

SOCIETY. INTEGRATION. EDUCATION

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Liepāja University (LATVIA)

**MAIN FEATURES OF QUALITATIVE
LEARNING SPACE AND PRE-SCHOOL
CHILDREN LANGUAGE
DEVELOPMENT**

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INTRODUCTION

- The main goal of ongoing transformation of the Latvian pre-school education system is **competence-based approach**.
- The essence of this approach is to promote **functionality, integrity** and practical application of knowledge, **explanation of the surroundings**, universality of skills, **creativity, problem solving**.

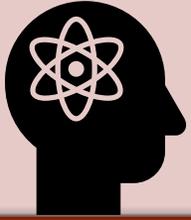
(School2030: Support for changing the training approach to <https://www.skola2030.lv/par-projektu>).



INTRODUCTION

- The aim of this report is to analyse successfully created **learning space** and **language development** for pre-school age children based on literature analysis and adapted survey results.
- The empirical study, which took **place in Riga**, examines these **two aspects** in pre-school children development of **language, communication** and the prerequisites of **reading** and **writing**.

THE NEW PRE-SCHOOL CURRICULUM EMPHASISES THAT THE TEACHER, AS A PLANNER AND AN EXAMPLE OF GOOD PRACTICE, PERFORMS THE FOLLOWING ACTIVITIES:



creates a situation in which a child needs to acquire new knowledge, skills or habits, and awareness; discusses the outcome (how, where, how to do this), learns about the child's past experience (what a child already knows)



offers new information and opportunities for a diverse learning experience and discusses what assessment criteria should be, directs child's learning and gives support when needed, calls for applying the learned in practice and confirms what has been done;



assesses the performance of the child and follows their long-term development of awareness and skills, identifying what has been achieved and describing growth; urges the child to assess their own performance on the basis of the criteria set out at the beginning, discusses where the learned skills could still be useful and how to improve the performance

TOPICALITY OF THE RESEARCH

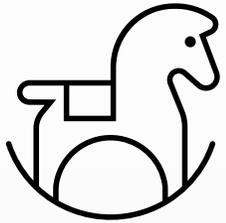


To promote children to take **care of their responsibilities**, the teachers **created tasks that each child needs to do** every day of the week, for example, making sure that they clean working area after work/play, helping the teacher assistant to prepare tables for meal time, cleaning after themselves, or helping others with difficult tasks.



In the beginning of the day the **teacher tells children of all the things planned** for a day or days ahead, so that children can understand what needs to be done.

TOPICALITY OF THE RESEARCH



- The teacher also can give children play activities and assignments that needs to be done by the end of the day, and children can decide how fast or slow the task should be done.



- At the same time, making children feel the responsibility and think of all the work that should be done by the end of the day makes them feel as a partner in the decision-making process.

THE ANALYSIS OF LITERATURE

- At the pre-school age, the **family plays the most important role in the development of the child**. Positive learning experience based on positive social and cognitive experience depends on the effects of parenting. The best way of parenting at the preschool age, and not only at this age, is **parental behaviour as a model**. The child learns more from what she/he sees than **from what she/he hears** (Beltusite, 2006).
- By **careful observation and planning**, teachers spot the direction where the child is heading at and provide all conditions to help them succeed in what was planned. By doing this, teachers allow children to learn from their own insights and can think of possible explanations. Thus, the teacher is a link between children and thoughtfully designed environment.



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The Project is fully suited for **Latvian or adapted** by an **international survey** of parents of bilingual children in Utrecht Bilingual Language Exposure Calculator or **UBiLEC** developed in Utrecht (Netherlands), which is in practical use in the work of the project.

THE **SURVEY** IS DESIGNED FOR EVALUATING THE LANGUAGE OF BILINGUAL CHILDREN. **TWO GROUPS** OF CHILDREN ARE IDENTIFIED IN THE WORK OF THE PROJECT:

a group of bilingual children attending the Latvian pre-school education programme

children attending a minority programme, which includes learning the Latvian language. Survey took place in capital city of Latvia

THE RESULTS OF THE EMPIRICAL RESEARCH

Table 1 Information on Latvian usage and people regularly talking to children at home (bilingual children attending a pre-school education programme in Latvian)

	Only Russian	Hardly ever Latvian, almost always Russian	Seldom Latvian, usually Russian	50% Latvian, 50% Russian	Usually Latvian, seldom Russian	Almost always Latvian, hardly ever Russian	Only Latvian
Mother	3	3	2				2
Father	4	2		1	1		2
Sister/brother	1	2	1	2		1	
Sister/brother		1	1				
Sister/brother	1						
Grandmother I	5	1			1		2
Grandmother II	5					1	
Grandfather I	4		1		1		1
Grandfather II	3						1
Babysitter	1						1

THE RESULTS OF THE EMPIRICAL RESEARCH

Table 2 Information on Latvian usage and people regularly talking to children at home (children attending a minority pre-school education programme and learning Latvian)

	Only Russian	Hardly ever Latvian, almost always Russian	Seldom Latvian, usually Russian	50% Latvian, 50% Russian	Usually Latvian, seldom Russian	Almost always Latvian, hardly ever Russian	Only Latvian
Mother	6	1	2		1		
Father	4	2	1				
Sister/brother	4	1	1				
Sister/brother	1						
Sister/brother							
Grandmother I	4	1					
Grandmother II	5						
Grandfather I	6	1					
Grandfather II	4	1					
Babysitter	2		1				1

CONCLUSIONS

- Children develop skills in action, **observe the attitude of adults**, imitate them and try various techniques. Children no longer have to passively **watch adults perform different activities**, instead, they can be active themselves.
- Children have **difficulties in reaching agreement with peers**, in adhering to rules - they do not always want to complete work, evaluating what has been accomplished, and expressing judgment. **Interest in different topics**, getting to know different subjects and **expressing opinions on what has been learned** or accomplished

CONCLUSIONS

- The teachers' effort to create a **positive psychological microclimate** in classroom is highly valued, which is a very important prerequisite for the **development of students' motivation to learn**. An important role in the pedagogical process has also been allocated to different aspects of inclusive education.
- Important focus of the **pedagogical process is currently the connection** of the study content with **real life**, since the **competence approach** requires the purposeful acquisition of knowledge where each learner understands why he or she **is learning the offered study content**.

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**THANK YOU FOR YOUR
ATTENTION**

