
READINESS AND LEARNING: A DEVELOPMENT SKILL AND STATEMENT STRATEGIES PSYCHOLOGICAL APPROACH

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Abstract: This paper aimed at defining readiness in classroom learning, it attempts to give various ground and theories postulate by some scholars pertaining readiness. How the term is understood and absorbed, by the teachers, parents, policy makers and curriculum planner. It also looks into various ways such as how the pre-school and school periods is utilized and the importance of the three R's and I's variably touching physical, social, emotional and intellectual abilities within ranges or across ages. Finally, it provides hints on how readiness would be strategized and conclusions. With the hope that the little knowledge gained will serve as an impetus towards further developments and researches.

Keywords: Learning, Readiness, Psychology, Early Child Education.

Introduction

What is Learning?

Learning is the central focus of educational psychology. When people are asked what schools are for, a common reply is "to help children learn". Learning therefore is a relatively permanent influence on behaviour, knowledge and thinking skills that comes through experiences. Learning is broad (Danjuma, 2000, 2002) in John W. Startrock (2004) it involves academic behaviour and non academic behaviours. It occurs in schools and everywhere else that children experience their world.

Definition of Readiness

Simply refers to the state of being prepared for something. The state of being willing to do something; almost all of the class are ready to defend their proposals. J. S. Ferrent (1980), defined readiness as "dependent upon what has taken place in the child's physical and mental development to enable him to learn special skills. E.g. readiness for waling is dependent upon the legs having become strong enough to support the body and muscles coordination having sufficiently developed to maintain balance in a standing position".

Since readiness in one largely depends on appropriate maturational period for one to acquire and exhibit desired attitudes, knowledge, understanding, skills which basically does evolve around the innate tendencies referred to as physiological factor as opined by Chauhan (2005) in Abraham Maslow's (1970) view on hierarchy of the human needs which when fulfilled learning takes place easily. Because he believed hath each individual has different nature which should be supported and encouraged. Because the child is always coming across new things as he grows.

- The concrete operational stage (7-11years) symbolic activities emerge; the child develops concepts of shapes, size and quantity.
- The formal operational stage (11-17years) formulating and extracting logical rules, application of logic to abstract through generalization and testing of hypothesis by way of problem solving.

Readiness to learn is the child's ability to read, write, spell and do mathematics known as the three R's. The goal of such education is to teach and strengthen these basic abilities to enable students to complete given tasks. Though we have early and late maturity period coupled with those having disorders in learning abilities, language and cognitive complex processes. Almon (2003).

There is therefore need to create standards for what children should know and be able to do before any stage of learning can take place at either pre-school (kindergarten) nursery or day care as such students need to be taught something beforehand. Alfian (2003).

Optimally, readiness is inevitable in one's social, emotional, moral, physical and intellectual (mental) strands, without which the child's internalization within himself, family, group, school, society and the environment at large would not be favourable to him/her. Let us try and see how children will learn best and prepare young for academic success.

Some Basic Goals of Primary School

As children move from early childhood learning environment to nursery and primary school classrooms, they are increasingly required to think abstractly and focus their efforts on adult chosen goals. Pertinently, there is need to introduce some sorts of abstract higher thinking, complex, i.e. learning why they are suppose to know something why and how things go together; such that through understanding they may increasingly credit their cognitive potentials.

The sight, sound and touch provide the children combined various physical emotional, social and cognitive capabilities with their non academic behaviour which are developed over time in a good early childhood programme.

When young children master abilities and skills through play, they not only develop confidence, a positive disposition toward learning and a practical foundation for abstract learning, but they also exhibit a higher language level, more innovation, greater empathy and cooperation, better problem-solving strategies and longer and greater attention spans (Smiliansky 1990) all essential characteristics of learning readiness (ready for school goal team 2000). Greater attention span, an important asset in the primary classroom, develops as young children engage in longer periods of meaningful activity in physically

and mentally related, receptive learning environment (Donaldson 1978). Hands-on curriculum incorporate the active nature of young children with a set of activities designed to allow them to see, hear and touch and to connect meaningful experience and knowledge for a period of time of their choosing. While some adult-directed or facilitated activities such as reading stories, singing songs and group dictation, are appropriate, traditional adult-directed academic curriculum is for the most part inappropriate in early childhood learning environments because of it.

- Places emphasis on the teachers goals, forces the child to tackle a problem that is unrelated to his or her environment or concrete experiences, and leaves gaps in the development of reasoning and logic.
- Does not respect the child's individual objectives or allow the child to use intrinsic motivation to engage in learning;
- Jeopardizes a child's attitude or disposition toward learning (Katz, 1993).
- Limits opportunities for a child to practice and develop essential non academic abilities.
- Reduces opportunities for the child to understand essential relationships between experiences and peers and to test newly learned concept in his or her environment.
- Risks placing inappropriate expectations and pressure on young children;
- Decreases the development of the intuitive foundation of knowledge needed for complex abstract thinking in the future; and
- Forces children to use immature neural pathways to complete tasks.

Interactions: Can I Play Too?

All children have an intrinsic need to socialize. Infants make sounds and gestures to interact with caregivers and have their basic physical needs met. As they get older, children imitate adults and gradually develop the skills and awareness to meet their growing need to adhere them for the purpose of progress in learning.

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