

Kindergarten-School Transition in the Early Childhood

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ABSTRACT

Nowadays, more and more children can learn a new language in kindergarten, and one of the key factors contributing to this trend is the influence of parents. Kindergartens, responding to this demand, are opening new groups where children can learn a new language, thereby broadening their cultural horizons. Another significant factor is globalization, which ensures that children who move here will learn the local language and traditions. (Szarka, 2021) Hungary, in particular, offers numerous opportunities for children to learn a language in early childhood. (Endrődy 2016) A thousand research studies deal with monolingual, bilingual, and multilingual curricula. These days, more and more families use not just one language.

KEYWORDS

Kindergarten-school transition, early childhood, bilingual children, kindergarten

INTRODUCTION

The concept of bilingual presentation, which refers to the process of introducing and teaching a new language in early childhood education, is complex. (Bialystok, 2020) If we observe the bilingual programs in the early ages of public education, it started in the 1990s. (Altbacker, 2004) The new language has mixed, and that has had an inspiring impact. These impacts are arrestive for professionals and parents. (Bartha, 1999). In an adopted situation, the children are born with the capacity to learn new languages, but the surrounding environment is determinative. (Zimbardo, Johnson és McCann, 2017) For children, language acquisition depends on cognition and the milieu. (Nauwerck, 2005) For a childhood bilingual revealing bilingual environment. (Nauwerck, 2005)

In Europe, there is a tradition of learning new languages in the curriculum of schools, and teachers teach foreign languages. (Eurydice, 2006) In Denmark, the researchers, besides the children's development level before school, observe the first meeting with the school. (Broström, 2000a). The aim was the most seamless transition. The children must adapt to new situations. (Broström, 2000b)

LITERATURE REVIEW

Research results in Hungary indicate that the parents' educational level is connected with the level of their child's fundamental skills. (Józsa, 2004)

Some longitudinal research shows that children's sociocultural background does not directly affect their later development. He has a significant effect on his development state in certain areas. (Duncan et al., 2007)

We have observed bilingual children in a kindergarten previously. The curriculum has a personal aspect because we had worked with a bilingual kindergarten group like kindergarten teachers. We made our inquiry in Budapest at a kindergarten that works for more English-Hungarian bilingual groups. The groups are homogeneous.

In Hungary, many programs work where the children can learn a new language in kindergarten. (Csereklye, 2012)

The transition from kindergarten to school is a complex problem in which several actors meet simultaneously. Today, most parents track their child's development closely.

Several developmental activities affect the average child's daily life. In this transition, the teachers and parents must work together for the best result and smooth transition. There is a big step in the lives of children when they go to school. The transition may be accompanied by children being more vulnerable both emotionally and pedagogically (Dunlop & Fabian, 2007).

KINDERGARTEN- SCHOOL TRANSITION

The transit from one environment to another can be interpreted as a process in which the individual is transferred from one environment to another. (Fabian, 2007) We can separate a gentle transition, in which we can identify that this is a challenging period for the child. That can make students more emotionally and pedagogically sensitive. Some schools are trying to help with this transition. They had the first meeting party in school, communicated with the parents, and answered all the questions. (Dunlop & Fabian, 2007) Without it, emotional well-being can be weakened, causing more difficulties and challenging times for the children, teachers, and parents. (Featherstone, 2004, in Dunlop és Fabian, 2007).

The harmonic transition in early childhood comes to fruition with five main points:

- The kindergarten teachers compete with each other.
- Make a complex program in the kindergarten and integrate it into the school.
- We need to develop the kindergarten teachers' competence persistently.
- Use various methodology
- Implement a holistic expansion (Nagy, 2018)

"Kindergarten teachers' beliefs about school readiness in general, and the increasing demands of early learning standards more specifically, shaped how teachers reached out to parents to encourage home-based parent involvement." (Puccioni 2018, p.257)

The slow transition said we need to think of a more extended period. It depends on the children's development skills, how they work in a new place, and so on (ONOAP, 2012). The transition can be 8-12 weeks. (Kósáné, 2017, 11.T) As a result, some schools try to make schooling as gentle as possible by helping and paying attention to prospective students and parents. (Dunlop és Fabian, 2007) Resilience to challenging conditions is helpful in school and life, too. (Oláh, 2005) The central parts are flexibility, stability, and problem-solving. (Oláh, 2005) In the 17th century, the kindergarten-school transition was not the same as today. It was not based on the children's spiritual development, emotional attitudes, or difficulties integrating into a new community. (Fizel, 2022)

That is the establishment and coordination of the tasks of the two institutions and the tasks of the actors of these systems. That is the same: the kindergarten needs to support children, teachers and parents to make a smooth transition. (Fizel, 2022) The kindergarten's role in supporting the transition is crucial and can provide parents with confidence in their choice of institution.

The transition positively affects his process for the children if he deals with them individually as the educator. The primary goal is for the educator to have an opportunity to get to know the child and his environment. In a holistic interpretation, no one from an educational level reports him entering the other one, then from kindergarten into a school step. With much time spent in the new environment, getting used to it incorporates his time interval. (Szabó, 2005). This individual attention from educators is crucial in ensuring a smooth transition for the child.

The kindergarten-school transition is a very complex process, especially if we need to fit in with different traditions, developmental levels, distinct social backgrounds, etc.

The kindergarten-school transition has a strong marketing side. Observing how the parents choose the perfect kindergarten for the children is so interesting. Most of the time, their main line is what suggests the other parents. On the other hand, the kindergarten website and the advertisement are very important, especially with the private kindergarten—this progress is similar in the school, too. Parents need help because they want the best for their children, but they have easier jobs if they have older children who can show the way to the little ones. In Hungary, every street has its territory. Where the children live, they need to choose that institution. However, they can choose the private sector if they have an opportunity with money. In that case, the marketing has a strong connection with it. As far as I can't find a paper in technical literature. In my point of view, it's an important part of education and it can help in a lot of ways for the future family to make the best choice.

BILINGUALISM

Bilingualism as a concept is difficult to define because, for many years, there has been no agreement on

the methodology or definition of bilingualism in education and research (Bartha, 1999).

Bilingualism contains many concepts, and its complexity is well-marked. (Skutnabb-Kangas, 1997) The authors mention that we can break down bilingualism into several parts: one who is bilingual based on their origin, including those who speak two languages in their family from birth or are involved in bilingual education. It is also worth examining from the identification point of view, which allows us to distinguish between internal identification, which is the individual's own perception of their bilingualism, and external identification, which is how others perceive the individual's bilingualism.

We can think about language skills too. It is about someone speaking a language; it will be a bilingual person. It includes people who can use two languages the same way or speak both at the mother tongue level. By the function, those speaking both languages every day will be bilingual. Furthermore, it can be concluded that an individual may not only have one mother tongue or that his mother tongue may change during his or her lifetime. (Skutnabb-Kangas, 1997) As bilingualism is challenging to define, they have a solid right to exist. With the help of these concepts, they give a chance to define the objectives and tasks of bilingual education. (Lesznyák, 1996)

For many years, there have been institutions throughout Europe, including kindergartens and schools, where subjects or pedagogical programmes are provided to children in a foreign language. (Eurydice, 2006) Children are not born with a language system essential to learning one or more languages. It develops in the child's early years due to the inputs of the language environment. These impressions are processed, and then the languages are separated by assimilation or accommodation. This process is influenced by cognitive maturation and the social environment. (Nauwerck, 2005) Childhood bilingualism is made in the bilingual environment. During bilingualism, the brain undergoes neurological changes. (Pléh, 2008)

The general speech development in bilingual children can be without visible delay in relation to monolingual children. Both languages can improve in bilingual children because of the effects the children get. It is about social and environmental impacts. The words used and the reasons for them come from the external impressions in which the children are raised (Bartha, 1999). These social and environmental influences play a significant role in forming bilingual children's language skills, highlighting the importance of a supportive and diverse linguistic environment.

MULTICULTURALISM

In the 21st century, we are integrated into a multicultural society. We are culturally diverse thanks to globalization and our background and so-called roots. The information society and our communication are so fast now that we are always connected. (Torgyik, 2009) Education Policy Specialists have agreed that multicultural education is unenviable by more sight. (Ludányi, 2007) Multiculturalism came from the USA after it appeared in Canada and Australia. After that, it became widespread throughout Europe. (Gordon-Györi 2014) This attitude is indispensable for children because, with it, they can be open to the news and conform (Banks, 1993). *Multicultural education* is a reform process that is

crucial for every child. (Gordon Győri, 2014) As Gordon Győri mentions, multicultural education is a part of the nurture. The aim is to secure the most diverse group with an equal chance in education. (Torgyik, 2009). In Hungary, education is somewhat improving. This ongoing development is a significant step forward, similar to the development stages observed in the USA, we might want to add that multicultural education is not widely known among teachers in Hungary for a long time. (Torgyik, 2009)

AIMS, RESEARCH QUESTIONS AND HYPOTHESES

Our research aim is to observe the bilingual aspect, specifically the use and integration of multiple languages and how it impacts children's transition to kindergarten. We will also explore the experiences of children from multicultural backgrounds in adapting to kindergarten groups. Our experience suggests that many children arriving in kindergarten have a good understanding of English due to their exposure to multiple countries where English is spoken. We want to get a bigger picture of the parents thinking about how they can choose an institution for their children. What is the central aspect, and what influences them with the choice? We want to observe how we can help the teachers so the children start school with good feelings and without doubts and fears.

Q1: What emotions characterize the kindergarten educators in the kindergarten school when promoting a transition? For instance, do they feel a sense of responsibility, excitement, or anxiety? How do these emotions influence their approach to the transition process?

Q2: How does a multicultural parent living in a family and his child relate to the transition to kindergarten school?

Q3: What level of language knowledge do the kindergarten teachers have?

H1: Multicultural parents elect them rather than institutions where their child is new and may acquire foreign languages besides their mother tongue.

H2: The kindergarten teachers turn empathically to the children's kindergarten school to help a smooth transition.

H3: For multicultural children arriving from families, the insurance of individual treatment is essential for kindergarten teachers.

H4: The teachers' multicultural upbringing criteria come true during their daily work.

H5: For multicultural families, language learning is one of the most critical factors for their children.

H6: Communication with the parents is difficult for the teachers because they can't speak foreign languages.

METHODS

The characters of the planned research are the ISD, Debreceni Nemzetközi Iskola (International School Of Debrecen), and the Budapest Orchidea School (Hungarian-English Bilingual School). These schools cater to 6-7 year old children and are known for their diverse student population. We plan to compare the

experiences of children in Debrecen with those in the capital city, Budapest. Our research will begin with a comprehensive literature review, followed by the preparatory work for a qualitative study.

It is necessary to interview in our case, raising questions we will draw up. Our research focus group research, we would like to make it with the educators. We plan an individual interview though with parents to prepare. Before sampling is prepared with children, we ask for parent's contribution. We will claim the solicitation of the research ethics permit. Then, from the parents, we will request contributor declarations from institution leaders.

DISCUSSION

In our research, the transition is a complex, multi-stakeholder process, so the child, kindergarten teachers, and parents are involved in the sampling. Our methodology will be focus group probing, together with quantitative and qualitative methods. We have chosen a sample size of 150-200 for the questionnaire and 30 for the interview to ensure a comprehensive understanding of the multicultural transition process.

Thanks to globalization, many families are choosing to work in Hungary, leading to an increasingly multicultural society. Our research aims to provide a comprehensive understanding of the daily lives of multicultural families. We believe that our findings will not only offer a new perspective to kindergarten teachers but also help them develop their work and make the kindergarten-school transition a more gentle and positive experience for all involved.

Our goal is to research the process of transition and attitude examination of children, kindergarten teachers and parents living in multicultural environments. In addition to the existing ones, several of these new kindergartens and schools have been launched recently. Our chosen topic can be helpful within the discipline because we have not found any relevant literature, research or publication that would approach the problem of the transition from a multicultural point of view. Through the research, we wait for a broader insight into the attitudes of a transition that may be gained in the multicultural environment, living people, active children, parents, and kindergarten educators in kindergarten school.

CONCLUSION

Our research focuses on the possible linguistic and education issues for children from multicultural backgrounds during the transition from home to kindergarten, focusing on the role of language, cultural diversity, and emotional dynamics. By examining the perspectives of children, parents, and kindergarten educators, we hope to understand better how bilingual and multicultural environments influence children's adaptation to kindergarten and how educators can best support this transition.

The findings will be helpful in educational practice and policy, guiding and supporting multicultural families, improving teacher training and improving communication between parents and teachers.

We also aim to fill a gap by focusing on multicultural children's experiences in the transition to kindergarten. As

migration to Hungary is increasing and more parents are becoming interested in bilingual education, the research could be helpful for teachers and parents. Last but not least, the study aims to make the transition to kindergarten positive for any child, regardless of background. We hope to contribute to more inclusive, sensitive and effective educational practices in multicultural settings.

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