



Pedagogical And Psychological Factors Of Preparing Children For School In Preschool Education Organization

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Abstract. The article discusses the problems of preparing children for school, the stages of physical, personal (mental), mental, special preparation of children for school.

Keywords: organization of preschool education, speech, preparation for school, physical, personal (mental), mental, special training, didactic principles, emotional sensitivity, cognition.

Introduction

Preparing children for school is a complex, multifaceted task that covers all areas of children's lives. It is customary to distinguish a number of aspects when solving it. Firstly, the continuous development of the child's personality and his knowledge processes, which is the basis of successful educational activities in the future, and secondly, the need to teach skills and abilities such as writing, reading and calculation elements in primary school.

The first aspect reflects psychological preparation for school. Research shows that not all children enter school at the level of psychological maturity that allows them to make a successful transition to formal education. Such children, as a rule, do not have educational motivation, low attention and memory, underdeveloped verbal and logical thinking, incorrect formation of educational methods, lack of orientation to the method of action, insufficient level of operational skills, a low level of self-control, poor development of motor skills and speech.

When conducting research on the study of psychological preparation, scientists, on the one hand, determine the needs of the school for the child, and on the other hand, they study neoplasms and changes in the psyche of preschool children. For example, L. I. Bojovich notes: "... carefree time of a preschool teacher is replaced by a life full of care and responsibility - he goes to school, deals with the subjects specified in the school curriculum, studies the teacher



must do what he asks, the child must strictly follow the school regime, observe the rules of behavior at school and thoroughly master the knowledge and skills specified in the program"

A.S. Makarenko and the American scientist-psychologist Bloom said that the main characteristics of personality develop up to 5-8 years (up to 70%). It is during this period that game activity helps to organize the learning process (as psychologists say), which makes it possible to reveal the main strengths of a growing person and to form the basis of personality. Everything a person acquires at this age remains for life.

The famous psychologist L.S. Vygotsky believed that education should come before development. "Properly organized education should lead to the development of the child." He wrote that pedagogy should focus on the development of tomorrow's children, not yesterday. "Development comes from cooperation, which helps the child to open opportunities, develops self-confidence," he says.

School readiness is the level of development of a child that is necessary to successfully master the school curriculum without harming the child's physical, mental, social and health.

Therefore, the concept of "readiness to study" includes:

- physiological readiness - a good level of physical development;
- psychological readiness - sufficient development of cognitive processes (attention, memory, thinking, perception, imagination, intuition, speech), learning;
- social readiness - the ability to communicate with peers and adults.

All three components of school preparation are closely interrelated, in one way or another, deficiencies in the formation of any part affect the success of education.

By the time the child goes to school, the process of preparation for school reaches such a level in mental, spiritual, volitional, aesthetic and physical development that it prepares the child for the new conditions of school education and learning the learning material. From the point of view of school education, the concept of general preparation successfully summarizes the important qualitative indicators of the mental development of a child entering the 1st grade. Psychological preparation for school education is based on the child's desire to study, a sufficiently high level of cognitive activity and thinking operations from the desire to be a student, mastery of the elements of the



child's educational activity, and a certain level of will and social development. contains z. The whole complex of the child's psychological preparation for school includes bringing the child into the class group, consciously and actively mastering the educational material at school, fulfilling a wide range of school-related obligations.

The quality of knowledge acquired by children is important for the mental readiness of the child for school. The indicator of the quality of knowledge is, first of all, the fact that they are consciously acquired by children; clear and differentiated imagination; the completeness of the content and volume of simple concepts; the ability to independently apply knowledge in solving educational and practical tasks that are understandable to them; regularity, that is, the ability of preschoolers to reflect understandable, important connections and relationships between things and events.

In conclusion, it should be said that in the regular, purposeful working conditions of children's intellectual education in the preschool educational organization, children's (activity) ability to multi-faceted analysis of things in their thinking activities, the characteristics and qualities of science and events from the sensory standards of social composition. research includes the ability to make simple generalizations based on the main connection and connection between objects and events, the ability to make simple generalizations based on the identification of signs, the ability to compare things based on the consistent separation of similarities and different signs. Elementary independence of mental activity will be developed in future students: the ability to independently plan one's activity and implement it based on a plan, the ability to set a simple cognitive task and solve it, and so on.

Going to school is a big event in children's lives. School life opens up a new world for children, the main activities of children change during the school period. In determining the readiness of a 6-7-year-old child for school education, preschool educators consider the main condition - that the child's readiness for school serves as a bridge for the lifestyle and activities of the preschool and school period, in the educational and educational conditions of the family or preschool educational institution. they should take into account the need to ensure a smooth transition to school education.

The transition of a preschool child to school education always brings about serious changes in his life, morals, interests and relationships. Therefore, it is



necessary to prepare the child for home school education, to familiarize him with not so difficult knowledge, concepts, skills and abilities.

According to leading experts, the concept of "Preparation for School" includes the following areas of preparing a child for school:

- physical,
- personal (spiritual),
- mental
- special training.

Physical fitness is explained by the child's health, movement skills and quality, the development of hand muscles and visual-motor coordination. Personal readiness refers to the environment, adults, peers, the world of plants, natural phenomena, the formation of personal culture. Mental preparation includes knowing the basic types of the child's figurative and logical thinking, imagination, humanity, interest in knowledge, independence, self-control, and learning activities such as observation, listening, remembering, comparing.

Takes

The success of a child's education at school depends more on his knowledge of his mother tongue and how well he has developed his speech. Because the entire educational activity is based on these factors, i.e. logical speech development, the child's independent thinking without the help of adults, the ability to freely use the achievements of language development, telling stories, reasoning, being able to explain one's imagination, and explain it in a comprehensible manner. Also, it is important for the child to learn at school, the development of practical intelligence, i.e., his ability to draw a model and complete the given narrative task. And finally, special preparation involves teaching the child literacy and forming his understanding of the 1st grade curriculum material of the school.

The effectiveness of children's education at school largely depends on their level of preparation. Preparation for studying at school is determined by the preschool educational institution and the family's requirements for the child of preschool education age. The peculiarity of these students is the new socio-psychological role of the student, which he must be prepared to fulfill. It comes from new tasks and duties.

Entering school is an important period in a child's life related to the change of the usual lifestyle, the system of relationships with others.



For the first time in a child's life, educational activities of social importance occupy the central place. In contrast to the free play activity that is usual for him, now education becomes compulsory and 4 serious attitudes are required from the first grader. , the time of free games will be reduced. The child's independence and organization, his diligence and discipline requirements will seriously increase. The student's personal responsibility for his behavior and obligations increases considerably in relation to preschool age.

Preparing children for school, firstly, the educational work in the kindergarten is organized in such a way as to ensure a high level of general, all-round development of children of preschool age, and secondly, it provides special preparation for mastering the academic subjects that should be mastered in the primary grades of the school. holds Accordingly, in modern psychological and pedagogical literature (A.V. Zaparozhets, A.A. Wenger, G.M. Lyamina, G.G. Petrogenko, J.V. Taruntayeva and others), the concept of preparation is defined as the development of the child's personality and in two interconnected aspects: "psychological training" and "Special training" are considered.

General preparation for school appears as an important end of the continuous, purposeful educational work of MTTI on the comprehensive education of children of preschool age. General preparation for school is the level of mental, spiritual, aesthetic and physical development achieved by the child by the time he goes to school.

General preparation is expressed by a certain level of mental development that a child achieves by the time of transition to school education.

From the point of view of school education, the concept of psychological preparation successfully summarizes the important qualitative indicators of the mental development of a child entering the 1st grade. Psychological preparation for school education includes readiness based on the child's desire to study, the desire to be a student, the sufficiently high level of cognitive activity and thinking operations, the acquisition of the elements of the child's educational activity, the manifestation of will and a certain level of social development. All components of the child's psychological preparation for school include bringing the child into the class team, actively mastering the educational material at school, and fulfilling a wide range of school-related obligations.

The child's special readiness for school is an addition to the general psychological readiness for studying at school. It is determined whether the child has special knowledge, skills and abilities necessary for learning subjects such as



mathematics and the mother tongue. The intensive work carried out in the pre-school educational institution on the formation of the simplest mathematical ideas in children, the development of speech and preparation for acquiring literacy ensures the necessary level of special preparation of children for studying at school.

A child attending school needs to be prepared for a new way of life, a new system of interaction with people, active mental activity. He must have reached a certain level of physical development in order to fulfill new serious obligations. There are several interrelated factors in the overall readiness of a child at school (moral and voluntary preparation for studying), the most important of which are spiritual, voluntary, mental and physical preparation.

One of the main requirements of the school for the child is psychological preparation. The child's psychological readiness is inextricably linked with the change of his social position in the society and the uniqueness of the children's educational activities during the junior school age.

It should be noted that psychological preparation for school is not permanent, but it is constantly changing and enriching. Structural aspects of psychological preparation consist of: intellectual (mental), spiritual and volitional preparation. In most cases, when talking about the level of mental development of a child, more attention is paid to the amount of mental knowledge determined by his vocabulary. Parents and even some teachers think that the more a child knows, the more advanced he will be. In fact, it is not like that, due to the widespread use of science and technology, mass media, today's children seem to be swimming in an ocean of information. This is the reason for the sharp increase in their vocabulary, but this does not mean that their thinking is developing at such a pace.

Mastering the educational programs implemented at school requires the child to be sufficiently developed in cognitive processes such as being able to compare things, analyze, generalize, and draw independent conclusions. That is why psychodiagnostic tools, tests, questionnaires, which are widely used by practicing school psychologists in the process of admitting children to the first grade, mainly consist of methods designed to determine the level of development of the above-mentioned characteristic in a child.

One of the more important indicators of the intellectual (mental) readiness of a 5-7-year-old child for school is the highly developed figurative thinking in them. Relying on these, the child will be able to distinguish the most important



features and relationships between objects and events in the environment. In this place, children will not only understand graphic images, but will be able to use them successfully. However, while their thinking acquires the characteristics of generalization, their concrete behavior with objects and their (thinking) substitutes remains figurative.

A child in the pre-school age should be prepared for educational activities, which will be the leading type of activity during the junior school age. In this case, it is important that certain relevant issues are formed in the child. One of the main features of such skills is the child's ability to separate the educational task and turn the activity into an independent goal.

Such processes require the students of the first grade to be able to look for the signs of change and innovation that they have determined in the task, and to be surprised and interested in them. If such tasks are turned into practical work or done at home, it will be easier and the child will master it.

The above-mentioned intellectual readiness is not the only basis for a child's successful studies at school. If a child has the necessary qualifications and skills, has a high level of intellectual development, but is not personally ready for the social situation of a student, it will be difficult for him to study at school. If the teacher or parents cannot make him interested in studying, they will perform the educational tasks by force, poorly, and at the tip of their hands. In such cases, it will be difficult to achieve the necessary results.

The worst thing is that at this age there are also children who do not want to go to school. Refusal of a 5-7-year-old child to go to school is mainly the result of a mistake made by parents in raising him. In some parents, there are also cases of bullying a preschool child with school.

- How will you study in school if you can't speak two sentences?
- How do you go to school if you don't know how to count?
- When you go to school, your friends will laugh at you!
- You don't know anything, you will embarrass us if you go to school!

Such insults can be the basis for the formation of a child's fear of school. It takes a lot of effort, time, work, patience, endurance, and attention to change the attitude of children who go to school with such fear, to instill self-confidence in them. This is undoubtedly a more complicated process than forming a positive attitude towards school in a child in advance.

The reason for the difficulties in teaching a child in the first grade is that it is important that the form of communication between adults and the child is



personal, regardless of the situation. Such communication is characterized by the satisfaction of the child's needs for attention and sympathy of adults and needs by adults. Children who have achieved this form of communication are characterized by attention to adults, the desire to listen and understand what they say, and the belief that adults will pay the same attention to them. Such children can notice how adults behave in different situations (on the street, at home, at a guest, at work). In return for the understanding of this behavior of adults, children also show attitudes to adults, teachers, in accordance with this situation. If the child does not have such a relationship with adults, he will not develop a corresponding relationship with adults, which will certainly complicate the educational process with the child.

Parents should remember that each child has its own characteristics in mental development and that these characteristics are manifested in their acquisition of one or another type of activity. Some children have just mastered the first words, and their peers can already speak with certain phrases.

Manifestation of the child's potential in the educational process is also related to genetic factors to a certain extent. Children also differ from each other according to their temperamental characteristics:

- Children who are cheerful, active, cheerful, who can quickly adapt to changing conditions of life - belong to sanguine temperament.
- Often moody, impressionable, taciturn, slow children - melancholic temperament.
- Phlegmatic children are calm, apathetic, inactive, slow-talking children.
- Angry, restless, restless, active children are considered choleric.

Children also differ in their need for adult support. Some children need to be shown, explained, and followed several times to perform an action. For other children, it is enough to show the work to be done once. There are also children who do the given task independently. Children differ from each other depending on their curiosity and mental activity. Some children ask a lot of questions and are active, while some children are not interested in anything. The more parents know their children's peculiarities, the more successfully they can teach them.

In MTT, as much attention is paid to the physical growth of children, as much attention is paid to their mental and moral growth. Children's perception, imagination and memories, imagination and thoughts, and will are systematically developed in various didactic activities that are always planned for them to go to school.



Developing children's speech is one of the most necessary conditions for preparing children for the process of studying at school. Therefore, when preparing children in the preparatory group to study at school, it is important to learn their mother tongue well, that is, to gain vocabulary, to be able to pronounce correctly and complete and make correct sentences. It is necessary to give myat. Expanding and enriching children's ideas about the outside world should be carried out on the basis of developing their speech.

The content of the educational process, which is carried out in order to prepare children for school, includes the names of things and objects, characteristics and qualities of events that should be understood by children. They are determined by the variety and uniqueness of the environment according to their characteristics and types of activity. It is important for them to aim their movements by seeing, touching, or looking at the shape of objects. This, in turn, requires children to think independently, to be careful about their activities, and to be observant. As a result, moral qualities are formed in the child. Cognitive activity is formed in children by being able to distinguish the surrounding events, for example, the names, shapes, size, structure, and colors of objects. The child learns the names of things, natural phenomena, animals and plants in the process of getting acquainted with them. These are of particular importance in the development of the child's speech. Children see and perceive the names, sizes, colors, shapes and spatial positions of objects.

In conclusion, we can say that the psychological readiness of children for school is an important foundation for the education and development of a person. The goal set for the educational process will be achieved only if our educational psychologists develop psychological, physiological and physical mental preparation of children for school.

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