

MORAL-VOLUME READINESS OF A CHILD TO STUDY AT SCHOOL

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Abstract:

This article discusses the moral-volitional readiness of a child to study at school and the development of moral behavior, will, moral emotions and consciousness, which allows him to actively acquire a new social perspective, as well as his relationships with his teacher and classmates.

Keywords: school, moral-volitional readiness, emotions, development of consciousness, behavior, goal, independence.

Moral-volitional readiness for schooling is expressed in the fact that by the end of preschool childhood a child reaches a level in the development of moral behavior, will, moral feelings and consciousness that allows him to actively acquire a new social perspective and build relationships with his teacher and classmates on a moral basis. Moral-volitional readiness is manifested in a certain level of development of the child's personal behavior at senior preschool age. In this regard, the child's ability to control his own behavior, which develops during preschool age: consciously following the rules or requirements of the educator, not giving in to sudden nervousness, showing determination in achieving the set goal, the ability to do the necessary work despite the fact that it attracts him, but distracts from the goal, etc., are worthy of attention. The basis for the development of volitional behavior in the future student is formed by the factors, their mutual subordinates, which are formed by the end of preschool age. In the formation of moral-volitional readiness for school, such features as independence, organization and discipline in the personal behavior of a child of senior preschool age are also important. Inextricably linked with independence are the ability to follow the rules of behavior, use the correct, usual methods of action in new conditions, and readiness to help. Independence and organization of behavior are expressed in discipline and goal-oriented behavior, in the ability to consciously organize one's activities in accordance with the rules adopted in the preschool educational organization, in the ability to achieve and control the results of activities, in coordinating one's behavior with that of other children, in feeling personal responsibility for one's actions. Another important component of moral and volitional readiness for school is the child's ability to organize his or her relationships with adults and peers in accordance with the rules. Experience shows that adaptation to school conditions directly depends on how successfully children have formed "social" qualities in

previous years: benevolence, respect for friends, organizational skills, courtesy, caring, and readiness for mutual assistance. The presence of such a complex in the child's behavior, in the feelings of team spirit, can be an indicator of his moral readiness for school and creates an upbeat, positive spirit in communicating with peers in a new team. Moral-volitional readiness for school is also expressed in a certain level of development of moral feelings and the child's consciousness. The most instructive in this regard is the understanding of the social significance of children's moral behavior, the development of their ability to independently evaluate their actions, the formation of elements of responsibility, justice, humanity and civic feelings. Moral-volitional readiness also includes a set of qualities that characterize the attitude of a preschool child to work. This is a desire to work, respect for the work of others, and the acquisition of the necessary labor skills.

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