

PSYCHOLOGICAL READINESS OF CHILDREN FOR SCHOOL

Zununova Nozima Mahkamboy kizi

Teacher of the QDPI

Abdullaeva Siddiqaxon

Student QDPI

Annotation:

One of the main requirements that the school places on the child's personality is psychological preparation. The article discusses the connection between the psychological preparation of the child and the change in his social status in society and the specifics of the educational activities of children in the younger school age.

Keywords: psychological preparation, intellectual (mental) preparation, spiritual characteristics, volitional characteristics, preparation, level of development, temperament, impressionable, taciturn, slow children, sensitive, active children.

One of the main requirements that the school places on the child's personality is psychological preparation. The psychological preparation of the child is inextricably linked with the change in his social status in society and the specifics of the educational activities of children in the younger school age. It is worth noting that psychological readiness for school is not permanent, but is constantly changing and enriching. The structural aspects of psychological readiness include: intellectual (mental), spiritual and volitional preparation. In most cases, when talking about the level of mental development of a child, more attention is paid to the amount of mental knowledge, which is determined by his vocabulary. Parents, and even some teachers, think that the more a child knows, the more developed he is. In fact, this is not the case, due to the widespread use of science and technology, mass media, today's children seem to be swimming in an ocean of information. This is the basis for a sharp increase in their vocabulary, but this does not mean that their thinking is also developing at such a rapid pace. Mastering the curriculum implemented at school requires that the child have sufficiently developed cognitive processes such as the ability to compare things, analyze, generalize, and draw independent conclusions. That is why psychodiagnostic tools, tests, and questionnaires that are currently widely used by school psychologists in the process of enrolling children in the first grade consist mainly of methods designed to determine the level of development of the above-mentioned characteristic in a child. Another important indicator of the intellectual (mental) readiness of a 5-7-year-old child for school is the high level of development of figurative thinking in them. Based on this, the child will be able to distinguish the most important features and relationships between objects and phenomena in the environment. In this case, children will not only understand graphic images, but also be able to successfully use them. However,

although their thinking acquires generalizing properties, their specific behavior with objects and their (thinking) substitutes remains figurative. Already in preschool age, a child should be prepared for educational activities, which will be the leading type of activity in the younger school age. In this case, it is important that the child has certain relevant skills. One of the main features of such skills is the child's ability to isolate the educational task and turn the activity into an independent goal. Such processes require first-graders to be able to find signs of change and innovation in the task that they have determined, and to be surprised and interested in them. If such tasks are turned into practical work or performed in a game style, they are easier and the child will master them. The intellectual readiness that we mentioned above is not the only basis for a child's successful study at school. If a child has the necessary skills and abilities, then even if the level of intellectual development is high, but he is not personally prepared for the social situation of schooling, it will be difficult for him to study at school. If the teacher or parents cannot interest him in studying, he will perform the educational tasks forcefully, poorly, and at his fingertips. In such cases, it is difficult to achieve the necessary results. Worse, there are also children at this age who do not want to go to school. The refusal of a 5-7 year old child to go to school is mainly a consequence of mistakes made by parents in raising him. Some parents also threaten their preschool children with school. "If you can't even speak two sentences, how will you study at school?", "If you don't know how to count, how will you go to school?", "If you go to school, your friends will laugh at you!" "You don't know anything, if you go to school, you will embarrass us!" Such insults and threats can form the basis for the formation of fear and anxiety about school in a child. It takes a lot of effort, time, work, patience, endurance, and attention to change the attitude of children who go to school with such fear to school and to instill self-confidence in them. This is undoubtedly a more complex process than the formation of a positive attitude towards school in a child in advance. Parents should remember that each child has their own characteristics in their mental development and that these characteristics are manifested in their mastery of one or another type of activity. Some children have just mastered their first words, while their peers can already speak certain phrases. The manifestation of a child's potential in the educational process is also to some extent related to hereditary factors. Children also differ from each other in their temperamental characteristics: children who are cheerful, lively, cheerful, and can quickly adapt to changing life circumstances belong to the sanguine temperament. Children who are often in a bad mood, impressionable, taciturn, and slow-witted belong to the melancholic temperament. Children who are calm, indifferent, inactive, and slow-witted are phlegmatic. Children who are irritable, impatient, irritable, and active are considered choleric. Children also differ from each other in the need for help from adults. Some children need to be shown, explained, and followed several times to perform an action. For other children, it is enough to show the task to be performed once. There are also children who independently perform the task. Children also differ from each other in their curiosity and mental activity. Some children ask a lot of questions and are

active, while others are not interested in anything. The more deeply parents know the characteristics of their children, the more successfully they can organize their education. Children's psychological preparation for school should be broad and well-developed. The better education we give children, the more mature they will become in the future, in the spirit of loyalty to the homeland. So, if the educator uses all the tools and methods to educate moral feelings in the child, it will be much easier to teach good behavior patterns. The importance of health and physical development in preparing children for school. Children need to spend a lot of physical and mental energy to study. Therefore, it is very important for parents to take care of their child's proper physical development and healthy growth before he goes to school. The child's life regimen. Usually, a healthy child gets used to the school regimen and to suppress his enthusiasm throughout the lesson faster than a sick and weak child. Each child depends on his conscious adherence to a specific daily routine.

Literature used:

1. "First Step" state curriculum. Compiled by: Grosheva I.V., Evstafeva L.G., Mahmudova D.T., etc. – Tashkent, 2018.
2. Hasanboyeva.O.U. and others. Preschool education. – Tashkent: Ilm ziyo, 2016.
3. Mavrulov A. Ma`navi barkamol inson tarbiyasi. – Tashkent: Uzbekistan, 2008.
4. Qodirova F., Toshpo'latova SH., A'zamova M. Maktabaga pedagogy. – Tashkent: "Ma'naviyat", 2013.
5. Organizational and pedagogical characteristics of preschool education system abroad TZ Jumanovna - Galaxy International Interdisciplinary Research Journal, 2022 - giirj.com GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ) ISSN (E): 2347-6915 Vol. 10, Issue 11, Nov. (2022) 538 ORGANIZATION Page 1 GALAXY...
6. Kadirova, D. "MECHANISMS FOR THE FORMATION OF SOCIAL CONSCIOUSNESS IN PRESCHOOL CHILDREN." ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 8.071 12.10 (2023): 28-35.
7. Kadirova, D. "METHODS FOR IMPROVING THE QUALITY OF TEACHING IN PRESCHOOL EDUCATIONAL ORGANIZATIONS." ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 8.071 12.10 (2023): 43-50.