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Recenzja książki Ivany Rochovskej i Dagmary Krupovej "Developing the science education of children at a preschool age within the context of cultural literacy", Wyd. PWSZ, Chełm 2014

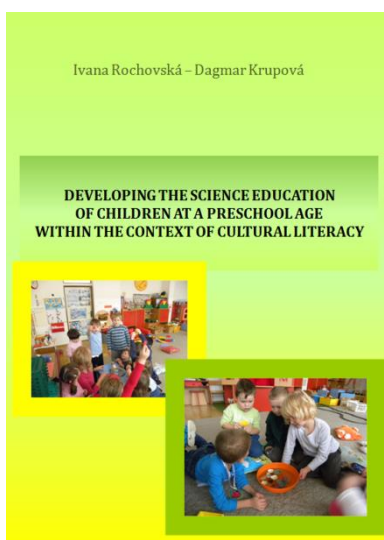
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**RECENZJA KSIĄŻKI IVANY ROCHOVSKÉJ I DAGMARY KRUPOVEJ
*DEVELOPING THE SCIENCE EDUCATION OF CHILDREN
AT A PRESCHOOL AGE WITHIN THE CONTEXT OF CULTURAL LITERACY,*
WYD. PWSZ, CHEŁM 2014.**



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The Publishing house of The State School of Higher Education in Chełm has published the scientific monograph related to the developing the science education of children at a preschool age within the context of cultural literacy. The authors of the publication are professionals in the given field. Ivana Rochovská is an assistant professor in the field of Preschool and elementary school pedagogy and Dagmar Krupová is a kindergarten director with 30 years lasting pedagogical practice. They deals with natural science education in pre-primary level of school during several years and in their previous publications they were trying to react on the actual problems in this field.

Stemming from the analysis of the actual state of natural science pre-primary education the authors were encouraged to draw up a development programme for kindergartens, focused on the application of investigative methods.

In connection with the study of the given issue by domestic as well as foreign authors, they point out in this publication the fact that in order to develop the ability to work scientifically, as an essential component of scientific literacy, it is possible to implement this already in pre-primary education. Based on the aforementioned facts, they believe in the timeliness and urgency of the issues raised in this publication. The aim of the publication “Developing the Science Education of Children at a Preschool Age within the Context of Cultural Literacy” is to define the term scientific literacy in the context of pre-primary education, to process the theoretical basis of constructing knowledge in pre-primary education and experimentally verify the effectiveness of the proposed development programme using investigative methods for increasing the levels of scientific literacy of children at a preschool age.

The achievement of the above mentioned aim is presented in the five chapters. In the first of them the authors characterize the pre-primary education. They focused on the characteristics of the National Educational Programme ISCED 0 – pre-primary education in Slovakia, the content of pre-primary education, the organizational structure of daily activities in kindergarten, and the profile of a graduate of a pre-primary level of education.

The second chapter deals with the issue of literacy in pre-primary education focusing on the types of literacy as well as scientific literacy in pre-primary education. The issue of scientific literacy is closely related to the issue of constructivism. The starting point for constructivism is the children’s own experiences, the independent knowledge of the children that is created in everyday life situations, and by children created meanings, values and norms. The constructivist approach expresses confidence in the child in a way that he accepts his ability to build up his own understanding of phenomena, positively transcend it and create new meanings, ideas, attitudes and opinions. Therefore, the third chapter deals with the theoretical basis of construction the knowledge in pre-primary education.

Constructivist approach to education prefers methods that encourage learners to activity. The authors focus directly on the investigative methods, where mainly observation, investigation, experimentation and discovery dominate.

In the fifth chapter, the above mentioned development programme for kindergartens was experimentally verified. The research problem is formulated, the goal of the research, research methods and the research sample are characterized, and the research results are analysed and interpreted. They have proved that the level of the children’s scientific literacy at a preschool age in the experimental group has significantly increased when applying the proposed development programme for pre-primary education, in comparison with the control group. The authors also propose the recommendations for teaching practice.

According to the authors, the science education of a child is closely linked with investigative methods and activities that are interconnected with the epistemology of constructivism. They believe that applying investigative methods is a verified way of innovations in the educational process, which is reliable to use, leading not only towards the development of the child’s scientific literacy in pre-primary education, but also towards the development of the culture literacy of each child.