

Learning experiences from the students' perspective: Is there continuity in learning between preschool and primary education?



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**Education for personal and
professional development**

Number of the paper: 7

Abstract

The transition from preschool to school is an important topic that requires a systematic approach. The key competences for lifelong learning, defined by the European Union, are implemented in current preschool and school education in Serbia. One of the key competences is Learning to learn, as it enables developing efficiency in learning, continuous improvement, gaining self-confidence, as well as success in various life contexts. This research aims to discover students' previous experiences regarding their school or out-of-school learning. A mixed-methods research procedure was used, including pilot interview protocol. During the interview, the students created their own Learning Poster. The responses of 36 second-grade students indicated that the learning of two basic school subjects (Serbian language and Mathematics) and desirable prosocial behavior were perceived as the most important things they have learned so far in school.

Two thirds of students prefer learning in cooperation with other students, while the majority of students have an intrinsic motivation for learning. Cooperative learning is perceived as the usual way of doing schoolwork and as useful for everyday life. In addition, students recognize the use of a research approach in school.

In general, the mentioned points to the existence of continuity between preschool and primary school levels of education. A certain lack of continuity can be observed through the students' claims that learning through play is quite rarely represented. How to systematically regulate the educational transition in all aspects important for the child and the family and how to maintain students' intrinsic motivation for learning in older grades, remain open questions.

Key words

educational transition; learning; preschool education; primary education; students

Revizija #3

Stvoreno 20 rujna 2024 20:50:17 od Martina Gajšek

Ažurirano 21 rujna 2024 10:40:40 od Martina Gajšek