

## Methods and Tools of Preparing 5-7 Year Old Children for School Education

*SheraliyevaMunavvarAbdullayevna*

*Termez State University Faculty of Social Sciences Department of Preschool Education Methods  
Teacher*

**Abstract:** The transition of a preschool child to school education always leads to significant changes in his life, morals, attitudes and attitudes. Therefore, it is necessary to prepare the child for school education at home, to acquaint him with the knowledge, understanding, skills and abilities that are not difficult. Therefore, our recommendations in this regard are described below.

**Keywords:** "School readiness", education, Physical training, moral-volitional, mental training, psychological

### INTRODUCTION

In determining the readiness of a 6-7-year-old child for school, those involved in the education of preschool children should take into account the fact that the child's readiness for school serves as a bridge for preschool and school life and activities, the need to ensure a smooth transition to school education in a family environment. should.

According to leading experts, the concept of "school readiness" includes the following areas of preparation of the child for school:

- physical,
- personal (mental),
- mental
- special training.

Physical training is the child's health, movement skills and is explained by improved quality, gray muscle, and build-motor compatibility. Personal readiness refers to the formation of the environment, adults, peers, flora, natural phenomena, personal culture. Mental preparation includes the child's basic types of figurative and logical thinking, imagination, humanity, curiosity, independence, self-control, as well as observation, listening, remembering, comparing learning activities.

The effect of a child's education in school is on his or her mother tongue it depends on his knowledge and how well he has developed his speech. Because all learning activities are based on such factors as the logical development of speech, independent thinking without the help of adults, the ability to freely use the achievements of language development, storytelling, reasoning, interpretation, comprehension. It is also important for the child to develop practical intelligence in order to be educated in school, that is, to draw a pattern, to perform a descriptive task. Finally, special training involves teaching the child to read and form his or her understanding of the school's adequate mastery of the 1st grade curriculum material.

The effectiveness of teaching children in school is greatly enhanced depends on their level of preparation. Preparation for school is determined by the requirements of the MTC and the family for

the child of preschool age. A distinctive feature of these students is the new social psychological position of the swimmer, who must be prepared to perform. It stems from new tasks and responsibilities.

Admission to school is a normal way of life in a child's life, those around him is an important period associated with the change in the system of relations with. For the first time in a child's life, the central place is occupied by educational activities of social significance. Unlike the usual free play activities, education is now compulsory and requires 4 serious attitudes from the first grader. Requirements for the child's independence and organization, his diligence and discipline increase significantly. Compared to preschool age, the swimmer's personal behavior and personal responsibility for the performance of his duties will increase significantly.

Preparing children for school is first and foremost in kindergarten educational work should be organized in such a way as to ensure a high level of general, comprehensive development of children of preschool age, and secondly, to provide special preparation of children for the acquisition of academic subjects to be taught in primary school. Accordingly, in the modern psychological and pedagogical literature (A.V. Zaporozhets, A.A. Wenger, G.M. Lyamina, G.G. Petrogenko, J.V. Taruntaeva, etc.) the concept of preparation is defined as the development of the child's personality and in the related aspects: "General psychological preparation for school" and "Special preparation".

General preparation for school Preschool education of MTM

It is an important result of continuous, purposeful educational work on the comprehensive upbringing of children of all ages.

General preparation for school is the level of mental, spiritual, aesthetic and physical development of a child when he / she goes to school, which creates the necessary basis for the child to actively enter the new conditions of school education and conscious acquisition of learning material.

General preparation is characterized by a certain level of mental development that the child enters the transition period to school education.

The concept of psychological preparation is the point of view of school education successfully combines important quality indicators in the mental development of a child going to 1st grade.

Psychological preparation for school education The child's reading a sufficiently high level of cognitive activity and thinking operations in the aspiration to become a learner involves a preparation based on the child's acquisition of elements of learning activity at a certain level of will and social development. All components of a child's psychological readiness for school include bringing the child into the classroom community, actively engaging the child in school learning material, and fulfilling a wide range of school-related responsibilities.

The child is specially prepared for school to study in school

In addition to general psychological training, it is determined by the availability of special knowledge, skills and abilities necessary for the child to study subjects such as mathematics and mother tongue. The intensive work carried out at MTM on the formation of the simplest mathematical concepts in children, the development of speech and preparation for literacy provides the necessary level of special preparation of children for school.

A child attending school must 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 fulfill his new serious responsibilities.

There are several interrelated aspects in the content of a child's general readiness for school (moral and voluntary preparation for school), the most important of which are spiritual, volitional, mental and physical preparation.

Moral and volitional readiness of the child to go to school.

Moral-volitional readiness for school is expressed in the development of a child's moral behavior, will, moral feelings and consciousness at the end of preschool to a level that allows him to actively acquire a new social perspective and build relationships with teachers and classmates on a moral basis.

Moral volitional readiness is manifested at a certain level of development of child behavior in preschool age. In this regard, the child's ability to manage the behavior that develops during preschool age: consciously follow the rules or educators, not to let them suddenly become nervous, show determination in achieving the set goal, the ability to do what is necessary to attract but distract, etc. deserves. The basis for the development of volunteerism in the future swimmer's behavior is formed by the end of the preschool age, the causes of which are interdependent.

In finding the letter of moral and voluntary readiness for school, as well as features such as independence, organization, and discipline in the personal behavior of the older preschooler.

It is the ability to follow the rules of behavior, which are inextricably linked with independence, to use the usual methods of movement in the new conditions, to be ready to help. In an organized and disciplined manner of independence and behavior, to be able to consciously organize their activities in accordance with the rules adopted in the MTC, to be able to achieve and control the results of activities, to coordinate their behavior with other children, to behave. finds expression in a sense of personal responsibility.

Another important component of moral and voluntary preparation for school is the ability to organize the child's interaction with adults and peers in accordance with the rules. Experience has shown that adaptation to school conditions in previous years is directly related to the success of children's "community" qualities: kindness to friends, respect, organizational skills, politeness, caring, readiness for mutual assistance. The presence of such a complex in the child's behavior in the sense of community can be an indicator of his moral readiness for school and creates a positive mood in the new community in dealing with peers.

Moral and volitional readiness for school is also characterized by a certain level of development of moral feelings and consciousness of the child. The most exemplary in this regard is the development of children's ability to independently assess their own behavior, understanding of the social significance of children's moral behavior, the formation of elements of responsibility, honesty, humanity and citizenship. Moral and volitional training includes a set of qualities that characterize the attitude of a child of preschool age to work. It is the desire to work, respect for the work of others, the acquisition of the necessary labor skills.

## **METHOD**

The child's mental readiness for school.

An important part of mental preparation for school is that the child who is going to school has a rich enough knowledge about the environment and the world. This fund of knowledge is a necessary basis on which to organize the work of the teacher.

The quality of knowledge acquired by children is important in the mental preparation of a child for school. An indicator of the quality of knowledge is, first of all, their conscious acquisition by children; thematic and stratified imaginations; completeness of the content and scope of simple concepts; ability

to independently apply knowledge in solving educational and practical tasks; regularity, that is, the ability of preschoolers to reflect understandable, important connections and relationships between things and events.

An integral part of a child's mental preparation for school is that the child's cognitive activity is developed to a certain extent. At this point

First is the growing voluntariness of the learning process; the ability to voluntarily recall and re-express the material in a meaningful way, the ability to plan things and events in a planned way, the ability to solve problems in a purposeful way, etc .;

Second, improving the quality of cognitive processes: the accuracy of perceptions, the completeness and stratification of perception, the speed and accuracy of recall and repetition;

Thirdly, the presence of the child's attitude to the world around him, the acquisition of knowledge and the desire to study at school is important.

The general level of thinking activity of the future student is of great importance in the formation of mental readiness for school. Ability to comprehensively analyze things in children's (activity) thinking activities in the regular, purposeful work environment of kindergarten, the ability to use socially sensitive sensory standards in the study of the properties and qualities of science and events. the ability to make simple generalizations based on the identification of symbols, the ability to make comparisons based on similarities and the gradual separation of distinguishing features. Basic independence of mental activity is developed in future swimmers: the skill of independent planning and implementation of practical activities, the ability to solve a simple cognitive task and solve it, and so on.

Mental readiness in school, as well as reading by children capture of elements of activity.

By the end of preschool, children learn the basic components of learning activities: accepting clear learning tasks, understanding the educator's instructions and achieving a result using the methods taught by adults, control over the quality of activities, behavior, assignments they must be able to critically evaluate their own and other children's work.

The high level of speech development is an important part of a child's mental preparation for school. The precise pronunciation of the sound, the richness of the vocabulary, the ability to express one's thoughts logically and grammatically, the behavior of cultural speech - all these are necessary conditions for successful reading in school.

Mental training also includes basic mathematical concepts, a sufficiently wide range of knowledge, skills and abilities in the native language. Thus, mental readiness for schooling consists of interrelated components of children's mental and verbal development. The unity of cognitive activity, cognitive interests, children's ways of thinking, systematized perceptions of the world around them, as well as elementary perceptions, speech and the general level of elementary learning activities create mental readiness in children to acquire school learning material.

## **CONCLUSION**

Physical readiness of the child to study in school is of great importance in its success. In connection with going to school, the reconstruction of the child's lifestyle, changes in the schedule, serious study, the duration of classes require him to make significant physical effort. Physical fitness for school is made up of many components. This is, first of all, the child's good health, the body's endurance, a certain level of endurance and ability to work, the ability to resist disease. The development of the small muscles of the fingers plays a special role in preparing children for school, which is a necessary condition for the successful acquisition of writing.

Physical preparation for school also implies the acquisition by the child of cultural hygienic skills, instilling in them the habit of following the rules of personal hygiene.

Physical fitness is a necessary component of shaping a child's school maturity. From the multifactorial analysis of the state of health of the child and the assessment of biological maturity of the organism (anthropometric indicators of bone, muscle, respiratory and cardiovascular systems) in determining school maturity, functional readiness for school is a key indicator of "school maturity" and, above all, a number of physiological functions. used to assess the level of development. These include: the development of the braking ability required to sit on the desk for a long time; fine movement of the fingers, which is necessary for good movement control, including graphic tasks related to writing and drawing; the relatively rapid formation and strengthening of positive and inhibitory conditioned connections, as well as the sufficiently developed secondary signal system.

*The sensory abilities of the child, which are manifested in the perception of objects and their properties, are of special importance in the development of the field of cognition of the environment. In the context of mathematical modeling with preschool children, it is important to perform three types of actions when using sensory standards:*

- full of a standard of any object
- determine compatibility or similarity;
- comparison of the standard with the object which cannot be solved by simple adaptation;
- Perceptual modeling - the creation of acceptable quality from the reference material.

In addition to sensory abilities, the mental development system of a preschool child also includes intellectual abilities, which are used to solve a variety of problems.

At the heart of their development is a clear modeling movement. They are divided into three types:

- ✓ compensatory actions (in young and middle age - real objects, and in adulthood - conditional signs);
- ✓ use of ready-made models (the model is given by an older person (teacher, parent, etc.) and with the help of which the child solves an intellectual problem;

#### References:

1. P. Yusupova. "Pedagogy of preschool education" "Teacher" T-1993.
2. MukhabbatRasulova and... "Child of the Third Millennium" base program. T-2002y.
3. "Educational programs in kindergarten" Muminova, Sabirova and others.
4. E.T.Nedopekina, A.V. Nikolskaya "On the school threshold" "Teacher" T-1971.
5. Abdullaeva S. Use of the test method in determining the level of readiness of children aged 6-7 years for school education. // «Preschool education», 2002, issue 1. –10-12-b.
6. Alimov N. Preparing preschool children for mathematics education. // «Preschool education», 2005, issue 2. –7-10 b.
7. Beloshistaya A.V. Obucheniematematike s uchetomindividualnyxosobennosteyrebenka. // «Вопросыпсихологии», М., 2000, № 5. –S. 116-123.
8. Bikbaeva N.U., Ibrokhimova Z., Qosimova X.I. Formation of mate matic imagination in preschool children. - T .: «Teacher», 1995. –184-p.
9. Jumaev M. Theory and methods of developing mathematical concepts in children. - T .: «IlmZiyo», 2005. –223- p.
10. Kasitsyna M.A. Doshkolnayamatematika: 2-oy god obucheniya. / Uchebno-prakticheskoeoposobiedlyapedagogoviroditeley. - M .: «GNOM i D», 2001. –S. 128.