



CONTINUITY BETWEEN PRESCHOOL AND PRIMARY EDUCATION PROGRAMS: CONTENT-BASED AND EFFECTIVE APPROACHES

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Abstract

The article provides a scientific analysis of the content-based and result-oriented aspects of continuity between preschool and primary education programs. It emphasizes that ensuring continuity is a key factor in the intellectual, social, and psychological development of a child. The study examines the logical sequence of educational content, the alignment of teaching methods, and the consistency of learning outcomes. It also explores pedagogical conditions and effective mechanisms for ensuring continuity between educational stages.

Keywords: Preschool education, primary education, continuity, content-based approach, result-oriented approach, competencies, educational effectiveness.

Introduction

MAKTABGACHA VA BOSHLANG‘ICH TA‘LIM DASTURLARI O‘RTASIDAGI UZLUKSIZLIK: MAZMUNY VA NATIJAVIY YONDASHUVLAR

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Annotatsiya:

Mazkur maqolada maktabgacha va boshlang‘ich ta‘lim dasturlari o‘rtasidagi uzluksizlikning mazmuniy va natijaviy jihatlari ilmiy jihatdan tahlil qilingan. Ta‘lim bosqichlari o‘rtasidagi izchillikni ta‘minlash bolaning intellektual, ijtimoiy va psixologik rivojlanishida muhim omil ekanligi asoslangan. Maqolada ta‘lim



mazmunining mantiqiy davomiyligi, o'qitish usullarining uyg'unligi hamda ta'lim natijalarining muvofiqligi kabi masalalar yoritilgan. Shuningdek, uzluksizlikni ta'minlashning pedagogik shart-sharoitlari va samarali mexanizmlari ko'rib chiqilgan.

Kalit so'zlar: maktabgacha ta'lim, boshlang'ich ta'lim, uzluksizlik, mazmuniy yondashuv, natijaviy yondashuv, kompetensiya, ta'lim samaradorligi.

Аннотация:

В статье научно обоснованы содержательные и результативные аспекты преемственности между дошкольным и начальным образованием. Подчеркивается, что обеспечение преемственности является важным фактором интеллектуального, социального и психологического развития ребенка. Рассматриваются вопросы логической последовательности содержания образования, согласованности методов обучения и соответствия образовательных результатов. Также анализируются педагогические условия и эффективные механизмы обеспечения преемственности.

Ключевые слова: дошкольное образование, начальное образование, преемственность, содержательный подход, результативный подход, компетенции, эффективность обучения.

Introduction

In the context of improving the modern education system and developing it in accordance with international requirements, ensuring continuity between the stages of preschool and primary education is considered one of the priority tasks. Because it is these stages that are of decisive importance in the comprehensive development of the child's personality - the formation of intellectual potential, social activity, speech culture, independent thinking and readiness for educational activities. While preschool education is aimed at meeting the natural developmental needs of the child, primary education ensures the consolidation of this development on the basis of systematic knowledge and bringing it to a new level. In this regard, ensuring the substantive and consequential coherence between these two stages is an important condition for the effectiveness of education.



The current processes of globalization and informatization are placing new demands on the content of education. In particular, factors such as the introduction of a competency-based approach, the assessment of educational outcomes based on clear criteria, and the consideration of the child's individual development trajectory require further strengthening of continuity between preschool and primary education programs. This requires revising the content of education, ensuring its consistency and logical continuity, as well as coordinating teaching methods and tools.

In terms of content, continuity implies the systematic development of the basic concepts, ideas, and practical skills formed in preschool education in primary education. In this regard, the gradual organization of educational materials from simple to complex, from specific to general, is important. At the same time, in terms of results, continuity is aimed at ensuring the consistency of the child's development outcomes, that is, the level of knowledge, skills, and competencies, between the stages of education, which ensures the child's readiness for school and successful adaptation to educational activities.

Scientific research shows that ensuring continuity is not limited to harmonizing the content of education. It requires a comprehensive coordination of all components of the pedagogical process - goals, content, methods, forms and assessment systems. Also, cooperation between preschool educational institutions and primary schools, and the exchange of experience between teachers and educators are important factors ensuring the effectiveness of this process.

In this regard, studying the continuity between preschool and primary education programs based on substantive and outcome approaches, developing its theoretical and methodological foundations and implementing it in practice are important in improving the quality of education. This study is aimed at scientifically analyzing these issues and serves to identify effective ways and means of ensuring continuity in the educational process.

Literature analysis and methodology

The problem of ensuring continuity between preschool and primary education programs has been widely studied in the disciplines of pedagogy and psychology, and scientific research conducted in this area justifies the need to harmonize the substantive and outcome aspects of the educational process. In particular, the importance of consistency and continuity between educational stages through the



concept of the zone of proximal development in the cultural-historical theory of child development by L.S. Vygotsky is scientifically substantiated.[4] According to this approach, cognitive and social skills formed in preschool education should be taken to a new level in primary education.

A.N. Leontiev and D.B. Elkonin, within the framework of the theory of activity, emphasize the importance of a gradual transition of the child to educational activity, ensuring his substantive and psychological readiness.[6,11] The concept of educational activity developed by D.B. Elkonin indicates the need to change the child's educational motives and the content of his activities during the transition from preschool to primary education. V.V. Davidov, in his theory of developmental education, justifies ensuring continuity by directing the content of education towards the formation of systematic and theoretical thinking.[5]

N.A. Muslimov, Sh.Sh. Sharipov and B.Kh. Khodjaev studied the theoretical and practical foundations of ensuring continuity and consistency in the education system.[7,10,9] Their works specifically highlight the issues of ensuring the content coherence between preschool and primary education programs, the gradual complexity of educational materials, and the assessment of educational outcomes based on a competency-based approach. Also, the studies of R.M. Askarova and D.R. Bababaeva analyzed the level of children's readiness for school and its relationship with outcomes in primary education.[1,2]

Among foreign researchers, J. Piaget emphasizes the need to justify the stages of cognitive development of a child and adapt the content of education to the age characteristics of the child. U. Bronfenbrenner, through a comprehensive study of the factors affecting child development through the theory of ecological systems, shows the importance of ensuring the continuity between the stages of education. [3,8]

The analysis of the above scientific sources shows that ensuring continuity between preschool and primary education programs is based on a combination of substantive and outcome approaches. While the substantive approach is aimed at ensuring the consistency and logical continuity of the content of education, the outcome approach involves ensuring the consistency of the expected results between the stages of education, that is, the level of knowledge, skills and competencies.

The methodological basis of this study is the systematic, person-oriented and competency-based approaches. The systematic approach provides for considering the educational process as a set of interrelated elements. The person-oriented approach



involves taking into account the individual characteristics, interests and needs of the child. The competency-based approach is aimed at the formation of knowledge and skills that allow the application of educational results in practical activities.

The following methods were used in the study: theoretical analysis, study and generalization of scientific literature, comparison, systematization; empirical methods - observation, interview, questionnaires and pedagogical experimental-testing work. Through these methods, the substantive and consequential aspects of ensuring continuity between preschool and primary education programs were comprehensively studied.

Literature analysis and the selected methodology allow for the scientific substantiation of continuity between preschool and primary education, the identification of its substantive and consequential mechanisms, and its effective implementation in educational practice.

Discussion

Ensuring continuity between preschool and primary education programs is one of the most important tasks of the modern education system. Because these stages are manifested as an interrelated and complementary system in the personal, intellectual and social development of the child. During the discussion, it was determined that the harmony of the substantive and consequential approaches is of decisive importance in ensuring this continuity.

From the point of view of the substantive approach, the basic concepts, elementary knowledge and practical skills formed in preschool education should be consistently continued in primary education. If there is a break in the content of education, this will make it difficult for the child to adapt to educational activities, reduce his interest in learning and negatively affect the effectiveness of educational results. Therefore, when developing curricula, it is necessary to ensure the logical consistency of the materials, gradual complexity and compliance with the age characteristics of the child.

The results-based approach implies a clear definition of the final results that should be achieved in the educational process and ensuring their consistency between stages. Here, the child's level of readiness for school, the ability to engage in educational activities, the formation of independent thinking and communicative competencies are the main indicators. If the results set in preschool education are combined with



the requirements of primary education, the child will successfully adapt to the educational process and the effectiveness of learning will increase.

The results of the discussion show that ensuring continuity is not limited only to the content of education. This process also requires the coordination of pedagogical technologies, teaching methods and forms of organizing education. For example, in preschool education, play activities occupy a leading place, while in primary education, educational activities take on a central role. Therefore, organizing educational activities using game elements at this transitional stage facilitates the child's psychological adaptation.

At the same time, cooperation between the participants in the educational process - educators, teachers and parents - is also an important factor in ensuring continuity. Methodological cooperation between educators, exchange of experience and the formation of unified approaches ensure the coherence of educational content and results.

Ensuring continuity between preschool and primary education programs should be carried out on the basis of the integration of substantive and outcome approaches. This is of great importance for the child's continuous development, successful adaptation to education and the achievement of high educational results.

Conclusion

Ensuring continuity between preschool and primary education programs is one of the main factors determining the stability and effectiveness of the education system. Analysis of scientific sources shows that the expected results can be achieved only when this process is carried out on the basis of the coherence of substantive and outcome approaches.

The results of the study show that the content approach serves to ensure the logical consistency, gradual complexity of educational materials and their compliance with the age characteristics of the child. The outcome approach, on the other hand, ensures the consistency of the level of knowledge, skills and competencies between the stages of education, facilitates the child's adaptation to school and increases the effectiveness of education.

At the same time, ensuring continuity is not limited only to content and results, but also requires harmonization of teaching methods, pedagogical technologies and assessment systems. In this process, cooperation between educators and teachers,



consistency of pedagogical activities and a child-centered approach are of great importance.

Ensuring continuity between preschool and primary education programs on the basis of content and outcome approaches is an important pedagogical condition that ensures the child's continuous development, successful adaptation to education and achievement of high results. This is of strategic importance in improving the modern education system, and its implementation requires scientifically based approaches and effective pedagogical mechanisms.

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