



# Primary Problems of Preparing Children for School in Collaboration of Primary School Teachers in Preschool Educational Institutions

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## ABSTRACT

Scientific observations and research show that a person can acquire seventy percent of all information in his or her lifetime by the age of five. Indeed, during this period, a child understands the world, learns his native language, awakens love for parents, family, neighborhood, homeland, prepares the ground for lifelong learning. Psychological preparation for school education includes a readiness of the child's desire to learn, a sufficiently high level of cognitive activity and thinking operations in the desire to become a student. All components of a child's psychological preparation for school include bringing the child into the classroom community, actively mastering the learning material in school, and fulfilling a wide range of school responsibilities. A child's specific readiness for school is in addition to his or her general psychological readiness for school, which is determined by the child's availability of specific knowledge, skills, and competencies needed to study academic subjects such as mathematics and mother tongue.

## Keywords:

Preparing children for school, specific knowledge, skills, competency, readiness for school, psychological preparation.

The mission of the preschool and primary education institution is to form the basis of the child's personality, adhere to the rules of cultural ethics, develop an interest in learning about the environment, basic work skills, the need for education, continuity in preschool and primary education, strengthening the health of pupils and students enters. At the same time, family upbringing is the main source, means and improving process in the organization of educational work.

The main goals and objectives of the preschool and primary education institution are:

Organization of a continuous educational process, taking into account the specific features of the psycho-physiological age characteristics of preschool children and primary school students, the individual qualities, abilities and capabilities of each child.

Implementing an educational process based on universal values, creative experiences, centuries-old traditions, our scientific, historical and cultural heritage.

Ensuring full implementation of the adopted State Education Standards for Phases I and II of the education system (preschool and primary education institution).

To do this:

- formation of a comprehensively developed child's personality;
- ensuring the physical development and healthy growth of children;
- to increase the interest of preschool children and primary school students in education, to develop existing skills;
- providing education to preschool children through play;

Thorough acquisition of basic knowledge and concepts in the native language, mathematics, foreign languages, basics of economics, computer literacy, creating conditions for children and students to effectively continue their education in primary schools;

- to carry out the upbringing of children on the basis of the ideas of national pedagogy, in close connection with the customs and national traditions of our people;
- organization of continuous educational throughout the day, organizing the educational process through integrated methods;
- updating the content of education, testing and application of the achievements of pedagogy in practice;
- promotion of enlightenment education among parents, introduction of cooperation in child rearing;
- compliance with applicable sanitary norms, regulations and hygiene standards.

On December 29, 2016, the President of the Republic of Uzbekistan approved the Resolution No. PP-2707 "On measures to further improve the system of preschool education in 2017-2021." Scientific observations and research show that a person can acquire seventy percent of all information obtained during his lifetime by the age of five. Indeed, during this period, a child understands the world, learns his native language, awakens love for parents, family, neighborhood, homeland, prepares the ground for lifelong learning. Psychological preparation for school education includes a readiness of the child's desire to learn, a sufficiently high level of cognitive activity and thinking operations in the desire to become a student. . All components of a child's psychological preparation for school include bringing the child into the classroom community, actively mastering the learning material in school, and fulfilling a wide range of school responsibilities. A child's specific readiness for school is in

addition to his or her general psychological readiness for school, which is determined by the child's availability of specific knowledge, skills, and competencies needed to study academic subjects such as mathematics and mother tongue. The intensive work carried out at MTM to develop the simplest mathematical concepts in children, to develop speech and to prepare them 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, and active mental activity. He must have reached a certain level of physical development in order to fulfill new serious responsibilities.

There are several interrelated aspects to a child's overall readiness for school (moral and voluntary preparation for school), the most important of which are spiritual, volitional, mental, and physical preparation. Moral-volitional readiness for school A child's ability to actively acquire a new social perspective in the development of moral behavior, will, moral feelings and consciousness by the end of preschool, and to build a moral relationship with his teacher and classmates. is expressed in reaching a level that allows.

Moral volitional readiness is manifested at a certain level of development of personal behavior of a child of preschool age. In this regard, the ability of the child to control his own behavior, which develops during the preschool years: conscious observance of the rules or requirements of the educator, not to let him suddenly get nervous, to show determination in achieving the goal, attracting the necessary work, but the ability to do so as opposed to being distracted from the goal, and so on, is noteworthy. The basis for the development of voluntary behavior in the future student is the reasons that are formed by the end of preschool age, the interdependence.

Features such as independence, organization and discipline in the personal behavior of a child of adult preschool age are important in finding the letter of moral and voluntary readiness for school. It is the ability to follow the rules of behavior that are inherent

in independence, to use the right routines in the new environment, and to be willing to help. In an independent and disciplined manner with independence and behavior, the ability to consciously organize their activities in accordance with the rules adopted in the MTC, to achieve and control the results of activities, to coordinate their behavior with other children, manifests itself in a sense of personal responsibility for their actions. Another important component of moral and voluntary preparation for school is the ability to organize the child's interactions with adults and peers in accordance with the rules. Experience has shown that adaptation to school conditions in previous years is characterized by "social" qualities in children: kindness to friends, respect, organizational skills, politeness, caring, readiness for mutual assistance. shows that it is directly related to how successfully it is formed. The presence of such a set of social feelings in a child's behavior can be an indicator of his moral readiness for school and create a positive attitude in the new community in dealing with peers. Moral-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 evaluate their own behavior, understanding of the social significance of moral behavior, the formation of elements of responsibility, honesty, humanity and citizenship.

Moral and voluntary training also 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. An important component of mental preparation for school is that the child entering school has a rich enough knowledge about the environment and the world. This fund of knowledge is a necessary basis on which a teacher can organize his work. 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, that it is consciously acquired by children;

clarity and stratification of imagination; 40 completeness of the content and scope of simple concepts; ability to apply knowledge independently in solving educational and practical tasks; regularity, that is, the ability of preschoolers to reflect clear, 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. Here, first, is the growing voluntariness of the learning process; the ability to recall and reinterpret material in a meaningful way, to plan things and events in a planned way, to know the problem and to solve practical problems in accordance with the purpose, etc. ; Second, improving the quality of cognitive processes: accuracy of perception, completeness and stratification of perception, speed and accuracy of recall and repetition; Third is the training to take on the attitude of success and achievement while undergoing emotional states. The general level of thinking activity of the prospective student is important in shaping the mental readiness for school. Ability to analyze objects in a variety of ways, to use socially sensitive sensory standards in the study of the properties and qualities of science and events in the regular, purposeful work environment of kindergarten, communication, relevance, the ability to make simple generalizations based on the identification of characters, the ability to make comparisons of things based on the consistent separation of similarities and differences. Prospective students develop elementary independence of mental activity: the ability to independently plan their practical activities and implement them on the basis of the plan 41, the ability to set and solve simple cognitive tasks, and so on.

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