

## Pedagogical Bases of Preparing Children For School

*Nilufar Ismoilova*

*Teachers of the Department of Preschool Education Methods, Namangan State University*

*Uzbekistan, Namangan*

### ABSTRACT

*This article analyzes the pedagogical basis of preparing children for school. Psychological, pedagogical, motivational aspects of school preparation are considered.*

**KEYWORDS:** school preparation, motivational preparation, psychological preparation, method, methodology, pedagogical technologies

### INTRODUCTION

School is a social institution that has emerged historically relatively recently, and a child's admission to school plays a leading role in the process of adaptation to life in society.

Entering school is a very serious step for a child, as it is a turning point in life. He seems to be trying to get out of his childhood and take a new place in the system of relations mediated by the norms of behavior, there is a desire to "become a real schoolboy" and carry out real, serious, socially significant activities.

When the child moves to a new stage of development, there is a change in the leading activity, this is a transition from a plot-role-playing game to educational activity.

The progress of the child's school life, how successful the start of schooling will be, determines the student's progress in subsequent years, his attitude towards school, and, ultimately, well-being in adult life. If a student does not study well, it always negatively affects peer relationships or the family microclimate.

The problem of children's readiness for schooling, first of all, is considered from the point of view of the compliance of the child's development level with the requirements of educational activity.

Many parents believe that readiness for school lies only in mental readiness, so they devote maximum time to developing the memory, attention and thinking of the child. Not all classes involve the formation of the necessary qualities for teaching at school.

Often, children who are not doing well in school have all the necessary skills of writing, counting, reading and have a fairly high level of development. But readiness presupposes not only the presence of certain skills and abilities necessary for learning at school, it is necessary to ensure the full and harmonious development of the child.

Preparing children for school is a complex task covering all spheres of a child's life.

These are, first of all, the levels of social and personal, motivational, volitional, intellectual development, all of them are necessary for the successful mastering of the school curriculum. When children enter school, it is often revealed that some component of psychological readiness is not fully developed. Deficiencies in the formation of one of the levels, sooner or later entail a lag or distortion in

the development of others and one way or another affect the success of training.

Motivational readiness is seen as an incentive to learn, a child's desire to go to school. The child's initial motive is to climb to a new level of relationship.

Distinguish between external and internal motivation. Most children of senior preschool age dream of becoming schoolchildren, but of course, almost none of them has any idea what a school is in reality, many children have a completely idealized attributive idea of school, if you ask them who a student is, they will certainly answer that this is a child, who carries a large portfolio, sits at his desk with his hand raised, writes, reads, and good children get five's, and bad children get deuces. And I want it the same, and everyone will praise me.

Internal motivation is associated with a direct desire to learn, expressed in cognitive interest, manifests itself in the desire to learn new things, to find out the incomprehensible. A very difficult situation arises, because not all children are ready to fulfill the teacher's requirements and do not get along in a new social environment due to the lack of an internal motive. A child's cognitive need exists from birth, and the more adults satisfy the child's cognitive interest, the stronger it becomes, so parents need to devote as much time as possible to the development of children, for example, reading books to them, playing cognitive games, etc.

Learning motivation develops in a first-grader with a pronounced cognitive need and ability to work. The first grader tries to be an exemplary student in order to earn the praise of the teacher, and then the parent. Emotional praise allows the child to believe in their abilities, increase their self-esteem and stimulate the desire to cope with what is not immediately possible. (Bozovic)

Another component of school readiness is volitional readiness. Volitional readiness means the child's readiness to fulfill the teacher's requirements. This is the ability to act according to the rules, in accordance with the established pattern. Compliance with the rule is at the heart of the social relationship between a child and an adult.

D.B. Elkonin conducted an experiment. The first-graders were asked to draw four circles, and then color three yellow and one blue, the children painted all the circles in different colors, claiming that it was more beautiful. This experiment perfectly demonstrates that not all children are ready to accept the rules.

The emergence of will leads to the fact that the child begins to consciously control himself, to control his internal and external actions, his cognitive processes and behavior in general. He gradually masters the ability to subordinate his actions to motives.

It is also necessary to determine the physiological readiness for school, whether the child is ready for such loads, on the one hand, the student's body is often ready for the school requirements, but on the other hand, it is very difficult for some children to endure such mental stress and physical exertion, or the child may be weak the motor skills of the hand are developed and he cannot write, this is a failure of the regime and the restructuring of the whole organism to a new way of life, keeping attention in the classroom for 40-45 minutes, etc. Some find it rather difficult. Before entering school, honey is done. survey and readiness is determined. According to indications, by the age of 8, almost everyone is ready. Physiological readiness is determined by three criteria: physiological, biological and health. At school, a child is faced with a bunch of problems, for example, improper seating can lead to curvature of the spine, or deformity of the hand under heavy loads on the arm. Therefore, this is the same weighty sign of development as the rest.

Going to school is the most important step in a child's development, requiring a very serious approach and preparation. We have established that a child's readiness for school is a holistic phenomenon, and for full readiness it is necessary that each of the signs be fully developed, if at least one parameter is poorly developed, this can have serious consequences. Comprehensive preparation for school includes five main components: motivational, intellectual, social, strong-willed, physiological readiness. It is advisable to determine the psychological readiness for school a year before the expected admission, since in this case there is time to change what needs correction. There are many methods for diagnosing children's readiness for school, they require careful selection, since many of them are inadequate. When preparing a child for school, it is also necessary to consult with a child psychologist and teachers.

#### REFERENCES:

1. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. January 25, 2020. <https://uza.uz/oz/politics/zbekiston-respublikasi-prezidenti-shavkat-mirziyooevning-oliy-25.01.2020/>
2. From the Millennium Report by Secretary-General Kofi Annan. Tashkent. 2003. Pages 25-27.
3. Team of authors. International law .Text TSU. 2004. Pages 67-69.
4. From the Millennium Report by Secretary-General Kofi Annan. Tashkent. 2003. Page 27.
5. Article 1 of the Convention Relating to the Status of Refugees. (internet site).
6. Ismoilov T. I. THE IMPORTANCE OF FORMING YOUTH LIFE STRATEGY IN AN INFORMED SOCIETY //EPRA International Journal of Multidisciplinary Research (IJMR). – T. 6. – №. 8. – С. 536-538.
7. Gapparov E. O. SOCIAL INNOVATION AS A MOTIVATING, DEVELOPING FACTOR IN SOCIETY //EPRA International Journal of Research and Development (IJRD). – 2020. – T. 5. – №. 8. – С. 331-333.
8. Нурматова М. Шахс камолотида ахлоқий ва эстетик қадриятлар уйғунлиги //Т.: Университет. – 2009.
9. Nurmatova M. Shaxs kamolatida axlqoiy va estetik qadriyatlar uyg 'unligi //Toshkent:"Universitet. – 2009. – T. 53.
10. KAMALOVNA N. T. et al. MECHANISMS OF IMPROVING SOCIAL PROTECTION OF WOMEN: RISK INDICATORS AND STATISTICS (IN THE CONTEXT OF GENDER-BASED VIOLENCE) //Journal of Critical Reviews. – 2020. – T. 7. – №. 4. – С. 38-41.
11. Yuldasheva M., Nurmatova M., Tolipova O. ADVANTAGES OF USING GAME TECHNOLOGIES IN EDUCATION.
12. Нурматова М. А. Особенности дидактики Мусульманского Востока //Вопросы гуманитарных наук. – 2009. – №. 1. – С. 84-86.
13. Xujaev, Muminjon Isokhonovich (2019) "HISTORICAL PHILOSOPHY OF AHMED ZAKI VALIDI," Scientific Bulletin of Namangan State University: Vol. 1 : Iss. 12 , Article 23.

14. Хужаев Муминжон Исохонович Bashkir turkish studies // International Journal of Research & Development . – Т. 6. – №. 8. – С. 349-352.
15. Hujayev M. I. COMPARATIVE ANALYSIS OF THE FORMATION OF POLITICAL AND LEGAL VIEWS OF A. VALIDOV //Theoretical & Applied Science. – 2015. – №. 8. – С. 108-111