

# Research of the need for continuity in education according to students of pedagogical faculty

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**Abstract.** The development of pedagogical science requires constant improvement of modern high-quality continuous education, one of the aspects of which is the unity of the educational space throughout the territory of the Russian Federation and ensuring its continuity at different levels. The purpose of this study is to research the opinion of students - future teachers about the continuity of primary and preschool education at the present stage of implementation of the Federal State Educational Standard (FSES). The results obtained in the course of the study demonstrated the knowledge of the majority of students of modern FSES, which indicates the frequent reference to the texts of teachers in various disciplines and independent study of them by students due to their interest. The research identified problem areas in the implementation of the continuity of preschool education programs and the Educational Methodological Complex (EMC) of primary schools, the need for special training of teachers. Semantic analysis enabled us to identify the most frequent phrases related to the determination of continuity of preschool and primary education. The conclusion about the need for increased attention to the continuity of the initial general and pre-school education, special training for future teachers to the diversified work in this area is made.

## 1 A problem statement

An important condition for the development of modern high-quality continuing education and unity of educational space in the entire territory of the Russian Federation is to ensure its continuity at various stages. The main documents ensuring continuity are the Federal State Educational Standards (FSES) of primary general and preschool education [1, 2].

The basis of continuity in these documents is the target guidelines that contribute to the formation of prerequisites for school education already in the conditions of older groups of preschool education. They are aimed at observing the structures of educational programs, the conditions for their implementation, and effectiveness.

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FSES of preschool education [1], along with preserving the uniqueness and intrinsic value of childhood, contains target guidelines that contribute to "... the formation of prerequisites for educational activities at the stage of completion of preschool education" [1, p. 29]. FSES of primary general education [2], which is based on the system-activity approach, involves "... ensuring the continuity of preschool, primary general, basic and secondary (complete) general education" [2, p. 4].

The continuity of primary and preschool education is considered by modern researchers in the light of: different approaches (K.A. Obukhova [3], N.N. Yakovleva [4], M.S. Kuzikova [4]); forms of support, modeling and prediction (E.S. Kosolapova [6], V.V. Bondarenko [7], Gary W Ladd [8]); guarantees of quality education (L.N. Lavrova [9], S.V. Mazharenko [10], Yu.I. Shemeta [11], D. Orazgalikyzy [12]); participation and support of parents (B.A. Cunningham [13], L.P. Zakovinko [14]); various aspects of practical activities (A.N. Gorkanova [15], V.V. Gukasova [16], L.N. Lavrova [17], L.G. Lisitskaya [18], N.P. Pavsha [19]); identifying problems and describing ways to solve them (T.A. Tokareva [20], M.Kh. Khakmova [21]).

As a result of the analysis of scientific literature, the main directions of professional training were identified, allowing you to choose the necessary competencies for training future teachers of continuity in the context of the implementation of the FSES:

- familiarization with the texts of the Federal State Educational Standard, discussion of their variability;
- identification of various directions of continuity of primary general and preschool education;
- risks and problems prediction associated with the implementation of succession;
- practice-oriented identification of options for solving problems related to the continuity of primary and preschool education.

### 1.1 The objective of the work

The research was conducted on *the basis* of State Educational Institution of Higher Education in Moscow Region "State University of Humanities and Technology" from 3 to 29 February 2020. At its first stage, a questionnaire was drawn up, *the purpose* of which was to determine the opinion of 1-5 year students of the pedagogical faculty about various aspects of continuity at the stages of primary and preschool education. The text of the questionnaire is presented in table 1.

*Research methods:* analysis of scientific and pedagogical literature on the topic, questioning, generalization, grouping, comparison, semantic analysis.

**Table 1.** Questionnaire "Opinions of students of the pedagogical faculty on the continuity of primary and preschool education in the context of the implementation of the Federal State Educational Standards".

	<b>Are you familiar with the texts of the FSES of Preschool and Primary General Education?</b>	
	Wellfamiliar	
	A littlefamiliar	
	Notfamiliar	
	<b>What direction of the continuity of primary and preschool education in the context of the implementation of the FSES do you consider the most important?</b>	
	Psychological and pedagogical support of children	
	Readinessforschool	
	Continuity of preschool education programs and primary school teaching materials	

	Knowledge of FSES by teachers, their readiness to implement the continuity of primary and preschool education	
	<b>In your understanding, the problems arising in the implementation of continuity are ...</b>	
	Do teachers need special training on succession issues?	
	Yes, we need	
	No, not needed	
	In your understanding, the continuity of preschool and primary general education is ...	

## 2 Materials and the results of the research

In the light of the above, the scientific tools of this article have been defined.

*The object of the research* is the continuity of primary general and preschool education.

*The subject of the research* is the continuity of primary general and preschool education in the context of the implementation of the FSES.

*The purpose of the research* is to study the opinions of students - future teachers on the implementation of the continuity of primary general and preschool education in the context of the implementation of the FSES.

In this work, the following research design was implemented: analysis of scientific literature; identifying the main areas of professional training, allowing you to choose the necessary competencies for training future teachers of continuity in the context of the implementation of the FSES; conducting a survey among students of the pedagogical faculty; analysis of survey results using mathematical statistics; semantic analysis of the received texts; formulation of conclusions and recommendations.

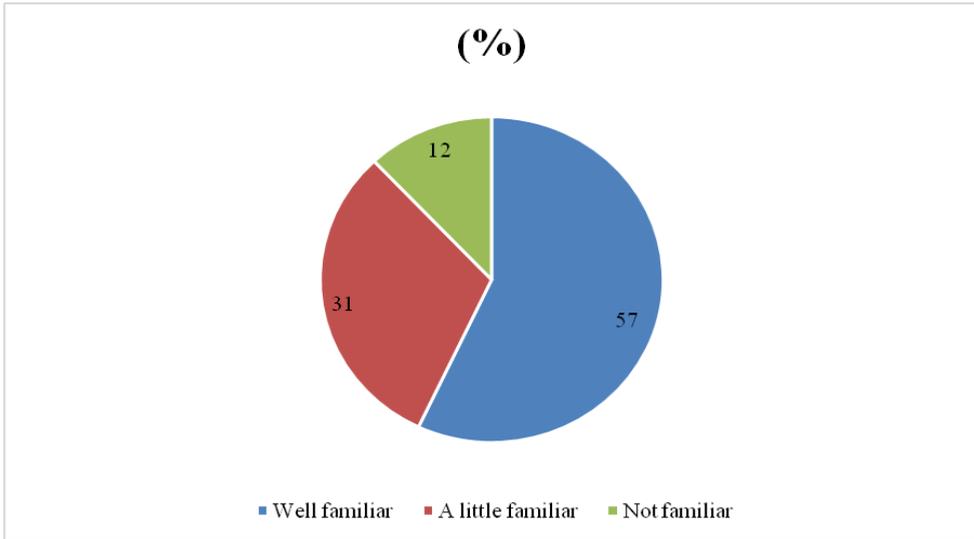
Analysis of scientific and pedagogical literature showed the relevance of the issue under study and the depth of its subject field. In accordance with the main areas of professional training identified as a result of the analysis, the questions of the questionnaire presented in Table 1 were determined.

The research was conducted from 3 to 29 February 2020 on the basis of State Educational Institution of Higher Education in Moscow Region "State University of Humanities and Technology". 1176 students of 1-5 courses, full-time and part-time education, receiving education by profiles: "Pedagogical education (with two training profiles (primary education, preschool education))", "Pedagogical education (with two training profiles (preschool education, foreign language (English))", "Pedagogical education (preschool education)", "Pedagogical education (primary education)" took part in the survey.

The processing of personal data was carried out using mathematical methods (1, 2, 4 questions) and using semantic analysis (3 and 5 questions).

On the first question: "Are you familiar with the texts of the FSES of Preschool and Primary General Education?"; 57% (670 people) of the respondents answered that they are "Well acquainted"; 31% (365 people) of students believe that they are a little familiar with the text; 12% (141 people), the majority of whom are first-year full-time and part-time students, answered in the negative. The results are presented in the form of a diagram (Figure 1).

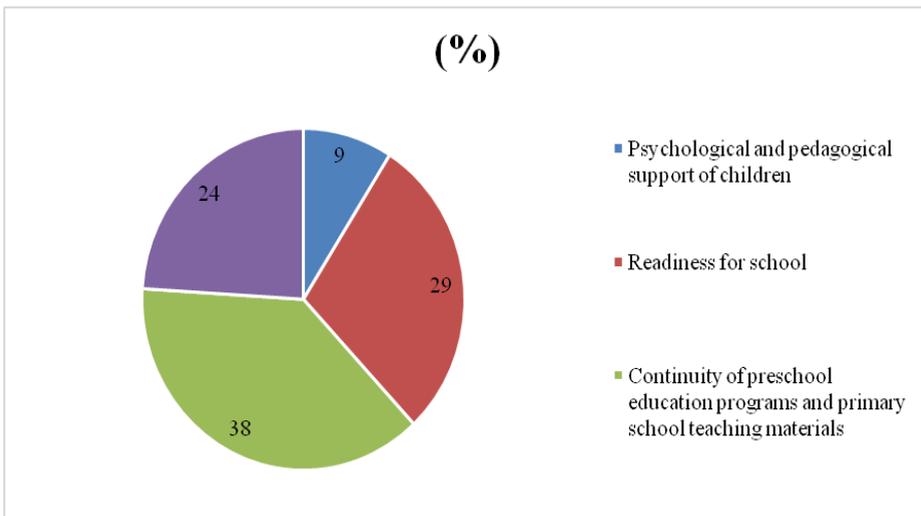
The results obtained indicate that teachers often refer to the text of the Federal State Educational Standard within various disciplines and independently study them by students due to their interest and confidence in the importance of this document.



**Fig. 1.** Results of the answer to the question: "Are you familiar with the texts of the FSES of Preschool and Primary General Education?".

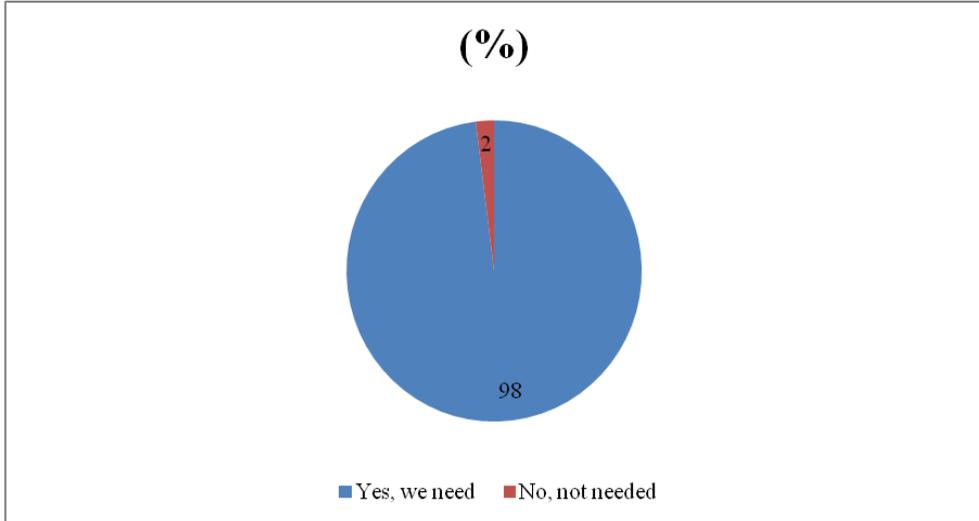
The second question: "What direction of the continuity of primary and preschool education in the context of the implementation of the FSES do you consider the most important?", asked respondents to choose only 1 answer option. Only 9% (106 people) of all respondents chose psychological and pedagogical support of children as the most important; knowledge of the FSES by teachers, their readiness to implement the continuity of primary and preschool education 24% (282 people). Readiness for schooling is considered a priority by 29% (341 people). The majority of the surveyed students define as the most important direction the continuity of preschool education programs and the teaching materials of primary schools - 38% (447 people).

The results are shown more clearly in Figure 2.



**Fig. 2.** Results of the answer to the question: "What direction of the continuity of primary and preschool education in the context of the implementation of the FSES do you consider the most important?".

To the fourth question: "Do teachers need special training on succession issues?" the overwhelming majority of future teachers - 98% (1152 people) answered in the affirmative; only 2% (24 people) of the respondents, the majority of whom were correspondence students, did not consider it necessary to have special training. The results are also shown in a diagram in Figure 3.



**Fig. 3.** Results of the answer to the question: "Do teachers need special training on succession issues?".

The answers to the third and fifth questions were analyzed using the method of semantic analysis [22].

To the question: "In your understanding, the problems arising in the implementation of continuity are ..." as a result of semantic analysis, the data reflected in table 2 were obtained.

**Table 2.** The results of the semantic analysis of the answers received to question 3

Phrase / word	Number	Frequency, %
disadvantages of the educational system	3918	4.76
problemsolution	2276	3.17
educationproblem	2254	3.17
thecontinuityofgenerations	2143	3.17
continuityofexperience	2120	3.17 / 6.35
continuityofknowledge	2099	3.17
continuityofprograms	2078	3.17
readinessofteachers	2052	3.17 / 6.35

The most common phrases are those related to deficiencies in the educational system and educational problems. In a broad sense, the majority of respondents associated the

problems arising in the implementation of continuity in education with global problems associated with the continuity of generations. Many students of the pedagogical faculty associated continuity with the experience and knowledge of teachers, their readiness to work in this direction. Among the problems arising in the implementation of the continuity of primary and preschool education, the problem of the continuity of programs was also highlighted.

As a result of the semantic analysis of the answers to the question: "In your understanding, the continuity of preschool and primary general education is ..." the results were obtained, reflected in table 3.

Semantic analysis of this phrase showed the most common words, which are primarily associated with the definition of the continuity of the preschool and primary general as a problem of modern education that needs to be addressed. The respondents noted the need for interconnected and well-coordinated work of teachers of preschool educational organizations and schools. A number of students of the pedagogical faculty associated continuity with adaptation to school and the necessary level of preparation for it, the smooth transition from preschool to school education.

**Table 3.** The results of the semantic analysis of the answers received to question 5.

Phrase / word	Number	Frequency, %
problem	4007	4.76
requires a solution	2979	3.17
process	2561	3.17
connection	2369	3.17
interconnection	2238	3.17 / 6.35
harmoniouswork	2125	3.17
adaptationtoschool	2093	3.17
training	2074	3.17 / 6.35
smoothtransition	2034	3.17

### 3 Conclusions

Despite the fact that the main documents ensuring continuity are the Federal State Educational Standards (FSES) of primary general and preschool education, this issue is widely discussed in scientific circles.

The continuity of primary and preschool education is considered by modern researchers in the light of various approaches, thanks to the analysis of which, the main directions of professional training necessary for teaching future teachers of continuity were identified.

The data obtained in the course of the questionnaire are consistent with the results of studies by other authors: V.V. Bondarenko, E.A. Shatskikh [7] in terms of ensuring organizational and pedagogical forms of continuity of preschool and primary general education; Gary W Ladd [8] in Predicting Trajectories of Academic Performance in Various Conditions.

The studies of E.S. Kosolapova, Z.B. Eflova [6] on modern organizational and pedagogical forms of ensuring the continuity of preschool and primary general education.

Pedagogical science and practice at the present stage requires the improvement of lifelong education, one of the aspects of which is to ensure its continuity at the stage of transition from preschool to primary general. The main documents ensuring the continuity of primary general and preschool education of the FSES are widely discussed in scientific circles at various levels.

Research conducted at the Faculty of Education State Educational Institution of Higher Education in Moscow Region "State University of Humanities and Technology" among 1176 respondents showed sufficient knowledge of the FSES by full-time and part-time students, based on the frequent reference of teachers to the text of the FSES in various disciplines and students' independent study due to their interest and confidence in the importance of this document. When asked about the most important direction of continuity, most of the surveyed students identified the direction of continuity of preschool education programs and the EMC of primary school. When asked about the need for special training of teachers on succession issues, the overwhelming majority of future teachers answered in the affirmative.

Semantic analysis, which made it possible to single out the most common phrases associated with determining the continuity of the preschool and primary general as, showed the concern of students and the interpretation of continuity, first of all, as a shortcoming that requires increased attention and resolution in the educational system. The respondents noted the need for well-coordinated work of teachers, attention in students during the period of adaptation to school for school, ensuring the necessary level of training at the exit from a preschool educational organization.

In connection with the above, increased attention should be paid to the issues of continuity of primary general and preschool education, preparing students - future teachers for diverse work in this area.

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