



PREPARING CHILDREN FOR SCHOOL EDUCATION IN PRESCHOOL EDUCATION

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Article history:	Abstract:
<p>Received: 1th April 2021 Accepted: 14th April 2021 Published: 30th April 2021</p>	<p>39.5% of preschool children who do not attend preschool are raised in a family environment only. Their preparation for school is mainly done by their parents or other adult family members. Along with the indisputable advantages of eating, sleeping, hardening, the ability to create individual conditions for disease prevention, better care and health, the individual system of school readiness, etc., this approach also has a number of disadvantages. First of all, this is a lack of interpersonal communication in the children's community. A child attending a preschool will quickly and easily join a new school community because his or her communicative readiness is much higher than that of a child raised outside the children's community. Preparing for school is one of the most important tasks of teaching and educating preschool children. The article deals with pre-school preparation and upbringing of preschool children, finding a positive way to their interests.</p>

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The concept of "child readiness for school" includes three components: 1) physiological readiness, 2) psychological preparation, and 3) social or personal readiness.

All components are closely related to each other; shortcomings in shaping each of them affect the success of the sessions. In addition, "school readiness" is a concept that is equally related to a child's physiological, social, and mental development. These are not different types, but different aspects of the manifestation of readiness in different forms of activity. The health and well-being of the future first grader, his or her ability to work, his or her ability to interact with the teacher, classmates, and obedience to school rules.

When we talk about a child's physical readiness for school, we mean a positive change in physical development by showing the child's biological maturity needed to start school. The child must be physically well developed enough (i.e., all parameters of his development do not have negative deviations from the norm, and sometimes even less). It is also necessary to pay attention to the success in the development of movements, the emergence of useful motor qualities (agility, speed, accuracy, etc.), the development of the chest, the small muscles of the fingers. This serves as a guarantee of writing skills.

Thus, due to proper upbringing, by the end of preschool age, the child develops general physical fitness for school, without which he will not be able to successfully cope with the new learning loads. The concept of emotional-voluntary readiness for school includes: the child's desire to learn; the ability to overcome obstacles, control your behavior; the child's right attitude towards adults and peers; forming qualities such as diligence, independence, perseverance, perseverance.

A child's personal and social readiness for school is understood as a readiness for a new role for himself or herself - the readiness of a school student to be born, and, of course, a responsibility that falls on him or her along with the new role. The student must be willing to interact with peers, adults, as well as be able to behave and set some limits. Unfortunately, many children are not ready for school by this criterion. They do not rationally arm the conversation with the teacher, with their peers, and if their friends are playing outside the window at this time, they will not be able to finish the lessons diligently. ... Often, the lack of this component of a child's psychological readiness for school is characterized by his or her inability to perform homework in pairs. This is usually manifested in children who do not attend kindergarten and do not have sufficient experience in communicating with their peers, including in the experience of conflict resolution and joint decision-making. In order for a child to feel personal and socially ready for school, parents need to "separate" from him or her at some stage and give him or her the opportunity to interact with different people. Allow the child to make connections on their own, there is no need to push him or partially assume his functions, he needs to be "helped" to get acquainted.

Adequate self-assessment is crucial to shaping a child's personal and social readiness for school. The child should not underestimate their abilities and put themselves above others - both cause him problems when he is in school.

The psychological preparation of a child for school is an important step in raising a preschool child in kindergarten and in the family. Its content is determined by the system of requirements that the school provides to the child. These requirements include a responsible attitude towards school and learning, self-control of one's behavior, mental performance, ensuring the conscious acquisition of knowledge, and relationships with adults and peers defined by joint activities. consists of the need to install. The first condition for successful teaching of a child in primary school is that he has appropriate motives for learning: to treat him as an important, socially significant business, to strive for knowledge, to be interested in certain educational topics. ... Psychological readiness of the child for school implies the formation of autonomy (memory, attention, thinking), the formation of the main components of learning activities, mental and cognitive skills: differentiated cognition, cognitive activity, cognitive interests. Thus, only children who meet the established criteria can be considered ready for school. Preparation for school is determined not only by the level of intelligence, but also by the quality of the information and knowledge available to the child, but also by their quality, level of consciousness, and clarity of ideas. The skills and necessary conditions for the acquisition of knowledge and skills in psychological preparation for school are of particular importance. Psychologists call these necessary conditions "entry skills".

We emphasize once again the need to develop the ability to listen, to understand the meaning of what is read, to retell, to compare visually, we emphasize the importance of the quality of thinking, not the volume of knowledge. ...

Determining the level of readiness is not only to select the most appropriate, most appropriate option for the child, but also to choose the option of teaching the organization of the learning process, to predict possible school problems, to identify forms and methods of individualization of education should also be the basis.

Going to school is a turning point in a child's life. A distinctive feature of the student's school-student position is that learning it is a mandatory, socially significant activity. For him, he is responsible to the teacher, the school, the family. Student life is subject to a system of strict rules that are the same for all students. Its main content is the acquisition of knowledge that is common to all children.

School life requires a child to follow many rules. The behavior of the students in the class is subject to them (you can't make noise, you can't talk to your neighbor, you can't do other things, you have to raise your hand if you want to ask for something, etc.) , they serve to organize education. student work (keeping notebooks and textbooks in order, keeping notes in a certain way, etc.), arranging students 'relationships with each other and with the teacher.

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The ability of an adult to obey the rules and requirements, the ability to work on the model are the main indicators of the formation of voluntary behavior. Developed by D.B. Elkonin considered an important component of school readiness.

The levels of pedagogical and psychological readiness of a child for admission to school are analyzed by the teacher and the psychologist so that they can develop tactics of working with each child taking into account their individual characteristics. Thus, school preparation should be multifaceted and begin long before children are admitted to school. A child's readiness for school should be seen first and foremost as his or her general preparation.

It is important to take into account the knowledge about the psychological characteristics of children aged 6-7 years in the admission of children to school, in their adaptation to learning and in the organization of the learning process.

In general, a child entering school should regularly inspect objects, events, and highlight their various features.

It should have a sufficiently complete, clear, and distinct understanding that teaching in primary school is largely based on the work that children do with a variety of materials under the guidance of a teacher. In the process of such work, the inseparable properties of things stand out. A good orientation of the child to space and time is important. From the first days of school, the child receives instructions that cannot be followed without knowing the spatial features of things, without knowing the directions of space. Thus, the teacher may suggest drawing a line "from top left to bottom right corner" or "straight down along the right side of the cell" and so on. The idea of time and a sense of time, the ability to determine how much time has passed - is an important condition for a student to work in the classroom in an organized manner, to complete assignments on time.

School places particularly high demands on a child's thinking. The child must be able to distinguish important things in the events of the surrounding reality, to compare them, to see similarities and differences; he must learn to think, to find the causes of events, to draw conclusions.

Preparation for school should be multifaceted and begin long before children enter school. The high demands of life in the organization of upbringing and education force us to look for new, more effective psychological and pedagogical approaches aimed at adapting teaching methods to the requirements of life. In this sense, the issue of readiness of preschool children for school is of particular importance. Defining the goals and principles of the organization of education and upbringing in preschool institutions is related to its solution. However, the success of further education of children in school depends on his decision.

Preparing children for school is a complex, multifaceted task that spans all areas of a child's life. It is customary to emphasize a number of aspects in solving it. First, the continuous development of the child's personality and cognitive processes that underlie future successful learning activities. Second is the need to teach elementary school skills such as writing, reading, arithmetic elements.

Studies have shown that not all children reach the level of psychological maturity that allows them to successfully transition to systematic learning when they enter school. Such children, as a rule, do not have educational motivation, have low levels of attention and memory variability, underdeveloped verbal and logical thinking, poorly formed educational work methods, lack of focus on movement style, poor mastery of operational skills, low level of self-management, underdeveloped fine motor skills, and slurred speech.

Explaining the essence of the concept of 'school readiness' and its components, we have come to the conclusion that preparing children for school should be multifaceted and begin long before children are actually admitted to school.

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