The Issue of Continuity in the Montenegrin Educational System

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ABSTRACT

The Montenegrin experts have been paying more attention to the needs of children and subsequently to the finding of solutions and finding ways to overcome the issues. The latest reform of the educational system in Montenegro, raises the question of continuity through closer cooperation and networking of a kindergarten and school. Professional pedagogical and psychological problem of continuity of the public is not a new concept, mainly because they dealt with it in 60 's and 70 's of the last century.

Since the consistency, systematic approach and individualization play a very important role in the educational principles whose aim is to promote the role of pedagogical workers in the theory and in practice, the theme of continuity is always interesting and useful. Thinking about the children, from the perspective of a family, school and society means searching for various options that will ensure continuity in the mental and physical growth of each individual. Both in Montenegro and elsewhere in the world, it is necessary to consider an approach that will enable the child an expedient context which will provide him informal and learning in general sense, the appropriate usage of the learning activities as well as the creation of a curriculum which will be based on the development-process principles in pre-schools as well as in the early grades of the primary school. Inclusion of children's families and other community members in these changes could also be one way to approach the pre-school and primary schools in order to create a continuity in the institutional primary education.

Keywords: Children, families, pre-school, education, adaptation, continuity.

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Karadağ Eğitim Sisteminde Süreklilik

ÖZ

Karadağ'daki uzmanlar, çocuklar ile ilgili karşılaşılan sorunlara çözüm bulmaya ve bu sorunların üstesinden gelmek için çocukların ihtiyaçlarına daha fazla dikkat etmeye özen göstermektedir. Karadağ'da yapılan son reform ile birlikte, okul öncesi ve ilkokul arasında yakın bir işbirliği ve ağ oluşturma yoluyla süreklilik sorunu gündeme gelmiştir. Aslında süreklilik sorunu yeni bir kavram değildir, çünkü halk arasında 1960lı ve 1970li yıllarda da süreklilik sorunuyla uğraşılmıştır.

Eğitim ilkelerinde tutarlılık, sistematik yaklaşım ve bireyselleştirme çok önemli bir rol oynamaktadır. Eğitimcileri teoride ve uygulamada destekleme rolü olan eğitim ilkeleri bakımından süreklilik konusu her zaman ilgi çekici ve yararlı bir konu olarak görülmüştür. Çocuk; aile, okul ve toplum perspektiflerinden bakılarak düşünüldüğünde, her bireyin zihinsel ve bedensel büyümesinde süreklilik sağlayacak şekilde çeşitli seçenekler araması demektir. Ailelerin ve eğitim kurumlarının önemli bir amacının, çocuğun okula gitmek için doğal öğrenme ihtiyacını anlamak olmalıdır. Çocuk ilkokula başladığı süreçte iletişim ve diğer becerilerinde hızlı bir gelişme gözlenir. Çocuk altı yaşında sosyal kurallar ve değerleri benimseyebilir. Okuldaki sosyal ilişkiler, davranışlar açısından çocuğun gelişimini etkiler. İlkokulun ilk yıllarında olduğu gibi okul öncesi yıllarında da gelişim süreci prensiplerini temel alan öğretim programlarının tasarlanması ve uygun öğrenme etkinliklerinin kullanımı önemli bir konudur. Bu değişikliklere çocukların ailelerinin ve diğer topluluk üyelerinin eklenmesi, ilkokulda bir süreklilik oluşturmak için okul öncesi ve ilkokula yönelik bir yaklaşım olarak görülebilir. Karadağ'da ya da Dünyanın farklı yerlerinde, çocuğun informal ve genel anlamdaki öğrenmesini destekleyecek uygun bağlamı sağlayacak bir yaklaşımın dikkate alınması gereklidir.

Anahtar Sözcükler: Çocuk, aile, okul öncesi, eğitim, uyum, süreklilik.

INTRODUCTION

Occupying a very special place in the development of each individual, the period of childhood strongly shows the influence of all factors that form a personality, from heritage as a biological constitution to the combination of many diverse circumstances in which a child's development takes place. Regarding this, it can be said that the results of many scientific research support the notion that all approaches aimed at children should be multi-dimensional, and that they should strive for integration, with a special emphasis both on health and on the psychological and social aspects. Numerous scientific data related to the needs of children which are the product of different disciplines such as pedagogy, psychology, anthropology, sociology, medicine and others, contribute to the creation of more comprehensive programs that relate to the period of the early childhood and the connection between preschool and school times, in order to create as gradual as possible transition from a carefree period of the game for a period dominated by academic obligations which will sastisfy a child's curiosity for knowledge. Therefore, in consideration of children's needs, it is crucial to pay attention both to their physical development (through health and nutrition), mental development (through an adequate education and stimulating environment), social- emotional development (through gentleness and creating opportunities for children to participate - participation in a social life) as well as the spiritual development.

A Child is a Complete System

Preliminary analysis of the situation in Montenegro in this area shows the following;

- more sector in isolation from each other, are being included in the programming of childhood;
- disconnection of the goals set in different sectors;
- lack of information about the activities and efforts of other sectors;
- noticeable lack of resources (financial, programmatic, human) influences
- raising awareness that some sectors may offer only partial programs;
- fear of losing control and their own scope of activities can prevent people from participating in the implementation of integrated programs;
- inadequacy and partiality of foreign models whose implementation attempts in Montenegro in the last 15 years.

When it comes to preschool children, they are often situated at the intersection of three important institutions: family, kindergarten and school. These institutions vary in their structure, mode of action and access to children, and the children come to create confusion in the mind of unclear expectations of them which leads to various development problems. The research has shown that 25% of school children have difficulties due to various problems in adapting which strongly influence the difficulties in their future life (Ladd and Prince, 1987, pg.1173). The problem of transition and adaptation in the field of education comes into a spotlight when it comes to moving from one institution to another, horizontally and / or vertically

within the educational system, or to the transition from family to kindergarten, from kindergarten to school from grade to grade, school to school ... Such moments in life of a child carry many positive expectations but stress and fear, at the same time. What will be the scope and intensity of negative feelings depends primarily on the quality and quantity of the difference between one and the other communities in the social and physical sense. Child's need for emotional and social security and stability is one of the basic human needs. These needs are the most vulnerable in a period of great change such as the transition from kindergarten to school whuch is one of the most significant changes in its life.

The Montenegrin experts, following these general trends have been paying more attention to the needs of children and subsequently to the finding of solutions and finding ways to overcome the mentioned issues. The latest reform of the educational system in Montenegro raises the question of continuity through closer cooperation and networking of a kindergarten and school. Professional pedagogical and psychological problem of continuity of the public is not a new concept, mainly because they dealt with it in 60's and 70's of the last century. The emphasis has been put on adapting pre- school program requirements which resulted in creating many programs with the aim to prepare children for school. During the last 20 years the reserchers have been working on redefying the problem. They have been trying to overcome the problem of "searching for the culprit" focusing on the adjustment and alignment of the issue in a way that they have posed the real basic question: *how to make both institutions adjusting capacities for the benefit of a child and all the specifics of the development period?*

The problem of ensuring the continuity of the educational process typically comes to the surface during the school reforms, because they lead to the further analysis and multidimensionally visualise all the important aspects, features, causes and consequences of the quality and continuit as the key categories of a quality educational work (Parker and Gotman, 1989:100). Then is the time ripe for discussing age appropriate period of transition from kindergarten to school, ways to bridge the gap between kindergartens and schools and how to reform the preschool, and school curricula. Reform of the education system and curricula that are taking place in Montenegro in the last decade has brought some new system solutions. Children in the first year of the new, nine-year primary school go to the first grade at the age of six welcomed by a teacher and an educator.

A team of experts in educational work with preschool and early school age children will enable the children, during the transition from kindergarten to school, the continuity of the key elements. The formation of this team does not lead to an automatic solution, because the problem is much more complex. Mismatched transmission of the didactic solutions from kindergarten to school is not a guarantee of improving the quality of educational work. First of all you should think about an approach that will enable the child an expedient context of informal and spontaneous learning tha appropriate usage of the learning activities and the formulation of a curriculum based on the developmental process principles. The inclusion of children's families and other community members in these changes could also be one way to approach the pre-school and primary schools and create continuity in its institutional education.

According to Lombardi (1992) the continuity has been provided by the following elements :
- developmentally appropriate practices that would, among other objectives, underline the developing of the sense of self, a positive attitude towards learning and cognition as well as the development of communication and collaborative skills;
- involving parents in several segments brought up the educational work ;
- counseling activities for children and parents.

An important goal of the educational institutions and the family would have to be to understand and practically apply the behavior of the child's natural need for cognition, to go to school and be adult. This implies that a child understands and distinguishes the desire for knowledge and learning, because it is focused on the result, ability to read and write without being conscious of the effort that needs to be invested in the whole process. For this reason, the expectations of parents and children should be focused on procedural issues and thus reduce the pressure on the single-child relating to the outcome of the process. Parents are in a situation where, along with the school, should be directed to seek ways to ensure that children acquire basic knowledge, gaining a social experiences in the most appropriate way. Only this approach will provide a positive emotional image of the school and learning.

The Law on Primary Education of Montenegro, Article 31, regulates the conditions for an enrollment in an elementary school: "The children who will be in the calendar year in which to begin attending school, six years old have to be enrolled in the first grade." From the Developmental Psychology, we know that not all children develop at the same pace, both physically and intellectually, emotionally and socially. Therefore the children of the same age are at different levels of development. This means that the calendar age of the child is not sufficiently precise indicator of psychological and physical maturity of the child for school. A successful departure of the child in school is determined by its neuromuscular maturity, previous experience and knowledge. Knowledge and experience are equally important because through them a child practices skills of observation, pattern discrimination, memory, reasoning, ability to detect the relationships and the similar things. In order to successfully attend a learing process a child has to be emotionally stable, emancipated from the parents, ready for cooperation with adults and peers and ready to accept the rules of behavior which will imply that is intellectually, socially, emotionally and physically ready for school.

Recent researches have shown that a pre-school age child development opportunities are far greater than it was thought previously. As for the intelligence, the most general conclusions of researchers in this area have shown that the child from the age of 2 to 9 is in the most intense developmental process. The social environment has a huge impact on a child's development and a very responsible job. Depending on the impact of incentives and performing environment to the child at this time, it will develop more or less adequately. Bloom, after the research, concluded that "the child's development in a disadvantaged environment is stopped because of:

1) Incomplete speech and language models in the family hinder intellectual development of the child and reduce his success in school, particularly in the areas that involve reading.
2) A child living in an environment that it does not offer enough incentives for development; well obtain less experience of the world and life. His parents do not have enough time and opportunities to be dedicated, and often have neither the appropriate knowledge. There are less external stimuli, particularly for various cultural activities in such environments. The lack of experience of life and the world hinders intellectual development and learning in general.
3) A child living in an environment that it does not stimulate enough well have fewer opportunities for solving thought problems, compared to a child from a more favorable or more stimulating environment. A child is not encouraged enough to analytical way of thinking, logical reasoning and the search for solutions.
4) In an adverse environment there are generally fewer interactions between adults and children." (Toličić, 1979: 221-222).

Man is a social being and he strives to live, work and develop in a society. The beginnings of a social behavior can occur even in a newborn when it comes to social interaction with adults that meet their physical needs. "Among the behavior of such systems include the perception of the human face and the sounds of human speech, the ability to establish social and emotional ties and attachment to the appearance of a person (the Attachement), early non-verbal way communication between the child and the mother." (Ivic, 1978:148). However, despite all the knowledge that parents do not / have about the importance of going to school their children for a complete mental development, in practice, we have the opportunity to meet a number of problems.

The Family as an Important Factor in the Child's Adaptation

The problem of adaptation of children when starting first grade is still very strong, and the reason for this is, among other things, in the fact that:
1) Most parents don't have appropriate pedagogical knowledge and don't understand the importance of early childhood development for children. Parents are very often focused on the acquisition of formal knowledge and preschools are still perceived as a necessary accommodation or place where the children can play games with no greater implications;
2) Parents are not obliged to enroll their children in preschool, so that the percentage of children covered by preschool education organized in Montenegro is about 20 %, which is, compared to developed educational systems, far below expectations. The density of the network of preschool institutions in Montenegro is much smaller than the real need for full inclusion of children of preschool age. In order to illustrate the mentioned- there are only 22 pre-schools and 168 elementary schools in Montenegro;

3) A large number of parents do not control the negative effects of exercise on children of different situations and media. "But it seems that perhaps the two most disturbing trends when it comes to the negative effects of visual media : a) increasing the number of the violent media content, b) the absence of any comprehensive and coordinated actions of various institutions of society, and parents and teachers aiming to prevent these phenomena." (Milic, 2007).

The lack of systematic planning and education of parents in our area, as well as the idea of need t work on them is very old, as well as the notion of the important role of the individual institutions in society. "Working on pedagogical - psychological education of parents should be placed with the de timely help to all parents in the more regular family education, not rehabilitation. If you are committed to systematically work with this group of adults, then they have to provide support from the moment they assumed the parental obligation, and so long as the society responsible for this obligation."(Erceg et al., 1979:6). Complex and unplanned adaptation process of enrolling the children to the scholar mode of working brings problems to a child, his family, and school. The way to overcome this problem in more educational systems in the world is in the inclusion of children in the mainstream classes in primary school at a young age. One of the key system solutions in the reformed primary school in Montenegro is starting first grade children at the age of five or six. In the previous section we have attempted to provide justification for the many solutions that have been implemented in the new law and regulations that are the basis of the reform of the educational system in Montenegro. However, in addition to the family, as the most important social community and adults in the immediate area, a child is more focused on his friends with whom he creates the first contacts, first with a smaller group of children and later on a growing group of children with which he is to interact. In the group the child begins to exchange, cooperate, to accept the rules and obligations arising from the group dynamics.

"Regardless of the different definitions of the stages of development of social behavior of the child, there are following stages: individual development, start-social behavior and social behavior." (Brkic, 1971:245)

As the last stage refers to the pre-school child of about 4 years, we will point out that this is the period when for the first time a child establishes closer relationships with other children, but these relationships are neither permanent nor stable. Every group is based on the relationships that govern the cooperation, rivalry, attraction, rejection, indifference. For a proper development of social behavior, it is important to build mutual interpersonal relationships, respect the natural tendencies and accept the rules of conduct that apply to the entire group.

The influence of teachers and children is crucial and enables the child to develop both morally and socially in the pre-school educational institutions. In the moral sense a children acquires moral knowledge, he becomes able to distinguish what is good form what is bad, he become familiar with moral behavior, respecting others' needs and adapting their own group. The function of morality in general is gnoseological, regulatory and educational, but with the same goal is achieved in the preschool institutions, too. The acquisition of knowledge, understanding,

relationship, approaching a group of individuals and groups of individuals, as well as the formation of the whole person in accordance with the mandatory standards which apply in particular society, are the reasons to operationalize the objectives of moral education in preschools.

Family and / or Preschool Institutions

While family relationships are typically reduced to the adult-child relationship, in pre-schools in addition to these relations, a very important role has those relationships built among the children. The development and promotion of the child's personality is built through interactions and social relations in which the child comes with his friends. Jean Piaget believes that the intellectual development of the children interaction and cooperation is as important as the one with the adults. Other children, who are at a similar cognitive level, can in a better way help the creation of a child's personality, than can the adults do. For this reason a teacher should insist on the interaction between children instead of just allowing it.

A child's collective, like a kindergarten class, carries a large variety and provides the opportunity to each child to develop his individuality. The educational groups and children have many similarities, primarily because of the same age and socio-cultural environment in which they live. This circumstance gives them the opportunity to compare with each other, to perceive their capabilities and skills in an objective way and to realistically evaluate their progress in relation to other children. Unlike the family environment, where the children are judged (subjective) parents the pre-school has no "special love" for one child and not the other since there is no overestimating or underestimating of a child's capabilities.

The teachers, as professionals, put the demands according to the actual circumstances groups and / or individuals and do not bring children into a situation to be absolutely ineffective or that the activities don't result in a character development and slowing down the development of the child, because of being below the child's capabilities. The greater the number of contacts the child makes, the greater is the chance that the child will be socially accepted, and this fact has a direct impact on the formation of a self-image. Development of the identity of the child depends on the interpersonal relationships that generated both in the family and in educational institutions. "We develop the identity by means of mastering basic life skills such as giving and receiving, retaining and release, working with others, and self-acceptance." (Erikson, 1966:87).

Identity development involves the formation of the following traits: trust in co-workers, initiative, independence, openness to life and working with others. In order to form these and many other positive features of a child the relationships in the group should be encouraged, controlled and directed. Therefore those children who attended pre-school and / or were part of an organized process of education, have the experience in building relationships with adults, both inside and outside the family, and a group of his peers. "The overall objective of preschool education is to contribute to the development of preschool age children by providing them with the conditions and incentives to develop their skills and personality traits to enrich their experience and build knowledge about themselves and other people in the world."

(Book of Changes, 2001:31). A large number of researchers have dealt with precisely the question of whether and to what extent a preschool attendance affects the social acceptance of children in school and the social relations within the group affect the efficiency of learning and vice versa?

The reserach carried out by Nada Vuckovic in 1974 led to the following conclusions: there is relatively stable positive relationship between social status of the subjects in kindergarten and school in the study group. Those children who received the higher number of positive and negative selection in the nursery kept them mostly at school. Comparing the acceptance of children and their prior knowledge and skills, results in a conclusion that there is a tendency for children who do better in exams and background knowledge of the mother tongue occupy favorable social positions and are widely accepted in the group and the class.

"For the development of the social skills is not only important to provide a number, quantity of social contacts, the volume of social experiences, but their quality is important which provides a creation of a good relationship with other children of the same age. This is one of the most important tasks of educators." (Vuckovic, 1974:225). E. Harlok emphasizes the importance of contacts of children as an important element of development and improvement of social behavior of children of that age, since, as he says, "The children who have already gained some experience in a manger manage to establish a much larger number of social contacts in kindergarten than those who have not visited the manger." (Harlok, 1970:276). An institutionally organized process of education provides the daily interaction of the children on the basis of a wisely created learing process. The children find an important source of the social information in their frends of the same age, and that is why it can be said that the staying in preschool is very important for the development of social competence in the preschool children.

From a Kindergarten through Initial Testing to the First Grade

The participation of the children in a group, when it comes to older preschoolers, is almost indispensable if we want to have a child who will, without difficulties, be involved in the work of the first grade nowadays. However, this does not mean that the care of the child should be left to the institution, but that these two major environments, family and preschool should closely cooperate. The goal of a preschool is to provide comprehensive care of children, meaning providing an adequate preparation for school. "The systematic and purposeful preparing the children for school as early as in the preschool period have become in recent years the subject of interest of the entire world community. In our country preparation of the child in the nursery is recommended by a number of experts, not only his teachers, but also doctors and psychologists.

"The school authorities make all the neccessary preparations for the enrollment of the children in the first grade, at least during the last preschool year. Therefore it is necessary, first of all, to inform the parents better than ever before about the advantages of public preschool education and its orientation to prepare the children for school." (Blanks and Jirova, 1976:46). Vasilev mentions the three main phases of the process of preparing children for school, as follows: from birth to the age

three, from the age of three to the age of six and last phrase- from the age of the six to the age of seven. In the first phase, the author points out various preparatory activities leading to the formation of specific skills needed to prepare a child in the most adequate way for the school way of life and work. This is enabled by the exercises involving the senses, agility training, exercise of the enrichment of children's vocabularies and the like. In the second phase Vasilev provides absolutely organized preparation for school through playing games and systematically designed activities created according to the established curriculum.

In the third phase, the children have already been going to school, so the most important for them is to establish a positive and supportive relationship with the teacher who will introduce them gradually in the process of the acquisition. "First of all, it should be noted that there are general and specific preparation of children for school. General preparation includes overall physical and mental development of children while special preparations are related to the revelopment of the certain traits and the general preparation activities." (Vasilev, 1980:38). In relation to the preparation, a teacher explores the readiness, maturity or readiness of children for school or to the content of tests. There is quite a discrepancy in relation to the aforementioned terms and in relation to the types of initial tests in the pedagogical and psychological literature, but also in the need for the test to be done at all. Since we have already talked about the cognitive development of children and its relation to the development of communication skills and the impact of these factors on the involvement of children in the educational process at the school we will understand that intelligence is only one of the factors of successful learning. Mental age speaks of mental maturity, but not the overall maturity of the child.

Therefore, numerous pedagogists and psychologists have been continuously working on the improvement the instruments for testing children before they start with the first grade. One of the instruments that determine the readiness of children for school made at the Institute Gezel associates Ilg and Ames. They have constructed the instrument he used to measure children's developmental level of the whole organism. They have set a standard of child development from the age of five to the age of ten, by which one could observe how a child meets the expectations set by a given age. These tests include tasks that measure social, emotional and intellectual maturity, knowledge and maturity of personality. They have proven to be good to the prognosis, when it comes to success in school. The following tests have been created for the purpose of determining the child's readiness for school: Gessell - School Readinees Test, Minnesota Preschool Scale Test for school, school test novilce et al. According to Freeman (1950), the purpose of these tests is twofold: to determine the current level of development of the child, and the other is forecasting function which predicts the future development of the tested child.

It is not easy to determine all the neccessary aspects, but the emotional and social maturity is much harder for measuring than the intellectual one. Unfortunately, for this reason, the tests that measure readiness for school mostly check the intellectual maturity of the child. "However, there are arguments that justify the use of intelligence tests as tests of readiness and reliance on intellectual maturity as a measure to predict future achievement in school." (Pešikan, 1989:43) Reasons cited by Pešikan, among other things, lay in the fact that the abilities measured by these

tests proved to be the main success factors for children in the early grades of elementary school." Tests that are commonly used by us to foresee the success at school are: the Belgrade Binet- Simon Scale, Raven's colored progressive matrixes and test for school beginners. Today in Montenegro in all primary schools Raven's Coloured Progressive Matrices (although they have the lowest predictive value) and Test Type-1 (intended for schools in the wider Belgrade and suburban schools) have been used.

Test Type-1 stands for Testing first grade pupils which id also an intelligence test. It includes measuring all the intellectual functions that are currently occurring at the age of 6. Seriation, inclusion of the classes and other functions are proved to be necessary for the systematic acquisition of knowledge. It has been classified as a test for readiness for school because of its limited purposes. This test is a test of verbal type, so it is an advantage over other tests readiness. Test Type-1 does not contain the tasks for testing graph-motor maturity, which is also important for school activities, but this kind of maturity test has a prognostic value, nor offers many information about the development of a child. "Intellectual ability tests measured in a verbal way, have the long-term predictive power, as the child's academic performance and his continued intellectual growth, and therefore are much more usable and useful in the work of psychologists in schools." (Pešikan, 1989:44).

Test Type-1 includes 23 tasks grouped into five types of tasks menasuring the following specific intellectual abilities: knowledge, memory, perceptual reasoning, verbal ability and logical operations. "On the basis of statistical analysis conducted both on standardization and in other population samples we can say that the type-1 test of general intellectual ability composite type that predicted successful examinees in the lower grades of elementary school." (Pešikan, 1989:47). Test Type-1 provides complete information on the status of the individual in relation to the population to which it belongs so it helps the pedagogist to equalize the classes. It is possible to identify gifted children helped by the information provided by these results which need further psychological testing as well as the children who have problems in the period of adaptation to the school system life and work. Children are, according to this test, classified into five categories; with the first category are children with the greatest achievement on the test, and in the fifth with the lowest one. "Readiness to learn represents the child's willingness to accept training. This determination involves the physical, intellectual, social and emotional maturity, previous experience and motivation to learn. It is the result of complex interactions and the impact of heritage and environmental effects. It can not be explained by any single factor. The task of those who determine the child's readiness to start teaching a delicate and responsible.

The state of readiness cannot be meausred only by means of a test of readiness, due to complexity of the notion of readiness of a child for school. "The readiness of children for school can be effectively influenced in early childhood and pre-school period. As before impact effect is better." (Smiljanic - Čolanović , 1969:219). The reason for emphasizing the role of early experience in the development of a child has been found in the fact that this development can not be reduced to the interactions between the social and biological factors, but also as an essential component of this process takes an individual activity. This activity has been organized by the child's

previous experiences and perceptions about himself, so that they form the basis for the acquisition and use of later experiences. Becoming a pupil makes important changes in the emotional structure and behavior of a child, as well as numerous and diverse as the following:

- people - classmates, teachers and educators, professional assistants et al . ,
- situation - the organization of work, leisure, rights, obligations, etc. . ,
- objects - physical conditions classrooms, schools, school equipment, resources, etc.

A child experiences a rapid deveeplopment of the communicative and other skills during the period when he starts with elementary school. During the sixth year of a child's life he is ready for the adoption of social norms and values. Social relations in school affect child development in terms of behaviors that can be achieved. Speech and behavior of the child at this age has all the important components of a mature language speech characteristic of the local speech community. In the year of six the child's psychological development is intensive, because the processes of learning and maturing contribute the making the basic structure of personality and subsequently influence further development, the acquisition of new structural elements and their connections in the original functional system-the personality.

These innovations can contribute to the further development of personality in general, and especially the affective life of the individual. To achieve a very positive effect on the child, a child has to experience stable emotional relationships in the family, in which there is no significant change in that particular period of the child's development. In addition, we conclude that systematic educational works in the kindergartens effectively influence the development of the most important skills for a successful adaptation to the educational process.

"When the time approaches for children to go to school we should make them look forward to it as to a fair or harvest of grapes, to tell them that they will soon go to school among other children, that will work together and learn to play with them." (Komensky, 1946:28).

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