

THE TRANSITION FROM FAMILY TO KINDERGARTEN AND ITS IMPACT ON PERSON-OBJECT RELATIONSHIPS

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The theoretical rationale for the present investigation is based on an educational theory concerning "interests" described as specific person-environment relations. It is assumed that the general basis of interest-orientation develops in early childhood. Specifically, this orientation, especially the development of preferences for certain objects, begins during preschool years. In this developmental period, experiences outside the family and the influence of peers are important determinants of interest development. The child's transition/relocation from family (home) to kindergarten (school) and its impact on individual interest-development was studied longitudinally over a five-year period (beginning at four years of age). Interview, questionnaire, and observational methods were employed. The presentation includes theoretical considerations, methodological issues, and discussion of results concerning environmental and social experiences on the structure and dynamics of individual person-object relations.