

## Očekivanje dece predškolskog uzrasta o početku prvog razreda osnovne škole

U grupu predškolaca spadaju deca koja se nalaze u pripremnom predškolskom programu, odnosno programu pripreme za polazak u osnovnu školu. U Republici Srbiji to su deca uzrasta od 5 i po do 6 i po godina. Naše istraživanje se bavi njihovim uverenjima i stavovima o tranziciji u osnovnu školu. Raniji nalazi ukazuju na to da su očekivanja predškolaca od polaska u prvi razred uglavnom pozitivna, zahvaljujući aktivnostima u pripremnom programu ili podršci odraslih kod kuće.

Istraživanje je kvalitativno i eksploratorno, budući da su nas interesovali lični doživljaji predškolaca i načini na koji oni govore o ovoj tranziciji. Fokus grupa je omogućila slobodnu razmenu među učesnicima i relaksirala pritisak koji bi mogli da osećaju zbog prisustva istraživača. Fokus grupe smo sproveli u predškolskoj ustanovi „Bambi” u Kuli. U njima je ukupno učestvovalo 10 ispitanika (5 dečaka). Naši podaci potvrđuju ranije nalaze o pozitivnim očekivanjima dece od polaska u školu (uzbuđenje, radost). Fokusirajući se na sadržaj njihovih izveštaja, uočili smo tri teme:

1. Deca prilično dobro poznaju pravila ponašanja u školi (disciplina, odnos sa učiteljicom), što je u skladu sa planom i sadržajem pripremnog programa u kojem se trenutno nalaze.
2. Imaju detaljno znanje o negativnim posledicama kršenja ovih pravila, odnosno kaznama koje prate nedozvoljena ponašanja. Naročito rado dele svoje poznavanje kazni sa kojima se do sada nisu susretali – ukori, jedan iz vladanja, upisivanje u dnevnik. Ovo nam govori da se škola percipira kao različita u odnosu na predškolsko najviše u domenu discipline i kažnjavanja.
3. Kada je reč o poverenju u izvore informacija, najvrednijim se smatra predškolski program (vaspitačica), ali i starija braća i

sestre – najsloženija znanja o tome šta ih u školi čeka imala su deca čija su braća i sestre već đaci.

Buduća istraživanja mogla bi da se orijentišu ka detaljnijem ispitivanju ambivalentnih emocija – deci nije strano da, pored iščekivanja i uzbuđenja povodom polaska u prvi razred, izraze i neke vrste straha od nepoznatog ili straha upravo od školskih kazni koje im izgledaju značajno ozbiljnije od kazni sa kojima se sada susreću.

## Preschool Children's Expectations of the First Grade

Preschoolers are children attending the preparatory preschool program which, in the Republic of Serbia, is mandatory for children between 5 and a half and 6 and a half years old. Our research addresses issues related to the transition of preschool children from preschool to primary school and the main question was what their expectations of school are. Earlier research has shown that preschool children's expectations of school were generally positive, thanks to the preparatory programs or the support of the adults at home. This study is qualitative and exploratory, considering our focus on personal experiences of preschool children. Focus groups created a relaxed atmosphere where children could share their attitudes among themselves without feeling anxious because of the adult present. They were conducted at the Bambi Preschool in Kula, Serbia. Overall, we had 10 participants, (5 boys) participating in two focus groups. Our results

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Milica Babić (2001), Kula, učenica 4. razreda Ekonomsko-trgovinske škole Kula

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confirm earlier findings about the positive expectations that children have of school. The main contribution of our research is in the analysis of the content that the children talked about. Three themes emerged from the analysis:

1. It is shown that the children are familiar with school rules such as discipline or the relationship with the teacher.
2. In addition to the school rules, they have a thorough knowledge of the penalties that accompany unallowed classroom behaviour, especially if those penalties are new for them, such as bad marks, suspension, etc. This tells us that the school is perceived differently from the preschool

mainly when it comes to discipline and punishment.

3. When it comes to trusting the sources of information, the most valuable is the preschool program itself (mainly the teacher), but also the older siblings (the most complex knowledge of school was found in the children whose brothers or sisters are already in school).

Future research could be oriented towards a more detailed examination of ambivalent emotions – it is not strange that, apart from joy and excitement, preschool children also express fears of the unknown or of the punishment that seems significantly more severe than the ones they are experiencing.