

**THE PSYCHO-PEDAGOGICAL CONDITIONS  
FOR KINDEGARDEN CHILDREN'S ADJUSTMENT  
TO ELEMENTARY SCHOOL**

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A mixed research that checks empirically the quality of last third of the year born children's adjustment to school frame. The research examine the learning maturity, the readiness to school, the degree of child's proximity to his age normative function, the degree of compatibility to the new school frame and the degree of compatibility of the system to the children's needs. The intention is to compare between children of the same class, defined to be the same age, children learning in one class, naturally, there is a chronological and functional gap between the children; this gap will be prominent especially between the last third of the year born children and other children in class. The research has two main targets – to expend and establish the importance of the transition from kindergarten to primary school – to check the broad sense of maturity and the conditions required for the child to be able to study.

The main questions of the research are – Will pre-school children, who were born on the last third of the year, be prepared to school at the end of the year? – What are the components of adaptation and readiness for 1<sup>st</sup> grade? –

Is the age difference between the last third of the year born children and the other children significant? – Is there a need of more intervention and support to the research population? – Does the transition to 1<sup>st</sup> grade causes more risks, fears and question marks for children who were born in the last third of the year? What is the influence of age entering school and starting formal education?

The research indicates that there is a significant functional gap between the children; it is predictable that children who are born at the end of the year are a special population that needs attention.

This study is unique because it indicates maturity and adaptation in the broad sense of physical, emotional – social, sensory – movement and mental maturity.

**Research population:** kindergarten children, 1st grade children; the method is collecting data through questionnaires to teachers and parents. In addition to the experiment of two experimental groups: one of children who was born in the last third of the year and the second group of children who was born in the first months of the year.

The comparison is done between two groups. The experiment group consists of the younger children, and the control group consists of the older children.

*Experiment group: The younger children in the class, who were born in the first third of the year.*

*Control group: Older children in the class, who were born in the last third of the year.*

The main claim is that the older children of the class would have a higher readiness for school, in emotional, social, and academic level comparing to the younger classmates who start school in a younger age.

The research focuses on the age variable as an influencing factor of social, emotional and academic readiness by using a technique of comparing between the younger children and the older ones in class. The comparison is between children who were born in the first third of the year, which is in the months of January, February and March, versus those who were born in the last third, which is in October, November and December.

***The younger children in the class*** – The main assumption is that the younger children in the class may be too young for formal learning. Therefore they need more attention and educational interference in helping them integrate and go through this critical period of beginning learning at school. The research pays special attention to the teacher as well as the parents and the educational institution – examines thoroughly the psychopedagogical conditions in a wide scope. Recent researches focused on the cognitive aspect of academic achievements, but in recent years more attention

is directed to the emotional, social and physical aspects. The current research aims to deepen the insights between the chronological age and academic, social and emotional readiness in order to provide an empirical basis and a practical answer for the educational institution.

***Children go to school at the age of six years old*** – when it is assumed that all children arrive to a physical, emotional, social, sense-motor and cognitive maturity, which enable them to start formal studies at school, There is an age gap which is also a functioning gap among children of the same class, The influence of age is more significant to be ready to learn and to adjustment in school life [1, p. 294-304; 2; 3, p. 39-60].

***References:***

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