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## ИЗВЕСТИЯ

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## NEWS

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OF THE REPUBLIC OF KAZAKHSTAN  
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**FORMATION OF TEACHER'S READINESS TO REALIZE  
THE CONTINUITY OF PRESCHOOL AND PRIMARY EDUCATION  
IN THE CONDITIONS OF UPDATED EDUCATION CONTENT**

**Abstract.** Changes in the curriculum of pre-school training to update the content of education. In modern Kazakhstan, the formation of a new education system oriented towards the world educational space is underway. This process is accompanied by significant changes in pedagogical theory and practice. The authors described the changes that occurred in our curriculum. However, numerous studies of psychologists and educators show that various changes in education and even the availability of knowledge in itself does not determine the success of training, it is much more important that the child know how to independently obtain and apply them. In this connection, the ways of forming the teacher's readiness to implement the continuity of pre-school and primary education in the context of the updated educational content are proposed.

**Keywords:** teacher, formation, readiness, continuity, preschool and primary education, updating.

**INTRODUCTION**

In the works of the Head of State "Looking to the future: modernization of public consciousness", the program "TuganJer" offered by the president and the project "Spiritual shrines of Kazakhstan" are proposed about the importance of high spiritual education of a person as a person.

Qualitative changes in any area of our life, and even more so in education, are impossible without forming a new teacher's view of their place and role in the educational process. Without understanding, we teachers, new goals and objectives in the updated content and technology of training, new forms of assessment, taking into account the competence-oriented approach in teaching, this is probably almost impossible to do. That is why the teacher needs readiness to perceive the methodology and content of the updated SES secondary education, to change the program and methodological support of the educational process, to change the goals and methods of pedagogical activity.

**MAIN PART**

Today, each teacher is interested in questions:

- What is the difference between the updated content of education and the traditional?
- Whether approaches to the organization of educational process at school will change?
- What does the concept of "result-oriented education" mean?
- In what direction and how should the teacher prepare for the updated content of education?

Of particular importance in the conditions of updating the content of education is the level of pre-school education and upbringing. Pre-school preparation of 5-year-old children should be carried out taking into account psychological, pedagogical, physical, physiological requirements as the main conditions for the quality of preparedness of children for elementary school education. Assessment and monitoring of knowledge will comply with the principles: validity, systematic, consistency, objectivity,

transparency, recommendation, reliability, but involves the parallel development of two lines of assessment: (formative and summative assessment). Evaluation of educational achievements in a result-oriented education model, suggests evaluation of the results of training for the lesson and the final work in the quarter.

Learning outcomes in school children will require us, teachers, a comprehensive and objective assessment of success in achieving the expected learning outcomes of each student, his attitude to learning and the dynamics of personal development in general. But updating the content of education, broadcasting the best experience of introducing new approaches to learning and teaching methods, should take into account the positive experience of the traditional. Synthesis of traditional and innovative teaching methods will allow to diversify the forms of conducting classes that activate students' cognitive activity. In general, the level of Kazakhstan's secondary general education should correspond to the tasks of the state's development and ensure its competitiveness in the modern world.

Pre-school preparation as the initial stage of the education system ensures continuity and continuity of pre-school and primary education, creates conditions for the intellectual and physical development of children 5-6 (7) years old.

Currently, pre-school training is carried out in pre-school organizations and pre-school classes of secondary schools. The main purpose of preschool preparation is to form children's motivation to learn in school and emotional readiness for it.

The main purpose of preschool preparation of children is the general, intellectual, physical development of children of preschool age, ensuring their readiness for learning, the formation of personal qualities in a child for mastering learning activities.

In the 2016-2017 school year, the educational process in pre-school classes of the republic is organized in accordance with the State Compulsory Standard of Pre-school Education and Training (hereinafter - the Standard), approved by the Government of the Republic of Kazakhstan on May 13, 2016 No. 292, the Pre-School Education Program Model curricula for preschool education and training (hereinafter - TUP). The educational program for pre-school preparation includes preparing children for school (socio-psychological, personal, volitional, physical, and intellectual), and also contributes to the development of communication skills, the manifestation of children's cognitive and social motives, and the development of a passion for learning.

The program is based on the pedagogical principles: consistency, system, continuity, integration and unity of 25 educational, developmental and educational tasks of pre-school education and training.

All activities and classes are focused not on the training of future first graders, but on the development of their activity, independence, creative abilities, cognitive interest, ability to communicate with their peers and older children.

The Program defines the main aspects of the content of the educational areas "Health", "Communication", "Cognition", "Creativity", and "Society". All educational areas are related to each other: the child knows; cognizing, talks about what he learned; interacts with peers and adults in the process of research and discussion. Thus, the interpenetration and interrelation of educational areas ensure the formation of a holistic picture of the world around the child.

In accordance with the State compulsory standard of pre-school education and training and the Model Curriculum, the workload in pre-school classes is 24 hours, of which 20 hours are given to classes, 4 hours - for the variable component. In preschool classes, the maximum allowable number of classes is no more than four, lasting 25-30 minutes. The duration of the breaks between them should be 10-12 minutes, during which moderate-intensity outdoor games are organized.

The content of the educational field "Health" is aimed at the formation and development of skills in active motor activity, the need for physical self-improvement, and on introducing children to the basics of a healthy lifestyle.

The content of the educational area "Communication" is aimed at developing the ability to communicate and interact with other people, to distinguish between situations of communication, to adequately and correctly build their behavior.

The content of the educational field "Cognition" is aimed at creating conditions for cognitive and research activities.

The content of the educational field "Creativity" is aimed at creating conditions for the formation of creative abilities, thinking and imagination in preschool-age children, for developing the emotional-sensual sphere and aesthetic taste, striving to convey their inner world in artistic form, for education by means of art and familiarizing with the world arts through musical and artistic activities and games.

The content of the educational field "Society" is aimed at developing the ability to adapt to the social environment, to interact freely in any environment, to love the Motherland, to develop the foundations of the initial moral and spiritual education. Creating conditions for the development and upbringing of children in preschool classes

To implement the requirements of the Standard, it is necessary to create conditions in each preschool class that meet the following requirements:

Teachers of the state, Russian and foreign languages carry out targeted language training in accordance with the TUP.

The music teacher carries out the musical development of children; organizes and conducts music classes, children's parties and other cultural events; identifies musically gifted children; conducts individual work with children; advises parents and educators on musical education of children.

The teacher of physical culture carries out the physical development of children; studies advanced pedagogical experience in physical education and uses innovative technologies.

The further development of documents revealing indicators of children's readiness for learning remains relevant.

Preschool institutions, primary schools should carry out pedagogical propaganda among parents to explain the goals of education and training at each age stage of the child's development.

A concept for the content of continuing preschool-primary education is currently being developed, and the meeting's participants are confident that this concept will contribute to a scientifically sound solution to the problem of continuity.

Modernization of education has made its major changes in the system of preschool and primary education, which touched upon both the organizational and the substantive side of these levels of education.

Thus, the pre-school education system is a flexible, multifunctional network of pre-school educational institutions, which represent a wide range of educational services, taking into account the needs of the family and society as a whole.

The species diversity of preschool educational institutions is developed with priorities of one or several areas of work with children:

- Kindergarten compensating type;
- Kindergartens for supervision and rehabilitation;
- child development centers, etc.

The educational institutions of the elementary school-kindergarten, creating the most favorable conditions for ensuring continuity in the upbringing and education of children, have positively recommended themselves.

Positive changes were outlined in the formation and distribution of psychological services for children of preschool and primary school age and their parents.

Significant changes have occurred in the content of education of children of preschool and primary school age, in the general character and style of the pedagogical process: there has been a rejection of strictly regulated

forms of training and acceptance of the humanistic pedagogy by the pedagogical community. Increasingly, the variability of programs, curricula, teaching aids, which greatly enriches the content of both preschool and primary education, is becoming more widespread.

At the same time, the changes taking place in the education system have shown the unreadiness of a significant part of the teaching staff for the conscious choice of a variable training program and its

adequate implementation. In addition, the variability introduced into the preschool education an unjustified passion for subject teaching, and in elementary school a multidisciplinary nature, which led to a decrease in the quality of education and overload of children. A serious reason for the negative consequences of introducing variability is the lack of education standards approved at the state level, which significantly impedes the establishment of continuity in the education system.

The choice of content and teaching methods is determined at the regional level, often not by pedagogical expediency, but by opportunistic considerations, and the intrinsic value of each period of the child's development, its age characteristics and possibilities are not taken into account. So, preparation for school is often regarded as an earlier study of a first-class program and comes down to the formation of narrow subject-specific knowledge and skills. In this case, the continuity between the preschool and younger school age is not determined by whether the future schoolchild has the qualities necessary for the implementation of a new activity, whether its prerequisites are formed, but by the presence or absence of certain knowledge on academic subjects. Therefore, the purpose of preparation for school should be the formulation of a preschooler's personal qualities necessary for mastering the educational activities:

- Curiosity,
- Initiative.
- Independence
- Creative imagination, arbitrariness.

A serious problem is the ignoring by the creators of programs and textbooks of the laws of mental development of a child — the sensitivity of different age periods to the formation of certain mental functions and neoplasms, the role of leading activity in their formation. So, in the preschool educational institutions there is a widespread negative practice of underestimating gaming activities and overuse of various “school” forms and technologies of learning:

- Frontal classes are held in individual subjects,
- systematic monitoring of the acquisition of knowledge and skills.

Thus, an unjustified artificial acceleration of the development of a child is provoked - “raising up” of preschool education. Purposeful formation of educational activities in elementary school is also, as a rule, beyond the purview of authors of programs and textbooks and practical workers.

These problems are aggravated by the fact that a clear lack of attention is paid to the physical development of children, the protection and promotion of their health.

A full-fledged, socially-oriented and state-regulated implementation of the provisions of legal documents is possible only with the continuity of all levels of education.

Continuing education is understood as a connection, coherence and perspectivity of all components of the methodological system (goals, objectives, content, methods, means, forms of education and training) at all levels of education, which ensures the ongoing development of the child.

The idea of continuity of education is now being more declared than implemented. The lack of unified conceptual approaches to the setting of goals and objectives of education at each stage - building succession and determining their prospects, makes it difficult to focus on the progressive development from the previous stage of education to the next.

The overall goal of continuing education for children of preschool and early age can be formulated as a harmonious physical and mental development of a child, ensuring the preservation of his individuality, adaptation to a changing social situation, readiness for active interaction with the outside world.

The continuity of the preschool and primary educational programs assumes the achievement of the following priority objectives:

at the preschool level - protection, health promotion and physical development of the child, development of his general abilities; the development of arbitrariness, cognitive activity, the development of communication and self-confidence, ensuring its emotional well-being and successful education in the next stage;

at the primary school level - the physical culture of the child; his cognitive development and socialization corresponding to the age possibilities; · Mastering various forms of interaction with the outside world; the formation of educational activities and readiness for education in the middle school.



The implementation of the overall goal of the education of children 3-10 years old requires compliance with a number of pedagogical conditions:

at the preschool level: student-centered interaction of the teacher with the child; the formation of play activities as the most important factor in the development of the child; the creation of an educational environment conducive to the personal and cognitive development of the child;

at the primary school level: reliance on the present level of achievements of preschool childhood; the focus of the learning process on the formation of the ability to learn as the most important achievement of this age period of development; individual work in cases of advancing or lower rates of child development.

## CONCLUSION

Comparison of practical observations of teachers, psychologists, and especially class teachers who are closer to other fifth-year subject students, allows us to reach objective results. Information about the individual characteristics of each student was systematized and summarized in a general table, which became a tool in the hands of each subject teacher. Thus, our observations and conversations with pupils show that difficulties with adaptation in 5 classes are connected not only with the complication of the material and the emergence of new subjects. The main difficulty is interaction with new teachers, a violation of the usual emotional contact.

To make it easier for students to adapt to the new conditions, it is very important for the teacher to start learning the subject using those teaching methods used by the elementary school teachers. After all, if you look at the material that is studied in the fifth grade, then it is clear that for the most part it is a generalization of the knowledge with which students came from elementary school. Knowledge of numbers is gradually expanding: children get acquainted with new classes, then they get the notion of ordinary and decimal fractions, and then, in the sixth grade, they get acquainted with negative numbers. In this case, the knowledge, skills and abilities, which they have mastered when working with numbers, are basic and find their further application.

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### **ЖОҒАРЫ БІЛІМ АЛУШЫЛЫҒЫНДА БАҒДАРЛАМАЛЫҚ ЖӘНЕ БАСТЫ БІЛІМ БЕРУ САЛАСЫНДАҒЫ ОРЫНДАЛУЫ ТӘЖІРИБЕСІНІҢ ОҚЫТУШЫЛЫҒЫНЫҢ ФОРМАТЫ.**

**Аннотация.** Білім беру мазмұнын жаңарту үшін мектепке дейінгі дайындықтың оқу жоспарындағы өзгерістер. Қазіргі Қазақстанда әлемдік білім беру кеңістігіне бағытталған жаңа білім беру жүйесін қалыптастыру жұмыстары жүргізілуде. Бұл процесс педагогикалық теория мен практиканың елеулі өзгерістерімен қатар жүреді. Авторлар біздің оқу жоспарларымыздағы өзгерістерді сипаттады. Дегенмен, психологтар мен педагогтердің көптеген зерттеулері білім берудегі әртүрлі өзгерістер және тіпті білімнің өзі өздігінен оқытудың сәттілігін анықтайтынын көрсетеді, баланың оларды қалайалуға және оларды қалайқолдануға болатынын білу әлдеқайда маңызды. Осыған байланысты жаңартылған білім беру контекстінде мектепке дейінгі және бастауыш білім берудің сабақтастығын жүзеге асыруға мұғалімнің дайындықтарын қалыптастыру жолдары ұсынылды.

**Түйін сөздер:** мұғалім, қалыптасу, дайындық, үздіксіздік, мектепке дейінгі және бастауыш білім беру, жанару.

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### **ФОРМИРОВАНИЕ ГОТОВНОСТИ УЧИТЕЛЯ К РЕАЛИЗАЦИИ ПРЕЕМСТВЕННОСТИ ДОШКОЛЬНОГО И НАЧАЛЬНОГО ОБРАЗОВАНИЯ В УСЛОВИЯХ ОБНОВЛЕННОГО СОДЕРЖАНИЯ ОБРАЗОВАНИЯ**

**Аннотация.** Изменения в учебной программе пред школьные подготовки по обновлению содержания образования. В современном Казахстане идет становление новой системы образования, ориентированной на

мировое образовательное пространство. Этот процесс сопровождается существенными изменениями в педагогической теории и практике. Авторами изложено об тех изменениях, которые произошли в нашей учебной программе. Однако, многочисленные исследования психологов и педагогов показывают, что различные изменения в образовании и даже наличие знаний само по себе не определяет успешность обучения, гораздо важнее, чтобы ребёнок умел самостоятельно их добывать и применять. В связи с чем, предложены пути формирования готовности учителя к реализации преемственности дошкольного и начального образования в условиях обновленного содержания образования.

**Ключевые слова:** учитель, формирование, готовность, преемственность, дошкольное и начальное образования, обновление.

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