

Quality of Preparing Children for School in Preschool Institutions

Khafizakhon Usmonova

Candidate of pedagogical sciences Kokand state pedagogical institute, Uzbekistan

ABSTRACT

This article analyzes important aspects of preparing a child for school. Features such as independence, organization and discipline in the personal behavior of a child of adult preschool age are important in the implementation of moral and voluntary preparation for school. It is the ability to follow the rules of behavior that are inherent in independence, to use the right routines in the new environment, and to be willing to help.

KEY WORDS: *preparing a child for school, moral and voluntary preparation, new environment, ability, personal behavior, preschool age.*

In order to further develop the system of preschool education, to bring it to the level of world standards, the Decree of the President of the Republic of Uzbekistan dated December 29, 2016 "On measures to further improve the system of preschool education in 2017-2021" No. PQ-2707 was approved. Scientific observations and research show that a person can obtain seventy percent of all information obtained during his lifetime by the age of five. Indeed, during this period, a child understands the world, learns his native language, awakens love for parents, family, neighborhood, homeland, prepares the ground for lifelong learning. Psychological preparation for school education A child's aspiration to learn A sufficiently high level of cognitive activity and thinking operations in the aspiration to become a student Acquisition of elements of a child's learning activity involves preparation based on a certain level of will and social development . All components of a child's psychological preparation for school include bringing the child into the classroom community, actively mastering the learning material in school, and fulfilling a wide range of school responsibilities. A child's specific readiness for school is in addition to his or her general psychological readiness for school, which is determined by the child's availability of specific knowledge, skills, and competencies required to study academic subjects such as mathematics and mother tongue. Intensive work in preschool to develop the simplest mathematical concepts in children, to develop speech and to prepare them for literacy provides the necessary level of special preparation of children for school. A child attending school must 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 responsibilities. There are several interrelated aspects to a child's overall readiness for school (moral and voluntary preparation for school), the most important of which are spiritual, volitional, mental, and physical preparation. Moral-volitional readiness to go to school By the end of preschool, the child should actively acquire a new social perspective on the development of moral behavior, will, moral feelings and consciousness, and build a moral relationship with his teacher and classmates. is expressed in reaching a level that allows. Moral volitional readiness is manifested in a certain level of development of personal behavior of a child of preschool age. In this regard, the ability of the child to control his own behavior, which develops during the preschool years: conscious observance of the rules or requirements of the educator, not to let him suddenly get nervous, to show

determination in achieving the goal, attracting the necessary work, but the ability to do so as opposed to distracting from the goal, and so on, is noteworthy. The basis for the development of voluntary behavior in the future student is the reasons that are formed by the end of preschool age, the interdependence.

In finding the letter of moral-volitional readiness for school, as well features such as independence, organization, and discipline in the personal behavior of a child of older preschool age are important. Obeying the rules of conduct that are inherent in independence, use the correct usual methods of movement in new conditions, the ability to be willing to help. Independence and behavior in an organized and disciplined behavioral goal-oriented, able to consciously organize their activities in accordance with the rules adopted in preschools, to be able to achieve and control the results of activities, to coordinate their behavior with other children, their own behavior -finds a sense of personal responsibility for their actions. Another important component of moral and voluntary preparation for school is the ability to organize the child's interactions with adults and peers in accordance with the rules. Experience has shown that adaptation to school conditions in previous years is characterized by "social" qualities in children: kindness to friends, respect, organizational skills, politeness, caring, willingness to help each other, shows that it is directly related to how successfully it is formed. The presence of such a set of social feelings in a child's behavior can be an indicator of his or her moral readiness for school and creates an uplifting positive spirit in dealing with peers in the new community. Moral-volitional readiness for school is also characterized by a certain level of development of moral feelings and consciousness of the child. The most exemplary in this regard is the development of children's ability to independently evaluate their own behavior, understanding of the social significance of moral behavior, the formation of elements of responsibility, honesty, humanity and citizenship. Moral training also includes a set of qualities that characterize the attitude of a child of preschool age to work. It is the desire to work, respect for the work of others, the acquisition of the necessary labor skills. An important part of mental preparation for school is that the child entering school has a rich enough knowledge about the environment and the world. This fund of knowledge is a necessary basis on which the teacher relies on the organization of his work. The quality of knowledge acquired by children is important in the mental preparation of a child for school. An indicator of the quality of knowledge is, first of all, that it is consciously acquired by children; clarity and stratification of imagination; completeness of the content and scope of simple concepts; ability to independently apply knowledge in solving educational and practical tasks; regularity, that is, the ability of preschoolers to reflect clear, important connections and relationships between things and events.

An integral part of a child's mental preparation for school is that the child's cognitive activity is developed to a certain extent. Here, first, is the growing voluntariness of the learning process; the ability to recall and reinterpret material in a meaningful way, the ability to plan things and events in a systematic way, the ability to know and solve practical problems, etc.

Second, improving the quality of cognitive processes: accuracy of perception, completeness and differentiation of perception, speed and accuracy of recall and repetition;

Third is the training to take on the attitude of success and achievement while undergoing emotional states. The general level of thinking activity of the prospective student is important in shaping the mental readiness for school. Ability to comprehensively analyze things in children's (activities) thinking activities in the regular, purposeful working conditions of kindergarten on the mental upbringing of children, the ability to use socially structured sensory standards in the study of the properties and qualities of science and events the ability to make simple generalizations based on communication, relevance, character identification, and the ability to make comparisons of objects based on the consistent separation of similarities and differences. Prospective students develop

elementary independence of mental activity: the ability to independently plan and carry out their practical activities, the ability to set and solve simple cognitive tasks, and so on.

References

1. Egambergan Khudoynazarov, Jumanazar Yarmetov //Application of problem-based teaching methods in the development of mathematical thinking skills of students. Psychology and education (2021) 58(1): p. 4537-4541
2. Otajonov S. E., Kurbanov M. U. Digitalization as a Tool to Increase Productivity Efficiency. – 2021.
3. Калинина Н.В. Развитие социальной компетентности школьников в образовательной среде: психолого-педагогическое сопровождение / Н.В. Калинина. – Ульяновск: УИПК ПРО, 2014. – 228 с.
4. Лукьянова М.И. Психологические аспекты развития социальной компетентности школьников. - Ульяновск, 2003. - 207 с.
5. Akramov M., Muzaffar K. Technological Approach at Secondary School Management //Eurasian Journal of History, Geography and Economics. – 2021. – Т. 2.
6. Kurbanov M. U., Sirojiddinova M. S. Mechanisms for effective management of the teaching staff in improving the quality of education //Euro-Asia Conferences. – 2021. – Т. 3. – №. 1.