

## **MAIN DIRECTIONS OF PREPARATION OF CHILDREN FOR SCHOOL EDUCATION**

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**Abstract:** This article analyzes that mental training, figurative and logical thinking, interest in knowledge, independence, self-control and knowledge of such basic activities as observation, hearing, memory, comparison are important for a preschooler.

**Key words:** preparation, group, school education, psychological peculiarities, physical maturity, mental maturity, spiritual maturity, moral will, verbal wealth.

## **BOLALARNI MAKTAB TA'LIMIGA TAYYORLASHNING ASOSIY YO'NALISHLARI**

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**Annotatsiya:** Mazkur maqolada maktabgacha yoshdagi bolaning maktab ta'limiga o'tishida aqliy tayyorgarlik, bolaning obrazli va mantiqiy fikrlashi, bilimga qiziqishi, mustaqilligi, o'zini-o'zi nazorat qilishi hamda o'quv faoliyatini kuzatish, eshitish, eslab qolish, solishtirish kabi asosiy turlarini bilishi muhim ahamiyat kasb etishi tahlil qilingan.

**Kalit so'zlar:** tayyorlov, guruh, maktab ta'limi, psixologik xususiyatlar, jismoniy yetuklik, aqliy yetuklik, ma'naviy yetuklik, axloqiy irodaviy xususiyatlar, so'z boyligi.

## **ОСНОВНЫЕ НАПРАВЛЕНИЯ ПОДГОТОВКИ ДЕТЕЙ К ШКОЛЬНОМУ ОБРАЗОВАНИЮ**

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**Аннотация:** В данной статье проанализировано, что для дошкольника важно умственная подготовка, образное и логическое мышление, заинтересованность в знаниях, независимость, самоконтроль и знание таких основных видов деятельности, как наблюдение, слух, память, сравнение.

**Ключевые слова:** подготовка, группа, школьное образование, психологические особенности, физическая зрелость, умственная зрелость, духовная зрелость, нравственная воля, словесное богатство.

**Introduction:** The transition of a preschool child to school education always creates a significant change in his life, morality, interest and relationship. Therefore, it will be necessary to prepare a child or a child for school education at home, to introduce him to less difficult knowledge, understanding, skills and qualifications. According to leading experts, the concept of "preparation for school" includes the following areas of preparation of a child for school:

- physical;
- private (soul) of the soul;
- mental;
- special preparation.

Physical fitness is explained by the fact that the child has developed wellness, movement skills and quality, hand muscles and visual-motor compatibility. Personal readiness, attitude to the environment, adults, peers, the world of plants, natural phenomena, implies the formation of a personal culture. Mental training involves the child's figurative and logical thinking, interest in knowledge, independence, self-control and knowledge of the main types of educational activities, such as observation, hearing, remembering, comparison. The effect of a child's schooling will depend more on his knowledge of his native language and how advanced he is in speech. Because the entire educational activity is built on these, that is, on the basis of such factors as the development of speech-Logic, independent thinking of the child without the help of adults, the development of language skills, storytelling, reasoning, the ability to interpret one's own imagination, to make it clear. It is also considered important for the development of practical intelligence for the child to receive education at school, that is, his ability to draw a sample, perform a narrative task to be told. Finally, special training implies teaching the child literacy and shaping his understanding of adequate mastery of the material of the school's 1st grade curriculum. The effectiveness of teaching children at school will largely depend on their level of training.

**LITERATURE ANALYSIS:** School preparedness is determined through the requirements of the preschool organization and the family for a child of preschool age. The peculiarity of these requirements is associated with the new social psychological role of the student. The child must be prepared to carry out the tasks set before him. Admission to school is an important period in the life of a child associated with a change in the usual lifestyle, the system of relationships with those around him. For the first time in the life of a child, a central place is occupied by educational activities of social significance. In contrast to the free-play activities that are typical of the Urok, education will now be compulsory and 4 serious attitudes will be required from the

first grader to rebuild the child's daily life process as the leading type of educational activity: the agenda will change, the time of free games will be kissed. The requirements for the independence and organization of the child, His workmanship and discipline are seriously increased. In relation to preschool childhood, the personal responsibility of the student to fulfill his behavior, obligations increases much more or less. The preparation of children for school implies the organization of educational work in kindergarten, firstly, ensuring a high level of General, comprehensive development of children of preschool age, and secondly, ensuring the special preparation of children for the acquisition of educational subjects that they must master in the elementary grades of the school. Accordingly, in modern psychological and pedagogical literature (A.V.Zaparozhets, A.A.Wenger, G.M.Lyamina, G.G.Petrogenko, J.V.Taruntaeva et al.) the concept of preparedness is defined as the development of a child's personality and is considered in two interconnected aspects: "general psychological preparation for school education" and "special preparation". General readiness for school is manifested as an important conclusion of the continuing, purposeful educational educational work of the MTT on the comprehensive education of children of preschool age. General preparation for school is such a level that the child has achieved in mental, spiritual, aesthetic and physical reproduction by the time of going to school that it provides the necessary basis for the child to actively penetrate into the new sharaoites of school education and the conscious possession of educational material. General training is expressed by a certain level of psychic development that the child reaches by the time of admission to school education. The concept of psychological training from the point of view of school education, the indicators of which the child is going to the 1st grade are summed up by a successful psychic. an important quality in the development of psychological preparation for school education the child's desire to study includes a sufficiently high level of cognitive activity and contemplative operations in the student's desire to divide, the acquisition of elements of the child's educational activity, willpower and readiness based on manifestation at a certain level of Social Development. All the components of the psychological preparation of the child for school are reduced to bringing the child into the classroom team, the active possession of consciousness of educational material at school, the fulfillment of a wide range of school-related obligations. The special readiness of a child for school is an addition to the general psychological readiness to study at school. It is determined by the presence in the child of special knowledge, skills and qualifications necessary to study such educational subjects as mathematics and mother tongue. The intensive work carried out in the preschool educational organization on the content of the simplest mathematical concepts in children, the cultivation of speech and the preparation for the acquisition of literacy provides the necessary level of special preparation of children for school education.

**RESULTS:** A child attending school should be prepared for a new system of interaction with those in a new lifestyle, active mental activity. He must have reached a certain level of physical development in order to be able to make new serious commitments. There are several interconnected aspects in the content of the general readiness of the child for school (moral-volitional training to study), the important of which are spiritual, volitional, mental, physical training. Moral-volitional readiness of the child to study at school. Moral-volitional readiness to study at school is expressed in the fact that by the end of preschool childhood, a child actively acquires a new social point of view in the development of moral behavior, will, moral feelings and consciousness, and reaches a level that allows him to build his relationship with his teacher

and classmates on a moral basis. Moral volitional readiness is manifested at a certain level of the development of personal behavior of a child of a large preschool age. In this relationship, the child's ability to control his own behavior, which develops throughout the age of preschool education: to consciously fulfill the rule or the demands of the educator, not to erk to restrain nervousness, to show perseverance in achieving the set goal, the skill of performing the deadlift against the fact that it attracts the necessary work, but distracts The basis for the development of volatility in the behavior of the future student is the causes, mutual buysunners, which are formed by the end of the preschool age. In the content of moral-volitional readiness for school, as well as in the personal behavior of a child of a senior preschool age, such features as Independence Organization and discipleship are relevant. It is the ability to fulfill the rules of behavior that are inextricably linked with independence, to use the correct, usual methods of action in New conditions, to be willing to help. Independence and organizational behavior with discipline find their expression in orientation towards the goal in behavior, in being able to consciously organize their activities according to the rules adopted in the preschool organization, in being able to achieve and control the result of the activity, in coordinating their behavior with that of other children, in feeling personal responsibility for their actions. Another important component of moral volitional readiness for school is the ability to organize the child's interaction with adults and peers according to the rules. Experience shows that adaptation to school study conditions directly depends on how successfully "public" qualities are formed in children in previous years: benevolent, respectful attitude towards friends, organizational skills, politeness, expression of care, presence in mutual assistance. The presence of such a complex in the feelings of communalism in the behavior of a child can be an indicator of his moral readiness for school and create a high, positive spirit in dealing with his peers in the new community. Moral-volitional readiness for school is also expressed by a certain level of moral sensitivity and development of the child's consciousness. The most instructive in this regard is the understanding of the social significance of children's moral behavior, the development of the ability to independently assess their behavior in them, the formation of elements of responsibility, truthfulness, humanity and civic feelings. Moral-volitional readiness also includes a set of qualities that represent the attitude of a child of preschool age to work. This is a passion for work, respect for the work of those around them, the acquisition of the necessary labor qualifications. Mental readiness of the child to study at school. An important component of mental readiness for school is the presence in a child entering school of a sufficiently wide wealth of knowledge about the environment, the world. This fund of knowledge is the necessary basis on which the teacher relies in the organization of his work. In the mental readiness of a child for school, the quality of the knowledge acquired by children is significant. The indicator of the quality of knowledge is primarily the conscious possession of them by children; the clarity and stratification of their imagination; the completeness of the content and volume of simple concepts; the ability to independently apply knowledge in solving educational and practical tasks understandable to themselves; regularity, that is, the ability of preschool age to reflect understandable, important communication and relationships between things and phenomena. The component of the child's mental preparation for school is that the child has developed cognitive activity to a certain extent. In this place, first of all, the growing volatility of the cognitive process; volitional memory and re-expression of material in meaning, planned perception of things and phenomena, the ability to purposefully solve the assigned cognitive and practical

issues, and so on; secondly, improving the quality of cognitive processes: accuracy of sensations, completeness and stratification of perception, quick and accuracy of recall and re-expression; thirdly, the presence of cognitive attitudes to the world around. In the formation of mental readiness for school, the general level of thinking activity of the future student is important. In the regular, purposeful working conditions of the Preschool education organization regarding the mental education of children, the ability to comprehensively analyze things in children's (activity) thinking activities, the ability to use socially composed sensory trinkets in research on the characteristics and qualities of Science and phenomena, the ability to make simple generalizations based on basic communication in things and phenomena, the ability to Prospective students develop the elementary independence of mental activity: the ability to independently plan their own practical activity and carry it out according to a plan, the ability to set a simple cognitive task and solve it, and so on.

**DISCUSSION:** Mental Readiness at school also includes the seizure of elements of educational activity by children. Children, in the conditions of regular education, by the end of preschool childhood, should acquire the main components of educational activity: the ability to accept an understandable educational task, understand the educator's instructions and accurately perform the work using the methods indicated by adults, the ability to achieve one result, control over the quality of their activities, behavior, tasks, the ability to How highly developed speech is is an important component of a child's mental preparation for school. The exact pronunciation of sound, the wealth of the dictionary, the ability to correctly state one's opinion logically and grammatically, the treatment of cultural speech – all this is a prerequisite for successful schooling. The composition of mental readiness also includes the initial basis of literacy, simple mathematical outlines, a sufficiently wide range of knowledge, skills and qualifications of the native language. Thus, mental readiness for school learning is composed of interconnected components of the mental and speech development of children. Cognitive activity, cognitive interests, methods of child thinking, understood systematized visions of the surrounding world and elements of imagination, speech and the unity of the general level of elementary educational activity create mental readiness in children to acquire educational material in school. Physical readiness of the child to study at school. The physical readiness of a child to study at school is of great importance in the success of studying. In connection with the exit to school, the restructuring of the child's lifestyle, changes in the agenda, serious educational work, the duration of classes require significant physical exertion from him. Physical readiness for school is made up of many components. This is primarily due to the fact that the child's health is good, the body is satisfied, to some extent, endurance and ability to work, being able to resist diseases. In the preparation of children for school, the development of small finger muscles takes a special place, which is a prerequisite for the successful acquisition of writing. Physical readiness for school also implies the acquisition by the child of cultural hygienic qualifications, the upbringing of the habit of observing the rules of personal hygiene in them. Physical readiness is a necessary component in the formation of school maturity in a child. When determining school maturity, a multifactorial analysis referring to the development of the state of Child Health and the biological maturity of the organism (anthropometric indicators, bone, muscle, respiratory and cardiovascular system), a basic indicator of functional readiness for school, "school maturity" and, above all, an assessment of the level of development of a number of physiological functions is used. To these: the development of braking ability, which will be necessary for long-term sitting

on the Parta; good movement control, which includes fine finger movements that will be necessary when performing graphic tasks related to writing and painting; relatively fast generation and strengthening of conditional connections characteristic of positive and braking, as well as insufficient development of the second signal system. Examination of children allows you to determine whether they can study at school from the age of six. The result of checking the physical readiness of children for school has shown that in most children its main indicators are around the norm and even advance from it. The agenda, conditioning treatments, regular physical training, various action games and exercise, active movement mode are necessary conditions to ensure that children are physically ready to study at school. Psychological preparation for school education the child's desire to study with the participation of a student dividing cognitive activity and a sufficiently high level of thinking operations the child's acquisition of elements of educational activity involves a break in readiness, which is based on manifestation at a certain level of Will and social development. All the components of the psychological preparation of the child for school to bring the child into the classroom team active acquisition of educational material in school is fraught with the fulfillment of a wide range of school-related obligations. The special readiness of a child for school is an addition to the general psychological readiness to study at school. It is determined by the presence in the child of special knowledge, skills and qualifications necessary to study such educational subjects as mathematics and mother tongue. The intensive work carried out in the Preschool educational organization on the content of the simplest mathematical visions in children, the cultivation of speech and the preparation for the acquisition of literacy provide the necessary level of special preparation of children for school education. It is difficult for a child who attends school to be prepared for a new system of interaction with people in a new way of life, active mental activity. He must have reached a certain level of physical development in order for the new jiddy to make commitments. There are several interconnected aspects in the content of the child's general readiness for school (moral-volitional training), the important of which are spiritual, volitional, mental, physical training. Moral-volitional readiness to study at school is expressed in the fact that by the end of preschool childhood the child actively acquires a new social point of view in the development of moral behavior, will, moral feelings and consciousness, and achieves a level that allows him to see the relationship between his teacher and classmates on a moral basis. Moral volitional readiness is manifested at a certain level of the development of personal behavior of a child of a large preschool age. In this relationship, the child's ability to control his own behavior, which develops throughout the preschool age: to consciously fulfill the rule or the students of the educator, not to succumb to restlessness, to show determination in achieving the set goal, the ability to perform the necessary work in opposition to the one who attracts but is confused by the goal, etc. The basis of the development of volatility in behavior of the future student is the causes, mutual buysunners, which are formed by the end of the preschool age. In the letter finding of moral-volitional readiness for school, as well as independence in the personal behavior of a child of older preschool age, such characteristics as Organization and discipleship are relevant. It is the ability to fulfill the rules of behavior that are inextricably linked with independence, to use the right usual methods of action in New conditions, to be willing to help. With independence and organized and disciplined behavior, he finds expression in orientation towards the goal in behavior, in being able to consciously organize his activities according to the rules adopted in the Preschool educational organization, in being able to achieve

and control the result of activity, in coordinating his behavior with that of other children, in feeling personal responsibility for his actions. In the mental readiness of the child for school, the quality of the knowledge acquired by children is significant. An indicator of the quality of knowledge is, first of all, their conscious acquisition by children; clear and stratification of their imagination; completeness of the content and volume of simple concepts; understandable educational to themselves, and the ability to independently apply knowledge in solving practical tasks; regularity, that is, the ability of preschool age to reflect understandable, important communication and relationships between things and phenomena. The component of the child's mental preparation for school is that the child has developed cognitive activity to a certain extent. In this regard, firstly, the high content of the process of learning B; the ability to memorize and re-express material meaningfully voluntarily, to make a planned perception of things and phenomena, to purposefully solve complex cognitive and practical issues, and so on; secondly, to improve the quality of cognitive processes: accuracy of sensations, completeness and stratification of perception, quick and accuracy of; thirdly, it is important for the child to have a cognitive attitude to the world around him, the acquisition of knowledge and the desire to study at school.

**CONCLUSION:** In the formation of mental readiness for school, the general level of thinking activity of the future student is important. In the regular, purposeful working conditions of the preschool educational organization on the mental education of children, the ability to comprehensively analyze things in children's (activity) thinking activities, the ability to use socially composed sensory trinkets in research on the characteristics and qualities of Science and phenomena, the ability to make simple generalizations based on basic communication in things and phenomena, Prospective students develop the elementary independence of mental activity: the ability to independently plan their own practical activity and carry it out according to a plan, the ability to put a simple task of cognition and solve it, and so on. Mental Readiness at school also includes the seizure of elements of educational activity by children. Children, in the conditions of regular education, by the end of preschool childhood, should acquire the main components of educational activity: the ability to accept an understandable educational task, understand the educator's instructions and accurately perform the work using the methods indicated by adults, the ability to achieve one result, control over the quality of their activities, behavior, tasks, the ability to critically evaluate.

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