PROBLEMS AND PROSPECTS IN PRE-ELEMENTARY SCHOOL

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Knowledge of child development makes every teacher realize that education is fundamentally a process of individual development. This runs connotes to the narrow concept of education as the process of attaining basic skills. Such as those involved in reading, communication arts, mathematics, or of attaining knowledge of geography, history, science and other subjects or more generally of learning to think. While education may include all those things, the real measure of achievements is the amount of desirable changes that take place in the child in relation to his inherent potentialities. It does not merely concern itself to mastery of learning content, but to the importance it may serve for many purposes.

The importance of pre-school education has been recognized by the government thru, Presidential Decree 603 and the Education Act of 1982 for the Filipino child’s total development even at an early age. These laws consider pre-school education to be important as it provides valuable experiences in early childhood. This is so, because the acquisition of knowledge, skills, habits, and attitudes starts during the early childhood years.

Thus, education of the child in their early years is the concern of various government agencies, such as the Department of Education (DepED), and the Department of Social Welfare and Development (DSWD).

As a result day care centers cater children from 4 years to 5 years old however, not all day care workers have enough training to handle the job. On the other hand, Pre-Elementary education is offered to 5 to 6 years children.

The goals of having pre-elementary school program education are based on the idea that early childhood education is a highly influential element in raising children and
a key foundation for later education. The influence of pre-elementary is both immediate and long term, affecting knowledge, understanding and attitudes towards, family culture and lifestyles.

The aims of pre-elementary school education are to help children:

1. Learn the values and develop positive attitudes towards the values of family:
2. Establish positive attitudes towards the self:
3. Be responsible, independent and be able to cope successfully and peacefully:
4. Develop positive attitudes towards their environment and appreciate it:
5. Recognize their physical needs and personal care of them:
6. Develop healthy habits for playing, sleeping and eating, and
7. Learn basic life skills.

As children move for the first time from home to school, they need an atmosphere in which they feel free, safe and convenient. Therefore, it is important for educators, administrators, and those interested in developing programs for pre-elementary to be well oriented of what the pre-elementary really needs so that, the pupils could meet and achieve the basic goals or aims of the pre-elementary school program.

Teachers are to organize teaching-learning situation and to perform teaching-learning tasks. They are expected to plan, organize and manage teaching-learning process efficiently and effectively. Teachers must be provided with opportunities for professional development so that they can discharge their responsibilities in schools. Teachers' personal traits, educational qualification, professional training, economic condition, available facilities and opportunities, and the place she occupies in the school as well as in the community bears a significant contribution to the reconstruction of education for development.
Reference:

https://www.google.com.ph/search?ei=k2RYWqXgN8mz0gTm_Y_wAw&q=Pre+Elem+School+problem+and+prospects&oq=Pre+Elem+School+problem+and+prospects&gs_l