PRESCHOOL EDUCATION ORGANIZATION AND SCHOOL COOPERATION IN PREPARING CHILDREN FOR SCHOOL

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Comprehensive cooperation between kindergarten and school is the main condition for successful implementation of the task of preparing children for school education. The connection between the kindergarten and the school requires, on the one hand, to transfer children to school with general development and politeness to the extent that meets the requirements of school education, and on the other hand, the teacher relies on the knowledge, skills and experiences of children of senior kindergarten age and uses them in the educational process. enough. The organic connection between the kindergarten and the school helps bring the conditions of education closer to the children of the senior kindergarten age and the students of the primary school. Employees of pre-school education institutions should know the requirements for children in the first grade , and prepare children in the preparatory group for school accordingly. The organic relationship between school and kindergarten has a complex and multifaceted structure. In it, it is possible to distinguish the leading aspects of educational work, such as content, methods and methods, organizational forms, as well as conditions for raising children and pedagogical requirements. It is necessary to pay attention to the following:

- from the point of view of school requirements, children should acquire knowledge more deeply;
- from the point of view of kindergarten, it is necessary to equip children with knowledge, skills, and abilities at the level of school requirements;
- mental readiness of children for school.

Here, the task is to prepare children for any type of work, to develop interest in intellectual work and knowledge, and to prepare them for independent life in the future. The basis of the relationship between the school and the kindergarten is the connection between the kindergarten and the programs that determine the content of the educational work carried out in the school. If we compare the current elementary school program with the kindergarten program, we see some overlap between them.

This sleeve is primarily determined by the generality of the principles based on the programs. Their content is manifested in the principle of compliance with the goals and tasks of comprehensive education of children, connection with life, principles of scientificity, educational and developmental nature of education, and the unity of philosophical and spiritual points of view. Comparing the first grade curriculum with the kindergarten curriculum in some subjects, we see that they have a lot in common. For example, mother tongue teaching in kindergarten and mother tongue classes in elementary grades are based on the general idea of comprehensive development of children's perspective. Kindergarten is aimed at enriching

children's vocabulary, teaching them to pronounce sounds correctly, to read expressively, and to form connected speech . At school, based on the knowledge, skills, and concepts acquired in this kindergarten, children develop written speech skills, orthography and letter skills, they are taught the elements of morphology and syntax. In addition, enrichment of children's vocabulary, expressiveness of speech, and development of connected speech, which began in kindergarten, will be continued.

In both kindergarten and school, knowledge of natural science is based on the general idea of the unity of the organism and the environment. On this basis, children are given knowledge and understanding of living and inanimate nature, the connection between nature and people. Introducing children to school and student life. A primary school student and a teacher of a preparatory group of a kindergarten organize an excursion to familiarize the children of the preparatory group with the school. Such excursions can be held 3 times a year. During the excursion, the children of the senior and preparatory groups will get to know the schoolchildren, who will tell the kindergarten children about their studies and work at school; they show how they decorate the students' room, how they take care of the plants and animals in the nature corner, and what they do in the workshop. The form of work can be as follows:

- conducting a lesson on the topic "Telling by looking at the picture" in the classroom - an activity together:
- performing physical training at school together on the sports ground or in the gym;
- to organize a joint exhibition of pictures made by first graders and children of the preparatory group;
- school in the workshop students _ _ work training course _ observation :
- Pupils present the toys they have made to kindergarten children; - children studying at school come to their kindergarten;
- Organization of the "School" game. This in the processes, the consistency of the activity of a kindergarten teacher and a primary school student is evident. One begins to raise and educate children, the other continues. The goal of child education can be achieved only when the relationship between the school and the kindergarten is strong. Content and forms of communication between kindergarten and school. Communication between kindergarten and school is carried out in two directions:
- communication between the kindergarten and the team of pedagogues of the school;
- bringing kindergarten children and primary school students closer to each other. Educators get acquainted with the content and specific aspects of the educational work carried out in the primary class, as a result of which the prospects of preparing the child at the level of school requirements are determined. Primary school students get acquainted with the content of work carried out in senior and preparatory groups and build on the knowledge, skills and abilities acquired by children in school education. The main goal of the interaction between kindergarten and school pedagogues is to establish a strong relationship between the school and the kindergarten in terms of educational activities in order to prepare children for

school education in a way that meets the needs of the times, and for children to successfully study in the school, the activities conducted in the kindergarten and 50 schools It is to achieve high results in this field by deeply analyzing educational work. Kindergarten and school communicate with each other on pedagogical campaign, methodical and practical issues. Pedagogical campaign work requires introduction to the task of the educator of the preparatory group of the kindergarten and the educational activities carried out in the first grade, the content of the program of the preparatory group and the 1st grade, the study of the characteristics of the children of the preparatory group and the students of the 1st grade of the school . . The pedagogical function of the organic connection between the kindergarten and the school requires mutual acquaintance with the forms and methods of educational activities carried out in the preparatory group of the kindergarten and in the 1st grade of the school. In this regard, the educators of the preparatory group of the kindergarten observe the lessons conducted in the 1st grade of the school and discuss them together after the lesson and training, participate in seminars and practicals on some methods: sharing best practices, preparing children for school or teaching children in the 1st grade. they hold pedagogical councils. The practical task of the connection between the kindergarten and the school is that, on the one hand, the teacher goes to the preparatory group of the kindergarten and gets to know his future students, and on the other hand, the educators of the preparatory group learn how their former students are studying in the first grade. In order for the organic connection between the kindergarten and the school to be effective, the following conditions should be followed. It is necessary that the connection between the kindergarten and the school should be carried out consistently, it should be designed for a long period, the work to be done, the issues to be solved should be planned. The basis of cooperation is a perspective plan for working together, which should specify the main task, content, forms of work, time, and persons responsible for the implementation of the interaction. As a result of establishing such a relationship with the school during the kindergarten year, educational activities will have good results. Forms of bringing children closer to schoolchildren are organizing various school excursions, classrooms, libraries, holiday stories, etc. If the plans are clear, meaningful and implemented without deviation, it is possible to achieve desired results and successes in joint work. This has a good effect on preparing children for school education, and on their studying at school without difficulty.

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