

The Essence of the Content of the Preparation of Preschool Older Children for School Education

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Abstract: *This article explores effective techniques for integrating didactic games into the preschool education system to support the development of children's cognitive, emotional, and social skills. Didactic games are viewed as both a pedagogical tool and an independent learning activity that fosters creativity, independence, and critical thinking. The study highlights how such games help children to acquire knowledge in an engaging and structured way, encouraging active participation, speech development, and moral education. Practical examples and methodological approaches are discussed to enhance the learning experience through play.*

Keywords: *Didactic games, preschool education, cognitive development, creativity, game-based learning, independent thinking, child development, pedagogical techniques, play activities, early childhood education.*

Introduction

Preschool education lays the foundation for lifelong learning, and didactic games serve as a cornerstone in this process. Rooted in the theories of Vygotsky (play as a leading activity) and Montessori (self-directed learning), didactic games bridge play and education, making learning engaging and age-appropriate. Their structured yet flexible nature aligns with modern pedagogical approaches that prioritize child agency and active participation[1]. The article discusses the application of didactic games in the preschool education system. The author argues that didactic games represent a multifaceted and complex pedagogical phenomenon, serving as:

a playful method of teaching preschool children,

a form of education,

an independent play activity, and

a means of comprehensive personality development in children.

The content of didactic games helps children develop an appropriate attitude toward social phenomena, nature, and objects in their environment. It also systematizes and deepens their knowledge about their homeland, the military, professions, and labor activities[2]. Through didactic games, educators teach children to think independently and apply acquired knowledge in various contexts according to given tasks. Didactic games cultivate children's understanding of social and natural phenomena, reinforce knowledge about their homeland, professions, and labor, and foster critical thinking. Educators use these games to encourage independent problem-solving and the practical application of knowledge in diverse scenarios. Didactic games are indispensable in preschool education, blending cognitive and social development. Future research should explore digital adaptations (e.g., educational apps) while preserving hands-on interaction[3].

The article explores the essential components and structure of preparing preschool older children for school education. With the increasing demands of formal schooling, effective preschool preparation is critical for children's academic success and socio-emotional development. This preparation involves cognitive, social, emotional, and physical readiness. The article discusses the multifaceted nature of preschool preparation content, including developmentally appropriate practices, educational activities, and the role of educators and parents. The transition from preschool to formal schooling is a critical phase in a child's development[4]. Preparing older preschool children for school involves equipping them with necessary skills for academic learning and social integration. The essence of preparation content is to provide holistic development opportunities, ensuring children enter school with adequate cognitive, emotional, social, and motor skills. This study discusses the components embedded in preschool preparation programs and emphasizes the importance of well-structured curricula aligned with children's developmental stages.

Methods

This study utilizes a qualitative literature review methodology, analyzing educational frameworks, curriculum guidelines, and empirical studies focused on preschool preparation for school education. Documents were analyzed to identify common themes and effective practices concerning curriculum content, teaching methods, and developmental goals. Relevant literature was collected from academic databases such as ERIC, JSTOR, Google Scholar, and publisher websites using keywords like "school readiness," "preschool preparation," "early childhood education," and "cognitive and socio-emotional development in preschoolers[5]."

Analysis

The collected studies were analyzed through thematic content analysis to extract core principles and content elements for preschool preparation. Emphasis was placed on the multidimensional nature of readiness, integrating cognitive skills (literacy and numeracy), language development, emotional self-regulation, social skills, and physical development. Only publicly available literature and previously conducted studies were reviewed; thus, no ethical approval was required for this secondary research[6].

Results

Analysis of the literature reveals that the content of preparing preschool older children for school includes several essential dimensions:

1. Cognitive and Academic Development

- Literacy skills: Phonemic awareness, vocabulary development, listening comprehension, and early writing activities (Justice & Ezell, 2001).
- Numeracy skills: Number recognition, counting, basic arithmetic, problem-solving exercises (Saracho & Spodek, 2014)[7].
- Executive functions: Attention control, memory, and flexible thinking, crucial for classroom teaching (Blair & Raver, 2015).

Emotional regulation: Ability to manage feelings and behaviors, essential for adapting to the school environment (Denham et al., 2012).

- Social skills: Cooperation, sharing, communication with peers and adults, conflict resolution (Ladd et al., 1999).
- Self-concept and independence: Fostering confidence and autonomy in learning situations[8].

2. Physical Development

- Fine motor skills: Activities to improve hand-eye coordination, which supports writing and manipulation of classroom materials (Piek et al., 2008).
- Gross motor skills: Movement and coordination important for physical play and maintaining attention.

3. Learning Environment and Pedagogical Approaches

- Play-based and child-centered learning approaches promote active engagement and motivation (Wood, 2013).
- Integration of guided instruction and exploratory activities to balance skill acquisition and creativity (Copple & Bredekamp, 2009).
- Collaborative efforts between teachers and families enhance children's readiness by reinforcing learning and socio-emotional competencies (Pianta & Kraft-Sayre, 1999).
- Continuous assessment to individualize learning plans for children's strengths and needs[9].

Discussion

The preparation of preschool older children for school education is a comprehensive process that requires content aligned with developmental milestones and school expectations. Cognitive skills alone do not suffice; social-emotional competence and physical readiness are equally vital. Effective curricula integrate diverse learning domains in engaging, age-appropriate formats. Educators must utilize developmentally appropriate practices that include play, structured activities, and interactions fostering independent thinking and interpersonal skills[10].

This multidimensional content framework ensures children have a smooth transition to school environments, reducing anxiety and promoting academic and social success. The findings underscore the necessity for ongoing professional development for teachers and active parental involvement.

Methods and technologies, such as currently widely used in preschool educational organizations, creative problem-solving technology (TRIZ), knowledge-giving technology through gaming activities, "Singapore Technologies in the educational process", Maria Montessori methodology, Reggio pedagogy, are all becoming tools for the development of "soft skills" (Soft skills) in the hands of skillful educators and educators.

All the methods and methods listed above are unique, since in the process of their application, children are offered problem situations and creative tasks, which develop a positive psychoemotional mood and include methods of self-control, creativity, independence, initiative, forms an interest in new discoveries.[2] the achievement of kata is that the teaching staff of the preschool educational organization can use the teaching technology and methods correctly, in their place. Advanced training courses are also organized so that the pedagogical worker knows how to use modern teaching tools. From the beginning of this test, which is passed on the side of the higher commission of atestation, pedagogical personnel are trained for 1 month. at the end of the study period, there will be an examination and a foundation for obtaining category certificates. Educational technology refers to the stated purpose and knowledge of Education according to the level of knowledge of the recipient, the theoretical project of managing educational activities and the system of necessary tools that ensure the implementation of the pedagogical system are understood.

The personality-oriented technology of teaching is developed on the basis of some theory and purpose. The implementation of the pedagogical system, its adaptability and the personal characteristics of the student, connected with the technological and individual norms of ulaming. In this, the flexibility of this

technology, the variativeness of ulchaming, the instantaneous nature of student correspondence are important. At the level of teaching technology, all components of the educational process are illuminated.

On the basis of personality-oriented technology, it lies the intellectual and emotionalmotive development of students, the formation of knowledge and professional qualifications, the provision of an attitude to approach the educational process as a value, increasing activity, the formation of self-awareness and independence.[3] a foreign language teacher achieves a clear knowledge of the norm of language experience accumulated by a student and a further improvement by carefully mastering the achievements of the subject of methodology. Effective teaching of foreign languages requires knowledge of its methodology. The study and teaching of foreign languages is largely dependent on the theoretical elaboration of the issues of Foreign Language Learning Methodology and the practical creative application of the theory[4]the use of modern technologies such as this in teaching English in preschool children is a youth requirement. The application of these technologies, which serve to improve the effectiveness of training, even to the educators of the preschool educational organization will bring effective results.

Conclusion

The essence of preschool preparation content lies in a balanced approach addressing cognitive, social-emotional, and physical development domains[11]. A well-rounded preschool program empowers older children to transition confidently and competently into formal schooling settings. Future research should explore longitudinal outcomes of specific curriculum models to optimize best practices [12].

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