

VILNIUS UNIVERSITY  
KAUNAS UNIVERSITY OF TECHNOLOGY  
LITHUANIAN SPORTS UNIVERSITY

Goda  
STONKUVIENĖ

# Expression of Children's Learning to Learn Ability in Preschool Education: Experiences of Teachers and Children

**SUMMARY OF DOCTORAL DISSERTATION**

Social Sciences,  
Education (S 007)

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ŠIAULIAI 2021

Doctoral Dissertation has been prepared in 2016–2021 at Šiauliai University (from 2021-01-01 Vilnius University Šiauliai Academy) following the regulations of joint doctoral studies delivered by Kaunas University of Technology, Lithuanian Sports University and Vilnius University.

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# Vaikų mokymosi mokytis gebėjimo raiška ikimokykliniame ugdyme: pedagogų ir vaikų patirtys

**DAKTARO DISERTACIJOS SANTAUKA**

Socialiniai mokslai,  
Edukologija (S 007)

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## INTRODUCTION

**Justification of the relevance of the topic.** In the 21st century, lifelong learning is becoming an important condition for the development of society and at the same time a challenge for the entire education system. A person who wants to become a conscious, creative and learning member of society needs continuous improvement that lasts a lifetime, and the European Commission's Memorandum on Lifelong Learning (2000) highlights it as a priority area, one of the key elements of which is learning to learn. This memorandum was an important impetus for the European Union and all its Member States to focus on the pursuit and implementation of lifelong learning and on changes in the field of the development of education. The idea of lifelong learning has inspired educational institutions, including preschools, to develop and improve tools ensuring readiness to make coherent learning meaningful, including a stronger focus on learning to learn. Learning to learn is attributed to the most important key competences (EU Parliament and Council, 2006) and is linked both to the social and economic welfare of modern societies and their union, and to the person's individual development, which determines the quality of his/her personal life and ensures the ability to succeed in his/her professional activity. Researchers (Hoskins & Fredriksson, 2008; Moreno & Martin, 2007; Hofmann, 2008; Pocevičienė, 2015) emphasize that learning to learn is relevant to everyone, regardless of their professional activity, status in society or age.

The European Union's strategic documents on education highlight the importance of lifelong learning – “lifelong learning must cover learning from the pre-school age to that of post-retirement”, “from early age on throughout their [people's] lives” (EU Council, 2002, 2018), and emphasize the importance of quality preschool education for successful further learning, stating that “[i]f solid foundations are laid in the early years, later learning is more effective and is more likely to continue life-long” (EU Commission,

2011). Already a preschool aged child acquires important experience, which becomes the basis for further learning and determines its success, because “the first years are the most formative in children’s lives. The foundations of their main habits and patterns for their entire lives are established at this stage” (EU Commission, 2011). In other words, “participation in high-quality pre-primary education has long-lasting benefits in terms of achievement and [...] it facilitates later learning” (EU Commission, 2006). In turn, for a lifelong learning process to be successful, “learners need, from an early age, to ‘learn to learn’” (EU Commission, 2008). The Concept of the Good School (2015) approved by the Order of the Minister of Education and Science of the Republic of Lithuania also emphasizes that more attention should be paid to learning to learn, which, as a new field of education, has also been singled out in the Description of Achievements of Preschool Children (2014) and in the Methodological Recommendations of Preschool Education (2015).

Learning to learn of preschool children is an important issue for the whole education community, and education and training are not only the driving forces behind the child’s personality development, but, according to Juodaitytė (2003), the formation of a new socio-culture. Preschool education, as the first stage of the education system, is an important step in shaping a lifelong learner (Broström, Johansson, Sandberg, & Frøkjær, 2012). The emphasis on the importance of preschool education in the context of lifelong learning has been largely driven by the global approach to the child as a learner, recognizing that early years of life form long-term attitudes of children’s lifelong learning (Conran, 1991; Woodhead, 2006; Bertrand et al., 2007). The fact that preschool education is very important in the field of the development of the learning to learn ability is also confirmed by the idea expressed by Scott (2019) that children who are curious and active learners in the early years of life need to start preparing for future challenges when they are still young. The report of the thematic study “We Learn All Life Long” conducted in Lithuania in 2015 also draws attention to the fact that

investments in learning are most beneficial namely in the early stages of the individual's learning. During childhood, important foundations are laid for the person's further lifelong learning, therefore, it obliges teachers to reflect on the experience they have and change attitudes towards the formation of the learning to learn ability and to reconstruct the educational process. Accordingly, the above-mentioned report (2015) emphasizes that improving teacher training is one of the most important tools for implementing the idea of lifelong learning.

According to the authors (Juodaitytė, 2003; Sommer, Pramling Samuelsson, & Hundeige, 2010), teachers must constantly adjust their attitude towards the child, the conditions necessary for his/her education and improve pedagogical knowledge so that they respond to social, cultural and educational changes in the development of society. Emphasis is also placed on the change of the teacher's attitudes towards the learning child, the orientation of the teacher's activity towards the child's learning as a process that lasts a lifetime (McQuillan & Coleman, 2007). This reflects the ideas of the child-centred ("free") education paradigm in developing the learning to learn ability of preschool children. Therefore, with regard to the development of the learning to learn ability, there is a need to review the roles of the teacher and the pedagogical practice focused on the education of modern children and to identify those factors of the pedagogical process that would form the basis for the elaboration of the practice of developing the learning to learn ability of preschool children.

Although changes related to the development of learning to learn at all levels of education began two decades ago, in Lithuania, the development of the learning to learn ability in the perspective of lifelong learning is still a challenge in the preschool education stage for both education policy makers, preschool institutions and teachers. This is also confirmed by the policy documents on the formation of the content of preschool education (Monkevičienė et al., 2015), which emphasize the problematic nature of the learning to learn

ability, noting that the achievements of children's learning to learn ability may be unclear to teachers. These challenges are related to the complexity and specificity of learning to learn as a phenomenon, insufficient research of its structure and components and the lack of consensus on the concept of the learning to learn ability.

**Investigation of the scientific problem.** Deakin Crick, Stringher, and Ren (2014), who researched learning to learn more extensively, highlighted the complexity and indeterminacy of this phenomenon. Roberts (2010) singled out individual personal characteristics important for the development of learning to learn. Peculea (2016), who examined the learning to learn competence as a holistic concept, proposed a theoretical model for the development of this competence, which includes the dimensions of critical, metacognitive reflection and decision-making strategy. Individual aspects of the learning to learn competence were also examined by Hoskins and Fredriksson (2008), who analysed the definitions of the learning to learn competence in the context of sociocultural and cognitive paradigms. The researchers Pirrie and Thoutenhoofd (2013) highlighted the differences between the learning to learn competence and self-regulated learning, and metacognition. The authors Moreno and Martin (2007) also analysed the learning to learn competence, however, their research was conducted in the context of the education system of Spain. In Lithuania, the learning to learn competence was examined a bit more widely and the abilities that make it up were singled out by Gedvilienė and Staniulevičienė (2014). Pukevičiūtė researched the expression of the learning to learn competence and educational strategies for high school and university students in learning foreign languages, meanwhile, Bigelienė et al. (2012) presented the tool for assessing students' learning to learn competence and methodological recommendations for its application. The scientific literature has also analysed the role of teachers and parents in developing the learning to learn competence, however, only for school-age children (Waeytens, Lens, & Vandenberghe, 2002; Kazlauskienė, Valančienė, & Krasauskaitė,



2012). Rawson (2000) analysed learning to learn as a certain skill, and Hautamäki, Hautamäki, and Kupiainen (2010, 2014) examined learning to learn and its assessment in Finnish schools as an ability. Stringher (2016), who studied learning to learn as a process in the education of preschool age children, noted the diversity and complexity of its definitions in the scientific literature and stressed the importance of identifying the components of learning to learn in preschool education. Some important insights in the context of this dissertation research were also provided by Pramling (1990), who examined children's learning in Swedish preschool institutions by linking it to metacognition, and revealed that children aged 5-6 can learn better using a didactic programme of cognitive education based on the view that the teacher and children must reflect on everyday situations. The educational process in French preschool institutions based on the ideas of the same programme was studied by Paour, Cèbe, and Haywood (2000), who distinguished that children develop metacognitive knowledge (understanding of how they learn and what they learn) and self-regulation ability. Metacognitive abilities of preschool age children were also analysed by the researchers Bernard, Proust, and Clément (2015). However, so far, no systematic research has been conducted in the scientific literature on children's learning to learn ability and its components, the concept of this ability and its expression in preschool education have not been revealed in detail.

**Problem questions of the dissertation research:**

1. What meanings do children and teachers in preschool education attach to the learning to learn ability?
2. How is the development of children's learning to learn ability actualized and made meaningful in preschool education curricula?
3. What theoretically grounded and empirically identified experiences of children and teachers are significant for the successful development of the learning to learn ability in a preschool education institution?

**The object of research** is the expression of the learning to learn ability in the experiences of children and teachers in preschool education.

**The aim of the research** is to reveal the expression of the learning to learn ability in the experiences of children and teachers in preschool education.

**The objectives of research:**

1. To substantiate the theoretical concept of the learning to learn ability in preschool education.
2. To reveal the prerequisites for enabling the development of the learning to learn ability of preschool age children.
3. Referring to the analysis of teachers' and children's experiences, to identify significant meanings for the development of children's learning to learn ability in preschool education.
4. Summarizing the experiences of children and teachers and taking into account theoretical insights, to develop a model of the expression of the successful development of children's learning to learn ability in preschool education.

**Theoretical and methodological approaches of the dissertation:**

The *paradigm of child-centred ("free") education*, which gives meaning to the orientation towards the child as an intrinsic value, and the child's education is based on his/her freedom in his/her interaction with the environment, independent choice of learning methods, learning through experience, active participation in the educational process. According to the authors (Sheridan & Pramling Samuelsson, 2001; Juodaitytė, 2001, 2004; Weimer 2013; Benkosi, 2014; Monkevičienė, 2014; Diamond, Grob, & Reitzes, 2015; Andiema, 2016), freedom of self-expression is one of the main conditions for knowing the child as a socio-cultural individual and it creates conditions for professional change of teachers' thinking. Child-centred teachers respect the curiosity and opportunities of the learner by encouraging their learning so that children can actively

learn themselves and create knowledge through their own experience. The concept of “free” education is associated with the necessity to develop children’s independence, initiative, critical thinking as children’s characteristics that support learning and are oriented to the perspective of creating life for oneself and others (Juodaitytė, 2001). Pedagogical experience is constantly supplemented and developed through partnership with the child, creating favourable conditions for children to learn from experience, in ways acceptable to the child, acting meaningfully. Theoretical concepts of the child-centred teaching/learning paradigm create prerequisites for recognizing the importance of children’s learning to learn ability and modelling new educational practice.

***Social constructivism*** based on the sociocultural theory of Vygotsky (1978) on the development of human cognitive and higher thinking skills, which is greatly influenced by social interaction and participation in social activity. From a sociocultural perspective, children learn by creating meanings in collaboration with other participants in the cultural environment, which determines the processes, during which children construct their own understanding (Akyol & Fer, 2010; Aimin, 2013; Macblain, 2014; Tâ rziu, 2016; Louvigne, Uto, Kato, & Ishii, 2018; Kumar Shah, 2019). Learning to learn as a new social, cultural and educational phenomenon initiates changes in education and requires a new approach, the implementation of which needs social interaction as the main basis of social teaching/learning. Social constructivism promotes perceiving children not as subjects of the reception of culture but as subjects of its creation.

***Cognitive constructivism*** explains that children construct their understanding and knowledge of the world by experiencing, reflecting on their experiences, understanding their learning (Westwood, 2004; Powell & Kalina, 2009; Olusegun, 2015; Baysan & Silman, 2016). A constructivist approach to learning influences the practice of education because it identifies learners as active participants in the learning process, who are seeking, interpreting

information, linking it with existing experience. This theory makes it possible to understand how people acquire and store information by perceiving themselves and the environment, and how their thinking determines their actions and reactions. Children learn and gain knowledge more easily if they combine new knowledge with previous knowledge, have the opportunity to choose what and how to learn, if they are able to combine a lot of unrelated knowledge. The ideas of cognitive constructivism change the teacher's attitude towards the learner, encourage him/her to actively participate in learning activities, to constantly reflect on his/her learning process and outcomes, which provides conditions for effective development of the learning to learn ability.

***Qualitative research methodology*** that opens up opportunities to study things in their natural environment in order to understand socio-educational phenomena, how people make them meaningful in their experience, as well as to interpret phenomena according to the meanings given to them by people (Payne & Payne, 2004; Bitinas, Rupšienė, & Žydžiūnaitė, 2008; Lapan, Quartaroli, & Riemer, 2012; Maxwell, 2013; Žydžiūnaitė & Sabaliauskas, 2017; Maxwell, 2013; Creswell, 2009; etc.). Recognizing the value of qualitative research, according to Tilley (2019), an interpretive, naturalistic approach to the world is emphasized in order to support the deep experience of individuals or communities of education systems and to draw conclusions that could inform educational leaders and policy makers about a problem (phenomenon under investigation). Using the methodological approach of qualitative research, the aim is to understand the phenomenon of learning to learn, focusing on its holistic overall picture and the depth of understanding of the experience, rather than digital data analysis.

***Hermeneutic phenomenology*** as a methodological approach and research tool focused on the phenomenon under investigation in order to find out the experience one had, the meaning and significance of practical involvements in the world (Van Manen, 1990, 2016; Žydžiūnaitė & Sabaliauskas, 2017; Juodaitytė, 2012,

2017; Juodaitytė & Malinauskienė, 2016; Ramsook, 2018; etc.). Hermeneutic phenomenology seeks a deeper understanding of the meaning of everyday human experience, it enables the researcher to see and better understand the phenomenon he/she is interested in, helps to get to know educational phenomena, maintaining the approach to pedagogy as an expression of the whole, and experiential situations – as the meanings of a real pedagogical expression. Phenomena are studied and described as they manifest in the lived world in order to find out and reveal the meaning of those phenomena. The language and the text give meaning, which allows to decode social-educational processes. Hermeneutic phenomenology highlights the subjective insights and understanding of each person, both a child and an adult, and allows to reveal the living world through the specific stories and experiences of the research subjects. Hermeneutic phenomenology creates openness to change and readiness to reflect on various aspects of the pedagogical reality, because the particular experience of reality recorded during it, its description, characterization and interpretation provide an opportunity to closely link the contexts of teaching and learning in developing children's learning to learn ability.

**Research methods used in the dissertation:**

- *Analysis of the scientific literature* allowed to reveal the concept of the learning to learn ability, to distinguish its components, to substantiate the aspects of children's development and their learning, significant for the development of the learning to learn ability, and to highlight the prerequisites of its successful development in preschool education.
- *Group discussions (focus groups)* provided an opportunity to find out the meanings given by teachers to the phenomenon of learning to learn, its concept, to reveal their experience in developing children's learning to learn ability and the aspects of the pedagogical context relevant to that.

- ***Individual interviews*** allowed to find out children's experiences and meanings given to the components of the learning to learn ability, to reveal children's opportunities and prerequisites for them to develop the learning to learn ability by participating in the learning process.
- ***Content analysis of documents*** allowed to find out how the learning to learn ability is presented in the curricula of preschool education institutions, and to evaluate the provisions of the curricula that enable the pursuit of the purposeful and consistent development of children's learning to learn ability in the overall process of children's education.
- ***Thematic analysis*** provided an opportunity to reveal the representative meanings of children's learning to learn ability and its development in teachers' experiences, identifying their practical significance in the context of the phenomenon under investigation, and to see cognitive and metacognitive aspects of learning that are important for children's learning to learn ability in children's experiences.

#### **Stages of the research.**

**Stage I.** Analysis of scientific literature and documents, which was carried out at the beginning of the study, in order to distinguish theoretical insights on the phenomenon under investigation.

**Stage II.** An empirical study, in which a qualitative research strategy was used for data collection and analysis:

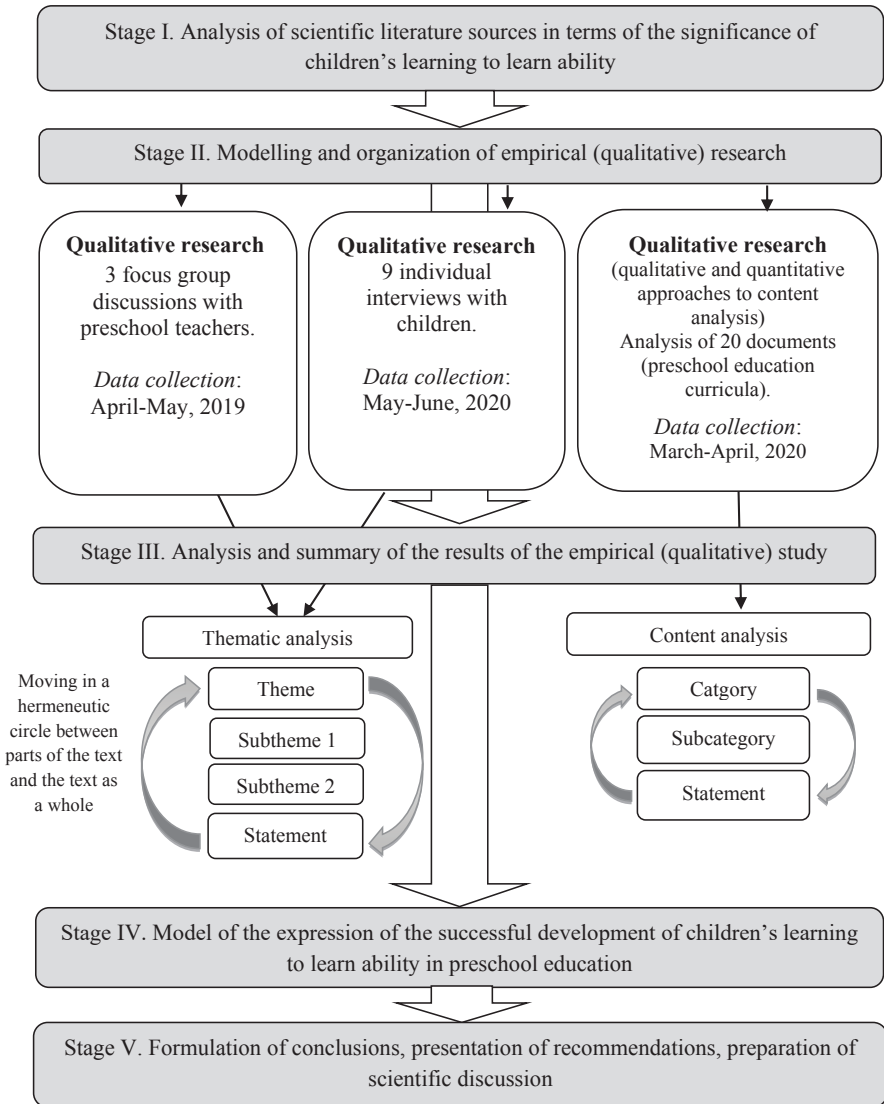
- ***Group discussions (focus groups)*** with preschool teachers, which were organized in April-May, 2019, in order to reveal the expression of the learning to learn ability and the practice of its development in the experiences of preschool teachers.
- ***Individual interviews with children aged 5-6***, conducted in May-June, 2020, to identify the development of the learning to learn ability in children's experiences.
- ***Content analysis of the documents (curricula of preschool education institutions)***, which was carried out in March-April,

2020, in order to identify the attitude towards the actualization of the learning to learn ability in the overall process of children's education, analysing whether and to what extent curricula of preschool education institutions focus on the learning to learn ability, its development, what pedagogical measures are provided for this.

**Stage III.** Summary and analysis of the results of the empirical study (June, 2019-July, 2020).

**Stage IV.** Presentation of the model of the expression of the successful development of children's learning to learn ability in preschool education, referring to the analysis of scientific literature, documents and the experiences of preschool teachers and children revealed during the research (July-August, 2020).

**Stage V.** Formulation of conclusions, preparation of recommendations and scientific discussion (August-September, 2020).



**Fig. 1** Dissertation research design



## **Novelty and practical significance of the research.**

### ***Theoretical significance of the dissertation research.***

Problematic aspects related to the use of the Lithuanian terms “mokejimas mokytis” and “mokymasis mokytis” (learning to learn) have been singled out. The concept of the learning to learn ability in preschool education has been defined, emphasizing the necessity of understanding the trajectory of the development of the learning to learn ability, the dynamism of education in the transition of the learning to learning ability to a structural component of the competence has also been discussed. The need to start developing the learning to learn ability already at preschool age has been highlighted. The necessity to change the attitude towards the child as a learner has been revealed. Prerequisites determining the development of the learning to learn ability in preschool education have been singled out.

***Practical applicability of the dissertation.*** The results of the research revealed the limitations of teachers’ attitude to the concept of the learning to learn ability and its development in a preschool education institution, highlighted the need for the improvement of teachers’ competence and their professional development, and allowed to envisage appropriate measures for that. Therefore, the dissertation is characterized by practical applicability, focused on the broadening and change of the practice of the development of the learning to learning ability. This is based on the situation of teachers’ and children’s experiences identified during the dissertation research and the results of the analysis of documents defining and designing the learning to learning ability (curricula of preschool institutions). A model of the successful development of children’s learning to learn ability has been presented, which allows to purposefully design and organize the development of this ability in preschool education. The dissertation is a useful source of data for various contexts of education and training: subjects forming education policy, communities of preschool institutions, pedagogical practitioners, other participants of education in order to ensure the effective and

high-quality development of children's learning to learn ability in preschool institutions. The concept of the learning to learn ability specified by the author of the dissertation is important for the community of scientists and childhood researchers, and it can be developed by further researching this problematic area. Joint discussions and research-based findings in the field of the development of the learning to learn ability are important in responding to this ability as an initial and crucial step in the lifelong learning process.

***Scientific novelty of the dissertation research.*** The learning to learn ability in preschool education examined in the dissertation also presupposes a new problem field of research that integrates data from various sciences. The learning to learn ability in childhood from the conceptual and praxiological points of view has been studied in this dissertation for the first time in Lithuania. Scientific literature analysis and research results highlighted the problem aspects of the concept of the learning to learn ability and the development of this ability, which are related to its design in curricula, the lack of a purposeful and focused approach to the development of the learning to learn ability, its complexity, revealed through important structural parts, each of which is necessary for learning to learn. The research allowed to reveal the importance of understanding learning to learn as a complex ability, the implementation of the interacting parts (components) of this ability in the daily practice of children's education, when they learn and constantly participate in various activities and educational situations. In this way, the experience of learning to learn is developed and made meaningful, the need for children's lifelong learning is formed. The dissertation discusses the learning to learn ability from a systematic point of view, defines not only the concept of the learning to learn ability, but also highlights the features of each of its components and the essential prerequisites for developing the learning to learn ability already at preschool age. In addition, the psychological prerequisites for the development of

the learning to learn ability in childhood are substantiated on the basis of new findings in neuroscience.

### **Structure and scope of the dissertation.**

The doctoral dissertation consists of an introduction, three chapters, a scientific discussion, conclusions, recommendations, references and appendices. The volume of the dissertation is 244 pages.

## CONTENT OF THE DISSERTATION

### INTRODUCTION

1. THEORETICAL DISCUSSION OF CHILDREN'S LEARNING TO LEARN ABILITY IN PRESCHOOL EDUCATION
  - 1.1. Substantiation of the concept and components of children's learning to learn ability
  - 1.2. Coherence of the child's development and learning in the context of the development of the learning to learn ability
  - 1.3. Prerequisites for the development of children's learning to learn ability in preschool education
2. METHODOLOGY OF THE EMPIRICAL RESEARCH ON THE EXPRESSION OF CHILDREN'S LEARNING TO LEARN ABILITY IN PRESCHOOL EDUCATION
  - 2.1. Conceptual approaches and research strategy
  - 2.2. Empirical research design: methods, sample, research logic
  - 2.3. Research data processing and analysis methods
  - 2.4. Research reliability, validity, and research ethics
3. RESULTS OF THE RESEARCH ON THE EXPRESSION OF CHILDREN'S LEARNING TO LEARN ABILITY AND ITS DEVELOPMENT IN PRESCHOOL EDUCATION
  - 3.1. Results of the analysis of teachers' experiences in developing children's learning to learn ability
    - 3.1.1. Contextualization of the concept of learning to learn ability and prerequisites for its development

- 3.1.2. Designing learning goals and activities in developing the learning to learn ability
- 3.1.3. Children's reflection as an expression of the essential component of the learning to learn ability in pedagogical practice
- 3.1.4. Creating an environment conducive to the development of children's learning to learn ability
- 3.1.5. Expression of the roles of the participants of the educational process in developing the learning to learn ability
- 3.1.6. Professional preparedness of teachers to develop the learning to learn ability and perspective for professional growth
- 3.2. Results of the analysis of children's experiences in the development of the learning to learn ability in preschool education
  - 3.2.1. Expression of children's metacognition and peculiarities of the organization of reflection
  - 3.2.2. Children's freedom of choice in developing the learning to learn ability
  - 3.2.3. Ways of children's learning and the need for help in developing the learning to learn ability
- 3.3. Contextualization of the development of children's learning to learn ability in the curricula of preschool institutions
- 3.4. Discussion on the model of the expression of the successful development of children's learning to learn ability in preschool education

SCIENTIFIC DISCUSSION

CONCLUSIONS

RECOMMENDATIONS

REFERENCES

APPENDICES

## REVIEW OF THE CONTENT OF THE DISSERTATION

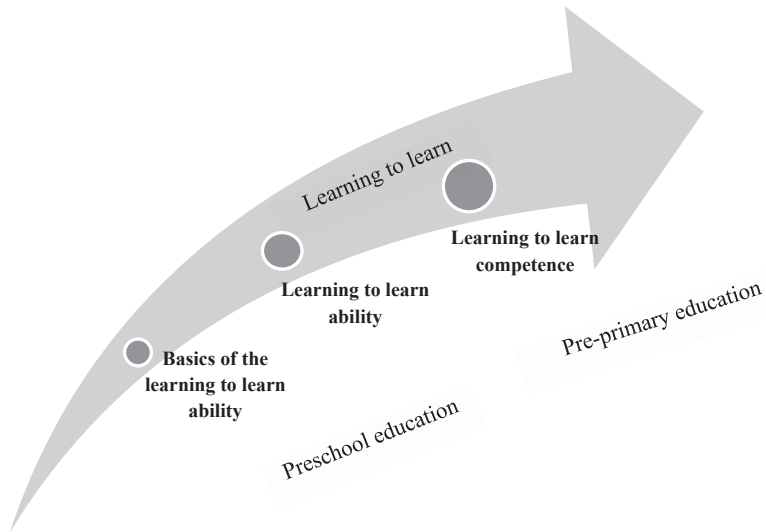
**Chapter 1. Theoretical discussion of children’s learning to learn ability in preschool education.** This chapter analyses the concept of the learning to learn ability and provides a definition of the learning to learn ability, substantiates the components of children’s learning to learn ability, and also highlights the prerequisites for the development of the learning to learn ability in preschool education.

In the first subsection (**1.1. Substantiation of the concept and components of children’s learning to learn ability**), it is highlighted that with the emergence of new policy decisions on the organization of preschool education, both teachers, when planning the education of children, and the communities of preschool institutions, when preparing preschool education curricula, faced new challenges in getting to know the sociocultural educational phenomenon not yet experienced in practice – children’s learning to learn.

Going deeper into the concept of learning to learn, it has become clear that there is confusion in the interpretation, definition and use of this term (learning to learn) at various stages in the field of policy, theoretical and practical research. Various foreign authors (Waeytens, Lens, & Vandenberghe, 2002; Hoskins & Fredriksson, 2008; Deakin Crick, Stringher, & Ren, 2014; Peculea, 2016) point out that learning to learn has more than forty different definitions. After analysing the works of Lithuanian researchers (Indrašienė & Sadauskas, 2013; Pocevičienė, 2015; Gedvilienė & Staniulevičienė, 2014; Lukošūnienė, 2014; Advilonienė, 2019), the diversity of concepts and different interpretations of the coherence and distinction between the Lithuanian terms “mokėjimas mokytis” and “mokymasis mokytis” (learning to learn) were also revealed. It should be emphasized that the Lithuanian scientific community has not agreed on the uniform use of terms, therefore there is a discrepancy between the use of the terms *mokymasis mokytis* and

*mokėjimas mokytis*, and the understanding of their meaning. It should be noted that *mokymasis mokytis* is a more accurate translation into Lithuanian and reflects the content of the English term “learning to learn”, which is defined as a process, to a greater extent, meanwhile, the terms “learning to learn competence” and “learning to learn ability” in Lithuanian should be used respectively as *mokymosi mokytis kompetencija* and *mokymosi mokytis gebėjimas*, defining the result of this process. Namely this approach is followed in the dissertation.

Because the dissertation analyses children’s learning to learn as a phenomenon in the context of preschool education, i.e., at the pre-competence level, hence, it is necessary to talk about the ability, which, according to the authors (Jucevičienė & Lepaitė, 2000), is the connecting element between skills and competence. Figure 2 shows the trajectory of the development of the learning to learn ability in preschool education stage, which shows that children first acquire the basics of the learning to learn ability, linked to separate learning to learn capacities and skills, this is the initial phase of the ability (Jovaiša, 2007). Meaningful actions that respond to the capacities and skills required for learning to learn, become abilities and are carried out consciously. Ability is defined by Jovaiša (2007) as the mental or physical power to perform a certain action. Learning to learn, in turn, is the ability to perform new tasks or master the action of learning to learn (Hautamäki, Hautamäki, & Kupiainen, 2010; Hautamäki & Kupiainen, 2014).



**Fig. 2** Levels of learning to learn oriented towards the learning to learn competence in preschool education (compiled by the author of the dissertation referring to Pramling, 1990; Jucevičienė & Lepaitė, 2000; Jovaiša, 2007; Hautamäki, Hautamäki, & Kupiainen, 2010; Hautamäki & Kupiainen, 2014)

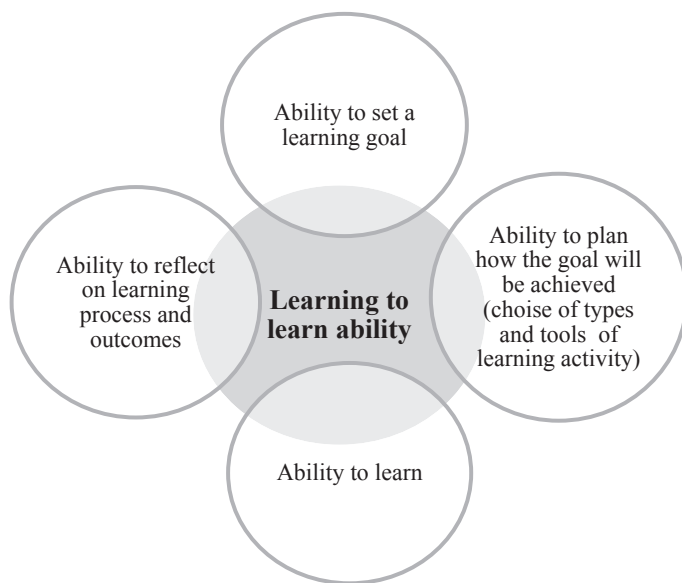
The beginnings of the components of the learning to learn ability in question emerge as early as infancy. This is supported by the authors' (Pound, 2005; Pillow, 2010; Macblain, 2014; Goswami, 2015; Sim & Xu, 2017) statements that infants learn by imitating adults' actions, begin to understand cause-and-effect relationships, patterns of behaviour, and form certain attitudes. Therefore, it is appropriate to call the first results, which reflect the primary cognitive and metacognitive efforts of children, the basics of learning to learn. The basics, according to Keinys (2012), are the very beginning, the beginnings, the initial element. When a child starts to attend preschool, the learning to learn abilities should be developed in a targeted and consistent way. The development of the learning to learn ability at preschool age is focused on the aspiration of the development of the learning to learn competence, which is identified

already in the pre-primary stage, later defined and developed in the primary and higher stages of education and improves through lifelong learning. In preschool education, children go towards this goal by consistently acquiring and developing the experience of the learning to learn ability.

It has been observed that there is no systematic approach to revealing the concept of the learning to learn ability, only individual aspects highlighting the learning to learn ability have been singled out. In this dissertation, the learning to learn ability is discussed at the pre-competence level. Referring to the authors (Pramling, 1990; Rowson, 2000; Watkins et al., 2000; Pukevičiūtė, 2007, 2010, 2015; Hofmann, 2008; Hoskins & Fredriksson, 2008; Pramling Samuelsson & Asplund Carlsson, 2008; Hautamäki et al., 2010; Gedvilienė & Staniulevičienė, 2014; Lukošūnienė, 2014; Deakin Crick, Stringher, & Ren, 2014; Hautamäki & Kupiainen, 2014; Rao, Sun, & Zhang, 2014; Pocevičienė, 2015; Stringher, 2016; Advilonienė, 2019), who explored learning to learn, its structure, and components, it is possible to summarize and distinguish the components of the learning to learn ability, which are also inseparable from the components of the learning to learn competence: ability to independently set learning goals, plan, learn effectively, reflect on one's own learning. When applying these components in preschool education, it is necessary to take into account the peculiarities of children's age and the fact that the above-mentioned abilities are formed only at the end of preschool education during the transition to pre-primary education. The author of the dissertation, having analysed the scientific literature on learning to learn, the learning to learn competence, as an orientation to its pursuit already in pre-primary education and the development of this competence in the subsequent stages of education, defines it as follows: *learning to learn ability is a complex ability that includes the learner's ability to set learning goals, plan how they will be achieved (choose learning methods and tools), the ability to learn and reflect on the learning process and outcomes.* The learning to learn ability is essential when



preschool children learn to learn and develop their learning to learn competence in the later stages, it is developed when the learner participates in various activities, different educational environments and contexts. Learning to learn enables a person to learn when the object of learning fundamentally changes, to participate in the continuous learning process.



**Fig. 3** Structural components of learning to learn as a complex ability in the preschool education stage (compiled by the author of the dissertation)<sup>1</sup>

Figure 3 shows the learning to learn ability, relating it to the dynamics of the development of the learning to learn ability in Figure 2, and its consistent improvement in preschool education.

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<sup>1</sup> Compiled by the author of the dissertation, referring to Pramling, 1990; Rowson, 2000; Watkins et al., 2000; Pukevičiūtė, 2007, 2010, 2015; Hofmann, 2008; Hoskins, Fredriksson, 2008; Pramling Samuelsson & Asplund Carlsson, 2008; Hautamäki et al., 2010; Gedvilienė & Staniulevičienė, 2014; Lukošūnienė, 2014; Deakin Crick, Stringher, & Ren, 2014; Hautamäki & Kupiainen, 2014; Rao, Sun, & Zhang, 2014; Pocevičienė, 2015; Stringher, 2016; Advilonienė, 2019.

Referring to the structural components of the learning to learn competence and taking into account the educational goals set for the preschool education stage, the definition of learning to learn as a complex ability, which integrates the four interrelated structural components of it, was formulated: *the learner's ability to set learning goals, to plan how they will be achieved (choose learning methods and tools), the ability to learn and reflect on the learning process and outcomes*

In the second subsection (**1.2. Coherence of the child's development and learning in the context of the development of the learning to learn ability**), when discussing the coherence of the child's development and learning in the context of the development of the learning to learn ability, it is noteworthy that modern psychological research and neuroscience findings (Bowman, Donovan, & Burns, 2001; Taylor, 2004; Pound, 2005; French, 2007; Daniels & Clarkson, 2010; Pillow, 2010; Alvestad, 2011; Deakin Crick, Stringher, & Ren, 2014; Akyol & Fer, 2010; Chernokova, 2014; Macblain, 2014; Goswami, 2015; Tâ rziu, 2016; Sim & Xu, 2017; Louvigne, Uto, Kato, & Ishii, 2018; Kumar Shah, 2019) reveal the possibilities of the cognitive (thinking, memory, attention, language abilities) and metacognitive (cognition of oneself and one's powers) field of the child's development in early childhood and allows to state that already preschool children are able to purposefully learn and develop the learning to learn ability. It is distinguished that the child learns from birth, and the factors of his/her environment influence the development of further learning. Due to the processes taking place in the brain, the biggest change in the child's development occurs at the fifth year – self-regulation skills, memory possibilities and strategies, self-reflection, reasoning and logical thinking, seeing perspective are improved. The child's language skills and their development are important for the development of reflection skills, therefore, helping preschool age children in reflecting on their learning experience is important.

In the third subsection (**1.3. Prerequisites for the development of children’s learning to learn ability in preschool education**), taking into account the structure of the learning to learn ability and its components, after analysing the opportunities provided by the child’s development to develop this ability, Table 1 describes the prerequisites that promote the development of the learning to learn ability corresponding to each structural component of this ability.

**Table 1.** Description of the prerequisites promoting the development of the learning to learn ability (compiled by the author of the dissertation)

<b>Components of the learning to learn ability</b>	<b>Aspects of children’s learning focused on the learning to learn ability</b>	<b>Pedagogical prerequisites promoting the learning to learn ability</b>
Ability to set a learning goal	Aspects of cognitive and metacognitive experience: knowledge of oneself as a learner; self-assessment of existing experience; expression of cognitive needs.	<p><i>Promoting motivation</i> (motivating environment, challenges);</p> <p><i>enabling engagement and participation</i> (verbal encouragement, encouragement to speak, express wishes, visualization, technologies, context are used);</p> <p><i>supporting existing experience</i> (what one knows, has learned, would like to know, learn),</p> <p><i>promoting self-reflection;</i></p> <p><i>promoting “free choice”;</i></p> <p><i>positive emotions for cognition and learning outcome;</i></p> <p><i>promoting responsibility, self-confidence, self-regulation</i> (referring to Hohmann &amp; Weikart, 1995; Frecnh, 2007;</p>

<b>Components of the learning to learn ability</b>	<b>Aspects of children's learning focused on the learning to learn ability</b>	<b>Pedagogical prerequisites promoting the learning to learn ability</b>
		Larkin, 2010; Monkevičienė, 2014; Kangas, 2016; Nyland, 2017; Louvigne, Uto, Kato, & Ishii, 2018).
Ability to plan how the goal will be achieved (choice of types and tools of learning activity)	Setting a learning activity to achieve a goal; workflow design; choice of tools and learning resources for the activity.	<i>Enabling independent thinking, encouraging individual and group planning</i> (raising hypotheses, forecasting, problem formulation, reasoning); <i>promotion of planning skills; teacher's assistance; an environment rich in tools and learning resources; promoting responsibility for learning outcomes, self-confidence, autonomy and self-regulation</i> (referring to Hohmann & Weikart, 1995; Juodaitytė, 2001, 2004; Duschl, Schweingruber & Shouse, 2007; French, 2007; Moreno & Martin, 2007; Hoskins & Deakin Crick, 2008; Daniels & Clarkson, 2010; Pillow, 2010; Monkevičienė, 2014; Goswami, 2015; Olusegun, 2015; Fayden, 2016).
Ability to learn	Learning process: focus on the activity (or task) carried out; self-study; individual and collaborative learning; development of	<i>Creating interaction with the social environment</i> (promoting cooperation and self-help); <i>a supportive learning environment</i> (teacher's assistance, promoting active participation, support in

<b>Components of the learning to learn ability</b>	<b>Aspects of children’s learning focused on the learning to learn ability</b>	<b>Pedagogical prerequisites promoting the learning to learn ability</b>
	metacognitive and cognitive knowledge and skills.	developing ways of thinking); <i>emotionally safe environment; promoting cognitive and metacognitive</i> (how the task is performed) <i>experience; promoting responsibility, self-confidence, creativity and initiative, self-regulation</i> (referring to Vygotsky, 1978; Hohmann & Weikart, 1995; Watkins et al., 2000; Bowman et al., 2001; Pound, 2005; Woodhead, 2006; French, 2007; Daniels & Clarkson, 2010; Larkin, 2010; Alvestad, 2011; Whitebread, 2012; Monkevičienė, 2014; Goswami, 2015; Hille, Evanschitzky, & Bauer, 2015; Fayden, 2016; Kangas, 2016; Li, Nyland, Margetts, & Guan, 2017).
Ability to reflect on learning process and outcomes	Thinking about oneself as a learner (analysing activities, observing one’s thinking and describing the results achieved and the experience gained); understanding how one learned (what learning methods the child used, on what ways he/she relied).	<i>Encouragement to talk</i> (tell about what the child learned and how he/she achieved it); <i>enabling self-assessment of learning outcomes</i> (analysis of successes and failures – what would he/she do differently?); <i>encouraging the expression of cognitive</i> (what needed to be done for the task or activity) <i>and metacognitive</i> (understanding how the task was done) <i>experience; promoting self-confidence as a</i>

Components of the learning to learn ability	Aspects of children's learning focused on the learning to learn ability	Pedagogical prerequisites promoting the learning to learn ability
		<i>learner</i> (referring to Hohmann & Weikart, 1995; Rowson, 2000; Hofmann, 2008; Larkin, 2010; Roberts, 2010; Monkevičienė, Žemgulienė, & Stankevičienė, 2013; Monkevičienė, 2014; Goswami, 2015).

A key focus for the successful development and promotion of children's learning to learn ability is the emphasis on the teacher, highlighting his/her changed roles, the importance of his/her attitude towards children's learning and lifelong learning, which is particularly important in supporting children's early learning and development. Emphasis is placed on the significance of the teacher's own learning to learn competence, knowledge of the learning to learn ability, planning of its development and creation of an environment that enables and supports children's successful learning to learn.

**Chapter 2. Methodology of the empirical research on the expression of children's learning to learn ability in preschool education.** This chapter presents the methodology and research design of the dissertation research, describes the research methods, sample and organizational aspects, research data processing and analysis methods, describes the research reliability, validity and research ethics.

In the first subsection (**2.1. Conceptual approaches and research strategy**), the reasons for choosing the qualitative research methodology have been described in detail and the use of the direction of the phenomenological strategy – hermeneutic phenomenology – has been substantiated to find out how children

and teachers interpret the learning to learn ability, what are their experiences in developing the learning to learn ability in a preschool institution.

In the second subsection (**2.2. Empirical research design: methods, sample, research logic**), the design of the empirical research has been presented, the methods used, the sample and the logic of the research have been discussed. Three research methods were chosen to study the experiences of teachers and children in developing the learning to learn ability: group discussion (in a focus group) with preschool teachers, individual interviews with children and analysis of documents (preschool education curricula).

In order to find out how teachers interpret the phenomenon of learning to learn, and to reveal the experiences of preschool teachers in developing children's learning to learn ability, a study with three focus groups was conducted in the dissertation, a total of 24 teachers (who signed participant consent forms) working in preschool education institutions participated in the study.

In order to identify the components of the learning to learn ability in children's experiences, to identify opportunities and needs for children's participation in learning, the most important aspects of the environment that enables them to develop the learning to learn ability, activity models favourable for that, the interview method with 5-6 year old children attending preschool was chosen, a total of 9 children participated in the study (their parents signed a consent form). Individual interviews were conducted immediately after the end of the educational activity. This is important in learning about children's experiences in developing the learning to learn ability, because children's impressions corresponded to real time and context, their experiences were not forgotten and were related to the particular learning activity just completed.

The aim of the method of document analysis used in the empirical research is to identify in the preschool education curricula the attitude of the communities of the institutions to the actualization of the learning to learn ability in the overall process of children's

education. A total of 20 curricula of preschool education institutions, the development period of which is from 2016 to 2019, were selected for analysis.

The third subsection (**2.3. Research data processing and analysis methods**) describes the methods of data analysis selected during the empirical research: thematic analysis was selected for the analysis of the data of group discussions of preschool teachers and individual interviews with children, which, according to the authors (Braun & Clarke, 2006; Creswell, 2009; Alhojailan, 2012; Vaismoradi, Turunen, & Bondas, 2013; Terry, Hayfield, Clarke, & Braun, 2017; Žydžiūnaitė & Sabaliauskas, 2017; Lehmann, Murakami, & Klempe, 2019; etc.), allows detailed and comprehensive analysis of qualitatively obtained data through interpretation and is best suited for under-researched topics aimed at revealing innovations; content analysis, allowing to discover the meanings hidden by words and symbols, was chosen for the analysis of preschool education curricula, which gives the researcher new insights, increases his/her understanding of certain phenomena (Payne & Payne, 2004; Punch, 2005; Cohen, Manion, & Morrison, 2007; Frankel, Wallen, & Hyun, 2012; Krippendorff, 2019; etc.).

The fourth subsection (**2.4. Research reliability, validity, and research ethics**) describes the reliability and validity of the research, as well as the ethical principles followed in conducting the research: *the principle of confidentiality and anonymity; the principle of voluntary participation; the principle of fairness and impartiality; the principle of respect and equality; the principle of protection against possible harm; the principle of reliability and accountability* (referring to Kruger & Casey, 2000; Litosseliti, 2003; Fraser, Lewis, Ding, Kellett, & Robinson, 2004; Masson, 2004; Payne & Payne, 2004; Rupšienė, 2007; Gay, Geoffrey, & Mills, 2009; Juodaitytė, 2011; Check & Schutt, 2012; ALLEA, 2018).

### **Chapter 3. Results of the research on the expression of children's learning to learn ability and its development in**



**preschool education.** This chapter reveals the expression of teachers' and children's experience in developing the learning to learn ability in the group of children of a preschool institution and its contextualization in the curricula of preschool institutions.

In the first subsection (**3.1. Results of the analysis of teachers' experiences in developing children's learning to learn ability**), the contextualization of the concept of the learning to learn ability and the prerequisites for its development have been revealed. Teachers' experiences revealed their attitudes towards the diversity of the concept of the learning to learn ability and its intertwining with other abilities, integration into all competences, which shows that they do not understand the concept of the learning to learn ability sufficiently. Teachers were not able to say firmly what skills are important in developing children's learning to learn ability, which implies that the structure of the learning to learn ability is not clear to them either. The design of learning goals and activities in developing the learning to learn ability has been highlighted. Teachers notice and support the learning goal chosen by children and activities that interest them, the tasks and tools chosen by them. When planning children's learning activities, teachers take into account their learning gaps, the abilities and learning styles of the children's group, their interests and needs, and the situational event in the family. The research revealed that teachers purposefully involve parents in the planning of activities and draw from them ideas for social partnership, support their initiatives in organizing activities. Discussing the expression of children's reflection as an essential component of the learning to learn ability in pedagogical practice, insufficient experience of teachers was noticed in realizing that children's ability to reflect on their learning is an essential feature of the learning to learn ability and the basis for the development of metacognitive abilities, therefore, it becomes especially important for the successful development of the learning to learn ability at preschool age. During the research, environments favourable for the development of children's learning to learn ability

were identified – encouraging participation, free choice, cooperation, problem solving, challenging. The expression of the roles of the participants of the educational process and the professional readiness of teachers to develop the learning to learn ability, as well as the perspective of professional growth were revealed.

The second subsection (**3.2. Results of the analysis of children's experiences in the development of the learning to learn ability in preschool education**) reveals the expression of metacognition that has emerged in children's experiences and the peculiarities of the organization of reflection. Children perceive themselves as learners and, in assessing their knowledge, engage in a process of self-reflection, during which they observe their cognitive processes, single out the emotions they experience, and express confidence in their own strengths and the emerging autonomy in learning. These characteristics of the learner are important for developing the learning to learn ability. A significant aspect that emerged in children's experiences was that teachers do not organize children's reflection or do not emphasize it, because children could not describe their learning experience, although, according to theoretical insights, reflection on the learning process and outcomes is of great importance for the success of the development of the learning to learn ability. The study revealed the importance of children's freedom to choose learning activities, tools and methods in developing the learning to learn ability. When discussing the choice of learning tools and activities in children's experiences, a positive disposition to learn was observed, which is determined by the free opportunity for children to choose activities and activity tools themselves. At the same time, the importance of the child's confidence in his/her strengths, perseverance in achieving the set goal, motivation, desire to learn, which are important aspects of the learning to learn ability, became clear. In addition, children's experiences provided insights into their ways of learning – children indicated that they learn on their own and accumulate knowledge by observing their experience, they also learn from the example of

others by observing and evaluating the abilities of other children. It has been observed that children often learn in collaboration with other children, discuss with each other, which promotes active and responsible learning. The need for assistance in developing the learning to learn ability was also revealed. Identifying the need for help in the group, children indicate that they can be helped by other children, they even distinguish work in a team when performing activities as help, they also identify the teacher as a provider of help, who directs and supports the children's learning experience.

The third subsection (**3.3. Contextualization of the development of children's learning to learn ability in the curricula of preschool institutions**) revealed that the development of the learning to learn ability is not significant in all preschool education institutions, the development of the basics of the learning to learn ability, identified as one of the goals in many curricula, remains only declarative, is not detailed in the tasks and is unlikely to become an important aspiration of preschool education and does not create prerequisites for its purposeful implementation. After analysing the preschool education curricula from the aspect of content modelling, the variety of models were observed, as well as the fact that in many curricula the modelling of the learning to learn ability does not reveal the integrity of this ability in the overall context of children's education. In addition, the analysis of the curricula revealed that the vast majority of their developers, when describing the concept of the learning to learn ability and the achievements of the learning to learn ability, use the definitions provided in the documents regulating preschool education. Only a few developers of the curricula try to present their own formulations, however, they do not fully reflect the final result to be achieved. This situation allows to see that for the developers of the curricula of individual institutions, the concept of the learning to learn ability and the result of this ability to be developed are not clear. It is also noticeable that the meanings given to the experience of reflection in the general provisions of the curricula are weakly expressed, the

focus is only on the development of separate reflection skills. Approximately half of the analysed curricula do not define the elements of reflection in the achievement steps of the learning to learn ability, therefore, it is likely that teachers are not provided with a suitable basis for promoting children's reflection when planning activities in children's groups. Discussing the provisions of the organization of the educational process set in the curricula of preschool education institutions, which are significant for developing the learning to learn ability, it is noticed that they are primarily associated with the attitude towards the child that responds to a modern child-centred concept, emphasizing the value and individuality of the child and his/her personality.

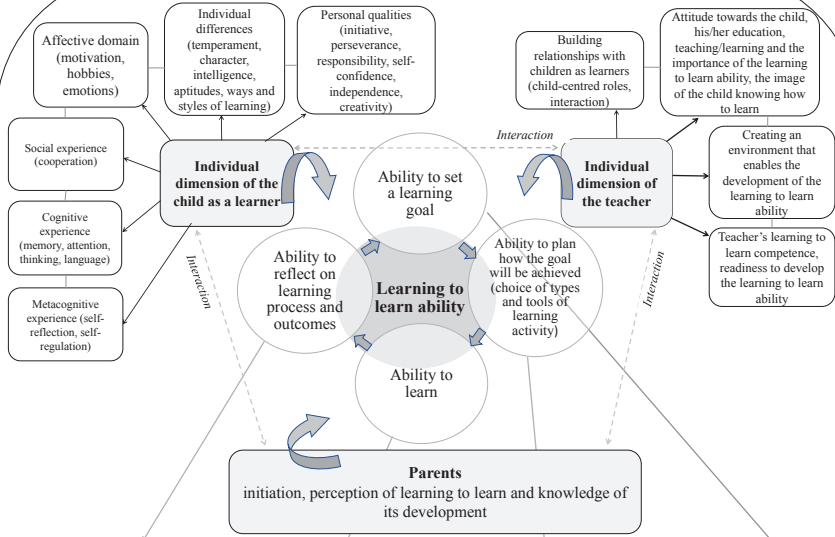
In the fourth subsection (**3.4. Discussion on the model of the expression of the successful development of children's learning to learn ability in preschool education**) the model of the expression of the successful development of children's learning to learn ability in preschool education is presented (see Figure 3), which is likely to lead to a better understanding of the learning to learn ability and its development and which will encourage a review of the projection of the development of the learning to learn ability at the political, institutional and practical levels with a view to achieving consensus and coherence, will become an impetus to review pedagogical practice, implement its reconstruction in order to increase the efficiency and successful development of children's learning to learn ability in preschool education, thus ensuring the successful continuity of learning to learn in the later stages of education.

**Policy shaping preschool education**

**Preschool education institution**

Learning to learn ability and its development regulated in the curricula;  
Measures envisaged for successful development of the learning to learn ability.

**Preschool education**



Encouraging children to talk about cognitive and metacognitive experience in the group;  
Enabling self-assessment of the learning process and outcomes;  
Promoting self-reflection;  
Creating a positive and emotionally safe environment;  
Promoting responsibility, self-confidence as a learner, self-regulation.

Creating opportunities for children to participate and actively learn from experience in a variety of activities;  
Learning in a social environment (individually and collaboratively);  
Promoting the roles of children as learning partners;  
Supportive environment for successful learning (emotionally safe, encouraging participation, free choice, collaboration, problem solving, challenging);  
Promoting cognitive and metacognitive experience;  
Enabling involvement and participation;  
Promoting responsibility, self-confidence, self-regulation, creativity and initiative.

Enabling and promoting independent thinking individually and in a group;  
Environment rich in tools and learning resources;  
Teacher's assistance;  
Encouraging the exchange of ideas, cooperation;  
Promoting "free choice";  
Initiative, promoting responsibility for learning outcomes, self-confidence, creativity, self-regulation.

Promoting motivation (curiosity), challenging;  
Enabling involvement and participation (including using modern technologies);  
Creating situations for new ideas and contexts;  
Supporting existing experience;  
Promoting "free choice" and the child's initiatives;  
Positive emotions for cognition and learning outcome;  
Initiated goal meets individual and group needs, is interesting and meaningful for the child;  
Promoting responsibility, self-confidence, creativity, self-regulation.

**Preconditions for the successful development of children's learning to learn ability:**

**Fig. 4** Model of the expression of the successful development of the learning to learn ability in preschool education (compiled by the author of the dissertation)

## SCIENTIFIC DISCUSSION

Children's learning to learn as a new social, cultural and educational phenomenon is related to the new demands placed on the person and is focused on the implementation of the idea of lifelong learning. During the dissertation research, analysing the scientific literature and preparing scientific articles, it became clear that the learning to learn ability is complex and problematic at both theoretical and practical levels. Policy documents (for example, the Communication from the European Commission "Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow" (2011), the Recommendation of the Council of the European Union on Key Competences for Lifelong Learning (2018), the Concept of the Good School (2015) approved by the Order of the Minister of Education and Science of the Republic of Lithuania, the Description of Achievements of Preschool Children (2014), the Methodological Recommendations of Preschool Education (2015), etc.) emphasize the importance of starting to develop the learning to learn ability already at preschool age. The scientific literature (Pramling, 1990; Waeytens, Lens, & Vandenberghe, 2002; Hoskins & Fredriksson, 2008; Deakin Crick, Stringher, & Ren, 2014; Peculea 2016; Stringher, 2016; etc.) also recognizes the importance of the learning to learn ability in preschool education, however, at the same time emphasizes that there is a diversity of definitions of the concepts and a lack of consensus on the concept of the learning to learn ability, which can lead to difficulties for teachers in the field of the development of the learning to learn ability.

Analysing the works of Lithuanian scientists (Pukevičiūtė, 2007, 2010, 2015; Kazlauskienė, Valančienė, & Krasauskaitė, 2012; Indrašienė & Sadauskas, 2013; Pocevičienė, 2015; Gedvilienė & Staniulevičienė, 2014; Lukošūnienė, 2014), the identification of the terms "mokėjimas mokytis" and "mokymasis mokytis", linking them to the English term "learning to learn", has been observed. However,

after analysing the works of foreign authors (Waeytens, Lens, & Vandenberghe, 2002; Deakin Crick, Stringher, & Ren, 2014; Stringher, 2016; Peculea, 2016) it is noticeable that “mokymasis mokytis” is a more accurate translation into Lithuanian and reflects the content of the English term “learning to learn”, which is defined as a process, meanwhile, when defining the outcome of this process, accordingly, the terms “mokymosi mokytis gebėjimas (learning to learn ability)” and “mokymosi mokytis kompetencija (learning to learn competence)” should be used. This approach was followed in the dissertation as well.

The analysis of the scientific literature revealed the problem that scientists have not yet defined the learning to learn ability in the preschool education stage, therefore, the author of the dissertation presented its definition, linking it with the concept of the learning to learn competence, which is a higher level, and emphasized the need for the perception of the trajectory of the evolution of learning to learn and the dynamism of the development of the learning to learn ability in a preschool institution, as it transitions to the structural component of the competence. After the analysis of the scientific literature, in the dissertation, it is suggested to use the concept of the learning to learn ability pursuing the whole and a common understanding of the phenomenon of learning to learn in preschool education.

In order to dispel the doubts that preschool children are not able to develop the learning to learn ability, the dissertation highlights psychological prerequisites that justify the view that already preschool age children are able to consistently develop the learning to learn ability. This view is confirmed by the findings of cognitive neuroscience research that children learn from birth (Pound, 2005; Goswami, 2015; etc.). This shows that the child has great opportunities to think and act already at an early age, therefore, it is necessary to pay enough attention to the development of his/her learning activity and understanding about it. This statement is also confirmed by the results of the empirical research, which highlighted

that children perceive themselves as learners when they get involved in the process of self-reflection when assessing their knowledge. This tendency is also generally seen by teachers, encouraging children to assess their own achievements, behaviour and knowledge, however, they often do so only in a fragmented way and do not pay enough attention to it. The meanings of the analysed experiences revealed that it is unclear to teachers how to properly encourage children to reflect. This was also reflected in the analysis of preschool education curricula, which identified that the attitude towards the metacognitive component in children's education is weakly expressed in the curricula, which allows to state that teachers are not provided with a suitable basis for promoting children's reflection when planning activities in preschool institutions. In some of the analysed preschool education curricula, no defined elements of reflection were found at all in the achievement steps of the learning to learn ability.

During the empirical research, in the discussions with preschool teachers, it was revealed that for the research participants, the learning to learn ability as a theoretical construct and the content of its concept are not clear enough, which creates difficulties in developing children's learning to learn ability. This is in line with Pritchard's (2009) view that the ambiguity of certain information in education becomes an obstacle to the successful organization of the learning process. There has also been some confusion in teachers' experiences with the use of the term "learning" in preschool education, as the role of children of this age as learners is still often questioned, although many authors (Pound, 2005; Goswami, 2008; Pramling Samuelsson & Asplund Carlsson, 2008; Whitebread, 2012; Macblain, 2014; Hille, Evanschitzky, & Bauer, 2015; Fayden, 2016), who examined the learning of preschool age children, point out that children are considered competent learners. However, teachers have only recently started using the term, which is partly reflected in children's experiences, as some of them did not understand the meaning of the word "learning" at all (when the researcher asked the



child what he had been learning and had learned, the research participant did not understand the question and he began to talk about his experience only after asking him what he did in kindergarten). This situation reveals a certain dichotomy between the need to develop children's learning to learn ability, which is developed and develops namely during the learning process, and the cautious approach to the use of the concept of learning in the education of children in preschool. The question "What were you learning and what did you learn?" is probably more authentic than the question "What did you do?". The analysis of the curricula of preschool institutions also revealed that the concepts "teach", "teaching", "learning" are rarely used in them. Thus, the discussion on the use of the term "teaching/learning" in preschool education is important both for the subjects of education policy-making and for the members of the pedagogical community.

According to the authors (Waeytens, Lens, & Vandenberghe, 2002), teachers use the concept of the learning to learn ability in various meanings, defining this concept in individual and unique ways. This was revealed during the empirical research as well – teachers understand the learning to learn ability differently, their doubts about the meaning and structure of the concept of the learning to learn ability became apparent. However, the research participants note the integratedness and multidimensionality of the learning to learn ability. In addition, it has been noticed that the development of the basics of the learning to learn ability, identified as one of the goals in many of the examined curricula of preschool education institutions, remains declarative and is not detailed in the tasks, its integrity in the overall context of children's education is not revealed, which suggests a lack of awareness among the developers of the curricula about this ability, its importance and development.

According to the authors (Prout, 2000; Juodaitytė, 2003; etc.), children in the modern world must be understood as active creators of meaning, constructors of knowledge and free learners, thus, it is necessary to promote their independence in learning, which,

according to Pukevičiūtė (2007, 2010, 2015), is related to their understanding of learning and its control. The dissertation research revealed a changed and progressive approach both to the child as a modern value, and to his/her learning and lifelong learning perspective. During the empirical research, the experiences of teachers revealed the connection between children's learning to learn ability and the child's self-directed learning, i.e., his/her willingness to learn, self-confidence, striving to reflect on and plan the learning process and outcomes, to set and pursue learning goals. This is also supported by the aspect revealed during children's individual interviews that children assess their knowledge, engage in the process of self-reflection and design their learning by identifying what they want to learn and how it should be done. Children's motivation, desire to learn, self-confidence, which are the essential aspects of the development of the learning to learn ability, were observed. All this presupposes the need of children for learning already in preschool education and the responsible attitude of preschool teachers in planning the development of the learning to learn ability both at the institutional level and at the level of specific practice of children's education, when teachers see children as ready to accept important challenges for the learner.

During the dissertation research, analysing the meanings of teachers' experiences, a paradigmatic tendency of the change in teachers' attitudes towards the child, focused on the free aspect of the child's education, which is important for children's learning and the reconstruction of pedagogical activity, was revealed. This is especially evident in the context of the discussion on the roles of teachers and children, which highlighted children as active subjects of the social environment and active learners. The importance of the social learning context in developing the learning to learn ability is emphasized by many researchers (Sheridan & Pramling Samuelsson, 2001; Akyol & Fer, 2010; Macblain, 2014; Tâ rziu, 2016; Louvigne, Uto, Kato, & Ishii, 2018; Kumar Shah, 2019), who point out that benevolent communication and cooperation of children and taking on

the role of a helper and counsellor encourages the child to know himself/herself and his/her abilities. Teachers' experiences revealed a clear preponderance of children's roles in relation to the teacher's role as a mediator in teaching children to learn. The following roles of children vary in the experience of teachers: helper, counsellor (adviser) for their peers in group learning, learning initiator, promoter and environment creator. This was also confirmed by children's experiences – children realize that they learn in cooperation with other children, discussing and acting together, they also mention that they can be helped by other children they choose by monitoring and evaluating their achievements. In terms of the learning to learn ability, such outcomes justify the view that modern children seek to become active members of the society of the future and lifelong learners.

The aim of the dissertation was not to reveal the role of the family in developing the learning to learn ability in a preschool institution, however, the significance of the role of the family emerged in the experiences of teachers and children. According to the teachers, the development of the learning to learn ability is influenced by family attitudes, which can be both motivating and demotivating children to learn, by help and involvement in learning activities in the institution, which determine children's positive emotions, stimulate their motivation. The children's experiences also revealed that family members sometimes become the initiators of learning activities, in addition, the children expressed the attitude that they promise to continue the learning activities they have started at home. It should be noted that in future research it would be expedient to take a broader look at the role of the family in developing children's learning to learn ability.

Further scientific studies could include a deeper analysis of the structural parts of the learning to learn ability, a broader and deeper study of the application of children's metacognitive, memory strategies in the development of the learning to learn ability. On the basis of the dissertation, it is possible to initiate systemic changes in

the policy of preschool education by discussing the development of a generally acceptable model of the development of children's learning to learn ability. The dichotomous relationship between the need for pedagogical internships and actual possibilities to improve the qualification in the field of the development of children's learning to learn ability was also revealed. The necessity for cooperation and initiation of change in this field by various subjects (administrations of preschool institutions, teachers' communities, in-service training institutions and, presumably, childhood teacher training institutions) is important for this.

## CONCLUSIONS

The dissertation research allowed to formulate the essential conclusions, which conceptualize the results of the theoretical analysis and empirical research.

### **The conclusions prepared on the basis of the analysis of theoretical sources:**

1. Analysing the theoretical concept of the learning to learn ability, the following essential insights can be distinguished:
  - 1.1. The problem of the use of Lithuanian terms *mokėjimas mokytis* and *mokymasis mokytis* (learning to learn) in scientific texts and praxiological situations was revealed. In the dissertation, the position is followed that the concept *mokymasis mokytis* (learning to learn) is related to the person's learning process and the continuity of the learning process throughout life, meanwhile, the outcome of his/her education is responded to by the learning to learn ability (*mokymosi mokytis gebėjimas*).
  - 1.2. The dissertation provides a *definition of the learning to learn ability* – *it is a complex ability that includes the learner's ability to set learning goals, to plan how they will be achieved (choose learning methods and tools), the ability to learn and reflect on the learning process and outcomes*. The learning to

learn ability is integrative in nature, is developed and develops in all activity areas, environments and contexts.

2. On the basis of the analysis of the theoretical literature, taking into account the perspective of the child's development and education, the prerequisites for the development of the learning to learn ability at preschool age have been singled out and substantiated:
  - 2.1. According to the latest research in psychology and cognitive neuroscience, the dissertation substantiates the capacity of preschool children to purposefully learn and develop the learning to learn ability. The ability of children of this age to think about their learning, to be active and competent learners has been highlighted. It is emphasized that the child learns from birth and that the factors of his/her environment influence the development of further learning. Due to the processes taking place in the brain, the biggest change in the child's development occurs at the fifth year – self-regulation skills, memory possibilities and strategies, self-reflection, reasoning and logical thinking, seeing perspective are improved. The child's language skills and their development are important for the development of reflection skills, therefore, helping preschool age children in reflecting on their learning experience is important. It forms the child's individual dimension in the overall context of the concept of the development of the learning to learn ability, responding to the child's individuality, cognitive and metacognitive aspect.
  - 2.2. Essential pedagogical prerequisites promoting the development of the learning to learn ability have been identified, they correspond to each component of the structure of the learning to learn ability and are based on the child's active participation in learning activity, taking responsibility for his/her own learning, motivation, self-confidence, language experience, self-regulation, metacognitive and reflective skills. These data complemented the context of the child's individual

dimension, highlighting its affective and social aspects. The prerequisites related to the role of the teacher as a developer of children's learning to learn ability, which made it possible to distinguish the individual dimension of the teacher and its content, have also been revealed. Emphasis is placed on the significance of the teacher's own learning to learn competence, knowledge of the field of the development of the learning to learn ability, its planning, creation of a successful environment enabling and supporting children's learning, roles focused on the child and his/her education.

**Conclusions based on the empirical research:**

3. After the analysis of the experiences of preschool teachers and children, and preschool education curricula, the following *educational prerequisites* supporting the learning to learn ability were identified:
  - 3.1. When designing the learning goal and activities, the *significance of the children's initiative, the importance of free self-determination and choice*, which is related to the child's positive disposition to learn, became clear in the experiences of both teachers and children. Children's initiative is inspired in both spontaneous activity and the activity initiated by the teacher. The learning goal and activities respond to the learning aspects of the group of children and the individual learning aspects of children: *abilities, interests, aptitudes, learning styles, learning gaps, existing experience*. Both teachers and children emphasize the field of activities that promote *participation and active learning*. The sociocultural aspect of children's learning, manifesting in the continuity of learning to learn in other environments, has emerged in the experiences of teachers and children.
  - 3.2. Teachers identified children's personal characteristics (*self-confidence, self-esteem, initiative and perseverance, independence and responsibility*), innate personality traits (*temperament/character, intelligence, aptitudes*), which are

important for the development of the learning to learn ability and actualize the importance of autonomous and individualized education of children, because each child must have an opportunity to choose the ways and style of learning that are acceptable to him/her. The study of children also highlighted the importance of *children's self-confidence, initiative and perseverance, and a positive attitude in learning*. Therefore, the following subjective prerequisites actualizing the development of the learning to learn ability have been revealed: *learning motivation, child's hobbies, cognitive interests, language skills, readiness to accept information, emotions experienced in learning*.

- 3.3. Teachers and children expressed the opinion that the learning to learn ability develops *through self-study and learning together with others (in collaboration)*. *Children understand their learning opportunities, identify that they learn on their own, with friends, they can identify a specific need for help and know who to turn to for help if needed (friends, teacher)*. A study of children revealed that *children are more likely to turn to other children for help*.
- 3.4. The experiences of the participants of the group discussions strongly expressed an environment conducive to the development of the learning to learn ability, *promoting children's free choice, active participation, engaging, encouraging cooperation; a challenging environment*, in which learning takes place in a variety of *situations, in non-traditional settings that encourage children to solve problems, in settings created and initiated by children*, is especially important. According to the teachers, the tools that are *non-traditional, interesting to children and supporting learning* are important for the development of the learning to learn ability. Teachers also highlighted the *need to increase the environment that promotes the development of the learning to*

*learn ability*, which is focused on modern innovative learning spaces and tools.

- 3.5. The analysis of preschool education curricula revealed significant child-centred learning attitudes that highlight the modern approach to the child, his/her uniqueness, emphasizing the value of the child as a personality, thus pointing out the importance of respecting the child's individuality and opportunities, needs and attitudes, partnership-based and dialogue-based relationships in the process of children's teaching (learning). However, the creative interaction between the teacher and the child is reflected in the provisions of the curricula of only a few of the examined preschool institutions. A variety of situations significant for the development of the learning to learn ability have been identified in the curricula (*situations promoting problem solving, critical thinking, learning together, researching, experimenting, as well as promoting children's initiative, free choice, independent acting, experiential learning, spontaneous educational situations that combine activities organized by the teacher and initiated by the child*). In some curricula, there are also provisions that promote educational situations that *combine learning individually and in a group*, which are important for developing children's learning to learn ability.
- 3.6. The experiences of teachers and children revealed the roles of children significant for the development of the learning to learn ability (*learning initiators, promoters, helpers and counsellors to each other in the group, creators of the learning environment*). Teachers singled out the following roles focused on the child and his/her education: *provider of learning assistance to children, counsellor, learning enabler, coordinator of learning activity in the group*. Teachers also emphasize their important role *in building partnerships with parents and in creating a social environment conducive to learning (teacher-children-parents)*. The experiences



expressed by teachers did not make it possible to single out the role of the teacher as *encouraging children to reflect in the learning process*, which is important in inspiring children to tell about their activities, what they have experienced, learned and how they were learning through various ways of reflection.

- 3.7. The experiences of teachers and children revealed a significant contribution of parents in developing the learning to learn ability: *they initiate the learning goal, activities, support the development of the learning to learn ability at home, develop and increase the number of learning tools, promote, support and provide assistance to children*. Teachers' experiences highlighted the lack of attention and contribution of parents as participants in education to developing children's learning to learn ability. The study also revealed parents' significant roles in developing children's learning to learn ability: *helpers in learning at home, initiators and organizers of learning activities, helpers of teachers*. Emphasis is placed on the roles of parents as enablers of learning motivation, willingness to learn, which determine the child's views, attitudes towards learning, his/her behaviour.
4. During the research, the *problem aspects* of the development of the learning to learn ability were highlighted, which cause difficulties for teachers in achieving the successful development of children's learning to learn ability:
  - 4.1. *The concept and structure of the learning to learn ability, the images of the teacher who develops the learning to learn ability and the child who knows how to learn are not clear and understandable enough* for teachers. These research results are reinforced by the analysis of preschool education curricula, which revealed that the learning to learn ability is not sufficiently clearly defined, and the limitations of the curricula in terms of the development of this ability became apparent (*both in terms of the educational perspective (goal) and in the*

*scope of the learning to learn ability as a result, the problem of integrating the learning to learn ability in the overall process of children's education is seen).* The curricula are dominated by a variety of practices of designing the learning to learn ability: the learning to learn ability is linked to the child's different visions, different ways of integrating the learning to learn ability and links to other areas of education are used. Such a different approach makes it difficult for teachers to pursue the successful development of the learning to learn ability.

- 4.2. Insufficient experience of teachers in understanding the significance of reflection in developing children's learning to learn ability has emerged, although reflection on one's own learning is an important basis for the development of metacognitive abilities. Only a few of the curricula analysed have clear approaches to reflection. *The curricula lack provisions on promoting metacognitive experience.* Meanwhile, children's experiences have revealed that they are *capable to assess their learning process (how they learned), their own and another child's achievements*, which proves that *the development of this component of the learning to learn ability requires change.*
- 4.3. Content analysis of the preschool education curricula shows that in defining the learning to learn ability *it is focused more on the process than on the definition of the ability or the results to be achieved.* The analysis of the curricula also revealed that in many of them the *modelling of the learning to learn ability does not reveal the integrity of this ability in the overall context of children's education.* This is also confirmed by the *variety of approaches to the concept of the learning to learn ability revealed* in the experiences of teachers. It is also noteworthy that, according to some teachers, children can develop learning to learn *only in older age*, although theoretical insights and children's experiences have revealed

their readiness to develop the learning to learn ability already at preschool age. This shows that the successful development of this ability requires a change in teachers' attitudes towards the child, his/her learning opportunities and readiness to develop the learning to learn ability. In this regard, teachers expressed *the need for information on the integration of the learning to learn ability into achievement steps and for clearer guidelines for the development of the learning to learn ability*, important for their professional growth, in order to ensure the successful development of this ability.

- 4.4. The research revealed the *problems of teachers' professional preparedness and professional growth* in relation to the development of the learning to learn ability. Their experiences reveal certain *obstacles* that hinder the learning to learn process, related to *the teacher's lack of experience in understanding the learning to learn ability and its content (components)*, which makes it difficult to assess the achievements of the learning to learn ability. *The organization of the development of children's reflection and learning to learn ability is complicated and insufficiently clear* for teachers. Teachers emphasized the following factors that are unfavourable for the development of the learning to learn ability: *lack of motivation of children to participate in learning activities, confidence in themselves and their powers, perseverance in achieving learning goals, responsibility when learning together with others*.
5. Referring to the analysis of the scientific literature and the results of the performed empirical research, the dissertation presents *a model of the expression of the successful development of the learning to learn ability in preschool education*, reflecting all the essential contexts (preschool education policy makers, community of preschool education institutions, participants of the educational process), whose constructive and dialogical interaction determines the success

of the development of children's learning to learn ability. The part of the inner segment of the model is particularly valuable, it is created on the basis of the theoretical and empirical part of the dissertation and opens an overall picture of the development of the learning to learn ability in preschool education. The model emphasizes the individual dimensions of the participants of education that are significant in the development of the learning to learn ability, it also reflects their interrelationships focused on the connection of the components of the learning to learn ability, and notes the pedagogical prerequisites for the successful development of the learning to learn ability.

## APPROBATION OF RESULTS OF DOCTORAL RESEARCH

*Publications on the topic of the dissertation published in international peer-reviewed periodicals:*

- Stonkuvienė, G. (2016). Ikimokyklinio amžiaus vaikų mokėjimo mokytis ugdymo(si) reikšmingumas mokymosi visą gyvenimą kontekste [Significance of the development of preschool age children's learning to learn in the context of lifelong learning]. *Jaunųjų mokslininkų darbai [Works of young scientists]*, 1(45), 41–49.
- Stonkuvienė, G. (2017). The Particularities of (Self-)Education of 'Learning to Learn' in a Preschool Institution: The Context of Pedagogues' Experience. *CBU International Conference Book*, 5, 827–832. Internet access: <http://ojs.journals.cz/index.php/CBUIC/article/view/1033/pdf>.
- Stonkuvienė, G. (2018). Mokėjimo mokytis samprata ir kontekstas ikimokyklinių įstaigų ugdymo programose (Curriculum) [The concept and context of learning to learn in

the curricula of preschool institutions]. *Pedagogika [Pedagogy]*, 31(3), 110–128.

*Reports on the topic of the dissertation presented at international scientific conferences:*

- International XII Continuing Scientific-Practical Conference “Teacher Education in the 21st Century: Changes and Perspectives”. Report “*Change and Expression of the Teacher’s Roles in Developing Children’s Learning to Learn in a Preschool Education Institution*”. Šiauliai University, Šiauliai, Lithuania. 24 November 2017.
- The 7th International Continuing Scientific-Practical Conference: “World for a Child: Education Realities and Prospects”. Report “*The Context of the Concept of Children’s Learning to Learn in the Content of Preschool Education*”. Lithuanian University of Educational Sciences, Vilnius, Lithuania. 19 April 2018.
- 2nd International Scientific Conference of IZI and FESW “Pedagogy: Theory and Practice”. Report “*Psychological Aspects of Developing Children’s Learning to Learn in a Preschool Group*”. Liepajas University, Liepaja, Latvia. 2 April 2020.

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## IVADAS

**Temos aktualumo pagrindimas.** XXI a. mokymasis visą gyvenimą tampa svarbia visuomenės raidos sąlyga ir kartu iššūkiu visai švietimo sistemai. Žmogui, norinčiam tapti sąmoningu, kūrybišku ir besimokančiu visuomenės nariu, būtinas nuolatinis tobulėjimas, trunkantis visą gyvenimą ir Europos Komisijos paskelbtame Mokymosi visą gyvenimą memorandume (2000) akcentuojamas kaip prioritetinga sritis, kurios vienas iš kertinių veiksnių – mokymasis mokyti. Šis memorandumas buvo svarbus postūmis Europos Sąjungai ir visoms jos valstybėms narėms koncentruojantis į mokymosi visą gyvenimą siekį ir jo įgyvendinimą bei pokyčius švietimo plėtros srityje. Mokymosi visą gyvenimą idėja paskatino švietimo įstaigas, įskaitant ikimokyklinio ugdymo, kurti ir tobulinti priemones, užtikrinančias pasirengimą nuoseklaus mokymosi įprasminimui, tarp jų – didesnę dėmesį skirti mokymuisi mokyti. Mokymasis mokyti priskiriamas prie svarbiausių bendrųjų kompetencijų (ES Parlamentas ir Taryba, 2006) ir siejamas tiek su šiuolaikinių visuomenių socialine bei ekonomine gerove, jų sanglauda, tiek su asmens individualiu vystymusi, lemiančiu jo asmeninio gyvenimo kokybę ir užtikrinančiu gebėjimą sėkmingai veikti profesinėje veikloje (ES Taryba ir Komisija, 2010). Mokslininkai (Hoskins, Fredriksson, 2008; Moreno, Martin, 2007; Hofmann, 2008; Pocevičienė, 2015) akcentuoja, kad mokymasis mokyti yra aktualus kiekvienam asmeniui, nepriklausomai nuo jo profesinės veiklos, statuso visuomenėje ar amžiaus.

Europos Sąjungos strateginiuose švietimo dokumentuose išryškinama mokymosi visą gyvenimą svarba – „nuo ikimokyklinio iki pensinio amžiaus“, „nuo ankstyvosios vaikystės visą suaugusiojo gyvenimą“ (ES Taryba, 2002, 2018), bei akcentuojama kokybiško ikimokyklinio ugdymo reikšmė siekiant sėkmingo tolesnio mokymosi, teigiant, jog „padėjus tvirtus pagrindus ankstyvoje vaikystėje, vėliau mokomasi geriau, didesnė tikimybė, kad tai bus daroma visą gyvenimą“ (ES Komisija, 2011). Jau ikimokyklinio

amžiaus vaikas įgyja svarbią patirtį, kuri tampa tolesnio mokymosi pagrindu bei lemia jo sėkmę, kadangi „ankstyvojo ugdymo etapu susiformuoja pagrindiniai įgūdžiai ir veiklos modeliai, kurie bus taikomi visą gyvenimą“ (ES Komisija, 2011). Kitaip tariant, „kokybiškas ikimokyklinis ugdymas palengvina vėlesnį mokymąsi ir teikia ilgalaikę naudą [...] asmens mokymosi [...] laikotarpiu“ (ES Komisija, 2006). Savo ruožtu tam, kad mokymosi visą gyvenimą procesas būtų sėkmingas, „besimokantys asmenys privalo nuo mažens išmokti mokytis“ (ES Komisija, 2008). Lietuvos Respublikos švietimo ir mokslo ministro įsakymu patvirtintoje Geros mokyklos koncepcijoje (2015) taip pat pabrėžiama, jog daugiau dėmesio turėtų būti skiriama mokymuisi mokytis, kuris, kaip nauja ugdymo sritis, išskirtas ir Ikimokyklinio amžiaus vaikų pasiekimų apraše (2014) bei Ikimokyklinio ugdymo metodinėse rekomendacijose (2015).

Ikimokyklinio amžiaus vaikų mokymasis mokytis yra svarbus klausimas visai švietimo ir ugdymo bendruomenei, o švietimas ir ugdymas yra ne tik vaiko asmenybės raidą lemiančios jėgos, bet, A. Juodaitytės (2003) teigimu, ir naujos sociokultūros formavimasis. Ikimokyklinis ugdymas, kaip pirmasis ugdymo sistemos etapas, yra svarbus žingsnis pradedant formuoti visą gyvenimą besimokantį asmenį (Broström, Johansson, Sandberg, Frøkjær, 2012). Ikimokyklinio ugdymo svarbos akcentavimą mokymosi visą gyvenimą kontekste iš esmės lėmė globalus požiūris į vaiką, kaip besimokantįjį, pripažįstant, kad ankstyvieji gyvenimo metai formuoja ilgalaikes vaikų nuolatinio mokymosi nuostatas (Conran, 1991; Woodhead, 2006; Bertrand et al., 2007). Tai, kad ikimokyklinis ugdymas mokymosi mokytis gebėjimo ugdymo(si) plotmėje yra labai reikšmingas, patvirtina ir L. A. Scott (2019) išsakyta mintis, jog vaikus, kurie ankstyvaisiais gyvenimo metais yra smalsūs bei aktyvūs besimokantieji, ateities iššūkiams reikia pradėti ruošti, kai jie dar yra maži. Lietuvoje 2015 m. atlikto teminio tyrimo „Mokomės visą gyvenimą“ ataskaitoje taip pat atkreipiamas dėmesys, jog investicijos į mokymąsi yra naudingiausios būtent ankstyvuosiuose

asmens mokymosi etapuose. Vaikystės periode padedami svarbūs pamatai tolesniam žmogaus mokymuisi visą gyvenimą, todėl tai įpareigoja pedagogus apmąstyti turimą patirtį ir keisti požiūrį į mokymosi mokytis gebėjimo formavimą bei rekonstruoti ugdymo(si) procesą. Atitinkamai minėtoje ataskaitoje (2015) akcentuojama, kad viena svarbiausių priemonių įgyvendinant mokymosi visą gyvenimą idėją – pedagogų rengimo tobulinimas.

Kaip teigia autoriai (Juodaitytė, 2003; Sommer, Pramling Samuelsson, Hundeige, 2010), pedagogai turi nuolat koreguoti savo požiūrį į vaiką, jo ugdymui(si) būtinas sąlygas bei tobulinti pedagogines žinias, kad jos atlieptų visuomenės socialinius, kultūrinius, edukacinius raidos pokyčius. Pabrėžiama ir pedagogo nuostatų į besimokantį vaiką kaita, pedagogo veiklos orientacija į vaiko mokymąsi, kaip į procesą, kuris trunka visą gyvenimą (McQuillan, Coleman, 2007). Tai atspindi į vaiką orientuotos („laisvojo“) ugdymo paradigmos idėjas ugdant ikimokyklinio amžiaus vaikų mokymosi mokytis gebėjimą. Todėl mokymosi mokytis gebėjimo ugdymo(si) atžvilgiu kyla būtinybė peržiūrėti pedagogo vaidmenį ir pedagoginę praktiką, orientuotą į šiuolaikinių vaikų ugdymą(si), bei identifikuoti tuos pedagoginio proceso veiksnius, kurie sudarytų pagrindą plėtoti ikimokyklinio amžiaus vaikų mokymosi mokytis gebėjimo ugdymo(si) praktiką.

Nors su mokymosi mokytis ugdymu(si) susiję pokyčiai visuose švietimo lygmenyse prasidėjo jau prieš du dešimtmečius, Lietuvoje mokymosi mokytis gebėjimo ugdymas(is) mokymosi visą gyvenimą perspektyvoje iki šiol yra iššūkis ikimokyklinio ugdymo etape tiek švietimo politikos formuotojams, tiek ikimokyklinėms ugdymo įstaigoms, tiek pedagogams. Tai patvirtina ir ikimokyklinio ugdymo turinio formavimo politiniai dokumentai (Ikimokyklinio ugdymo metodinės rekomendacijos, 2015), kuriuose pabrėžiamas mokymosi mokytis gebėjimo problemiškas, atkreipiant dėmesį į tai, jog vaikų mokymosi mokytis gebėjimo pasiekimai pedagogams gali būti neaiškūs. Šie iššūkiai sietini su mokymosi mokytis, kaip fenomeno, sudėtingumu ir specifiskumu, jo struktūros, komponentų



nepakankamu ištirtumu bei bendro sutarimo dėl mokymosi mokytis gebėjimo sampratos nebuvimu.

**Mokslinės problemos ištirtumas.** Mokymąsi mokytis plačiau tyrę R. Deakin Crick, C. Stringher ir K. Ren (2014), akcentavo šio reiškinio sudėtingumą bei neapibrėžtumą. D. Roberts (2010) išskyrė mokymosi mokytis ugdymui(si) svarbias individualias asmens savybes. Mokymosi mokytis kompetenciją, kaip holistinį konceptą, nagrinėjęs L. Peculea (2016), pasiūlė šios kompetencijos ugdymo(si) teorinį modelį, kuris apima kritinės, metakognityvinės refleksijos ir sprendimų priėmimo strategijos dimensijas. Mokymosi mokytis kompetenciją atskirais aspektais taip pat nagrinėjo B. Hoskins ir U. Fredriksson (2008), kurie analizavo mokymosi mokytis kompetencijos apibrėžtis sociokultūrinės ir kognityvinės paradigmu kontekste. Mokslininkai A. Pirriea, E. D. Thoutenhoofdb (2013) išryškino mokymosi mokytis kompetencijos ir savireguliatyvaus mokymosi bei metakognicijos skirtumus. Mokymosi mokytis kompetenciją, jos sampratą analizavo ir autoriai A. Moreno, E. Martin (2007), tačiau jų moksliniai tyrimai atlikti Ispanijos švietimo sistemos kontekste. Lietuvoje mokymosi mokytis kompetenciją kiek plačiau nagrinėjo ir ją sudarančius gebėjimus išskyrė G. Gedvilienė, D. Staniulevičienė (2014). Mokymosi mokytis kompetencijos raišką ir ugdymo strategijas mokiniams bei studentams mokantis užsienio kalbas tyrė V. Pukevičiūtė (2007, 2009, 2010, 2012), o mokinių mokėjimo mokytis kompetencijos vertinimo instrumentą ir jo taikymo metodines rekomendacijas pristatė D. Bigelienė et al. (2012). Mokslinėje literatūroje taip pat buvo analizuotas pedagogų ir tėvų vaidmuo ugdant mokymosi mokytis kompetenciją, tačiau tik mokyklinio amžiaus vaikų (Waeytens, Lens, Vandenberghe, 2002; Kazlauskienė, Valančienė, Krasauskaitė, 2012). M. Rawson (2000) analizavo mokymąsi mokytis kaip tam tikrą įgūdį, o A. Hautamäki, J. Hautamäki ir S. Kupiainen (2010, 2014) mokymąsi mokytis bei jo vertinimą Suomijos mokyklose nagrinėjo kaip gebėjimą. Mokymąsi mokytis kaip procesą ikimokyklinio amžiaus vaikų ugdyme tyręs S. Stringher

(2016) pastebėjo jo apibrėžimų įvairovę mokslinėje literatūroje ir sudėtingumą bei pabrėžė, kad svarbu nustatyti mokymosi mokytis komponentus ikimokykliniame ugdyme. Tam tikrų svarbių išvalgų šio disertacinio tyrimo kontekste pateikė ir I. Pramling (1990), kuri nagrinėjo vaikų mokymąsi mokytis Švedijos ikimokyklinio ugdymo įstaigose, siedama jį su metakognicija, bei atskleidė, jog 5–6 m. vaikai gali kokybiškiau mokytis naudojant didaktinę kognityvinio ugdymosi programą, paremtą požiūriu, kad pedagogas ir vaikai turi reflektuoti kasdienes situacijas. Tos pačios programos idėjomis grindžiamą ugdymo(si) procesą Prancūzijos ikimokyklinėse įstaigose nagrinėjo J.-L. Paour, S. Cèbe, H. C. Haywood (2000), kurie išskyrė, kad vaikai tobulina metakognityvines žinias (supratimą apie tai, kaip jie mokosi ir išmoksta) bei savireguliacijos gebėjimą. Ikimokyklinio amžiaus vaikų metakognityvinius gebėjimus taip pat analizavo mokslininkai S. Bernard, J. Proust, F. Clément (2015). Vis dėlto, mokslinėje literatūroje iki šiol nebuvo atlikti sistemingi tyrimai apie vaikų mokymosi mokytis gebėjimą, jo komponentus, išsamiai neatskleista šio gebėjimo samprata, raiška ikimokykliniame ugdyme.

### **Disertacijos tyrimo probleminiai klausimai:**

1. Kokias prasmes mokymosi mokytis gebėjimui priskiria vaikai ir pedagogai ikimokykliniame ugdyme?
2. Kaip vaikų mokymosi mokytis gebėjimo ugdymas(is) aktualizuojamas ir įprasminamas ikimokyklinio ugdymo programose?
3. Kokios teoriškai pagrįstos ir empiriškai identifikuotos vaikų bei pedagogų patirtys yra reikšmingos sėkmingai ugdyti(s) mokymosi mokytis gebėjimą ikimokyklinėje įstaigoje?

**Tyrimo objektas** – mokymosi mokytis gebėjimo raiška vaikų ir pedagogų patirtyse ikimokykliniame ugdyme.

**Tyrimo tikslas** – atskleisti mokymosi mokytis gebėjimo raišką vaikų ir pedagogų patirtyse ikimokykliniame ugdyme.

### **Tyrimo uždaviniai:**

1. Pagrįsti mokymosi mokytis gebėjimo teorinį konceptą ikimokykliniame ugdyme.

2. Atskleisti ikimokyklinio amžiaus vaikų mokymosi mokytis gebėjimo ugdymo(si) įgalinimo prielaidas.
3. Remiantis pedagogų ir vaikų patirčių analize, identifikuoti vaikų mokymosi mokytis gebėjimo ugdymui(si) reikšmingas prasmes ikimokykliniame ugdyme.
4. Apibendrinus vaikų ir pedagogų patirtis bei atsižvelgus į teorines išvalgas, parengti sėkmingo vaikų mokymosi mokytis gebėjimo ugdymo(si) raiškos modelį ikimokykliniame ugdyme.

### **Teorinės ir metodologinės disertacijos prieigos:**

*Į vaiką orientuoto („laisvojo“) ugdymo(si) paradigma*, įprasminanti orientaciją į vaiką, kaip savaiminę vertybę, o vaiko ugdymas grindžiamas jo laisve sąveikaujant jam su aplinka, savarankiškai pasirenkant mokymosi būdus, mokantis per patyrimą, aktyviai dalyvaujant ugdymo(si) procese. Autorių (Sheridan, Pramling Samuelsson, 2001; Juodaitytė, 2001, 2004; Weimer 2013; Benkosi, 2014; Monkevičienė, 2014; Diamond, Grob, Reitzes, 2015; Andriema, 2016) teigimu, saviraiškos laisvė yra viena iš pagrindinių sąlygų vaikui, kaip socialiniam-kultūriniam individui, pažinti bei sudaro sąlygas pedagogų mąstymo profesinei kaitai. Į vaiką orientuoti pedagogai gerbia besimokančiojo smalsumą ir galimybes, skatindami jų mokymąsi, kad vaikai galėtų patys aktyviai mokytis ir kurti žinias per savo patirtį. „Laisvojo“ ugdymo samprata siejama su būtinybe ugdyti vaikų savarankiškumą, iniciatyvumą, kritinį mąstymą, kaip palaikančias mokymąsi vaikų savybes, orientuotas į gyvenimo sau ir kitiems kūrimo perspektyvą (Juodaitytė, 2001). Pedagoginė patirtis yra nuolat papildoma ir plėtojama per partneriškus santykius su vaiku, kuriant palankias sąlygas vaikams mokytis iš patirties, vaikui priimtinais būdais, prasmingai veikiant. Teorinės į vaiką orientuoto mokymo(si) paradigmos koncepcijos sudaro prielaidas pripažinti vaikų mokymosi mokytis gebėjimo reikšmę ir modeliuoti naują ugdymo(si) praktiką.

*Socialinis konstruktyvizmas*, grindžiamas sociokultūrine L. S. Vygotskio (1978) teorija apie žmogaus kognityvinių ir

aukštesniųjų mąstymo gebėjimų vystymąsi, kuriam didelės įtakos turi socialinė sąveika ir dalyvavimas socialinėje veikloje. Iš sociokultūrinės perspektyvos vaikai mokosi kurdami prasmes bendradarbiaujant su kitais kultūrinės aplinkos dalyviais, tai lemia procesus, kurių metu vaikai konstruoja savo pačių supratimą (Akyol, Fer, 2010; Aimin, 2013; Macblain, 2014; Gabriel Tâ rziu, 2016; Louvigne, Uto, Kato, Ishii, 2018; Kumar Shah, 2019). Mokymasis mokytis, kaip naujas socialinis, kultūrinis ir edukacinis reiškinys, inicijuoja ugdymo(si) pokyčius ir reikalauja naujo požiūrio, kurio realizavimui būtina socialinė sąveika, kaip pagrindinis socialinio mokymo(si) pagrindas. Socialinis konstruktyvizmas skatina suvokti vaikus ne kaip kultūros priėmimo, o kaip jos kūrimo subjektus.

***Kognityvinis konstruktyvizmas*** paaiškina, kad vaikai konstruoja savo supratimą ir žinias apie pasaulį patirdami, apmastydami savo patirtį, suprasdami savo mokymąsi (Westwood, 2004; Powell, Kalina, 2009; Steve Olusegun, 2015; Baysan, Silman, 2016). Konstruktyvistinis požiūris į mokymąsi daro įtaką ugdymo(si) praktikai, nes identifikuoja besimokančiuosius, kaip aktyvius mokymosi proceso dalyvius, ieškančius, interpretuojančius informaciją, susiejant ją su jau turima patirtimi. Ši teorija leidžia suprasti, kaip žmonės įgyja ir saugo informaciją, suvokdami save ir aplinką, ir kaip jų mąstymas lemia jų veiksmus bei reakcijas. Vaikai mokosi ir išmoksta lengviau, jeigu naujas žinias susieja su ankstesnėmis, turi galimybę pasirinkti, ką ir kaip mokytis, jeigu jie geba tarpusavyje sujungti daug nesusijusių žinių. Kognityvinio konstruktyvizmo idėjos keičia pedagogo požiūrį į besimokantįjį, skatina jį aktyviai dalyvauti mokymosi veikloje, nuolat reflektuoti savo mokymosi procesą, o tai suteikia sąlygas efektyviai ugdyti(s) mokymosi mokytis gebėjimą.

***Kokybinių tyrimų metodologija***, kuri atveria galimybes tirti dalykus jų natūralioje aplinkoje, siekiant suprasti socioedukacinius reiškinius, kaip žmonės juos įprasmina savo patirtyje, taip pat interpretuoti reiškinius pagal žmonių jiems suteikiamas prasmes (Payne, Payne, 2004; Bitinas, Rupšienė, Žydžiūnaitė, 2008; Lapan,

Quartaroli, Riemer, 2012; Maxwell, 2013; Žydžiūnaitė, Sabaliauskas, 2017; Maxwell, 2013; Creswell, 2009; ir kt.). Pripažįstant kokybinių tyrimų vertę, pasak S. Tilley (2019), pabrėžiamas interpretacinis, natūralistinis požiūris į pasaulį, siekiant paremti gilų individų ar švietimo sistemų bendruomenių patyrimą bei pateikti išvadas, kurios apie problemą (tiriamą reiškinį) galėtų informuoti ugdymo vadovus ir politikos formuotojus. Naudojant kokybinio tyrimo metodologinę prieigą, siekiama suprasti mokymosi mokytiis reiškinį, sutelkiant dėmesį į jo holistinį visuminį vaizdą bei patirties supratimo gylį, o ne skaitmeninę duomenų analizę.

***Hermeneutinė fenomenologija***, kaip metodologinis požiūris ir tyrimo įrankis, nukreiptas į tiriamą reiškinį, siekiant išsiaiškinti išgyventą patirtį, praktinių ištraukimų į pasaulį prasmę ir reikšmę (Van Manen, 1990, 2016; Žydžiūnaitė, Sabaliauskas, 2017; Juodaitytė, 2012, 2017; Juodaitytė, Malinauskienė, 2016; Ramsook, 2018; ir kt.). Hermeneutinė fenomenologija siekia gilesnio kasdienės žmonių patirties prasmės supratimo, ji suteikia galimybę tyrėjui išvelgti ir geriau suprasti jam rūpimą fenomeną, padeda pažinti edukacinius reiškinis, išlaikant požiūrį į pedagogiką, kaip į visumos išraišką, o patirtines situacijas – kaip realios pedagoginės išraiškos prasmes. Fenomenai tiriama bei aprašomi taip, kaip jie pasireiškia išgyventame pasaulyje, siekiant išsiaiškinti ir atskleisti tų reiškinų reikšmę. Kalba, tekstas suteikia prasmę, kas leidžia dekoduoti socialinius-edukacinius procesus. Hermeneutinė fenomenologija išryškina kiekvieno – tiek vaiko, tiek suaugusiojo – subjektyvias išvalgas ir supratimą, leidžia atskleisti gyvenamąjį pasaulį per konkrečias tiriamųjų istorijas ir patirtį. Hermeneutinė fenomenologija sukuria atvirumą pokyčiams ir pasirengimą apmąstyti įvairius pedagoginės realybės aspektus, nes jos metu užfiksuota išgyventa konkreti tikrovės patirtis, jos aprašymas, apibūdinimas ir interpretacija suteikia galimybę glaudžiai susieti mokymo ir mokymosi kontekstus ugdant(is) vaikų mokymosi mokytiis gebėjimą.

### **Disertacijoje taikyti tyrimo metodai:**

- ***Mokslinės literatūros analizė*** leido atskleisti mokymosi mokytiis gebėjimo sampratą, išskirti jį sudarančius komponentus, pagrįsti vaikų raidos ir jų mokymosi aspektus, reikšmingus mokymosi mokytiis gebėjimo ugdymui(si), bei išryškinti jo sėkmingo ugdymo(si) prielaidas ikimokykliniame ugdyme.
- ***Grupinės diskusijos (focus grupės)*** sudarė galimybę išsiaiškinti pedagogų suteikiamas prasmes mokymosi mokytiis fenomenai, jo sampratai, atskleisti jų patirtį ugdant vaikų mokymosi mokytiis gebėjimą ir tam reikšmingus pedagoginio konteksto aspektus.
- ***Individualūs interviu*** leido išsiaiškinti vaikų patirtį bei prasmes, suteikiamas mokymosi mokytiis gebėjimo komponentams, atskleisti vaikų galimybes ir prielaidas jiems ugdytiis mokymosi mokytiis gebėjimą dalyvaujant mokymosi procese.
- ***Dokumentų turinio (content) analizė*** leido išsiaiškinti, kaip ikimokyklinio ugdymo įstaigų programose pristatomas mokymosi mokytiis gebėjimo ugdymas(is), bei įvertinti programų nuostatas, įgalinančias visuminiame vaikų ugdymo(si) procese siekti kryptingo ir nuoseklaus vaikų mokymosi mokytiis gebėjimo ugdymo(si).
- ***Tematinė analizė*** sudarė galimybę pedagogų patirtyse atskleisti vaikų mokymosi mokytiis gebėjimo ir jo ugdymo(si) reprezentacines prasmes, identifikuojant jų praktinį reikšmingumą tiriamo fenomeno kontekste, bei vaikų patirtyse įžvelgti mokymosi mokytiis gebėjimui reikšmingus kognityvinius ir metakognityvinius mokymosi aspektus.

### **Tyrimo etapai.**

**I etapas.** Mokslinės literatūros ir dokumentų analizė, kuri buvo atlikta tyrimo pradžioje, siekiant išskirti teorines įžvalgas apie nagrinėjamą reiškinį.

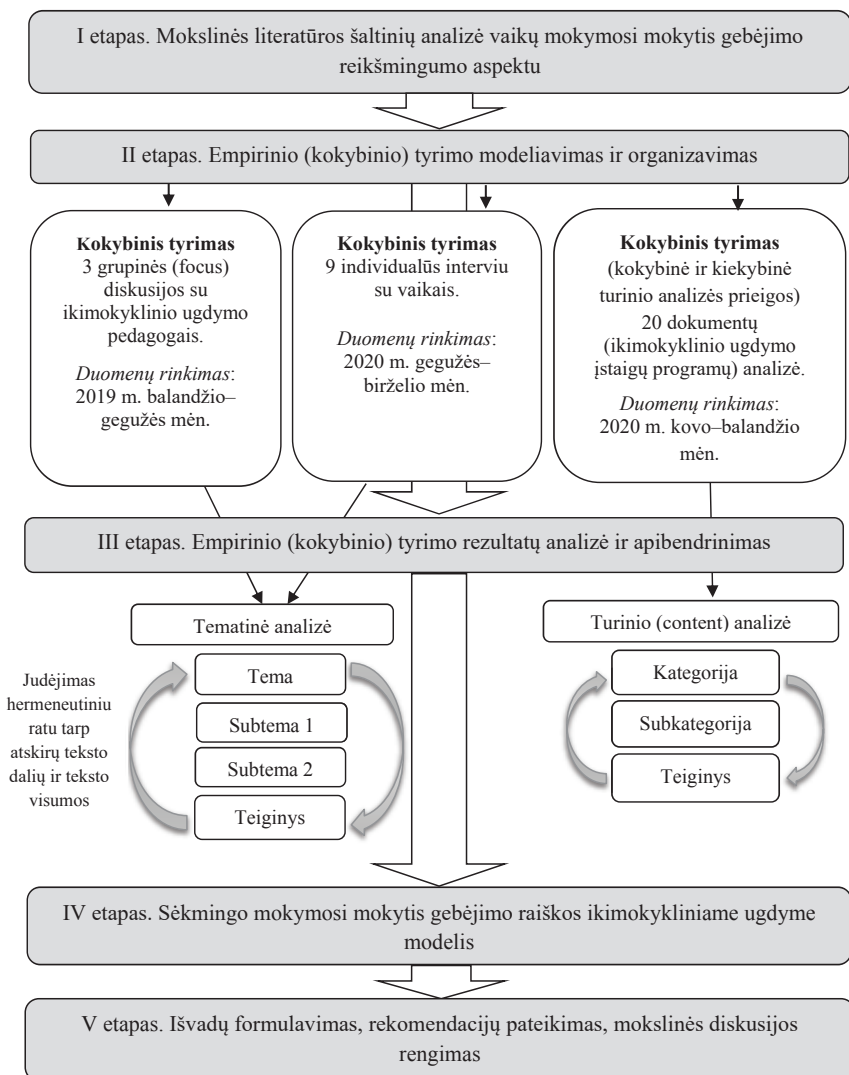
**II etapas.** Empirinis tyrimas, kurio metu duomenų rinkimui ir jų analizei pasitelkta kokybinių tyrimų strategija:

- **Grupinės diskusijos (focus grupės) su ikimokyklinio ugdymo pedagogais**, kurios buvo organizuotos 2019 m. balandžio–gegužės mėn., siekiant atskleisti mokymosi mokytis gebėjimo raišką ir ugdymo(si) praktiką ikimokyklinio ugdymo pedagogų patirtyse.
- **Individualūs interviu su 5–6 metų vaikais**, kurie buvo atlikti 2020 m. gegužės–birželio mėn., siekiant identifikuoti mokymosi mokytis gebėjimo ugdymąsi vaikų patirtyse.
- **Dokumentų (ikimokyklinio ugdymo įstaigų programų) turinio analizė**, kuri buvo atlikta 2020 m. kovo–balandžio mėn., siekiant identifikuoti požiūrį į mokymosi mokytis gebėjimo aktualizavimą visuminiame vaikų ugdymo(si) procese, analizuojant, ar ir kiek dėmesio ikimokyklinio ugdymo įstaigų programose skiriama mokymosi mokytis gebėjimui, jo ugdymui(si), kokios pedagoginės priemonės tam yra numatomos.

**III etapas.** Empirinio tyrimo rezultatų apibendrinimas ir analizė (2019 birželio mėn.–2020 liepos mėn.).

**IV etapas.** Sėkmingo mokymosi mokytis gebėjimo ugdymo(si) raiškos ikimokykliniame ugdyme modelio pateikimas, remiantis mokslinės literatūros, dokumentų analize ir tyrimo metu atskleistomis ikimokyklinio ugdymo pedagogų bei vaikų patirtimis (2020 m. liepos–rugpjūčio mėn.).

**V etapas.** Išvadų formulavimas, rekomendacijų bei mokslinės diskusijos rengimas (2020 m. rugpjūčio–rugsėjo mėn.).





## **Tyrimo naujumas ir praktinis reikšmingumas.**

***Disertacinio tyrimo teorinis reikšmingumas.*** Išskirti probleminiai aspektai, susiję su mokymosi mokytis bei mokėjimo mokytis terminų vartojimu. Apibrėžta mokymosi mokytis gebėjimo samprata ikimokykliniame ugdyme, akcentuojant mokymosi mokytis gebėjimo vystymosi trajektorijos suvokimo būtinybę, taip pat aptartas ugdymo(si) dinamiškumas, pereinant mokymosi mokytis gebėjimui į kompetencijos struktūrinę dėmenį. Išryškinta būtinybė pradėti ugdyti mokymosi mokytis gebėjimą jau ikimokykliniame amžiuje. Atskleista požiūrio į vaiką, kaip į besimokantįjį, kaitos būtinybė. Išskirtos mokymosi mokytis gebėjimo ugdymą(si) lemiančios prielaidos ikimokykliniame ugdyme.

***Praktinis disertacinio darbo pritaikomumas.*** Tyrimo rezultatai atkleidė pedagogų požiūrio į mokymosi mokytis gebėjimo sampratą bei ugdymo(si) ikimokyklinėje įstaigoje ribotumus, išryškino pedagogų kompetencijos plėtotės ir kvalifikacijos kėlimo poreikį bei leido numatyti tam atitinkamas priemones. Todėl disertaciniam darbui būdingas praktinis pritaikomumas, orientuotas į mokymosi mokytis gebėjimo ugdymo(si) praktikos plėtotę ir kaitą. Tai pagrindžiama disertacinio tyrimo metu identifikuota pedagogų ir vaikų patirčių situacija bei mokymosi mokytis gebėjimą apibrėžiančių ir projektuojančių dokumentų (ikimokyklinių įstaigų programų) analizės rezultatais. Pateikiamas sėkmingo vaikų mokymosi mokytis gebėjimo ugdymo(si) modelis, kuris leidžia tikslingai projektuoti ir organizuoti šio gebėjimo plėtojimą ikimokykliniame ugdyme. Disertacinis darbas yra naudingas duomenų šaltinis įvairiems švietimo ir ugdymo kontekstams: švietimo politiką formuojantiems subjektams, ikimokyklinių įstaigų bendruomenėms, pedagogams praktikams, kitiems ugdymo dalyviams, siekiant užtikrinti efektyvų ir kokybišką vaikų mokymosi mokytis gebėjimo ugdymą(si) ikimokyklinėse įstaigose. Mokslininkų, vaikystės tyrėjų bendruomenei svarbi darbo autorės patikslinta mokymosi mokytis gebėjimo samprata, kuri gali būti plėtojama toliau tyrinėjant šią problemišką sritį. Bendros diskusijos

ir tyrimais grįsti atradimai mokymosi mokytis gebėjimo ugdymo(si) srityje yra svarbūs atliepianč šį gebėjimą, kaip pirminį ir itin svarbų etapą mokymosi visą gyvenimą procese.

***Disertacinio tyrimo mokslinis naujumas.*** Darbe nagrinėjamas mokymosi mokytis gebėjimas ikimokykliniame ugdyme suponuoja ir naują probleminę tyrimų sritį, integruojančią įvairių mokslų duomenis. Mokymosi mokytis gebėjimas vaikystėje konceptualiuoju ir praksiologiniu požiūriais šiame darbe tirtas pirmą kartą Lietuvoje. Mokslinė literatūros analizė ir tyrimo rezultatai išryškino probleminius mokymosi mokytis gebėjimo sampratos bei šio gebėjimo ugdymo(si) aspektus, kurie susiję su jo projektavimu ugdymo programose, tikslingo ir koncentruoto požiūrio ugdant mokymosi mokytis gebėjimą trūkumu, jo kompleksiskumu, atskleidžiamu per svarbias struktūrines dalis, kurių kiekviena yra būtina išmokstant mokytis. Tyrimas leido atskleisti mokymosi mokytis, kaip kompleksinio gebėjimo, suvokimo svarbą, sąveikaujančių šio gebėjimo dalių (komponentų) įgyvendinimą kasdienėje vaikų ugdymo(si) praktikoje jiems mokantis ir nuolat dalyvaujant įvairiose veiklose, ugdymo(si) situacijose. Taip mokymosi mokytis gebėjimo patirtis plėtojama ir įprasminama, suformuojamas poreikis vaikams mokytis visą gyvenimą. Darbe mokymosi mokytis gebėjimas aptartas sisteminiu požiūriu, apibrėžiama ne tik mokymosi mokytis gebėjimo samprata, bet ir išryškinami kiekvieno jo komponento požymiai bei esminės prielaidos ugdant mokymosi mokytis gebėjimą jau ikimokykliniame amžiuje. Be to, pagrindžiamos mokymosi mokytis gebėjimo ugdymo(si) vaikystėje psichologinės prielaidos, remiantis naujomis neuromokslo išvadomis.

### **Disertacijos struktūra ir apimtis.**

Daktaro disertaciją sudaro įvadas, trys skyriai, mokslinė diskusija, išvados, rekomendacijos, literatūros sąrašas ir priedai. Disertacinio darbo apimtis – 244 puslapiai.

## MOKSLINĖ DISKUSIJA

Vaikų mokymasis mokytis, kaip naujas socialinis, kultūrinis ir edukacinis reiškiny, siejasi su naujais žmogui keliamais reikalavimais ir yra orientuotas į mokymosi visą gyvenimą idėjos įgyvendinimą. Disertacinio tyrimo metu, analizuojant mokslinę literatūrą ir rengiant mokslinius straipsnius, išryškėjo, jog mokymosi mokytis gebėjimas yra sudėtingas ir problematiškas tiek teoriniu, tiek praktiniu lygmenimis. Politiniuose dokumentuose (pavyzdžiui, Europos Komisijos komunikate „Ankstyvasis ugdymas ir priežiūra. Kaip padėti mūsų vaikams kuo geriau pasirengti ateičiai“ (2011), Europos Sąjungos Tarybos rekomendacijoje dėl bendrųjų mokymosi visą gyvenimą gebėjimų (2018), Lietuvos Respublikos švietimo ir mokslo ministro įsakymu patvirtintoje Geros mokyklos koncepcijoje (2015), Ikimokyklinio amžiaus vaikų pasiekimų apraše (2014), Ikimokyklinio ugdymo metodinėse rekomendacijose (2015) ir kt.) pabrėžiama, kad mokymosi mokytis gebėjimą svarbu pradėti ugdyti jau ikimokykliniame amžiuje. Mokslinėje literatūroje (Pramling, 1990; Waeytens, Lens, Vandenberghe, 2002; Hoskins, Fredriksson, 2008; Deakin Crick, Stringher, Ren, 2014; Peculea 2016; Stringher, 2016; ir kt.) taip pat pripažįstama mokymosi mokytis gebėjimo svarba ikimokykliniame ugdyme, tačiau kartu akcentuojama, kad vyrauja sąvokų apibrėžties įvairovė ir nėra bendro sutarimo dėl mokymosi mokytis gebėjimo sampratos, todėl pedagogams gali kilti sunkumų mokymosi mokytis gebėjimo ugdymo srityje.

Nagrinėjant Lietuvos mokslininkų (Pukevičiūtė, 2007, 2010, 2015; Kazlauskienė, Valančienė, Krasauskaitė, 2012; Indrašienė, Sadauskas, 2013; Pocevičienė, 2015; Gedvilienė, Staniulevičienė, 2014; Lukošūnienė, 2014) darbus, pastebėtas „mokėjimo mokytis“ bei „mokymosi mokytis“ terminų tapatinimas, siejant juos su angliškuoju terminu „learning to learn“. Tačiau išanalizavus užsienio autorių (Waeytens, Lens, Vandenberghe, 2002; Deakin Crick, Stringher, Ren, 2014; Stringher, 2016; Peculea, 2016) darbus, pastebėtina, kad tikslesnis ir labiau atspindintis angliškojo termino

„learning to learn“ turinį vertimas į lietuvių kalbą turėtų būti „mokymasis mokytis“, kuris nusakomas kaip procesas, atitinkamai apibrėžiant šio proceso rezultata, vartotini terminai „mokymosi mokytis gebėjimas“ ir „mokymosi mokytis kompetencija“. Tokio požiūrio buvo laikomasi ir disertaciniame darbe.

Analizuojant mokslinę literatūrą išvelgta problema, jog mokslininkai iki šiol nėra apibrėžę mokymosi mokytis gebėjimo ikimokyklinio ugdymo etape, todėl darbo autorė pateikė jo apibrėžtį, siedama jį su mokymosi mokytis kompetencijos sąvoka, kuri yra aukštesnis lygmuo, ir akcentavo mokymosi mokytis vystymosi trajektorijos suvokimo būtinybę bei mokymosi mokytis gebėjimo ugdymo(si) dinamiškumą ikimokyklinėje įstaigoje, jam pereinant į kompetencijos struktūrinį dėmenį. Atlikus mokslinės literatūros analizę, darbe siūloma vartoti mokymosi mokytis gebėjimo sąvoką, siekiant visumos ir bendro supratimo apie mokymosi mokytis reiškinių ikimokykliniame ugdyme.

Norint išsklaidyti abejones, kad ikimokyklinio amžiaus vaikai nėra pajėgūs ugdytis mokymosi mokytis gebėjimą, disertaciniame darbe yra išryškintos psichologinės prielaidos, pagrindžiančios požiūrį, jog jau ikimokyklinio amžiaus vaikai geba nuosekliai ugdytis mokymosi mokytis gebėjimą. Šią nuostatą patvirtina kognityvinio neuromokslo tyrimų išvados, kad vaikai mokosi nuo pat gimimo (Pound, 2005; Goswami, 2015; ir kt.). Tai rodo, kad vaikas jau ankstyvoje vaikystėje turi dideles galimybes mąstyti ir veikti, todėl būtina skirti pakankamai dėmesio jo mokymosi veiklos plėtojimui ir supratimui apie jį. Šį teiginį patvirtina ir empirinio tyrimo rezultatai, kurie išryškino, kad vaikai suvokia save, kaip besimokančiuosius, kai vertindami savo turimas žinias ištraukia į savirefleksijos procesą. Tokią tendenciją iš esmės išvelgia ir pedagogai, skatindami vaikus įsivertinti savo pasiekimus, elgesį bei žinias, tačiau dažnai tai daro tik fragmentiškai ir skiria tam nepakankamai dėmesio. Analizuotų patirčių prasmės atskleidė, kad pedagogams yra neaišku, kaip tinkamai reikėtų skatinti vaikus reflektuoti. Tai atsispindėjo ir ikimokyklinio ugdymo įstaigų

programų analizėje, kurios metu identifikuotas programose menkai išreikštas požiūris į metakognityvinį dėmenį ugdant vaikus, kas leidžia teigti, kad pedagogams nėra užtikrinamas tinkamas pamatas vaikų refleksijos skatinimui planuojant veiklas ikimokyklinėse įstaigose. Dalyje analizuotų ikimokyklinio ugdymo programų apskritai nebuvo rasta apibrėžtų refleksijos elementų mokymosi mokytiis gebėjimo pasiekimų žingsniuose.

Empirinio tyrimo metu, diskutuojant su ikimokyklinio ugdymo pedagogais, išryškėjo, kad tyrimo dalyviams mokymosi mokytiis gebėjimas, kaip teorinis konstruktas, ir jo sampratos turinys nėra pakankamai aiškūs, dėl ko kyla sunkumai ugdant vaikų mokymosi mokytiis gebėjimą. Tai atliepia ir A. Pritchard (2009) nuomonę, kad tam tikros informacijos neaiškumas švietime tampa kliūtimi, norint sėkmingai organizuoti mokymosi procesą. Pedagogų patirtyse taip pat atsiskleidė tam tikra sumaištis dėl ikimokykliniame ugdyme vartojamos sąvokos „mokymasis“, kadangi vis dar dažnai abejojama šio amžiaus vaikų, kaip besimokančiųjų, vaidmeniu, nors daugelis autorių (Pound, 2005; Goswami, 2008; Pramling Samuelsson, Asplund Carlsson, 2008; Whitebread, 2012; Macblain, 2014; Hille, Evanschitzky, Bauer, 2015; Fayden, 2016), nagrinėję ikimokyklinio amžiaus vaikų mokymąsi, išskiria, kad vaikai laikomi kompetentingais besimokančiais. Vis dėlto pedagogai šią sąvoką pradėjo vartoti tik neseniai, tai iš dalies atsispindi ir vaikų patirtyse, nes dalis jų apskritai nesuprato žodžio „mokymasis“ reikšmės (tyrėjui vaiko paklausus, ko jis mokėsi ir ką išmoko, tyrimo dalyvis nesuprato klausimo, o apie savo patirtį ėmė kalbėti tik uždavus klausimą, ką jis veikė darželyje). Tokia situacija atskleidžia tam tikrą dichotomiją tarp poreikio ugdyti vaikų mokymosi mokytiis gebėjimą, kuris ugdomas ir ugdomi būtent mokymosi proceso metu, ir atsargaus požiūrio į mokymosi sąvokos vartojimą ugdant vaikus ikimokyklinėje įstaigoje. Manytina, jog klausimas „Ko tu mokeisi ir ką išmokai?“ yra autentiškesnis už klausimą „Ką tu veikei?“. Ikimokyklinių įstaigų programų analizės metu taip pat išvelgta, jog jose sąvokos „mokyti“, „mokymas“, „mokymasis“ vartojamos retai.

Taigi diskusija dėl sąvokos „mokymas(is)“ vartojimo ikimokykliniame ugdyme yra svarbi tiek švietimo politiką formuojantiems subjektams, tiek pedagoginės bendruomenės nariams.

Pasak autorių (Waeytens, Lens, Vandenberghe, 2002) pedagogai vartoja mokymosi mokytis gebėjimo sąvoką įvairiomis prasmėmis, apibrėždami šią sąvoką individualiais ir savitais būdais. Tai atsiskleidė ir empirinio tyrimo metu – pedagogai mokymosi mokytis gebėjimą suprantama skirtingai, išryškėjo jų abejonės dėl mokymosi mokytis gebėjimo sąvokos prasmės, struktūros. Tačiau tyrimo dalyviai pastebi mokymosi mokytis gebėjimo integruotumą ir daugialypiškumą. Be to, pastebėta, kad daugelyje nagrinėtų ikimokyklinio ugdymo įstaigų programų kaip vienas iš tikslų įvardytas mokymosi mokytis gebėjimo pradmenų ugdymas lieka deklaratyvus ir nėra detalizuojamas uždaviniuose, neatskleidžiamas jo integralumas visuminiame vaikų ugdymo(si) kontekste, o tai leidžia išvengti nepakankamą programų rengėjų suvokimą apie šį gebėjimą, jo svarbą ir ugdymą.

Vaikai šiuolaikiniame pasaulyje, autorių (Prout, 2000; Juodaitytė, 2003; ir kt.) nuomone, turi būti suprantami kaip aktyvūs prasmės kūrėjai, žinių konstruotojai bei laisvi besimokantieji, taigi būtina skatinti jų savarankiškumo mokantis gebėjimus, kurie, pasak V. J. Pūkevičiūtės (2007, 2010, 2015), susiję su jų supratimu apie mokymąsi ir jo kontroliavimą. Disertacinis tyrimas atskleidė pakitusį ir progresyvų požiūrį tiek į vaiką, kaip šiuolaikinę vertybę, tiek į jo mokymąsi ir mokymosi visą gyvenimą perspektyvą. Empirinio tyrimo metu pedagogų patirtyse išryškėjo vaikų mokymosi mokytis gebėjimo sąsaja su savivaldžiu vaiko mokymusi, t. y. jo noru mokytis, pasitikėjimu savimi, siekiu apmąstyti ir planuoti mokymosi procesą, numatyti bei siekti mokymosi tikslų. Tai pagrindžia ir vaikų individualių interviu metu atsiskleidęs aspektas, kad vaikai vertina savo turimas žinias ir išitraukia į savirefleksijos procesą bei projektuoja savo mokymąsi, įvardydami tai, ką jie nori išmokti ir kaip tai reikėtų padaryti. Pastebėta vaikų motyvacija, noras mokytis,

pasitikėjimas savimi, kurie yra esminiai mokymosi mokytis gebėjimo ugdymosi aspektai. Visa tai suponuoja vaikų poreikį mokymuisi jau ikimokykliniame ugdyme ir atsakingą ikimokyklinio ugdymo įstaigų pedagogų požiūrį planuojant mokymosi mokytis gebėjimo ugdymą tiek instituciniame, tiek konkrečios vaikų ugdymo praktikos lygmenyse, pedagogams vaikus vertinant kaip pasirengusius priimti besimokančiajam svarbius iššūkius.

Atlikto disertacinio tyrimo metu, analizuojant pedagogų patirčių prasmes, atsiskleidė paradigmė pedagogų požiūrio į vaiką kaitos tendencija, orientuota į laisvąjį vaiko ugdymo(si) aspektą, kuris yra svarbus vaikų mokymuisi bei pedagoginės veiklos rekonstrukcijai. Tai ypač akivaizdu pedagogų ir vaikų vaidmenų aptarties kontekste, kuris išryškino vaikus, kaip aktyvius socialinės aplinkos subjektus bei aktyvius besimokančiuosius. Socialinio mokymosi konteksto svarbą ugdant(is) mokymosi mokytis gebėjimą akcentuoja daugelis mokslininkų (Sheridan, Pramling Samuelsson, 2001; Akyol, Fer, 2010; Macblain, 2014; Gabriel Târziu, 2016; Louvigne, Uto, Kato, Ishii, 2018; Kumar Shah, 2019), pabrėždami, jog geranoriškas vaikų bendravimas ir bendradarbiavimas bei pagalbininko, patarėjo vaidmens prisiėmimas skatina vaiką pažinti save ir savo gebėjimus. Pedagogų patirtys atskleidė ryškią persvarą vaikų vaidmenų atžvilgiu santykyje su pedagogo, kaip tarpininko, vaidmeniu mokant vaikus mokytis. Pedagogų patirtyse varijuoja tokie vaikų vaidmenys: pagalbininko, patarėjo (patarimų) teikėjo savo bendraamžiams mokantis grupėje, mokymosi iniciatoriaus, skatintojo bei aplinkos kūrėjo. Tai patvirtino ir vaikų patirtys – vaikai suvokia, jog mokosi bendradarbiaudami su kitais vaikais, diskutuodami, veikdami kartu, taip pat įvardija, kad pagalbą jiems gali suteikti kiti vaikai, kuriuos jie pasirenka stebėdami ir vertindami jų pasiekimus. Mokymosi mokytis gebėjimo atžvilgiu tokie rezultatai pagrindžia nuostatą, jog šiuolaikiniai vaikai siekia tapti aktyviais ateities visuomenės nariais bei visą gyvenimą besimokančiais.

Disertaciniame darbe nebuvo siekiama atskleisti šeimos vaidmens ugdantis mokymosi mokytis gebėjimą ikimokyklinėje

įstaigoje, tačiau pedagogų ir vaikų patirtyse išryškėjo šeimos vaidmens reikšmė. Pedagogų nuomone, mokymosi mokytis gebėjimo ugdymuisi įtakos daro šeimos nuostatos, kurios būna tiek motyvuojančios, tiek demotyvuojančios vaikus mokytis, pagalba ir išitraukimas į mokymosi veiklas įstaigoje, kurios lemia teigiamas vaikų emocijas, skatina jų motyvaciją. Vaikų patirtyse taip pat atsiskleidė, kad šeimos nariai kartais tampa mokymosi veiklos iniciatoriais, be to, vaikai išreiškė nuostatą, jog pradėtą mokymosi veiklą jie žada tęsti namuose. Pastebėtina, kad tolesniuose tyrimuose būtų tikslinga plačiau apžvelgti šeimos vaidmenį vaikams ugdantis mokymosi mokytis gebėjimą.

Tolesnės mokslinės studijos galėtų apimti gilesnę mokymosi mokytis gebėjimo struktūrinių dalių analizę, platesnį ir gilesnį vaikų metakognityvinių, atminties strategijų taikymo ugdant(is) mokymosi mokytis gebėjimą tyrimą. Disertacijos pagrindu galima inicijuoti ikimokyklinio ugdymo politikos sisteminius pokyčius, diskutuojant apie bendrai priimtina vaikų mokymosi mokytis gebėjimo ugdymo(si) modelio sukūrimą. Taip pat išryškėjo dichotominis santykis tarp pedagogų praktikų poreikio bei realių galimybių kelti kvalifikaciją vaikų mokymosi mokytis gebėjimo ugdymo srityje. Tam svarbi įvairių subjektų (ikimokyklinių įstaigų administracijų, pedagogų bendruomenių, kvalifikacijos kėlimo institucijų bei, manytina, vaikystės pedagogus rengiančių įstaigų) bendradarbiavimo ir pokyčių šioje srityje inicijavimo būtinybė.

## IŠVADOS

Disertacinis tyrimas leido suformuluoti esmines išvadas, kurios konceptualizuoja teorinės analizės bei empirinio tyrimo rezultatus.

### **Išvados, parengtos teorinių šaltinių analizės pagrindu:**

1. Analizuojant teorinį mokymosi mokytis gebėjimo konceptą, išskirtinos šios esminės įžvalgos:



- 1.1. Išryškėjo terminų *mokymasis mokytis* ir *mokėjimas mokytis* vartojimo moksliniuose tekstuose ir praktiologinėse situacijose problemiškas. Darbe laikomasi pozicijos, kad *mokymosi mokytis* sąvoka siejasi su asmens mokymosi procesu ir mokymosi proceso tęstinumu visą gyvenimą, o jo ugdymo(si) rezultatai atliepia *mokymosi mokytis gebėjimas*.
- 1.2. Darbe pateikta *mokymosi mokytis gebėjimo apibrėžtis* – tai *kompleksinis gebėjimas, kuris apima besimokančiojo gebėjimą kelti mokymosi tikslus, planuoti, kaip jų bus siekiama (pasirinkti mokymosi būdus ir priemones), gebėjimą mokytis ir reflektuoti apie mokymosi procesą ir rezultatus*. Mokymosi mokytis gebėjimas pasižymi integraciniu pobūdžiu, yra ugdomas ir ugdosi visose veiklų srityse, aplinkose ir kontekstuose.
2. Teorinės literatūros analizės pagrindu, atsižvelgiant į vaiko raidos ir vystymosi bei ugdymo(si) perspektyvą, išskirtos ir pagrįstos mokymosi mokytis gebėjimo ugdymo(si) prielaidos ikimokykliniame amžiuje:
  - 2.1. Remiantis naujausiais psichologiniais ir kognityvinio neuromokslo tyrimais, darbe pagrindžiamas ikimokyklinio amžiaus vaikų pajėgumas tikslingai mokytis ir ugdytis mokymosi mokytis gebėjimą. Išryškinamas šio amžiaus vaikų gebėjimas mąstyti apie savo mokymąsi, būti aktyviais ir kompetentingais besimokančiais. Pabrėžiama, kad vaikas mokosi nuo pat gimimo, o jo aplinkos veiksniai turi įtakos tolesnio mokymosi plėtotei. Dėl smegenyse vykstančių procesų didžiausias pokytis vaiko raidoje įvyksta ties penktaisiais metais – patobulėja vaiko savireguliacijos gebėjimai, atminties galimybės ir strategijos, savirefleksija, samprotavimas bei loginis mąstymas, perspektyvos matymas. Refleksijos gebėjimų ugdymuisi svarbūs vaiko kalbiniai gebėjimai ir jų vystymasis, todėl ikimokyklinio amžiaus vaikams reikalinga pagalba reflektuojant savo mokymosi patirtį. Tai suformuoja vaiko individualiąją dimensiją

mokymosi mokytis gebėjimo ugdymo(si) visuminiame sampratos kontekste, atliepantią vaiko individualumą, kognityvinį ir metakognityvinį aspektą.

- 2.2. Identifikuotos esminės mokymosi mokytis gebėjimo ugdymą(si) skatinančios pedagoginės prielaidos, atliepiančios kiekvieną mokymosi mokytis gebėjimo sandaros komponentą ir grindžiamas vaiko aktyviu dalyvavimu mokymosi veikloje, atsakomybės už savo mokymąsi prisiėmimu, motyvacija, pasitikėjimu savimi, kalbine patirtimi, savireguliacija, metakognityviniais bei reflektavimo gebėjimais. Šie duomenys papildė vaiko individualiosios dimensijos kontekstą, išryškinanti afektinį ir socialinį jos aspektus. Taip pat išryškėjo prielaidos, susijusios su pedagogo, kaip vaikų mokymosi mokytis gebėjimo ugdytojo, vaidmeniu, kurios leido išskirti pedagogo individualią dimensiją ir jos turinį. Pabrėžiamas paties pedagogo mokymosi mokytis kompetencijos reikšmingumas, mokymosi mokytis gebėjimo ugdymo(si) srities išmanymas, jos planavimas, sėkmingos vaikų mokymąsi įgalinančios bei palaikančios aplinkos kūrimas, į vaiką ir jo ugdymąsi orientuoti vaidmenys.

### **Išvados, parengtos empirinio tyrimo pagrindu:**

3. Atlikus ikimokyklinio ugdymo pedagogų, vaikų patirčių ir ikimokyklinio ugdymo programų analizę, buvo identifikuotos šios mokymosi mokytis gebėjimą paremiančios *ugdymo(si) prielaidos*:
- 3.1. Projektuojant mokymosi tikslą ir veiklas, tiek pedagogų, tiek vaikų patirtyse išryškėjo *vaikų iniciatyvos reikšmingumas, laisvo apsisprendimo ir pasirinkimo galimybės svarba*, kas sietina su pozityviu vaiko nusiteikimu mokytis. Vaikų iniciatyva inspiruojama tiek spontaniškoje, tiek pedagogo inicijuotoje veikloje. Mokymosi tikslas ir veiklos atliepia vaikų grupės ir individualius vaikų mokymosi aspektus: *gebėjimus, interesus, gabumus, mokymosi stilius, mokymosi spragas, turimą patirtį*. Tiek pedagogai, tiek vaikai akcentuoja

*dalyvavimą ir aktyvų mokymąsi skatinančių veiklų lauką. Pedagogų ir vaikų patirtyse išryškėjo vaikų sociokultūrinis mokymosi aspektas, pasireiškiantis mokymosi mokytis tęstinumu kitose aplinkose.*

- 3.2. Pedagogai įvardijo mokymosi mokytis gebėjimo ugdymui(si) svarbias vaikų asmenines savybes (*pasitikėjimas savimi, savivertė, iniciatyvumas ir atkaklumas, savarankiškumas bei atsakomybė*), įgimus vaiko asmenybės bruožus (*temperamentas / charakteris, intelektas, gabumai*), kurie aktualizuoja autonominio ir individualizuoto vaikų ugdymo(si) reikšmę, nes kiekvienas vaikas turi turėti galimybę pasirinkti sau priimtinus mokymosi būdus ir stilius. Vaikų tyrimo metu taip pat išryškėjo *vaikų pasitikėjimo savimi, iniciatyvumo ir atkaklumo bei pozityvaus nusiteikimo mokantis* svarba. Taigi atsiskleidė šios subjektyvios mokymosi mokytis gebėjimo ugdymą(si) aktualizuojančios prielaidos: *mokymosi motyvacija, vaiko pomėgiai, pažintiniai interesai, kalbos įgūdžiai, pasirengimas priimti informaciją, mokantis patiriamos emocijos*.
- 3.3. Pedagogai ir vaikai išreiškė nuomonę, jog mokymosi mokytis gebėjimas ugdosi *savarankiško mokymosi ir mokymosi kartu su kitais (bendradarbiaujant) metu*. Vaikai supranta savo mokymosi galimybes, *įvardija, jog mokosi vieni, su draugais, gali įvardyti konkretų pagalbos poreikį ir žino, į ką gali kreiptis prareikęs pagalbos (į draugus, pedagogą)*. Vaikų tyrimas atskleidė, kad dažniau pagalbos vaikai linkę kreiptis į kitus vaikus.
- 3.4. Grupinių diskusijų dalyvių patirtyse stipriai išreikšta mokymosi mokytis gebėjimo ugdymuisi palanki aplinka, *skatinanti laisvą vaikų pasirinkimą, aktyvų dalyvavimą, įtraukianti, skatinanti bendradarbiauti*, ypač reikšminga *iššūkius kelianti aplinka*, kurioje mokymasis vyksta įvairiose situacijose, *netradicinėse aplinkose, skatinančiose vaikus spręsti problemas, vaikų kuriamose ir inicijuojamose*

*aplinkose*. Kaip akcentuoja pedagogai, mokymosi mokytis gebėjimo ugdymui(si) svarbios *netradicinės, vaikams įdomios* bei *mokymąsi palaikančios priemonės*. Pedagogai išryškino ir *aplinkos, skatinančios mokymosi mokytis gebėjimo ugdymą(si), gausinimo poreikį*, kuris orientuotas į šiuolaikines inovatyvias mokymosi erdves ir priemones.

- 3.5. Analizuojant ikimokyklinio ugdymo programas, atsiskleidė reikšmingos į vaiką orientuotos mokymosi nuostatos, kurios išryškina šiuolaikinį požiūrį į vaiką, jo unikalumą, akcentuojant vaiko, kaip asmenybės, vertingumą, taip pabrėžiant vaiko individualumo ir jo galimybių, poreikių bei požiūrio, partneriškų ir dialogu paremtų santykių paisymo svarbą vaikų mokymo(si) procese. Tačiau kūrybinė pedagogo ir vaiko sąveika atsispindi tik nedaugelio nagrinėtų ikimokyklinio ugdymo įstaigų programų nuostatose. Programose identifikuota mokymosi mokytis gebėjimo ugdymuisi reikšminga situacijų įvairovė (*situacijos, skatinančios spręsti problemas, kritiškai mąstyti, mokytis kartu, tyrinėti, eksperimentuoti, taip pat skatinančios vaikų iniciatyvą, laisvą pasirinkimą, savarankišką veikimą, patirtinį mokymą(si), spontaniškos ugdymo(si) situacijos, kurios derina pedagogo organizuotą ir vaiko inicijuotą veiklą*). Kai kuriose programose rasta ir nuostatų, skatinančių ugdymo(si) situacijas, kai *derinamas mokymasis individualiai ir grupėje*, kurios yra svarbios vaikams ugdantis mokymosi mokytis gebėjimą.
- 3.6. Pedagogų ir vaikų patirtyse išryškėjo reikšmingi mokymosi mokytis gebėjimo ugdymuisi vaikų vaidmenys (*mokymosi iniciatoriai, skatintojai, pagalbininkai ir patarėjai vienas kitam grupėje, mokymosi aplinkos kūrėjai*). Pedagogai išskyrė šiuos savo vaidmenis, orientuotus į vaiką ir jo ugdymąsi: *pagalbos vaikams mokantis teikėjas, patarėjas, mokymosi įgalintojas, mokymosi veiklos grupėje koordinatorius*. Pedagogai taip pat pabrėžia svarbų savo vaidmenį *kuriant*

*partnerystę su tėvais bei kuriant mokymuisi palankią socialinę aplinką (pedagogas–vaikai–tėvai). Pedagogų išsakytos patirtys nesudarė galimybių išskirti pedagogo, kaip skatinančio vaikus reflektuoti mokymosi procese, vaidmenį, kuris svarbus inspiruojant vaikus pasakoti apie savo veiklą, ką jie patyrė, išmoko ir kaip mokėsi, taikant įvairius refleksijos būdus.*

- 3.7. Pedagogų ir vaikų patirtyse atsiskleidė reikšmingas tėvų indėlis ugdant mokymosi mokytis gebėjimą: *inicijuoja mokymosi tikslą, veiklas, paremia mokymosi mokytis gebėjimo ugdymą(si) namuose, kuria ir gausina mokymosi priemones, skatina, palaiko ir teikia pagalbą vaikams.* Pedagogų patirtys išryškino tėvų, kaip ugdymo dalyvių, nepakankamą dėmesį ir prisidėjimą ugdant vaikų mokymosi mokytis gebėjimą. Tyrimo metu taip pat atsiskleidė reikšmingi tėvų vaidmenys vaikams ugdantis mokymosi mokytis gebėjimą: *mokymosi namuose pagalbininkai, mokymosi veiklų iniciatoriai ir organizatoriai, ugdytojų pagalbininkai.* Pabrėžiami tėvų, kaip *mokymosi motyvacijos, noro mokytis įgalintojų,* vaidmenys, kurie lemia vaiko nuostatas, požiūrį į mokymąsi, jo elgesį.
4. Tyrimo metu išryškėjo mokymosi mokytis gebėjimo ugdymo(si) *probleminiai aspektai,* kurie kelia sunkumus pedagogams siekiant sėkmingo vaikų mokymosi mokytis gebėjimo ugdymo(si):
  - 4.1. Pedagogams *nepakankamai aiški ir suprantama mokymosi mokytis gebėjimo samprata bei struktūra, pedagogo, kuris ugdo mokymosi mokytis gebėjimą, ir vaiko, kuris moka mokytis, vaizdiniai.* Šiuos tyrimo rezultatus sustiprina ir atlikta ikimokyklinio ugdymo programų analizė, kuri atskleidė, jog mokymosi mokytis gebėjimas nėra pakankamai aiškiai apibūdintas, išryškėjo programų ribotumas šio gebėjimo ugdymo aspektu (*tiesiog ugdymo perspektyvos (tikslų) atžvilgiu, tiek mokymosi mokytis gebėjimo, kaip rezultato, aprėptyje įžvelgtas mokymosi mokytis gebėjimo integravimo problemiškas visuminiame vaikų ugdymo(si) procese).*

Programose vyrauja įvairi mokymosi mokytiis gebėjimo projektavimo praktika: mokymosi mokytiis gebėjimas siejamas su įvairia vaiko vizija, naudojami įvairūs mokymosi mokytiis gebėjimo integravimo būdai ir sąsajos su kitomis ugdymo sritimis. Toks skirtingas požiūris sudaro sunkumus pedagogams siekiant sėkmingo mokymosi mokytiis gebėjimo ugdymo(si).

- 4.2. Išryškėjo nepakankama pedagogų patirtis suvokiant refleksijos reikšmingumą vaikams ugdant(is) mokymosi mokytiis gebėjimą, nors refleksija apie savo mokymąsi yra svarbus metakognityvinių gebėjimų ugdymosi pagrindas. Tik kelete analizuotų programų išvelgti aiškūs požiūriai į refleksiją. *Programose pasigendama metakognityvinės patirties skatinimo nuostatų. Tuo tarpu vaikų patirtys atskleidė, jog jie yra pajėgūs įvertinti savo mokymosi procesą (kaip mokėsi), savo ir kito vaiko pasiekimus, tai įrodo, jog šio mokymosi mokytiis gebėjimo komponento ugdymas(is) reikalauja pokyčių.*
- 4.3. Atlikus ikimokyklinio ugdymo programų turinio analizę, matyti, jog apibrėžiant mokymosi mokytiis gebėjimą, *labiau orientuojamasi į procesą, o ne į gebėjimo apibrėžtį ar siektinus rezultatus.* Programų analizė taip pat išryškino, kad daugelyje jų mokymosi mokytiis gebėjimo *modeliavimas neatskleidžia šio gebėjimo integralumo visuminiame vaikų ugdymo(si) kontekste.* Tai patvirtina ir pedagogų patirtyse *atsiskleidusi požiūrių į mokymosi mokytiis gebėjimo sampratą įvairovė.* Išskirtina ir tai, kad, dalies pedagogų nuomone, mokymosi mokytiis gebėjimą vaikai gali išsiugdyti *tik vyresniame amžiuje,* nors teorinėse išvalgose ir vaikų patirtyse atsiskleidė jų pasirengimas ugdytis mokymosi mokytiis gebėjimą jau ikimokykliniame amžiuje. Tai rodo, jog sėkmingam šio gebėjimo ugdymui(si) būtinas pedagogų požiūrio į vaiką, jo mokymosi galimybes ir pasirengimą ugdytis mokymosi mokytiis gebėjimą pokytis. Šiuo aspektu pedagogai išreiškė *informacijos apie mokymosi mokytiis*

*gebėjimo integravimą į pasiekimų žingsnius, aiškesnių mokymosi mokytis gebėjimo ugdymo gairių poreikį, svarbų jų profesiniam augimui, siekiant užtikrinti sėkmingą minėto gebėjimo ugdymą(si).*

- 4.4. Tyrimas atskleidė *pedagogų profesinio pasirengimo ir profesinio augimo problematiką* mokymosi mokytis gebėjimo ugdymo atžvilgiu. Jų patirtyse *ižvelgti tam tikri mokymosi mokytis procesą sunkinantys trikdžiai*, susiję su *pedagogo patirties stoka suprantant mokymosi mokytis gebėjimą bei jo turinį (komponentus)*, o tai apsunkina mokymosi mokytis gebėjimo pasiekimų vertinimą. Pedagogams *sudėtingas ir nepakankamai aiškus vaikų reflektavimo bei mokymosi mokytis gebėjimo ugdymo organizavimas*. Pedagogai akcentavo šiuos mokymosi mokytis gebėjimo ugdymui(si) nepalankius veiksnius: *vaikų motyvacijos dalyvauti mokymosi veikloje, pasitikėjimo savimi ir savo jėgomis, atkaklumo siekiant mokymosi tikslų, atsakomybės mokantis kartu su kitais stoka*.
5. Remiantis mokslinės literatūros analize ir atlikto empirinio tyrimo rezultatais, darbe pateiktas *sėkmingo mokymosi mokytis gebėjimo ugdymo(si) raiškos ikimokykliniame ugdyme modelis*, atspindintis visus esminius kontekstus (ikimokyklinio ugdymo politikos formuotojai, ikimokyklinio ugdymo įstaigų bendruomenė, ugdymo proceso dalyviai), kurių konstruktyvi ir dialoginė sąveika lemia vaikų mokymosi mokytis gebėjimo ugdymo(si) sėkmę. Ypač vertinga modelio vidinio segmento dalis, kuri sukurta remiantis teorine ir empirine darbo dalimi bei atveria visuminį mokymosi mokytis gebėjimo ugdymo(si) vaizdą ikimokykliniame ugdyme. Modelyje akcentuojamos ugdymo dalyvių individualiosios dimensijos, reikšmingos ugdant(is) mokymosi mokytis gebėjimą, taip pat atspindi jų sąveikos ryšiai, orientuoti į mokymosi mokytis gebėjimo komponentų jungtį, bei

pažymimos pedagoginės prielaidos sėkmingam mokymosi mokyti gebėjimo ugdymui(si).

## DISERTACINIO TYRIMO REZULTATŲ APROBAVIMAS

*Disertacijos tema paskelbtos publikacijos tarptautiniuose recenzuojamuose periodiniuose leidiniuose:*

- Stonkuvienė, G. (2016). Ikimokyklinio amžiaus vaikų mokėjimo mokyti ugdymo(si) reikšmingumas mokymosi visą gyvenimą kontekste. *Jaunųjų mokslininkų darbai, 1(45)*, 41–49.
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*Disertacijos tema skaityti pranešimai tarptautinėse mokslinėse konferencijose:*

- Tarptautinė XII tęstinė mokslinė-praktinė konferencija „Mokytojų rengimas XXI amžiuje: pokyčiai ir perspektyvos“. Pranešimas „*Pedagogo vaidmenų kaita ir raiška ugdant vaikų mokėjimą mokyti ikimokyklinėje įstaigoje*“. Šiaulių universitetas, Šiauliai, Lietuva. 2017 m. lapkričio 24 d.
- Tęstinė 7-oji mokslinė praktinė konferencija „Pasaulis vaikui: ugdymo realijos ir perspektyvos“. Pranešimas „*Vaikų mokėjimo mokyti sampratos kontekstas ikimokyklinio ugdymo turinyje*“. Lietuvos edukologijos universitetas, Vilnius, Lietuva. 2018 m. balandžio 19 d.
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*Aspects of Developing Children's Learning to Learn in a Preschool Group*". Liepajas University, Liepaja, Latvia. 2 April 2020.

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