the desire to stand out in any way in the peer collective.

Group II – the so-called internal motives of learning that are characteristic of activity aimed at acquiring knowledge and mastering the necessary methods of action that will be useful in future life.

Communication of early primary school children with peers and the teacher in the learning process contributes to their socialization (assimilation of social ideas, concepts, behavioral models, etc.). Knowledge is the main element of pupils' education and is divided into scientific (reflecting reality in the form of general ideas and concepts); artistic (reflecting the world in the form of artistic images); everyday and pre-scientific (in which facts are described and stated one-sidedly or distortedly).

Learning outcomes include mental – in particular intellectual and moral – development of pupils. These outcomes in learning activity should not be regarded as secondary. The effectiveness of pupils' learning depends on the quality of textbooks, curricula and plans, and class schedules; on the moral orientation of informal leaders among pupils in Grades I–IV.

The ability of early primary school children to exercise self-control is conditioned by the development of metacognitive processes – that is, complex intellectual processes that allow them to monitor their own thinking, memory, knowledge, goals, and actions. Such a new formation also influences the development of other components of learning, in particular planning one's actions, decision-making, and searching for memorization techniques.

³¹ Skrypchenko, O. V., Dolynska, L. V., Ohorodniichuk, Z. V., et al. (2001). *Developmental and pedagogical psychology: Study guide*. Kyiv: Prosvita. 416 p.

Self-esteem is one of the most important factors in the development of the child's personality; in particular, it acts as an internal mechanism of self-regulation. It is important to form adequate self-esteem in children. An excessively low self-esteem has a particularly negative impact on child development.

The foundations of a child's reflection are laid in their self-esteem and attitude toward learning. First-graders, in the overwhelming majority, are interested in and conscientious about learning and show interest in the learning material. The motives for their diligent attitude are generated by the learning activity itself. At the same time, already in the first grade, children realize that their position among peers and adults depends on success in learning. In the second and third grades, the place of a particular first-grader in the class collective depends mainly on success in acquiring knowledge as well as on moral qualities such as neatness, diligence, responsibility, etc. This is a sign of a healthy attitude of the class toward learning. It occurs where the teacher cares about forming pupils' public opinion, collective relations, and value orientations.

The stability of interest in learning activity among early primary school children depends on how this activity is organized and how skillfully the teacher excites and maintains their pupils' interest in acquiring knowledge and connects this knowledge with life.

Overcoming the difficulties that pupils encounter in learning activity is an indispensable internal condition for strengthening interest in it and its motivation. Accumulation of failures causes a decrease in interest in learning. Successful overcoming by pupils of difficulties in learning activity – and hence their attitude toward it – depends to a large extent on how skills in learning how to learn are formed in them, which is an important task of the school from its very first stages.

Future primary school teachers must take into account their position among children and exercise self-control over their own behavior, remembering that the teacher's authority and communication with the class and each pupil are an important component of their successful learning and upbringing – and hence the formation of their consciousness. Teachers' attitude toward the surrounding world shapes a corresponding attitude in pupils. The process of mastering knowledge, skills, and abilities constitutes pupils' cognitive activity, which is directed by the teacher. The role of the leader of the learning process is not limited to explaining new material. At the same time, the primary school teacher is an organizer, leader, and educator, caring for pupils' intellectual, physical, spiritual, and moral development, proceeding from the general goal of upbringing – the formation of a comprehensively and harmoniously developed personality. Since the educational and developmental functions are realized in the learning process, the teacher must possess psychological-pedagogical training and know the methodology of organizing

learning and upbringing work that will contribute to the development of children's reflection.

Activity and independence in learning are interconnected but not identical. An early primary school child can actively repeat certain actions in a way prescribed to them and give up when difficulties arise if the nature of the tasks changes. The formation of independence is facilitated by a gradual increase in the volume of independent work in lessons, diversification of tasks, introduction of creative work, and combination of such work with training exercises. An indispensable condition for success is a clear statement of questions and tasks for pupils. Pupils' awareness of them directs mental activity. Independent work activates pupils' activity, increases their interest in the material, develops initiative, and teaches them to apply acquired knowledge to learning new facts and in practical activity.

The ability to learn is developed in the practice of pupils' learning activity skillfully directed by the teacher. This skillfulness is determined by the tasks the teacher sets for pupils, how they help them find rational means of fulfillment, what space remains for activity and independence accessible to pupils, and how the methods of managing children's work used by the teacher and parents are coordinated.

The mobility of future primary school teachers contributes to the development of competencies, a conscious attitude toward work and learning, and gives them the opportunity to become active and responsible citizens of Ukraine.

Thus, the central new formation of senior preschool age is self-regulation of the individual's behavior, which is subordinated to certain social and moral norms and is formed in play activity. Voluntariness expands the child's opportunities to coordinate their desires with the desires of others. In the process of upbringing, necessary moral norms, forms, and rules of cultured behavior are assimilated. Norms and rules that the child becomes aware of begin to guide their behavior, transforming their actions into voluntary and morally regulated acts. This signals the emergence of voluntary moral self-regulation of behavior. The foundation of preschool personality development is the development of self-regulation of activity and moral behavior. Self-regulation of behavior in preschool children has gender-specific features. In preschool age, self-regulation of behavior is one of the main psychological indicators of development and the foundation for the formation of reflection in early primary school age. The success of this process depends on the unity of moral consciousness and behavior as well as systematic, purposeful influence from the educator and parents. The decisive factor here is the role of the adult as a "social guide," a model for imitation, and an organizer of the child's social experience. Therefore, the absence of purposeful influences on the formation of

behavioral self-regulation in preschool age will be difficult to compensate for in subsequent years.

High-quality training of primary school teachers, updating of their knowledge and skills, continuous raising of the level of professional competence, and a high level of formation of their own professional self-awareness and pedagogical reflection are regarded as an important prerequisite for the development of reflection in early primary school children. Future primary school teachers need to understand well that such personality formations as self-esteem and level of aspiration influence children's motivation for achievement and activity. The development in early primary school children of the achievement motive is possible provided adequate self-esteem and an appropriate level of aspiration are formed. Awareness by the child of their abilities and capabilities – and on this basis faith in their own powers – strengthens the achievement motive. The child begins to realize that insufficiently developed abilities can be compensated for by increased effort and personal diligence.

In the process of mental development of an early primary school child, reflective components of personality are formed; an idea of one's own "I" is developed; identification occurs as an emotional-cognitive process of the subject identifying themselves with another subject or group of people. In the structure of self-awareness of the early primary school child, three leading components are distinguished: the self-image, self-esteem, and value orientations. They are the basis for the formation and development of reflection. At this age, reflective mechanisms are formed in the child that will ensure their development in the future adolescent and youth periods.

In conclusion, the development of personal reflection in age-related unfolding has certain peculiarities and depends on the readiness of preschool institution educators and primary school teachers to influence the dynamics of its formation. One of the main new formations of the psyche of an early primary school personality is reflection. The primary school teacher plays a significant role in the formation of pupils' reflection. The modern psychological-pedagogical characteristic of the future primary school teacher, which reflects readiness for the development of reflection in early primary school children, should focus on training a teacher who is not only a carrier of knowledge but also a facilitator of child development, capable of adapting to the individual needs of each pupil and creating an inclusive, supportive environment.

1.2. Continuity between preschool and primary education as a crucial condition for ensuring the quality of the educational process

The issue of continuity between the two levels of education has always been one of the key problems in Ukrainian pedagogy. Continuity between preschool institutions and schools represents a specific and complex connection. It involves the transition from one level of education to another, achieved while preserving and gradually modifying the methods and forms of upbringing and instruction.

Preparing children for school education is particularly relevant in light of global trends toward achieving successful continuity between preschool and primary education. As an open system, the preschool institution plays a vital role in educating the child to ensure smooth and effective adaptation to school learning.

The problem of continuity has been explored in Ukrainian scholarship by Sh. Amonashvili, O. Zaporozhets, S. Rusova, V. Sukhomlynsky, Ye. Tikheyeva, K. Ushinsky, as well as by contemporary researchers such as M. Antonets, A. Bohush, N. Ponomariova, and others.

The implementation of the principle of continuity between preschool and primary education has been studied in the following areas: methodological foundations (I. Ohorodnik, O. Savchenko, and others); pedagogical foundations and means of ensuring continuity (O. Vashulenko, L. Kalmykova, O. Proskura, and others); methodological and pedagogical aspects (A. Bohush, N. Kichuk, V. Kuz, and others); forms of organization and teaching methods in preschool educational institutions (PEIs) and primary schools (Z. Borysova, V. Hurska, Z. Istomina, O. Kyrychuk, L. Paramonova, M. Poddjakov, T. Fadeyeva, F. Shelukhin, and others); continuity in the activities of PEIs and the New Ukrainian School (NUS) (N. Kaniosa, S. Lavrenko, I. Lipchevska, O. Polovyna, O. Shadiuk, and others).

V.O. Sukhomlynsky believed that each age stage serves as a preparatory foundation for the next (“zone of proximal development”), which in turn expands and deepens the potential capabilities of the previous stage. He argued that to thoroughly understand each child and deeply study the individual characteristics of their perception, thinking, and mental activity, a year of preparation for school is required. “Before imparting knowledge, one must teach the child to think, perceive, and observe. It is also essential to have a thorough understanding of each pupil’s individual health characteristics – without this, normal teaching is impossible”³².

³² Sukhomlynsky, V. O. (1977). I give my heart to children. In *Selected works: In 5 volumes* (Vol. 3, pp. 5–279). Kyiv: Radyanska Shkola. p. 396

This prominent educator viewed the dynamics of age-related personality formation as a continuous, organically interconnected process. He addressed the issue of continuity between kindergarten and primary school in this context³³.

According to A.M. Bohush, continuity represents a higher stage of development whose roots are firmly embedded in the preceding foundation. The author recommends implementing continuity along three directions: content of education, forms of upbringing work, and teaching methodology. The academician asserts that continuity prevents crisis phenomena in the mental development of the personality, and the primary and ultimate outcome of educational reform is the assurance of continuity³⁴.

In addition to Ukrainian educators, the problem of continuity between educational levels has been studied by foreign scholars. Western researchers' concerns regarding continuity between preschool and primary education focus on the characteristics of age groups (6–8 years) and the systematization of goals (B. Bloom, A. Wallon, R.M. Gagné, M. Debesse, J. Piaget, and others). Some researchers advocate discussing continuity in the context of preparing the child for school education (D. Ausubel, R. Brandt, R. Gagné, D. Evans, W. Ellis, and others). In this regard, Daniel Evans argues that a child reaching a certain age is sometimes considered ready for school. Contrary to this view, David Ausubel maintains that school readiness is a function of behavior. According to the author, children differ from one another at a given age due to varying social experiences.

Other researchers believe that maturation is determined by individual characteristics and the spontaneous manifestation of innate inclinations, independent – at minimum – of social and educational conditions. These authors advocate the development of diagnostic tests for school maturity and the identification of developmental differences among children. Another viable concept of school preparation in the context of continuity, still relevant today, was developed by E. Bernart. According to the author, preparation for school involves the formation and development of a system of biopsychosocial traits. “The only way to

³³ Babich, N. (2014). Using the heritage of V. O. Sukhomlynsky in solving the problem of continuity between preschool and primary school. p. 8

³⁴ Lutsan, N. I. (2014). Linguodidactic problems of speech development in preschool children in the scientific works of A. M. Bohush. National Academy of Pedagogical Sciences of Ukraine. V. O. Sukhomlynsky State Scientific and Pedagogical Library of Ukraine. Series “Academicians of the National Academy of Pedagogical Sciences of Ukraine” (Issue 23, pp. 18–21). p. 20

conceptualize school maturity,” notes E. Bernart, “is through multidisciplinary, engaging the entire personality”³⁵.

Continuity between preschool and primary education is defined as the connection and coordination of all components of the educational-upbringing process in PEIs and the NUS: goals, tasks, content, methods, tools, and organizational forms that ensure the child’s effective development and successful learning in these educational domains³⁶.

Continuity between kindergarten and school entails achieving unity in the content of learning activities, didactic strategies, mutual familiarity with curricula, and attention to the content and forms of children’s education. The Basic Component of Preschool Education is oriented not toward intellectual readiness for primary and secondary education but toward personal readiness. This is determined by the child’s ability to transition to the new role of pupil. If the child is ready for this qualitatively higher stage of development, they have formed what is known as the internal position of a schoolchild. Identifying this position is straightforward: if the child has a conscious desire to learn and discover new things, it is present³⁷.

The priority task of every preschool educational institution is preparation for school. Educators must provide children with equal starting opportunities for further learning, as stipulated in state educational programs. Kindergartens should facilitate the initial formation of the child’s personality and equip them with skills that will enable relatively easy mastery of the school curriculum in the future.

This is typically achieved through the implementation of preschool education models that closely resemble the programs used in Grades 1–2. This is no coincidence, as continuity between preschool institutions and schools is a continuous process of child development, learning, and upbringing. Children transitioning from kindergarten to first grade should not experience a sharp change in the so-called microclimate or the demands placed upon them.

The modernization of preschool and primary education is an integral part of the broader renewal of educational systems. Implementing the principle of continuity between preschool and primary school education serves, on one hand, to prepare children for systematic school learning and, on the other, to utilize the experience acquired in kindergarten during the first grade. Thus, primary school

³⁵ Botiș, A., & Mihalca, L. (2009). Curriculum pentru învățământul preșcolar. Prezentare și explicitări. București: DPH Publishing house.

³⁶ Makarenko, S. I. (2013). Prospectivity and continuity in the work of preschool institutions, primary schools, and families as a relevant aspect of implementing State Standards of preschool and primary general education. Pedagogical Treasury of Donetchyna, (1). p. 33

³⁷ Basic Component of Preschool Education. New edition and recommendations for organizing the educational process. Kyiv, 2021.

must fully and accurately account for the achievements of preschool-aged children, while the content of primary education should logically complement, continue, and expand upon the content of preschool education.

The prerequisites for lifelong education emerged in various countries during the 1950s–1960s. Initially, lifelong education was viewed as an issue of adult education aimed at compensating for deficiencies in prior preparation or updating knowledge in response to new professional demands. However, the limitations of this approach were soon recognized, leading to a new perspective on lifelong education as a system integrating adult education with general education. The term “lifelong education” was first used in UNESCO materials in 1968, and following the publication of the report by the commission chaired by E. Faure (1972), UNESCO adopted a resolution recognizing “lifelong education as the fundamental principle for innovations or reforms in education across all countries of the world.”

The importance of ensuring continuity and interaction between preschool and primary education is addressed in international normative-legal documents: the UN Convention on the Rights of the Child; UNESCO documents on educational policy in preschool education; UNESCO reports such as “The Contribution of Preschool Education to a Sustainable Society”; and resolutions from UNESCO-organized international conferences dedicated to defining and recognizing the status of early childhood. Each national education system has its unique features and best practices. Studying these can contribute to resolving issues related to the organization and development of lifelong education worldwide³⁸.

Continuity between preschool and primary education ensures the uninterrupted acquisition of education by individuals. Continuity in education is essential for creating a unified educational process that logically extends from kindergarten to school. This process facilitates holistic personality development. During learning, children develop core competencies – skills, knowledge, and abilities necessary for further education and life in general. Proficiency in native and other languages, mathematical skills, knowledge in natural sciences, technology, or culture – these are acquired in primary school building upon the competencies formed in kindergarten.

In preschool age, children begin to develop curiosity, initiative, responsibility, creativity, and communication skills, among others. Primary education builds upon and deepens these skills. The transition from kindergarten to school should be

³⁸ Kovshar, O. V. (2015). Theoretical and methodological foundations of organizing pre-school education: Monograph. Kryvyi Rih Pedagogical Institute of the State Higher Educational Institution “Kryvyi Rih National University” of the Ministry of Education and Science of Ukraine. Kryvyi Rih: Published by R. A. Kozlov. 270 pp. 108-109

gradual, as children require an adaptation period. Adaptation will be significantly easier if, during the early years of school, activities initiated in kindergarten are continued and elevated to a higher level. Continuity in education entails preserving the main types of activities typical of preschool children in primary school, including communication; play; physical activity; cognitive activity; acquisition of household skills; modeling, drawing, appliqué, construction; listening to music, singing, choreography, and theatrical activities.

Preschool educators should be familiar with the primary school curriculum and incorporate preparatory learning elements into their activities to ready children for Grade 1. Primary school teachers should likewise know the preschool curriculum to utilize its components during the adaptation period.

Psychological aspect: studying the developmental characteristics of children at the transitional stage; identifying the specifics of shifting from play-based to learning activity; ensuring the psychologization of the educational-upbringing process as a condition for personality formation at both levels.

Methodological aspect: mutual familiarization with methods and forms of educational-upbringing work in the senior preschool group and in Grade 1; ensuring continuity in methods and techniques for speech development, mathematics, familiarization with the environment, physical, aesthetic, and social upbringing. This aspect is realized through mutual attendance of lessons/activities by educators and teachers followed by joint discussions; practical seminars on specific methodologies; joint pedagogical councils, exhibitions, and conferences; mutual consultations among educators; and exchange of advanced pedagogical experience.

Practical aspect: prior acquaintance of teachers with their future pupils; mentoring by educators of their former charges; forms of interaction between pedagogical teams: seminars, practical workshops, trainings (on pedagogical communication and communicative skills); collaborative work involving practical psychologists with teachers and preschool educators; teachers' visits to senior groups to observe children's activities during and outside lessons; conversations with children and their educators; establishment of "future first-grader schools"; organization of joint concerts and sports competitions; repair and creation of toys by children, etc.

Forms of implementing continuity between PEIs and schools can vary, with their selection determined by the degree of interconnection, style, and content of relations between educational institutions. Typically, at the beginning of the academic year, educators develop a unified joint plan aimed at specifying work across three main directions: work with children; interaction among educators; and collaboration with parents.

Forms of implementing continuity:

Work with children: excursions to school; visits to the school museum and library; familiarization and interaction between preschoolers and primary school teachers and pupils; participation in joint educational activities and play programs; exhibitions of drawings and crafts; meetings and conversations with former kindergarten graduates (primary and secondary school pupils); joint celebrations (Knowledge Day, initiation into first-graders, kindergarten graduation, etc.) and sports competitions involving preschoolers and first-graders; participation in theatrical activities; preschoolers attending adaptation courses organized at school (sessions with psychologists, speech therapists, music instructors, and other school specialists).

Interaction among educators: joint pedagogical councils (PEI and school); seminars and master classes; round tables involving PEI educators and school teachers; psychological and communicative trainings for educators and teachers; diagnostic assessments to determine children's readiness for school; collaboration between medical staff and psychologists from PEIs and schools; open demonstrations of educational activities in PEIs and open lessons in schools; pedagogical and psychological observations.

Collaboration with parents: joint parent meetings with PEI educators and school teachers; round tables, discussion meetings, and pedagogical "welcome sessions"; parent conferences and Q&A evenings; consultations with PEI and school educators; meetings between parents and future teachers; open house days; creative workshops; surveys and testing of parents to assess family well-being before school life and during the child's adaptation to school; educational-play trainings and workshops for parents of preschool children, business games, and practicums; family evenings and themed leisure activities; visual communication tools (information boards, exhibitions, Q&A mailboxes, etc.); parent club meetings (sessions for parents and child-parent pairs).

To ensure continuity of content and avoid duplication in preschool and primary education programs, it is recommended to strengthen the developmental and upbringing components of the educational process (organizational aspect), prioritizing socialization, moral upbringing, and the formation of cognitive activity motives, among others.

A preschooler's readiness for school learning is understood as a high level of development in the following areas: social (interest in school life, ability to establish communication with adults and peers, etc.); intellectual (facilitating mastery of general learning skills: reasoning, establishing cause-and-effect relationships, etc.); psychological (formation of basic emotional-volitional characteristics, etc.); and physiological (coordination of hand and eye movements, developed fine motor skills,

etc.) components and indicators of personality development that promote a favorable transition from preschool to primary education.

Comprehensive readiness and preparation for school, encompassing all its components, can be ensured by pre-school education. It also involves specialized preparation for school learning (acquisition of knowledge, skills, and abilities) conducted in a positive emotional context of educator-child relationships, oriented toward personality-activity and communicative approaches that should be preserved in the first grade³⁹.

Types of readiness for school learning:

Psychophysiological readiness. By the end of senior preschool age, the child's brain structure and functions are sufficiently developed, with both hemispheres – particularly the frontal areas associated with speech development – well-formed. Asymmetry between the left and right hemispheres is more pronounced, and the brain becomes “left-dominant,” reflected in increased cognitive activity. Speech becomes more logical and less emotional. Inhibitory reactions are sufficiently developed, positively affecting behavioral self-regulation. Nervous processes are more balanced and mobile. The musculoskeletal system is more flexible. Development of fine hand muscles indicates readiness to master writing skills. The child better perceives rhythm and movement tempo. All cortical analyzers are relatively formed, underpinning various sensitivities: improved visual acuity, enhanced pitch sensitivity, more accurate differentiation of object weights, and fewer errors in identifying odors.

Personal readiness manifests in the child's attitude toward school, learning activity, teachers, and themselves. If a child is not ready for the social position of a pupil, even with sufficient skills, abilities, and high intellectual development, school will be challenging. Such first-graders behave “childishly” in school and learn unevenly. They succeed when lessons evoke immediate interest but perform carelessly and hastily when tasks require responsibility, struggling to achieve desired results.

Motivational readiness for school learning comprises positive perceptions of school; a desire to learn to acquire new knowledge and skills; and a formed pupil position. This readiness emerges at the end of preschool/beginning of school age as a need for knowledge and skills, marking a qualitatively new stage in cognitive development. In the motivational domain, two groups of learning motives have been identified:

³⁹ Harbar, S. (2020). Foreign experience in pre-school education. In V. Kushnir (Ed.), *Preschool education in the context of new goals of the Ukrainian school: Collective monograph* (pp. 22–46). Hameln: InterGING. p. 25

1. Broad social motives related to the child's needs for communication with others, their evaluation and approval, and the desire to occupy a certain place in accessible social relations.

2. Motives directly linked to learning activity – cognitive interests, the need for intellectual activity, and mastery of new skills, abilities, and knowledge. The most appropriate for learning activity are educational-cognitive motives, formed through the activity itself and specially organized measures.

Volitional readiness manifests in formed self-control and behavioral self-regulation, the ability to set, remember, and strive to achieve goals. The child should possess key volitional qualities such as independence, purposefulness, persistence, organization, and discipline. A child with a high level of emotional-volitional readiness adequately perceives tasks, assesses their difficulty, and maintains composure when overcoming challenges: seeking adult help or attempting independently, coping with failures (without confusion or tears), and seeking ways to improve work or behavior – demonstrating the independence required for school.

Key indicators of social readiness for school include the preschooler's internal position upon entering school and the communicative aspect of personality development. Social readiness also presupposes well-formed abilities to build relationships with educators and peers. This process is easier when the child has experience in a preschool group, observing and participating in joint educational and play activities and interacting with peers. School learning is collective, necessitating collaboration among all participants.

The content aspect of intellectual readiness involves a developed vocabulary, reasoning skills, text retelling, solving simple problems, distinguishing figures, visual memory development, and establishing cause-and-effect relationships.

By the start of school, the child has formed concepts of spatial relations, though time perception remains limited. General speech development is linked to logical operations. The child correctly pronounces all native language sounds, constructs various sentence types, uses different word forms, possesses a sufficient vocabulary, independently composes multi-sentence stories, and recites several poems by heart. They can seek adult help and support, using speech as an expressive means of communication and joint activity with peers. Educators who systematically observe group behavior know which children calmly and sequentially address adults with questions, request or offer peer help, align interests in play or other activities; which insist on attractive roles through persuasion, coercion, or conflict; which accept any role without defending interests; and which avoid joint activity due to shyness or communicative passivity.

Thus, forming a child's readiness for school occurs through specially organized preparation. The outcome of such preparation is defined as preschool maturity.

The education system in Poland differs somewhat from Ukraine's, including in preschool upbringing. For Ukrainians, the topic of preschool education in Poland is important, as some families have relocated from Ukraine and enrolled their children in Polish kindergartens, necessitating familiarity with the applicable rules.

Before enrolling in technical colleges and lyceums in Poland, compulsory school education is required, preceded by the upbringing and education of children in nurseries and kindergartens.

In Poland, as in Ukraine, there are nurseries and kindergartens with mandatory preparation for school education. The first stage of the educational process in Poland involves attending preschool institutions, which are divided into three levels:

Żłobek – nursery groups for children aged from 5 months to 3 years. Most often, Polish parents enroll children at the age of one year. This is related to the fact that *urlop macierzyński* (paid maternity leave) is granted to the mother for only one year after the child's birth. Parents can leave the child for a full or partial workday. In Poland, one can choose either public nurseries funded by the local budget or private ones.

For children aged 3 to 6 years, *przedszkole* operates – a typical kindergarten similar to those in Ukraine. Considerable time and effort are devoted to the children's development. Daily activities are conducted in accordance with the children's age and the preschool preparation program. Children engage in drawing, modeling, appliqué, and music. There are singing classes as well as lessons in foreign languages. Kindergartens offer additional activities, with each institution independently deciding on the children's program.

Attendance at kindergarten from ages 3 to 5 is entirely voluntary, but six-year-old children must attend *przedszkole* for one year.

The year of preparation for school in Poland is called "zerówka" – the "zero grade" for 5–6-year-old children who will enter school the following year. It is mandatory, as children start first grade at age 7 and must be able to read and write in Polish.

Preschool preparation can take various formats: a course in a preschool institution; a program in the primary school where the child will study; or special groups – preschool preparation centers. Refusal to enroll a child in "zerówka" is not permitted, as the child must be fully prepared for education in a Polish school.

All preschool institutions can be either public or private.

1. Public preschool institutions: These are less accessible due to their limited number; groups consist of up to 25 children with one educator and 1–2 assistants; they have their own grounds for walks and play, spacious premises, and bedrooms with beds; education is free when attending from 7:00 to 13:00 (additional hours are paid); meals are prepared on-site; classes are held from September to the end of June.

2. Private preschool institutions: These are more accessible (their number significantly exceeds that of public ones); groups consist of 15–20 children with two or three educators (in nurseries – one educator per 4–5 children); education is fee-based (in addition to monthly fees, there may be extra charges for additional activities, materials, etc.); they are often located on the ground floors of residential buildings, resulting in smaller premises and no dedicated bedrooms (children sleep on mats that are stored away); outdoor space for walks and play is correspondingly limited; there are more classes overall; considerable attention is paid to entertainment events, excursions, visits to museums, fire stations, bakeries, etc.; meals are delivered from specialized kitchens that account for each child’s dietary preferences, with the next week’s menu sent to parents by email; classes are held year-round.

Regardless of the type of institution, operating hours are fixed – from 7:00 to 17:00 (as most Poles work these hours, children can be picked up by 16:00). Naptime in Polish preschool institutions is mandatory only up to age 3; afterward, it is replaced by quiet time – a period of reading fairy tales and calm rest.

The next stage of the educational process is considered secondary education. In 2016, it underwent reform, restoring a two-tier school education system in Poland, abolishing the gymnasium level, and extending education in primary schools, lyceums, and technical colleges. Effectively, this represented a return to the education format abolished in 1999.

Polish authorities justified the elimination of gymnasiums by arguing that their introduction led to unfair and unjustified selection of pupils. Thus, since 2017, the current school structure in Poland is as follows:

1. First level – 8-year “primary school” starting at age 6–7: The first 4 years have much in common with Ukrainian primary school – pupils are taught by one teacher who covers reading, writing, and arithmetic. Only foreign languages, physical education, and music are taught by other specialists. At parents’ request, pupils can take optional subjects (religious studies or ethics). Lessons are often conducted in the form of developmental games. The next 4 years of primary school involve grading and a specific list of subjects. Primary school concludes with a two-day examination in four subjects: Polish language, mathematics, a foreign language, and history.

2. Second level – “upper secondary school” with options: 4-year general education lyceum (each class features in-depth study of certain subjects – a

“specialization”); 5-year technical college (education focused on a chosen specialty); 3-year vocational school of the first degree; or 2-year vocational school of the second degree. In total, children in Polish schools study for 12 years.

Primary school education in Poland is compulsory and free, covering 8 years for pupils aged 7 to 15. At parents’ request, a child turning 6 in a given calendar year may also begin compulsory schooling instead of the preschool “zerówka” class.

In Poland, enrollment of pupils arriving from abroad occurs throughout the school year. According to enrollment procedures, a pupil arriving from abroad is admitted to the appropriate semester and enrolled in a public primary school in the district of residence. The school is obliged to accept a pupil residing within its district based on documents confirming the child’s prior education. If enrollment in the local primary school is impossible, the school administration must recommend another school that can accept the child.

The main enrollment period for primary schools for the next academic year begins in March of the current year. However, enrollment is possible at any time during the year, provided there are available places. A child can be enrolled by one parent, legal guardian, or another person with custody. Documents confirming prior education (certificates, diplomas, etc.) must be collected. If these are unavailable, a statement indicating the total years of education and the institution attended should be submitted. Translation of documents into Polish is not required. The decision on enrollment is made by the school principal.

Knowledge of Polish is not mandatory for enrollment. A pupil from Ukraine with insufficient proficiency in Polish is entitled to additional Polish language classes (at least 6 hours per week), organized by the school. Schools may also create preparatory classes. Pupils in preparatory classes receive at least 6 hours of Polish per week, with the remaining hours allocated by the principal for activities supporting adaptation and preparation for regular classes.

Pupils and their parents can expect psychological and pedagogical support related to migration experiences, provided by psychologists, educators, and educational therapists.

The principal may decide to expel a pupil if the child no longer resides in the district served by the nursery, kindergarten, other preschool institution, school, or educational establishment, or if the child has ceased attending classes and has been unjustifiably absent for at least 50% of school days over two months.

The “eighth-grader examination” (egzamin ósmoklasisty) is a written exam consisting of three parts, taken in the final year of primary school. It assesses knowledge and skills in three subjects as defined by examination requirements: Polish language, mathematics, and a modern foreign language (English, French, Spanish, German, Russian, or Italian).

Upon completing upper secondary school (lyceum, technical college, or vocational school), graduates take a special examination (matura), required for obtaining a secondary education certificate and admission to higher education institutions. This examination (analogous to Ukraine's External Independent Evaluation) includes mandatory subjects (mathematics, Polish language, and a foreign language at the basic level) and elective subjects. Exams are conducted in written form and as oral presentations, with topics chosen in advance.

The Polish Ministry of Education minimally intervenes in the educational process, outlining only key requirements and core curricular principles. Teachers are granted maximum autonomy in selecting teaching formats, lesson plans, textbooks, and other materials.

In Poland, a 5-day school week is in place, with classes typically starting at 8:00 (or 8:30 in some schools). In most institutions, teaching occurs in the morning shift. However, if pupil numbers are high, a second shift is implemented: the first starting at 8:00 and the second at 12:30.

Similar to Ukraine, extended-day groups are created for younger pupils in Poland, where children primarily engage in creative activities – drawing, modeling, crafting, playing, and sports. Homework is completed only voluntarily. Additionally, Polish pupils use electronic diaries (e-dziennik), accessible online. These contain all current information on school activities – grades, retakes, absences, homework, and teacher announcements. Access codes and passwords are sent to pupils and parents via email.

The education reform in Poland has led to an interesting phenomenon: schools maintained by parents, teachers, volunteers, or community organizations. These are former public small-class schools threatened with closure but defended by parent and teacher communities. Such schools now independently secure funding and continue operating within the education system. Conditions are often suboptimal, and salaries below average, but their autonomy remains intact.

Upon joining the European Union, Poland amended its education legislation. Since then, all children aged 6 to 18 – regardless of origin or residency status – are subject to compulsory schooling. The state guarantees free education for them. Moreover, foreign children with insufficient Polish proficiency are entitled to additional free Polish language classes, available only during the first 12 months of the child's stay in Poland. However, foreign children typically attend public preschool institutions on a fee basis (with obligations to provide material or other contributions).

Today, the Polish education system ranks among the top 10 globally (according to the global ranking compiled by Pearson). These results stem from

successful reform of the post-communist education system, reorganization of the learning process, and creation of a modern and engaging Polish school for children.

Thus, the integration of preschool and primary education creates prerequisites for realizing each child's individuality, which is significantly more challenging in mass schooling. Research indicates that combining these two subsystems into a complex substantially enhances its upbringing potential and creates conditions for a psychologically comfortable transition from kindergarten to school.

Shepitko O.V., Postgraduate Student

1.3. Theoretical and methodological foundations of primary education in the pedagogical heritage of O.Ya. Savchenko

The modern system of primary education in Ukraine is undergoing reform in accordance with the concept of the New Ukrainian School, which provides for a focus on personality-oriented learning, the development of key competencies, and the formation of value orientations in primary school pupils. In this context, particular importance is attached to the study of the pedagogical heritage of O. Savchenko, one of the leading scholars in the field of primary school didactics. Her works laid the fundamental theoretical and methodological foundations for organizing the educational process, combining traditional pedagogical values with innovative approaches^{40 41}.

The study of O. Savchenko's scientific heritage makes it possible to comprehend the historical-pedagogical experience of primary education development, to identify effective teaching methods and technologies that remain relevant today, and to provide a scientific basis for modernizing the educational process in the face of contemporary challenges. Therefore, the relevance of the research topic is determined by the need to integrate classical pedagogical ideas into modern educational practice, to search for optimal ways of forming competencies in

⁴⁰ Curricula for general secondary education institutions. (2011). Kyiv: VD Osvita. 392 p.

⁴¹ Savchenko, O. Ya. (2004). The ability to learn as a key competency of general secondary education. In *Competency-based approach in modern education: World experience and Ukrainian perspectives* (pp. 34–46).

primary school pupils, and to preserve and develop the national pedagogical tradition represented in the works of O. Savchenko^{42 43}.

The problem of theoretical and methodological foundations of primary education and the study of O. Savchenko's pedagogical heritage was addressed primarily by the scholar herself, who laid down the fundamental principles for the development of the modern Ukrainian school. Her scientific works became the basis for the formation of the competency-based approach, humanization, and individualization of primary school pupils' learning. A significant contribution to the study of this issue was also made by researchers of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, who continue to develop O. Savchenko's ideas in the context of the New Ukrainian School^{44 45}.

In addition, contemporary historical-pedagogical researchers analyze her concepts, textbooks, and methodological manuals, emphasizing their importance for the modernization of the educational process. Thus, the study of O. Savchenko's heritage is carried out both in scientific-theoretical and practical dimensions, which ensures its relevance for modern pedagogy.

The problem of developing core competencies of primary school pupils in the pedagogical heritage of O. Savchenko has attracted the attention of many Ukrainian scholars. Her ideas have been actively developed and analyzed by researchers working in the field of didactics and methodology of primary education. In particular, N. Bibik explores the competency-based approach in primary education and develops O. Savchenko's ideas regarding the content of learning. O. Onopriienko highlights issues of forming learning motivation and developing cognitive activity in primary school pupils. L. Palamarchuk analyzes methodological aspects of organizing the educational process in primary school. T. Baibara investigates issues of humanization and individualization of learning, which resonate with the author's concepts. The team of scholars at the Institute of Pedagogy of the NAES of Ukraine

⁴² Holodiuk, L. (2015). Formation of pupils' learning-research skills in mathematics lessons. *Scientific Notes. Problems of Methodology of Physics-Mathematical and Technological Education*, 7, 32–38.

⁴³ Savchenko (2004)

⁴⁴ Maksymenko, O. O. (2014). Modern assessment technologies in professionally oriented foreign language teaching: The view of foreign scholars. *Scientific Notes of Dragomanov National Pedagogical University. Series: Pedagogical and Historical Sciences*, 121, 112–120.

⁴⁵ Savchenko, O. Ya. (2011). Competency-based approach as a factor in the modernization of primary education. *Science and Education: Scientific-Practical Journal of the Southern Scientific Centre of the Academy of Pedagogical Sciences of Ukraine*, 4 (Pedagogy), 13–16.

continues to develop O. Savchenko's heritage in the context of the New Ukrainian School^{46 47 48}.

O. Savchenko's scientific heritage not only laid the fundamental foundations of modern primary education but also became the basis for further research by Ukrainian educators. Her ideas are reflected in the works of contemporary authors who develop competency-based, personality-oriented, and humanistic approaches to the education of primary school pupils (Fig. 1).

The competency-based approach in teaching primary school pupils is aimed at forming not only knowledge but also the skills and abilities to apply it in practice. It ensures pupils' readiness for life in modern society and develops critical thinking, communication, and social competencies. This approach was actively developed and substantiated in the works of N. Bibik, O. Savchenko, and O. Onopriienko, who emphasized the importance of the competency paradigm for primary education.

The personality-oriented approach places the child, their individual needs, abilities, and interests at the center of the educational process. It involves differentiation and individualization of learning and the creation of conditions for each pupil's self-realization. This direction was actively developed by I. Bekh, T. Baibara, and L. Palamarchuk, who stressed the need to take into account the individual characteristics of children in teaching and upbringing.

The humanistic approach is based on the values of humanism – respect for the child's dignity, development of their spiritual world, and cultivation of moral qualities. It creates an atmosphere of trust and support and contributes to the development of value orientations and moral culture in pupils. The ideas of humanistic pedagogy were developed by V. Sukhomlynskyi and Sh. Amonashvili, and in the modern Ukrainian context, they are continued by O. Savchenko and her scientific school.

⁴⁶ Biloshkura, T. A. (2018). Research interest of primary school pupils. In *Features of organizing research activity of pupils in a modern educational institution: Materials of the regional scientific-practical Internet conference (Cherkasy, May 2018)* (p. 103). Cherkasy.

⁴⁷ Maksymenko (2014)

⁴⁸ Shepitko, O. (2025). Conceptual foundations of primary education modernization in the pedagogical system of O. Ya. Savchenko. *Scientific Notes. Series: Pedagogical Sciences*, 219, 479–483. Retrieved from <https://surl.lu/pcdoia>

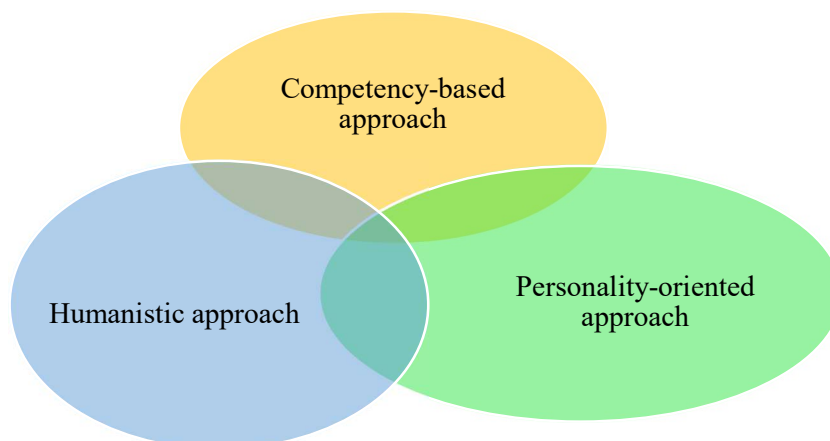


Fig. 1 – Theoretical and methodological approaches to primary education in the pedagogical heritage of O. Savchenko

Thus, the competency-based, personality-oriented, and humanistic approaches complement each other and form an integral system of modern primary education. Their substantiation in the works of leading Ukrainian educators confirms their relevance and significance for the development of the New Ukrainian School.

In O. Savchenko’s works, it is emphasized that primary school should not only ensure the assimilation of knowledge but also form competencies that enable the child to act in real-life situations – which corresponds to the concept of the New Ukrainian School, where key competencies are defined as the strategic outcome of learning. The development of key competencies in primary school is the result of integrating competency-based, personality-oriented, and humanistic approaches. In O. Savchenko’s pedagogical heritage, these approaches received systematic substantiation, making her contribution decisive for modern Ukrainian education (Table 1.1).

Table 1.1 – Core competencies of primary school pupils according to O. Savchenko

№	Competency Component	Indicators / Examples of Skills	Substantiation (Content Characteristics)
1	Motivational	Interest in learning Awareness of the value of knowledge Positive attitude toward school	Formed on the basis of the need for cognition, positive emotions, and success experiences. Determines the pupil’s readiness to master new material and the desire to achieve results.

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2	Cognitive	Ability to memorize	Includes basic cognitive processes (thinking, attention, memory) that ensure the assimilation of knowledge. The pupil understands how to learn and acquires general learning skills.
		Ability to identify the main points	
		Mastery of logical operations	
3	Activity-related	Ability to work according to instructions	Linked to the organization of learning activity: planning, independent work, practical application of knowledge. Enables the pupil to act productively without constant teacher intervention.
		Completing tasks in sequence	
		Use of learning tools and materials	
4	Control-and-Evaluation	Ability to check the correctness of completed work	Develops the ability for self-control, self-assessment, and acceptance of criticism. Contributes to the formation of responsibility and awareness of the learning process.
		Ability to evaluate one's own results	
		Adequate perception of grades/assessment	
5	Reflective-Corrective	Analysis of one's own actions	Allows the pupil to realize what they have learned, what was difficult, and what needs to be changed. Essential for developing critical thinking and further self-improvement.
		Ability to detect mistakes	
		Correction of shortcomings in work	

In the works of O. Savchenko, the concept of “ability to learn” is regarded as one of the key competencies, encompassing not only the acquisition of knowledge but also the development of internal mechanisms of independent learning. Savchenko emphasizes that the modern primary school should not merely teach but should form the child’s ability to independently acquire knowledge, work with information, overcome difficulties, and adapt to new educational conditions.

Each of the five components (motivational, cognitive, activity-related, control-and-evaluation, and reflective-corrective) has its own functional significance in the structure of the “ability to learn”^{49 50 51}:

- The motivational component stimulates learning and gives it personal meaning.
- The cognitive component provides the intellectual foundation (knowledge, logic, memory).
- The activity-related component enables the practical implementation of learning tasks.
- The control-and-evaluation and reflective-corrective components help pupils become aware of their own results, mistakes, and pathways to improvement.

Thus, it is precisely the interaction of these components that creates the basis for the formation of the “ability to learn,” which, according to O. Savchenko, is fundamental for further education in basic school and throughout life – fully corresponding to the demands of modern education: the formation of a competent, independent, and critically thinking learner.

O. Savchenko’s contributions reflected key issues that had a decisive influence on the development of Ukrainian education in both normative-methodological and scientific dimensions. Her activity was closely linked to the development of new legislation and regulatory frameworks for the functioning of education, in particular the Law of Ukraine “On Education.” Commenting on its provisions, the scholar stressed the fundamental change in the status of participants in the educational process: they are no longer simply “pupils” but “learners” (*zdobuvachi osvity*). This approach places emphasis on the activity-based component of learning, where education is not transmitted by the teacher but is acquired by the individual through active cognitive activity^{52 53}.

⁴⁹ Berezivska, L. D., & Derevianko, T. M. (2020). Electronic resource “Outstanding Educators of Ukraine and the World” and the online project “We Stand on the Shoulders of Our Predecessors: Outstanding Educators–Anniversary Celebrants.” Herald of the National Academy of Educational Sciences of Ukraine, 1. Retrieved from <https://surl.li/jgkwfn>

⁵⁰ Larionova, N. B., & Streltsova, N. M. (2020). Formative assessment in the primary school educational process: Teaching-methodological manual. Kharkiv: Madrid. 83 p.

⁵¹ Savchenko, O. Ya. (2015). Formation of primary school pupils’ skills of self-control and self-assessment. Primary School, 4, 1–5.

⁵² Lazarenko, N., & Vizniuk, I. (2023). Monitoring the quality assurance of professional teacher education in the context of European integration. Comparative Professional Pedagogy, 13(1), 11–19.

⁵³ Savchenko, O. Ya. Law of Ukraine “On Education”: Commentary in the context of problems of reforming primary education. P. 1.

A significant contribution by O. Savchenko was the provision of conceptual support and scientific backing for the reform of all components of school education: modernization of content, introduction of innovative forms and technologies, and development of specific teaching methods. She understood the innovative type of learning as a person's ability to search for new knowledge, readiness for lifelong education, and self-development⁵⁴.

The methodological outcome of her work was the concept of the State Standard of General Secondary Education, which defines the level of state requirements for the educational attainment of school graduates. Savchenko drew attention to the danger of the first version of the standard, which was oriented toward minimizing learning outcomes and could lead to a decline in citizens' educational level. Her position underlined the need to maintain a balance between optimizing the content of education and ensuring high educational results – a factor that proved decisive for the further development of the Ukrainian school^{55 56}.

For this reason, O. Savchenko's pedagogical heritage not only reflected the current problems of education but also provided their scientific comprehension and normative consolidation, which was of strategic importance for reforming the entire educational system of Ukraine.

O. Savchenko consistently advocated for an educational standard sufficient for continuing learning, which determined her constant attention to the quality of education and contributed to the fundamentalization of primary school content. She stressed that the regulatory framework cannot exist in isolation from the conditions of its implementation; therefore, she considered it in connection with material resources, scientific and methodological support, and systems of diagnostics and evaluation.

An important practical step was the introduction of new curricula for the invariant part of the basic educational plan, accompanied by the creation of textbooks and teaching aids for primary school. Savchenko authored textbooks on literary reading and fundamentals of health, as well as manuals such as "Learn How to Learn," "Colorful Ball," and "Develop Your Abilities," which were aimed at developing all groups of general learning skills: organizational, speech, cognitive, and control-and-evaluation skills. This became a significant step in forming a new

⁵⁴ See: Savchenko (2004); Shepitko (2025)

⁵⁵ Maksymenko (2014)

⁵⁶ Usyk, L. M. (2021). Scientific-pedagogical heritage of Oleksandra Savchenko. In *Lessons of cooperation and communication: Collection of materials of the First All-Ukrainian Pedagogical Readings in memory of O. Ya. Savchenko "Oleksandra Yakivna Savchenko. Lessons of Cooperation and Communication"* (Kyiv, November 4, 2021) / Comp. O. V. Onopriienko (pp. 94–96). Kyiv.

structure of primary education that received broad discussion in society and professional circles.

For the first time, the content of primary education was enriched with an activity-based component, which made it possible to incorporate valuable aspects of upbringing and development of primary school pupils into various educational domains. Real variability of curricula and textbooks emerged, stimulating the development of innovative methods. The new goals of primary education, developed by Savchenko at methodological, theoretical, and practical levels, substantially changed the functions of textbooks: they ceased to be merely a source of ready-made information and became an instrument for pupils to acquire their own experience of creative activity⁵⁷.

A strategic innovation initiated by Savchenko was the introduction of the competency-based approach, which ensured graduates' readiness to practically solve life problems and integrate into the international educational system. At the same time, she consistently defended the preservation of everything valuable and time-tested in order to avoid excessive physical and psychological overload on children and teachers, to preserve their emotional well-being and optimistic attitude toward life.

Thus, the pedagogical heritage of O. Savchenko has become decisive in shaping a high-quality, fundamental, and competency-oriented primary education that combines traditional values with innovative approaches.

O. Savchenko's appeal to the current state of education is organically combined with a reflective comprehension of V. Sukhomlynskyi's heritage, which is especially evident in her works devoted to the problem of the "ability to learn." In an article resonant with the theme of pedagogical readings, the author develops V. Sukhomlynskyi's ideas, stressing that the ability to learn is not only an outcome of instruction but also a special object of deliberate formation. She emphasizes the importance of developing thinking and creative abilities in pupils with different learning potentials, as well as the close interconnection of speech, intellectual, labour, and research activity.

In this context, Savchenko highlights the methods proposed by V. Sukhomlynskyi: lessons of thinking in nature, creative written work to develop speech and literary creativity, and stimulation of pupils' intellectual and aesthetic feelings. She specifies the operational mechanism for forming skills through the completion of tasks that differ in structure and content and require the application of known techniques and rules.

⁵⁷ See: Savchenko (2004); Shepitko (2025)

The competency “ability to learn,” according to O. Savchenko, comprises several groups of general learning skills^{58 59}:

- learning-organizational (planning, organizing the workplace, cooperation in a group);
- learning-informational (working with textbooks, searching for information, conducting dialogue);
- learning-intellectual and creative (analysis, generalization, establishing cause-and-effect relationships, critical judgments);
- control-and-evaluation (self-checking, correcting mistakes, evaluating one’s own achievements).

Addressing future teachers in her speeches, publications, and university textbooks, Savchenko convinces them that mastery of the ability to learn is a basic competency that determines the success of the educational process and ensures the pupil’s readiness for lifelong education. Thus, her approach combines contemporary quality-of-education requirements with the humanistic ideas of V. Sukhomlynskyi, creating an integral concept for forming the learning activity of primary school pupils^{60 61}.

The ability to learn is one of the key competencies of modern education because it programs the individual experience of successful work for the pupil and creates conditions for self-realization. Thanks to well-developed skills in organizing learning activity, a pupil avoids overload, rationally uses time and learning resources, and thereby ensures the effectiveness of the educational process.

Equally important is that a person accustomed to independently acquiring knowledge does not become lost in new cognitive or life situations. They do not stop when ready-made solutions are absent, do not wait for hints, but actively seek sources of information and ways to solve problems – thereby developing critical thinking, independence, and a creative approach.

Thus, the ability to learn transforms the style of thinking and life of the individual: it turns the pupil into an active subject of the educational process who is capable of lifelong learning and self-development. In O. Savchenko’s works, this competency is regarded as the strategic goal of primary school, and its formation

⁵⁸ Dunets, I. R. (2020). Methods and tools of formative assessment of primary school pupils in the New Ukrainian School. Ternopil. Retrieved from <https://surl.luhoxmt>

⁵⁹ Savchenko, O. Ya. (2015). Integrity of the methodological system of “Literary Reading” textbooks for Grades 2–4. *Problems of the Modern Textbook: Collection of Scientific Works*, 15(2), 221–231. Kyiv: Pedahohichna Dumka.

⁶⁰ Savchenko (2011)

⁶¹ Savchenko, O. Ya. (2013). *Didactics of primary education: Textbook for higher education institutions*. Kyiv: Hramota. 221 p.

ensures the child's readiness for further education and successful integration into society. Savchenko's ideas resonate with the humanistic views of V. Sukhomlynskyi, who stressed the need to cultivate in pupils the ability to think, work independently, and creatively apply knowledge.

Therefore, the ability to learn is not only an educational competency but also a life strategy that determines the quality of personal development and human success in the modern world.

The concept of the New Ukrainian School provides for updating the content of education on the basis of forming competencies necessary for the successful self-realization of every person in society. One of the key competencies is lifelong learning, which involves forming a personality capable of navigating the modern information environment, quickly acquiring new knowledge, setting their own educational goals, and finding ways to achieve them. This competency ensures the pupil's readiness to independently make decisions in problem situations and creatively apply knowledge and skills in new conditions⁶².

In this context, the organization of research activity in the primary school educational process acquires special importance, since it promotes the creation of an activity-based learning model that corresponds to the principle of lifelong learning. Research activity develops in primary school pupils the ability to identify a problem, set a goal, plan ways to solve it, analyse results, and reflect on their own activity – thereby fostering critical thinking, cognitive activity, and interest in learning^{63 64}.

Various aspects of organizing learning activity for primary school pupils have been studied by N. Bibik, M. Vashulenko, Ya. Kodliuk, O. Onopriienko, O. Savchenko, and A. Tsymbalariu. The specifics of introducing research activity into the primary school educational process have been examined by N. Antoniuk, T. Hilberh, T. Dovha, N. Lalak, T. Mier, O. Nikitina, and N. Talyzina. The process of forming and developing research skills in pupils has been investigated by T. Biloshkura, L. Holodiuk, H. Yenina, V. Lytovchenko, N. Nedodatko, and Ye. Shashenkova⁶⁵.

According to M. Mykhail, research activity of primary school pupils is a creative activity aimed at acquiring new knowledge and methods that ensure the development of pupils' value-based, intellectual, and creative potential. Ukrainian researcher O. Nikitina defines it as a type of intellectual and creative activity that

⁶² Maksymenko (2014)

⁶³ Savchenko (2011)

⁶⁴ Shepitko (2025)

⁶⁵ See: Savchenko (2011); Usyk (2021)

involves analysing a learning situation, forecasting, modelling, generalizing results, and correcting research behaviour⁶⁶.

Organizing research activity in primary school is an important tool for implementing the concept of the New Ukrainian School, as it forms the competency of “lifelong learning,” develops pupils’ ability for independent cognition, critical thinking, and creative application of knowledge in new conditions – thereby ensuring not only the quality of education but also primary school pupils’ readiness for continuous self-development and successful integration into modern society.

Generalizing facts and phenomena of the object under study, using various sources of information, rational time planning, independently formulating questions, and presenting results to the group – these are the skills directly formed skills in the process of primary school pupils’ research activity. They not only develop the child’s intellectual potential but also contribute to establishing them as an active subject of learning^{67 68}.

Introducing research activity into the primary school educational process ensures the development of the pupil’s personality and the formation of research skills that are essential for the ability to learn throughout life. That is why, in the works of O. Savchenko, the ability to learn is defined as the key competency of the primary school pupil. The scholar views it as a holistic individual formation that includes several components correlated with the structure of learning activity and the personality’s value orientations. The formation of this competency involves^{69 70}:

- the ability to define or become aware of the goal of the activity;
- interest in learning;
- organizing work to achieve a result;
- selecting information and searching for ways to solve a problem;
- applying sensory, intellectual, and practical methods of activity at reproductive and creative levels;
- striving for improvement;
- mastery of self-control and self-evaluation skills.

⁶⁶ Maksymenko (2014)

⁶⁷ Savchenko (2011)

⁶⁸ Savchenko, O. Ya. (2013). The ability to learn in the didactic system of V. O. Sukhomlynskyi. *Primary School*, 9, 1–3.

⁶⁹ Ibid.

⁷⁰ Savchenko, O. Ya. (2015). Formation of primary school pupils’ skills of self-control and self-assessment. *Primary School*, 4, 1–5.

Researcher T. Biloshkura substantiates that research skills are closely linked to general learning skills. She identifies the following groups^{71 72}:

- learning-organizational (independent organization of the process, planning, rational use of time);
- search and research (generating ideas, integrating knowledge, working with information sources);
- reflective (identifying the problem, analysing one's own activity);
- communicative (listening, expressing thoughts, finding compromises);
- presentational (public-speaking skills, using visual aids, answering questions);
- project-related (forecasting results, analysing resources, drawing up an action plan).

Thus, research activity in primary school is an effective means of forming the key competency "ability to learn," which was substantiated in the works of O. Savchenko. It ensures the development of intellectual, organizational, communicative, and creative skills that become the foundation for lifelong education and successful self-realization of the individual.

Researcher N. Nedodatko views research skills as the operational component of research activity, combining intellectual, practical, and organizational-control skills. She emphasizes that these skills are formed through the synthesis of mental operations (analysis, synthesis, generalization, systematization, abstraction), practical actions (working with literature, conducting experiments, presenting results), and self-organization and self-control skills (planning, time management, result verification, self-analysis). This approach allows research skills to be regarded as a complex mental construct that becomes embedded in the pupil's modes of activity.

Particular attention is deserved by H. Yenina's view, which stresses that research skills occupy the highest place among learning skills because they enable pupils to change, quickly adapt to new conditions, explore the world in its multifaceted nature, and creatively express themselves. This signifies that the importance of research activity lies not only in acquiring knowledge but also in forming flexibility of thinking, criticality, and the capacity for creative search⁷³.

Thus, research activity in primary school should be regarded as a systematic and purposeful process that forms pupils' readiness to practically apply acquired

⁷¹ Savchenko, O. Ya. (2015). Diagnosis and didactic conditions for forming primary school pupils' motivation for the ability to learn. *Ukrainian Pedagogical Journal*, 1, 85–98.

⁷² Savchenko (2011)

⁷³ *Ibid.*

competencies in independently solving life problems. Its implementation turns primary school pupils into active subjects of learning, develops their cognitive activity, helps them gain life experience, and prepares them for successful self-realization in the future. Therefore, as noted by N. Nedodatko and H. Yenina, research skills constitute the foundation for forming the key competency “lifelong learning,” which determines the quality of modern education.

Analysis of scientific-pedagogical literature indicates that the issue of assessing pupils’ learning-cognitive activity is one of the leading directions of contemporary research. Thus, in the works of T. Baibara, O. Vashulenko, N. Koval, O. Pryshchepa, and O. Savchenko, traditional and innovative approaches to monitoring and evaluating learning outcomes are examined. The development of formative assessment ideas is highlighted in the studies of O. Barna, P. Black, V. Vember, O. Lokshyna, N. Morze, H. Noaze, O. Onopriienko, and A. Sbruieva, who emphasize the importance of actively involving pupils in measuring their own results. Scholars Sh. Amonashvili, V. Lozova, H. Radchuk, and N. Striletska analyze the specifics of implementing self-assessment and peer-assessment tools, which contribute to the development of pupil agency^{74 75}.

The Concept of the New Ukrainian School stresses the need for comprehensive personality development through the formation of key competencies, which necessitates a change in roles in the assessment process: the pupil becomes an active participant who tracks and evaluates their own progress, while the teacher performs the function of mentor and facilitator. This approach corresponds to the essence of formative assessment, which is based on collaboration and dialogue between teacher and pupils as well as on the use of modern assessment tools^{76 77}.

Particular attention is deserved by O. Onopriienko’s position, which substantiates the importance of creating an assessment toolkit based on Bloom’s taxonomy of educational objectives, enabling the forecasting of intermediate goals and outcomes at each stage of learning – from simple reproduction of knowledge to its transformation and creative application. The taxonomy of objectives includes hierarchically interconnected mental actions (knowledge, comprehension,

⁷⁴ Savchenko, O. Ya. (2015). Formation of primary school pupils’ skills of self-control and self-assessment. *Primary School*, 4, 1–5.

⁷⁵ Sukhomlynskyi, V. O. (1977). Conversation with a young school principal. In *Selected works in 5 volumes* (Vol. 4, pp. 407–412). Kyiv.

⁷⁶ Savchenko (2004)

⁷⁷ Savchenko, O. Ya. (2015). Integrity of the methodological system of “Literary Reading” textbooks for Grades 2–4. *Problems of the Modern Textbook: Collection of Scientific Works*, 15(2), 221–231. Kyiv: Pedahohichna Dumka.

application, analysis, synthesis, and evaluation) that pupils demonstrate in the process of monitoring and assessment^{78 79}.

Thus, contemporary pedagogical thought views assessment not as formal control but as a tool for personality development that contributes to the formation of key competencies – in particular, the ability to learn, think critically, and creatively apply knowledge – thereby ensuring the transition from an authoritarian assessment model to a partnership model in which the learner becomes an active subject of their own education.

The need to apply self-assessment tools in the learning process of schoolchildren was emphasized by O. Savchenko, who, based on observations and surveys of teachers, concluded that most teachers prefer their own evaluation of learning outcomes. Under such conditions, the teacher becomes the sole subject of the control-and-evaluation process, and pupils are deprived of the opportunity to exercise self-control and self-assessment, which prevents them from seeing the dynamics of their own development. Self-assessment, according to O. Savchenko, is the subject's evaluation of themselves, their achievements, and prospects in accordance with established criteria. Effective formation of self-assessment skills is possible only with a systematic approach that combines motivational, procedural, and volitional components of the ability to learn^{80 81}.

Researchers N. Larionova, N. Streltsova, and others emphasize that each formative assessment technique can be effective provided it is used appropriately. Among universal tools, they highlight "Traffic Lights" and "Hand Signals," which can be applied at any stage of a lesson, as well as "Index Cards," "One-Minute Essay," or "Weekly Report," which are suitable for summarizing material or evaluating the results of a learning week. N. Larionova proposed her own original technique "Let's Talk / Count Honestly," aimed at developing self-assessment skills by comparing one's own results with criteria⁸².

Self-assessment is regarded as a systematic process that forms responsibility and independence in pupils, teaches them to critically analyse their own activity, and become aware of achievements. An important condition for its effectiveness is creating an atmosphere of trust in the classroom, pupils' ability to correlate assessment criteria with their own results, and to draw conclusions about the effectiveness of their work.

⁷⁸ Maksymenko (2014)

⁷⁹ Savchenko, O. Ya. (2015). Formation of primary school pupils' skills of self-control and self-assessment. *Primary School*, 4, 1–5.

⁸⁰ Savchenko (2011)

⁸¹ Usyk (2021)

⁸² See: Berezivska & Derevianko (2020); Dunets (2020)

Valuable are the views of I. Dunets, who believes that the introduction of formative assessment strategies should begin with evaluating classmates' work, which helps pupils understand the goals and criteria of analysis and subsequently apply these techniques to self-assessment. Peer assessment, according to the researcher, should be based on partnership interaction, support, and a friendly atmosphere. O. Maksymenko emphasizes that peer assessment contributes to fostering independence, developing interpersonal communication skills, and forming an adequate perception of others' evaluative judgments⁸³.

Thus, the use of self-assessment and peer-assessment tools is an important element of the modern educational process, ensuring the development of pupil agency, forming their responsibility, criticality, and readiness for lifelong learning.

The application of self-assessment and peer-assessment tools in primary school is of great importance for forming a culture of learning activity and developing pupils' key competencies. As O. Savchenko notes, the absence of self-control and self-assessment practice deprives the child of the opportunity to track their own progress and become aware of the dynamics of development. Self-assessment helps pupils correlate the results of their work with established criteria, more objectively evaluate their own achievements, and better understand the process of acquiring education^{84 85}.

An interesting example of a peer-assessment tool is the "Two Stars and a Wish" method described by Ukrainian researchers N. Striletska and O. Smahliuk. It consists of pupils, after completing a task, characterizing a classmate's work by noting two strengths ("stars") and one aspect that needs improvement ("wish"). This approach helps create a positive classroom atmosphere, as it evaluates not the personality but the result of the activity. Learners gain the opportunity to see their own mistakes, recognize strengths, and learn to constructively accept evaluation^{86 87}.

Peer assessment of pupils' activity outcomes fosters a culture of mutual support based not on criticism but on identifying successes, which stimulates active involvement of pupils in learning tasks, forms adequate self-demanding and demanding toward others – which is important not only in the educational process but also in everyday life.

⁸³ See: Dunets (2020); Maksymenko (2014)

⁸⁴ Dunets (2020)

⁸⁵ Savchenko, O. Ya. Law of Ukraine "On Education": Commentary in the context of problems of reforming primary education. P. 1.

⁸⁶ Ibid.

⁸⁷ Biloshkura (2018)

Thus, the use of self-assessment and peer-assessment tools in the primary school educational space enables the teacher to more accurately diagnose learning outcomes, track the pupil's personal development, timely identify problems, and adjust the learning process. Self-assessment and peer assessment should precede teacher assessment, as they contribute to pupils' awareness of general and individual educational goals, the formation of adequate self-esteem, and a more objective view of their own results – which is the basis for successfully forming key and subject-specific competencies.

In the context of the intensification of distance education caused by the COVID-19 pandemic and the war waged by Russia against Ukraine, biographical electronic resources that provide access to pedagogical knowledge regardless of time and place have acquired particular relevance. They become an important tool for preserving national memory and integrating Ukrainian education into the global and European space⁸⁸.

A leading role in this process is played by the V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine (SSPL). Within the framework of the applied research project “Pedagogical Science and Education in Persons, Documents, and Bibliography” (2020–2022, headed by L. Berezivska), the digital information-bibliographic resource “Outstanding Educators of Ukraine and the World” was created, which currently contains information on more than 70 Ukrainian and foreign educators. This resource also includes a personal page dedicated to Oleksandra Yakivna Savchenko (1942–2020) – Doctor of Pedagogical Sciences, Professor, Honored Worker of Education of Ukraine, Deputy Minister of Education and Science of Ukraine (1995–2000), Vice-President of the NAES of Ukraine (2000–2007), and Head of the All-Ukrainian Vasyl Sukhomlynskyi Association. Her page is structured by thematic sections: “Biography,” “Works,” “Publications about Life and Activity,” “Full-Text Documents,” “Photo Gallery,” and “Commemoration,” which makes it possible to comprehensively present the life and scientific path of the outstanding scholar⁸⁹.

Of particular value is the section “Works of O. Ya. Savchenko,” as it reflects the scholar's extensive creative heritage – more than 700 scientific works, including monographs, primary school textbooks, alphabets, readers, and teaching aids – which serve not only as a source of knowledge for teachers and learners but also as

⁸⁸ See: Berezivska & Derevianko (2020); Holodiuk (2015)

⁸⁹ See: Biloshkura (2018); Savchenko (2011); Shepitko (2025)

an important tool for comprehending the development of Ukrainian pedagogical science^{90 91}.

Thus, the creation and popularization of biographical electronic resources, particularly the page dedicated to O. Savchenko, represent a significant contribution to preserving national memory, disseminating pedagogical knowledge, and ensuring the accessibility of the heritage of outstanding scholars to a wide range of educators and researchers – which meets contemporary challenges and contributes to forming a holistic picture of the development of Ukrainian education.

The scientific-pedagogical heritage of O. Savchenko encompasses a wide range of works – from legislative documents to articles, abstracts, teaching aids, and textbooks – that have become the foundation for the development of modern Ukrainian primary education. A special place in her oeuvre is occupied by studies devoted to the ideas of V. Sukhomlynskyi. Oleksandra Yakiivna carried out a comprehensive analysis of his literary-artistic heritage and characterized the development of Sukhomlynskyi studies as a distinct direction in the educational space of Ukraine and beyond, underlining her role not only as a reformer of primary school but also as a researcher who integrated V. Sukhomlynskyi's humanistic ideas into contemporary didactics^{92 93}.

An important contribution was her primary school textbooks, particularly the “Readers” for Grades 1–4, which were republished many times and enjoyed popularity among teachers. They not only supported the learning process but also formed a new methodological culture of teaching oriented toward the development of thinking, speech, and creative abilities in pupils.

In biobibliographic sources – “Academician of the NAES of Ukraine O. Ya. Savchenko” (2007), “Scientific School of Academician Oleksandra Savchenko” (2008), “Scientific Space of Academician Oleksandra Savchenko” (2012) – her scientific heritage is systematized, assisting researchers and educators in searching for printed works and publications about her^{94 95}.

⁹⁰ Savchenko, O. Ya. (2015). Formation of primary school pupils' skills of self-control and self-assessment. *Primary School*, 4, 1–5.

⁹¹ Savchenko, O. Ya. (2013). The ability to learn in the didactic system of V. O. Sukhomlynskyi. *Primary School*, 9, 1–3.

⁹² Lazarenko & Vizniuk (2023)

⁹³ Onopriienko, O. V. (2020). Toolkit for assessing the results of competency-oriented learning of primary school pupils: Methodological manual. Kyiv: KONVI PRINT. 72 p.

⁹⁴ Savchenko (2004)

⁹⁵ Savchenko, O. Ya. (2013). The ability to learn in the didactic system of V. O. Sukhomlynskyi. *Primary School*, 9, 1–3.

The section “Publications about the Life and Activity of O. Savchenko” contains a bibliography of articles, monographs, and textbooks as well as materials from the First All-Ukrainian Pedagogical Readings in memory of O. Savchenko “Lessons of Cooperation and Communication,” which highlight her life path, scientific activity, role as head of the All-Ukrainian Vasyl Sukhomlynskyi Association, and the significance of her heritage for teachers of the New Ukrainian School^{96 97}.

Access to digitized works from the SSPL collection is provided by the “Full-Text Documents” section, making Savchenko’s heritage available to a wide range of educators. An important addition is the “Photo Gallery,” which illustrates the scholar’s biographical pages, and the “Commemoration” section, which presents materials on events honoring her memory – naming the Department of Primary Education of the Institute of Pedagogy of the NAES of Ukraine and the educational-scientific laboratory of Izmail State University of Humanities after her, holding pedagogical readings, and creating the virtual exhibition “Oleksandra Yakivna Savchenko: Person, Teacher, Personality”⁹⁸.

Thus, the comprehensive presentation of works, publications, and materials about the life and activity of O. Ya. Savchenko in digital resources not only preserves the memory of the outstanding educator but also ensures the accessibility of her heritage to present and future generations of educators, contributing to the development of Ukrainian pedagogical science and practice.

Based on the electronic resource “Outstanding Educators of Ukraine and the World,” an ongoing online project is being implemented on the Facebook social network entitled “We Stand on the Shoulders of Our Predecessors: Outstanding Educators–Anniversary Celebrants.” The project’s goal is to popularize pedagogical heritage and provide educators and scholars with broad access to full-text works by Ukrainian and foreign educators. This format not only allows users to become acquainted with the works of outstanding figures but also to discuss them in professional communities, thereby facilitating the integration of pedagogical knowledge into the contemporary educational space⁹⁹.

Within the framework of the project, a page dedicated to Oleksandra Yakivna Savchenko has been presented, containing her full-text works. This enables teachers and learners to work directly with primary sources, study her scientific ideas and methodological developments, which are of strategic importance for the

⁹⁶ Savchenko (2011)

⁹⁷ Savchenko, O. Ya. Law of Ukraine “On Education”: Commentary in the context of problems of reforming primary education. P. 1.

⁹⁸ See: Dunets (2020); Shepitko (2025)

⁹⁹ See: Biloshkura (2018); Savchenko (2004); Usyk (2021)

development of primary school and the formation of a competency-based education model.

Thus, the analysed segment of the resource “Outstanding Educators of Ukraine and the World” at the V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine worthily presents the multifaceted nature of Savchenko’s scientific research and her significant contribution to pedagogy and the development of education in Ukraine. The page is a valuable tool for scholars, educators, and students, as it not only preserves the memory of the outstanding scholar but also provides practical benefits in teaching and methodological activities. It is important to emphasize that the page continues to be updated, indicating ongoing renewal and expansion of access to Savchenko’s heritage, making it relevant for present and future generations of educators¹⁰⁰.

In modern conditions, the issue of selecting effective teaching methods for primary school pupils has become particularly acute. The teacher’s task is not only to transmit knowledge but also to develop pupils’ ability to independently acquire that knowledge and apply it to solve new cognitive and practical tasks. That is why the project method is gaining special relevance, as it combines activity-based and personality-oriented approaches to learning.

The project method makes it possible to integrate knowledge and skills acquired while studying various subjects into a single process of working on a specific task. It is oriented toward the creative self-realization of the individual and develops their potential in the process of creating a new product through independent, collective, and interactive actions. A mandatory component is the presentation of results, which encourages pupils to take responsibility and publicly demonstrate their achievements^{101 102}.

It is especially important that project activity develops cognitive motivation and activity in primary school pupils. They have the opportunity to act as teachers, demonstrate the final product of their work, and prepare tasks for other pupils – thereby creating an atmosphere of cooperation and mutual learning.

The practical significance of the project method is confirmed both by numerous scientific and methodological developments (O. Savchenko, O. Onopriienko, T. Vorontsova, and others) and by pedagogical experience. Modern life demands creative thinking and the ability to make non-standard decisions; therefore, project-based learning is considered one of the most promising methods.

¹⁰⁰ See: Berezivska & Derevianko (2020); Maksymenko (2014)

¹⁰¹ Savchenko, O. Ya. (2015). Diagnosis and didactic conditions for forming primary school pupils’ motivation for the ability to learn. *Ukrainian Pedagogical Journal*, 1, 85–98.

¹⁰² Usyk (2021)

It promotes the development of intellectual abilities, forms research skills, and prepares pupils for lifelong learning^{103 104}.

From the teacher's perspective, a learning project is a didactic tool that teaches purposeful activity aimed at finding ways to solve a problem. From the pupil's perspective, it is an opportunity to do something interesting independently or in a group, to express oneself, to apply acquired knowledge, bring benefit, and publicly present the result.

Project activity is individual in nature but at the same time depends on teacher-pupil cooperation, a creative approach, and the joint choice of problem-solving paths. When organizing it, the teacher must take into account the age and psychological-physiological characteristics of primary-school-age children. Project topics should be diverse, with a preference for research, informational, and creative ones. Monitoring of task completion should be thorough, and evaluation should be stimulating, motivating pupils to further development.

Thus, the project method in primary school is an effective tool for forming key competencies, developing cognitive motivation, and enabling creative self-realization of pupils, and meeting contemporary educational challenges. The benefits of project activity for primary education are truly difficult to overestimate, as it combines educational, upbringing, and developmental functions. In the process of working on projects, pupils acquire skills in critically evaluating information, which develops the ability to distinguish reliable data from secondary material, analyse, and generalize content. At the same time, creative thinking develops – without which it is impossible to create a new product or find a non-standard solution to a problem. These qualities form the foundation for further personal development and readiness for lifelong learning.

The practice of implementing project activity requires clear organization. It begins with drawing up a technological map that specifies the title, problem, participants, coordinator, goal, main idea, and tasks at each stage – allowing pupils to see the structure of the activity and understand its objectives. It is equally important to specify the type of project:

- by dominant activity (informational, research, search, creative);
- by subject-content direction;
- by number of participants (individual or group);
- by duration (short-term or long-term).

¹⁰³ Savchenko (2011)

¹⁰⁴ Savchenko, O. Ya. (2013). Didactics of primary education: Textbook for higher education institutions. Kyiv: Hramota. 221 p.

No less significant is determining the software and technical support: access to information resources, printed materials, tables, diagrams, the Internet, and the possibility of conducting experiments – thereby creating conditions for the comprehensive use of various knowledge sources.

The expected outcomes of project activity have two levels^{105 106}:

- personal level – experience of research-search work, ability to compile informational messages and analytical tables, solve problems related to the project topic;
- educational product – informational messages, collections of tasks, brochures, analytical tables that have practical value and can be used by other pupils or teachers.

Thus, the project method combines learning activity with creative and research activity, creating conditions for the comprehensive development of the individual. It is a modern pedagogical technology that forms key competencies, develops cognitive motivation and collaboration skills.

The success of introducing project activity depends on primary school teachers' awareness of its importance, knowledge of the organization algorithm, and adherence to methodological recommendations. It is important to emphasize that the use of the project method should continue in basic and senior school, as it ensures continuity in learning, forms pupils' readiness for independent work and creative thinking at all stages of the educational process.

The ability to learn is a basic competency that shapes the individual experience of a pupil's participation in the learning process. It encompasses the ability to organize one's own work to achieve results as well as skills of self-development, self-analysis, self-control, and self-assessment. This ability has not only educational but also upbringing significance, as it fosters diligence, integrity, discipline, responsibility, accuracy, perseverance, independence, and organization¹⁰⁷.

The formation of the ability to learn acquires special importance in primary school. This was insisted upon by V. Sukhomlynskyi, who in his work "Conversation with a Young School Principal" identified five key skills as the "main instrument" of learning activity: observing phenomena of the surrounding world, thinking,

¹⁰⁵ Savchenko (2011)

¹⁰⁶ Savchenko, O. Ya. (2015). Formation of primary school pupils' skills of self-control and self-assessment. *Primary School*, 4, 1–5.

¹⁰⁷ See: Lazarenko & Vizniuk (2023); Maksymenko (2014); Onopriienko (2020)

expressing thoughts, reading, and writing. It is precisely these skills that enable a child to effectively engage in the learning process¹⁰⁸.

In pedagogical thought of the 1980s, the formation of learning activity skills and habits was regarded as one of the school's main tasks. Scholars (Yu. Babanskyi, V. Korotov, N. Loshkariova, V. Palamarchuk, O. Savchenko, and others) conducted experimental studies aimed at organizing learning-cognitive activity and forming general learning skills. These skills became universal ways of acquiring and applying knowledge, in contrast to subject-specific skills that were particular to individual disciplines¹⁰⁹.

An important achievement of this period was the creation of special programs that guided teachers in forming general learning skills. In particular¹¹⁰:

1. "Program for the Development of General Learning Skills and Habits of Schoolchildren. Grades I–X" (N. Loshkariova, 1982);
2. "Formation of General Learning Skills and Habits" (Grades 1–4) (O. Savchenko, 1986).

Savchenko's program became the first normative document in which the ability to learn was defined as a necessary element of the structure of learning activity. It provided for four groups of skills^{111 112 113}:

- organizational (rational ways of organizing learning);
- general-cognitive (skills of observing, reasoning, memorizing, and reproducing material);
- general-speech (culture of listening and speaking);
- control-and-evaluation (methods of checking, self-checking, and evaluating results).

In the 1990s, after Ukraine gained independence, the processes of humanization and child-centered learning emphasized the importance of the ability to learn as a key competency. The adoption of the Concept of Secondary General Education (1991), the State National Program "Education" (Ukraine of the 21st Century, approved in 1993), and related concepts on the humanization of education

¹⁰⁸ See: Onopriienko (2020); Dunets (2020)

¹⁰⁹ See: Savchenko (2004); Usyk (2021)

¹¹⁰ Onopriienko (2020)

¹¹¹ Berezivska & Derevianko (2020)

¹¹² Holodiuk (2015)

¹¹³ Savchenko, O. Ya. Law of Ukraine "On Education": Commentary in the context of problems of reforming primary education. P. 1.

consolidated the orientation toward the development of the individual as the highest value^{114 115}.

Therefore, forming the ability to learn in primary school is a strategic task that ensures not only successful learning but also the upbringing of a responsible, independent, and creative personality ready for lifelong education and self-realization in contemporary society.

The publication at the end of the 20th century of general-developmental teaching aids – “Colorful Ball” (1995, 1996), “Learn How to Learn” (1996, 1998), “Develop Your Abilities” (1996, 1998) – was a genuine gift for primary school pupils and teachers. These publications, created by Academician O. Savchenko, laid the foundation for forming general learning skills and habits that ensure the success of learning activity and the development of the primary school pupil’s personality¹¹⁶.

At the beginning of the 21st century, the adoption of a series of state documents (“Regulation on the Procedure for Implementing Innovative Educational Activity,” “Concept of General Secondary Education,” “National Doctrine of Education Development in the 21st Century,” the Ministry of Education and Science project “Equal Access to Quality Education,” etc.) defined the paths for modernizing the content of education, including the primary level. An important step was the approval of the State Standard of Primary General Education (2011), which ensured continuity between preschool and primary education and consolidated the personality-oriented and competency-based approaches. In the curricula approved around 2012–2013, the “ability to learn” was identified as a leading key competency^{117 118 119}.

O. Savchenko interpreted the ability to learn as a holistic individual formation that combines the pupil’s psychological-personal characteristics with the content and activity-based foundation of learning. Mastery of this competency, according to the scholar, programs individual experience of successful work, prevents overload, promotes cognitive activity and initiative, and facilitates rational use of time and learning tools.

¹¹⁴ Maksymenko (2014)

¹¹⁵ Savchenko, O. Ya. (2015). Formation of primary school pupils’ skills of self-control and self-assessment. *Primary School*, 4, 1–5.

¹¹⁶ See: Berezivska & Derevianko (2020); Dunets (2020); Savchenko (2011)

¹¹⁷ Biloshkura (2018)

¹¹⁸ Larionova, N. B., & Streltsova, N. M. (2020). Formative assessment in the primary school educational process: Teaching-methodological manual. Kharkiv: Madrid. 83 p.

¹¹⁹ Savchenko, O. Ya. Law of Ukraine “On Education”: Commentary in the context of problems of reforming primary education. P. 1.

It is especially important that a pupil accustomed to learning independently does not become disoriented in new cognitive or life situations, does not wait for ready-made solutions, but independently seeks information and ways to solve problems – thereby changing the style of thinking and life of the individual and forming readiness for lifelong education.

A significant contribution of Academician O. Savchenko to the theory and practice of primary education was the development of the content of general learning skills and the key competency “ability to learn independently.” Its formation serves as an indicator of full-fledged learning activity in primary school pupils, ensures their socialization, and develops the capacity for self-education and self-development throughout life – which corresponds to contemporary educational challenges and the strategic tasks of the New Ukrainian School^{120 121}.

Analysis of the pedagogical heritage of Academician Oleksandra Yakivna Savchenko convincingly demonstrates that her scientific ideas and practical developments have become the foundation for the modernization of primary education in Ukraine. She consistently advocated the need to form in primary school pupils the key competency “ability to learn,” regarding it as a holistic individual formation that integrates organizational, cognitive, speech, and control-and-evaluation skills. It is precisely this competency that ensures the child’s readiness for independent knowledge acquisition, critical thinking, creative activity, and lifelong education¹²².

An important contribution of O. Savchenko is the development of curricula and textbooks that facilitated the formation of general learning skills, as well as the introduction of innovative teaching methods, particularly project activity, which combines the educational process with creative and research practice. Her approach meets modern challenges, as it orients education toward activity-based, personality-oriented, and competency-based approaches.

Thus, the pedagogical heritage of O. Ya. Savchenko is of strategic importance for the development of the Ukrainian school: it ensures continuity between traditions and innovations, forms the basis for high-quality primary education, promotes pupil socialization, and prepares them for life in a world of rapid change. Her ideas remain relevant today, as they are aimed at cultivating an independent, responsible, and creative personality capable of lifelong learning.

¹²⁰ Biloshkura (2018)

¹²¹ Sukhomlynskyi, V. O. (1977). Conversation with a young school principal. In *Selected works in 5 volumes* (Vol. 4, pp. 407–412). Kyiv.

¹²² See: Berezivska & Derevianko (2020); Usyk (2021)

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1.4. Theoretical and methodological foundations of ensuring continuity between preschool and primary education in the context of developing pedagogical creativity of future primary school teachers

The establishment of the New Ukrainian School, the modernization of preschool education, and the renewal of the system of professional training of pedagogical staff place new, higher demands on ensuring continuity between preschool and primary education levels. In contemporary conditions, continuity becomes a crucial pedagogical condition that determines the quality of a child's transition from one educational system to another, promotes the formation of stable learning motivation, the development of key competencies, and a positive attitude toward school.

In scholarly literature, the concept of "continuity" is interpreted as a systematic and purposeful coordination of content, forms, methods, and conditions of the educational process at adjacent stages, ensuring holistic personality development and a smooth, psychologically comfortable transition of the child to a new level^{123 124}. Researchers emphasize that continuity encompasses not only the didactic component but also organizational-psychological, sociocultural, and activity-related aspects, which must be harmonized to create a unified, uninterrupted educational space.

Thus, effective continuity between preschool and primary education presupposes cooperation between educators of both levels, alignment of educational programmes, adherence to children's age-specific characteristics, support for their emotional well-being, and the gradual development of learning activity, which corresponds to the requirements of the Concept of the New Ukrainian School and contemporary personality-oriented approaches to education.

According to L. Artemova, continuity is a "logical transition from one form of organizing children's activity to another, linked by the common goal of personality

¹²³ Artemova, L. V. (2013). Continuity between preschool and primary education: Textbook. Kyiv: Slovo. 208 p.

¹²⁴ Savchenko, O. Ya. (2011). Primary education: Searches, problems, prospects: Scientific-methodological collection. Kyiv: Pedahohichna dumka. 256 p.

development”¹²⁵. The scholar stresses that the basis of this transition is not the mechanical transfer of methods or approaches but their holistic coordination, which ensures the gradual establishment of the child as a subject of the educational process. Consequently, continuity acts as an important factor aimed at creating comfortable conditions for changing leading types of activity, adaptation to new social roles, and mastery of the modified requirements of the learning environment.

In turn, O. Savchenko notes that continuity in the content of instruction facilitates the reproduction of the child’s individual experience, the preservation of acquired skills and abilities, and the gradual involvement of the child in new educational tasks of primary school¹²⁶. The scholar emphasizes that it is precisely content-related consistency that helps avoid sharp discrepancies between preschool and primary education programmes, thereby ensuring the integrity of development, supporting cognitive activity, and forming positive learning motivation.

Generalizing the views of the researchers, it can be stated that continuity embraces organizational, content-related, activity-based, and emotional-psychological components which, taken together, create conditions for the child’s continuous educational development at the junction of the two educational levels.

S. Lytovchenko underlines that continuity between preschool and primary education must be implemented taking into account the physiological, psychological, and social characteristics of child development, “providing conditions for gradual development without psycho-emotional or cognitive overload”¹²⁷. In the researcher’s opinion, a key task for educators of both levels is to create an educational environment in which changes in requirements, activity regime, and level of independence occur smoothly, corresponding to the age-related capabilities and individual developmental pace of each child.

S. Lytovchenko’s approach focuses on the need to preserve emotional comfort, maintain a positive attitude toward learning and prevent abrupt complication of content or working methods during the first months of school instruction. Therefore, the organization of continuity involves a thoughtful combination of play-based forms of activity typical of preschool age with elements of learning activity characteristic of primary school, enabling the child to gradually adapt to new educational challenges.

¹²⁵ Artemova, L. V. (2013). Continuity between preschool and primary education: Textbook. Kyiv: Slovo. p. 24

¹²⁶ Savchenko, O. Ya. (2011). Primary education: Searches, problems, prospects: Scientific-methodological collection. Kyiv: Pedahohichna dumka. 256 p.

¹²⁷ Lytovchenko, S. H. (2010). Continuity between preschool and primary education: Monograph. Kyiv: Pedahohichna dumka. p. 56

In the context of state educational policy, the issue of continuity between preschool and primary education occupies a central place and has a clear normative foundation. The Law of Ukraine “On Education” (2017) defines continuity as one of the fundamental principles of educational activity, ensuring consistency of goals, content, and learning outcomes at different levels. The Law stresses the need to create a continuous educational process in which the child’s transition to a new educational level occurs naturally and without stressful changes.

The State Preschool Education Standard (2021) declares the necessity of laying the foundations for comprehensive, harmonious child development as well as physical, emotional, social, and intellectual readiness for school learning. The document orients educators toward the development of key competencies, curiosity, independence, and the ability to interact — that is, those characteristics that determine the child’s readiness to move to the next educational level.

In turn, the State Standard of Primary Education (2018) ensures the logical continuation of competencies formed during preschool age, integrating them into a new educational environment built on activity-based, competency-based, and personality-oriented approaches. Particular attention is paid to the formation of critical thinking, socio-emotional experience, and the ability to learn throughout life, which corresponds to the Concept of the New Ukrainian School. Thus, regulatory documents establish the basis for the child’s consistent development and ensure conceptual unity between preschool and primary education.

The content of the concept of “continuity” in Ukrainian pedagogy is also reflected in contemporary terminological sources, which emphasize the importance of coordinating educational processes at different levels. In S. Honcharenko’s Pedagogical Dictionary, continuity is defined as “sequence and logical structuring of the educational process at adjacent stages of education”¹²⁸. This interpretation focuses on the structural and methodological unity of the educational process, which makes it possible to ensure the integrity of the development of knowledge, skills, and modes of activity in the child.

In turn, O. Vyshnevskiy, in his Dictionary-Reference Book on Pedagogy, highlights the importance of not only content-related but also organizational interconnectedness between preschool and primary education, regarding it as one of the key conditions for successful personality formation and the development of stable learning motivation¹²⁹. The scholar draws attention to the fact that continuity must involve systematic coordination of pedagogical efforts, preservation of the

¹²⁸ Law of Ukraine “On Education” No. 2145-VIII dated 05.09.2017. Holos Ukrainy. 2017.

¹²⁹ Law of Ukraine “On Higher Education” No. 1556-VII dated 01.07.2014. Holos Ukrainy. 2014.

priority of the activity-based approach, and correspondence of educational requirements to the child's age-related capabilities.

Thus, dictionary definitions complement scientific approaches, confirming that continuity is a multifaceted concept embracing logical, content-related, organizational, and psychological sequence of the educational process and ensuring the child's holistic development at the junction of two educational levels.

Research on the problem of continuity is widely represented in the works of Ukrainian scholars, among whom the contributions of N. Havrysh, O. Kononko, T. Pirozhenko, and K. Krutii occupy a special place. In their studies, they comprehensively examine the conditions, factors, and mechanisms for ensuring a smooth transition of the child from preschool to primary education.

N. Havrysh focuses on the importance of forming the child's personal readiness for school learning, emphasizing the development of cognitive, motivational, and volitional qualities. The scholar argues that harmonious personal readiness is the foundation for successful adaptation to new educational conditions.

O. Kononko investigates the emotional-social aspects of the child's transition to school, particularly the role of emotional stability, social skills, formed modes of interaction, and a positive attitude toward the new environment. The researcher proves that adaptation largely depends on psychological comfort and support from significant adults.

T. Pirozhenko examines the specifics of the transition to school learning through the prism of play activity. She demonstrates that play, as the leading activity of the preschooler, can become an important means of ensuring continuity if elements of playfulness continue to be used in the primary school educational process. This facilitates the child's natural inclusion in a different work format and reduces stress levels.

K. Krutii proposes a model of child adaptation within the framework of an integrated personality-oriented technology that provides holistic organization of the environment aimed at supporting the individual developmental trajectory of each child. Such a model makes it possible to combine play, learning, and research forms of activity, ensuring a high-quality transition between educational levels.

Generalizing the scholars' contributions, it can be noted that contemporary approaches to ensuring continuity cover not only didactic but also psychological, social, organizational, and activity-based aspects, forming a comprehensive system of child support at the stage of transition to school.

Thus, ensuring continuity between preschool and primary education emerges not only as a key pedagogical condition but also as an important sociocultural and psychological factor that directly influences the success of the child's adaptation to new educational requirements, the formation of an individual educational trajectory,

and further self-realization in the primary school environment. Continuity creates conditions for preserving a positive emotional state, sustaining cognitive motivation, developing confidence in one's own abilities, and gradually mastering the specifics of learning activity.

Comprehensive theoretical understanding of the content, functions, and mechanisms of implementing continuity makes it possible to form a scientific foundation for its effective introduction into the practice of educational institutions. Harmonious interaction between preschool and primary levels, coordination of pedagogical approaches, preservation of leading types of activity, and reliance on the child's age-related capabilities correspond to the conceptual principles of the New Ukrainian School and contribute to the creation of a holistic, continuous, and personality-oriented educational space.

One of the key factors in effectively ensuring continuity between preschool and primary education is the professional readiness of the primary school teacher. Contemporary trends in educational development, declared in the Concept of the New Ukrainian School, require a fundamental rethinking of the teacher's traditional role and a shift from an authoritarian teaching model to a model of partnership interaction. In this context, O. Savchenko notes that under the competency-based approach, the teacher must act not only as a transmitter of knowledge but also as a facilitator, mentor, organizer of collective activity, and creator of a developmental educational environment¹³⁰.

Such transformation of the pedagogical role implies that the teacher must possess a high level of professional mobility, flexibly respond to educational challenges and the needs of diverse groups of pupils, and be able to work with various information resources and digital technologies. An important component of professional readiness is the ability to apply interactive, innovative, and activity-based teaching methods that continue the approaches established in preschool education, in particular: supporting play activity, developing research skills, and forming socio-emotional competence.

Moreover, the teacher must be prepared to ensure individualization of instruction, which includes identifying the educational needs of each pupil, creating conditions for realizing their personal potential, and adapting to the new tasks of school life. It is precisely this professional stance that enables the creation of an environment in which continuity of the educational process is maintained, ensuring a comfortable transition for the child from preschool to primary school.

¹³⁰ Savchenko, O. Ya. (2011). Primary education: Searches, problems, prospects: Scientific-methodological collection. Kyiv: Pedahohichna dumka. 256 p.

A particularly important aspect of professional readiness is pedagogical creativity — an integrative quality that enables the teacher to generate innovative solutions, design engaging, problematic, and non-standard learning situations, and adapt educational material in accordance with the age-specific characteristics and individual needs of children. Pedagogical creativity manifests itself in flexibility of thinking, openness to novelty, the ability to find effective ways of establishing interaction, creating a positive emotional atmosphere, and sustaining the child's internal motivation.

In the process of ensuring continuity, the teacher must develop original methods, variable approaches, and adaptive learning situations that are equally effective for preschool and primary-school children. This requires the integration of play, research, activity-based, and creative forms of work, allowing the child to move smoothly into a new educational environment while preserving interest in learning and confidence in their own abilities.

Pedagogical creativity serves as a catalyst for the innovative nature of the educational process, since only a creative teacher is able to notice the individual characteristics of each child, adjust the pace, method, and content of instruction, make use of modern educational technologies, and create conditions for continuous development and pupils' self-realization.

I. Bekh points out that a creative teacher ensures psychological comfort, promotes the development of the child's emotional sphere, sustains cognitive interest and internal learning motivation¹³¹. Such an environment allows the child to freely show initiative, ask questions, experiment, and not fear mistakes – that is, to develop the qualities necessary for successful adaptation to school life.

Thus, in I. Bekh's interpretation, pedagogical creativity becomes not only a professional characteristic but also an important psychological mechanism for supporting the child at the threshold of transition from preschool to primary education. It ensures emotional stability, the development of trust in the teacher, and a positive attitude toward the learning process – key conditions for continuity.

In the context of ensuring continuity, the teacher's competence in the pedagogy of partnership, one of the fundamental principles of the New Ukrainian School, acquires special significance. Partnership interaction involves establishing effective cooperation among all participants in the educational process – preschool educators, primary school teachers, parents, and the child themselves. This approach is based on the principles of mutual respect, trust, openness, and shared responsibility of each participant in the educational interaction.

¹³¹ Bekh, I. D. (2003). *Personality upbringing: In 2 books. Book 1: Personality-oriented approach: Theoretical and technological foundations.* Kyiv: Lybid. 280 p.

The teacher must possess a high level of communicative competence, the ability to build dialogue, justify pedagogical decisions, and maintain constructive cooperation with the family. Effective communication among educators of different educational levels and with parents facilitates the coordination of educational influences, the formation of common upbringing guidelines and values, thereby ensuring the child's holistic development and successful adaptation in the school environment.

The pedagogy of partnership also implies respect for the child's individual experience, support for their subject position, and involvement in making simple decisions and organizing learning activity. This creates conditions for developing confidence, responsibility, and positive self-esteem – important factors influencing the quality of the transition from preschool to primary education.

Thus, the updated requirements for the teacher in the contemporary educational paradigm presuppose the formation of a wide range of professional competencies that include not only subject knowledge and methodological skills but also a high level of pedagogical reflection, the ability to innovate, and creativity. It is precisely these qualities that enable the teacher to respond flexibly to the demands of the educational environment, adapt content and forms of work to children's individual needs, and maintain continuity between preschool and primary education levels.

A teacher who possesses competencies in partnership interaction, innovative thinking, communicative flexibility, and a creative approach to organizing instruction is able to create an environment of humanized support and development. This, in turn, ensures a smooth transition for the child to new learning conditions, promotes successful adaptation, the formation of positive motivation, and the continuation of the educational trajectory within the New Ukrainian School.

Practice in preschool and primary education convincingly demonstrates that high-quality pedagogical support for continuity depends not only on the alignment of curriculum content but also on the introduction of contemporary methodological approaches that sustain the child's interest and cognitive activity, ensure psychological comfort, and help them adapt smoothly to new forms of learning. It is important that the transition period is not accompanied by abrupt complication of content or a change in dominant forms of activity but occurs naturally and with due regard for age-specific characteristics.

Among the most effective instruments for implementing continuity in the contemporary educational process are:

- integrated learning, which combines different types of activity and educational domains into a single holistic experience;

- play and activity-based technologies, which build a “bridge” between the leading activity of the preschooler and the learning activity of the primary school pupil;
- project-based activity, aimed at developing research, communicative, and creative skills;
- pedagogical partnership, encompassing interaction among preschool educators, primary teachers, parents, and children.

The use of these methodological tools promotes the integrity of the educational process, ensures stability of motivation, develops the child’s independence, and forms readiness for the next stage of learning. As a result, continuity acquires not a declarative but a practical character, becoming an effective mechanism for implementing the competency-based approach and the ideas of the New Ukrainian School.

Integration of educational content is one of the key principles of modernizing the contemporary educational process in Ukraine, clearly declared in the State Preschool Education Standard (Baseline Component of Preschool Education, 2021) and the Concept of the New Ukrainian School (2016). It emerges as a leading mechanism for overcoming the fragmentation of knowledge characteristic of the traditional subject-centred system and as an instrument for creating a holistic educational space in which the child perceives knowledge not in isolation but in interconnection.

The essence of integration lies in uniting the content of different educational domains around common themes, leading ideas, real-life situations, or complex concepts that have practical significance for the child. Such an approach makes it possible to form a systemic vision of the world, contributes to deeper understanding of environmental patterns, and develops the ability to analyse, compare, generalize, and apply knowledge in various contexts.

Integration also plays an important role in developing critical thinking, creativity, and research skills, as it creates conditions for a natural transition from play to learning activity while sustaining interest and internal motivation. It is precisely for this reason that the integrated approach ensures continuity between preschool and primary education, since it helps avoid a sharp break between types of activity and levels of task complexity at different educational stages.

In preschool education, integration is realized through holistic thematic blocks and play, research, artistic, and labour activities that organically complement one another and reflect the natural logic of child development. This approach creates a multi-component developmental environment in which knowledge, emotional experience, and practical activity are combined into a single system that is as close as possible to real-life situations.

According to N. Havrysh, the integrated approach to organizing the educational process creates conditions for forming cross-curricular connections already at the preschool stage, laying the groundwork for further successful learning activity in primary school¹³². The scholar emphasizes that it is thanks to integration that the child begins to perceive the world in its interconnections rather than as a set of isolated concepts. This helps develop systemic thinking, the ability to establish cause-and-effect relationships, draw conclusions, and broaden cognitive experience.

Integrated forms of activity in preschool age also contribute to forming the foundations of learning motivation: children enthusiastically complete tasks that combine play, observation, experimentation, and creativity, which facilitates the subsequent transition to systematic school learning. Thus, integration in preschool education is an important mechanism for ensuring continuity, as it provides unity of content and activity-based approaches at the junction of the two educational levels.

In primary school, integrated learning is implemented through thematic weeks, integrated lessons, interdisciplinary blocks, and project activity that unite the content of several subjects around common issues or life-relevant topics. This approach corresponds to the provisions of the State Standard of Primary Education (2018), which defines integration as an effective tool for forming key competencies – the ability to learn throughout life, initiative, entrepreneurship, social and civic competence, cultural awareness, and creative self-realization.

Integrated forms of learning make it possible to optimally combine different types of children’s activity – observation, research, experimentation, modelling, and creative work – which is especially important given the need to ensure continuity with preschool education. As a result, the child perceives the learning process not as a system of separate subjects but as a holistic path of world cognition, thereby sustaining interest, motivation, and deeper comprehension of the material studied.

In such conditions, the adult acts not merely as a source of information but as a facilitator, mentor, and organizer of the educational environment who directs and supports children’s cognitive activity, helps them ask questions, formulate hypotheses, find solutions, and work in a team. It is precisely this pedagogical position that ensures a smooth transition from the play and integrated forms of work characteristic of preschool education to systematic school learning while preserving motivation and developing key competencies.

As O. Savchenko states, “integrated learning is necessary to create pedagogical conditions that correspond to children’s natural curiosity and the

¹³² Havrysh, N. V. (2011). Continuity in the work of preschool educational institution and primary school: Teaching-methodological manual. Kyiv: Geneza. 144 p.

physiological characteristics of primary school pupils"¹³³. The scholar emphasizes that integration enables ensuring the continuity of the educational process because it takes into account the leading needs of children of this age – the desire to cognize the world in its integrity, to act actively, to combine different types of activity, and to discover new knowledge through interconnections.

O. Savchenko stresses that content integration facilitates the organic combination of knowledge, skills, value experience, and the child's personal impressions, making the educational process more flexible and variable. Lessons become richer in content, emotionally saturated, and closer to real-life situations. Integrated learning stimulates the development of critical thinking, the ability to analyse information, draw conclusions, and creatively approach the solving of educational tasks.

In the context of ensuring continuity, this approach is particularly valuable because it allows primary school pupils to continue the forms of activity that were leading in preschool age, thereby making the transition to systematic learning natural and psychologically comfortable.

Thus, integrated learning emerges as an important instrument for ensuring continuity between preschool and primary education, as it creates conditions for holistic cognition of the world and continuous development of the child's personality. Through integration, children acquire the ability to establish connections between different phenomena, analyse and generalize information, and think systemically and comprehensively. This contributes not only to the assimilation of curriculum material but also to the formation of the ability to apply knowledge in real-life situations.

The integrated approach ensures the effective formation of key competencies – communicative, social, civic, environmental, mathematical, and the ability to learn throughout life – as well as the development of vital life skills, which are priorities of contemporary education and fully correspond to the ideas of the New Ukrainian School. Therefore, integrated learning can be regarded as one of the leading mechanisms for implementing continuity that combines the content-related, activity-based, and psychological aspects of the educational process at the junction of the two educational levels.

In accordance with the age-specific characteristics of preschool children, play is the leading activity through which the child explores the world, socializes, develops the emotional sphere, and acquires basic competencies. The State Preschool Education Standard (Baseline Component of Preschool Education, 2021)

¹³³ Savchenko, O. Ya. (2011). Primary education: Searches, problems, prospects: Scientific-methodological collection. Kyiv: Pedahohichna dumka. p. 79

defines play as the main form of work in the educational process, which must ensure the development of independence, initiative, and the ability to interact. Yu. Rudenko and N. Havrysh emphasize that play activity contributes to the formation of school readiness through the development of speech, communicative skills, self-regulation of behaviour, and cooperation with peers^{134 135}.

In the New Ukrainian School, play and activity-based technologies have acquired new meaning within the competency-based approach aimed at developing pupils' critical thinking, emotional intelligence, creativity, and ability to collaborate. This is reflected in the State Standard of Primary Education (2018), which defines play not only as a teaching tool but also as a component of learning activity that is integrated into various subjects and types of activity. Methodological recommendations of the Ministry of Education and Science of Ukraine also stress the importance of introducing simulations, didactic games, role-play situations, and project-based activity to ensure pupil engagement in the learning process.

Thus, play and activity-based technologies serve as key instruments for ensuring continuity between preschool and primary education, facilitating children's adaptation to new requirements, forming learning motivation, and developing socio-emotional and communicative competencies that are essential for successful education and further self-realization.

Project-based technologies occupy an important place in contemporary education as a means of forming key competencies, particularly critical thinking, teamwork skills, responsibility, and creative self-expression. According to O. Pometun, project-based activity creates pedagogical conditions that encourage pupils to independently construct knowledge, develop a personal attitude toward the results of their activity, and gain experience in solving real-life problems¹³⁶. The author stresses that the use of the project method corresponds to children's natural needs for activity, self-expression, and cooperation, while also promoting the development of communicative, social, and information competencies.

In preschool education, projects are playful, exploratory, or creative in nature and are carried out in the context of topics that are meaningful and naturally interesting to the child (e.g., creating a collective book, growing a plant, preparing a mini-performance, or experimenting with natural phenomena). The State Preschool Education Standard (Baseline Component of Preschool Education, 2021) emphasizes

¹³⁴ Rudenko, Yu. O. (2014). Play activity of preschool children: Teaching-methodological manual. Kyiv: Pedahohichna dumka. 160 p.

¹³⁵ Havrysh, N. V. (2011). Continuity in the work of preschool educational institution and primary school: Teaching-methodological manual. Kyiv: Geneza. 144 p.

¹³⁶ Morze, N. V. (2019). Digital competence of the modern teacher: Monograph. Kyiv: Borys Grinchenko Kyiv University. 220 p.

the importance of organizing children's activity in the form of exploration, cognition, and creativity, which reflects the essence of project-based technologies as a way of integrating learning and life experience.

In primary school, project-based technologies serve as a tool for implementing integrated and competency-based approaches. According to the Concept of the New Ukrainian School, the project method contributes to the formation of not only subject-specific but also key competencies such as the ability to learn throughout life, initiative, and social and civic activity. Project-based learning in primary grades involves carrying out creative, research, social, and information projects in which pupils can demonstrate initiative, cooperate with peers, and present the results of their activity to an audience. A key condition is the equal involvement of all children in the process, which promotes inclusivity and the development of positive self-esteem.

Thus, project-based technologies perform an important function in ensuring continuity between preschool and primary education levels, as they integrate learning content, develop motivation, and provide opportunities to apply knowledge in practical activity.

Successful provision of continuity in education requires systematic interaction and partnership between preschool and primary school educators. Such cooperation is based on the coordination of pedagogical approaches, values, and goals of children's education and upbringing in accordance with their age development and individual needs. State regulatory documents, in particular the State Preschool Education Standard (Baseline Component of Preschool Education (2021) and the State Standard of Primary Education (2018), underline the importance of coordinating content and teaching methods as a condition for ensuring the continuity of the educational process.

Forms of such cooperation include aligning the goals and tasks of educational programmes, joint planning of lessons and methodological approaches, and exchanging pedagogical experience. The practice of visiting lessons and classes in parallel educational levels enables educators to better understand the learning environment, expectations, and specific features of children's adaptation to new conditions. Equally important is the established exchange of information regarding children's learning achievements, individual interests, and socio-emotional development.

Scholars, in particular L. Shelestova and T. Krutii, emphasize the necessity of a dialogic approach and pedagogical partnership as key conditions for overcoming the gap between preschool and primary education. In their words, "only under conditions of mutual understanding, cooperation, and unified approaches is it

possible to create a holistic socio-pedagogical environment that ensures successful adaptation and further child development at school”^{137 138}.

No less important is cooperation with parents as active participants in the educational process. Involving parents in the child’s transition to a new learning environment, informing them about the specifics of adaptation, school expectations, and teaching methods significantly increases the effectiveness of continuity and contributes to the child’s stable psychological state.

Thus, cooperation between preschool and primary-level educators is a key condition for creating a continuous educational space in which every participant supports and fosters the child’s development during the transition to a new stage of learning.

The professional activity of a contemporary primary school teacher tasked with ensuring continuity between preschool and primary education is based on an interconnected set of components: professional knowledge and skills, didactic, communicative, organizational, research, and creative abilities. Among these, the creative component is of particular importance in the context of the New Ukrainian School, as it enables the teacher not only to perform standard professional functions but also to design and implement innovative approaches to organizing a smooth transition for the child from preschool to school. Modern society needs a teacher who combines a high level of professional readiness with the capacity for self-development as a creative personality who consciously acts within the targeted guidelines of continuity.

In this context, pedagogical creativity of future primary school teachers simultaneously serves as the goal, content, and outcome of their professional training. It involves developing in students the ability to creatively solve pedagogical tasks, adapt the educational process to the individual needs of children arriving with diverse preschool experiences, and introduce innovative approaches that ensure the child’s continuous development.

The conditions for implementing the Concept of the New Ukrainian School require that the development of pedagogical creativity in future teachers be carried out in a specially organized creative educational environment at higher education institutions. Research by the Andrew W. Mellon Foundation shows that modern graduates of pedagogical programmes need not only solid subject knowledge but also well-developed soft skills – the ability to interact creatively, collaborate,

¹³⁷ Shelestova, L. P., & Krutii, K. L. (2016). Continuity between preschool and primary education: Theory and practice: Teaching-methodological manual. Zaporizhzhia: LIPS. 220 p.

¹³⁸ Krutii, K. L. (2013). Continuity between preschool and primary education: Integrated personality-oriented technology: Monograph. Zaporizhzhia: LIPS. 304 p.

communicate, and maintain emotional resilience in complex professional situations. These universal competencies are crucial for a teacher who builds a pedagogical bridge between preschool and primary levels, helping the child adapt to new learning conditions without losing motivation or a sense of psychological safety.

The teaching profession should be viewed as one in which the framework of which the life and creative paths of the individual are closely intertwined, realized through the processes of self-knowledge, self-creation, and professional development.

I. Radchenia emphasizes that creativity is a necessary condition for a teacher's professional activity, and its manifestation is determined by the combination of natural creative abilities and specialized professional training in higher education institutions¹³⁹. Analysis of psychological-pedagogical literature provides grounds to assert that the development of pedagogical creativity in future primary school teachers requires a complex of conditions:

- opportunities to reveal the student's creative individuality;
- support for their capacity for self-improvement;
- creation of an emotionally supportive, culturally rich educational environment in which creativity is perceived as the norm of professional activity rather than an exception.

The content of preparing future primary school teachers for pedagogical creativity in the context of continuity includes: developing pedagogical imagination, flexibility of thinking, creativity, and creative potential; mastering the theoretical foundations of pedagogical creativity, the pedagogy of art, and innovative educational technologies; implementing a practice-oriented approach (modelling lessons with preschool and primary-school children, creating integrated play and activity-based methods); forming pedagogical reflection skills that allow students to comprehend their own contribution to ensuring continuity.

On this basis, in our opinion, the structural components of future primary school teachers' readiness for creative pedagogical activity under conditions of ensuring continuity should include:

- formed creative skills in solving pedagogical tasks related to the child's transition from preschool to school;
- the ability to adapt the content and methods of instruction to pupils' individual needs and prior experience;
- developed psycho-emotional intelligence that enables support for the child during the adaptation period;

¹³⁹ Radchenia, I. (2017). Formation of creativity of the future primary school teacher in the process of professional training: Monograph. Zhytomyr: ZhDU Publishing House. 212 p.

- personal experience of creative activity (participation in pedagogical competitions, projects, and the development of integrated continuity programmes);
- creativity, professional competence, and readiness for continuous self-education and self-improvement.

This implies an organization of the educational process at higher education institutions in which the student acts as a subject of creative activity capable in the future not simply of implementing school curricula but of constructing a holistic educational route for the child — from the senior preschool group to graduation from primary school.

Generalization of scientific approaches allows us to assert that the formation of a harmonious, extraordinary personality of a future teacher with high creative potential is possible only under conditions of integrity of the creative educational process at a higher education institution. Contemporary Ukrainian teacher education must focus on the student's personal development, the formation of a stable need for continuous knowledge renewal, professional self-realization, and the ability to ensure continuity in their own practice as a holistic, thoughtful, creatively organized process.

In this sense, the creative potential of the future primary school teacher becomes not only an internal resource for personal self-development but also a leading condition for the theoretical-methodological provision of continuity between preschool and primary education, since only a creative teacher is able to flexibly combine the requirements of educational standards, the individual needs of the child, and contemporary innovative approaches in education.

Contemporary professional training of future primary school teachers must focus on creating conditions for the development of students' creative potential. Effective instruments include:

- modelling pedagogical situations with an emphasis on continuity;
- the portfolio method, which develops reflective and creative skills;
- project-based activity in pedagogical higher education institutions (development of integrated lessons and play methods);
- reflective-creative workshops aimed at forming professional thinking.

H. Selevko notes that a teacher's creativity is realized through the ability to recognize non-standard pedagogical situations, find effective ways to overcome them, and create original methodological products¹⁴⁰.

The current educational reform, oriented toward implementing the Concept of the New Ukrainian School, updating state standards, and renewing educational

¹⁴⁰ Haltsova, T. H. (2015). Integrative approach to professional development of adults: Monograph. Kharkiv: Osnova. 216 p.

content, places qualitatively new demands on the professional activity of primary school teachers tasked with ensuring continuity between preschool and primary education. Teachers must not only possess modern psychological-pedagogical and methodological knowledge but also be capable of creative design of the educational process, integrating innovative, interactive, activity-based, and personality-oriented approaches that ensure a smooth transition for the child from preschool to school¹⁴¹.

In this context, the search for variable models of professional training of pedagogical staff acquires particular importance: new pedagogical technologies are being developed, professional education methodologies are being updated, and the theoretical-methodological foundations for forming the creative personality of the future teacher are being refined. The innovative nature of the educational process manifests itself in modelling real pedagogical situations, using interactive teaching methods and information-communication technologies, which requires a new quality of pedagogical mastery from both lecturers and students – mastery capable of ensuring continuity of content, forms, and methods across different educational levels.

The requirements for the professional readiness of future primary school teachers are defined by the State Standard of Primary Education and the Concept of the New Ukrainian School, which are based on universal human values and the principles of humanism, democracy, multiculturalism, integrativity, and the unity of education and upbringing. This presupposes an orientation of the educational process at higher education institutions toward personality-oriented and competency-based approaches that ensure the formation in students of the ability to act creatively, responsibly, and consciously in the conditions of the reformed primary school. Scientific approaches (personality-oriented, activity-based, competency-based, contextual, and praxeological) become the conceptual basis for the lecturer's selection of teaching technologies aimed at developing pedagogical creativity in the logic of continuity.

The personality-oriented approach ensures the deployment of technologies such as pedagogy of cooperation, play-based, developmental, problem-based, individualized, and differentiated forms of learning. In the context of continuity, this means that the future teacher masters ways of organizing the educational process that are understandable and familiar to a child coming from a preschool environment (play, research tasks, projects, joint activity, partnership interaction). Importantly, these methods do not negate preschool experience but build upon it: the leading role

¹⁴¹ Concept of the New Ukrainian School. Approved by the Order of the Cabinet of Ministers of Ukraine No. 988-r dated 14.12.2016. Kyiv: Ministry of Education and Science of Ukraine, 2016. p. 7

of play, emotional involvement, and the activity-based approach are preserved, while the proportion of learning tasks gradually increases in forms that do not destroy the sense of psychological safety and acceptance.

From the perspective of the personality-oriented paradigm, the primary school teacher must be able to “translate” the educational goals of the school level into types of activity that correspond to children’s age-related capabilities: learning-play situations, mini-projects, joint problem-solving, small-group work, and dialogic communication taking into account individual pace of assimilation. This makes it possible to ensure a smooth transition from the preschooler’s leading play activity to the learning activity of the primary school pupil while preserving the child’s natural curiosity, initiative, and positive attitude toward cognition. Thus, the personality-oriented approach in training future teachers becomes the methodological foundation for constructing lesson models and educational environments that support continuity between preschool and primary education not declaratively but at the level of real daily pedagogical practices.

The technological and praxeological approaches in the professional training of future primary school teachers are aimed at shifting from reproductive forms of learning to active, problem-search, case-based, project-based, and training methods. At the centre of these approaches is activity in which the student acquires not only theoretical knowledge but also experience of professionally significant actions that form the basis of pedagogical mastery.

The praxeological approach, grounded in the ideas of effectiveness and expediency of action, allows pedagogical creativity of the future teacher to be viewed as rationally organized activity aimed at achieving specific educational outcomes. It focuses on such pedagogical skills as:

- the ability to plan and analyse the educational process;
- selecting optimal forms and methods of interaction with children;
- forecasting activity outcomes;
- evaluating its effectiveness;
- conducting reflection on one’s own practice.

In the context of continuity, the praxeological approach helps the future teacher learn to choose teaching methods that support the child’s continuous development: gradual transition from play to learning tasks; preservation of activity-based and emotional-value components of education; introduction of research tasks and practical situations close to the child’s experience.

Thus, the technological and praxeological approaches form in future teachers the readiness to act systematically, substantively, creatively, and effectively in real educational practice – an essential condition for ensuring continuity between preschool and primary education.

The introduction of the competency-based approach fundamentally changes the emphases of professional training: the main goal becomes the formation of a holistic, independent, reflective teacher personality capable of “learning throughout life”. This is especially important given the continuous renewal of preschool and primary education content and the transformations defined by the Concept of the New Ukrainian School.

Scholars (J. Raven, I. Korobova, V. Krayevsky, A. Khutorskoy, and others) regard the competency-based approach as the basis for:

- developing individualized educational programmes;
- forming readiness for holistic pedagogical activity;
- integrating theory and practice in professional training;
- gaining experience in modelling real pedagogical situations;
- ensuring continuity through special courses, trainings, creative workshops, pedagogical practice, and research forms of work.

The competency-based approach orients the future teacher not toward reproducing content but toward its creative application, develops the ability to analyse pedagogical situations, make decisions, evaluate one’s own activity, and ensure the individual progress of each child. In the context of continuity, it directs teacher training toward awareness of the specifics of preschool development, the formation of pedagogical support skills, and the logical combination of children’s play, research, and learning activity.

An important component of the theoretical-methodological foundations for forming pedagogical creativity in the context of continuity is heuristic education, which integrates the ideas of problem-based, developmental, project-based, dialogic, and research-oriented learning. The heuristic approach, as emphasized by contemporary scholars, is aimed not only at acquiring ready-made knowledge but primarily at its creative discovery by the student, which corresponds to the logic of the competency-based and student-centred model of teacher training.

Heuristic methods – heuristic-search, transformative, constructive, and creative activity – are oriented toward activating the student’s thinking, developing the ability to pose pedagogical problems, generate non-standard solutions, and perform reflective analysis of one’s own actions. The use of such methods in professional training ensures that students create their own educational products: original lesson designs, integrated modules, and systems of play and activity-based tasks for preschool and primary-school children adapted to their age characteristics and previous educational experience.

The development of individual educational products contributes to forming students’ pedagogical design skills, the ability to combine play and learning activity, and the capacity to creatively interpret educational content according to the needs

of a particular child. Such experience lays the groundwork for creatively ensuring continuity in future professional activity, since only a creative approach allows the construction of flexible, individually oriented models of the child's transition from preschool to primary education.

Particular importance is attached to the practice-oriented content of professional training. Practice-oriented learning is regarded as a means of professionalization of the future teacher that ensures the acquisition of specific actions, behavioural models, and ways of solving pedagogical situations, including those related to children's adaptation to school life. The system of practice-oriented training includes modelling lessons, using the case method, project activity, participation in trainings, master classes, and pedagogical studios. All of this is aimed at developing pedagogical thinking, reflection, research skills, and the ability to creatively improvise in real educational processes.

Pedagogical practice in general secondary education institutions is a key component of the creative educational environment of higher education institutions, as it ensures the integration of theoretical knowledge and practical experience, forms professional skills, communicative culture, and readiness for creative implementation of New Ukrainian School teacher functions. It performs adaptive, educational, developmental, diagnostic, projective, communicative, and reflective functions; it allows the student to see the through line of continuity: from play activity familiar to the child to purposeful learning activity, from the preschool group to the first grade.

Under current conditions of martial law, the forms of organizing pedagogical practice have undergone transformation: distance, blended, and asynchronous formats have been activated, along with the use of digital platforms and online resources. On the one hand, this complicates traditional mechanisms of professional development; on the other, it stimulates the development of students' digital, methodological, and creative competence, encouraging them to master new means of communication with children and parents, design distance lessons and interactive tasks while preserving the principle of continuity of the educational process.

In summary, it can be stated that the theoretical-methodological foundations for ensuring continuity between preschool and primary education in the context of forming pedagogical creativity of future primary school teachers include:

- reliance on personality-oriented, competency-based, activity-based, praxeological, and dialogic approaches;
- integration of innovative, heuristic, interactive, project-based, and case technologies into professional training;
- practice-oriented organization of the educational process and pedagogical practice;

- creation of a professionally oriented creative educational environment at higher education institutions in which future teachers gain experience of creatively ensuring continuity in real and altered (distance, wartime) conditions.

Such methodological approaches not only raise the professional level of future primary school teachers but also ensure high-quality education capable of adapting to contemporary challenges, supporting the child's continuous development, and forming in them the experience of creative, active, and responsible participation in the educational process.

The implementation of new guidelines for educational development, particularly ensuring continuity between preschool and primary levels, requires not only updating the content, forms, and methods of education and upbringing but also introducing innovative educational technologies and creatively searching for new or improved concepts, principles, and approaches to organizing the child's holistic educational route. This, in turn, necessitates the creation of pedagogical conditions in which the professional training of future primary school teachers ensures their ability to support the child's gradual, continuous development from preschool to primary school in a creative, personality-oriented format.

Since the priority mission of the higher education system is high-quality specialist training, the professional education of future primary school teachers must be structured as a process of purposeful formation of pedagogical creativity and harmonious personal development of the student capable of ensuring a smooth transition for the child from preschool to primary education while preserving continuity of content, methods, and educational influences.

The innovative vector of contemporary education development, fixed in a number of regulatory documents (Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), "On Innovative Activity" as amended (2012), the Regulation "On the Procedure for Implementing Innovative Activity in the Education System of Ukraine", the Strategy for the Development of Higher Education in Ukraine for 2022–2032 and its Operational Plan (2022), defines innovative processes in education as a leading and stable trend of its renewal. The Law of Ukraine "On Higher Education" stresses the need for organic combination of educational, scientific, and innovative activity, while the Law "On Education" emphasizes that innovative activity of higher education institutions is an integral part of their functioning. Particular importance is attached to the concept of individual educational trajectory, interpreted as a personal path of realizing the educational seeker's potential taking into account their abilities, interests, needs, motivation, and experience, based on free choice of forms, pace, content of learning, educational subjects, and programmes. In the context of continuity, this means that the future teacher must be able to build individual developmental trajectories for the child based on their preschool experience.

Academician V. Kremen emphasizes that forming an innovative personality capable of creating changes and accepting them as the norm is a key condition for the nation's competitiveness in a dynamic, changing civilization. This concerns not only pupil innovativeness but, first and foremost, the innovative type of teacher thinking that must ensure the transition of education to an innovative development model, including the issue of continuity between preschool and primary levels.

Analysis of psychological-pedagogical sources shows that the category "condition" in pedagogy is interpreted as a set of circumstances, factors, influences, and environment in which a particular process is realized; "pedagogical conditions", in turn, are regarded as specially organized external and internal factors that ensure the effectiveness of the pedagogical system. In the context of forming pedagogical creativity of future primary school teachers oriented toward ensuring continuity, this refers to such organization of the educational process at higher education institutions that the content, forms, methods, educational environment, and "lecturer – student" interaction simultaneously promote the development of creativity and understanding of the specifics of preschool and primary-school age.

For our research, it is important that these conditions take into account the tasks of primary school and preschool education, ensuring subject-subject interaction, support for child initiative, and play and research activity, which are the common "bridges" between the two educational levels.

Based on the generalization of various scientific approaches, we understand pedagogical conditions for forming pedagogical creativity of future primary school teachers as a holistic integrated system of organizational-content, technological, psychological-pedagogical, and axiological factors that:

- ensuring the development of the future teacher's creative potential;
- orienting their professional training toward the ideas of continuity between preschool and primary education;
- creating space for modelling situations of the child's transition from preschool to school and practising appropriate pedagogical strategies.

Proceeding from the logic of the studied process, the goal and content of professional training, and the nature of interaction between lecturers and students, we have identified the following interrelated pedagogical conditions for forming pedagogical creativity of future primary school teachers (within the framework of ensuring continuity between preschool and primary education):

- development of students' creative abilities from the perspective of the synergetic approach, which involves viewing preschool and primary education as mutually complementary subsystems of the child's single educational space;

- introduction of innovative technologies (including distance and blended formats) into professional training that allow modelling various formats of interaction with preschool and primary-school children;
- development of the lecturer's own creativity on the basis of the subject-activity approach, which makes it possible the construction of partnership-based, dialogic relations with students as future subjects of innovation in the field of continuity;
- creation of a professionally oriented creative educational environment at the higher education institution in which models, technologies, and methods aimed at ensuring the continuity of the child's development from preschool to primary school are systematically practised systematically.

We proceed from the assumption that the purposeful implementation of the indicated pedagogical conditions in the process of teaching psychological-pedagogical and specialist disciplines will increase the effectiveness of forming pedagogical creativity in future primary school teachers and thus prepare them for professional activity within the paradigm of the New Ukrainian School, where continuity between preschool and primary education is regarded as a key prerequisite for the successful start of the child's educational trajectory.

Continuity between preschool and primary education is a systemic and multidimensional process that embraces all components of pedagogical activity: from the content of educational programmes and organizational approaches to the professional training and personal development of educators. Within the framework of implementing the Concept of the New Ukrainian School, the problem of continuity acquires special relevance as a means of creating a single holistic educational space that ensures the child's gradual, comfortable, and continuous development at every stage of learning.

The key factor in effectively ensuring continuity is the pedagogical creativity of the teacher. Only a creative teacher capable of reflection, pedagogical improvisation, the use of innovative methods, and adaptation of learning material in accordance with children's age-specific characteristics can create favourable conditions for the child's transition from preschool to school. The teacher's professional readiness in contemporary conditions must be integrative, combining pedagogical mastery, creativity, emotional intelligence, teamwork skills, and the ability to interact with other participants in the educational process.

The use of integrated, activity-based, play, and project technologies in the professional training of future teachers contributes to developing their ability to work with children of different ages, employ didactic methods that correspond to children's natural activity and psychophysiological characteristics, and create productive pedagogical situations. This raises the level of teachers' readiness to work

in the New Ukrainian School, where the child as an active subject of learning activity with unique needs, abilities, and interests stands at the centre of the educational process.

Thus, effective ensuring of continuity between preschool and primary education is possible only through a comprehensive approach that includes updating educational content, applying contemporary didactic models, developing pedagogical creativity, and building partnership interaction among educators of different educational levels. Such an approach will minimize children's adaptation difficulties at the beginning of school education, promote the realization of their inner potential, and contribute to the formation of a competent, initiative-taking, and socially responsible personality ready for learning throughout life.

Part II

**Theoretical and
methodological
foundations of
continuity in the
educational process of
preschool and primary
education**

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2.1. Continuity as a condition for the development of a child's linguistic personality within preschool and primary education

The issue of developing a child's linguistic personality at the junction of preschool and primary education has acquired particular relevance today due to the modernization of educational content in line with the ideas of the competency-based approach, the concept of the New Ukrainian School, and contemporary psychological-pedagogical research. The focus of scholarly attention is on ensuring holistic, gradual, and systemic development of communicative and linguistic competence in children of both preschool and junior school age, as these competences constitute the foundation for the formation of the linguistic personality. In this context, the problem of continuity between preschool and primary education emerges as one of the key issues in modern pedagogical science and practice, since the transition from the preschool to the school environment largely determines the child's further educational trajectory. Current standards, in particular the Basic Component of Preschool Education¹⁴² and the State Standard of Primary Education¹⁴³, emphasize the need for holistic child development and a smooth, stress-free entry into the new learning system without overload.

The relevance of the issue is also determined by the fact that a lack of coordination between the requirements and methods of these two educational levels often leads to adaptation difficulties for first-graders: decreased motivation to learn, emotional tension, and instability of learning skills. Accordingly, strengthening continuity involves harmonizing approaches to the formation of key competences, developing the emotional-volitional sphere, cognitive activity, speech and linguistic skills, and children's social skills.

In the context of educational reform in Ukraine, the implementation of the ideas of the New Ukrainian School and the competency-based approach, the problem

¹⁴² Basic Component of Preschool Education. Ministry of Education and Science of Ukraine. URL: https://mon.gov.ua/static-objects/mon/sites/1/rizne/2021/12.01/Pro_novu_redaktsiyu%20Bazovoho%20komponenta%20Odoshkylnoyi%20osvity.pdf

¹⁴³ State Standard of Primary Education dated 06.10.2020. URL: <https://zakon.rada.gov.ua/go/87-2018-%D0%BF>

of continuity acquires special significance^{144 145}. It is aimed not only at aligning the content of educational programmes but also at building partnership interaction among preschool teachers, primary school teachers, parents, and psychological service specialists. Ensuring gradualness and consistency in the educational process creates the preconditions for comfortable child adaptation, comprehensive development, and successful further learning.

The aim of the study is to investigate the issue of continuity as a condition for the development of a child's linguistic personality within preschool and primary education.

The issue of continuity in the context of the formation of a child's linguistic personality within preschool and primary education should be examined from several perspectives. Ukrainian and foreign scholars have addressed the problem of continuity. Among Ukrainian researchers, the following should be noted: O. Proskura (raised the issue of continuity of educational content and children's adaptation to school learning); K. Krutiy (developed materials on the concept of continuous education for children of early, preschool, and junior school age); O. Savchenko (explored the child's readiness for learning, the organization of the first year of schooling, and analysed continuity of educational programmes); V. Bazeliuk (studied the problem of psychological-pedagogical readiness of children for school and continuity of educational content); N. Havrysh (examined continuity in the development of speech and cognitive activity of preschoolers and junior schoolchildren); T. Pirozhenko (highlighted the problem of psychological readiness for school, adaptation of first-graders, and continuity in the context of personality development); O. Liashenko (addressed the coordination of State Standard requirements, issues of pedagogical diagnostics, and continuity); L. Artemova (explored the relationship between preschool play activity and junior schoolchildren's learning activity); N. Kurylenko (studied the organization of interaction between preschool and primary school teachers to ensure continuity); L. Kalmykova (focused on the development of cognitive processes in children and their importance for successful adaptation to school).

Foreign scholars have also investigated particular aspects of this problem. L. Vygotsky elaborated the concept of the zone of proximal development, which serves as the basis for the logic of continuity; J. Piaget identified stages of cognitive

¹⁴⁴ Concept of the New Ukrainian School. Ministry of Education and Science of Ukraine. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf>

¹⁴⁵ New Ukrainian School: Organization of Activities for Primary School Pupils in General Secondary Education Institutions: Educational-Methodological Manual. Lviv: Svit, 2019. 136 p.

development that are crucial for planning transitions between educational levels; B. Bloom defined the concept of a taxonomy of educational objectives and the principles of sequence and gradualness; M. Montessori addressed the continuity of development and the creation of an educational environment corresponding to age-related needs. Studies by H. Schrörer, R. Walker, and A. Bergin examined first-grade adaptation issues and models of transitional programmes.

The formation of the linguistic personality has been studied by both classical psychologists and linguists as well as contemporary Ukrainian linguodidacticians and pedagogues. L. Vygotsky investigated the interconnection between language and thinking and the role of social communication in a child's linguistic development (forming the basis for understanding the development of linguistic personality); J. Piaget substantiated the theory of developmental stages that influence a child's linguistic capabilities. Ukrainian scholars have also contributed significantly: H. Shelekhova (examined the formation of linguistic personality within preschool and primary education); A. Bohush (elucidated theoretical and practical aspects of speech development); S. Kulbida and O. Shchutska (studied the formation of a pupil's linguistic personality in the context of a personality-oriented approach); V. Myhulia (explored issues of linguistic personality); N. Dyka, L. Mamchur, and N. Maksymenko (highlighted conditions for the formation of linguistic personality in schoolchildren and preschoolers).

The concept of continuity is traditionally interpreted as a mutually conditioned, internally connected, logically sequential transition from one educational stage to another that ensures uninterrupted personality development. Based on an analysis of scholarly sources, we conclude that continuity is the coordination, consistency, and logical interaction between preschool and primary education that guarantees the child's holistic development, a smooth transition between educational levels, and the preservation and further development of already formed competences.

The issue of continuity in the formation of a child's linguistic personality is of particular relevance. Ukrainian linguodidacticians emphasize that the linguistic personality is formed not spontaneously but under conditions of systematic pedagogical influence, where each stage has its own tasks yet continues the previous one. In preschool age, the foundations of language- and speech-related activities are laid: orthoepic, accentological, phonemic, lexical, grammatical, and communicative. At the same time, in junior school age, these skills must be systematized, deepened, and directed toward new functional orientations.

Within the framework of our study, we define linguistic personality as a child who is able to use language competently in various life situations; express thoughts, argue, ask questions; maintain dialogue; and possess speech culture. It is precisely

continuity that promotes the systemic development of these skills, ensuring a smooth transition from play-based forms of communication to educational speech activity.

In contemporary society, the formation of linguistic personality is gaining momentum. The relevance of this topic is driven by a number of pressing problems that should be highlighted in the context of the study:

1. Impoverishment of the linguistic environment: partial displacement of live communication by digital means, insufficient reading, and limited vocabulary within the family.

2. Discrepancy between preschool and primary education: lack of harmonious continuity in linguistic and speech requirements and differing approaches to organizing language and speech activity.

3. Speech disorders and difficulties in some children: unformed articulation, disturbances in speech tempo and rhythm, difficulties in constructing grammatical structures.

4. Low speech activity in children: excessive orientation toward reproductive forms of work and lack of conditions for initiative speech.

5. Insufficient attention to the communicative component: emphasis often placed on correctness of pronunciation and grammar while dialogue, etiquette, expressiveness, and situational appropriateness remain neglected.

6. Influence of the multimedia environment: children's attention shifting to short, visually saturated messages reduces sustained attention and speech productivity.

The formation of a child's linguistic personality acquires special importance in the context of the Russian-Ukrainian war, as language becomes not only a means of communication but also a key element of national identity, psychological resilience, and cultural security. During the period of armed aggression against Ukraine, the development of the native language moves into the realm of preserving cultural heritage, strengthening national unity, and supporting children in difficult socio-emotional conditions.

First, language plays a crucial role in forming a stable Ukrainian identity. For preschool and junior school-age children, the educational environment becomes the space where the foundations of linguistic behaviour are laid, a linguistic worldview is formed, and the Ukrainian language is perceived as a value. In wartime, the need intensifies for a linguistic space that provides children with a sense of belonging and security.

Second, the formation of linguistic personality serves as a factor of psychological support and stabilization of the child's emotional state. Developed speech skills help the child become aware of their own feelings, describe experiences, relieve tension through verbal self-expression, and build trusting communication

with adults. Speech becomes a tool for coping with stress and developing emotional literacy.

Third, during war it is especially important to develop communicative competences that enable the child to interact effectively in various social situations: in new groups, during forced relocation, or in distance or blended learning formats. The ability to clearly express thoughts, negotiate, ask for help, and support others is vitally important.

Fourth, the relevance of forming linguistic personality increases in connection with the need to counter information influences and manipulation. Even junior schoolchildren encounter the information space; therefore, the development of critical listening and reading, text work, and content analysis contributes to the child's information security.

Fifth, the development of linguistic personality under wartime conditions is essential for preserving and strengthening the cultural component. Through language, the child learns traditions, values, literary heritage, and national symbols, thereby supporting intergenerational unity and contributing to societal recovery in the postwar period.

Thus, the formation of linguistic personality during the Russian-Ukrainian war has strategic significance: it ensures the child's linguistic, cultural, and psychological resilience; helps preserve Ukrainian national identity; and develops the capacity for effective communication and adaptation amid social challenges. This determines the need for targeted work by educators, the use of innovative methods, and the creation of a safe linguistic environment that enables the child to develop harmoniously despite crisis circumstances.

The formation of linguistic personality in preschool and junior school age is one of the key directions of modern education^{146 147 148}. It is during this period that fundamental competences are laid down that determine the child's success in further learning, social interaction, and self-realization. The significance of this process lies in the following:

- First, high-quality formation of linguistic personality ensures successful socialization. Developed speech and communicative skills enable the child to establish contacts, cooperate, and regulate their own behaviour through speech.

¹⁴⁶ See: Basic Component of Preschool Education (2021); Concept of the New Ukrainian School (2016)

¹⁴⁷ National Doctrine of Education Development in Ukraine in the 21st Century. URL: <http://www.mon.gov.ua/education/average>

¹⁴⁸ New Ukrainian School: Guide for Teachers / N.M. Bibik (Ed.). Kyiv: Litera LTD, 2019. 208 p.

- Second, it promotes the child's intellectual development. Language is an instrument of thinking; its mastery fosters the development of cognitive processes: analysis, generalization, explanation, and argumentation.

- Third, effective formation of linguistic and communicative competence forms the basis of learning activity. The ability to listen, ask questions, read, and express thoughts coherently is the foundation of success in all school subjects.

- Fourth, it contributes to the formation of cultural and national identity. Knowledge and awareness of the role of language ensure appreciation of one's people's culture, assimilation of moral norms, traditions, and behavioural models.

- Fifth, it creates psychological comfort and self-confidence. A child who masters language and normative speech feels capable of influencing situations.

In the context of the study, the question of specific features of linguistic personality formation arises. For instance, at the preschool stage, the leading activity is play, which provides a natural context for linguistic and speech activity. Speech development occurs in close connection with emotions, movement, and visualization. Key mechanisms include imitation, dialogue with adults, and situational speech. It is during this period that phonemic hearing, basic vocabulary, and grammatical structures are developed, and the foundations of speech behaviour norms and etiquette begin to form.

At the junior school stage, learning activity becomes dominant. Skills of reading and writing are formed; logical and text-creating speech develops; the role of reflection increases – the child learns to monitor speech and correct mistakes; and skills of conducting dialogue, presenting one's position, and arguing actively develop. Accordingly, the influence of the linguistic environment (classroom, textbooks, media space, etc.) intensifies.

Thus, continuity in the formation of linguistic personality is not merely a "transition" to school but a holistic educational process aimed at the gradual development of linguistic and communicative competences and the establishment and deepening of linguistic education for preschool and junior school-age children.

In studying continuity as a condition for the formation of linguistic personality in preschool and junior school-age children, it is relevant to highlight the substantive component of this process. Analysis of scholarly literature and state documents reveals that the content of preschool speech development includes the following lines: development of dialogic and monologic speech, vocabulary enrichment, formation of grammatical constructions, improvement of pronunciation, and mastery of speech culture norms. In primary school, these lines become the basis of the competency-based content of the language-and-literature educational branch: linguistic literacy, text work, writing culture, speech literacy, and development of communicative strategies.

Substantive continuity is based on the following principles:

- First, the gradual formation of linguistic knowledge and speech skills. Material worked on at the preschool level through elementary speech acts (answering, questioning, describing objects, short retelling, etc.) is transformed in school into more complex linguistic operations: detailed retelling, composing texts of various styles, and orientation in text structure.

- Second, unity of linguistic concepts. The preschool child acquires intuitive notions of word, sentence, text, object names, attributes, actions, and quantity; in primary school these notions receive precise linguistic definitions and become part of the linguistic competence of primary education learners.

- Third, continuity in text work. At the preschool stage, the child becomes acquainted with text as a holistic utterance; in primary school, direct work with text begins: text analysis, study of its structure, planning, work with deformed texts, retelling, and creation of texts of different types and styles.

- Fourth, formation of positive speech motivation. Interest in speech, reading, and artistic word that arises in preschool childhood serves as the foundation for further achievements in reading and writing at the primary school level.

Thus, substantive continuity ensures the logical development of linguistic personality – from elementary speech and linguistic actions to conscious linguistic self-expression and improvement.

In the context of the study, it is relevant to outline the main directions of continuity between preschool educational institutions and primary school:

1. Linguistic competence

- In preschool institutions: elementary norms of orthoepy (pronunciation), accentology (word stress), elementary foundations of lexicology (vocabulary), and elementary basics of Ukrainian grammar.

- In primary school: foundations of literacy (reading and writing), orthoepic competence, accentological competence, lexical competence, and grammatical competence.

2. Communicative competence

- In preschool institutions: development of monologic speech, dialogic speech, and elementary norms of speech etiquette.

- In primary school: further development of monologic speech, including the ability to express and substantiate one's own opinion and argue; development of dialogic speech, in particular the ability to work effectively in pairs and groups.

3. Motivational component

- In preschool institutions: natural speech activity through play.

- In primary school: development of learning motivation for language study.

The formation of a linguistic personality encompasses the development of a complex of qualities, skills, and characteristics that enable the child to consciously, correctly, meaningfully, and creatively use language in various life situations. This process includes the following components:

- Speech development: formation of the sound culture of speech (diction, phonemic hearing); vocabulary enrichment; development of grammatical structure; formation of coherent speech (dialogic and monologic).
- Cognitive-speech development: development of speech thinking; the ability to understand linguistic phenomena, establish connections, and structure utterances.
- Communicative competence: skills in conducting dialogue, listening to and hearing the interlocutor; selecting linguistic means appropriate to the communication situation; mastery of speech etiquette norms.
- Linguistic competence: elementary knowledge at the level of phonetics, orthoepy, accentology, graphics, orthography, lexicology, and grammar.
- Culture-of-speech development: formation of correctness, accuracy, purity, and expressiveness of speech.
- Value-motivational component: positive attitude toward the native language; desire to know the language, communicate in the native language, and express thoughts in Ukrainian; interest in artistic word and reading in the native language.

The study of continuity as a condition for the formation of the linguistic personality of preschoolers and junior schoolchildren requires the identification of principles for this process. Analysis of scholarly literature reveals that the following principles are relevant in preschool and primary education:

1. Principle of communicative orientation – Language develops through communication and learning; therefore, practical speech situations and linguistic-speech tasks are placed at the centre of the educational process.
2. Principle of continuity and perspective – The content of preschool and primary language education must logically continue, expand, and deepen.
3. Principle of activity-based approach – Language is formed in activity: speech, linguistic, play, cognitive, and creative.
4. Principle of integration – Language education is combined with fiction, natural science, mathematics, arts, and play activity.
5. Principle of personality orientation – Taking into account the individual characteristics of the child, developmental pace, speech peculiarities, and interests.
6. Principle of cultural conformity – Emphasis in the educational process on Ukrainian traditions, linguistic features, language history, culture, folklore, and national values.
7. Principle of systematicity and consistency – Linguistic competence must be formed in a structured, gradual, systemic, and logical manner.

The formation of a linguistic personality is a multifaceted process that encompasses the development of the child's linguistic, speech, communicative, and sociocultural competences. Defining a clear set of tasks is of great importance both for organizing the educational process and for scientific research, as they structure the object and subject of study, outline criteria for assessing the formation of linguistic personality, and ensure targeted development of each component. These tasks should be correlated with the requirements of the New Ukrainian School, the State Standard of Primary Education, and the Basic Component of Preschool Education, thereby making the research scientifically and methodologically sound.

The main tasks of forming a linguistic personality are:

1. Development of linguistic competence – ensuring mastery of linguistic norms (phonetic, orthoepic, accentological, lexical, grammatical). This task forms the fundamental level of linguistic personality – the child's linguistic competence.

2. Formation of communicative competence – ensuring the child's ability to use language effectively, appropriately, and productively as a means of communication in accordance with the purpose, situation, and conditions of interaction.

3. Development of all types of speech activity – improvement of listening, speaking, reading, and writing skills, thereby ensuring comprehensive development, since linguistic personality manifests itself precisely through speech actions.

4. Formation of a value-based attitude toward language – fostering awareness of language as a spiritual value of the people, a means of self-identification, and culture; development of the motivational-value component of linguistic personality.

5. Development of critical and creative thinking – promoting the ability to analyse linguistic phenomena, create original texts, and demonstrate an individual speech style; this task helps form higher levels of linguistic personality.

6. Formation of sociolinguistic and pragmatic competences – mastery of speech behaviour culture, etiquette norms, and the ability to take into account social roles, situations, and interlocutor intentions.

7. Development of self-monitoring and self-assessment skills in speech – formation of the reflective component, enabling the child to be aware of the quality of their own speech and strive for self-improvement.

Thus, clearly formulated tasks enable high-quality and thorough organization of research stages. Importantly, each task can be correlated with specific indicators (linguistic literacy, communicativeness, speech activity, vocabulary size, etc.). Thanks to these tasks, the study covers all components of linguistic personality: cognitive, activity-based, communicative, value-motivational, and reflective.

Within the framework of the study, pedagogical conditions for ensuring continuity in the formation of a child's linguistic personality within preschool and primary education have been identified. First, a complex of pedagogical conditions

must be defined: requirements for language development at both stages (preschool and primary); coordinated programmes oriented toward the outcomes of the Basic Component of Preschool Education and the State Standard of Primary Education; collaboration between preschool teachers and primary school teachers (pedagogical bridges, round tables, lesson observations); use of similar yet effective methods and forms (play situations, speech exercises, interactive technologies); gradualness and accessibility of linguistic material; formation of educational-speech skills (listening, responding, acting according to instructions). Second, psychological conditions are also crucial: creation of a comfortable speech environment; consideration of the age characteristics of 5–7-year-old children; support for confidence in one's own speech and linguistic abilities¹⁴⁹.

The formation of linguistic personality is a complex and dynamic process that ensures the development of the child's linguistic, speech, communicative, sociocultural, and value spheres. The effectiveness of this process largely depends on the organizational forms, pedagogical technologies, and methods employed by the educator, as these determine the quality of interaction, children's activity, depth of language experience assimilation, and opportunities for individualization of learning.

An important aspect of organizing the educational process is the selection of appropriate forms of learning. In particular, individual forms are highly relevant for the formation of linguistic personality, as they provide a differentiated approach, take into account each child's language experience, developmental pace, and needs, help correct linguistic difficulties (articulation, vocabulary, grammatical structuring of utterances), and foster confidence in one's own speech abilities.

Group and pair forms of learning organization are also highly effective. Their use contributes to the development of dialogic speech, the ability to coordinate positions and listen to the interlocutor, the formation of communicative strategies (asking questions, expressing opinions, reaching agreements), and the development of cooperation and social skills in children of both preschool and junior school age.

Frontal (collective) forms occupy a leading place in organizing children's activity. Such work helps create a holistic linguistic environment and develops the ability to perceive peers' speech. These forms enable modelling of various communicative situations: discussions (in preschool age), presentations, and debates (in primary school).

In preschool age, play is the main form of activity organization. However, this form remains relevant in junior school age as well, since play creates a natural context

¹⁴⁹ Methodological Recommendations on the Organization of the Educational Space of the New Ukrainian School: Order of the Ministry of Education and Science of Ukraine dated 23.03.2018 No. 283.

for speech activity. Games stimulate initiative, emotionality, and creativity in speech and ensure assimilation of etiquette formulas and speech roles.

The proper selection of pedagogical technologies is a key condition for the effectiveness of the modern educational process, as technologies determine the nature of interaction between the teacher and learners, the pace and logic of learning, the level of learner activity, and opportunities for realizing their potential. Well-chosen technologies promote stable learning motivation, ensure individualization and differentiation of the educational process, correspond to the age-related, psychological, and cognitive characteristics of children, help achieve planned learning outcomes, diversify activities, and create a favourable developmental environment. Conversely, an inappropriate choice of technologies may lead to overload in preschool and junior school-age children, reduced interest, fragmented knowledge, and decreased effectiveness of educational interaction. Therefore, both preschool teachers and primary school teachers must consider the aim of the lesson, the content of the material, the level of competence formation, children's individual needs and capabilities, and their own professional resources. A justified selection of pedagogical technologies ensures harmonious development of linguistic personality, formation of linguistic and communicative competences, and improvement of the quality of modern education.

For example:

- Technology of developing to develop critical thinking promotes the ability to analyse linguistic phenomena and create coherent utterances, argumentation, proof, and information evaluation.
- Interactive technologies ensure active involvement of children in speech interaction, foster dialogic competence, and model diverse communicative situations (role-playing games, "microphone", "aquarium", group work).
 - Project technologies primarily deepen linguistic competence through practical activity, develop research and creative speech, and form skills in asking questions, presenting results, and teamwork.
 - Information and communication technologies expand the linguistic environment beyond the classroom or group, activate motivation through visual, auditory, and interactive materials, and promote listening and reading with multimedia support.
 - Integrated learning technology ensures interconnected formation of linguistic competence across various activities (natural science, mathematics, arts) and models real-life situations where language serves as a universal tool.
 - Person-oriented and competency-based learning technologies create conditions for self-expression in speech, allow consideration of individual interests, enhance motivation for speech activity, and foster independence and reflexivity.

Analysis of scholarly literature shows that the selection of an appropriate complex of methods for working with preschoolers and junior schoolchildren is of great importance. Methods of forming linguistic personality represent a system of interrelated pedagogical actions aimed at developing linguistic abilities, communicative competence, speech and linguistic culture, and personal qualities through specially organized educational-speech situations, exercises, didactic games, etc. The following groups of methods should be highlighted:

- Linguodidactic methods – aimed at mastering language as a system (explanatory-illustrative method; practical language-training exercises – phonetic, orthoepic, accentological, lexical, grammatical; vocabulary work; text work).
- Communicative-activity methods – promoting the ability to communicate in real situations (dialogic and polylogic exercises; role-playing games; modelling of communicative situations; discussions, debates).
 - Interactive methods – “Microphone”, “Aquarium”, “Brainstorming”, etc.
 - Play methods – particularly effective in preschool age but remaining relevant in primary school (speech and language games; plot-role-playing games; theatrical activities; dramatization of fairy tales and stories, etc.).
- Research-creative methods – developing creative speech and critical thinking (project method; creation of original texts; linguistic research; creative writing).
- Multimodal methods – information and communication methods (interactive platforms; use of video and audio materials; online exercises; multimedia presentations).
- Sociocultural methods – contributing to the development of linguistic awareness and speech culture (introduction to folklore; reading of fiction; creation of speech-etiquette situations; cultural projects).

Effective formation of a child’s linguistic personality largely depends on the appropriate selection of methodological techniques, as these ensure active speech activity, foster the development of communicative skills, critical thinking, linguistic intuition, and a value-based attitude toward the native language. The choice of techniques must correspond to the age and cognitive characteristics of learners, their speech experience, individual developmental pace, and the objectives of a specific educational stage.

Properly selected techniques (language observation, speech situations, interactive exercises, text work, creative modelling, techniques for developing critical reading, play-based and problem-search tasks) increase children’s engagement, stimulate a natural need for speech, and ensure systematic and consistent formation of linguistic competences. They activate all types of speech activity – listening, speaking, reading, and writing – which is an essential condition for forming a

harmonious linguistic personality. In particular, the following complex of techniques deserves attention:

- Techniques for vocabulary development: selection of synonyms and antonyms; explanation of new words in context; composing sentences with given words; word-formation games (“make a new word”, “find related words”).
- Techniques for grammatical speech development: sentence transformation (expansion or reduction); constructing sentence models; agreement exercises; word-form formation.
- Techniques for coherent speech development: drawing up a story plan; reliance on a series of pictures; “finish the sentence”, “complete the text”; reconstruction of deformed texts; composing original stories or fairy tales.
- Techniques for communicative competence development: speech etiquette formulas; role-based dialogue practice; creation of communicative situations (“at the shop”, “at the doctor’s”, “in class”); active listening (“repeat”, “clarify”, “rephrase”).
- Techniques for culture-of-speech education: pronunciation correctness exercises; intonational reading; work with proverbs, sayings, and minor folklore genres; exemplary speech of the educator as a model.

The most effective techniques for each preschool age group are: didactic language games; dramatisation of fairy tales; speech therapy exercises for breathing, articulation, and phonemic hearing; object description in play; picture-based conversations; sound and rhythmic exercises; retelling and composing short plots.

Effective techniques for forming linguistic personality in junior schoolchildren include: various types of retelling; creation of original texts based on a plan; meaningful reading exercises; role-based dialogues; text editing exercises; work with linguistic riddles, proverbs, and tongue twisters.

The effectiveness of a justified selection of techniques is reflected in increased linguistic competence: children better assimilate linguistic concepts, demonstrate the ability to construct coherent utterances, use linguistic means appropriately, and exhibit a higher level of speech creativity. Such techniques foster speech motivation, a positive attitude toward language study, independence, and reflective skills. In the context of continuity between preschool and primary education, appropriately chosen techniques ensure a smooth transition from play-based to educational-cognitive activities, preserve children’s acquired speech experience, and direct it toward further development.

Thus, the effectiveness of properly selected techniques lies in their capacity to provide holistic, targeted, and gradual development of linguistic personality, support individual developmental trajectories, and form stable communicative competences that serve as the foundation for success in further learning and socialisation.

Consequently, the effectiveness of linguistic personality formation is determined by the consistency of teaching methodology applied at both educational levels. The following are particularly important and effective in this process: the use of common methods (conversation, narration, retelling, vocabulary work) that gradually become more complex in accordance with age characteristics; the application of a play-based approach, which is dominant in preschool education and remains in adapted form in primary school (didactic games, role-playing games, creative tasks, language quests, dramatizations, etc.); reliance on the activity principle, which ensures the formation of linguistic and communicative competences through communication practice, creation of original utterances, and performance of communicative and linguistic tasks; integration of educational content, characteristic of both preschool programmes and the New Ukrainian School (combining language and speech work with cognitive, artistic, and research activities).

In the context of our study, it is relevant to present methodological recommendations for implementing continuity in the formation of linguistic personality in preschoolers and junior schoolchildren:

1. Ensuring substantive continuity – alignment of programme requirements through analysis of the State Standard of Preschool Education and the State Standard of Primary Education; identification of common lines of language development (phonetic, lexical, grammatical, dialogic, and monologic competences).

2. Creating an integrated linguistic-educational environment – unified approaches to vocabulary development, formation of grammatical categories, and coherent speech skills; use of cross-cutting themes (family, nature, professions, safety, culture of communication) to facilitate the child’s transition from familiar to new material.

3. Continuity in forms, methods, and techniques – gradual transition from play to learning activity (in preschool: dramatization games, speech games, imitation exercises; in primary school: educational-play situations, role-playing and plot games, interactive exercises such as “Brainstorming”, “Microphone”, “Circle of Ideas”); combination of individual, pair, and frontal work (in preschool: short individual conversations, speech assignments, group plot games; in school: pair work, group projects, language centres or stations); use of identical speech development techniques (object description according to a plan, story composition using key words, work with illustrations, simple exercises for selecting synonyms/antonyms/generalising words, politeness forms, and speech etiquette norms).

4. Continuity in communicative competence development – formation of speech culture (from preschool: teaching appropriate address forms and listening skills; in

school: improvement of expressive reading, cultivation of logical and appropriate utterances, development of monologic speech).

5. Development of critical thinking through speech – use of adapted methods such as “Six Thinking Hats”, “Fishbone”, “Cubing”; relevant questions (“What do you think? Why?” in preschool; “Explain your opinion”, “Justify, prove” in school).

6. Continuity in the linguistic-developmental environment – style of pedagogical communication: friendly, tolerant, correct, clear adult speech as a model for imitation; avoidance of complex constructions in preschool and gradual complication in school.

7. Enrichment of the object-linguistic environment (in preschool: language corners, thematic displays, symbol cards; in primary school: language stations, lapbooks, mini-dictionaries, speech development workbooks).

8. Improvement of collaboration between preschool and primary school teachers – joint planning of topics and language tasks (annual content and task coordination, method and terminology alignment); mutual lesson visits (experience exchange, technique unification, observation of children’s language readiness); creation of a child’s language development portfolio (speech samples, drawings, short utterances, diagnostic results; transfer to the first-grade teacher).

9. Continuity in language diagnostics – unified assessment criteria (vocabulary, grammatical skills, utterance coherence, phonetic correctness, dialogue skills); diagnostics at the beginning of Grade 1 (identification of language readiness level, corrective measures, formation of individual language trajectories).

Providing methodological recommendations to parents for the formation of linguistic personality is an important and necessary area of interaction between educational institutions and families. Children’s speech and communicative competence development significantly depends on the home language environment, the quality of speech interaction with adults, and the consistency of pedagogical influences. Therefore, methodological materials for parents fulfil key educational, corrective, and preventive functions:

1. Education on the importance of language development (consultations, handouts, tips, examples of language games).

2. Joint “adult-child” activities (reading, text discussion, family mini-projects: creating booklets, photo stories, video fairy tales).

3. Creation of a rich language environment – speak to the child correctly, calmly, and expressively; adult speech is the primary model for imitation. Diversify speech situations: everyday conversations, event discussions, short debates, joint planning. Use the object-play environment to stimulate speech: thematic toys, cards, board games, books.

4. Regular reading and work with children’s literature – read daily; discuss characters, events, causes, and consequences; encourage retelling in the child’s own

words to develop coherent speech and logical thinking. Select Ukrainian-language books of various genres: fairy tales, non-fiction, short stories, poetry.

5. Vocabulary development – naturally expand the child’s vocabulary during walks, reading, and shared activities; explain word meanings accessibly with examples; play vocabulary games (“Who can name more”, “Say the opposite”, “Find the attribute”, “Describe the object”); use synonyms and antonyms.

6. Development of coherent speech – encourage the child to talk about impressions, daily events, dreams, plans; ask open questions (“Why?”, “What do you think?”, “What happened next?”); jointly compose stories based on pictures, plots, or family photos; do not interrupt, allow time to formulate thoughts.

7. Formation of correct articulation – monitor clear sound pronunciation, avoidance of swallowed endings or substitution of complex sounds; perform articulation exercises (as recommended by a speech therapist).

8. Development of communicative skills and speech culture – teach listening without interrupting, answering in full sentences; explain polite speech rules (greetings, thanks, requests, apologies); practise typical speech situations (shop, school, transport).

9. Use of play as the leading means of speech development – play dialogues, theatrical performances, and fairy tale dramatizations develop intonation, vocabulary, and utterance construction; role-playing games (“Doctor”, “School”, “Journey”, “Café”) foster situational speech; construction, plot-role-play, and board games stimulate action commentary.

10. Stimulation of speech creativity – encourage composing original fairy tales, poems, dialogues; preserve children’s “creative works” for motivation; use drawing, modelling, and music as prompts for discussion and descriptive speech.

11. Support for a Ukrainian-language environment – ensure daily communication in Ukrainian where possible; watch quality Ukrainian content together, listen to radio programmes and music; foster interest in Ukrainian traditions, holidays, and folklore to shape cultural and linguistic identity.

12. Positive speech reinforcement – praise successful expressions, new words, clear pronunciation; avoid criticism; model love for the native language.

13. Collaboration with educators – regularly consult the preschool teacher or school teacher on the child’s speech achievements.

14. Partnership – complete speech-related homework at a comfortable pace without pressure; share observations on language difficulties or progress.

Timely and substantive provision of methodological recommendations to parents is an integral component of successful linguistic personality formation. First, they ensure unity of pedagogical influences between family and institution. When parents understand educational goals and methods, they can continue and support

the child's speech development at home, thereby promoting continuity, systematicity, and uninterrupted formation of linguistic personality.

Second, recommendations enhance parents' own speech culture, as not all adults possess sufficient knowledge of age-specific language development features or stimulation techniques. Scientifically based advice provides families with quality information, helping avoid common mistakes (excessive simplification, "baby talk", replacement of live communication with digital devices, etc.).

Third, recommendations serve a preventive function, enabling parents to promptly notice speech difficulties, articulation deviations, or delays in lexical/grammatical development. Clear guidelines ensure timely professional help, preventing complications in further learning.

Fourth, recommendations contribute to creating a Ukrainian-language and culturally enriched home environment, which, under current conditions of war and information challenges, plays a strategic role in shaping the child's national identity.

Thus, the formation of linguistic personality is a prolonged and multifaceted process in which the role of parents is highly significant. It is within the family that an emotionally coloured speech environment is established, determining the child's attitude toward language, developmental pace, and ability to communicate effectively. Systematic, conscious, and supportive adult-child interaction ensures harmonious speech development and lays the foundation for future communicative competence.

Continuity between preschool and primary education is a key condition for the formation of linguistic personality because it:

- ensures uninterrupted and systematic speech development;
- allows preservation and further development of preschool speech achievements;
- promotes the establishment of communicative competence necessary for successful learning;
- creates the basis for written speech and reading competence;
- forms a value-based attitude toward the native language as part of cultivating a culturally oriented linguistic personality.

Thus, continuity serves not only as a didactic principle but also as a vital mechanism for the development of the child's linguistic, communicative, and cognitive spheres. The effectiveness of linguistic personality formation and the child's readiness for further learning and development depend on how holistically and coherently language education is organised in preschool institutions and primary school.

Prospects for further research on linguistic personality formation include:

- integration of traditional and innovative teaching methods;

- strengthening continuity between educational levels through programme coordination and alignment of preschool and primary education approaches and requirements to ensure smooth language development transitions;
- systematic work with families: enhancing parents' speech culture and involving them in language games, reading, and dialogue with the child;
- expansion of the language environment: use of bibliotherapy, theatrical activities, debates, reading clubs, thematic weeks, etc.;
- exploitation of media education's didactic potential: teaching children to critically evaluate information and create their own utterances in the media space;
- development of language inclusion: providing support for children with speech difficulties and creating individual developmental trajectories;
- deepening communicative and sociocultural approaches: orientation toward real-life situations, formation of language strategies, and culturally motivated communication.

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2.2. Continuity in the formation of English language competence of preschool and early school-age children in an inclusive educational environment

Modern geopolitical challenges, Russia's military aggression against Ukraine, the global challenge caused by the pandemic caused by the spread of the SARS CoV-2 coronavirus, and new requirements for ensuring the educational process have become a challenge for the domestic education system. The reform of the education system of Ukraine, which involves the establishment of an inclusive paradigm within the New Ukrainian School with an emphasis on educational support, the departure of women with children, in particular school-age children, abroad has necessitated the need to consider continuity in the formation of English-language competence of children of preschool and primary school age in an inclusive educational environment.

The Law of Ukraine "On Education" establishes the practice of providing persons with special educational needs with "a system of educational services guaranteed by the state, based on the principles of non-discrimination, taking into account human diversity, effective involvement and inclusion in the educational process of all its participants", which guarantees them the right to education and ensuring equal opportunities in all spheres of public life. We are convinced that the

full-scale invasion affected every Ukrainian, regardless of gender and age, everyone found themselves in a difficult life situation, everyone was affected by stressors and received psychological trauma. This issue needs to be resolved, and therefore the goal is to take a new look at learning a foreign language, to reveal technologies that can be used to relieve stress in younger schoolchildren, in particular with special educational needs, in war conditions.

For a better understanding of the concept of "child with special needs" and the emphasis on the category that today requires special attention, it is necessary to consider how it is presented in the classification presented in the educational manual "Organizational and methodological principles of inclusive resource centers". The authors define the following categories of children with special needs: disorders of psychophysical development; features of educational activity: children who may encounter difficulties in educational activity: dyslexia, dyscalculia; gifted children; Features of establishing contacts with the social environment: children who have pervasive (cross-cutting) developmental disorders: autism spectrum disorders; Features due to the influence of the social environment: children who: need support in learning related to living in temporarily occupied territory or in settlements in which state authorities temporarily do not exercise their powers, or in settlements located on the contact line; have the status of internally displaced persons, refugee children and children in need of additional and temporary protection; receive education in general secondary education institutions with instruction in the languages of indigenous peoples and national minorities.

Analyzing the concept of "children with special educational needs" in the context of inclusive practice, understanding the complexity of educational needs, the breadth of the spectrum of intellectual, psychophysical, emotional-volitional disorders, the need for appropriate diagnosis, with subsequent provision of comprehensive support by the support team, the creation of a positive atmosphere and cooperation, and the individualization of the educational process, we consider it necessary to focus our study on the categories of children with special educational needs caused by the influence of the social environment. The Law of Ukraine "On Education" (Article 7) states that "The state promotes the study of languages of international communication, primarily English, in state and municipal educational institutions." Taking this into account, understanding the problems of the educational process in Ukraine today, we consider it necessary to consider some methods of teaching English that can be used to relieve psychological tension, stress, and form social interaction, those that are aimed at forming the cognitive abilities of children, in particular those with special educational needs.

The formation of foreign language (English) competence of children is one of the key tasks of the New Ukrainian School and the Basic Component of Preschool

Education, which provides for gradual, systematic, and individually oriented mastery of a foreign language.

By continuity we mean integrity, consistency, and logical transition between the previous and subsequent stages of learning, which ensures consistency of content, methods, forms, and pedagogical approaches. The studies of O. Savchenko, L. Kalmykova, N. Gavrish, I. Bekha, and N. Figol emphasize that continuity in the pedagogical process is a condition for the sustainable development of a child and his successful adaptation to the new requirements of schooling.

According to V. Sukhomlynsky: "Continuity in education is, on the one hand, a well-thought-out preparation of students for acquiring new knowledge and, on the other hand, the teacher's ability to rely on the knowledge that students already have, develop and improve it when presenting new material" (Sukhomlynsky V.O., 1958, p.19). M. Mashovets interprets continuity as establishing natural connections between the stages of personality development and creating psychological conditions in kindergarten and school that provide substantive (tasks, content, forms and methods) and organizational (forms of interaction between kindergarten and school) level of continuity¹⁵⁰.

In the field of foreign language teaching, the issue of continuity was considered by both Ukrainian (S. Nikolaeva, N. Sklyarenko, O. Bigych, O. Petrashchuk) and foreign researchers (H. Pinter, A. Cameron, J. Moon), emphasizing the importance of early start and continuity of foreign language education.

An inclusive educational environment is a set of conditions, principles, resources and interactions in an educational institution that ensure equal access for all children – regardless of their individual educational needs, age, psychophysical characteristics, health status or social status – to quality education, participation and success in learning.

The main characteristics of an inclusive educational environment are the availability of physical, information and educational space; continuity of support (psychological, pedagogical, speech therapy, correctional); individual educational trajectory for each child; consideration of diversity and respect for the unique characteristics of each learner; team approach: interaction of teacher, teacher assistant, IRC specialists, psychologist, speech therapist, parents; adaptation and modification of content, methods, pace and methods of learning; social integration and participation of all children in joint activities; safe and friendly psychological climate that forms a sense of acceptance and belonging.

¹⁵⁰ Mashovets, M. A. (1994). *Pedahohichni umovy nastupnosti u trudovomu vykhovanni ditey starshoho doshkil'noho viku: Avtoref. dys... kand. ped. nauk* [Pedagogical conditions of continuity in labor education of older preschool children: Candidate dissertation abstract]. p. 18

An inclusive educational environment is a pedagogically organized space in which conditions are created for the maximum development of the potential of each child by ensuring the accessibility of educational content, the use of flexible teaching methods, the use of correctional and developmental technologies and the establishment of partnership between all participants in the educational process.

Foreign language communicative competence is an integrative ability of an individual to communicate effectively in a foreign language, which includes possession of language knowledge, skills, abilities, psychological qualities and willingness to use a foreign language to achieve professional and personal goals. This means the ability not only to speak, but also to understand, adequately respond, solve practical tasks in a professional environment and build partnership relationships.

Foreign language communicative competence is an individual's ability to effectively, consciously and appropriately use a foreign language in various types of speech activity (speaking, listening, reading, writing) taking into account the linguistic, social, cultural and situational specifics of communication.

It includes mastery of language tools, the ability to build statements in accordance with the purpose and context of communication, as well as the ability to intercultural interaction.

In scientific and methodological literature (S. Nikolaeva, O. Bighich; Common European Framework of Reference for Languages – CEFR) the following components are distinguished:

1. Linguistic competence

- lexical knowledge and skills;
- grammatical correctness;
- phonetic skills and intonation expressiveness;
- spelling and orthoepic skills.

2. Speech competence

- the ability to speak, listen, read, write;
- the ability to create coherent and logical statements;
- understanding the interlocutor's speech in various situations.

3. Sociocultural and sociolinguistic competence

- knowledge of cultural norms, traditions, and behavior models of native speakers;
- the ability to select language tools in accordance with the role, status, and communication situation.

4. Strategic (compensatory) competence

- the ability to overcome difficulties in communication,

- the use of communicative strategies (paraphrase, clarification, gestural support, etc.).

5. Pragmatic competence

- the ability to organize statements in accordance with the communicative intention;
- understanding of speech acts, the logic of dialogue, discursive structure.

Preschool age is characterized by leading play activities, high sensitivity to speech material, emotionality and relaxed acquisition of a foreign language. Children of primary school age move on to educational activities that require arbitrariness of attention, greater awareness and the ability to make elementary generalizations.

As L. Prokhorenko, O. Babyak, N. Batasheva argue, tracking the psychological and pedagogical status of children with special needs is a rather complex process that requires close cooperation of all specialists involved in their life activities. And only on the basis of a holistic vision of the development of each child with special educational needs is a general strategy for learning and development developed and implemented. Thus, scientists distinguish the following main stages of psychological and pedagogical support for children with special educational needs, namely: preparatory, indicative, stage of clarifying the problem, planning, implementation of an individual program and final¹⁵¹.

In view of the above, the methods of teaching English, which can be considered as part of correctional and developmental work, will be implemented in the process of implementing an individual child development program.

At the same time, it is important to take into account the principles of the structure, development and rehabilitation of higher mental functions of children with special educational needs. The main tasks of correctional and developmental work in the psychological support system include: development of the emotional and personal sphere and correction of its disorders (harmonization of the child's affective sphere; prevention and elimination of possible aggressive and negative manifestations, other deviations in behavior; prevention and overcoming of negative personality traits and character formation; development and training of mechanisms that ensure the child's adaptation to new social conditions; creation of conditions for the formation of adequate self-esteem; development of social emotions, communicative abilities, etc. Analysis of the physiological and psychological characteristics of younger schoolchildren confirms the presence of favorable factors for language acquisition.

¹⁵¹ Prokhorenko, L. I., Babyak, O. O., & Batasheva, N. I. (2020). Psykhologichnyy suprovid ditey z osoblyvymy osvithnyimi potrebamy: stratehiya realizatsiyi [Psychological support of children with special educational needs: implementation strategy]. *Visnyk Natsional'noyi akademiyi pedahohichnykh nauk Ukrainy*. <https://doi.org/10.37472/2707-305X-2020-2-1-7-5>. p.4-5

Thus, the functional localization of the brain, in particular the localization of language functions in both the left and, partially, in the right hemisphere, ensure high sensitivity of younger schoolchildren to language and speech phenomena, especially of a phonological nature: articulation flexibility, the ability to imitate, easy development of motor skills. Psychologists V. Andrievska, I. Zimnya, emphasize the positive emotional effect, since imitating a teacher, a native speaker or a phonogram of individual sounds, words, phrases, sentences, intonation patterns causes pleasure, captivates children and brings pleasant emotions, which helps to overcome stress. In the lessons, English teachers work on expanding the emotional experience of children, which involves helping the child to master ideas about non-verbal means of expressing emotions, forming an understanding of the content and meaning of various forms of human behavior, which contributes to understanding their own behavior. Learning English contributes to the development of cognitive activity and the purposeful formation of higher mental functions (cognitive motivation; attention (stability, concentration); memory (volume, stability, etc.); perception (spatial, auditory), spatial and temporal representations, sensorimotor coordination; mental activity (analysis, comparison, generalization, etc.); development of elementary inferences and flexibility of mental processes); formation of arbitrary regulation of activity and behavior (the ability to set and maintain the goal of activity; plan actions; determine and maintain the course of action; self-control, evaluation and self-assessment).

On the other hand, younger schoolchildren, in particular with special educational needs (in our case, the category of children with special educational needs due to the influence of the social environment) experience certain difficulties, in particular those associated with additional workload, which can worsen health and lead to psychophysical diseases. It is clear that, in general, the incomplete development of organs and systems increases the sensitivity of the child's body to adverse factors, in particular, acting stressors, traumatic experiences, or moving to another country of parents/one of the parents and the related process of language code switching, etc.

The use of methodological techniques in the process of learning English is specific actions of the teacher and students, that is, these are elementary actions aimed at completing a specific task at a certain stage of the lesson. Taking into account that the fact that an English teacher in primary school must have a high level of psychological culture, because according to D. Elkonin, the entire system of the child's relations with reality is being restructured, and its physical development remains imperfect, once again confirms the need for the teacher's psychological and correctional and developmental erudition, his willingness to work according to an

individual program for the child's development in an inclusive educational environment.

The work of teachers, in particular in a foreign language, should be structured in such a way as to create an emotionally favorable environment; ensure and contribute to the restoration of the child's sense of security; involve the child in physical activity (phono-rhythmic exercises, communicative exercises with mobile actions, games, etc.); create a positive atmosphere that will promote dialogue between children and the teacher, peers; allow the child to express his emotions and feelings; promote the child's social activity.

Mastering a foreign language can be considered as a psychoneurolinguistic problem, which means that this process includes the interaction between psychological, neurological and linguistic aspects. Learning a foreign language requires a person to change their thinking and the way they perceive the world, which can affect the neuroplasticity of the brain and activate different parts of the nervous system.

Neurolinguistics studies how the brain processes and interprets linguistic information, what changes occur in the brain during language learning, and what psychological factors influence this process. For example, learning a foreign language can improve cognitive functions of the brain, such as memory, attention and thinking. Thus, mastering a foreign language is a complex and multifaceted process that involves the interaction of different aspects of the human body and brain activity.

As V. Tarasun notes, a child can successfully cope with the educational load only if he has the ability to analyze and synthesize the information received, has a sufficiently high level of development of the second signaling system, that is, perceive and understand speech. It is the development of the child's expressive speech, according to V. Tarasun, that affects the successful mastering of the school curriculum and the development of such a factor as voluntary regulation of mental activity, since at the initial stage, control over the fulfillment of the task set for the child requires special attention¹⁵².

Modern Ukrainian psychologists and teachers (N. Baglaeva, E. Belkina, N. Gavrish, N. Glukhova, A. Goncharenko, O. Kononko, T. Pirozhenko, T. Ponimanska, etc.) continue the tradition of great humanist educators (L. Vygotsky, S. Rubinstein, G. Kostyuk, S. Rusova, M. Montessori, K. Ushinsky, V. Sukhomlynsky), who believed that the main task of teachers is to create favorable conditions for the child to discover

¹⁵² Tarasun, V. V. (2008). *Morfofunktional'na hotovnist' ditey z osoblyvostyamy u rozvytku do shkil'noho navchannya: dyahnostyka i formuvannya* [Morphofunctional readiness of children with developmental features for school education: diagnostics and formation]. Kyiv: Vydavnytstvo Natsional'noho pedahohichnoho universytetu imeni M. P. Drahomanova.

and master two basic life realities – his own self and the environment. They emphasized that the child's preparation for school should be comprehensive and include physical preparation (with an emphasis on the child's health); psycho-emotional component and social maturity, the child's experience, which he has through communication, play, joint activities, etc.¹⁵³

In order for a child to be able to normally receive, process and store information, in particular in a foreign language, as well as to create and normally execute complex behavioral programs, monitor the success of the actions being performed, it is necessary to constantly maintain optimal cortical tone. Only such a tone can ensure the successful selection of essential signals, the preservation of their traces, the development of necessary behavioral programs and constant control over their implementation¹⁵⁴.

It is known that the limbic system provides processing of all emotional and cognitive information. If cognitive processes occur against the background of positive emotions, then biological substances are formed (gamma-aminobutyric acid, acetylcholine, interferon, interleukins), which activate thinking and make the memorization process more effective. Conversely, if the educational process is built on negative emotions, then adrenaline and cortisol are released, which reduce the ability to learn and remember.

Understanding that by the time a child enters school, the right hemisphere is developed, while the left hemisphere becomes active only around the age of 9, emphasizes that preparation for school and learning, further development of thinking and speech, in particular foreign language, should take place in natural conditions and in a natural way, in particular through creativity, images, positive emotions, movements, spatial sensations, a sense of rhythm, and the development of sensory-motor sensations. However, the requirement to sit still and not move, to read and write on a plane (i.e., in a left-hemisphere way) leads to a decrease in the child's motivation, stress and neurosis¹⁵⁵.

As noted by V. Tarasun, among children 6-8 years old, disorders of the formation of dynamic characteristics of motor activity can be detected, which manifests itself when the child switches from one action to another. At the same time, each mental process of each child at the beginning of his school education should be considered as a complex functional formation formed as a result of his interaction with the environment, since the child's mental activity is the result of his life in certain social conditions. Thus, by naming objects, their connections and relationships, an

¹⁵³ Ibid.

¹⁵⁴ Ibid.

¹⁵⁵ Ibid.

adult thereby forms in the child new forms of reflection of reality, deeper and more complex than those that the child could form in his individual experience¹⁵⁶.

The neuropsychological component of learning a foreign language by younger schoolchildren includes several key aspects related to brain function and cognitive processes:

Brain neuroplasticity. In early school age, the brain is extremely plastic, that is, capable of changes and adaptations under the influence of new knowledge and skills. Learning a foreign language stimulates the development of new neural connections, which contributes to overall cognitive development.

Working memory development. Learning a foreign language requires the active use of working memory to store and process information, such as new words, grammatical rules and pronunciation. This helps to improve working memory, which is an important component of successful learning in general.

Bilateral brain activation. Learning a foreign language activates both hemispheres of the brain. The left hemisphere is responsible for analytical and linguistic functions, while the right hemisphere is involved in recognizing intonations and non-verbal aspects of communication. This contributes to the harmonious development of both hemispheres and improved interhemispheric coordination.

Improving executive functions. Learning a foreign language contributes to the development of executive functions, such as attention, planning, flexibility of thought, and self-control. This occurs because of the need to switch between languages, monitor speech accuracy, and adapt to new language structures.

Change cognitive aging. Studies show that learning foreign languages can have a long-term positive effect on cognitive health, reducing the risk of developing age-related cognitive impairment.

Understanding these neuropsychological aspects can help in developing effective methods of teaching a foreign language to younger schoolchildren, taking into account the peculiarities of their cognitive development.

Thus, there is a need to consider the game as a means of forming a foreign language, since the game is a social phenomenon that arose in the process of historical development of mankind from labor actions, reflects real reality, and is improved with the development of "man – society" relations. It is an active, conscious, purposeful activity that embodies the child's need for activity and has a positive effect on the child's brain, the formation of higher mental functions, in particular thinking and speech.

Game as an activity is inherent primarily to a young organism, which is due to the child's need to show activity. Weighty arguments in support of the importance of

¹⁵⁶ Ibid.

play for the development of a child are contained in the works of I. Sechenov, I. Pavlov, P. Lesgaft, L. Chulitskaya, T. Osokina, etc. Play is not only a factor in the mood and emotions of a child, but also an important factor in the development of brain functions, cardiovascular, and nervous systems of his body. The course of all vital physiological and mental processes in a child's body is associated with satisfying the needs for activity, new impressions, and the expression of healthy emotions. Play has greater opportunities for shaping the personality of preschoolers and younger schoolchildren than any other activity, since its motives have a greater motivating force and children understand the relationship between the motive and the goal of the game¹⁵⁷.

To facilitate students' learning of a foreign language, it is necessary to competently select games that affect the educational process, since they allow students to relieve fatigue, switch attention, start the work of the brain, provide an additional opportunity to use acquired language skills, etc. Educational games are very motivating, they are not only fun, but also challenging; they use meaningful and useful language in a real context; they encourage and increase cooperation

The game method can be very effective in working with children with special needs, as it creates favorable conditions for learning, promotes the development of various skills and can be adapted to the individual needs of each child.

Here are examples of games that are aimed at studying lexical units in foreign language learning:

Memory: a game in which participants must find pairs of cards with pictures or words. This game helps in memorizing words and their meanings.

Charades: participants use gestures and facial expressions to show a word or phrase that others must guess. This promotes the active use of words and their memorization.

Word Bingo: a game in which participants fill in cards with different words that evoke certain associations. The host announces the words, and the participants mark them on their cards. The first to complete a row or column wins.

Word Association: Participants take turns naming words that are associated with the previous word. This helps students expand their vocabulary and use words in the correct context.

Flashcard Games: Using word cards for various games, such as "Who is the first to name the word?", "Find a pair" and others that help memorize words.

These games can be adapted and modified depending on the level of learning and individual needs of students.

¹⁵⁷ Ponimanska, T. I. (2006). *Doshkil'na pedahohika [Preschool pedagogy]*. Kyiv: 456 p.

Lexical and grammatical games combine the study of vocabulary and grammar and help form the foundation for further coherent foreign speech. Here are some examples of them:

Fill in the blanks (Cloze). Students receive sentences or texts with missing words that they must choose from options or come up with on their own. This helps to reinforce vocabulary and grammatical structures.

Word Bridge. Participants take turns naming words that start with the same letter as the previous word and adding them to the chain. For example, “apple – elephant – table” and so on. This helps to practice vocabulary and speech structures.

Word Game “Hangman”. Participants guess words by guessing letters using a picture. This helps to learn new words and spelling.

Grammar Auction. Participants “buy” words or sentences using pretend money, which they can raise or lower the price for, depending on grammatical correctness.

Sentence Building. Participants use a set of words to create grammatically correct sentences. This helps to practice vocabulary and grammatical structures in context.

These games create an interesting and meaningful atmosphere in the lessons, which contributes to better memorization and use of language knowledge.

Summarizing the above, we can conclude that the game plays an important role in the education of younger schoolchildren, in particular in learning a foreign language, due to its connections with neuropsychological processes.

Stimulation of neuroplasticity. Game involves new and varied tasks that stimulate the child's brain to create new neural connections. These tasks may include memorizing new words, solving problems, or interacting with other children, which contributes to overall brain development. Improving motivation and emotional state. Game creates a positive emotional environment, which is important for effective learning. When children play, they experience joy and satisfaction, which increases their motivation to learn and contributes to better assimilation of the material.

Development of cognitive skills. Many games require the use of various cognitive skills, such as attention, memory, logical thinking, and problem solving. For example, in language games, children can practice pronunciation, learn new words, or apply grammar rules, which contributes to the development of working memory and other executive functions. Social development and language practice. Games that involve interaction with other children promote the development of social skills and provide opportunities for language practice in real-life communicative situations. This helps children develop communication skills and strengthen interhemispheric coordination. Integration of multisensory learning. Games often involve different senses – vision, hearing, touch, which contributes to better memorization and

assimilation of information. A multisensory approach activates different areas of the brain, which improves the learning process. Reducing stress and anxiety. The game helps reduce the level of stress and anxiety, which is an important factor for effective learning. Relaxation and positive mood caused by the game create favorable conditions for the acquisition of new knowledge.

Given these factors, the game is a powerful tool in teaching foreign languages, as it not only makes the learning process interesting and exciting, but also actively stimulates the neuropsychological development of children.

We understand that learning a foreign language by younger schoolchildren with SEN must be motivated. Motivation can only be supported by creating an appropriate positive educational atmosphere, for this it is necessary to take into account age and psychological and pedagogical characteristics, to use tasks that encourage active application of acquired knowledge and formed skills and abilities, which are indispensable conditions for effective mastery of a foreign language.

The material that we propose to use in lessons (songs, poems, exercises, outdoor games, videos) allows teachers to make lessons more attractive, more effective; working with the material reflects the socio-cultural characteristics of the country of the language being studied, expands the information background of the lesson and thereby creates a factor that, in line with the theory of lesson optimization by Yu. Babansky, should affect students' awareness of their educational actions and significantly accelerate their pace.

Speaking about teaching children with special educational needs, we consider a foreign language as a tool that opens up new opportunities, "new windows" for children and brings "fresh air" to relieve fatigue and overcome stress. That is why we focus on certain subcategories of foreign language communicative competence, in particular sociocultural, phonetic, etc. The formation of sociocultural competence (the formation of linguistic and country-specific knowledge or a system of ideas about the main national traditions, customs and realities of the country whose language is being studied, as well as a system of skills and abilities to coordinate one's behavior in accordance with this knowledge) is an extremely important task. According to S. Roman: "the formation of sociocultural competence in primary school children in the conditions of activation of motivational-emotional and cognitive spheres and strengthening of the pragmatic value of studying a foreign language optimizes the process of learning foreign language communication and is promising for the education, upbringing and development of the student in the course of forming his sociocultural thesaurus"¹⁵⁸.

¹⁵⁸ Roman, S. V. (2005). *Metodyka navchannya anhliys'koyi movy u pochatkoviy shkoli* [Methods of teaching English in primary school]. Kyiv: Lenvit. p.15

In turn, phonetic competence is that component of language competence that determines the ability of students to perceive by ear all sounds, intonation, rhythm of foreign speech and to pronounce sounds phonetically correctly in the speech stream, adhering to its rhythmic-intonational pattern, typical for a certain communicative situation.

The effectiveness of using songs in the educational process of children with SEN is explained by the fact that songs in the lesson enliven teaching, bring variety, evoke positive emotions and create high motivation. Most songs are personally oriented in the sense that they touch on topics that are close to all people, regardless of age and interests. The example demonstrates how easy it is to learn parts of the body. In addition, in children with SEN, visual memory prevails over verbal, which occupies a central place in educational activities. Thus, by singing the song “Head, Shoulders, Knees, and Toes”, the teacher facilitates the memorization of words by younger schoolchildren with SEN, since along with singing he performs mobile actions, namely, touches parts of the body, forcing not only the verbal, but also the visual memory of younger schoolchildren to work, or demonstrates video accompaniment during distance learning.

Songs provide an excellent opportunity for repeated repetition and memorization of lexical and grammatical material, as they are quickly stored in both short-term and long-term memory. Everyone knows the phenomenon of wanting to hum a song all the time¹⁵⁹.




The effectiveness of using mnemonic cards in learning English poems is confirmed both by practice and by the learners’ engagement. In particular, while working with poetic texts, the students enthusiastically participated in creating their own mnemonic cards, which made it possible to increase their motivation and the quality of material acquisition, and also made the educational process more creative and effective.

¹⁵⁹ Shapochka, K. A. (2009). Osoblyvosti vykorystannya navchal'noho posibnyka “Moving West” na urokakh anhliys'koyi movy dlya molodshykh shkolyariv iz ZPR [Features of using the textbook “Moving West” in English lessons for younger schoolchildren with ID]. Veresen': Naukovo-metodychnyy, informatsiyno-osvitniy zhurnal, 1–2(46–47), 73–80.

The clock / Годинник


	
"Tick!" the clock says, "Тік!" годинник каже,	"Tick, tick, tick!" "Тік, тік, тік!"
	
What you have to do Що ти маєш зробити	Do quick!" Зроби швидко!"

Морозова Юлія

	
"Tick!" the clock says Промовляє годинник: «Тік!»	Tick, tik, tik! «Тік, тік, тік!»
	
What you have to do Що маєш зробити	Do quick! Роби швидко!

Данішура

Pat's cat / кіт Пета

	
Fat Pat had a fat cat. У товстого Пета був товстий кіт.	Pat's fat cat sat in Pat's hat. Товстий кіт Пета сидів у його калепосі.

Морозова Юлія

When I am ten / Коли мені буде 10

	
When I am ten Коли мені буде 10	I'll get a pen, Я отримаю ручку,
	
Then I will write Я буду писати	Like brother Ben. Як братик Бен.



Морозова Юлія

Rain / Дощик

	
Rain, rain, go away, Дощик, дощик, іди геть,	Come again another day, Приходь знову в інший день,
	
Little Tommy wants to play. Маленький Томмі хоче грати.	

Морозова Юлія

A black cat / Чорний кіт

	
A black cat sat on a mat Чорний кіт сидів на килимку	And ate a fat rat. Та їв товстого пацюка.

Морозова Юлія



The use of mnemonic cards in working with English-language poems is based on the principles of mnemonics, which rely on visual images, pictograms, symbols, and associations to facilitate the memorization of poetic text. For each line or semantic unit of the poem, a corresponding card is created – a drawing or pictogram that helps the child interpret the meaning and reproduce the text.

The purpose of using mnemonic cards while learning poems is to develop visual memory and form stable associative connections; to facilitate the memorization of English words and phrases; to support children with various types of learning difficulties (intellectual delay, ASD, speech disorders, anxiety); to develop intonation skills, rhythm, and speech tempo; and to ensure motivation through visual support and play.

The New Ukrainian School represents a new educational environment built on the principles of partnership pedagogy and a competence-based approach, designed to meet the needs of all learners. Learning a foreign language should not become a barrier or an additional stressor for a child, especially one with special educational needs; rather, it should promote the development of the child's personal and emotional sphere, support the correction of existing difficulties, stimulate cognitive motivation, and foster communication with peers and adults.

For children with special educational needs (SEN), it is important to ensure the individualization of the pace and methods of presenting material. An inclusive environment creates conditions for learning for all children, regardless of their educational needs. In the formation of English-language competence, the following aspects are particularly important:

- adaptation of materials according to individual educational trajectories;
- use of multisensory and play-based methods;
- close cooperation among the teacher, teacher assistant, speech therapist, and psychologist;
- creating situations of success and positive language experience.

It is important to emphasize that effective formation of English-language competence in an inclusive educational environment requires ensuring the following pedagogical conditions of continuity: consistency of educational content (alignment between the requirements of the Basic Component of Preschool Education and the State Standard of Primary Education; gradual complication of language material while maintaining motivational focus); unity of teaching methods and technologies (use of play-based, interactive, and communicative methods; application of multimedia, digital, and didactic resources; integration of psychological and speech-therapy techniques for children with SEN); monitoring of language development (maintaining language portfolios and systematic observations; identifying individual characteristics and language barriers; adapting learning tasks); cooperation between preschool and primary school educators (joint methodological meetings, pedagogical councils; coordination of terminology, approaches, and expected outcomes); and support for emotional safety (creation of a friendly environment; use of encouragement, support, and partnership-based interaction).

To summarize, it is necessary to highlight that continuity in the formation of English-language competence involves the following areas of implementation: continuity in content – maintaining familiar themes (family, toys, colours, animals) and forming elementary language structures (I like..., This is..., My name is...); continuity in methods – from play-based learning (songs, TPR, role-play) to learning strategies (pair work, chants, simple tasks); continuity in expected outcomes – gradual progression from understanding instructions to producing simple utterances; continuity in organizational forms – small groups, mixed groups, individual sessions, and support from the teacher assistant.

Continuity in the formation of English-language competence in preschool and primary school children in an inclusive educational environment is a crucial factor for successful language development, socialization, and adaptation. Its implementation

requires alignment of educational content, methods, forms of work, individualization, and multidisciplinary cooperation among specialists.

Filimonova T.V., Ph.D. in Pedagogy, Associate Professor

2.3. Theoretical and methodological foundations of continuity in the formation of natural science competence in preschool children and first-grade pupils

The development of pedagogical science in contemporary Ukrainian society necessitates the implementation and justification of new methodological foundations of education. The Laws of Ukraine “On Education” and “On Preschool Education” stipulate that the child must become the center of educational influence, with the primary goal being the formation of a socially active, creative, and humanistically oriented personality¹⁶⁰ ¹⁶¹. In this context, the unity of educational influences throughout the entire period of the child’s personality formation acquires particular importance.

One of the priorities of modern education remains the reorientation of the education system toward human needs. All citizens must be able to learn throughout life and have access to a high-quality education system; these are the objectives toward which the efforts of specialists and officials in the field of education should be directed. Consistent acquisition of education is possible only through adherence to the principles of perspective and continuity between adjacent levels of education, particularly between preschool and primary education.

Continuity between educational levels, such as preschool and primary education, ensures uninterrupted acquisition of education. In the educational process, continuity is essential for creating a unified educational trajectory that extends from kindergarten to school. This process facilitates the child’s holistic personal development.

¹⁶⁰ Law of Ukraine “On Preschool Education” No. 2628-III dated January 1, 2021. Retrieved October 18, 2025, from <http://zakon2.rada.gov.ua/laws/show/2628-14>

¹⁶¹ Law of Ukraine “On Complete General Secondary Education” No. 463-IX dated May 1, 2021. Retrieved October 18, 2025, from <https://zakon.rada.gov.ua/laws/show/463-20#Text>

In senior preschool age, children begin to actively develop such skills as curiosity, initiative, responsibility, creativity, and communication abilities. Primary school education builds upon these skills and further deepens them.

In the educational space, the term “continuity” implies the preservation of the main types of activity characteristic of preschool children when they enter primary school.

The transition between preschool and primary education levels must be gradual and seamless, as children need to undergo a period of adaptation. Such adaptation is feasible only if, during the first years of primary school, the activities that were central in kindergarten are continued and raised to a higher level. For the child, this makes adaptation significantly easier.

Education under present-day conditions poses an important task for educators: the implementation of a competence-based approach in the processes of teaching and upbringing. In general, natural science competence involves the child’s understanding of the natural environment as a holistic living organism in which all natural components – air, soil, plants, animals, and humans – interact in diversity, unity, movement, and variability.

In Ukraine, the concept of ecological education is regarded as an element of the state’s harmonious development and is currently becoming increasingly relevant as an official state document. Among the tasks of preschool education outlined in the concept is the formation of the foundations of natural-ecological competence, natural-ecological culture, and moral-value orientation of the personality.

Under modern conditions, scientific approaches to ecological education have been developed in the studies of R. Melnychenko, V. Tanska, Z. Plokhii, L. Prysiashniuk, and S. Rudyshyn, who identified the psychological-pedagogical foundations of ecological education and upbringing^{162 163 164 165}. Conceptual provisions of the ecological direction in pedagogy have been further elaborated by H. Belenka,

¹⁶² Melnychenko, R., & Tanska, V. (2018). Ecological competence of a teacher as a prerequisite for continuous ecological education and upbringing. *Scientific Notes*, (4/2), 271–275.

¹⁶³ Plokhii, Z. P. (2014). Forming ecological competence in junior preschool children: Teaching guide. Kyiv: Svitych. 144 p.

¹⁶⁴ Prysiashniuk, L. A. (2015). Familiarizing preschool children with nature: Environmental dimension. In *Current issues of preschool and primary education in the context of European educational strategies* (pp. 191–194). Vinnytsia: Nilan-LTD.

¹⁶⁵ Rudyshyn, S. D. (2016). Ecological competence as a general competence of natural science teachers. *Ukrainian Pedagogical Journal*, (3), 12–17.

T. Naumenko, O. Polovina, L. Zaitseva, L. Ishchenko, and many other scholars^{166 167 168}.

Ecological consciousness shapes the individual's worldview, which is oriented toward preserving the natural environment for future generations while ensuring well-being. Ecological values, encompassing aesthetic, cognitive, practical, and ethical attitudes toward ecology and nature in general, influence the individual's behavior. A value-based attitude toward nature consists in the individual's understanding and awareness of a range of ecological problems and readiness to engage in various practical actions aimed at preserving the natural environment.

When examining the content of the key terms related to the research problem, we turn to the view of M. Holovan, who clearly distinguishes between the adjacent concepts of "competence" and "competency" in the educational process. According to the scholar, competence represents a set of interrelated characteristics of the child (knowledge, skills, abilities, and modes of activity). In contrast, competency is the possession of a corresponding competence, including the personal attitude toward it and the object of activity¹⁶⁹.

Thus, the concepts of competence and competency are more systemic and multicomponent in nature. O. Ovcharuk considers "competence" as a term that, compared to the well-established notions of "skills, knowledge, and abilities," represents a complex structure based on values and experience – both knowledge and personal qualities acquired through formal education and beyond¹⁷⁰.

Competence is realized at different levels and includes various mental operations (analytical, critical, communicative) as well as practical skills and common sense; it has its own classification and hierarchy¹⁷¹.

¹⁶⁶ Belenka, H. V., Naumenko, T. S., & Polovina, O. V. (2013). *Preschoolers about the world of nature: Methodological guide for educators of preschool children*. Kyiv: Borys Grinchenko Kyiv University. 115 p.

¹⁶⁷ Zaitseva, L. I. (2012). *Formation of scientific-practical experience in the sphere of natural-object environment in senior preschool children: Theoretical and methodological aspect: Monograph*. Melitopol: MMD Publishing House. 381 p.

¹⁶⁸ Ishchenko, L. V. (2016). *Pedagogical conditions for ensuring continuity in ecological education of children during the transitional period from preschool to junior primary school age*. *Scientific Notes of Uman State Pedagogical University*, 58–63.

¹⁶⁹ Honcharenko, S. U. (1997). *Ukrainian pedagogical dictionary*. Kyiv: Lybid. p. 23

¹⁷⁰ Plokhii, Z. (2014). *Ecological-developmental environment of a preschool educational institution: Innovative approaches*. *Doshkilne Vykhovannia*, (7), 6–10. p. 9

¹⁷¹ Ishchenko, L. V. (2016). *Pedagogical conditions for ensuring continuity in ecological education of children during the transitional period from preschool to junior primary school age*. *Scientific Notes of Uman State Pedagogical University*, 58–63. p. 59

Having examined various interpretations of the content of “competence,” it can be asserted that they share a common core: knowledge, skills, and abilities that a person must possess, as well as the range of issues in which the individual is most knowledgeable. Equally important is experience, through which a person can successfully perform tasks in accordance with rules and norms.

Thus, knowledge, skills, abilities, the range of issues, and experience together constitute the factors that collectively define the content of competence. The primary orientation here is on meeting the needs and cultural demands of the individual related to practical activity, spiritual life, and communicative interests.

Most scholars emphasize that the substantive aspect of the term “competence” comprises three components (see Fig. 1).

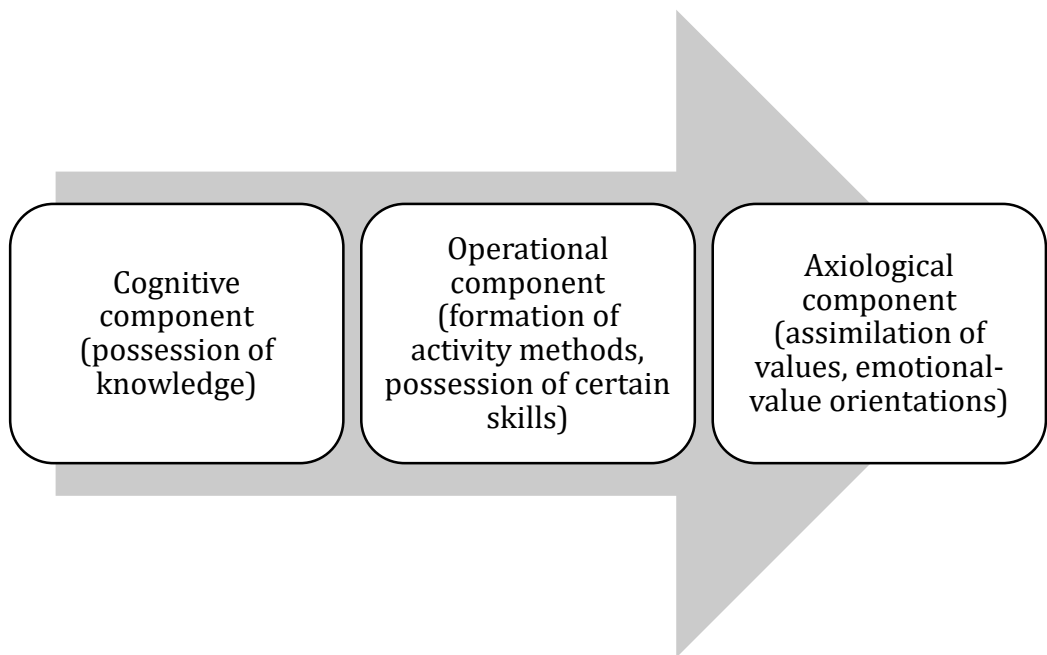


Fig. 1 – Components of the substantive aspect of the term “competence”

Having considered the content of competence, let us now analyze the next definition – “competency.”

For example, in the Basic Component of Preschool Education, “competency” is defined as a personal acquisition and outcome of preschool education that reflects a

system of interrelated components of the child's physical, social, mental, and spiritual development¹⁷².

In contrast, in the Concept of the New Ukrainian School (NUS), the term "competency" is interpreted as a dynamic combination of knowledge, views, ways of thinking, skills, values, abilities, and other personal qualities that determine the individual's (child's) capacity to successfully carry out professional or further educational activities¹⁷³.

Among the interesting interpretations of the content of competency is the definition proposed by N. Oshurkevych, who regards "competency" as a special type of organization of subject-specific knowledge that enables the individual to independently make effective decisions. The scholar also emphasizes that such knowledge must meet certain requirements (see Fig. 2).

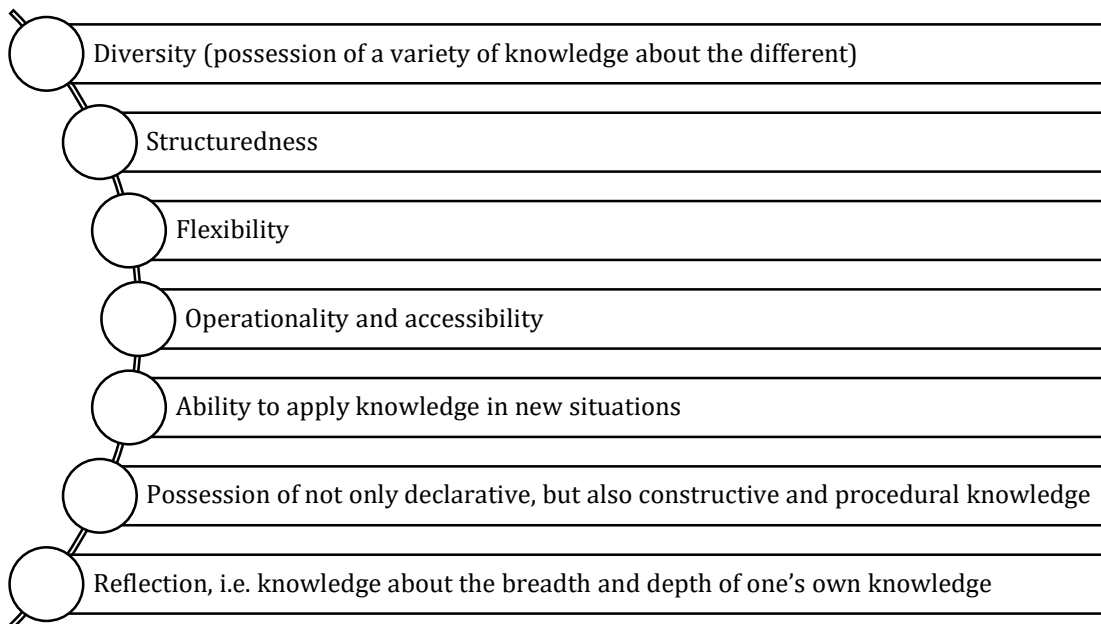


Fig. 2 – Requirements for the content of “competency” according to N. Oshurkevych

Thus, the primary and priority task of primary education is the comprehensive development of the child, their talents and abilities, key and cross-curricular

¹⁷² Implementation of continuity in natural science education: Realities and prospects: Collection of scientific-methodological works / Ed. by R. K. Melnychenko, O. A. Sorochynska, & V. V. Tanska. (2018). Zhytomyr: O. O. Yevenok Publishing House. 212 p.

¹⁷³ Lysenko, N. V. (2015). Eco-eye: A preschooler discovers the world of nature: Teaching-methodological guide. Kyiv: Slovo. p. 10

competencies and skills in accordance with age-related and individual characteristics and needs; the formation of values; and the development of independence, creativity, and inquisitive curiosity.

Existing scientific definitions highlight the following essential characteristics of competency. First, competency enables effective decision-making based on formed knowledge, skills, and abilities. Second, a child with well-developed competencies is friendly and more advanced in their own abilities. Third, such a combination of knowledge and attitudes helps perform tasks with a high degree of self-regulation, self-assessment, and self-reflection while adapting to various circumstances.

Consequently, when the concept of “competency” is analyzed, the emphasis is on the effectiveness of mastering knowledge, skills, and experience, with particular attention to the qualities these knowledge, skills, and experience should possess. When competencies are examined as personal neo-formations, the structure, constituent components, and interrelationships among them become important objects of analysis. When the focus is on competences, a specific list of them is distinguished.

Scholars have developed a certain hierarchy of competencies that a preschool child should possess. For instance, according to I. Zimnia, the competency structure includes the following components: a) readiness to demonstrate competency (motivational aspect); b) possession of knowledge of the competency content (cognitive aspect); c) experience in demonstrating competency in diverse standard and non-standard situations (behavioral aspect); d) attitude toward the content of the competency and the object of its application (value-meaning aspect); e) emotional-volitional regulation of the process and result of competency manifestation¹⁷⁴.

The system of competencies in education has a hierarchical structure, the levels of which are presented in Fig. 3.

¹⁷⁴ Ishchenko, L. V. (2016). Pedagogical conditions for ensuring continuity in ecological education of children during the transitional period from preschool to junior primary school age. *Scientific Notes of Uman State Pedagogical University*, 58–63. p. 60

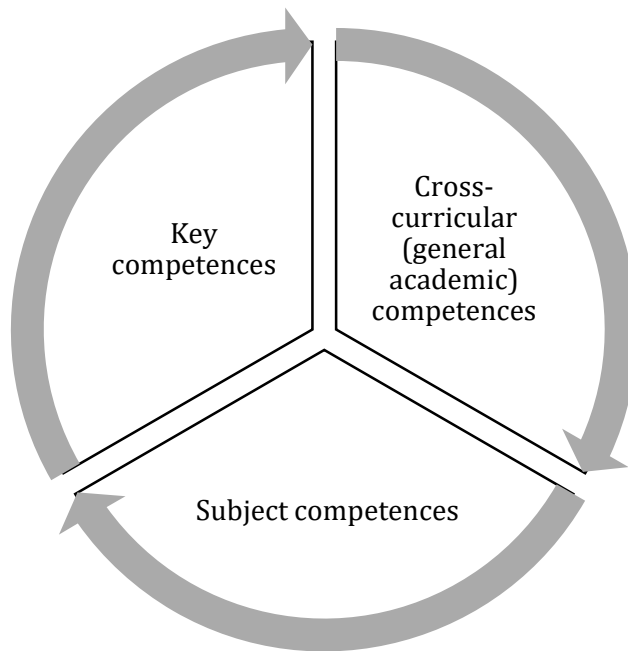


Fig. 3 – Hierarchical structure of competencies

Thus, key competencies also include cross-curricular and supra-curricular competencies. They are primarily manifested in the child's ability to perform functional and subject-specific types of activity. General subject-area competencies encompass the knowledge, skills, and abilities formed during the assimilation of the content of a particular educational domain from preschool through primary, secondary, and senior school; the child understands the role of a given domain in society and can practically apply the relevant skills within culturally appropriate activities to solve individual and social problems. Finally, subject-specific competencies constitute a component of general subject-area competencies and relate to a specific subject or discipline.

It should be noted that, drawing on the work of domestic psychologists, researcher I. Zimnia identified three groups of competencies. The first group comprises personal competencies – knowledge, skills, and abilities concerning the individual as a subject of life activity. The second group includes communicative competencies – the establishment of relationships and interaction with peers, adults, educators, teachers, and parents. The third group consists of activity-based competencies related to various types of the individual's activity¹⁷⁵.

¹⁷⁵ Ibid., p. 58

For example, H. Tarasenko distinguished three levels of competencies: key, general subject-area, and subject-specific¹⁷⁶.

Thus, based on the hierarchical systems examined, it is possible to trace the system of key competencies determined by the social system. This system varies across countries and depends on the values and worldview of each society. However, one of the clearly formed competencies in senior preschool children is natural-ecological competence.

According to the Basic Component of Preschool Education, “natural-ecological competence” is the child’s ability to behave appropriately in various life situations; it is based on an emotional-value attitude toward the natural environment and knowledge of the laws of nature and is formed through cognitive, exploratory, play, and labor activities¹⁷⁷.

Children with well-developed natural-ecological competence show curiosity about understanding the surrounding environment and their Motherland, are interested in phenomena and objects of planet Earth and visible objects of the vast Cosmos, respond emotionally to the natural environment while demonstrating respect for various forms of life, react positively to situations of interaction with different natural objects, and exhibit interest and activity in activities that ensure the cognition of nature and the formation of skills for appropriate behavior.

In other words, as S. Rudyshyn notes, preschool children already possess a well-formed foundation of knowledge, skills, and abilities¹⁷⁸.

Regarding natural science competence in preschool children, H. Chorna considers it essential that children have ideas about the nature of planet Earth and the Universe, understand that Earth is part of the vast Cosmos, and that its objects (stars, planets, comets, meteorites, etc.) are located very far away. Children of this age possess elementary notions about human exploration of space and know that Earth contains both non-living and living natural objects.

Meanwhile, L. Prysiashniuk points out that natural-ecological competence in senior preschool children includes awareness of the relationships between plants and animals and their functions in nature. The scholar believes that children at this age

¹⁷⁶ Tsytsiura, S. M. (2018). Key competencies of the New Ukrainian School: Workshop-seminar. *Pochatkove Navchannia ta Vychovannia*, (25/26), 14–32. p. 23

¹⁷⁷ Implementation of continuity in natural science education: Realities and prospects: Collection of scientific-methodological works / Ed. by R. K. Melnychenko, O. A. Sorochynska, & V. V. Tanska. (2018). Zhytomyr: O. O. Yevenok Publishing House. p. 21

¹⁷⁸ Modern trends and priorities of the competency-based approach in training future specialists in preschool and primary education: Collection of scientific-methodological works / Ministry of Education and Science of Ukraine, National Academy of Pedagogical Sciences of Ukraine, Ivan Franko Zhytomyr State University. (2016). Zhytomyr: Polissia. Part 2. p. 13.

can establish the dependence of natural objects on ecological factors and understand the characteristics and conditions of plant development. Among these elements are knowledge of developmental phases, ecological factors, soil fertility, and care¹⁷⁹.

At the same time, natural-ecological competence includes numerous subcomponents, such as understanding the existence of animals (stages of development, dependence on habitat, reactions to natural changes). Children are aware of the classification of plants and animals into groups, distinguish between wild and cultivated plants, wild and domestic animals, and know the rules of behavior toward them.

Important knowledge, skills, and abilities at this age also include understanding the main characteristics of non-living natural objects – water, air, clay, sand, and stones – which the child can identify during elementary experiments in preschool institutions or primary school.

Children with well-developed natural-ecological competencies are aware of the role and characteristics of individual objects and properties, comprehend physical phenomena of the surrounding world (softness, hardness, flowability, viscosity, solubility; buoyancy, speed, direction), and confidently name artificial materials produced by humans from natural raw materials (rubber, metal, fabric, paper, plastic, etc.).

Most importantly, preschool children must know the signs of the seasons and natural phenomena.

Drawing on the Concept of Ecological Education of Ukraine, attention should be paid to the fact that one of the tasks of educational-upbringing activity in preschool institutions is the formation of the foundations of natural-ecological competence and moral-value orientations of the personality, which constitute the basis for understanding the essence of nature and one's own re-evaluated behavior within humanistic value guidelines toward nature¹⁸⁰.

Examining the Basic Component of Preschool Education, it is evident that key competencies play a significant role in preschool children's acquisition of new knowledge, skills, and abilities.

¹⁷⁹ On the Concept of Ecological Education in Ukraine: Resolution of the Collegium of the Ministry of Education and Science of Ukraine No. 13/6-19 dated December 20, 2001. Retrieved October 18, 2025, from <https://zakon.rada.gov.ua/rada/show/v6-19290-01#Text>. p. 2

¹⁸⁰ Rudyshyn, S. D. (2016). Ecological competence as a general competence of natural science teachers. *Ukrainian Pedagogical Journal*, (3), 12–17.

Key competencies are those required by every individual for personal fulfillment and development, active citizenship, social inclusion, and employment – competencies capable of ensuring lifelong success¹⁸¹.

Therefore, it can be stated that the goal of the natural science educational domain in primary school is to form competencies based on the study of natural and ecological sciences. By mastering new knowledge, skills, and abilities, children will be able to successfully interact with nature in later life, thereby developing the foundations of critical thinking, safe behavior, and nature-conserving conduct.

In primary school, pupils can immerse themselves in the world of nature, gaining experience in its exploration, seeking answers to questions, observing the surrounding world, conducting experiments, creating learning models, demonstrating curiosity, and deriving joy from discovering nature. Building on the knowledge acquired in preschool institutions, the child in school systematizes natural science information, recognizes the diversity of nature and the interconnections among its objects and phenomena, explains the role of natural sciences and technology in human life, and behaves responsibly in the surrounding world.

Children with well-developed natural science competencies are able to critically evaluate facts, combine new experience with previously acquired knowledge, and creatively apply it to solve problems of a natural science nature¹⁸².

Thus, based on the analysis of the literature, a unified definition has been formulated: “competency” is an integrative personal formation that closely combines skills, abilities, knowledge, personal qualities, and experience that characterize the capacity and readiness to solve tasks and problems arising in real-life situations while being aware of the significance of the activity, its object, and its result. Natural science competence, in turn, strengthens natural-ecological values, motivation for appropriate ecological activity, ecological awareness, and personal experience of active engagement in diverse situations.

Under present-day conditions, it is necessary to form natural-ecological consciousness, which encompasses convictions, values, views, respectful attitude toward the natural-ecological world, love for nature, responsibility, etc. Natural science competence implies the child’s possession of a system of ecological knowledge about nature and rules of interaction with it, as well as the formation of experience in ecological activity.

¹⁸¹ Lysenko, N. V. (2015). *Eco-eye: A preschooler discovers the world of nature: Teaching-methodological guide*. Kyiv: Slovo. p. 10

¹⁸² Zhyvirikhina, L. A. (2014). Formation of ecological competence in preschool children. *Tavriyskiy Visnyk Osvity*, (4/48), 69–75. p. 69

Analysis of pedagogical literature reveals that the term “continuity” presupposes a certain gradualness and consistency in the knowledge, skills, abilities, and modes of activity that a preschool child must possess “vertically” throughout the learning process¹⁸³.

For instance, in the Ukrainian Pedagogical Dictionary, S. Honcharenko interprets continuity in learning as consistency and systematic arrangement of instructional material, connection, and coordination of stages and levels of the educational-upbringing process, realized during the transition from one lesson to the next (within a system of lessons) or from one year of study to the next. A. Bohush holds a somewhat different view, asserting that continuity in the educational-upbringing environment enables class teachers to be better acquainted with preschool education and upbringing programs and to take into account the achieved levels of children’s development, learning, and upbringing across all program sections, incorporating them into further primary school work¹⁸⁴.

In H. Hodina’s study aimed at ensuring continuity between the two educational levels, the following pedagogical conditions were identified:

- harmony of interconnection and transition in the tasks and content of program material (gradual expansion, complication, and deepening of knowledge, skills, and abilities acquired at the previous stage, with a prospective orientation toward the requirements of systematic learning in primary school);
 - ensuring interconnection between play and learning activities;
 - coordination of forms, means, and methods of organizing educational-upbringing work in preschool institutions and primary school;
 - methodological unity regarding different types of children’s activity in senior preschool groups and first grade – creation of a unified educational-developmental environment for children;
 - development of a unified targeted cooperation between preschool institutions, primary school, the community, and the family;
 - enhancement of the professional-pedagogical competence of educators in both educational levels (preschool and school)¹⁸⁵.

¹⁸³ Zaitseva, L. I. (2012). Formation of scientific-practical experience in the sphere of natural-object environment in senior preschool children: Theoretical and methodological aspect: Monograph. Melitopol: MMD Publishing House. p. 4

¹⁸⁴ Bohush, A. (2006). Continuity between preschool and primary education levels as a pedagogical problem. *Scientific Notes of Volodymyr Hnatiuk Ternopil National Pedagogical University. Series: Pedagogy*, (2), 58–61. p. 58

¹⁸⁵ Holovan, M. S. (2008). Competence and competency: Theory experience, experience of theory. *Higher Education of Ukraine*, (3), 23–30. p. 25

The pedagogical aspect of the problem of continuity determines its goal, content, methods, and forms, as well as the implementation of educational-upbringing tasks in preschool and primary education. O. Chepka states that continuity in learning activity is a concept characterized by interconnection and coordination of content, stages, and levels of the learning process, methods, techniques, and forms of its organization, whereby knowledge, skills, and abilities are formed in a specific order: each subsequent element of instructional material, being linked to and building upon the previous one, prepares the ground for mastering new material.

It should be noted that one of the ways to address the problem of continuity in the learning activity of senior preschool and junior primary school children is the search for the most appropriate means, methods, and forms of instruction, among which play-based methods are the most effective. Continuity in preschool and school education, as the author asserts, is characterized by the interconnection of the leading types of activity of senior preschool and junior primary school children, as well as by the coordinated work of educators aimed at forming the knowledge, skills, and abilities of senior preschoolers and first-graders on the basis of connection and coordination of content, methods, means, and forms of instruction in these two educational levels.

N. Manzheliy summarizes pedagogical approaches to the concept of “continuity” in the following provisions: broad interconnections in the content and methods of instruction; reliance on and development of prior knowledge and children’s skills; presentation of requirements that are feasible for pupils (in terms of methods and content, taking into account changes in the child’s personality development). We would add that the scholar interprets the term continuity from two interrelated perspectives: (1) from the standpoint of the dynamics of children’s development and (2) from the standpoint of the organization and implementation of the pedagogical process itself¹⁸⁶.

According to O. Kovshar, only through continuity is the integrity and ascending character of lifelong education achieved. In learning, continuity implies consistency and systematic arrangement of instructional material, connection and coordination of stages and levels of the educational-upbringing process, realized during the transition from one lesson to the next or from one year of study to the next.

Achieving continuity in school practice, as O. Kovshar notes, is ensured by methodically and psychologically substantiated construction of integrated programs and textbooks, adherence to the sequence from simple to complex in instruction and organization of pupils’ independent work, and the entire system of methodological

¹⁸⁶ Onishchenko, I. V. (2018). *New Ukrainian School – new content of education: Training. Pochatkove Navchannia ta Vykhovannia*, (22/24), 24–27. p. 25

means necessary for establishing connections and correct correlations between parts of a subject at different stages of its study; these are the requirements placed on the knowledge and skills of learners at each stage, on the forms, techniques, and methods of explaining new material, and on all subsequent work aimed at its assimilation¹⁸⁷.

The scholar believes that “continuity in the system of continuous education is understood as the interconnection between its adjacent levels that ensures the possibility of holistic personality development at all stages of its formation”¹⁸⁸.

The New Basic Component of Preschool Education states that continuity and perspective in children’s development in preschool and primary education institutions are ensured by several factors:

- coordination and targeted unity in child development at the preschool and primary education stages;
- identification of principles, intentions, and approaches common to preschool and primary education that are adequate to age-related patterns and leading types of activity guiding child development;
- use of forms and methods of pedagogical work corresponding to children’s age;
- consistent enrichment of educational outcomes reflected in the formation of competencies in preschool and junior primary school children¹⁸⁹.

Thus, interpretations of the term “continuity” are quite diverse; nevertheless, most authors agree that “continuity” comprises three interrelated elements (see Fig. 4).

¹⁸⁷ Concept of the New Ukrainian School. (2016). Retrieved October 18, 2025, from https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska_shkola-compressed.pdf. p. 2

¹⁸⁸ Ibid., p. 3

¹⁸⁹ Implementation of continuity in natural science education: Realities and prospects: Collection of scientific-methodological works / Ed. by R. K. Melnychenko, O. A. Sorochynska, & V. V. Tanska. (2018). Zhytomyr: O. O. Yevenok Publishing House. pp. 34–35

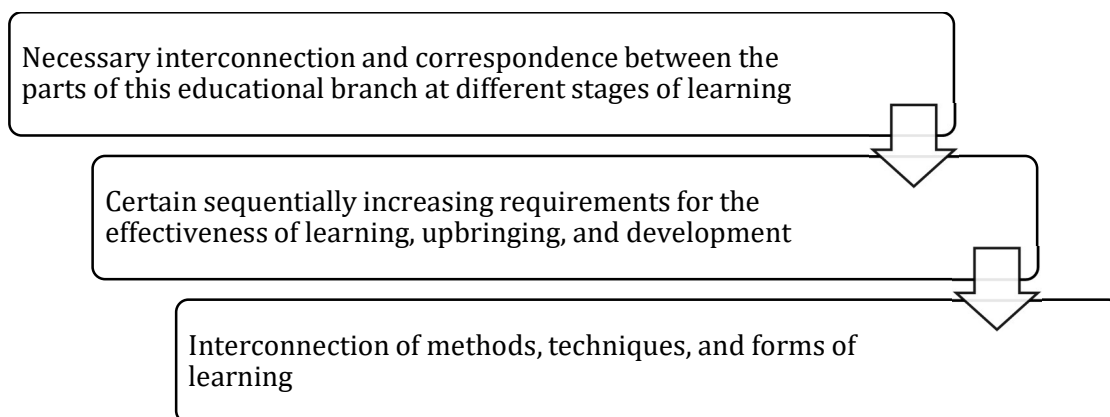


Fig. 4 – **Hierarchical structure of competencies**

Therefore, the implementation of the principle of continuity today contributes to successful preparation of the child for school, which can be achieved in various ways: through the system of preschool education or through organized classes for children not covered by public preschool education.

According to L. Ishchenko, preserving the child's subculture during the preschool period requires the use of play as the leading activity and the enrichment of the individual experience that the child has gained through all specifically child-oriented types of activity, including speech, communication, household, health-preserving, artistic-creative, and cognitive-exploratory activities¹⁹⁰.

It is precisely during the preschool years that the foundation is laid for the development of basic competencies and skills that a person needs throughout life. This involves the mutually complementary development of intellectual, emotional, and volitional qualities and processes, as well as the achievement of age-appropriate psychophysiological, physical, and psychological maturity. Such maturity enables the child to master a new social situation of development – the transition to systematic school education – and to acquire the new social role of a pupil together with the corresponding functions and actions that contribute to the formation of learning activity.

Thus, the maturity of personal qualities and mental processes ensures the successful development of learning skills at subsequent stages of school life. In junior primary school age, learning activity unfolds, building upon the age-related

¹⁹⁰ Kolomiets, L. I. (2012). The problem of ensuring continuity in teaching preschool and junior primary school children in the scientific heritage of L. S. Vygotsky. *Scientific Notes of Mykhailo Kotsiubynsky Vinnytsia State Pedagogical University. Series: Pedagogy and Psychology*, (3), 18–20. p. 19

achievements of the preschool period and requiring appropriate pedagogical methods and forms of work.

The principle of continuity in the content of natural science education between preschool institutions (ZDO) and primary school can be analyzed by comparing the preschool education program with the first-grade curriculum.

In preschool institutions, according to the program, children become familiar with objects of inanimate nature, learning, in particular, about the role of the Sun for living organisms and the importance of water and soil¹⁹¹. Continuity in the study of inanimate nature is observed in Grade 1, where, building on the knowledge acquired, first-graders explore certain properties of water and soil and deepen their understanding of the significance of these natural objects. When studying the topic “Plants,” preschool children realize that plants belong to living nature and learn to recognize plants of their local area. Upon entering school, they become acquainted with plant structure and learn to distinguish between trees, shrubs, and herbaceous plants as well as deciduous and coniferous trees. In preschool institutions, children are also introduced to the external characteristics of animals and taught to recognize and name domestic and wild animals, which serves as the basic foundation for further familiarization with the specific features of the life of domestic and wild animals.

The outstanding scholar A. Bohush believes that the criterion of continuity between preschool and primary education should include the school’s inheritance of the system of relationships “educator–child” and “child–educator” as well as the activity-based and communicative aspects of the child’s life at the preschool stage¹⁹².

To clarify the state of implementation of the continuity principle in teaching natural science disciplines in preschool institutions and primary school, a comparative analysis was conducted of the preschool education program “I Am in the World” and the integrated course “I Explore the World” in order to identify the core natural science knowledge.

Thus, senior preschool children explore the topic “The Plant World.” Colorful flowers, flowering bushes, and spreading trees attract children’s attention. They approach them, gently touch the petals at the adult’s request, smell them, run their hands over green leaves, imitate adults by watering the flowers, and memorize the names of some plants in their region. During this topic, they also become acquainted with various vegetables and understand that some vegetables grow underground

¹⁹¹ Dudik, H., & Shablykina, V. (2007). Formation of ecological consciousness in children starts from early childhood. *Primary School*, (6), 19–24.

¹⁹² Bohush, A. (2006). Continuity between preschool and primary education levels as a pedagogical problem. *Scientific Notes of Volodymyr Hnatiuk Ternopil National Pedagogical University. Series: Pedagogy*, (2), 58–61. p. 59

(potatoes, beets, onions) and perform different manipulations with the studied objects. When studying the topic “The Animal World,” the child spends a long time observing animals during walks, imitates their sounds, understands that some animals and birds can pose danger, and distinguishes animal movements. Finally, the topic “Natural Phenomena.” With the help of adults, the preschooler observes various weather conditions and phenomena. Children are able to establish cause-and-effect relationships, orient themselves in the properties of inanimate natural objects, distinguish the seasons, know their names and some characteristic features, and independently notice changes in nature.

Continuity in the educational process between preschool institutions and primary school is observed not only in content but also in the methods of teaching natural science. Thus, continuity in the learning process makes it possible to gradually increase the amount of knowledge, form a holistic idea of scientific knowledge in pupils, enables the teacher to apply productive teaching methods, and gradually increase the workload on pupils. To ensure continuity in the formation of natural science knowledge in first-graders, the following pedagogical conditions have been identified: taking into account the natural-ecological competence acquired by children in preschool institutions, using verbal and practical teaching methods and visual aids in lessons, and applying a variety of tasks for recognizing and distinguishing natural objects.

In the process of forming natural science competence in preschool children, educators primarily adhere to the following tasks: fostering a humane attitude toward nature, forming a system of natural-ecological ideas and knowledge about nature, and developing the ability to see and feel the beauty of the surrounding environment¹⁹³.

At a certain age stage, preschool children develop specific types of knowledge, skills, abilities, and natural-ecological competencies. For example, senior preschool children study plants, animals, and phenomena of inanimate nature; learn to identify them in space; and practice imitating the movements of plants and animals. At this age, analyzers such as visual and auditory ones are improved; the development of interest and attention to what is seen is important, as is the formation of a positive attitude toward them.

Thus, children have formed concepts about objects and natural phenomena that they encounter in everyday life. Educators in preschool institutions establish connections in children that they can cognize during classes, games, and object-sensory activity and reflect in the form of concrete ideas.

¹⁹³ Sukhorukova, H. (2013). Lessons of thinking amidst nature: Aesthetic complexes according to V. O. Sukhomlynskyi. *Doshkilne Vykhovannia*, (9), 7–9. p. 7

For instance, when mastering new knowledge, children's cognitive activity is activated. They are taught to observe, identify individual features of plants and animals, compare objects, and group them according to external characteristics. Already at this age, children can begin to establish cause-and-effect relationships.

By the age of five, children have developed a higher form of visual-figurative thinking, which enables them to better assimilate generalized knowledge. By the time they enter school, children are taught the needs of animals and plants and their dependence on living conditions. Curiosity, love and caring attitude toward nature, observation skills, the ability to find beauty in nature, and interest in agricultural work are also developed¹⁹⁴.

Senior preschool children develop richer and more diverse ideas about the plant world of Ukraine. They independently seek to become acquainted with garden plants that overwinter in the soil (narcissus, tulip, lily, iris) and can confidently identify and name early spring flowers (primrose, violet, anemone, snowdrop). Expanding knowledge about indoor plants and the specifics of caring for them is equally important, as is familiarization with medicinal plants (mint, wild strawberry, viburnum, cornflower, chamomile).

Drawing on the New Basic Component of Preschool Education, specifically the educational domain "The Child in the Natural Environment," it should be noted that senior preschool children are expected to have developed the following knowledge: general ideas about the nature of planet Earth and the Universe; understanding that their native Earth is part of the vast infinite Cosmos and that all its objects (stars, planets, comets, meteorites, etc.) are located very far away; elementary ideas about human exploration of infinite space; knowledge that on the blue-green planet Earth there are inanimate and living natural objects; awareness of the relationships between the plant and animal worlds and their functions in the natural environment; establishment of the dependence of all natural objects on ecological factors; understanding of the characteristics and conditions of plant development (developmental phases, ecological factors, soil fertility, care) and animal existence (developmental stages, dependence on habitat, reactions to seasonal changes); awareness of the classification of plants and animals into groups; knowledge that there are wild and cultivated plants as well as wild and domestic animals and the rules of behavior toward them; knowledge of the main properties of inanimate natural objects (air, water, sand, clay, stone) that can be identified during elementary experiments; awareness of the meaning of names and characteristics of individual

¹⁹⁴ Belenka, H. V., Naumenko, T. S., & Polovina, O. V. (2013). Preschoolers about the world of nature: Methodological guide for educators of preschool children. Kyiv: Borys Grinchenko Kyiv University. p. 19

properties of objects and physical phenomena of the surrounding world (hardness, softness, flowability, viscosity, buoyancy, solubility; speed, direction, etc.); possession of the names of artificial materials produced by humans from natural raw materials (metal, rubber, fabric, plastic, paper, etc.); knowledge of the signs of the seasons and natural phenomena.

They realize that human life is impossible without nature; are aware of the negative and positive impact of humans on the natural environment, environmental problems (especially climate change), and the need to conserve energy and water, sort waste, etc., in everyday life and possess initial skills of such behavior; consciously use knowledge about nature in various types of activity and life situations; and are oriented toward human activities aimed at preserving, restoring, and protecting nature¹⁹⁵.

However, based on this knowledge, according to the New Basic Component, children of this age should have developed the following skills: the ability to observe natural objects and phenomena of planet Earth and visible objects of the Cosmos; the ability to compare and group natural objects of the plant and animal worlds according to characteristic features; the ability, independently or with minimal adult help, to conduct simple experiments to explore the properties of natural objects, observe natural phenomena, notice changes in the state of nature and weather, and evaluate meteorological phenomena (air temperature, wind, precipitation, etc.); the ability to behave appropriately based on the assessment of natural phenomena and weather conditions.

With adult help, they are able to grow plants, care for pets, and look after them; demonstrate adherence to the rules of nature-appropriate behavior and skills of careful attitude toward resources; and respond to an adult's suggestions to preserve and improve the natural environment or provide assistance to living natural objects¹⁹⁶.

In the process of forming natural-ecological competence in preschool and junior primary school children, the principles of accessibility and scientific accuracy are primarily taken into account.

¹⁹⁵ Implementation of continuity in natural science education: Realities and prospects: Collection of scientific-methodological works / Ed. by R. K. Melnychenko, O. A. Sorochynska, & V. V. Tanska. (2018). Zhytomyr: O. O. Yevenok Publishing House. p. 12

¹⁹⁶ Ibid., p. 13

For example, V. Harkushevskiy believes that scientific cognition of the world occurs when correct ideas are provided, children's sensory experience is involved, and relationships and connections between objects and phenomena are analyzed¹⁹⁷.

The principle of encyclopedicity should not be forgotten – that is, the use of material from different branches of natural science.

The local lore (kraieznavchyi) principle is also significant: it involves studying nature using local material and becoming acquainted with objects that are not present in the given area through visual aids¹⁹⁸.

The effectiveness of developing natural science competence also depends on properly selected methods. Visual methods include observation, examination of pictures, and demonstration of films. Practical methods include experiments, play-based methods, and labor. Verbal methods – educator's stories, reading of literary works, and conversations – are no less effective.

In scientific literature, observation is defined as planned, purposeful perception of phenomena and objects under the guidance of an adult or educator¹⁹⁹.

There are several types of observation according to the form of organization (individual, group, and collective), duration (short-term and long-term), and didactic purpose (introductory, repeated, and final).

L. Ishchenko emphasizes that the formation of natural science competencies occurs more effectively through observation during walks, excursions, games, and labor. Considerable attention is given to the educator's stories and conversations using demonstration pictures and films as well as reading literary works²⁰⁰.

N. Kot draws attention to the fact that natural-ecological competencies are best developed during structured classes, which are the main form of organizing children's familiarization with nature. Classes are held at set times according to the program and a prepared plan. They are structured to develop children's speech and cognitive abilities in the process of becoming acquainted with nature and to foster interest in and love for nature.

¹⁹⁷ Harkushevskiy, V. S. (2016). Pedagogical conditions of continuity in the content of natural science-mathematical and special training of labor education teachers. *Psychological and Pedagogical Problems of Rural Schools*, (18), 30–37. p. 30

¹⁹⁸ Derkach, V. (2015). Current issues of continuity in the organization and content of preschool and primary education. *Primary School*, (10), 6–8. p. 6

¹⁹⁹ Hushlevska, I. (2014). The concept of competency in domestic and foreign pedagogy. *Path of Education*, (3), 22–24. p. 23

²⁰⁰ Kolomiets, L. I. (2012). The problem of ensuring continuity in teaching preschool and junior primary school children in the scientific heritage of L. S. Vygotsky. *Scientific Notes of Mykhailo Kotsiubynsky Vinnytsia State Pedagogical University. Series: Pedagogy and Psychology*, (3), 18–20. p. 18

Therefore, as the scholar asserts, the main goal during a class is for all children to master the program material²⁰¹.

O. Maksymova's view is interesting: he believes that during excursions, preschool children can better understand the essence of certain natural phenomena and processes, which contributes to the better development of natural-ecological competence. An excursion, according to the scholar, allows children to communicate freely with nature in natural settings – in a garden, field, forest, or grove. Nature walks, which can be conducted with children of different ages, are also effective²⁰².

Familiarizing children with nature in kindergarten requires constant direct contact with it. One of the important conditions ensuring this process is the organization of a nature corner in the kindergarten. Children's observation of plants and animals and labor in the nature corner are organized throughout the entire school year. Labor in the nature corner is carried out every day. Children observe plants, gradually learn to treat them with care, acquire elementary labor skills, and are taught to work together – first with each other and then independently with adults.

The preschool institution has its own plot where children spend most of their time, especially in warm seasons. In general, the plot is a place for diverse interaction with the environment: walks, games, observations of plants and animals, and classes throughout the year.

Together with the educator, children grow and care for plants and gain concrete ideas about their development. In the process of caring for plants, preschool children develop the ability to correctly use tools for soil cultivation and plant care and cultivate a caring attitude toward nature.

An important component of forming natural-ecological competence is the constant familiarization of children with artistic words and literary works.

Deep interest in the surrounding natural space is fostered by information carefully selected by adults from ecologically oriented works – both artistic and popular science (e.g., by V. Sukhomlynskyi, D. Pavlychko, L. Kostenko, etc.) – as well as the adult's own stories based on personal experience of communicating with living nature. Children are especially fascinated when the topic concerns the animal world. Folk tales come to the foreground here. Young children listen spellbound to tales

²⁰¹ Melnychenko, R., & Tanska, V. (2018). Ecological competence of a teacher as a prerequisite for continuous ecological education and upbringing. *Scientific Notes*, (4/2), 271–275. p. 274

²⁰² Onyshkiv, Z. M. (n.d.). Continuity in educational-upbringing work with preschoolers and junior primary school pupils in the "preschool institution – primary school" complex. *Girska Shkola*, (1), 25–27. p. 26

about “Cunning Little Fox-Sister” and “Swift Wolf-Brother,” “Speckled Hen” and the turnip that was pulled from the ground with the help of the little mouse, and so on²⁰³.

Generations of children have grown up with these stories, which nurture love for plants and animals. A child deprived of fairy tales in childhood grows up harsh and cruel toward living beings. Such a person feels no pity, can easily throw a dog or cat out into the street when it is no longer needed, or even raise a hand against a loved one.

Natural-ecological games and their tasks enable the child to feel part of nature, respond to problems, and arouse the desire to help and protect nature from danger. Examples include “The Tale of a Little Cloud,” “From a Pure, Transparent Droplet,” “Why Does the Bird Sing So Merrily?” and others²⁰⁴.

According to Z. Plokhii, plot-based games with natural-ecological content are no less effective; they help children become acquainted with human activities that protect and study the state of nature. Play performs an important role in the emotional-value formation and development of a responsible attitude toward the natural environment²⁰⁵.

The most important result of a child’s play activity is a high level of emotional satisfaction with the process, which best corresponds to the needs and possibilities of cognizing the surrounding world and building harmonious relationships with nature.

When selecting natural objects and phenomena for play tasks and trainings, the child’s overall attitude toward the environment should be taken into account, as it shapes their attitude toward the objects of their immediate surroundings. Preschool children are particularly interested in search-oriented didactic games such as “Possible – Impossible,” “Who Prepares for Spring and How?,” “Snow in the Fairy-Tale Forest,” etc., as well as meditation games: “I Am a Little Cloud,” “I Am a Swift Rain,” “I Am a Strong Wind,” and others²⁰⁶.

To further expand preschool children’s natural-ecological knowledge today, it is recommended to conduct observation-based conversations such as “Rain and a

²⁰³ Plokhii, Z. (2014). Ecological-developmental environment of a preschool educational institution: Innovative approaches. *Doshkilne Vykhovannia*, (7), 6–10. p. 6

²⁰⁴ Prysiazhniuk, L. (2014). Ecological fairy tale in work with senior preschool children. *Doshkilne Vykhovannia*, (9), 20–24. p. 22

²⁰⁵ Prysiazhniuk, L. A. (2015). Familiarizing preschool children with nature: Environmental dimension. In *Current issues of preschool and primary education in the context of European educational strategies* (pp. 191–194). Vinnytsia: Nilan-LTD. p. 192

²⁰⁶ Prysiazhniuk, L. A. (2016). Organization of active-effective cognition of nature by preschool children in the context of empowerment pedagogy. In *Current issues of preschool and primary education in the context of European educational strategies* (pp. 44–48). Vinnytsia: Nilan-LTD. p. 45

Bright Rainbow,” “Strong Wind, or How Air Moves,” “The Sun, Air, and Water Are Our Best Friends,” and others. Research-search activity occupies an important place in ecological education²⁰⁷.

Here, answers should not be given immediately but gradually; children should be encouraged to find the answers themselves. Children immediately become interested in solving problem-based and logical tasks on natural-ecological topics. This arouses cognitive activity and genuine interest in the environment. Examples include: “Who Runs Faster – the Rooster or the Sparrow?,” “Why Are Trees Bare in Autumn?,” “When Does This Phenomenon Occur?” Educators’ experience shows that rather complex nature-conservation topics can be introduced into the content of natural-ecological education of preschool children, such as “Let There Be Cleanliness on Earth,” “Rules of Behavior on the Street,” “The Famous Red Data Book of Ukraine,” “If Only Trees Could Speak.” To form natural-ecological competence in children, it is recommended to conduct a series of classes on topics such as “Medicinal Plants for Health and Strength,” “Vitamins for Health,” “The Danger of Waste,” “Healing Treasures of Mother Earth,” “Drinking Water of the Planet,” etc., during which children can become acquainted with the properties of natural materials and resources²⁰⁸.

An important goal of such classes is to help children realize that all natural resources are components of the living environment of various living creatures. The cultural criteria of senior preschool children’s interaction with the environment include natural-ecological ideas, the ability to establish causal relationships in nature, interest in natural objects and phenomena, emotional reactions to violations of their use, and the desire to observe norms and rules of behavior in the environment.

Using various methods, the educator must ensure that children, while performing a certain type of activity, are aware of its purpose and evaluate the results achieved. Increasing attention to the formation of natural-ecological competence in preschool children requires the search for diverse forms of familiarizing them with the environment.

One such form, which is still insufficiently used by educators in pedagogical practice, is the targeted nature walk – a convenient and useful form of organizing children’s leisure that involves pedestrian movement and enables familiarization with the immediate natural surroundings.

Thus, targeted walks bring variety to children’s lives, enrich their ideas, and allow them to better understand the natural environment of the area where they live:

²⁰⁷ Prysiazniuk, L. (2014). Ecological fairy tale in work with senior preschool children. *Doshkilne Vykhovannia*, (9), 20–24. p. 24

²⁰⁸ Tarasenko, H. (2014). Ecology of childhood: Polylogue of scientific-pedagogical approaches. *Doshkilne Vykhovannia*, (5), 3–6. p. 5

forest, meadow, park, field, square, pond, or river. Such walks can be conducted not only for cognitive purposes but also for cognitive-practical ones – collecting berries or seeds of wild herbs to feed birds in winter. The difference between targeted walks and daily ones is that they take place outside the preschool institution. The volume of program tasks to be implemented during a targeted walk is significantly smaller than that of an excursion, yet the value of such walks lies in the fact that, thanks to their regularity, changes in natural objects can be traced and their causes identified.

A preschool child already possesses certain formed knowledge, skills, and abilities that they can use independently in life. Thus, children at this age are able to realize that human life is impossible without nature; are aware of the negative and positive impact of humans on the natural environment, environmental problems (especially climate change), and the need to conserve energy and water, sort waste, etc., in everyday life and possess initial skills of such behavior; consciously use knowledge about nature in various types of activity and life situations; and are oriented toward human activities aimed at preserving, restoring, and protecting nature.

The Concept of the New Ukrainian School notes that among the main natural-ecological skills formed in preschool children are the ability to observe natural objects and phenomena of planet Earth and visible objects of the Cosmos; the ability to classify and group natural objects of the animal and plant worlds according to characteristic features; the ability, independently or with minimal adult help, to conduct simple experiments to explore the properties of natural objects, observe natural phenomena, notice changes in the state of nature and weather, and evaluate meteorological phenomena (air temperature, wind, precipitation, etc.). Children at this age are capable of appropriate behavior based on the assessment of natural phenomena and weather conditions. With adult help, they are able to grow plants, care for pets, and look after them, demonstrating adherence to the rules of nature-appropriate behavior and skills of careful attitude toward resources, and they respond to an adult's suggestions to preserve and improve the natural environment or provide assistance to living natural objects²⁰⁹.

Thus, continuity in the educational process consists in the formation of natural-ecological competence in senior preschool children. Starting from the first grade, pupils, building on the knowledge acquired, develop research activity skills. Pupils learn to define the purpose of research, formulate hypotheses, choose and explain actions for studying natural objects, and determine possible results of observations and experiments. At this age, pupils plan research by suggesting a

²⁰⁹ Lysenko, N. V. (2015). *Eco-eye: A preschooler discovers the world of nature: Teaching-methodological guide*. Kyiv: Slovo. p. 13

sequence of steps during observation and modeling of selected natural phenomena and objects using the provided instruments and models. Pupils learn to analyze and substantiate research results, formulate conclusions, describe, and observe.

The final stage in using acquired natural competencies is pupils' self-analysis of their research activity, on the basis of which they describe and explain what they have learned, rejoicing in the discovery of something new and understanding that mistakes are an integral part of cognition.

Thus, the foundation of natural science competencies is ecological knowledge. It is through the assimilation of ecological knowledge that preschool children are informed about ecological problems and helped to become aware of ecological norms and values.

Modern natural-ecological knowledge includes key ecological ideas: the integrity of nature in the biosphere and the interconnection of all its components as well as the need to protect nature and its diversity. Therefore, the formation of ecological consciousness generates a personal attitude toward preserving the natural environment as a condition for the well-being of future generations.

Ecological values, which lie in aesthetic, ethical, cognitive, and practical attitudes toward nature, influence the individual's behavior. The individual's awareness of ecological problems and readiness to engage in various practical actions aimed at conserving and preserving the natural environment signifies a value-based attitude toward nature.

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2.4. Theoretical and methodological foundations of continuity in the formation of computer literacy in preschool and early primary school children

At the current stage of societal development, the issue of continuity between preschool and primary education remains one of the most pressing and complex challenges in the general education system. While preserving continuity with the preschool period, which is aimed at the comprehensive development of the child, the formation of moral norms, and the acquisition of social experience, primary school ensures the further formation of the child's personality and their physical, intellectual, and social development. It fosters a value-based attitude toward the state, native land,

Ukrainian culture, health, creative self-expression, critical thinking, and other competencies.

The necessity of continuity in the work of interconnected educational levels was emphasized as early as by J.A. Comenius, J.H. Pestalozzi, S.F. Rusova, and K.D. Ushinsky.

Organizing the educational process on the principles of continuity and prospectivity will ensure the comprehensive harmonious development of a self-sufficient, initiative-driven, and competent personality at the initial contiguous stages of the lifelong education system. The implementation of these principles in preschool education institutions and primary schools consists in ensuring unity, interconnection, and cross-cutting coordination of goals, content, methods, and forms of organizing the educational process with preschool and early primary school children. Mandatory consideration of the level of development with which a child enters the first grade of school will contribute to the organic and natural enrichment of personal development initiated during the preschool period and will create conditions for the child's successful further growth and transition from the first level of education to the next.

Such normative documents as the Law of Ukraine "On Education" (2017), the State Standard of Primary General Education (2018), the Basic Component of Preschool Education (new edition, 2021), and the New Ukrainian School: Conceptual Principles of Secondary School Reform (2018) actualize the need to adhere to the principle of continuity between preschool and primary education^{210 211 212}.

Contemporary scholars and practitioners still lack a unified approach to understanding continuity as a pedagogical category. This is evidenced by the research of H. Bohoslavets, who notes that continuity is interpreted in scientific literature as a pedagogical principle, a general pedagogical regularity, a methodological principle, or a didactic principle²¹³.

²¹⁰ Basic Component of Preschool Education (State Standard of Preschool Education): approved by the Order of the Ministry of Education and Science of Ukraine dated 12.01.2021 No. 33. URL: <http://surl.li/jyzt>

²¹¹ Kosenchuk O.H. (2021). Formation of child competencies: continuity of preschool and primary education. *Visnyk NAPN Ukrainy*, 3(2), 1–6.

²¹² State Standard of Primary General Education: approved by the Resolution of the Cabinet of Ministers of Ukraine dated February 21, 2018, No. 87. URL: <https://www.kmu.gov.ua/ua/npas/pro-zatverdzhennya-derzhavnogo-standartu-pochatkovoyi-osviti>

²¹³ Bohoslavets H.I. (2020). Continuity and succession in children's education as a condition for ensuring the quality of the educational process: Teaching-methodological manual. Cherkasy:

In particular, O. Savchenko defines continuity as a didactic principle that presupposes connection and coordination in the goals, content, and organizational-methodological support of adjacent stages of education (preschool – primary – basic school)²¹⁴.

O. Kosenchuk points out that continuity in learning is a dynamic, multifaceted, integrative characteristic of pedagogical interaction that creates conditions for lifelong continuous education, stimulates the adaptive potential of older preschool and early primary school children, and presupposes the existence of interconnected goals, content, methods, organizational forms, and requirements for the level of learning and upbringing at contiguous stages of education²¹⁵.

According to L. Kalmykova, continuity between preschool and primary education should be regarded as an important condition for continuous education that must ensure unity, interconnection, and coordination of goals, content, methods, and forms of teaching and upbringing, taking into account the age-specific characteristics of preschool children²¹⁶.

N. Miskova characterizes continuity as a space for implementing a unified, dynamic, and prospective system of upbringing and education of older preschoolers and early primary school pupils in the pedagogical process of preschool education institutions and schools²¹⁷.

According to A. Bohush, continuity implies thorough familiarity of first-grade teachers with the content of the State Standard of Preschool Education, basic and variable thematic programs of child development, upbringing, and education, as well as with the methods of educational work in preschool institutions. Continuity between preschool education institutions and primary school involves, on the one hand, transferring children to school with a level of general development and upbringing that meets the requirements of school education and, on the other hand, the school's

Editorial and Publishing Department of the Cherkasy Regional Institute of Postgraduate Pedagogical Education of the Cherkasy Regional Council. p. 5

²¹⁴ Savchenko O.Ya. (2000). Continuity and prospectivity in the work of the first two levels of education. *Doshkilne Vychovannia*, (11), 7–9.

²¹⁵ Kosenchuk O.H. (2021). Formation of child competencies: continuity of preschool and primary education. *Visnyk NAPN Ukrainy*, 3(2), 1–6.

²¹⁶ Kalmykova L. (2000). Modern problems of continuity and prospectivity and ways to solve them. *Nastupnist i Perspektyvnist u Navchanni i Vychovanni Ditei Doshkilnoho ta Molodshoho Shkilnoho Viku: Conference materials* (pp. 10–15). Pereiaslav-Khmelnitskyi.

²¹⁷ Miskova N.M., Khomiak O.A., Kyrylovych O.F. (2020). Ensuring continuity in the work of educators in the inclusive environment of preschool education institutions and the New Ukrainian School. *Pedahohika Formuvannia Tvorchoi Osobystosti u Vyshchii i Zahalnoosvitnii Shkolakh*, No. 73(1), 73–77. Zaporizhzhia: Classical Private University.

reliance on and active use of the knowledge, skills, qualities, and abilities already acquired by children at the preschool stage for their further comprehensive development²¹⁸.

Modern society is characterized by the global process of informatization and a rapid transition to a new stage of development – the information society. In this regard, one of the main strategic goals of information society development in Ukraine is to ensure computer and information literacy of the population, primarily through the creation of an education system oriented toward the use of modern information and communication technologies (ICT) in forming a comprehensively developed personality. Consequently, in the contemporary pedagogical context, issues of continuity between preschool and primary education in ensuring the uninterrupted formation of the foundations of computer literacy in children become highly relevant. Through informatics education already at the preschool age, the prerequisites are laid for the growing individual's adaptation to the accelerating processes of societal informatization and integration into this society. In kindergarten, children master the simplest informatics terms and develop skills in drawing conclusions and justifying the course of task solution through reasoning – which serves as the foundation for further work at school.

The volume of information that children must assimilate meaningfully rather than mechanically is constantly growing and requires more sophisticated forms, methods, and techniques of teaching. Information and computer technologies provide significant assistance to educators in improving the organization of educational work with children and enhancing its quality. The use of computers and other electronic devices can contribute to the development of creativity and analytical abilities in children. They learn to solve problems, calculate game strategies, and develop imagination. Since children encounter the Internet at an increasingly younger age and insufficient computer literacy can affect their online safety, it is important to teach them the basics of Internet safety, in particular how to avoid dangerous situations and protect personal data.

At the same time, computer literacy can open new opportunities for children's learning and development. They gain access to online resources, virtual museums, educational games, and much more, which contributes to expanding their knowledge and skills. Computer skills are becoming increasingly important for successful schooling. Children who possess a certain level of computer literacy generally lag behind less and adapt more easily to the school environment.

²¹⁸ Bohush A.M. (2012). The vector of continuity of state standards of preschool and primary education. *Doshkilne Vykhovannia*, (7), 21–23.

The content of the concept of computer literacy varies significantly. Without claiming completeness, the following overview presents interpretations of this concept offered by different authors at different times.

According to L. Makarenko, computer literacy encompasses operations with a personal computer, i.e., the ability to use computer software, work with electronic texts and spreadsheets, and create presentations and databases²¹⁹.

Given Ukraine's signing of the Association Agreement with the European Union, the main goals of information society development in Ukraine are gradually being aligned with European benchmarks. Among them is the "Digital Agenda for Europe" initiative, which defines priority areas for building the information society within the framework of the European economic development strategy²²⁰.

To integrate into global digitalization processes, in 2016 the Cabinet of Ministers of Ukraine presented the "Digital Agenda for Ukraine 2020" project and the Concept of Upbringing Children and Youth in the Digital Space^{221 222}. Among the priority areas and initiatives of Ukraine's digitalization is the dissemination of digital education. The aforementioned documents widely use the concepts of "digital literacy," "digital competence," and "digital intelligence," emphasizing the relevance of forming cross-platform digital competence, where subject learning occurs through the use of digital technologies²²³.

L. Havrilova and Ya. Topolnyk note that the concept of computer literacy (digital literacy) is widely used in foreign pedagogy. At the beginning of the 21st century, with the development of the Internet, foreign scholars (P. Gilster, H. Jenkins, M. Warschauer, T. Matuchniak, A. Martin, E. Hargittai, and others) formulated the concept of digital literacy as a system of cognitive, social, and technical skills that ensure a person's high-quality existence in the information environment. Researchers believe that computer literacy depends on the formation of three types of skills: hardware skills (interaction with computers and any other devices that enable access

²¹⁹ Pevse A.A., Makarenko L.L., Oros I.N. (2018). Features of informatization of education in the system of lifelong education. In N.G. Nychkalo (Ed.), *Continuous education in sociocultural dimensions: Collective monograph* (pp. 128–142). V.M. Slabka (Scientific Ed.). Ministry of Education and Science of Ukraine, M.P. Drahomanov National Pedagogical University, Department of Adult Education. Kyiv: Helvetica Publishing House.

²²⁰ A Digital Agenda for Europe. URL: <https://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0245:FIN:EN:PDF>

²²¹ Concept of Upbringing Children and Youth in the Digital Space. (2021). National Academy of Pedagogical Sciences of Ukraine. 52 p. <https://naps.gov.ua/ua/press/releases/2384/>

²²² Digital Agenda – 2020 Project. (2016). URL: <https://ucci.org.ua/uploads/files/58e78ee3c3922.pdf>

²²³ Ibid.

to the network or creation of digital artifacts); software skills (interaction with software that provides opportunities to work with content); and meta-skills (universal skills for working with digital technologies), including the design and development of digital online or offline environments²²⁴.

Using a computer as a tool of activity should be as natural as modern people's fluent mastery of writing and counting skills. Since ICT education is actively entering school life and the computer has confidently and reliably taken its place in the life of modern individuals – including primary school pupils – the age threshold for encountering and mastering the computer is inexorably lowering. Today's schoolchild must be able to use a computer as freely and easily as they use a pen, pencil, or ruler.

However, by the time they enter school (age 6–7), children usually have some experience interacting with simple gaming computer devices, which gives rise to a number of questions: How does a computer work? What is it made of? What is inside it? Why does it execute commands? The primary school informatics course is designed to answer these and other questions.

Methodological approaches of contemporary scholars to the problem of forming and developing information culture and computer literacy and implementing information and communication technologies in the educational process are presented in the works of V. Bykov, R. Williams, A. Hurzhii, Yu. Doroshenko, A. Yershov, M. Zhaldak, Yu. Zhuk, V. Lapinskyi, N. Lystopad, V. Monakhov, I. Pidlasyi, O. Spivakovskiy, and others.

It is important to note that, despite the inclusion of the educational line "Computer Literacy" in the Basic Component of Preschool Education, attention to the formation of this personality component in preschool children is given only in two educational programs – "Dytyna" ("Child") and "Ya u Sviti" ("I in the World").

Scientific sources have long debated the dilemma between the need to introduce the educational line "Computer Literacy" into preschool development programs and the categorical prohibition of using computers in work with preschool children. However, analysis of psychological-pedagogical studies (V. Bykov, A. Hurzhii, Yu. Doroshenko, A. Yershov, M. Zhaldak, Yu. Zhuk, V. Madzihon, V. Rudenko) reveals a steady trend toward the inevitable informatization of education.

Comparison of current programs and the concept made it possible to generalize the main directions of using information and communication technologies

²²⁴ Havrilova L.H., Topolnyk Ya.V. (2017). Digital culture, digital literacy, digital competence as modern educational phenomena. *Informatsiini Tekhnolohii i Zasoby Navchannia*, Vol. 61, No. 5, 1–14. p. 6

in preschool education institutions, their implementation in practice. and the formation of information competence in preschool children²²⁵.

The first direction is the use of computer technologies in conducting classes and other forms of organizing the educational process in preschool institutions, i.e., using computer equipment solely as a means of teaching and upbringing children.

The second direction is conducting classes directly aimed at forming computer literacy through the implementation of the educational line "Computer Literacy," i.e., equipping children with knowledge, skills, and abilities that constitute information competence and represent the elementary foundations of informatics as a field of knowledge.

The third direction is the development of cognitive abilities, motivation for learning, and creative abilities – that is, the main components of the child's mental and personality development.

Thus, it can be concluded that, like the formation or development of any personal competence, the formation of computer literacy in a child occurs in a cross-cutting manner. At the same time, it is necessary to identify the main pedagogical conditions for the success of this process, the most important of which remain compliance with and consideration of, first and foremost, the health-preserving requirements of the educational environment and the age-specific characteristics of preschool children. Scholars emphasize the possibility of mastering computer technologies already in preschool childhood, provided that computer tools do not have harmful consequences for the child.

In summary, in most studies, computer literacy appears as a systemic set of knowledge and skills necessary for a person to live and work in the information society and to use the computer as a tool of intellectual work.

Scholars distinguish three levels of computer literacy proficiency. The level of elementary computer literacy involves mastering a minimal set of knowledge, skills, and techniques for working with a personal computer. The level of functional computer literacy presupposes mastering the necessary and sufficient knowledge in the field of information technologies and proficiency in the most general methods of activity aimed at transforming reality objects using computing equipment. The level of systemic professional computer literacy is characterized by the formation of professionally significant qualities in the field of information technology use that enable self-realization in specific types of professional activity and in the modern information environment.

²²⁵ Kalmykova L. (2000). Modern problems of continuity and prospectivity and ways to solve them. *Nastupnist i Perspektyvnist u Navchanni i Vykhovanni Ditei Doshkilnoho ta Molodshoho Shkilnoho Viku: Conference materials* (pp. 10–15). Pereiaslav-Khmelnitskyi.

The learning outcomes for the variable component of the Basic Component of Preschool Education – namely the educational line “Computer Literacy” – provide for the formation of elementary information competence, the components of which are: familiarity with the computer and methods of controlling it using the keyboard and mouse; the ability to understand and use special terminology (keyboard, screen, program, disk, key, computer games, etc.); elementary techniques for working with the computer while performing gaming and educational-developmental programs created for preschool children; and the ability to follow rules of safe behavior when working with a computer²²⁶.

This approach is clearly reflected in the research results of O. Kyvliuk, where computer literacy includes the following main components: primary information about the concept of information and methods of its use; the main components of a PC and their purpose; the concept of an algorithm and methods of its description; the concept of the role and place of computing technology in various spheres of human activity; initial skills in working with a PC; the concept of PC software; and the essence of algorithmization and programming²²⁷.

The new State Standard of Primary Education, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 87 dated February 21, 2018, defines information and communication competence, which involves mastering the basics of digital literacy for development and communication, and the ability to safely and ethically use information and communication competence tools in learning and other life situations. The goal of the informatics educational branch is to form information-communication competence and other key competencies, the ability to solve problems using digital devices, information-communication technologies, and critical thinking for development, creative self-expression, personal and societal well-being, and skills for safe and ethical activity in the information society²²⁸.

The goal and objectives of the informatics educational branch are to lay the primary skills of information culture and the foundations of computer literacy in children, to prepare pupils’ thinking for perceiving modern information technologies,

²²⁶ Basic Component of Preschool Education (State Standard of Preschool Education): approved by the Order of the Ministry of Education and Science of Ukraine dated 12.01.2021 No. 33. URL: <http://surl.li/jyzt>

²²⁷ Kyvliuk O. (2007). Formation of elements of computer literacy in early primary school pupils: Abstract of the dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.09. Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine. Kyiv. p. 11

²²⁸ State Standard of Primary General Education: approved by the Resolution of the Cabinet of Ministers of Ukraine dated February 21, 2018, No. 87. URL: <https://www.kmu.gov.ua/ua/npas/pro-zatverdzhennya-derzhavnogo-standartu-pochatkovoyi-osviti> . pp. 2, 5

while ensuring continuity in learning and the ability to exert multifaceted educational, developmental, and upbringing influence on pupils, contributing to the formation of a personality capable of correctly choosing their life path based on their own abilities, level of competence, and competitiveness.

Computer literacy is a component of the content of informatics as a science, the essence and structure of which continue to be debated. From the first days of schooling, it is necessary to teach a child to interact freely with a computer, to use it consciously when performing necessary tasks, to form elementary skills in working with the computer and the devices studied, to ensure the development of pupils' creative thinking, and to realize the main upbringing objectives.

The widespread introduction of ICT in primary school has contributed to the creation of educational software tools aimed at forming the information culture of early primary school pupils. A significant base of Ukrainian-language electronic educational-methodological complexes has been developed as a means of ICT support for school disciplines that meet modern, updated primary school standards. Such electronic complexes include: educational application software and testing shells (electronic tutors, multimedia trainers, encyclopedias, atlases, assessment and control programs, etc.); subject-oriented environments (subject-game environments, modeling programs, cartographic resources, macro- and micro-worlds, etc.); and integrated learning tools (electronic publications, multimedia presentations, laboratory practicums, etc.).

Modern application software and ICT support for core primary school disciplines are developed taking into account the developmental characteristics of younger pupils and have the following specific features: information saturation of electronic resources (simultaneous harmonious integration of different types of information: high-quality graphic, audio, photo, and video information); organic combination of educational and gaming components in the software tool; availability of convenient navigation tools; the ability to work with the computer in dialogue mode – interactivity of software tools; a built-in help system; development of a “virtual reality” interface that allows working with a new generation of modern content (e.g., viewing 3D video, recording the pupil's personal achievements during work, etc.).

Educational online platforms (e.g., Learning.ua, EdEra, Hypermarket of Knowledge) that contain various practical materials – interactive tasks, interesting problems, self-check exercises – presented in an attractive (sometimes gaming) form, along with means of mastering the learning material, are actively spreading in primary school practice. Programs and interactive tasks are developed in accordance with the updated standards of the Ministry of Education and Science of Ukraine and also comply with international educational standards such as Common Core, particularly

in mathematics. In addition, such online platforms include school online textbooks, manuals, and didactic materials.

The computer, which has confidently and reliably taken its rightful place both among all other traditional school subjects and in the life of modern people, is being actively introduced in primary school. There is no doubt that, in addition to perfect command of the native language, the present time requires young people to possess computer literacy and familiarity with modern information technologies. Using the computer as a learning tool at the earliest stages of education is one of the conditions for forming pupils' computer literacy as a social demand of the school.

The ongoing debates about the content of informatics as a school subject and its place in the basic and variable parts of the curriculum only increase its multifaceted nature. In this regard, there arises a need for earlier familiarization of children with the computer in the form of regular classes. Therefore, when introducing the subject of informatics in primary grades, it is necessary to form elementary skills in working with a computer, to develop basic informatics concepts using various types of programs and trainers, and to build the learning process taking into account the age and individual characteristics of pupils.

The development trends of preschool and primary education in the context of reforming general secondary education based on the Concept of the New Ukrainian School have much in common. In particular, senior preschool and early primary school age are the most productive periods for developing children's information-computer competencies and computer literacy, since the use of the digital environment and information-computer technologies helps solve current educational problems.

The use of information and computer technologies at preschool and early primary school age can improve the level of perception, assimilation, and comprehension of new knowledge. Such technologies provide children with the opportunity to learn in an interactive and engaging environment. Creating the foundations of computer literacy in children of the specified age also involves taking into account the individual characteristics of each child. While some children can quickly adapt to the information-computer environment, others may need more time and support.

In addition, it is important to consider the psychological and ethical aspects of children's use of computers and the Internet, as they must learn to use these technologies responsibly, follow online safety rules, and develop ethical skills – for example, respecting the privacy of other users and being cautious with the information they share online.

Under appropriate conditions and with the use of modern tools and technologies, the formation of computer literacy in preschool and early primary

school children can become an extremely productive and beneficial stage of their development, preparing them for further education and life in a digital society.

We support the opinion of scholars who emphasize the importance of teaching computer literacy to children starting from preschool age. To this end, educators are recommended to select specific topics such as the history of computing technology, rules for using a computer, the basics of algorithmization, computer components, and their use in everyday life.

As evidenced by the analysis of normative documents, both the Basic Component of Preschool Education (2021 edition) and the State Standard of Primary Education (2018) prioritize person-oriented, competence-based, activity-based, and environment-based approaches to addressing the main objectives of preschool and primary education. Both documents are designed to ensure the formation of the child's personality and their physical, communicative, cognitive, socio-moral, artistic-aesthetic, and creative development, as well as the acquisition of computer skills, including working with a keyboard and mouse, using a calculator, and employing computer programs and games.

The study revealed that the State Standard of Primary Education outlines key competencies, among which is the information-communication competence of early primary school pupils²²⁹, which ensures the formation of the foundations of computer literacy in children. This competence is built upon the digital competence of preschool children (the ability to use information-communication and digital technologies to meet their own individual needs and solve educational and gaming tasks based on acquired elementary knowledge, skills, and a positive attitude toward computer and digital equipment), which is established during preschool age through the implementation of the educational line "The Child in the Sensory-Cognitive Space. Computer Literacy" in accordance with the variable component of the Basic Component of Preschool Education²³⁰.

It is essential that children have the opportunity to acquire computer skills, including working with a keyboard and mouse, using a calculator, and utilizing computer programs and games. Computer-based learning programs must be engaging for children, activate their cognitive and intellectual activity, stimulate independent learning, and take into account age-specific and psychophysiological characteristics.

²²⁹ State Standard of Primary General Education: approved by the Resolution of the Cabinet of Ministers of Ukraine dated February 21, 2018, No. 87. URL: <https://www.kmu.gov.ua/ua/npas/pro-zatverdzhennya-derzhavnogo-standartu-pochatkovoyi-osviti>

²³⁰ Basic Component of Preschool Education (State Standard of Preschool Education): approved by the Order of the Ministry of Education and Science of Ukraine dated 12.01.2021 No. 33. URL: <http://surl.li/jyzt>. p. 26

The brightness and animation of images contribute to better retention of learning material, and programs should include voice narration of texts for children. To maintain children's activity and prevent fatigue, it is important to vary the nature of their activities during learning. Programs for preschool and early primary school children should be game-oriented, incorporating elements of fairy tales or animation. They may include encouragement such as applause, praise, and bonuses, which motivate children to overcome difficulties and achieve results. Through play, children develop skills that will be valuable in their adult lives.

A. Pevse, L. Makarenko, and I. Oros identified the main theoretical approaches to organizing the process of forming computer literacy in children, which include²³¹:

1. Competence-based approach: aims at developing children's competence regarding computers and their use. Children should acquire not only knowledge but also practical skills in using computers and understanding their functions.

2. Person-oriented approach: focuses on the individual needs and characteristics of each child. It is aimed at developing the personality of every child through computer-based learning.

3. Theory of developmental learning: recognizes the importance of learning being directed toward the development of various aspects of the child's personality, including intellectual, emotional, and social development.

4. Activity-based approach: emphasizes children's activity aimed at acquiring computer skills. It helps children learn and understand technology through practical experience.

5. Interactive approach: involves children's active participation in the learning process through interactive methods and tools, which contribute to more effective assimilation of material.

6. Health-preserving approach: acknowledges the importance of maintaining and supporting children's physical and mental health during computer-based learning.

All these approaches help create a holistic framework for forming computer literacy in preschool children, ensuring balanced development of their skills while taking into account individual characteristics.

Among the factors that facilitate the formation of the foundations of computer literacy in children are the following: gradual informatization of educational

²³¹ Pevse A.A., Makarenko L.L., Oros I.N. (2018). Features of informatization of education in the system of lifelong education. In N.G. Nychkalo (Ed.), *Continuous education in sociocultural dimensions: Collective monograph* (pp. 128–142). V.M. Slabka (Scientific Ed.). Ministry of Education and Science of Ukraine, M.P. Drahomanov National Pedagogical University, Department of Adult Education. Kyiv: Helvetica Publishing House.

institutions; children's interest and desire to play developmental computer games, indicating their motivation to learn information technologies through play; the availability of a wide selection of developmental computer programs for children; and the growing number of educators with appropriate training in information and communication technologies.

As for the factors that hinder the process of forming the foundations of computer literacy in preschool and early primary school children, the following aspects should be noted:

- difficult socio-economic conditions in Ukraine, which lead to an insufficient amount of computer equipment in preschool education institutions;
- existing developmental computer programs do not always take into account the age-specific physiological characteristics of preschool children;
- the lack of a systematic classification of computer programs for preschool children, which complicates the selection of optimal learning tools;
- the professional training of future preschool and primary school teachers does not always keep pace with the rapid development of information and communication technologies²³².

Thus, the theoretical analysis of the problem of continuity in forming computer literacy in preschool and early primary school children made it possible to identify the main methodological recommendations. These recommendations take into account that one of the key positions in ensuring continuity and prospectivity in the educational process is the connection between the content of preschool and primary education. This connection lies in the gradual and sequential implementation of current child development, learning, and upbringing programs for preschool age and the educational program for the first grade of primary school. Mandatory consideration of the level of development with which a child enters the first grade will contribute to the organic and natural enrichment of personal development initiated during the preschool period and create conditions for the child's successful further growth and transition from the first level of education to the next.

First, let us consider the specific features of implementing the methodology of working with a computer, which increases reaction speed, trains dexterity and perseverance, develops fine motor skills of the hands and visual-motor coordination – thereby contributing to the formation of operational readiness for computer-based activities.

²³² Vdovenko V., Kravets N., Romenska T. (2021). Formation of the foundations of information culture in older preschool children. *Aktualni Pytannia Humanitarnykh Nauk*, Issue 44(1), 229–236. URL: [http://nbuv.gov.ua/UJRN/apgnd_2021_44\(1\)__38](http://nbuv.gov.ua/UJRN/apgnd_2021_44(1)__38)

The stages of working with a computer for preschool and early primary school children are determined by a strategic and pedagogical approach aimed at fully integrating technical tools into children's developmental process. The process includes the following main stages:

1. Forming a general understanding of the computer. The educator interacts with children, providing them with a generalized idea of the computer and explaining its significance in modern life. This stage helps stimulate children's interest in technical devices and prepares them for their use.

2. Teaching safety rules and familiarizing children with equipment. Children are taught basic safety rules when working with a computer and introduced to its main components. The educator's task is to form children's understanding of the desktop, basic equipment elements, and the use of the mouse and keyboard.

Let us examine this stage in more detail, as it consists of separate steps. The first step involves explaining to children the correct way to hold the mouse, using criteria such as covering the mouse with the palm, touching it with the thumb and little finger, and properly positioning and pressing the buttons. It is important to teach children to manipulate the mouse smoothly and easily, avoiding incorrect movements.

The next stage involves familiarizing children with basic mouse operations, such as clicking, double-clicking, cursor positioning, and dragging objects on the monitor. The educator teaches children to hold down the left mouse button and release it only after moving the object to the desired location. The third stage includes introducing children to the keyboard, particularly cursor movement keys, alphanumeric keys, and special command keys.

Children learn to use these keys to enter letters, numbers, and execute commands. The final step in this phase involves familiarizing children with the main elements of the desktop, studying the Windows operating system, and using various interface objects such as "Desktop," "Start," "My Computer," "My Documents," and "Recycle Bin." Skills in turning the computer on and off and launching and closing games and programs are also part of the training.

3. Exploring the capabilities and advantages of computer technology. Children are taught about the features, possibilities, and advantages of computers in various spheres of life. In this context, it is important to foster children's awareness of the use of computers in science, technology, healthcare, and everyday life.

4. Using the computer for development. The application of computers in educational programs helps form elementary ideas about space and time, the diversity of the plant and animal world, the seasons, and the surrounding environment.

Let us consider the methods that an educator can use when organizing children's learning to use a computer. The initial stage involves presenting basic information about the computer and explaining its significance in the modern world.

Through storytelling, the educator creates a basic understanding of the technical tool and arouses children's interest in it. During conversations, the educator interacts with children, listening to their thoughts and answers. This method helps clarify children's knowledge and fosters mutual understanding.

The use of didactic games not only teaches but also develops children. They are aimed at forming skills in understanding and using terminology as well as rules of safe behavior when working with a computer.

Practical activity on the computer is, of course, crucial, involving direct interaction between children and the computer. Children become familiar with its elementary functions and learn to use the keyboard and mouse.

Special attention is paid to preserving children's vision when using a computer. Eye gymnastics helps reduce the negative impact of prolonged screen time.

Didactic games are frequently used during classes to explain the role and purpose of the computer. At the first stage, the educator uses games to form an understanding of the computer and its significance in modern life. During this conversation, the educator stimulates curiosity about this technical tool and explains the need for its use in everyday life.

The second stage involves familiarizing children with elementary knowledge of safety rules when working with a computer and the functions of its main components. Children form an understanding of the desktop space and learn to use the keyboard and mouse.

An important part of the classes is the use of didactic games aimed at developing children's ability to understand and use special terminology as well as rules of safe behavior when using a computer. When working with children, the educator should focus on using licensed educational programs specifically designed for preschool and early primary school children. These programs include a variety of exercises and games aimed at forming computer literacy.

Forming computer skills in children is a complex and lengthy process, as potential difficulties arise related to children's inability to correctly master clicking the mouse, using the keyboard, or understanding the computer's purpose. To avoid these problems, it is important to draw children's attention to correctly performed actions, support their desire to repeat them, and encourage achievements, which will eventually lead to the desired result.

By giving children the right to choose, independent behavior, and creative initiative, the educator stimulates their desire to experiment. It is important that the educator who supervises children's work with the computer perceives it as a cognitive and educational tool rather than a mere toy. It should also be noted that computer games should complement traditional games, enrich the pedagogical process with new methods, and stimulate children's creativity.

Before conducting classes, the educator must draw up a plan for educational work that reflects the child's interaction with the computer, which helps the child form operational readiness and master the foundations of computer literacy for the further development of logical thinking and overall development.

The objectives of educational work in forming readiness to work with a computer are as follows:

1. To form in children an understanding of the main components of a computer, its purpose, and application in human practical activity.
2. To develop children's ability to follow rules of safe behavior when working with a computer.
3. To form elementary skills in working with a computer while performing gaming and educational-developmental programs.
4. To foster belief in their own abilities, the skill of helping themselves in difficult life situations, and reliance on themselves.
5. To cultivate interest in educational-developmental games using computer programs relevant to the child.

Thus, in our opinion, the formation of computer literacy in children may include the following stages:

1. Mastering the technique of working with a computer. Children need to be taught the basic principles of computer operation. This may include skills in using the mouse and keyboard, screen navigation, etc., thereby forming visual-motor coordination.
2. Developing skills in using computer programs. For example, educational online games or programs aimed at teaching various subjects can be used. Games developed by educators on the LearningApps platform, for instance, allow children to develop dragging skills on the monitor – grouping objects by shape, size, quantity, color, finding neighboring numbers, and performing exercises on number composition.
3. Using the computer as an additional tool in mastering mathematical skills. This may include studying numbers, shapes, generalization and classification, problem-solving, etc.
4. Independent work with the computer. At this stage, the child has the opportunity to work independently with programs under the supervision of a teacher or parents at home.

The educator must also remember to apply an individualized approach during instruction, as some children may quickly master computer skills while others may require more detailed explanation and practice. Provide opportunities for individual work with the computer, helping each child develop skills at their own level. It should be noted that it is important to ensure safe computer use, which combines control

over usage time and selection of educational content and serves as a good way to explain overall Internet safety to the child.

Analysis of domestic and foreign scientific literature made it possible to identify various approaches to forming computer literacy in preschool and early primary school children:

- Use of computer games and programs: employing specially designed computer games and learning programs for children of this age. These games may include tasks that develop mouse and keyboard skills as well as mental abilities.
- Encouragement of independence: stimulating children to independently explore the computer and complete tasks without assistance. This helps develop skills in independent problem-solving.
- Internet safety: teaching Internet safety rules is also an important component of computer literacy. Children should be able to distinguish between safe and unsafe actions online.
- Creative tasks: incorporating creative tasks, such as creating cartoons or drawings on the computer, can encourage active participation and develop creative skills.
- Collaboration with parents: it is also important to involve parents in the process of teaching computer literacy by providing them with recommendations on safe and responsible computer use at home.

The means of forming computer literacy at preschool and early primary school age should be playful, stimulating, and appropriate to the characteristics of children of this age. The development of integrated programs that help children acquire computer skills is an important component of modern preschool and primary education in Ukraine.

The leading types of activity of older preschool children (communication, play, motor activity, cognitive activity, household-labor activity, artistic-aesthetic activity (modeling, drawing, appliqué, construction, listening to music, singing, choreography, theatrical play)) must be preserved and enriched in content during early primary school age. This will enable a gradual transition to learning as a new leading type of activity during the first (adaptive-play) period of primary education. Along with others, the purpose of this activity is the development of various types of child activity, creative self-realization, and the formation of new competencies.

While preserving continuity with the preschool period of childhood, primary school ensures the further formation of the child's personality and their physical, intellectual, and social development; it fosters a value-based attitude toward the state, native land, Ukrainian culture, health, creative self-expression, critical thinking, and other qualities. The emergence of a new leading activity (learning) in each

developmental period does not mean the disappearance of the one that was leading at the previous stage.

In accordance with the new State Standard of Primary Education, the educational process in primary school is organized in cycles, taking into account the age-specific features of physical, psychological, and intellectual development of children aged 6–10 years. The first cycle of primary education is adaptive-play (Grades 1–2); the second cycle is the main cycle (Grades 3–4). This innovation creates prerequisites for a gradual, psychologically comfortable transition of the child from play to learning – the leading types of activity in preschool and early primary school age, respectively.

Organizing the educational process on the principles of continuity and prospectivity will ensure the comprehensive harmonious development of a self-sufficient, initiative-driven, and competent personality at the initial contiguous stages of the lifelong education system. The implementation of these principles in preschool education institutions and primary schools consists in ensuring unity, interconnection, and cross-cutting coordination of goals, content, methods, and forms of organizing the educational process with older preschool and early primary school children.

Familiarity of primary school teachers with the programs, methods, and techniques of development, upbringing, and education of older preschool children in preschool institutions, as well as familiarization of senior group educators with the educational programs and teaching technologies used in the first grade of primary school, will create conditions to avoid situations of either forcing or artificially slowing down the natural pace of children's development. The content and technological aspects of implementing the educational process in preschool institutions and primary schools must be coordinated, taking into account the age and individual characteristics of children.

Some tools that can be used to form computer literacy in preschool and early primary school children are listed below. These tools can be used in conjunction with appropriate pedagogical methods and under the guidance of educators who have relevant training in children's computer literacy for the corresponding age group:

- Developmental computer games: using specially designed games that promote the development of logical thinking, attention, memory, and other skills. These games can be interactive and entertaining, stimulating children to learn about the computer.
- Graphic editors: working with simple graphic editors that allow children to draw and create pictures and graphics on the computer. This contributes to the development of creative abilities and motor skills. An innovative pedagogical approach is the system of developmental primary education through the use of alternative graphic editors and computer programs with interactive learning

exercises. The graphic editor Tux Paint is a free drawing program oriented toward young children. Originally created for Linux, it is now also available for Microsoft Windows and other platforms. Having mastered the computer and skills in working with alternative graphic editors, children will be able to use them in the future as tools for creating illustrated magazines, book covers, emblems, labels, packaging, business cards, advertisements, posters, etc., while teachers can use them to prepare didactic materials and design modern lessons.

- Familiarization with the computer: basics of working with the computer, including mouse and keyboard operation, help children master elementary interaction skills.

- Interactive lessons: using special programs that offer interactive lessons on the basics of computer literacy, including rules for using the computer and the Internet.

- Computer programs for drawing and music: using programs to create drawings, melodies, and even simple animations. This contributes to the development of children's artistic and musical talents.

- Child-oriented Internet resources: introducing children to safe children's websites, videos, games, and fairy tales that promote computer literacy and overall development.

- Electronic books and cartoons: using electronic books and cartoons on the computer, which contribute to the development of reading skills and broadening children's horizons.

- Elements of programming: simple elements of programming can be introduced at preschool and early primary school age through specialized games and programs that help understand logic and sequence of actions.

Preschool educators should be familiar with the primary school curriculum and incorporate learning elements into their classes that will prepare children for Grade 1. Primary school teachers should also be aware of the preschool curriculum to utilize its components during the adaptation period. The principle of continuity in education lies in the connection between stages and levels of development, consisting in preserving certain or entire characteristics when transitioning from the previous to the next (new) stage – thus preserving only what is significant for subsequent steps. Education is a continuous mass process significantly influenced by both the social environment and individual creativity.

Thus, preschool and early primary school age are critical periods for the development of children's information-computer competencies and computer literacy. The use of the digital environment and information-computer technologies at this age not only improves the perception and assimilation of new knowledge but also makes learning more interesting and interactive. However, it is important to take

into account the individual characteristics of each child and provide support to those who need more time to adapt to the information-computer environment. When forming computer literacy, attention should also be paid to safety and ethical aspects on the Internet, teaching children responsibility. The tools for this purpose can be diverse and specialized, but it is important to use them together with professional support from educators with appropriate training. Such an approach contributes to the comprehensive development of computer literacy in preschool and early primary school children, preparing them for the modern information world.

Familiarity of primary school teachers with the programs, methods, and techniques of development, upbringing, and education of older preschool children in preschool institutions, as well as familiarization of senior group educators with the educational programs and teaching technologies used in the first grade of primary school, will create conditions to avoid situations of either forcing or artificially slowing down the natural pace of children's development. The content and technological aspects of implementing the educational process in preschool institutions and primary schools must be coordinated, taking into account the age and individual characteristics of children.

As a result of our study, it was determined that the formation of elements of computer literacy in preschool and early primary school children can be achieved if: the content of the propaedeutic informatics course is oriented toward the specifics of the age characteristics of children of this age and complies with the requirements of the Basic Component of Preschool Education and the State Standard of Primary General Education; the selection of learning material and software for the propaedeutic course is carried out taking into account health-preserving and didactic features; a certain set of pedagogical conditions is created that facilitate the formation of elements of computer literacy and allow preschool and early primary school children to be prepared for studying the basic informatics course in middle and senior grades; the use of ICT is linked not only to the informatics educational branch but also to the methodology of teaching in primary grades in general.

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2.5. Theoretical and methodological foundations of continuity in the formation of national worldview in children aged 5–10 years

The contemporary socio-political conditions associated with the affirmation of Ukrainian statehood, the ongoing armed aggression against Ukraine, post-war reconstruction processes, and the need for consolidation of Ukrainian society actualize the task of forming a stable Ukrainian national worldview in children as a strategic priority of national educational policy^{233 234}. The development of national identity in the younger generation is currently regarded not only as a pedagogical or upbringing issue but as a key factor in national security, social cohesion, and state recovery.

In the normative-legal framework of Ukraine, the issue of forming children's national worldview is enshrined at all levels. The Law of Ukraine "On Education" defines the upbringing of patriotism and respectful attitude toward the state language, cultural traditions, and historical memory as one of the basic principles of state educational policy²³⁵. The Law of Ukraine "On Preschool Education" specifies that preschool age is a sensitive period for forming an emotional-value attitude toward the Motherland, national symbols, native language, and cultural heritage²³⁶. The Law of Ukraine "On Complete General Secondary Education" emphasizes that one of the key outcomes of primary education is the establishment of primary civic and national-

²³³ Law of Ukraine "On Education": Law of Ukraine dated September 5, 2017, No. 2145-VIII. Vidomosti Verkhovnoi Rady Ukrainy, 2017, No. 38–39, Art. 380.

²³⁴ Concept of Implementing State Policy in the Sphere of Reforming General Secondary Education "New Ukrainian School": approved by the Order of the Cabinet of Ministers of Ukraine dated December 14, 2016, No. 988-r. Kyiv: Ministry of Education and Science of Ukraine, 2016. 40 p.

²³⁵ Law of Ukraine "On Education": Law of Ukraine dated September 5, 2017, No. 2145-VIII. Vidomosti Verkhovnoi Rady Ukrainy, 2017, No. 38–39, Art. 380.

²³⁶ Law of Ukraine "On Preschool Education": Law of Ukraine dated July 11, 2001, No. 2628-III (as amended on January 1, 2024). Database "Legislation of Ukraine" / Verkhovna Rada of Ukraine. Kyiv, 2024. URL: <https://zakon.rada.gov.ua/laws/show/2628-14> (accessed: 22.11.2025).

patriotic competencies that ensure the child's awareness of belonging to the Ukrainian people²³⁷.

Thus, the formation of the Ukrainian national worldview in children of early and early primary school age is a legislatively defined, consistent, and systemic task that ensures the integrity of the educational process and is aimed at raising a patriotically oriented, responsible, and active personality.

In this context, ensuring continuity between preschool and primary education levels is of particular importance, since it is during the age period of 5–10 years that the child's emotional-value sphere is intensively formed, primary worldview orientations are laid down, and ideas about one's own national belonging are developed^{238 239}. This is the period during which the child begins to realize themselves as a member of the family, community, and Ukrainian society; forms the first images of the Motherland, state symbols, cultural traditions, and moral norms that determine their civic behaviour.

At this stage, key components of national identity unfold – emotional experience of belonging to the native land, interest in cultural heritage, and inner readiness to act responsibly and kindly in interaction with others. As I. Bekh emphasizes, it is in early childhood that initial moral-value orientations are formed, which become the basis of civic position and social activity of the personality²⁴⁰. Therefore, the coordination of content, methods, and forms of work between preschool and primary education is critically important for the consistent, non-violent, and psychologically comfortable development of children's national worldview.

The problem of national upbringing and the formation of national identity has been consistently developed in the works of classics of Ukrainian pedagogical thought. K. Ushinsky was one of the first to substantiate the principle of nationality in upbringing, emphasizing that the native language, culture, customs, and spiritual

²³⁷ Law of Ukraine "On Complete General Secondary Education": Law of Ukraine dated January 16, 2020, No. 463-IX. Vidomosti Verkhovnoi Rady Ukrainy, 2020, No. 31, Art. 226. URL: <https://zakon.rada.gov.ua/laws/show/463-20> (accessed: 22.11.2025).

²³⁸ Basic Component of Preschool Education (new edition): State Standard of Preschool Education / Scientific supervisor O.L. Kononko. Kyiv: Borys Grinchenko Kyiv University, 2021. 38 p.

²³⁹ State Standard of Primary Education: approved by the Resolution of the Cabinet of Ministers of Ukraine dated February 21, 2018, No. 87. Ofitsiyni Visnyk Ukrainy. Kyiv: Cabinet of Ministers of Ukraine, 2018. URL: <https://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF> (accessed: 22.11.2025).

²⁴⁰ Bekh I.D. (1998). Person-oriented upbringing: Theoretical and methodological foundations. Kyiv: Lybid. 204 p.

values of the people are a “living source” for the formation of personality and a determining factor in the development of the child’s national character²⁴¹. In his opinion, the natural immersion of the child in the world of native culture creates the foundation for the formation of their moral guidelines, civic feelings, and patriotic consciousness.

Ushinsky’s ideas were significantly developed in the creative heritage of V. Sukhomlynskyi, who regarded love for the Motherland as the “core of the child’s spiritual life” and insisted on the inseparable unity of intellectual, emotional, and moral components of national upbringing²⁴². The educator emphasized that genuine patriotism is formed not through declarations or formal events but through deep emotional experiences of the beauty of native nature, family and folk traditions, and through the experience of good deeds and care for others. That is why he stressed the need to create a humane, spiritually rich educational environment in which the child can experience love for the native land as a personally significant value.

Thus, I. Bekh, within the framework of the person-oriented paradigm, emphasizes that the formation of national identity is possible only in a humanized educational environment that ensures the development of the child’s subjective position, moral autonomy, and value self-determination²⁴³.

O. Vyshnevskyi views national upbringing through the prism of its value nature. He stresses that the formation of national self-consciousness should be based on the development of spiritual-moral guidelines that ensure the child’s awareness of belonging to the Ukrainian cultural space²⁴⁴.

In the works of O. Pometun, activity-based and competence-based approaches are conceptualized as the foundation of modern civic education. The researcher substantiates that civic-national identity is formed through the child’s active participation in practices of cooperation, responsibility, social interaction, and decision-making that model real situations of civic life. Thus, the child not only acquires knowledge but also gains experience of civic behaviour.

L. Masol focuses on the cultural and artistic dimension of the formation of national self-consciousness. The scholar proves that Ukrainian artistic culture – music, folklore, decorative and applied arts, literature – serves as an important means of developing the child’s emotional-value sphere and forming a deep sense of belonging

²⁴¹ Ushynskyi K.D. (1983). Selected pedagogical works: In 2 vols. Vol. 1. Kyiv: Osvita. 415 p.

²⁴² Sukhomlynskyi V.O. (1977). I give my heart to children. Kyiv: Radyanska Shkola. 383 p.

²⁴³ Bekh I.D. (1998). Person-oriented upbringing: Theoretical and methodological foundations. Kyiv: Lybid. 204 p.

²⁴⁴ Vyshnevskyi O.I. (2006). Theory and practice of national upbringing: Teaching manual. Kyiv: Vydavnychi Dim “Osvita.” 256 p.

to the national community²⁴⁵. Through art, the child not only learns cultural heritage but also experiences it emotionally, which creates the basis for a stable national worldview.

The issue of continuity between preschool and primary education levels has been thoroughly covered in the studies of O. Savchenko²⁴⁶, L. Artemova²⁴⁷, N. Havrysh²⁴⁸, O. Kononko²⁴⁹, K. Krutii²⁵⁰, S. Lytovchenko²⁵¹, T. Pirozhenko, and other leading scholars. Their works consistently emphasize the need to coordinate goals, content, methods, and forms of educational work at contiguous stages of child development, which ensures gradualness and continuity of personal formation.

Special attention is paid to the fact that continuity is not merely formal coordination of programs or calendar-thematic plans but a holistic pedagogical process that involves preserving the dynamics of the child's development, their interests, and ways of activity formed at preschool age. Such an approach makes it possible to avoid a "gap" between educational levels and create a common upbringing space in which the child gradually moves from play to learning-play and then to learning forms of activity.

At the same time, it should be noted that the specific issue of continuity in the formation of national worldview in children aged 5–10 years, despite certain developments, remains insufficiently elaborated. Its scientific coverage is mostly limited to fragmentary provisions in works devoted to general issues of national upbringing, civic education, or psychological features of age development. The lack of a comprehensive approach complicates the practical implementation of this task under modern challenges that require systemic, methodologically substantiated, and value-balanced work with young children.

²⁴⁵ Masol L.M. (2006). *General artistic education: Theory and practice: Monograph*. Kyiv: Promin. 432 p.

²⁴⁶ Savchenko O.Ya. (1982). *Development of cognitive independence in early primary school pupils: Monograph*. Kyiv: Radyanska Shkola. 176 p.

²⁴⁷ Artemova L.V. (1991). *Play activity in the preschool education system: Teaching manual*. Kyiv: Vyshcha Shkola. 231 p.

²⁴⁸ Havrysh N., Linnik O. (2019). Kindergarten – primary school: Reboot?! Reflections on continuity between preschool and primary education in the context of the tasks of the New Ukrainian School. *Doshkilne Vykhovannia: Monthly scientific-methodological journal for educators and parents of the Ministry of Education and Science of Ukraine*, (9), 3–9.

²⁴⁹ Kononko O.L. (1998). *Socio-emotional development of personality (in preschool childhood): Teaching manual*. Kyiv: Osvita. 255 p.

²⁵⁰ Krutii K.L. (2010). *Continuity of preschool and primary education: Game technologies: Teaching-methodological manual*. Zaporizhzhia: LIPS. 160 p.

²⁵¹ Lytovchenko S.V. (2017). *National-patriotic upbringing in primary school: Teaching-methodological manual*. Kyiv: Pedahohichna Dumka.

Thus, there arises an objective need for further theoretical generalization and methodological specification of the issues of continuity precisely in the formation of national worldview in children aged 5–10 years, which determines the relevance of the corresponding scientific research.

The Law of Ukraine “On Education” defines, among the principles of state policy, the upbringing of patriotism, affirmation of Ukrainian national identity, formation of respect for the state language, human rights and freedoms, democracy, responsibility, and respectful attitude toward national traditions and cultural heritage²⁵². These provisions outline the strategic direction of state educational policy aimed at forming a conscious citizen of Ukraine capable of active participation in public life and responsible attitude toward the state.

The norms of the Laws of Ukraine “On Preschool Education” and “On Complete General Secondary Education” specify the content and tasks of national upbringing at the respective educational levels. In particular, the Law “On Preschool Education” emphasizes that the preschool period is basic for the formation of value orientations and primary ideas about Ukraine, the native language, culture, traditions, and state symbols²⁵³. It also highlights the importance of forming an emotionally positive attitude toward the Motherland and the development of social and civic feelings in older preschool children.

The Law “On Complete General Secondary Education” stipulates that primary school must ensure the development of key civic and social competencies, formation of ideas about Utopia as a European state, upbringing of respect for its history, culture, state symbols, and readiness of the pupil to act as a responsible member of Ukrainian society²⁵⁴. The document emphasizes the need to ensure continuity between preschool and primary education, which should guarantee a smooth and content-coordinated transition of the child to a new stage of learning.

Thus, the normative-legal acts of Ukraine create a holistic legal foundation for the consistent and systemic formation of the national worldview of young children, starting from preschool and continuing in primary school.

²⁵² Law of Ukraine “On Education”: Law of Ukraine dated September 5, 2017, No. 2145-VIII. Vidomosti Verkhovnoi Rady Ukrainy, 2017, No. 38–39, Art. 380.

²⁵³ Law of Ukraine “On Preschool Education”: Law of Ukraine dated July 11, 2001, No. 2628-III (as amended on January 1, 2024). Database “Legislation of Ukraine” / Verkhovna Rada of Ukraine. Kyiv, 2024. URL: <https://zakon.rada.gov.ua/laws/show/2628-14> (accessed: 22.11.2025).

²⁵⁴ Law of Ukraine “On Complete General Secondary Education”: Law of Ukraine dated January 16, 2020, No. 463-IX. Vidomosti Verkhovnoi Rady Ukrainy, 2020, No. 31, Art. 226. URL: <https://zakon.rada.gov.ua/laws/show/463-20> (accessed: 22.11.2025).

The Basic Component of Preschool Education (2021) defines preschool education as the first level of the education system and the starting platform for the child's personal formation, on which the foundations of civic, spiritual, social, and patriotic upbringing are laid²⁵⁵. The document emphasizes that it is during preschool age that primary worldview orientations, emotional-value attitude toward the Motherland and cultural heritage, and readiness for positive social interaction and responsible behaviour are established.

The State Standard of Primary Education (2018) identifies civic, social, and cultural competencies among the key ones that should be formed already from Grade 1, emphasizing their fundamental role in the formation of the early primary school pupil's personality²⁵⁶. The document stresses that primary school must ensure the consistent expansion of children's ideas about Ukraine, its state symbols, history, cultural achievements, and modern life, as well as create conditions for developing pupils' readiness to act as responsible members of Ukrainian society.

The Standard specifies that the educational process should contribute to children's assimilation of elementary knowledge about rights and responsibilities, social roles, rules of coexistence, and traditions of the community and state. Special attention is paid to forming a positive attitude toward the native language, Ukraine's cultural diversity, and its historical heritage, which is an important component of the child's national identity.

An important provision of the document is the direct emphasis on ensuring continuity between preschool and primary education. The Standard stresses that the content, methods, and forms of organizing the educational process in primary school should logically continue the value, emotional, and cognitive lines laid down at the preschool stage. This includes preserving an emotionally positive attitude toward native culture, supporting interest in Ukrainian traditions, and developing speech, creative, and social skills formed in older preschool children.

Thus, the State Standard of Primary Education outlines primary school as an important link in the formation of civic-national identity in children while ensuring a conceptually and methodologically substantiated connection with the previous – preschool – stage of education.

²⁵⁵ Basic Component of Preschool Education (new edition): State Standard of Preschool Education / Scientific supervisor O.L. Kononko. Kyiv: Borys Grinchenko Kyiv University, 2021. 38 p.

²⁵⁶ State Standard of Primary Education: approved by the Resolution of the Cabinet of Ministers of Ukraine dated February 21, 2018, No. 87. Ofitsiyniy Visnyk Ukrainy. Kyiv: Cabinet of Ministers of Ukraine, 2018. URL: <https://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF> (accessed: 22.11.2025).

The Concept of Implementing State Policy in the Sphere of Reforming General Secondary Education “New Ukrainian School” declared the upbringing of a citizen-patriot, bearer of Ukrainian culture, and active member of a democratic society as one of the leading missions of the modern school²⁵⁷. The document emphasizes that the foundation of the renewed education is competence-based, integrated, and person-oriented approaches that ensure not only the assimilation of knowledge by pupils but also the formation of their value orientations, social activity, and ability to apply national-cultural experience in real life situations. The Concept highlights the importance of creating an educational environment in which the child, from the first years of learning, feels belonging to the Ukrainian community, masters democratic norms and practices of coexistence, and learns to understand and appreciate the cultural heritage of the Ukrainian people.

The Strategy of National-Patriotic Upbringing, approved at the state level, details and specifies the tasks of forming Ukrainian national and civic identity in children and youth²⁵⁸. The document defines key areas of state policy – upbringing of patriotism, respect for state symbols, language, and the Constitution of Ukraine; development of readiness for civic participation; and formation of a value basis for responsible behaviour and social unity.

Thus, the normative-legal base of Ukraine creates a holistic conceptual field within which the formation of the national worldview of children aged 5–10 years and ensuring continuity between preschool and primary education appear not as an optional or secondary area of activity but as a systemic, priority, and legislatively mandated duty of educational institutions²⁵⁹. Legislative and strategic documents define the formation of national identity, civic position, respect for the state language, cultural heritage, and democratic values as a central component of the educational process that must be implemented consistently, step by step, and taking into account the age characteristics of children.

Normative acts not only formulate the main requirements but also outline the mechanisms for achieving them – through competence-based, integrated, activity-based, and person-oriented approaches; creation of a humanistic educational

²⁵⁷ Concept of Implementing State Policy in the Sphere of Reforming General Secondary Education “New Ukrainian School”: approved by the Order of the Cabinet of Ministers of Ukraine dated December 14, 2016, No. 988-r. Kyiv: Ministry of Education and Science of Ukraine, 2016. 40 p.

²⁵⁸ Strategy of National-Patriotic Upbringing for 2020–2025: approved by the Decree of the President of Ukraine dated May 18, 2019, No. 286/2019 “On the Strategy of National-Patriotic Upbringing.” *Ofitsiyni Visnyk Prezydenta Ukrainy*. Kyiv: Office of the President of Ukraine, 2019. URL: <https://zakon.rada.gov.ua/laws/show/286/2019> (accessed: 22.11.2025).

²⁵⁹ See sources 266-272

environment; partnership interaction between school, family, and community; and methodological support for continuity between educational levels. In this context, the formation of Ukrainian national identity appears as a continuous educational process that ensures the spiritual-moral, social, and civic development of the child from preschool to primary school.

In a broad sense, national worldview is interpreted as an integrated system of knowledge, ideas, values, emotional-value attitudes, and behavioural orientations that reflect the individual's belonging to a particular people, its culture, language, history, and traditions²⁶⁰. This multidimensional phenomenon encompasses cognitive (knowledge and ideas about the nation), emotional (feelings of belonging and pride), axiological (value acceptance of national meanings), and behavioural (readiness to act in accordance with national and civic norms) components. In this context, national worldview appears not simply as a sum of separate knowledge or experiences but as a holistic inner position of the personality that determines its attitude toward the native land, historical past, cultural heritage, and its own role in the life of the country.

K. Ushinsky emphasized that upbringing loses vitality and inner support if it is not based on the spiritual and cultural achievements of one's own people. In his opinion, the native language serves as the main carrier of national self-consciousness, a "living link" between generations through which the child joins the values, worldview, and historical memory of their people²⁶¹. Therefore, Ushinsky insisted that upbringing should be deeply rooted in national culture, traditions, and mentality, since only under such conditions can it ensure the formation of a harmonious, morally stable, and nationally conscious personality.

V. Sukhomlynskyi regarded love for the Motherland as the "core of spiritual development" of the child, emphasizing that genuine national upbringing must encompass the intellectual, emotional, and moral dimensions of the human personality²⁶². He stressed that national self-consciousness is formed through emotionally saturated experiences of the beauty of native nature, folk culture, family and folk traditions, and through the experience of work, good deeds, and care for others. Sukhomlynskyi believed that only the harmonious combination of knowledge about the Motherland with personal experiences and moral experience creates conditions for the formation of a deep patriotic position and responsible attitude toward society.

²⁶⁰ See: Ushynskyi (1983), Sukhomlynskyi (1977), Bekh (1998); Vyshnevskyi O.I. (2006). Theory and practice of national upbringing: Teaching manual. Kyiv: Vydavnychi Dim "Osvita." 256 p.

²⁶¹ Ushynskyi (1983)

²⁶² Sukhomlynskyi (1977)

I. Bekh, developing the concept of person-oriented upbringing, convincingly proves that a child's national identity cannot be formed solely through the assimilation of information about the state, its history, or culture. The scholar emphasizes that true identity emerges as a result of the child's subjective life experience when they not only receive knowledge but also experience, appropriate, and internally accept values that exist in a humanized educational environment²⁶³. In Bekh's opinion, upbringing should be emotionally saturated, dialogical, and aimed at developing moral autonomy, responsibility, and the child's ability to make value choices. That is why he stresses that national and civic values should be lived through rather than declared or imposed.

O. Vyshnevskiy, continuing the development of the value paradigm of education, focuses on the deep spiritual-moral nature of national upbringing. He emphasizes the need to integrate moral, cultural, and social components into the content of education, since their combination ensures the formation of the inner integrity of the personality, its national self-consciousness, and spiritual stability²⁶⁴. According to the researcher, national identity becomes a reality when the child, through the experience of interacting with culture, traditions, language, and social environment, discovers the value content of the Ukrainian world for themselves and learns to accept it emotionally.

O. Pometun reveals the activity-competence dimension of civic education, emphasizing that the formation of civic competencies is possible only under conditions of active involvement of the child in real or modelled social practices²⁶⁵. The researcher stresses that citizenship cannot be the result of only theoretical familiarization with rights, duties, or social norms — it is formed in the process of responsible behaviour, interaction with peers and adults, participation in the life of the children's community, and performance of socially useful actions. Thus, civic competence appears as the child's ability to realize their role in a group, school, community and act responsibly on the basis of assimilated values. In Pometun's concept, it is the experience of social interaction, cooperation, decision-making, and conflict resolution that becomes the key mechanism for the formation of civic-national identity.

L. Masol, working within the cultural and artistic paradigm of education, substantiates the extremely high potential of art education as a factor in the

²⁶³ Bekh (1998)

²⁶⁴ Vyshnevskiy (2006)

²⁶⁵ Pometun O.I. (2005). Forming civic competence: A view from the perspective of modern pedagogical science. *Visnyk prohram shkilnykh obminiv (Bulletin of School Exchange Programs)*, 23, 18–20.

development of the child's emotional-value sphere²⁶⁶. The scholar emphasizes that the child's contact with Ukrainian art – music, song-folklore traditions, decorative and applied arts, literature, theatrical practices – contributes not only to aesthetic development but also to the formation of an emotional experience of belonging to the Ukrainian cultural space. Through art, the child acquires the ability to feel beauty, empathize with heroes, and understand the values of their people, which becomes an important component of the formation of national self-consciousness. According to L. Masol, art is the means that transforms abstract national meanings into accessible emotional-imaginative experience, making the process of forming national worldview deeper and more natural.

Based on the above approaches, the national worldview of children aged 5–10 years can be appropriately defined as the primary level of national identity formed at the intersection of emotional, cognitive, and behavioural components. It integrates emotional-value attitudes toward the Motherland, native language, and cultural environment; primary ideas about state symbols, significant historical events, cultural traditions, and outstanding figures; as well as experience of simple civic actions – help, responsibility, cooperation, adherence to rules and norms of interaction in society²⁶⁷. It is through such emotionally practical and socially significant actions that the child gradually realizes their belonging to the Ukrainian community, assimilates elementary models of civic behaviour, and develops the ability for empathy, respect, and interaction.

At this stage, national worldview appears not as a formed system of views but as a primary worldview foundation that combines the child's experience in the family, educational institution, and local community. It is sensitive to pedagogical influence and therefore requires purposeful, coordinated, and methodologically balanced work by preschool and primary education teachers that ensures continuity and consistency in the formation of national identity in young children.

The age period of 5–10 years covers senior preschool and early primary school age – stages characterized by intensive changes in the cognitive, emotional, social, and moral spheres of the child's development²⁶⁸. It is during this period that there is a gradual transition from the predominance of emotional-imaginative forms of cognition to the formation of elements of logical-conceptual thinking, expansion of social experience, and strengthening of internal moral guidelines.

In senior preschool age, the imaginative-emotional way of cognition dominates, which ensures the child's natural sensitivity to fairy tales, symbols, artistic

²⁶⁶ Masol (2006)

²⁶⁷ See: Sukhomlynskyi (1977); Bekh (1998); Vyshnevskiy (2006); Havrysh N., Linnik O. (2019)

²⁶⁸ See: Havrysh N., Linnik O. (2019); Kononko (1998); Krutii (2010)

images, folklore, folk games, traditions, and rituals. Thanks to this, national-cultural content is perceived directly, through emotional experiences, empathy, and imaginative images. The child actively responds to vivid visual and auditory impressions and easily assimilates elements of symbolism, folklore motifs, and the melody of the native word, which creates favourable conditions for the development of an emotional attitude toward the Motherland.

In early primary school age, building on this emotional-imaginative foundation, verbal-logical thinking rapidly unfolds: the ability to make elementary generalizations, classifications, and understand cause-and-effect relationships in social life appears²⁶⁹. Children begin to realize the meaning of state symbols, some historical events, the role of the people and individual personalities, and ask questions about the meaning of traditions and social rules. On this basis, the ability for primary moral judgments, responsible behaviour, and comprehension of one's own role in the family, class, and school community is formed.

Children of this age are characterized by high emotional vulnerability, increased sensitivity to evaluations and experiences of others, and the need for support, attention, and approval from significant adults. That is why leading psychologists and educators emphasize that the humanistic nature of interaction, a friendly atmosphere, and emotional comfort in the educational institution are necessary conditions for the full personal development of the child²⁷⁰. Regardless of the content of learning, it is the emotional tone of communication that ensures a sense of security, contributes to the formation of trust in the world, openness to cognition, and a positive attitude toward cultural and national values.

Moral norms, values, and models of socially acceptable behaviour at the age of 5–10 years are mainly assimilated through mechanisms of identification and imitation. Consequently, the personal example of parents, educators, and teachers – their way of communication, attitude toward others, speech culture, and demonstration of respect for the Ukrainian language, traditions, and symbols – serves as a key channel for transmitting patriotic and civic orientations²⁷¹. Children not only perceive verbal explanations or upbringing instructions but also actively adopt the style of behaviour and emotional reactions of significant adults, which makes the personal example of educators a fundamental factor in the formation of national worldview.

In parallel, children of this age develop a pronounced need for belonging to a group, social recognition, and acceptance by peers. It is the experience of interaction

²⁶⁹ See: Havrysh N., Linnik O. (2019); Lytovchenko (2017)

²⁷⁰ See: Bekh (1998); Kononko (1998)

²⁷¹ See: Sukhomlynskyi (1977); Bekh (1998)

in joint games, collective creative activities, projects, celebrations, volunteer initiatives, or simple charitable actions that creates for the child the first experiences of belonging to a wider community – group, class, educational institution, local community, and Ukrainian people²⁷². In such situations, the child learns to cooperate, negotiate, distribute roles, take responsibility, and support others – that is, masters elements of civic behaviour in a natural, activity-based way.

Given that play retains a leading role in development at senior preschool and early primary school age, while learning activity only gradually acquires dominant status, the use of learning-play forms as a “bridge” between preschool and primary education becomes particularly relevant²⁷³. Game methods ensure the child’s emotional involvement, support natural motivation, reduce anxiety during the transition to new learning conditions, and make it possible to include the content of national upbringing in forms of activity that are accessible, understandable, and meaningful for children. It is through play that the child can live the role of a citizen, community participant, or explorer of Ukrainian culture, which makes game technologies an effective tool for forming the emotional and cognitive foundations of national worldview.

Thus, the psychological-pedagogical characteristics of children aged 5–10 years necessitate the construction of the educational process on the principles of emotionally saturated, activity-based, and person-oriented approaches. At this age, the effective formation of value orientations, national feelings, and primary civic ideas is possible only when learning is combined with vivid emotional experiences, the child’s own activity, and participation in types of activity that are meaningful to them. Such an approach contributes not only to better assimilation of content but also to the internal acceptance of national and cultural meanings.

At the same time, the identified developmental characteristics impose an increased requirement for consistent, coordinated, and psychologically comfortable continuity between preschool and primary education levels. The transition to school must occur in such a way that the child’s emotional safety is preserved, their need for play is supported, the world of social experience is gradually expanded, and elements of national worldview are formed on the basis of already existing emotional, moral, and cultural ideas²⁷⁴. It is precisely such continuity that ensures the integrity and continuity of the process of forming children’s national identity, allowing the transformation of preschool emotional impressions and play experience into more

²⁷² See: Kononko (1998); Krutii (2010); Artemova (1991)

²⁷³ Lytovchenko (2017).

²⁷⁴ See: Bekh I.D. (1998); Havrysh, Linnik (2019); Kononko (1998); Krutii (2010)

conscious knowledge, attitudes, and behavioural orientations of the early primary school pupil.

Continuity, according to L. Artemova, O. Savchenko, N. Havrysh, K. Krutii, and other researchers, is regarded as a holistic pedagogical principle that presupposes systemic coordination of goals, content, methods, and forms of the educational process at contiguous stages of child development. This involves not only formal continuation of educational tasks but also a deep logic of gradual complication of content, preservation of the child's leading types of activity, as well as support for their emotional safety and cognitive motivation²⁷⁵.

Ensuring continuity creates conditions for a smooth transition from preschool to primary education without psychological losses, stress, or reduced interest in learning. It guarantees the preservation of the best achievements of the preschool stage – play activity, curiosity, emotional sensitivity – and their gradual transformation into learning motivation, responsibility, and readiness to perform school tasks. Such an approach makes it possible to build the child's educational trajectory as a continuous and natural process of personal and national-cultural development.

At the preschool education level, the content of national upbringing is built primarily through emotionally coloured impressions, imaginative ideas, and positive experiences that arise in the context of the child's interaction with cultural phenomena. A leading role is played by fairy tales, artistic images, folk games, folklore motifs, calendar-ritual traditions, participation in festive events, and familiarization with Ukrainian songs and children's folklore^{276 277}. It is precisely these forms of activity that ensure the child's natural inclusion in the world of national meanings, contribute to the emergence of emotional attachment to the Motherland, native language, and culture, and form the initial experience of experiencing one's own belonging to the Ukrainian people.

K. Krutii emphasizes that the assimilation of national symbols at preschool age should occur not through mechanical memorization or reproductive forms of work but through play, musical-motor, artistic-speech, and theatrical activities – those types of activity that most correspond to the age capabilities and leading interests of children aged 5–6 years²⁷⁸. Such an approach prevents formalism in upbringing,

²⁷⁵ See: Artemova (1991); Savchenko (1982); Havrysh, Linnik (2019); Krutii (2010)

²⁷⁶ Basic Component of Preschool Education (new edition): State Standard of Preschool Education / Scientific supervisor O.L. Kononko. Kyiv: Borys Grinchenko Kyiv University, 2021. 38 p.

²⁷⁷ Krutii (2010)

²⁷⁸ Ibid.

ensures genuine emotional involvement of children, and contributes to deeper, life-relevant assimilation of cultural and national meanings. Thanks to this, national symbols, traditions, and cultural images acquire personal significance for the child, becoming not an external attribute but part of their inner experience.

In primary school, in accordance with the provisions of the State Standard, there is systematization, deepening, and expansion of the emotional and imaginative experience that the child acquired at preschool age. At this stage, children receive more structured and logically ordered knowledge about Ukraine as a European democratic state and become familiar with key historical events, cultural achievements, outstanding figures of the past, and contemporary heroes²⁷⁹. Ideas about state symbols, the Constitution, basic rights and responsibilities of the child, and norms of civic behaviour and interaction in the collective are expanded, which forms the basis for the development of initial civic competencies^{280 281}.

The content of national-patriotic themes is integrated into various learning subjects – the course “I Explore the World,” Ukrainian language and reading, fine arts and music, technologies – which fully corresponds to the concept of integrated learning in the New Ukrainian School²⁸². Such an approach makes it possible to present Ukrainian culture, history, traditions, and modernity not fragmentarily but holistically, in the interconnection of different types of activity, ways of cognition, and emotional experiences. L. Masol’s idea about the cultural potential of artistic disciplines, which contribute to the formation of an emotional-value attitude toward the Motherland and the development of pupils’ aesthetic sensitivity, is important²⁸³.

The integration of national-patriotic upbringing into the primary school educational process ensures a gradual transition from the predominantly emotional experience of the preschool child to a more conscious and reflective perception of national meanings by the early primary school pupil. Thanks to this, primary national

²⁷⁹ State Standard of Primary Education: approved by the Resolution of the Cabinet of Ministers of Ukraine dated February 21, 2018, No. 87. *Ofitsiynyi Visnyk Ukrainy*. Kyiv: Cabinet of Ministers of Ukraine, 2018. URL: <https://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF> (accessed: 22.11.2025).

²⁸⁰ Pometun (2005)

²⁸¹ Yakymenko S.I. (2016). *Integrated person-oriented technology – a productive technology of continuity between preschool and primary education: Teaching-methodological manual*. Kyiv: Slovo. 299 p. (Series “New School”).

²⁸² *Concept of Implementing State Policy in the Sphere of Reforming General Secondary Education “New Ukrainian School”*: approved by the Order of the Cabinet of Ministers of Ukraine dated December 14, 2016, No. 988-r. Kyiv: Ministry of Education and Science of Ukraine, 2016. 40 p.

²⁸³ Masol (2006)

identity is formed, which includes not only knowledge and ideas but also a personal attitude and readiness to act responsibly and adhere to the norms of civic coexistence.

Thus, content continuity ensures a gradual, natural transition from the predominantly emotional-imaginative ideas of the preschool child about the native home, family, nature, folk traditions, and cultural symbols to a more conscious and structured national worldview of the early primary school pupil. At this stage, children develop the ability not only to respond emotionally to national-cultural phenomena but also to realize their content, meaning, and interconnections. The early primary school pupil masters elementary knowledge about the state, its history and culture, becomes familiar with the norms of civic coexistence, rights, and responsibilities, which makes it possible to gradually integrate the emotional impressions of the preschool period into the system of basic civic ideas^{284 285}. Thanks to this, national upbringing acquires a continuous, step-by-step, and holistic character.

The theoretical and methodological foundations of continuity in the formation of national worldview in children aged 5–10 years should be considered through the prism of several interconnected approaches, each of which reveals a certain aspect of this process and ensures its scientifically substantiated character. These approaches make it possible to comprehensively comprehend the logic of transition between educational levels, the specifics of the influence of content and teaching methods on the formation of national identity, and to determine the optimal pedagogical conditions that contribute to the harmonious development of the child during the period of 5–10 years.

The integration of content around thematic blocks common to both educational levels – “My Family,” “My Native Land,” “Ukraine – Our Home,” “Holidays and Traditions of Ukrainians,” “Outstanding Ukrainians” – ensures the integrity of the perception of the surrounding world and creates conditions for the coordinated formation of the child’s national-value ideas. Such an approach makes it possible to organically combine the emotionally saturated experience of the preschool child, acquired through fairy tales, images, symbols, and traditions, with the cognitive development of the early primary school pupil, opening the way to deepening and systematization of the acquired content^{286 287}. Thanks to integration, the child does not perceive national-cultural phenomena as disparate fragments but forms holistic

²⁸⁴ See: Havrysh, Linnik (2019); Lytovchenko (2017); Yakymenko (2016)

²⁸⁵ Bibik N.M. (2018). Competence-based approach in primary education. In O.Ya. Savchenko (Ed.), *Problems of modern training of primary school teachers: Collection of scientific works* (Issue 60, pp. 15–27). Kyiv: Pedahohichna Dumka.

²⁸⁶ Concept “New Ukrainian School” (2016)

²⁸⁷ See: Savchenko (1982); Havrysh, Linnik (2019); Kononko (1998)

semantic connections between family, community, native land, and state, which is important for the gradual development of national identity.

At the normative level, the integrative approach is clearly enshrined in the Basic Component of Preschool Education and the State Standard of Primary Education, where it is defined as one of the leading principles of the New Ukrainian School. Both documents emphasize that the educational-upbringing process must be holistic, interdisciplinary, and aimed at forming a systemic idea of culture, history, traditions, and social phenomena in the child, which ensures logical continuity between preschool and primary education²⁸⁸.

Plot-role and folk games, theatrical performances, mini-research, creative and project tasks occupy a leading place among the methodological means of forming the national worldview of children, as convincingly proved by L. Artemova, T. Pirozhenko, N. Havrysh, K. Krutii, and other researchers²⁸⁹. It is precisely these forms of activity that ensure the child's natural entry into the world of cultural symbols, moral norms, and social roles, since they appeal to their emotional experience, imagination, need for activity, and interaction. Through play, dramatization, creative action, or small research, the child not only receives information about traditions, rituals, historical figures, or social phenomena but also lives them, experiences them, and interiorizes them, which makes the knowledge personally significant.

Such forms of activity also perform an important function of ensuring continuity between preschool and primary education. They create a smooth transition from the leading play activity of the preschool child to learning-play and learning activity of the early primary school pupil, without destroying the natural motivation for cognition inherent in a child aged 5–6 years. Involvement in play, creativity, research, and mini-projects in primary school supports a positive attitude toward learning, reduces the stress of transition to new conditions, and, most importantly, forms a natural, life context for the assimilation of national values and civic guidelines²⁹⁰. In such activities, national content appears not as abstract concepts but as living experience, which contributes to the holistic formation of initial forms of national identity.

The Concept of the New Ukrainian School defines the pedagogy of partnership – cooperation “pupil – teacher – parents – community” – as one of the basic principles of the functioning of the modern school, since it ensures psychological support for the

²⁸⁸ See: Basic Component of Preschool Education (2021); State Standard of Primary Education (2018); Concept "New Ukrainian School" (2016)

²⁸⁹ See: Artemova (1991); Havrysh, Linnik (2019); Krutii (2010)

²⁹⁰ See: Lytovchenko (2017); Yakymenko (2016)

child, trust, and unity of upbringing influences at different levels of interaction²⁹¹. In the works of I. Bekh, O. Vyshnevskyi, and O. Kononko, it is emphasized that national upbringing should unfold in a holistic social space where family, educational institution, and community act as equal participants in partnership interaction, and their efforts are aimed at forming stable moral and civic orientations in the child²⁹².

It is precisely the coordination of these influences that determines the effectiveness of the formation of national identity: if the child encounters unity of values in the family, school environment, and community life, the corresponding guidelines are reinforced as personally significant. Participation in joint family and school events, master classes, artistic and folklore celebrations, memory actions, volunteer initiatives, and meetings with representatives of the local community, defenders of Ukraine, or cultural figures creates for the child a space of real civic participation. Such practices make it possible to feel part of the Ukrainian community, realize the importance of personal contribution to the well-being of the community and state, and accumulate emotionally valuable experience that forms the basis of national worldview²⁹³.

I. Bekh, V. Sukhomlynskyi, and O. Savchenko emphasize that national upbringing should be directed primarily at the child's inner world – their emotional-value experiences, ability to empathize, make moral decisions, and act responsibly in interaction with others. According to these scholars, the formation of national identity is impossible through external coercion, declarativeness, or formal performance of rituals, since such approaches do not touch deep personal meanings. Only lived, emotionally saturated situations, morally significant actions, and sincere relationships with adults and peers can become the foundation of genuine patriotic feeling and responsible attitude toward the Motherland²⁹⁴.

The competence-based approach, declared by the Concept of the New Ukrainian School, puts forward a fundamentally new requirement: the pupil must not only know about national values but also be able to act in accordance with them in real situations. This presupposes the development of civic, social, and cultural competencies and the formation of skills to cooperate, follow rules, make ethical decisions, show respect for others, and participate in school and community life. This is especially important at early primary school age, when the foundations of behavioural models are laid and initial experience of responsible social interaction is

²⁹¹ Concept "New Ukrainian School" (2016)

²⁹² See: Bekh (1998); Vyshnevskyi (2006); Kononko (1998)

²⁹³ See: Strategy of National-Patriotic Upbringing for 2020–2025 (2019); Kononko (1998); Krutii (2010); Artemova (1991)

²⁹⁴ See: Bekh (1998); Sukhomlynskyi (1977); Savchenko (1982)

formed²⁹⁵. Thus, the competence-based approach becomes an effective tool for transferring values from the plane of knowledge to the plane of practice, which is key to the formation of the child's national worldview.

The native, primarily state Ukrainian language, in the domestic pedagogical tradition is regarded as a basic tool for forming the national worldview and spiritual identity of the child²⁹⁶. It is through language that the child enters the cultural space of their people, assimilates images, meanings, values, historical ideas, and moral ideals. K. Ushinsky emphasized that the native language is the "soul of the people" and the main factor in the development of national consciousness, while V. Sukhomlynskyi regarded the artistic word as the leading means of spiritual growth and emotional upbringing of the child. Such an understanding of language as a tool not only of communication but also of cultural continuity determines its key role in the formation of national identity.

The language-cultural orientation of the educational process presupposes not only the use of the Ukrainian language as a means of instruction but also the constant immersion of the child in an authentic cultural context. This includes systematic reading of Ukrainian folk tales, legends, stories, and poetry; familiarization with Ukrainian songs and folklore images; and works of modern children's literature. The organization of the space of the preschool group and primary school classroom – using state symbols, folk ornaments, artistic works, and thematic stands – creates a culturally saturated environment in which the child interacts daily with the living meanings of Ukrainian culture²⁹⁷. Such an approach contributes to the formation of an emotional connection with the native language, awakens interest in traditions and folk images, supports a positive attitude toward Ukrainian cultural heritage, and promotes the formation of primary forms of national worldview.

On the basis of the analysis of normative documents and psychological-pedagogical sources²⁹⁸, continuity in the formation of national worldview in children aged 5–10 years should be regarded as a multicomponent model that encompasses four interconnected and mutually complementary components. Their comprehensive

²⁹⁵ See: Concept "New Ukrainian School" (2016); Yakymenko (2016)

²⁹⁶ See: Law of Ukraine "On Education" (2017); Ushynskyi (1983); Sukhomlynskyi (1977)

²⁹⁷ See: Savchenko (1982); Havrysh, Linnik (2019); Kononko (1998)

²⁹⁸ See: Law of Ukraine "On Education" (2017); Law "On Preschool Education" (2001, as amended 2024); Law "On Complete General Secondary Education" (2020); Basic Component of Preschool Education (2021); State Standard of Primary Education (2018); Concept "New Ukrainian School" (2016); Strategy of National-Patriotic Upbringing for 2020–2025 (2019); Sukhomlynskyi (1977); Bekh (1998); Vyshnevskyi (2006); Masol (2006); Savchenko (1982); Havrysh, Linnik (2019); Kononko (1998); Krutii (2010); Lytovchenko (2017); Bibik (2018); Yakymenko (2016)

consideration ensures the integrity of the educational process, the gradual transition between preschool and primary education, and the consistent development of the child's national identity.

The value-target component defines the strategic guidelines and semantic foundations of the educational process aimed at forming in the child love for the Motherland, respect for the Ukrainian language, culture, and history, as well as responsibility for one's own actions in the context of community and state life. Within this component, national upbringing is regarded not as a separate activity but as a cross-cutting content and value dimension of preschool and primary education that ensures the integrity of educational influence.

It is this component that integrates the provisions of the Laws of Ukraine "On Education," "On Preschool Education," "On Complete General Secondary Education," the Concept of the New Ukrainian School, and the Strategy of National-Patriotic Upbringing, where the key state priorities in the sphere of forming national and civic identity are defined²⁹⁹. This involves the upbringing of a citizen-patriot, bearer of Ukrainian culture, who realizes their belonging to the Ukrainian people, respects the language and traditions, knows the basics of history and cultural heritage, and is able to act responsibly and virtuously.

The value-target component sets the semantic framework for all other elements of the continuity model: it determines the priorities for selecting content, choosing methods, organizing activity, and forms of partnership interaction. It is at the level of value orientations that the basis for further cognitive, emotional, and behavioural manifestations of the national worldview of children aged 5–10 years is formed.

The content component presupposes mutually coordinated, scientifically and methodologically substantiated selection of educational content at the preschool and primary education levels that ensures logical, step-by-step expansion of the child's knowledge and ideas about the world, native land, and Ukrainian state. Coordination of content means not only thematic similarity but also gradual complication, deepening, and transitions from emotional-imaginative forms of presenting material to more conscious and systemic knowledge.

Such content makes it possible to ensure a gradual transition from the emotional-imaginative experience of the preschool child — through fairy tales, symbols, traditions, and folklore — to more systemic and logically ordered ideas of the early primary school pupil about the national community, its history, culture, and

²⁹⁹ See: Law of Ukraine "On Education" (2017); Law "On Preschool Education" (2001, as amended 2024); Law "On Complete General Secondary Education" (2020); Concept "New Ukrainian School" (2016); Strategy of National-Patriotic Upbringing for 2020–2025 (2019)

modern development. As a result, a holistic primary national worldview is formed, built on the unity of knowledge, experiences, and value orientations.

The activity component reveals the logic of the child's gradual transition from the leading play activity of preschool age to learning-play, learning-research, and project activity characteristic of primary school. In the process of such a transition, there is an organic expansion of the range of types of activity, which makes it possible to preserve the child's natural motivation for cognition and at the same time gradually form learning activity and independence.

Key importance is attached to those types of activity in which the child not only observes but also actively acts: plot-role and folk games, dramatization and theatrical performances, mini-research, creative tasks, and work on collective and individual projects. It is through such forms of work that the child masters cultural norms, assimilates images of Ukrainian culture, interiorizes national values, and, most importantly, acquires real experience of civic behaviour: the ability to cooperate, distribute roles, act responsibly, follow rules, support others, and participate in the affairs of the group, class, or community³⁰⁰.

Play, cognitive, and project activity create natural conditions for living socially and culturally significant situations, thanks to which national meanings appear not in the form of abstract concepts but as emotionally saturated and personally significant experience. Thus, the activity component ensures the practical dimension of forming the national worldview of children aged 5–10 years and is one of the key factors in realizing continuity between preschool and primary education.

The subject-partnership component is based on the concept of the pedagogy of partnership, according to which the child, educator, family, and community act as equal and active subjects of the educational process. Such an approach presupposes not only coordination of actions of different participants but also the joint creation of upbringing situations in which the child has the opportunity to feel support, involvement, and the value of their own contribution. Coordinated interaction between family, educational institution, and local community forms a holistic sociocultural space that supports national values and contributes to the formation of the child's primary civic position.

Partnership "child – educator – parents – community" ensures unity of upbringing influences, stability and predictability of the educational environment, and strengthens the role of the positive personal example of adults in forming national orientations. An important component of this element is the inclusion of the child in real civic practices – joint family-school events, cultural projects, memory actions,

³⁰⁰ See: Masol (2006); Havrysh, Linnik (2019); Artemova (1991); Lytovchenko (2017); Bibik (2018); Yakymenko (2016)

volunteer initiatives, and meetings with community representatives. It is precisely such forms of activity that make it possible for the child to acquire experience of social participation, feel part of the Ukrainian community, and take the first steps toward responsible civic behaviour³⁰¹.

The coordinated functioning of the value-target, content, activity, and subject-partnership components at the preschool and primary education levels ensures real, rather than formally declarative, continuity in the formation of national worldview in children aged 5–10 years. The mutual complementation of these components creates a holistic educational space in which the emotional-imaginative impressions of the preschool child and the cognitive capabilities of the early primary school pupil are gradually and harmoniously combined. Thanks to this, national values do not remain abstract or external but gradually move into the sphere of the child's inner convictions, becoming the object of personal experience and moral comprehension³⁰².

Such a holistic approach makes it possible to preserve the child's natural motivation for cognition, ensure psychological comfort during the transitional period, and at the same time contribute to the formation of primary national identity. It is precisely the coordination of the indicated components that is the key condition for ensuring the continuity and effectiveness of national upbringing at the age of 5–10 years, when basic worldview orientations, emotional-value attitudes, and the model of civic behaviour are laid down.

The formation of the national worldview of children aged 5–10 years is a strategic task of modern Ukrainian education, clearly defined in the Laws of Ukraine "On Education," "On Preschool Education," "On Complete General Secondary Education," the Basic Component of Preschool Education, the State Standard of Primary Education, the Concept of the New Ukrainian School, and the Strategy of National-Patriotic Upbringing³⁰³. These documents define the key directions of state policy in the sphere of patriotic, civic, and cultural upbringing, based on forming in children love for the Motherland, respect for the state language, understanding of national history and cultural heritage, and readiness to act responsibly in society.

The normative-legal base regards the development of national and civic identity as a continuous and consistent process that begins in preschool education and logically continues in primary school. Such an approach emphasizes the importance

³⁰¹ See: Concept "New Ukrainian School" (2016); Bekh (1998); Vyshnevskiy (2006); Kononko (1998); Krutii (2010); Artemova (1991)

³⁰² See: Sukhomlynskyi (1977); Bekh (1998); Havrysh, Linnik (2019); Krutii (2010)

³⁰³ See: Law of Ukraine "On Education" (2017); Law "On Preschool Education" (2001, as amended 2024); Law "On Complete General Secondary Education" (2020); Basic Component of Preschool Education (2021); State Standard of Primary Education (2018); Concept "New Ukrainian School" (2016); Strategy of National-Patriotic Upbringing for 2020–2025 (2019)

of early laying of the emotional-value foundations of national worldview and their gradual expansion, deepening, and comprehension at early primary school age. The continuity referred to in the documents ensures coordinated child development and contributes to the formation of stable values that become the foundation of their national consciousness and civic position.

The national worldview of children aged 5–10 years is substantiated as an integrated system of ideas, emotional-value attitudes, and primary meanings formed on the basis of the child's gradual realization of belonging to the Ukrainian people. It combines acceptance of cultural traditions, native language, and state symbols; familiarization with historical heritage; and the development of elementary civic qualities – responsibility, cooperation, kindness, and respect for others³⁰⁴. This worldview is not limited to the assimilation of separate knowledge but includes emotional experience of cultural values, formation of personally significant images of the Motherland, a positive attitude toward the Ukrainian community, and readiness to participate in the life of the family, class, and community. In this understanding, national worldview appears as the initial level of national and civic identity, which should develop in interconnected emotional, cognitive, and behavioural dimensions.

Continuity in the formation of national worldview in children aged 5–10 years means systemic coordination of goals, content, methods, and forms of educational work between preschool and primary levels that takes into account the age-specific cognitive, emotional, moral, and social characteristics of child development. This coordination ensures the continuity and integrity of the formation of national ideas and value orientations during the transition from preschool to school. Continuity presupposes the preservation of the emotionally positive attitude toward Ukrainian culture formed at preschool age and its gradual intellectual comprehension in primary school. Important is the step-by-step change and enrichment of leading types of activity: from play forms to learning-play, learning-research, and creative-project forms, which corresponds to the natural dynamics of the development of the child's cognitive capabilities. The consistent expansion of content lines – from images of the “small Motherland” (family, home, community, native land) to ideas about Ukraine as a state, its history, heroes, and cultural heritage – ensures the formation of a more holistic and conscious national worldview³⁰⁵.

The theoretical and methodological foundations of ensuring continuity in the formation of national worldview in children aged 5–10 years are the integrated,

³⁰⁴ See: Ushynskiy (1983); Sukhomlynskyi (1977); Bekh (1998); Vyshnevskiy (2006); Havrysh, Linnik (2019); Kononko (1998); Krutii (2010)

³⁰⁵ See: Havrysh, Linnik (2019); Kononko (1998); Krutii (2010); Artemova L.V. (1991); Lytovchenko (2017); Bibik (2018)

activity-based, person-oriented, and competence-based approaches, the pedagogy of partnership, and the language-cultural orientation of the educational process. Their practical implementation is based on the use of play, project, artistic, and research technologies; the creation of a culturally saturated language environment; and the involvement of family and community in joint upbringing activity³⁰⁶.

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2.6. Theoretical and methodological foundations of ensuring continuity in national-patriotic education of senior preschool children and junior primary school pupils

Contemporary political and social transformations in Ukraine have significantly heightened attention to the issue of national-patriotic education of children and youth, which, for the first time since independence, is regarded as a key factor in ensuring national security and societal cohesion. Patriotism emerges as an indicator of the nation's spiritual revival, necessitates a rethinking of civic consciousness, fosters the awakening of national self-awareness, and is grounded in moral and value-based principles. The events of the Revolution of Dignity became a turning point in the spiritual renewal of Ukrainian society, laying the groundwork for new guidelines in national development. It was precisely after 2014, with the onset of Russian aggression against Ukraine, that the formation of patriotic consciousness in children and youth acquired the status not only of a pedagogical but also of a strategically vital state task. The war in eastern Ukraine, the occupation of Crimea, and the emergence of elements of hybrid warfare have made urgent the need for societal consolidation, strengthening national unity, and cultivating a generation capable of defending democratic values and state sovereignty.

The full-scale invasion of Ukraine by Russia in 2022 further exacerbated these challenges, clearly demonstrating that patriotic education serves as a key mechanism for developing resilience, readiness for civic participation, the ability to act under threat, to help others, and to preserve humanity. In such historical periods, patriotism

³⁰⁶ See: Concept "New Ukrainian School" (2016); Bekh (1998); Vyshnevskiy (2006); Masol (2006); Savchenko (1982); Havrysh, Linnik (2019); Kononko (1998); Artemova (1991); Lytovchenko (2017); Bibik (2018); Yakymenko (2016).

manifests itself not as an abstract concept but as a real life stance: active, responsible, and morally motivated.

Under these conditions, national-patriotic education must aim not only at fostering love for Ukraine but also at developing the ability to recognize the value of freedom, democracy, and human dignity, as well as cultivating readiness to participate in the country's reconstruction and community support³⁰⁷. Overcoming contemporary societal and security challenges depends to a large extent on the formation of a renewed strategy for educating the younger generation, built on partnership between the education system, state institutions, families, non-governmental organizations, and local communities.

For this reason, the issue of continuity in patriotic education acquires fundamental importance: the extent to which preschool and primary education operate in a coordinated and holistic manner will determine the emergence of a generation capable of preserving statehood, cultural identity, and democratic orientation amid prolonged war and profound social transformations.

The Laws of Ukraine «On Education» and «On Preschool Education»^{308 309} explicitly state that one of the main tasks of education is the formation of a personality that is aware of its national identity, respects Ukrainian statehood, democratic values, and cultural heritage. The State Standard of Preschool Education (2021) emphasizes the need to develop in children love for the Motherland, respect for the state language and symbols, and the formation of initial ideas about the Ukrainian people and its traditions³¹⁰. The State Standard of Primary Education (2018) identifies the

³⁰⁷ Kontseptsiiia natsionalno-patriotichnoho vykhovannia v systemi osvity Ukrainy [Concept of National-Patriotic Education in the Education System of Ukraine]: Order of the Ministry of Education and Science of Ukraine No. 527 dated 06 June 2022. IPS «LIGA:ZAKON». Retrieved November 23, 2025, from <https://ips.ligazakon.net/document/MUS38725>

³⁰⁸ Pro osvitu [On Education]: Law of Ukraine No. 2145-VIII dated 05 September 2017. Verkhovna Rada of Ukraine. Retrieved November 23, 2025, from <https://zakon.rada.gov.ua/laws/show/2145-19>

³⁰⁹ Pro doshkilnu osvitu [On Preschool Education]: Law of Ukraine No. 3788-IX dated 06 June 2024. Verkhovna Rada of Ukraine. Retrieved November 23, 2025, from <https://zakon.rada.gov.ua/laws/show/2628-14#Text>

³¹⁰] Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart) [State Standard of Preschool Education]: Order of the Ministry of Education and Science of Ukraine No. 33 dated 12 January 2021. Ministry of Education and Science of Ukraine. Retrieved November 23, 2025, from <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti> Alternative source: <https://osvita.ua/school/78970/>

development of civic, social, and cultural competences as key competences that begin to take shape as early as Grade 1³¹¹.

These normative provisions are fully consistent with the conclusions of Ukrainian scholars. I. Bekh stresses that the education of national identity must be not declarative but a personality-oriented process in which the child experiences and internalizes values through interaction with a humanistic educational environment³¹². O. Vyshnevskiy underscores that national education is impossible without a holistic system of cultural, moral, and civic orientations that are formed gradually, from preschool age through the senior grades³¹³. As early as the 19th century, K. Ushynskiy substantiated the principle of nationality (narodnist) as the foundation of education, arguing that the native language and culture are essential conditions for the harmonious development of the child and the source of national self-determination³¹⁴. The ideas of K. Ushynskiy were further developed by V. Sukhomlynskiy and other humanist educators, who emphasized that genuine patriotism in children is formed through moral experiences, the beauty of native nature, fairy tales, traditions, and the personal example of adults³¹⁵.

Thus, national-patriotic education in Ukraine is regarded as a continuous, systemic, and regular process that begins in preschool childhood, continues sequentially in primary school, and is intended to become the foundation for the formation of a conscious citizen capable of acting responsibly in the interests of the Ukrainian state and society. It is at these early stages that the primary emotional-value orientations are laid, which later transform into stable convictions, national self-consciousness, and readiness for active civic participation. In the current context of military aggression and profound societal transformations, this approach acquires

³¹¹ Derzhavnyi standart pochatkovoi osvity [State Standard of Primary Education]: Resolution of the Cabinet of Ministers of Ukraine No. 87 dated 21 February 2018. Verkhovna Rada of Ukraine. Retrieved November 23, 2025, from <https://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF#Text> Alternative source: https://osvita.ua/legislation/Ser_osv/59876/

³¹² Bekh, I. D. (2003). *Vykhovannia osobystosti [Personality Education]* (Vols. 1–2). Kyiv: Lybid. 280 p. Available at: <https://dnpb.gov.ua>

³¹³ Vyshnevskiy, O. I. (2006). *Teoretychni osnovy suchasnoi ukrainskoi pedahohiky [Theoretical Foundations of Contemporary Ukrainian Pedagogy]*: Textbook. Drohobych: Kolo. 326 p. Available at: <https://pedagogy.lnu.edu.ua>

³¹⁴ Ushynskiy, K. D. (1955). *Liudyna yak predmet vykhovannia. Dosvid pedahohichnoi antropologii [Man as the Object of Education: An Experiment in Pedagogical Anthropology]*. In K. D. Ushynskiy, *Tvory [Works]* (Vol. 5, pp. 430). Kyiv: Radyanska shkola. Available at: <https://stud.com.ua>

³¹⁵ Sukhomlynskiy, V. O. (1977). *Sertse viddaiu ditiam [I Give My Heart to Children]*. In V. O. Sukhomlynskiy, *Vybrani tvory u 5 tomakh [Selected Works in Five Volumes]* (Vol. 3, pp. 350). Kyiv: Radyanska shkola. Digitised materials: <https://dnpb.gov.ua>

even greater relevance, as it ensures the education of a generation capable of preserving national dignity, unity, and responsibility for Ukraine's future.

Continuity in national-patriotic education means ensuring the uninterrupted and logically connected nature of the educational process at different stages of the individual's life, from preschool age to adulthood, with the aim of forming a holistic system of national-patriotic values. This principle requires coordination of tasks, forms, and methods across different levels of education and within the family in order to avoid gaps and unnecessary repetition while ensuring the gradual deepening of knowledge, skills, and feelings.

The progressive development of national identity is impossible without coordinated actions of all educational institutions, since it is precisely the continuity between the preschool and primary levels that guarantees the integrity of the formation of patriotic feelings, moral-value orientations, and models of civic behaviour. At the preschool stage, the emotional prerequisites for love of one's home, family, language, and traditions are established, while in primary school these ideas receive further development and are enriched with knowledge about the native land, state symbols, history, and culture of the Ukrainian people. Such logical sequencing not only facilitates the child's natural transition to new learning conditions but also fosters a conscious attitude toward one's own national belonging.

The issue of continuity acquires particular urgency in the context of the war that has been ongoing in Ukraine since 2014 and became full-scale in 2022. In today's realities, education performs not only an instructional but also a crucial worldview and humanistic mission: it strengthens children's inner resilience, develops empathy, responsibility, the ability to perform good deeds, and to support others. Patriotic education that is consistently built from early childhood contributes to the formation of a generation that understands its role in preserving statehood, culture, language, and democratic values.

Consequently, ensuring continuity in national-patriotic education becomes not merely a pedagogical technology but a societal necessity that determines the quality of the state's future civic potential. The coordination of content, methods, and value orientations, together with the unity of family, preschool, and school education, creates the preconditions for the formation of a harmonious, morally mature, and patriotically oriented personality capable of adequately responding to the challenges of the time.

The concept of continuity in education is traditionally understood as a coordinated, systemically organized "two-way connection" between adjacent levels of preschool and primary education, which involves the school building upon the achievements and age-related capabilities of children while the preschool level

anticipates the future demands of school learning³¹⁶. As O. Kovshar emphasizes, continuity ensures not only formal programme alignment but genuine semantic and procedural unity of educational influence, thereby guaranteeing a smooth, crisis-free transition of the child into the new social role of pupil³¹⁷.

In this perspective, continuity acts as a vital pedagogical condition that provides:

- progressive personality development, where each subsequent educational stage does not start “from scratch” but continues already formed qualities;
- preservation and enhancement of acquired competences, particularly emotional-value, communicative, and social ones;
- integrity of the educational and upbringing processes, protecting the child from contradictions and abrupt changes in pedagogical demands;
- emotionally comfortable transition to new conditions, minimizing adaptation difficulties and strengthening the child’s confidence in their own abilities³¹⁸.

In the context of national-patriotic education, the principle of continuity acquires special significance. The formation of national identity is a prolonged and stage-by-stage process: in preschool childhood the emotional-sensory sphere predominates, when the child, through play, fairy tales, traditions, and symbols, assimilates primary ideas about home, family, nature, and language. In junior primary school age, there is a gradual transition to conscious attitude, interest in cultural heritage, history, state symbols, and socially significant behaviour. Therefore, continuity ensures the natural unfolding of patriotic feelings: from emotional attachment to family and native land to the development of civic activity, responsibility, and the ability to act in the interests of the community.

Thus, continuity appears not only as a methodological principle but as a strategic condition for the formation of national identity, guaranteeing the holistic development of the child’s patriotic consciousness at all educational levels.

The State Standard of Preschool Education defines the formation of “prerequisites for civic and patriotic competence” as an important outcome of preschool education³¹⁹. The State Standard of Primary Education continues this line, providing for the development of:

- national consciousness,

³¹⁶ Kovshar, O. V. (2015). *Teoretyko-metodychni zasady orhanizatsii peredshkilnoi osvity* [Theoretical and Methodological Foundations of the Organisation of Pre-Primary Education]: Monograph. Kryvyi Rih: Vyd. R. A. Kozlov. 270 p.

³¹⁷ Ibid.

³¹⁸ Ibid.

³¹⁹ *Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart) [State Standard of Preschool Education]* (2021)

- respect for cultural heritage,
- a sense of responsibility for one's country,
- the ability to act in the interests of the community³²⁰.

Coordinated thematic areas in national-patriotic education serve as the key mechanism for ensuring continuity between preschool and primary school institutions. They create a common content field through which the child sequentially and naturally moves from emotionally vivid perception of the world to elementary historical thinking, from primary ideas about family and native land to awareness of belonging to the Ukrainian people and state. Such areas possess clear internal logic and ensure gradual complication of content in accordance with children's age-related capabilities.

The most important coordinated thematic areas include:

1. "My Family" → "My Community" → "My State — Ukraine". In preschool age, the dominant themes are those related to family, family traditions, everyday life, and norms of coexistence. The preschool child comprehends the immediate social environment and forms primary ideas about kindness, mutual assistance, and respect. In primary school, this content is expanded: the child becomes acquainted with the structure of the local community, its traditions and activities, and subsequently with the role of the state and of each citizen in its development. This content line ensures the gradual formation of civic identity, which constitutes the foundation of patriotic consciousness.

2. "My Native Land" → "Ukraine — Our Motherland". In preschool age, the child explores the surrounding world primarily through the immediate environment: home, street, settlement, and nature of the native region. Preschoolers discover the beauty and uniqueness of their locality through daily observations of natural phenomena, acquaintance with the landscape, flora and fauna, traditions, everyday life, and crafts of their region. It is at this stage that emotional attachment to the native land, the first ideas about nature and local cultural customs, and a sense of pride in one's region are formed.

In junior primary school age, this content is significantly broadened and deepened. Children gradually move beyond the local environment and acquire systematic ideas about the diversity and scale of Ukraine: its natural resources, landscape zones, characteristics of different regions, historical and cultural monuments, notable places, and figures. Studying national symbols, cultural heritage, and natural wealth contributes to the formation of spatial imagination, a sense of the country's geographical integrity, and the understanding that Ukraine is a complex, multifaceted, yet unified nation.

³²⁰ Derzhavnyi standart pochatkovoï osvity [State Standard of Primary Education] (2018)

Such a gradual transition — from emotional perception of one's native corner to awareness of oneself as a citizen of a great state — helps the child comprehend the significance of each region and its contribution to the common national culture, economy, and history. This not only strengthens patriotic feelings but also fosters a value-based attitude toward the entire country, understanding of the importance of its natural and cultural resources, respect for diversity, and a sense of belonging to the Ukrainian people. It is during this period that the foundation of conscious patriotism, grounded in knowledge, emotions, and the child's personal experience, is laid.

3. "Holidays and Traditions of Ukrainians" → "Cultural Heritage of the Ukrainian People". In preschool institutions, children are introduced to national traditions through emotionally rich, imaginative, and accessible forms. Celebrating folk holidays, participating in theatrical performances, acquaintance with rituals, songs, dances, folk games, and decorative and applied arts create a positive emotional background and ensure the child's first sense of belonging to Ukrainian culture. At this stage, traditions are perceived primarily through imagery, the joy of joint actions, and the brightness of costumes, music, and movement — evoking admiration, interest, and the desire to participate in shared events.

In primary school, this content becomes broader and deeper: children not only continue to learn about traditions but gradually move to their cultural and historical comprehension. Pupils learn about the origins of Ukrainian holidays, their meaning and symbolism, regional features of rituals, the importance of folk crafts, and the connection between traditions and historical events. School education helps the child see that traditions are not merely beautiful customs but part of the cultural heritage of the Ukrainian people, formed over centuries and reflecting the wisdom, worldview, and spiritual values of our ancestors.

The gradual transition from emotional experience of traditions in preschool age to their comprehension at school ensures the formation of a value-based attitude toward national culture. The child begins to realize that traditions preserve historical memory, connect generations, and create the unique cultural identity of the Ukrainian people. This logical sequence – from emotional involvement to cultural understanding – an essential condition for developing respect, pride, and responsibility for preserving and continuing Ukraine's cultural heritage.

State Symbols. The first ideas about state symbols – the flag, coat of arms, and anthem – are formed in preschool age through visual images, thematic games, artistic works, musical activities, and participation in festive events. Preschoolers learn about the flag colours, the shape of the coat of arms, and the anthem melody, perceiving them as vivid, emotionally significant images that evoke feelings of joy, pride, and belonging to the community. At this stage, it is important that symbols are presented as a sign of unity that connects family, kindergarten, community, and country.

In junior primary school age, children's knowledge acquires new meaning and depth. Pupils gradually move from emotional perception to awareness of the historical significance of state symbols: they learn about the origin of the Ukrainian flag colours, the history of the trident, and the content and role of the anthem as a state attribute. Children study how these symbols are linked to the Ukrainian people's struggle for freedom, dignity, and independence.

At the same age, pupils become acquainted with outstanding Ukrainian figures in science, culture, literature, art, sports, state-building, and the liberation movement. Stories about Taras Shevchenko, Lesia Ukrainka, Mykhailo Hrushevskyi, Solomiia Krushelnyska, Oleh Antonov, contemporary Heroes of Ukraine, and others help the child understand that the state's history is created by concrete individuals through their efforts, talents, and life achievements.

The logical sequence – from symbols to real historical events and personalities – ensures the formation of a holistic historical memory in which state symbols acquire profound meaning connected with the life and struggle of the Ukrainian people. The child begins to realize that symbols are not abstract images but reflect historical experience, cultural achievements, and the spiritual strength of the nation.

This approach fosters respect for state symbols in junior pupils, deeper understanding of historical heritage, and a positive attitude toward outstanding Ukrainians as bearers of important national values. It becomes the basis for further development of historical consciousness and national-patriotic stance.

4. “Rules of Interaction” → “Civic Behaviour” → “Active Civic Participation”. In preschool age, children take their first steps in social interaction: they learn to follow simple rules of coexistence, show mutual respect, take turns, share, resolve conflicts peacefully, and take responsibility for their actions. It is during this period that the foundations of emotional intelligence, cooperation skills, and the ability to listen and negotiate are laid – the foundation for the further development of civic qualities.

In primary school, these primary skills are gradually transformed into an “understanding of the fundamentals of civic behaviour”. Pupils begin to realize the importance of tolerance, respect for the rights of others, the need for mutual assistance, and responsible attitude toward common rules and duties. Children are involved in the collective activities of the class and school: duty rosters, group projects, creative tasks, and participation in class or school initiatives. At this time, the ability to act not only “for oneself” but “in the interests of the group and community” is formed.

An important component of this stage is the involvement of junior pupils in age-appropriate volunteer, charitable, and socially useful activities: making greeting cards for soldiers, participating in charity fairs, environmental actions, helping

younger children or the school library. Such forms of activity help the child feel part of a common cause and see the real result of their activity.

At the final stage of this content line, readiness for active participation in community life is formed. The junior pupil begins to realize that they are part of a larger community: school, city, country; that every good deed makes this community better; that responsibility, cooperation, and initiative are important traits of a citizen. The child gradually shifts from following rules “because it is required” to understanding their significance for the well-being of the entire collective.

This transition – from elementary rules of behaviour to civic stance and active interaction with the community – creates a solid foundation for the development of civic activism, which is a key component of national-patriotic education, as it forms the child’s readiness to act in the interests of others, support the community, assume responsibility, and make a conscious contribution to the life of their Motherland.

5. “My Language” → “The Ukrainian Language as a National Value and Symbol”. In preschool institutions of preschool education, the child masters Ukrainian as their native language through speech situations, fairy tales, poems, and folklore. In school, elements of linguistic competence are formed, and understanding of the language’s significance as the foundation of culture, historical memory, and statehood is deepened. This direction contributes to the development of linguistic identity and the cultivation of respect for the Ukrainian language.

Coordinated thematic areas ensure logical sequence and integrity of national-patriotic education, enabling the child to gradually move from the closest and most understandable life concepts to broader worldview categories related to national culture, history, and civic behaviour. It is precisely this systematic approach that guarantees the effectiveness of continuity between preschool and primary education and creates the foundation for the formation of a patriotically oriented, conscious personality.

O. Kovshar emphasizes that preschool age is a period of intensive development of the emotional sphere, imagination, visual-figurative thinking, and social activity³²¹. The most important features are:

- the emotional-value nature of perception,
- imitation of adults,
- the need for play as the leading activity,
- the ability to engage in joint actions.

These create the prerequisites for forming ideas about the native land, family, traditions, and symbols, which are assimilated through emotionally charged events, observations, artistic images, and folklore.

³²¹ Kovshar (2015)

In junior primary school age, the following increase:

- consciousness and responsibility,
- ability to follow rules,
- interest in history and culture,
- aspiration for socially significant activity.

The child moves from emotional attachment to awareness of oneself as part of the community, the Ukrainian people, and the state³²².

The unity of content and forms of education between preschool institutions and primary school is a determining condition for implementing the principle of continuity. As O. Kovshar notes, the preschool and primary levels must function within a “common educational space” in which requirements, goals, and pedagogical approaches are aligned, thereby ensuring the child’s continuous development and smooth adaptation to school conditions.

The author stresses that coordination must encompass content, methodologies, forms of activity, and educational influences, since it is precisely the “integration of newly acquired experience with previous experience” that ensures a gradual transition from the preschool to the school stage of development.

Continuity involves the coordination of the following components:

- Content lines – the content of preschool and primary education must be interconnected, as both levels are “subordinate to the single content of primary school education” and must ensure the formation of a complex of competences necessary for further learning. This implies unity of thematic areas, particularly in the sphere of civic and national-patriotic education.

- Leading methods and forms of work. O. Kovshar emphasizes the need to coordinate educational methods, since “the change in the nature of activity – from reproductive to creative, exploratory, and socially useful – influences the child’s life stance” and determines their readiness for new educational demands. In preschool age, play is dominant, but the role of productive, instructional, and social activity gradually increases and must find continuation in school. Accordingly, methods in primary school should build upon the experience of play-based, creative, and exploratory forms acquired in preschool.

Research by T. Ponimanska highlights that the leading condition for preschool child development is the use of active methods that promote emotional involvement and the formation of the child’s own experience. According to the author, it is precisely play-based, problem-search, and artistic-imaginative methods that enable the child to

³²² Ibid.

naturally and unobtrusively assimilate social and cultural norms³²³. These methods should become the basis for further learning in primary school, where play forms are gradually transformed into instructional-cognitive ones while retaining elements of creativity and emotionality.

I. Bekh emphasizes that effective education is possible only under conditions of personality-oriented interaction, where methods are aimed not merely at transmitting knowledge but at forming inner convictions and moral feelings³²⁴. Therefore, it is important that the methods and forms used in school continue the approaches characteristic of preschool childhood: supporting initiative, dialogicity, development of emotional experience, and learning through activity.

O. Vyshnevskiy draws attention to the cultural appropriateness of methods, stressing that national education must rely on traditional forms (folk games, songs, holidays, rituals) that create a meaningful emotional-value environment for the child³²⁵. In primary school, these forms not only can but must receive further development in the form of project activities, integrated lessons, and mini-research practices.

V. Sukhomlynskyi insisted that educating a child cannot be limited to words or instructions: the formation of values occurs through experiences, emotional impressions, the beauty of nature, work, and community³²⁶. Therefore, forms of work in primary school should include observation, exploratory tasks, joint creative activity, and socially useful deeds that continue the educational practices of the preschool institution.

Thus, coordination of methods and forms of work between preschool and primary education involves not only transferring play-based or creative techniques to school but also preserving key principles: emotionality, activity-based approach, cultural appropriateness, personality orientation, and humanistic interaction. It is precisely this continuity that ensures a comfortable transition for the child to new learning conditions and contributes to the formation of a stable civic and patriotic stance.

- Value orientations. The educational process must be based on a common system of values: humanism, democracy, freedom, responsibility, statehood, and respect for cultural traditions. As O. Kovshar notes, contemporary education requires “unified worldview-value provision”, important components of which are recognition

³²³ Ponimanska, T. I. (2006). *Doshkilna pedahohika [Preschool Pedagogy]*. Kyiv: Akademiia. 436 p.

³²⁴ Bekh (2003)

³²⁵ Vyshnevskiy (2006)

³²⁶ Sukhomlynskyi (1977)

of each child as a personality and national values: statehood, traditions, and language³²⁷.

This means that patriotic education must have the same emphases at both levels: from emotional perception of cultural heritage in preschool age to awareness of statehood values in junior pupils.

- Requirements for the formation of competences. Scholars emphasize that continuity is impossible without clearly defined and coordinated requirements for the competences the child must master. Preschool education is aimed at forming “life-essential competences” that will facilitate faster adaptation to school and ensure active assimilation of instructional material³²⁸.

These competences include speech development, social interaction, emotional-volitional sphere, ability to act in a collective, and the formation of moral and national values – all qualities that become the basis for the further development of civic and patriotic competence.

Thus, the unity of content, methods, value orientations, and competence requirements between preschool institutions and primary school ensures the integrity of national-patriotic education, protects the child from adaptation difficulties, and promotes the formation of a stable national identity within the framework of lifelong education.

In preschool age, emotional forms predominate, while in primary school the emphasis shifts to reflective and cognitive-exploratory forms. It is essential to preserve common themes and symbols while expanding them at a new level³²⁹.

O. Kovshar emphasizes the importance of the activity-based and activity-personality approaches, which ensure the child’s active involvement in:

- plot-role games,
- theatrical performances,
- creative projects,
- mini-research activities,
- socially useful activity.

It is precisely through their own actions, deeds, explorations, and creativity that the child internalizes norms, values, and models of civic behaviour. Participation in collective endeavours develops responsibility, empathy, and a sense of belonging to the community.

This principle constitutes one of the cornerstones of the New Ukrainian School (NUSH). It presupposes:

³²⁷ Kovshar (2015)

³²⁸ Ibid.

³²⁹ Ibid.

- unity of influences from the family, preschool institution, school, and community;
- integration of educational activities;
- formation of a shared cultural-educational space.

Children's participation in family-school celebrations, commemorative events, excursions, volunteer initiatives, and other forms of socially significant activity creates conditions for the practical experience of national unity, belonging to the community, and responsibility for its well-being. O. Kovshar stresses that involving the child in various types of collective activity is a crucial mechanism of socialization, since "participation in joint endeavours and communication with adults and peers facilitates the assimilation of moral norms and values and the development of socially acceptable behavioural models".

The author underscores that the development of civic qualities is impossible outside real interaction with society, because the child is formed as a personality "in the process of involvement in various types of activity that gradually become more complex: from play to instructional, creative, and socially useful activity"³³⁰.

It is socially useful and patriotically oriented initiatives that become the environment in which conditions are created for cultivating a responsible attitude toward the Motherland, people, and community.

Participation in family-community events, cultural occasions, or volunteer actions helps the child not only to become acquainted with cultural traditions and moral values but also to realize their own role in community life – an essential component in the formation of civic and patriotic competence. Thus, practical activity within the "child – family – school – community" space ensures realistic and emotionally charged assimilation of national values and contributes to the emergence of an active civic stance.

National-patriotic education involves the formation, in senior preschool and junior primary school children, of the foundations of national identity, civic consciousness, love for the Motherland, and readiness to act in the interests of the community. The realization of this component is possible only on condition of purposeful, coordinated work of the two educational levels – preschool and primary – functioning within a single value-semantic field³³¹.

Researchers emphasize that the main goal of preschool and pre-primary education is to create conditions for the holistic development of the personality,

³³⁰ Ibid.

³³¹ See: Kontseptsiiia natsionalno-patriotychnoho vykhovannia v systemi osvity Ukrainy [Concept of National-Patriotic Education in the Education System of Ukraine] (2022); Kovshar (2015)

encompassing not only cognitive but also moral-spiritual and social aspects. The author stresses that preschool education is aimed at forming life-essential personality qualities and key competences that will determine “the child’s systemic and holistic development” in subsequent learning and life activity³³².

Such competences include:

- the value-orientation sphere, which encompasses respect for the traditions, culture, and morality of one’s people;
- social-civic competence, which involves the ability to act in interaction with others, assume responsibility, and navigate the social environment;
- emotional-volitional resilience, which is important for the formation of national self-consciousness;
- moral-ethical qualities that ensure the child’s spiritual development³³³.

State documents place emphasis on educating a personality capable of self-expression, interaction with society, spiritual formation, and self-development – the foundation for the emergence of a mature civic stance³³⁴.

In the context of national-patriotic education, the target component also includes the formation of:

- an emotional-value attitude toward the native land and culture, which is laid down already in preschool age;
- awareness of belonging to the Ukrainian people, its history, and traditions;
- a sense of responsibility and readiness to act for the common good, which is formed in junior primary school age through the experience of participation in socially significant endeavours.

Supporting this view, Kovshar notes that the organization of preschool and pre-primary education must ensure “systemic partnership interaction of all participants in the educational-upbringing process”, including family, educators, and community, since such interaction fosters the development of social responsibility and readiness to participate in community life.

Thus, the target component of continuity in national-patriotic education is aimed at enabling the child to:

- realize themselves as part of the family, community, and state;
- internalize the cultural values of their people;
- acquire experience of civic interaction and social responsibility;

³³² Kovshar (2015)

³³³ Ibid.

³³⁴ See: Pro osvitu [On Education] (2017); Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart) [State Standard of Preschool Education] (2021); Derzhavnyi standart pochatkovoï osvity [State Standard of Primary Education] (2018); Kovshar (2015)

- be prepared for active participation in social life³³⁵.

In preschool age, the child's worldview is primarily based on the family – the first social environment in which feelings of attachment, trust, and security are formed. Kovshar emphasizes that participation in family and collective life serves as the basis for mastering social roles and behavioural norms³³⁶.

In the pre-primary period, these ideas expand to the community level, and in primary school – to awareness of oneself as a citizen of the state.

The child begins acquaintance with national culture through family traditions and the immediate environment: holidays, rituals, songs, and folklore. According to Kovshar, the assimilation of cultural norms occurs through involvement in “various types of socially oriented activity”³³⁷.

At the next stage, the child moves to understanding broader moral and national values, and in school age – to awareness of cultural heritage as the achievement of the entire Ukrainian people.

In preschool institutions, children become acquainted with emotionally vivid symbols (flag, coat of arms, embroidered shirt), laying the primary foundations of ideas about statehood. In primary school, this knowledge is expanded to include fragmentary notions about the history of Ukraine and its past, preparing the child to perceive information about outstanding figures in culture, science, arts, and the struggle for independence.

This progressive movement, according to scholars' conclusions, ensures “the development of the child's semantic sphere” and contributes to the formation of stable spiritual-value orientations.

Such content progression – from the near to the distant, from the concrete to the generalized – not only provides gradual complication of knowledge but also creates conditions for the emergence of a holistic national identity in the child. It corresponds to the natural laws of mental and worldview development, when new concepts are integrated into existing experience and nationally significant ideas acquire personal meaning. Thanks to this logical sequence, the child not only learns about cultural phenomena, symbols, and traditions but also emotionally accepts them as part of their own life world, which fosters deeper awareness of oneself as a member of the family, community, and Ukrainian people.

³³⁵ See: *Kontseptsiiia natsionalno-patriotichnoho vykhovannia v systemi osvity Ukrainy* [Concept of National-Patriotic Education in the Education System of Ukraine] (2022); Kovshar (2015)

³³⁶ Kovshar (2015)

³³⁷ *Ibid.*

The activity component is a key condition for ensuring continuity between preschool and primary education, since it is through active engagement – play, creative, cognitive, and social – that the child assimilates social roles, cultural norms, and values. O. Kovshar stresses that personality development occurs “in the process of involvement in various types of activity that gradually become more complex: from play to instructional-practical, creative, and socially useful activity”. It is this gradualness that makes the activity approach the basis for forming the child’s moral and patriotic qualities.

Within the activity component, the child must have real opportunities for:

- play and modelling of social situations. In preschool age, play is the leading type of activity, ensuring the formation of social roles, interaction, and moral norms. The monograph emphasizes that it is in play that the child “assimilates behavioural models accepted in society and learns cooperation with others”³³⁸. In the context of patriotic education, this is reflected in plots about family and community, traditional Ukrainian holidays, and role-playing games such as “My School”, “Celebration of Cossack Glory”, “We Are Community Volunteers”, etc.

- creative interpretation of cultural traditions. Artistic-creative activity (drawing, appliqué, singing, dramatization, folk rituals) enables the child to emotionally experience belonging to native culture. Creative tasks contribute to “the child’s free self-expression and the acquisition of personal meaning in cultural values”, which is an important condition for the formation of patriotic consciousness.

- exploration of the environment. Cognitive-exploratory activity forms the foundations of ecological culture, love for the natural environment of the native land, and interest in its historical and cultural features. Kovshar emphasizes that exploratory forms of work foster the development of “the child’s active stance in cognizing the world” and help them realize themselves as a subject of interaction with the environment and society.

- participation in joint endeavours. Socially oriented, socially useful, and volunteer activity is an important part of forming civic competences. The monograph notes that through participation in joint types of activity the child masters “behavioural norms, moral values, and experience of cooperation with adults and peers”. Such practices include participation in school and family-community actions, environmental initiatives, charity events, thematic celebrations, and traditional Ukrainian performances.

Thus, the activity component ensures the vital link between theoretical knowledge and the child’s real experience. It enables a gradual transition from the play forms of preschool education to the cognitive-exploratory and social practices of

³³⁸ Ibid.

primary school, creating conditions for the organic development of national-patriotic feelings.

The resultative component of the model of continuity in national-patriotic education involves assessing the level of formation of key qualities, knowledge, and behavioural manifestations that characterize the development of the child's national identity and civic consciousness. It reflects not only academic achievements but also deeper personality changes related to the development of emotional-value, motivational, and activity spheres. As O. Kovshar stresses, child development should be evaluated "in the context of their personality formation and acquisition of life-essential competences".

Evaluation of effectiveness is carried out according to the following indicators:

- Formation of an emotional-value attitude toward Ukraine. This indicator includes emotional attachment to family, native land, and state symbols; a positive attitude toward Ukrainian traditions; and a sense of belonging to and pride in the nation. The monograph states that the development of the emotional sphere is the basis for the formation of moral qualities and spiritual orientations, since "emotionally coloured experience is internalized by the child most deeply". Consequently, the child's ability to genuinely experience, empathize, and value national phenomena is assessed.

- Knowledge about the culture, symbols, and traditions of the Ukrainian people. This indicator covers children's perception and understanding of: state and ethnocultural symbols; traditional holidays and rituals; elements of cultural heritage; ideas about outstanding Ukrainians, historical events, and features of the native region.

Kovshar emphasizes that the assimilation of cultural knowledge must occur "through various types of activity that allow the child to act as a subject and comprehend cultural phenomena". Therefore, not only factual knowledge but also comprehension of cultural meanings is evaluated.

- Responsible and active civic behaviour. This outcome is linked to the child's practical actions and their ability to: participate in joint endeavours; adhere to rules of collective interaction; demonstrate initiative and goodwill; perform social roles; engage in volunteer, charitable, or socially useful activities.

O. Kovshar stresses that "participation in joint activity with adults and peers is the leading mechanism for assimilating moral norms and forming social responsibility". For this reason, the focus is on real behavioural manifestations rather than merely theoretical notions.

The resultative component integrates all previous elements of the model and reflects the child's holistic development – from emotional-sensory perception of national values to their conscious acceptance, internalization, and practical

manifestation in social interaction. At this stage, patriotic feelings gradually transform into stable convictions and behavioural strategies that are expressed in the child's ability to act responsibly, kindly, and actively within the collective.

The resultative component serves as the linking element between the content and activity components, since it is precisely the combination of nationally oriented content with various types of activity (play, creative, exploratory, socially useful) that provides the opportunity for the child to acquire personal experience endowed with patriotic meaning. As O. Kovshar emphasizes, personality development is possible only when the child is actively involved in activity and gains "their own experience of interaction with the world, which gradually acquires moral-value content for them".

Thus, the resultative component demonstrates the practical implementation of the principle of continuity between preschool and primary education: the knowledge, values, and motives laid down in preschool institutions are not only preserved but also acquire new meanings and forms of expression in primary school. It serves as an indicator of the extent to which the coordinated content, methodological, and activity lines have contributed to the formation of the foundations of national identity and civic competence in the child³³⁹.

Continuity in the national-patriotic education of senior preschool children and junior primary school pupils is a fundamental condition for the formation of the child's national identity, as it ensures integrity, logical continuity, and coordination of educational influence at different stages of development. Analysis of the literature shows that effective implementation of the principle of continuity is possible only through the systemic combination of several key pedagogical factors, among which particular importance is attached to:

- coordination of content and forms of activity, which ensures the organic continuation – within the structure of primary education – of nationally oriented themes, plots, values, and types of activity formed in preschool age;
- the activity-personality approach, which involves the active engagement of the child in various forms of interaction (play, creative, cognitive-exploratory, socially useful) and guarantees the acquisition of personally meaningful experience of experiencing national values;
- partnership among all participants in the educational process (child – educator – parents – community), which ensures unity of educational influence and forms an environment of trust, support, cooperation, and cultural belonging;

³³⁹ See: Kontsepsiia natsionalno-patriotichnoho vykhovannia v systemi osvity Ukrainy [Concept of National-Patriotic Education in the Education System of Ukraine] (2022); Kovshar (2015)

- progressive development of patriotic competences, characterized by movement from emotional-sensory perception of native culture in preschool age to its conscious acceptance and realization in social interaction in primary school³⁴⁰.

The implementation of these principles creates favourable conditions for the child's harmonious entry into the school environment, minimizes adaptation difficulties, and ensures the preservation of the emotionally positive attitude toward the native land and its cultural symbols that was formed during the preschool years. Such an approach fosters the development of a civically mature personality capable of responsible behaviour and active participation in community life – a crucial factor in strengthening national unity and forming the patriotic consciousness of the new generation³⁴¹.

In conclusion, continuity in the national-patriotic education of senior preschool children and junior primary school pupils is not only a methodological requirement but also a strategic condition for the child's development as a citizen of Ukraine. It ensures the consistency and coordination of educational influences that accompany the child from the first ideas about home and family to the awareness of themselves as part of the Ukrainian people, bearer of its culture and traditions, and bearer of responsibility for the common future.

The coordination of values, content, forms of activity, and result requirements between preschool institutions and primary school creates a unified educational space in which feelings of love for the Motherland, respect for the language, culture, and traditions organically transform into inner convictions, life guidelines, and real civic actions. Under such conditions, patriotism ceases to be an external declaration and acquires the character of a personal life stance manifested in the child's ability to empathize, act responsibly, support others, observe the rules of coexistence, and participate in socially useful endeavours.

It is important that the principle of continuity not only ensures a smooth transition from the play-based and emotionally imaginative forms of preschool education to the instructional-cognitive activity of primary school but also fosters in children a sense of inner stability, trust in adults, and a feeling of unity with family, community, and state. It is thanks to the systemic, consistent, and activity-saturated approach that patriotic feelings gradually transform into stable moral guidelines and readiness for active participation in the life of the collective and community.

In contemporary conditions, when issues of statehood, national dignity, and civic responsibility have acquired particular urgency, the principle of continuity becomes the foundation for educating a generation that is aware of its involvement in

the fate of the Ukrainian state and ready to actively contribute to its democratic, cultural, and spiritual development. Such a system of education lays the groundwork for the formation of conscious, humane, and responsible citizens capable not only of preserving but also of enhancing national values, defending their country, and supporting it in times of trial.

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**THEORETICAL AND
METHODOLOGICAL
FOUNDATIONS OF CONTINUITY
IN THE EDUCATIONAL PROCESS
OF PRESCHOOL AND PRIMARY
EDUCATION**

Monograph

ISBN 978-83-66567-60-3

Academy of Applied Sciences Academy of Management and Administration in Opole
45-085 Poland, Opole, ul. Niedzialkowskiego 18 tel. 77 402-19-00/01.

