

# Specific Ways of Psychological, Mental and Physical Preparation of Preschool Children for School

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## **Abstract:**

This article provides information about the education of the young generation, the specific features of children's education in the preschool education system, and the tasks of the school preparation process.

Also, the requirements for pre-school educational institutions in preparing children for school, the mechanisms of psychological preparation of children for school education in cooperation with educators, methodologists and parents were discussed.

**Keywords:** upbringing, preschool education, childhood psychology, educational work, educator-pedagogue, school life, study activity, child's socio-psychological readiness, need to study, teacher's requirements, responsibility.

The tasks of educating preschool children and preparing them for school are determined based on their age and characteristics based on the goals of educating a person. All-round development of the personality of a child of preschool education age is carried out through the processes of physical, mental, moral, labor and aesthetic education. Correct and systematic implementation of educational work in this regard depends on the achievements of our national pedagogy and the educational skills of the educator-pedagogue.

In order to prepare children for school, in accordance with the Regulation of the Republic of Uzbekistan on "Preschool Education", a child can receive preschool education at home, through independent education by parents, or in preschool educational institutions that are constantly active, as well as in special preschool educational institutions, schools, and neighborhoods for children who are not involved in preschool educational institutions. takes in groups or centers. The transition of a

preschool child to school education always brings about serious changes in his life, morals, interests and relationships. Therefore, it is necessary to prepare the child for school education by parents themselves at home, to familiarize them with not so difficult knowledge, understanding, skills and abilities. The effectiveness of teaching children at school largely depends on their level of preparation.

Preparation for studying at school is determined by the preschool educational institution and the family's demands on the child of preschool education age. The peculiarity of these students is the new socio-psychological role of the student, which he must be prepared to fulfill. Preparing children for school, first of all, implies the organization of educational work in a preschool educational institution in such a way as to ensure a high level of general, all-round development of children of preschool age, and secondly, to provide special preparation for the acquisition of academic subjects that must be mastered in the primary grades of the school [1]. In school-age children, the main activity, duty and task becomes reading activity, but a characteristic characteristic of childhood psychology shows interest in play activities. Even so, parents at home, educators and pedagogues in preschool educational institutions use all their abilities to motivate and encourage them to study and acquire knowledge, skills, and abilities, which ensures the successful implementation of preparing children for school.

It is experienced to identify effective ways of using scientific theories related to mental development of preschool children for school education, and to give appropriate recommendations to educators on how to work with children individually and according to age characteristics is one of the important tasks facing educators. Also, educational-methodological and scientific seminars are organized on the basis of such methodological support and pedagogical cooperation, and their implementation in the form of exchange of experiences will have good results [2].

In the process of pre-school education, in addition to providing moral and intellectual education to children, it is considered a priority task of the educator to prepare them voluntarily and emotionally for school education. Therefore, as children enter school, they develop personal qualities, self-awareness and self-management skills. Influencing the personality of older children of preschool age, their psychology, conducting communication in a moral sense, and forming skills and abilities to cope with life's difficulties are carried out in the process of preparing them for school. The main goal of this process is to improve the child's moral standards, but also to help him adapt to the social conditions in which he lives, to prepare him for the activity of learning in the game and to activate his socialization.

A child's successful study at school depends not only on his mental and physical fitness, but also on his personal and social-psychological readiness. When a child comes to school to study, he should be ready to take on a new social position - the position of a student with different obligations, rights, and different requirements - and he should feel it strongly. Children of senior kindergarten age mainly feel the need to study in school, but the motivation of this desire and need can be different.

The main difficulty in reading for first grade children is that children of this age often cannot hear the teacher for a long time. They cannot focus on learning activities for a long time. The reason for this is not only the lack of voluntary attention in children of this age, but also the fact that the child is able to communicate with adults. Because children who have developed this feature can freely communicate and ask about things they are interested in. As a result, their interest in reading increases and they can listen carefully to what the teacher is saying for a long time [3]. Therefore, the personal and social-psychological preparation of the child is very important for a child's quick adaptation to school and successful study. Children know about school life only in their imagination. After coming to school, a new world opens up for children, children's play activity gradually gives way to study activity. It will be a little more difficult for children to get used to this activity. Some children sit under their school desk with their favorite toy.

Reading, which is a new activity for 7-year-old children, requires them to acquire new qualities and characteristics. For reading activities, children should have stable attention, sharp mind, independence, diligence and orderliness. From pre-school to school-age primary school students, many changes occur in their relationships with adults during the initial period of schooling. The requirement of a school teacher for a child is different from the requirement of a preschool teacher. The child will have to complete the teacher's tasks, listen to the teacher and write at the same time. It should also be taken into account that when a child goes to school, his social status also changes, for example, children approaching school age are considered "adults" in a preschool educational institution. When they come to school, they feel that they are among the "little ones" again.

As much attention is paid to the physical growth of children in preschool education, attention is also paid to their mental and moral growth and the development of mental processes. As children approach school, they gain more independent movement and cognitive processes, attention, perception, and memory mechanisms. Children's perceptions, imagination and memories, imagination and thinking, will be regularly developed in the course of various didactic trainings, which are always planned for them to go to school [4].

Developing children's speech is one of the most necessary basic conditions in preparing children for the process of studying at school. Therefore, in preparing children of a large group to study at school, it is important to learn their mother tongue well, that is, to gain vocabulary, to be able to pronounce correctly and complete and make correct sentences. Only then, at the age of preschool education, knowledge develops rapidly, enriches and forms speech, cognitive processes improve, the child acquires the simplest methods of mental activity. Expanding and enriching the imagination of children about the outside world should be carried out on the basis of developing their speech. As a conclusion, it should be noted that it is necessary to pay attention to the factors affecting children's readiness for school education, and to properly conduct the educational work of parents in the family with children of this age, and to work in close cooperation with educators and methodologists. It is appropriate and important to develop children's independent activities by finding ways to further improve.

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