



Aseorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
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TÍTULO: Preparar a un niño para la escuela en condiciones de transformación del sistema educativo ucraniano.

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RESUMEN: La investigación representa una revisión teórica y experimental de la preparación de los niños para la escuela en las condiciones actuales de la reforma del sistema educativo de Ucrania. Basado en el análisis de la investigación psicológica y pedagógica sobre el contenido de preparación para la escuela del preescolar, el papel y la naturaleza de la formación del interés cognitivo como base de la motivación del aprendizaje se destaca en el contexto de la implementación del concepto de la nueva escuela ucraniana (2016). Se sugieren los resultados de la revisión histórica y comparativa de la preparación motivacional de los niños para la escuela en los puntos de vista de los científicos de finales del siglo XX y principios del XXI.

PALABRAS CLAVES: preparation of a child to school, senior preschooler, primary school children, elementary school, motives.

TITLE: Preparing a child to school in conditions of transformation of Ukrainian Education System.

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ABSTRACT: The investigation represents a theoretical and experimental review of children's preparation for school in the current conditions of the Ukraine's education system reformation. Based on the analysis of psychological and pedagogical research concerning preschooler's content of readiness to school, the role and nature of cognitive interest formation as the basis of learning motivation is singled out in the context of the new Ukrainian school (2016) concept implementation. The results of historical and comparative review of children's motivational readiness for school in the views of scientists of the late XX – early XXI centuries are suggested in the article. The interpretation of diagnostic results of motives of preschool children and primary school children's educational activity demonstrated that each of the distinguished eight reasons tended to both rise and fall in different years (1963-2019 years).

KEY WORDS: preparation of a child to school, senior preschooler, primary school children, elementary school, motives.

INTRODUCTION.

A significant indicator of the society development is the state of its educational system. Of particular significance is the issue for the present process of European values implementing into the Ukrainian educational field, where its reform is currently underway. In its turn, transformational changes for the realization of Ukraine's educational policy are intended to make successful transformations at all its levels. First of all, it concerns, according to the hierarchy, to the first two ones: preschool and elementary education, which are adjoining, both in form and in content. Thus, as it is emphasized in the basic legal documents regulating the educational policy of the Ukrainian

state, providing each citizen with high-quality educational services should become a priority, since education is the determining factor contributing to the development of an individual and the life of society in general, defining its potential at all levels.

In particular, the Framework Law of Ukraine “On Education”, adopted on September 5, 2017, defines education as “the basis of the intellectual, spiritual, physical and cultural development of the individual, its successful socialization...>. The goal of education is the comprehensive development of a person as an individuality and the highest value of a society, < ... > raising the citizens’ educational level in order to ensure sustainable development of Ukraine and its European choice” (Law of Ukraine: On Education, 2017). In the context of the aforesaid, the problem of the education continuity that is realized by ensuring the content sequence and coordination of the educational process at different levels of education (in the functional activity of the relevant educational institutions) has emerged, that is, the work of the adjoining educational links, in particular, the preschool and the primary ones.

In the Ukrainian education system, the first level is preschool education, which is aimed to ensure the harmonious and comprehensive development of the preschooler, to form a sufficient level of competence necessary for its normal functioning in the environment. Its purpose, in accordance with the law, is to create all the necessary conditions for “child’s integral development, <...> formation of the necessary life skills” (Law of Ukraine: On Education, 2017: Article 11). One of the priority principles of preschool education is “sequence and availability between preschool and primary general education” (Law of Ukraine: On Preschool Education, 2011 with amendments of 2018: Article 6). An important task in the context of this principle implementation is to prepare children for school education, which will be focused on further scientific research.

DEVELOPMENT.

Problem and focus of Research.

Currently, among the important educational trends in Ukraine is the development of a new Ukrainian school (NUS), the concept of which clearly outlines the following main goals: a) the transition from a knowledge paradigm to a competent one, to the formation of a pupil's ability to apply the gained knowledge; b) giving freedom to the teacher's activity; c) development of students' interest and increase their study motivation; d) the priority of respect for the pupil's personality and his dignity; e) creation of all necessary conditions for pupil's self-development and self-expression; e) the role of the school is to be at the forefront of new social changes (New Ukrainian School: Conceptual Principles of Secondary School Reform, 2016).

In connection with the mentioned above, the primary school reform was introduced in Ukraine in 2018, which is intended to apply new approaches and fundamental changes, which are marked by Euro-transformational processes of preparing a growing personality for life and life-formation within a civilized society.

In order to ensure educational process modernization in institutions of general secondary education, and in particular, in the component of primary education, the improvement of the educational services quality and the creation of appropriate conditions for the implementation of a personally oriented approach to each pupil in educational activities organization, which conforms to the world trends of education development, was developed and approved by the State Standard of Elementary Education (2018). Its novelties were a change in the learning objectives: "the comprehensive development of the child, his/her talents, abilities, competences and skills in accordance with the age and individual psycho-physiological features and needs, values formation, autonomy, creativity and curiosity development", which leads to a change in approaches to elementary school pupils' teaching (National Standard for Elementary Education, 2018). In its turn, this caused the necessity

for the Ministry to develop new departmental documents on the successful implementation of the elementary school pupils' educational process organization (Orders of the Ministry of Education and Science of Ukraine: On Approval Methodological Recommendations on the Educational Space Organization of the New Ukrainian School of March 23, 2018, № 283; On Approval Methodological Recommendations Concerning the Adaptation Period for the First Grade Students at the New Ukrainian School dated August 20, 2018, № 923).

The substantiation of the relevance of the child's preparation for schooling in the preschool period, defined by the preschool education boundaries, and ensuring the educational process success in primary school, outlined by the concept of NUS and the State Elementary Education Standard, gave evidence for determining the social needs of the raised scientific problem. Accordingly, the purpose of the suggested scientific research is seen in the theoretical substantiation of the essence of the preschoolers' preparation for school, the identification of senior preschool age individuality's psychological peculiarities, the specifics of the junior pupil's educational activity disclosure, and the representation of the experimental results of his/her motives diagnosis.

Research methodology.

Taking into consideration the multicomponent nature of the child's preparation for schooling, we have to dwell on one of its aspects – the study of motivational readiness for schooling as a precondition for the psychological determinants of the junior pupils' educational success. It is the first working hypothesis of the study, outlining the following task: an analysis of psychological and pedagogical research on the content of preschooler's readiness for school education.

The State Standard of Preschool Education of Ukraine states that “pre-school education as the first self-sufficient link is to respond flexibly to contemporary socio-cultural requests, enrich the child's knowledge with the necessary qualitative information, help to realize his/her natural potential, and

be focused on universal and national values” (The Basic Component of Preschool Education, 2012, p. 4). This suggests that the pre-school period is decisive and unique in human life, since it is conditioned by rapid physical and mental development; formation of the bases of person’s ideological positions, motives subordination, arbitrary behavior, internal ethical instances, self-consciousness; the formation of the basis of the child’s personal culture through the discovery of the world in its integrity and diversity.

The child develops by getting in touch with the objects of the environment, which are primary in the perception of the environment, in mastering knowledge, and, consequently, in his/her intellectual development. Inducement to the reality perception, the observation and curiosity stimulation, the encouragement of the imagery creation, the memory activation, etc. contribute to child’s development greatly. The basis of development are practical purpose-directed actions, game activities, during which the child perceives objects and phenomena of the surrounding reality, realizes the connections between them. Particular importance is acquired in work with senior preschool age children as the child of the sixth year of life already develops the skills of learning activities and, according to Ukrainian legislation, senior preschool children “are necessarily enveloped by pre-school education in accordance with the standard of preschool education” (Law of Ukraine: On Education, 2017, p. 11).

Studying the development of the senior preschool age children, it should be noted that in works of leading psychologists of the last century L. Bozhovych (1950-1951), L. Zemtsova (1983), V. Kotyrlo (1977), A. Leontiev (1971) and others, it was convincingly proved that at the age of six, the most significant changes envelop various psychic spheres in the growing personality development (Bozhovych 1995; Zemtsova, 1983; Kotyrlo, 1977; Leontiev, 1971). Firstly, at this age, “internal instances” of a senior preschool child, such as the image of his/her “Self”, self-respect, self-esteem, level of aspirations, personal expectations, etc., which mediate all kinds of

activities and contribute to act independently on behalf of his/her own “Self”, are already quite well-established and functionally effective.

Appearance of these instances as regulators of activities and behavior is the evidence of the differentiation of the internal and external aspects of the senior preschool age child’s individuality and the development of her/his ability to act in accordance with the purpose. Secondly, according to the researches of L. Artemova (2000), S. Kulachkivska and S. Ladyvir (1996) and others, one of the most important growth appears to be among the senior preschool children: the subordination of motives, “which is the driving force of the child’s personality development, since she/he lives in society and does not imagine him/herself outside of it” (Artemova, 2000; Kulachkivska and Ladyvir, 1996). Consequently, the senior preschool children’s activity is determined not by motives separated/isolated from another ones which are not connected with each other, but by a certain system of motives, due to which child’s ability to choose the activity is developed that allows her/him to act consciously, independently, respectively to socially significant requirements. Thirdly, on the basis of these changes, arbitrary behavior and a new attitude of the children to themselves and to their own abilities and actions are formed.

The described novelties in the field of personality under the right conditions of education naturally lead to positive changes in the development of all mental processes: perception, memory, thinking, imagination, etc. These processes in senior preschool children are of an arbitrary nature and enriched in content and refined by their regulatory functions. According to S. Kulachkivska and S. Ladyvir (1996), due to the senior preschool children’s involvement into various activities regarding to their inclinations and interests, they have a selective assessed attitude to those types in which they will be most likely to succeed, that is, subjectively meaningful (Kulachkivska and Ladyvir, 1996).

Similarity of views on psychological peculiarities of the preschool age child's readiness for school education is also reflected in the positions of contemporary foreign scholars. In the studies of E. Deci & R. Ryan (1991, 2000), V. Muchačka (1999), A. Stasulane (2018), I. Biscevic and oths. (2018), M. Slavkovic, H. Memisevic (2019) it is proved that during the preschool childhood period it is important to enrich the children's experience in the cognitive sphere, to develop their activity. The role of a teacher, in this case, is to interest the children, rather than to present ready-to-use knowledge, to create conditions that stimulate research and creative activity, to provide opportunities for independent choice-decision related to the self-reliant problem solving (Deci & Ryan, 1991; Deci & Ryan, 2000; Muchačka, 1999; Stasulane, 2018; Biscevic, Pasalic & Memisevic, 2018; Slavkovic & Memisevic, 2019).

Thus, one of the most important forms of the active child's attitude manifestation to the surrounding reality is its activity, which is determined by various motives and, first and the most, by interests. Therefore, the need for activity can be considered as a relatively independent concept, which is the source of the child's activity, her/his interest in the varieties of work, which satisfies not only the need for knowledge, but also other needs (for example, child's self-affirmation).

Speaking about activity, we mean those volitional efforts that person applies to achieve the simplest goal. When a person overcomes difficulties, she/he gets great pleasure, because it corresponds to her/his initial need for creativity. Feeling of pleasure and joy as a result of reaching a certain goal causes the child to repeat the volitional efforts during the activity, to improve them. Thus, in order the child could "self-express, self-fulfill and self-assert" (in accordance with Article 7 of the Law of Ukraine "On Preschool Education"), it is necessary to create pedagogically appropriate conditions that will facilitate satisfaction of her/his needs in the perception of the surrounding reality (Law of Ukraine: On Preschool Education, 2018, p. 6).

Activity should ensure the freedom and child activity, satisfy interests, have an intensive developmental character. This, in turn, will ensure the development of cognitive interests, according to which the child will choose willingly a favorite activity.

Stable cognitive interest is a sign of a child's readiness to study at school. It is the basis of the whole educational process organization with preschool children during their preparation for school. Knowledge contributes to the arising, broadening and deepening interest to the reality. It is important to stimulate cognitive activity for the child's interest development, which is displayed in questions, actions. According to the studies of L. Lokhvytska (2000), W. Schneider, R. Schumann-Hengsteler & B. Sodian (2014), I. Jurgenainese, D. Cēdere & I. Keviša (2018), the possibilities of development of children's cognitive interests are based on the appropriately selected content of specific children's activities.

In the senior preschool age, the play remains to be the leading one, but its content gets more intellectual, corresponds to the child's level mental development. Among the play motives a significant place is the cognitive interests, the need to compare themselves with peers, cooperation with them, self-esteem, etc. The cognitive attitude towards the task that the child performs through practical actions begins to manifest.

Preschoolers quickly gain experience in the rational use of environmental subjects and various ways of dealing with them. In the cognitive activity along with the actions works the system of individual's knowledge and his/her activity as well; and finally – this activity always manifests the attitude of the child to the surrounding world, which is being perceived (Lokhvytska, 2000; Schneider, Schumann-Hengsteler, & Sodian, 2014; Jurgenainese, Cēdere, & Keviša, 2018).

As a result of the generalization of the psychological and pedagogical literature data (L. Artemova, 2000; L. Bozhovych, 1995; G. Camilli et al., 2010; V. Kotyrlo, 1977; S. Kulachkivska, S. Ladyvir, 1996 and oths.), we've come to conclusion: senior preschool age children's cognitive interests

formation, as the main motives of activity occurs because the interest gives an opportunity to realize the preschooler's personal nature. The latter comes from the essential levels of personality, which include the whole range of social relationships. Their realization is achieved through the development of personal preschooler's self-employed principles (of social activity). Social activity of the person is revealed as a result of his/her self-realization, which is possible due to the process of realization of needs and interests (by research S. Loeb, M. Bridges, D. Bassok, B. Fuller & R. Rumberger, 2007; D. Bulgarelli & P. Molina, 2016).

An important place in self-realization of the child's interests is assigned to her/his own choice. This is due to the fact that the person himself actively acts and reaches certain results directly during personal self-government. It enables preschoolers to realize their needs through their interests, including through the search for information to master certain knowledge, which forms the future school activities foundation. Consequently, the basis that will enable an individual to realize himself should ensure that children from the preschool age have the right to choose their activities in finding the truth and satisfying cognitive interests. It is in the activity of the development of both the child's cognitive interests, oriented to external objects, and the formation of children's awareness of their needs and opportunities in their self-realization as a projection of future educational activity.

The results of the research conducted by S. Novoselova (1995) show that activity in its development constantly changes the psychological content, depending on the personality's generalization of her/his activities experience (Novoselova 1995, p. 6). If, according to S. Novoselova's position, activity in its development always changes the content, the environment should be a source of enrichment of children's activities. Problem of the subject situation causes preschoolers a number of new questions, develops their thinking, interest, and cognitive interests. In particular, one of the newest educational programs "Confident Start" (2017), which is developed taking into account the principles of the A. Leontiev's (1971) activity approach, is made specifically for work with senior

preschool age children (Leontiev, 1971). In it, the tasks of each of the sections provide “an integrated approach to the process of child’s personal achievements accumulation” (Confident Start, 2017, p. 4).

Hence, we describe the second working hypothesis, the essence of which is as follows: the educational activity of the elementary school student depends on the peculiarities of his psychological portrait formation. At the same time, we are to implement the following task: to determine the essence and specificity of the motive as the main catalyst in the junior schoolchild’s educational activity.

An analysis of the research conducted by the modern Ukrainian psychologist I. Bekh (2015) suggests that the activities of junior pupils have the same characteristics as the activities of senior preschool children, since children of this age are able to distinguish personal values, their consolidation and “emotional development” is manifested in their activities, in their behavior and in interpersonal relationships that children build with each other (Bekh, 2015, p. 2). This content disclosure takes place in the scientific work of V. Voloshyna (1999), S. McGeown (2013), who proved that the formation of the child’s cognitive sphere as a purposeful mental activity and intellectual reflection begins with the advent of educational activity at the junior school age. The system of educational activity is intended to identify and develop the students’ innate capacities (Voloshyna, 1999; McGeown, 2013).

The result of M. Alekseyeva’s (1967) study conducted in the last century stated that students achieve high results in cognitive activity when their efforts are stimulated by motives that correspond to the objective content of learning (knowledge interest, curiosity, the prospect of gaining new knowledge, skills, etc.). It was also found out that when there are motives that are not directly related to the content of learning (the desire to get a good grade, to get parents’ approval, etc.), the learning outcomes are not high enough (Alekseyeva, 1967, p. 125). In the conducted

research by L. Bozhovych (1950-1951) it was stated that educational activity is induced by two types of motives, which have different origin and different psychological characteristics. These motives, according to her/his, can be both broad social and narrowly personal (Bozhovych, 1995, p. 20-55).

According to the results of V. Krutii (2001), the study defined the content of the concept of “learning activity” that is joint to the concept of “educational activity”. The author also described the types and criteria of educational activity, the conditions of its development, and the structure of the process of junior pupils’ educational activities activating (Krutii, 2001). In this case, didactic games, and game activities – are important for pre-school childhood, which are identified as an effective means of activating of elementary school pupils’ educational activities, which again confirms the scientific postulate of the necessity to implement the principle of continuity between the two levels of education – preschool and primary ones.

A number of researches, conducted by psychologists and pedagogues (N. Bibik (1987), I. Bolshakov (2004), V. Voloshyna (2003), S. Horyacha (2014), L. Dolynska and L. Lokhvytska (2003), O. Savchenko (2007), etc.) established that the cognitive interest that is developed in preschool childhood determines the junior pupils’ educational activity (Bibik, 1987; Bolshakova, 2004; Voloshyna, Dolynska & Lokhvytska, 2003; Horyacha, 2014; Savchenko, 2007). While determining the structure of activity and, in particular, study as students’ educational activity, the vast majority of modern psychologists and teachers (T. Grabovska and O. Kyrychuk, 2002; L. Dzyubko and L. Hrytsenyuk, 2009; O. Dubrova, 2016; V. Kyrylenko, 2005, etc.) distinguish motives as a component of this activity. It has already become a fact that success depends on the studying motives in the student's learning activities. It is also known that the motives of the activity are not homogeneous and that not all of them equally determine students’ education and training

success (Grabovska & Kyrychuk, 2002; Dzjubko & Hrytsenyuk, 2009; Dubrova, 2016; Kyrylenko, 2005).

The psychological portrait of a junior student is disclosed in the materials of psychological research by I. Bekh (2015), in particular, in such children “there are profound changes in needs and interests”, which “become more stable in relation to pre-school age” (Bekh, 2015a, p. 11; Bekh, 2015c, p. 5). As the scientist rightly emphasized, that for this period the new social sense of the motives of behavior and activity becomes characteristic. In this case, the educational motives gain special importance, and “educational activity with all its components becomes dominant” (Bekh, 2015b, pp. 3-4). Thus, as stated in the scientific researches of N. Klochko (2012), the image of the “Self”, the development of his/her self-esteem, the level of personal aspirations, expectations from his own educational activity become steady and functionally effective for the junior pupil; systems of motives subordination and arbitrariness of behavior, new attitude of the child to him-/herself, as a student, to his learning possibilities and actions; the ability to reflect is taking place (Klochko, 2012, p. 14).

Among the mentioned above, the place of studying motivation among other psychological and socio-pedagogical determinants, the dynamics of the development of various categories of motives at the elementary school stage and their influence on the junior pupil’s educational success remains unclear. It will be on this point that the information presentation of further scientific research will be accumulated. To solve the problem, it is necessary to clarify the essence of the notion of motive. The classics of psychology A. Leontiev (1971) called “intense impulses, biological inclinations and tastes, as well as emotions, interests, desires experiences” (Leontiev, 1971, p. 189). According to his study, the motive of teaching lies in the very performance of the teaching as objectively meaningful activity at junior school age, through which the child acquires a new social position. In the opinion of A. Markov, A. Orlov, L. Friedman (1983), the motive should be considered as “... the

orientation of activity on the subject, the internal psychological state of a person directly related to the objective characteristics of the object to which the activity is directed” (Markova, Orlov, Friedman, 1983, p. 9).

According to the researches of M. Levchenko and O. Skrypchenko (1995), “the motive is a material or ideal object that stimulates and directs the activity or action on itself for which they are being carried out” (according to the studies of M. Levchenko and O. Skrypchenko, 1995) (Levchenko & Skrypchenko, 1995, p. 57). According to W. Ostroff (2012), “motivation is the driving desire behind all action and is the precursor and cornerstone to learning. <...> The immediate satisfaction of “being good at” something also has adaptive significance for cognitive growth. To motivate children and keep them primed for the best learning possible, we must understand how motivation to learn develops” (Ostroff, 2012). Thus, it is appropriate to understand the motives as a conscious deliberate inducement for action, which is displayed in feelings, aspirations, imaginations, thoughts of the individual in order to realize his/her value-based desirable intentions.

The motives being related to student's learning success are not homogeneous. A number of psychologists and educators (L. Bozhovych, 1968; L. Zemtsova, 1983; V. Milman, 1987, etc.) divided them into two groups – internal and external. In particular, on the basis of the external and internal motives analysis, carried out by L. Zemtsova (1983), it was proved that the domination in the field of study motivation of external motives, in particular, socially directed reality, collective pressure and others, have a direct influence on the internal, especially on the educational and cognitive motives of teaching (Zemtsova, 1984, p. 199). Such a position of the scientist was based on the scientific dogma of that times foundations psychology, the confirmation of which we find in the writings of D. Bogoyavlensky and N. Menchynskaya (1959), who stated that “internal development represents those psychical changes that arise under the influence of external actions” (Bogoyavlensky, Menchynskaya, 1959, p. 159).

The mentioned above also observed in the views of V. Milman (1987), who determined internal motives of the learning as their own cognitive interests and direct pupil's interest to the implementation of the process and achievement of the learning outcome, and external – her/his orientation to evaluation and other forms of encouragement and punishment, prestigious and leader points, different forms of interest, even those that are not related to the study process (Milman, 1987, p. 129).

Investigating needs and motives, O. Skrypchenko (1995) identified such factors that influence the formation of motives for student's achievement. This is the position of the junior pupil in the group, the recognition of their educational successes and moral qualities of their peers, and their own, the satisfaction with the successes in learning and the place in the collective (Levchenko & Skrypchenko, 1995, p. 2-61).

According to G. Shchukina, the main motive of the study is the cognitive interest that actively develops in the senior preschool age, which forms the basis of a pupil's positive attitude to the school (Shchukina, 1971, p. 13).

The researcher M. Matyukhina, relying on the scientific positions of D. Elkonin and V. Davydova, considered the most principal motive of educational activity is the students's direction to master new ways of action, because the assimilation of methods of object transformation leads to enrichment of the subject's educational activity. Such a phenomenon, in her/his opinion, is a characteristic feature that distinguishes educational activity from all other activities, outlining its differences (Matyukhina, 1984a, p. 9). Even in the studies of L. Bozhovych and M. Matyukhina on the basis of the analysis of the peculiarities of the child's motivational sphere at junior school age, it was determined that there is a dominant system of motives and the leading motives conquer all the others, and determine the hierarchical construction of the motivational sphere (Bozhovych, 1995; Matyukhina, 1984b). Consequently, taking into account the results of the research, the following

generalizations can be made: “the concept of motivational readiness derives from the word “motive”, which, in this context, means inducement to future learning” (according to research by V. Kotyrlo, 1977) (Kotyrlo, 1977, p. 13).

As for the student’s educational activity, special attention should be paid to the formation of the social activity motive. The main condition for this, according to K. Ostrovska (2003), is the relationship of normative and non-normative means of social behavior regulation, the level of social control development, the degree of mechanism of self-government maturity. The relation of collective control and assessments of the person’s behavior with self-control, which manifests itself in constant communication, contributes to social norms and ideals active transformation into their own “Self”-conception, values orientations, and individual positions (Ostrovska, 2003). This scientific fact has proved that the choice of junior school pupils’ priority values determines the course of their educational activities in general.

The analysis of the achievements of psychological science on this problem determined the formulation of the third working hypothesis: the success of the educational activity of primary school students has a direct dependence on the child's motivation formation for schooling in the pre-school period, and, accordingly, the specific task in its confirmation is to conduct a diagnosis of the senior preschool age and junior schoolchildren’s motives of educational activity and carry out a brief representation of the obtained experimental results.

Research methods.

An empirical study was to determine which motives of learning activities prevail both in senior children and in elementary school pupils. For the diagnosis of senior preschool children’s motivational readiness, the following was used:

A) The method of “Conversation About the School” (according to T. Nezhnova) to identify the child’s desire schooling, the nature of her/his internal position (Dedov, 2014, pp. 52-54);

Б) Method “Educational Motivation” (author M. Ginzburg) to establish the level of formation of educational motivation (the dominant motive) as a component of motivational readiness of a senior preschool child for schooling) (Dedov, 2014, pp. 50-52).

We represent the results of the empirical research on the method of “Conversation about the School” (according to T. Nezhnova), which purpose was to determine the level of formation of future student’s internal position as a component of motivational readiness of a senior preschool child to study at school. The obtained quantitative results are presented in table 1.

Table 1. Averaged results of investigation on method “Conversation about the School” (according to T. Nezhnova).

n=190

| Index | Levels of internal position formation | | |
|-------------------------|---------------------------------------|---------|------|
| | sufficient | initial | low |
| Absolute index, persons | 83 | 76 | 31 |
| Relative index, % | 43,7 | 40 | 16,3 |

The qualitative characteristic of the obtained results gave grounds for such conclusions: 43,7% of children turned out to have a sufficient level of internal position formation – the educational orientation of the child and a positive attitude to school (the internal position of a schoolchild is sufficiently developed). The initial level of internal position development was found in 40% of senior preschool children, which is characterized by their interest mainly in the external attributes of school life (the initial stage of the pupil’s internal position development). 16,3% of respondents, demonstrated a low level of internal position. The children of this subgroup did not show interest to school (the pupil’s internal position is not formed).

The presence of a prevailing internal position of the future pupil is evidenced by the following indicators that are inherent to a senior preschooler on the eve of his admission to school:

- Takes entering the school and staying there positively, even in conditions of non-obligatory attendance, tends to take activities with specific school content.
- Displays a personal interest to the new, in particular, to the activities connected with school content, prefers lessons of writing and arithmetic rather than pre-school activities (drawing, singing, physical education, etc.), has a proper idea of preparing for school.
- Refuses from the organization of activities and behavior which are typical for pre-school period.

The next was a diagnostic cut using the method “Educational Motivation” (author M. Ginzburg), the purpose of which was to establish the level of educational motivation formation, namely, the dominant motive as a component of the motivational readiness of the “yesterday’s” senior preschool child, who has become “today’s” first-grade pupil (first days of a child’s staying at school). The results are presented in table 2.

Table 2. Averaged results of the investigation on the “Educational Motivation” method (according to author M. Ginzburg).

n=190

| Index | Motives | | | | | |
|-------------------------|----------|------------|-------------|--------|------|-----------|
| | external | positional | educational | social | play | appraisal |
| Absolute index, persons | 19 | 60 | 30 | 22 | 44 | 15 |
| Relative index, % | 10 | 31,6 | 15,8 | 11,6 | 23,1 | 7,9 |

The collected empirical materials in the course of the study using the method of “Educational Motivation” are described in such a generalization. External motive: “I go to school because my mother makes me. But for my mother, I would not go to school” – was dominating in 10% of respondents. Educational motive: “I go to school because I like studying, I like doing lessons. Even if there were no schools, I would still study”, – predominated in 15,8% of the total number of interviewed children. Play motive: “I go to school, because there is fun and there are many children with whom you can play,” – dominated in 23,1% of respondents, which testified to the predominance of the play as a type of activity on learning. Positional motive: “I go to school because I want to be grown-up. When I’m at school, I feel like an adult, and I was a little child before”, – is recorded in 31,6% of children. Social motive: “I go to school because I need to study. You won’t do anything without learning, but when you learn – you will be able to become anyone what you want to”, – 11,6% of the respondents’ sample took place in the responses. The motive for obtaining a grade (appraisal): “I go to school, because I get good marks there” – dominated only in 7,9% of respondents.

Thus, in the sample of the studied senior preschool age children high indicators on the scales “positional” and “play” motives were dominating. This proved the psychological fact that children prefer emotional perception of reality, and their play remains to be the main activity.

The following criteria and levels of motivational readiness of a child for schooling were determined previously:

- The child’s desire to study (“I want to school” – is a social motive).
- The desire to learn something new (educational-cognitive motive).
- The student’s internal position (positional motive).
- Positive-emotional attitude of the child to the school (emotional and appraisal motive).

These criteria were used as the basis for determining the levels of senior preschool children's motivational readiness for schooling, namely:

- ✓ High level – children have positive attitude to the school, have cognitive activity, are trying to change the playing environment into the educational one, which seems to them to be “more adult”, their behavioral activity is reflected on interest to the school, a high level of desire to study and motivational readiness to study and learning. Preschoolers are happy to go to school, they are not confused by the new school environment, because there will be new friends there.
- ✓ The mid level – children don't possess enough positive attitude towards the school, there is some anxiety about the new place of residence, although they have a high level of social activity. Children perform tasks with the verbal support of a teacher. They show a desire to learn, but not very bright.
- ✓ Low level – children have no positive attitude towards the school, there is no educational motivation, give preference to emotionally colored plays, rather than educational ones. The child is afraid of going to school, she/he has a negative attitude to the school, she/he performs all tasks with the help of a teacher, she/he scares the new school environment, has a low level of communicative activity.

The obtained results concerning to the levels of senior preschool children's motivational readiness for schooling in a generalized way are presented in table 3.

Table 3. Averaged investigation results of senior preschoolers' motivational readiness for schooling.

n=190

| Index | Levels of internal position formation | | |
|-------------------------|---------------------------------------|------|------|
| | high | mid | low |
| Absolute index, persons | 74 | 79 | 37 |
| Relative index, % | 38,9 | 41,6 | 19,5 |

The results obtained on the basis of the conducted diagnostic study, presented in Table 3, give reasons to assert that most children's level of motivation readiness for the school is sufficiently developed: children have a well-developed positive attitude to school, educational motivation, well-developed behavioral arbitrariness, children know how to manage their own actions and emotions. The analysis of the results of the study of motivation readiness to the school of senior preschool age children proved such distribution according to the levels of motivational readiness for schooling: the high level – 38,9% of the total number of senior preschool children, the mid level – 41,6% of children, low level – 19,5% of subjects.

To find out which motives are principal for junior pupils and which stimulate them to study, a survey of elementary school pupils was also conducted. The classification of the principal motives of schoolchildren was used in the analysis of the obtained data. However, before continuing representation of the results, we consider it to be reasonable to hold a brief historical-comparative review of the issue being under investigation, identifying the peculiarities of the motivational readiness of the elementary school pupils.

There are various classifications of motives of students' educational activity in literary sources. Thus, L. Bozhovych, examining the hierarchical system of the learning motives of children of the 1-2 grades in the middle of the last century (in 1950), got the following results: 1) "the motive of education for the purpose of education" was available in 76% of respondents; 2) 16% of children were guided by the motive associated with the future profession; 3) the motive for interest to learning was found only in 8% of students (Bozovych, 1995, pp. 20-55).

In the study of R. Zhdanov, conducted later, we find some evidence of L. Bozhovych's data about junior school children motivation sphere formation. Accordingly, she allocated: 1) the motive of compulsion in 17,1% of respondents; 2) the motive for understanding the importance and necessity of learning – recorded in 65,8% of pupils; 3) the motive of direct interest in learning in 17,1% of children (Zhdanova, 1969, pp. 16-20). At the same time, investigating elementary school pupils' studying motives in the 60's of the XX century, the Ukrainian psychologist O. Skrypchenko used the classification of the German psychologist G. Rozenfeld. The result was a classification of motives for O. Skrypchenko, in which he identified eight categories of study motives: 1) as a self-goal; 2) for personal preferences; 3) on the basis of social identification; 4) as an anticipation of success and avoiding failure; 5) due to pressure; 6) conscience command; 7) on the basis of practical goals in life; 8) for public needs (Levchenko & Skrypchenko, 1995, pp. 2-61).

The argumentative confirmation of the suggested method of classifying the motives of studying offered by O. Skrypchenko took place in scientific researches of his scientific school representatives. In particular, the results of the research carried out by V. Voloshyna (1999) convincingly proved the appropriateness of these motives classification implementation (Voloshyna, 1999). The quantitative description of the motivation readiness for the educational activities of junior pupils was determined by the scholar, which is presented in the comparative table (see table 4).

Table 4. Comparative table of quantitative indexes of elementary schoolchildren's motives to study formation (on the results of O. Skrypchenko and V. Voloshyna).

n=220

| № | Hierarchy of the junior pupils' study motives (1-st grade) | Number of pupils, % | |
|----|--|----------------------------|--------------------------|
| | | O. Skrypchenko (1963-1965) | V. Voloshyna (1996-1998) |
| 1. | As a self-goal | 38,3 | 42,6 |
| 2. | For personal preferences | 3,4 | 4,1 |
| 3. | On the basis of social identification | 17,4 | 11,4 |
| 4. | As an anticipation of success and avoiding failure | 18,4 | 19,1 |
| 5. | Due to pressure | 2,2 | 3,2 |
| 6. | Conscience command | 1,5 | 1,4 |
| 7. | On the basis of practical goals in life | 18,6 | 18,2 |
| 8. | For social need | 0,2 | 0 |

The representation of the quantitative results presented in table 4 gave reason to assert that constructive changes in the hierarchy of motives of junior schoolchildren were hardly observed for thirty years. The generalization of these materials leads to the following conclusions: in the first grade, the motive of learning was related to the goal itself.

Further analysis of the hierarchy of the motives of the study pointed to the rank changes of the same components; for example, if, according to the research results of O. Skrypchenko, in 1963-1965, the second position on informativity was based on the motive: "Based on practical goals in life", then in 30 years it slightly decreased (18,2%). The tendency to increase was observed on the motive: "As anticipation of success and avoiding failure" (from 18,4% in 1963-1965 to 19,1% in 1996-1998).

To the category of so-called “well-known motives” of the elementary school students were included motives: “At the conscience command” and “For social need” in both studies conducted with a break of 30 years.

A similar study was carried out at the beginning of the XXI century in 2002-2003 by the researchers V. Voloshyna and L. Lokhvytska (Voloshyna, Lokhvytska, 2003). A comparative analysis of the results obtained (see Table 4 and Table 5) with the pre-analyzed ones proved the appropriateness of implementation of such a variant of motives classification.

The analysis of the hierarchy of the motives of junior pupils’ learning of late XX – early XXI centuries convincingly proved that significant changes haven’t been recorded. Among the priorities, with a small difference in 2002-2003, were the motives: “As a self-goal” (43,1%), “How to anticipate success and avoid failure” (19,3%), “On the basis of practical goals in life” (18,3%).

Concerning to the last motive, in 1963-1965 it was on the second place (18,6%), then it declined to 18,2% in 1996-1998, and in 2002-2003 it began to gain importance (18,3%), that proves to the ability of students to link the need for learning with the practical application of their own knowledge; that is, it can be argued that the characteristic motives of the junior pupils’ study were categories related to self-goal, anticipation of success and avoidance, and based on practical goals in life. Hence, we characterize the justification of the need for such a study, which was carried out in 2018-2019. The comparative quantitative analysis of the results is presented in table 5.

Table 5. Comparative table of quantitative indexes of elementary schoolchildren's motives to study formation (on the results of V. Voloshyna and L. Lokhvytska in 2002-2003 and 2018-2019)

n=220.

| № | Hierarchy of the junior pupils' study motives (1-st grade) | Number of pupils, % | |
|----|--|---|---|
| | | V. Voloshyna, L. Lokhvytska (2002-2003) | V. Voloshyna, L. Lokhvytska (2018-2019) |
| 1. | As a self-goal | 43,1 | 41,9 |
| 2. | For personal preferences | 4,4 | 4,9 |
| 3. | On the basis of social identification | 10,9 | 11,3 |
| 4. | As an anticipation of success and failure avoiding | 19,3 | 18,8 |
| 5. | Due to pressure | 3,2 | 2,7 |
| 6. | Conscience command | 0,7 | 0,8 |
| 7. | On the basis of practical goals in life | 18,3 | 19,1 |
| 8. | For social need | 0,1 | 0,5 |

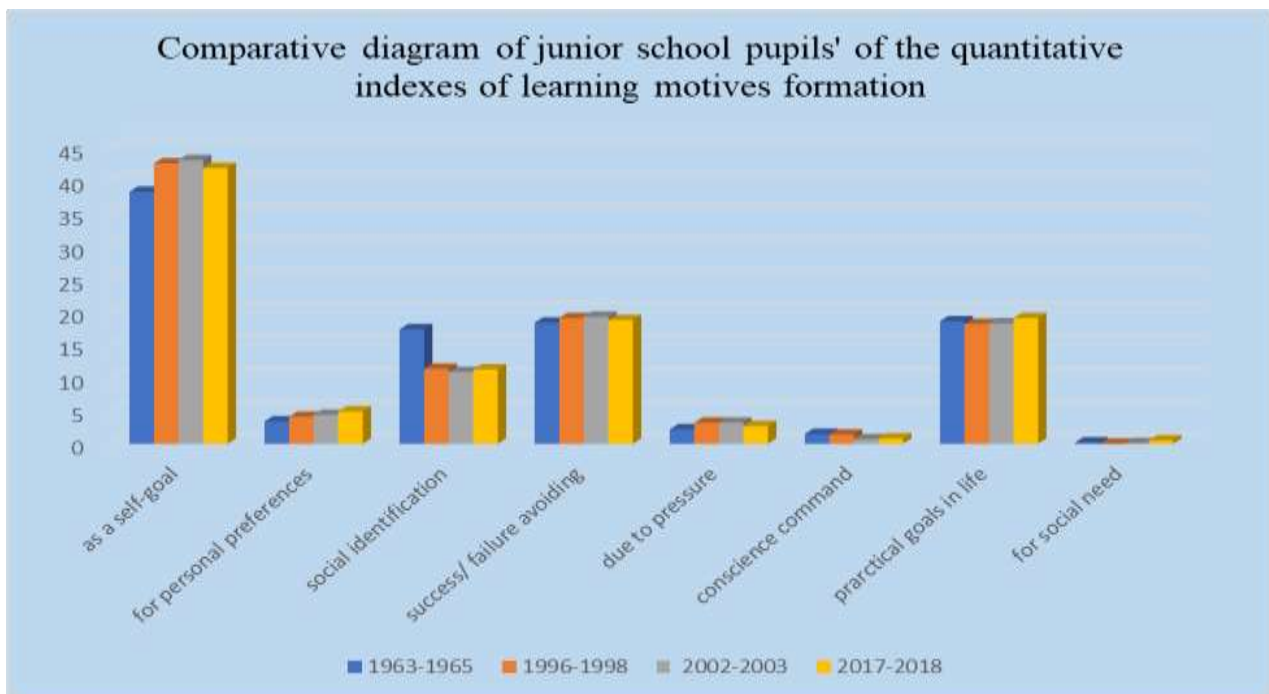
On the basis of the quantitative results presented in Table 5, we can state that in the hierarchy of junior schoolchildren's motives of 2018-2019 there were some changes compared to the results of 2002-2003. Thus, the rating motive: "As a self-goal" to 41,9% (-1,2%); there were changes in the direction of decrease and for motives such as: "As anticipation of success and avoiding failure" to 18,8% (-0,5%) and "Due to the pressure" to 2,7% (-0,5%). Instead, the following motivations have increased: "Based on practical goals in life" to 19,1% (+ 0,8%), which testifies to the need for students to apply their knowledge in practice; "On the basis of social identification" to 11,3% (+ 0,4%), which proves the junior pupils' desire to be like their idols and achieve the same success in life; "For personal preferences" to 4,9% (+ 0,5%), which confirms the children's desire to manifest

their individuality and uniqueness “For social need” up to 0,5% (+0,4%), which is interpreted as the intention of junior schoolchildren to carry out changes in the environment, and the motive “At the conscience command” increased by 0,1% to 0,8%, that can be explained as moral component rise in society.

Results.

In order to illustrate the results of the study, we present a comparative diagram (see Figure 1) of the quantitative indexes of the formation genesis of the junior school pupil’s learning motives of the second half of the XX – the beginning of the XXI centuries.

Fig. 1. Comparative diagram of junior school pupils’ dynamics of learning motives formation



According to the above-mentioned material, which is summarized in the diagram (see Figure 2), we can draw up the following conclusions regarding to the qualitative analysis of the study results. Each motive has its own content and can make a different contribution to the general motivation of the educational activity of the junior pupil, both “positive and negative” (Bassok & Latham, 2017); for example, the motive “As a self-goal” is available to children who asked the question: “Why do

you study?”, they replied: “To have knowledge”, “It is interesting to study”, etc. This is one of the most important motives for implementing the educational process of primary school, as it is characterized by a high level of activity purpose awareness. The fact of raise “Based on practical goals in life” motive is the explanation of its slight decrease.

The motive “Based on practical goals in life” was characterized by students’ responses in 2002-2003 with the following responses: “I want to be a businessman”, “I study because I want to have my own enterprise”, then, according to the survey results of 2018-2019, the children’s responses proved raising their awareness of the improvement of human life problems in general: “To invent cheap fuel for transport”, “To be able to write computer programs”, etc. Thus, this motive tended to increase (comparable with the results of the second half of the XX century). It is a positive external motive that can serve as the basis for the development of the child’s cognitive interest.

Regarding to the motive: “On the basis of social identification”, it was different from responses given in 2002-2003 with the following pupils’ answers: “To give pleasure to my mother”, “To feel ashamed towards my grandmother”, “To keep up with my sister”, and in 2018-2019. : “To be able to speak like Vakarchuk¹”, “To be like Pedan²”, etc. According to the data, it tended to grow, so this fact must be taken into account and suggest examples for junior schoolchildren (positive images of contemporaries) to follow.

The motive associated with the anticipation of success and failure was characterized by the following responses of the students: “To be admitted to the second grade”, “To be praised by the teacher”, “To dad to buy a new gadget”, etc. Such a motive is associated with the presence of social anxiety and low self-esteem. In our opinion, only in the sense of the effectiveness of this motive it has a positive effect on the child’s upbringing and mental development, correlating with the low or mid level of anxiety. The obtained results showed a tendency of its decreasing.

¹ Ukrainian musician, poet, politician, leader of the group “Ocean Elzy”.

² Ukrainian showman, TV host and video blogger.

As for the motive: “For personal preferences”, it was recorded with the pupils’ following responses: “To be the best”, “Not to be the last in class”, “To be often praised” in 2002-2003, and “To be a friend to all classmates”, “To make everyone know about my success”, “To show that I’m a true Ukrainian”, etc. in 2018-2019. This motive has a tendency to increase, on the one hand, this increase may have both positive effects – recognition of the child own originality and uniqueness, and negative consequences in the educational aspect and in shaping the nature of growing personality (arrogance, conceit and so on.). Its background, to some extent, has a social anxiety phenomenon, and is observed, first of all, in children with egocentrism, disposition to careerism, egoistic features of the character.

Motive: “Due to the pressure” described the following answers: “If I do not learn the lessons, my mother will not let me go for a walk”, “If I do not learn the lessons, my father will argue, will not allow to watch cartoon”, “If I do not do the lessons, I won’t be bought a bike”, etc. It should be noted that there was a tendency to decrease this motive, however, comparing the results of 1963-1965 and present ones, we can state that its index has not been decreased to the same value yet. During a significant period of study, pupils were “under pressure”, which negatively affected both their personal development and their educational activities organization in general. After all, it has a neurotic kind of anxiety which affects negatively not only on the child’s educational success, but also her/his emotional state, well-being and future life. The domination of such an external motive leads to the complication of the child’s social adaptation, to the formation of a underestimated self-evaluation and a negative attitude to everything that causes difficulties. Detection and prevention of its development in the early stages will prevent the negative psychological phenomena formation.

As for the motive: “Upon the conscience command”, the following answers of the pupils were given: “If I do not study the lessons, I feel not well”, “If I do not do the lessons, I’m ashamed of my classmates and the teacher”, and so on. This motive was not typical for junior pupils. Its informative

in all the cases, having been under consideration, was in the range from 1,5% (1963-1965 years) to 0,8% (2018-2019 years). This motive increased after the decrease, but slightly, which is explained by the morality recognition as a value entity in the development of Ukrainian state.

Motive: “For social needs” obtained the following verbal color: “To be useful and necessary to people”, “To make your country better”, “To be a mayor and to bring order”, but it was not typical for elementary school pupils, which was also confirmed by the results of the study (0,5%). However, this motive had a slight tendency to increase compared with the previous results, which gave grounds to point out the importance of the social activity aspect in the junior pupils’ activities.

CONCLUSIONS.

The research presents the results of the theoretical and empirical study of the problem of individual’s formation of educational activity motives on the material of the preschool and schooling period of her/his development.

The peculiarities of preschoolers’ cognitive interests activating and internal and external junior pupils’ motives of educational activity are revealed. According to the results of the study, a direct proportional dependence of the effectiveness of junior pupils’ educational activities on the developmental level of their cognitive activity in the pre-school period is established, where the cognitive interest as the basis of the motives of activity reveals the child’s personal essence.

The results of the comparative analysis of the motives of the junior pupils’ educational activity at the end of the XX – the beginning of the XXI centuries are presented. On the basis of this stage study conduction, the following generalizations were made:

a) Motivation of the cognitive sphere of the child determines her/his readiness for learning, since mastering the knowledge, the fundamentals of science provides, first of all, the formed cognitive orientation.

- b) The development of psychological determinants of academic performance, internal functional changes in the structure of the pupils' cognitive sphere of the dynamics of the information weight of the psychical functions of the junior pupils' academic performance depend on the effectiveness of the cognitive interests development, which are the main component of motivational readiness.
- c) The motives as determinants of the primary school pupils' success are not homogeneous, they differentiate into a number of categories that have a different "power" of influence on the child's educational success.
- d) The main place among the first-grade pupils is motives connected with the self-goal, which are not characteristic of this age group turned to be the following motives: "By the conscience command" and "For social need";
- e) The motives considered in some cases can have a significant effect on the level of academic achievement of elementary school pupils, but not all of them have the same directive value.

Hence, the main components of the child's motivational readiness for school are the socially acceptable notions of learning as an important and responsible activity, a cognitive interest in the world around it. This readiness arises at the end of preschooling – at the beginning of school periods as the need to acquire knowledge and skills, evidence of a qualitatively new stage in the individual's formation.

A motivationally prepared to school is a child that the school does not attract from the outside (attributes of school life – a schoolbag, textbooks, notebooks), and an opportunity to gain new knowledge that involves the development of cognitive interests. Future schoolchildren should manage their behavior, cognitive activity well, which becomes possible under the existing hierarchical system of motives.

Taking into account the mentioned above, we emphasize the need at the present stage of the Ukrainian education system transformation in accordance with the requirements of the concept of the “New Ukrainian School” to review existing psychological and pedagogical technologies for the development of cognitive activity of the growing person in order to increase the level of academic achievement and to formulate her/his necessity for constant intellectual and personal growth, self-improvement and full functioning in the changed conditions of the surrounding reality.

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