

PSYCHOLOGICAL ASPECTS OF PRIVATE PREPARATION OF PRESCHOOL CHILDREN FOR SCHOOL

Ruziboyeva Feruza Omonboyevna

Asian University of Technologies, Karshi, Uzbekistan

ABSTRACT

The article provides a theoretical basis for the psychological aspects and importance of moral and voluntary preparation of children of preschool age for school. Features such as independence, organization and discipline in the personal behavior of preschool children are also highlighted.

Keywords: preschool age, school, preparation, morality, willpower, independence, organization, discipline.

The pedagogical process at preschool education organization is aimed at comprehensive education and development of children of preschool age, their physical, mental, spiritual and aesthetic development. Realization of these tasks is provided in the pedagogical process through various types of children's activities - play, life, work, study, ordinary artistic activities, etc. They serve as a means of shaping the personality of a child of preschool age, and at the same time, they are the content that children acquire.

The effectiveness of teaching children at school largely depends on their level of preparation. Mental readiness to study at school is an important end of education and training given to a child of preschool age in kindergarten and family. It is determined by the school's set of requirements for the child. The peculiarity of these requirements arises from the new socio-psychological position of the student, the new tasks and duties that he must be prepared to perform.

Entering school is an important period in a child's life, related to changes in the usual way of life, the relationship with others. For the first time in a child's life, the central place is occupied by educational activities of social importance.

Accordingly, in modern psychological and pedagogical literature (A.V. Zaporozhets, L.A. Wenger, G.M. Lyamina, G.G. Petrochenko, T.V. Taruntaeva, etc.), the concept of preparation is defined as the development of a child's personality. A child attending school should 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 take on new serious responsibilities.

There are several interconnected aspects in the content of a child's general readiness to study at school, the most important of which are spiritual, willful, mental, and physical preparation. Ethical-volitional readiness to study at school enables the child to actively acquire a new social point of view in the development of moral behavior, will, moral emotions and consciousness

by the end of preschool childhood, and to integrate his interactions with teachers and classmates on a moral basis. is expressed in reaching the level that allows. The content of the moral and voluntary readiness of the school is determined according to the requirements imposed on the child's personality and behavior from the position of the student. These requirements are from the first days of schooling to the student to fulfill his educational obligations independently and with a sense of responsibility, to be orderly and disciplined, to manage his own behavior and activities, to communicate with the teacher and students. It discourages observing the rules of cultural behavior in interactions, treating school supplies in an orderly and careful manner. It is carried out in the process of continuous, goal-oriented educational work with children of preschool age in kindergarten and in the family in advance to prepare for the fulfillment of high requirements.

Moral and volitional readiness is manifested at a certain level of the development of the personal behavior of a child of preschool age. In this regard, the child's ability to manage his own behavior, which develops during the preschool education age: to consciously follow the rules or the teacher's requirements, not to allow himself to get nervous suddenly, to show determination in achieving the set goal, to attract the necessary work , but the ability to see through to the end as opposed to distracting from the goal and so on is worth noting.

Independence, organization and discipline in the personal behavior of a child of senior preschool age are important in determining moral and voluntary readiness for school.

A sign of the successful formation of independence in a child of senior preschool age is the ability to follow the rules of behavior without the reminder and support of the educator, to use the correct usual methods of movement in new conditions, and to be ready to help. The organization and discipline of behavior, which is organically connected with independence, is the goal-oriented behavior of the child, the ability to consciously organize his activities in accordance with the rules adopted in the kindergarten, the ability to achieve the result of the activity and control it, his own coordination of behavior with that of other children, is expressed in the feeling of personal responsibility for their actions. The presence of these characteristics in the behavior of children of senior preschool age serves as proof of the formation of moral and voluntary readiness for school.

Another important component of moral and voluntary readiness for school is the child's ability to organize interactions with adults and peers in accordance with the rules. Experience shows that adapting to school conditions in earlier years in children «community» qualities: benevolent, respectful attitude towards friends, organizational skills, politeness, caring, mutual support showed that it directly depends on how successfully the present is formed. The presence of such a set of teamwork qualities in the child's behavior can be an indicator of his moral-will readiness for school and creates an uplifting positive spirit in dealing with his peers in a new team.

Moral-volitional readiness for school, as well as moral feeling, is expressed by a certain level of development of the child's consciousness. The most exemplary thing here is to understand the social importance of children's moral behavior, to develop in them the ability to independently evaluate their behavior, to form the elements of responsibility, honesty, humanity and civic feelings. These are the basis for instilling in students a sense of personal responsibility for their educational work in front of their relatives and the whole country.

Moral and voluntary readiness also includes a set of qualities that express the attitude of a child of preschool age to work. This is a desire to work, a feeling of satisfaction from a well-done and orderly job, respect for the work of others, and acquisition of necessary labor skills. The skills of self-service work for the future student are the ability to independently dress in an orderly manner, monitor the condition of one's belongings, educational materials, the ability to eliminate some malfunctions in clothes and shoes without warning from the outside (sewing a button, washing dishes, cleaning shoes, etc.) is of particular importance. In the education of a student, the skills of joint work acquired in kindergarten (planning work, dividing tasks, coordinating one's actions with peers, completing work) play a major role. It is the basis for the formation of respect for work, education and the work of peers, the desire to help them and support them.

Conclusion

Thus, the child's moral-will readiness to study at school is manifested as a specific end of his moral-will development in the preschool years. From the point of view of school education, the adaptation of the child to school conditions according to the set of the child's personality and behavior is the most important factor that forms the necessary ground for the responsible performance of one's obligations, the formation of an ethical attitude towards teachers and students. covers important features. Moral-volitional readiness is inextricably linked with the child's mental and physical readiness to study at school.

References

1. E. Goziev «Development of human psyche» Tashkent: University 1998
2. M. Vahidov «Children's psychology» Tashkent: O'- 1982
3. M. Vahidov «Psychology of preschool children» Tashkent: 1970.
4. Avliyakov N.X., Musaeva N.N. Pedagogik texnologiyalar. – T.: “Fan va texnologiyalar” nashriyoti, 2008. – 164 b.
5. Axmedjanov M.M., Xo,jaev B.Q., Hasanova Z.D. Pedagogik mahorat- Buxoro Davlat universiteti, 2014
6. Barotov Sh.R. Basics of psychological service in education. . 1999. 96 p.
7. M.G. Davletshin «Psychological foundations of education»

8. Ruziboyeva Feruza Omonboyevna. (2023). Characteristics of the Pedagogical Activity of A Preschool Teacher. Journal of Pedagogical Inventions and Practices, 27, 31–35. Retrieved from <https://zienjournals.com/index.php/jpip/article/view/4884>
9. Ruziboyeva Feruza Omonboyevna. (2023). USE OF INNOVATIVE TECHNOLOGIES IN THE PRESCHOOL EDUCATION SYSTEM. European Journal of Humanities and Educational Advancements, 4(12), 118-120. Retrieved from <https://scholarzest.com/index.php/ejhea/article/view/4176>.

