



Formation of social cooperation skills in preschool age

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ABSTRACT

The article analyzes the mental development of preschool children, their school preparation processes, and the difficulties they encounter in adapting to educational activities

Keywords:

preparation for school, psyche of preschool children, social-emotional skills, adaptation to school, confusion, anxiety.

Educating young people in our society is one of the important issues facing our country today, as in all times. According to statistics, 70% of the information a person receives during his lifetime is received by the age of 5. Pre-school education ensures the healthy, all-round development of a child, instills in him a desire to study, prepares him for regular education. Preschool education is carried out in state and non-state preschool institutions and families until the child reaches six or seven years of age. Neighborhoods, public and charity organizations, and international funds actively participate in the realization of the goals and tasks of pre-school education. Today, the serious demands placed on children's levels of school preparation require the development of necessary theoretical and practical measures in this regard. Officially, kindergarten is considered a place of preparation for school, but in fact, it is no exaggeration to say that children start preparing for school as soon as they are born. Through their interactions with their family and friends—the people around them—they learn important preparatory skills, such as being responsible for others, developing an

interest in the outside world, and a desire to learn new skills. In addition, they learn that they are individuals with separate activities from their parents, caregivers, and siblings. Language, intelligence, sensorimotor and social-emotional skills are strengthened with the help of systematically planned games in development-oriented programs in kindergarten. A comprehensive study of various aspects of the development of preschool children showed that, compared to the first grades of school, when studying in kindergarten preparatory groups, they feel calm, psychologically free and self-confident. And here it is not only about the fact that the conditions of the kindergarten are familiar to the child, and it is not about the process of his adaptation to new educational activities. And even because of a number of objective reasons, that is, many schools are located far away, the optimal occupation of classes is increased due to the lack of additional classes and teachers, insufficient rooms, etc. The main reason for this is that the rhythm of life in kindergarten, the way children communicate with adults and with each other are more compatible with the level of

development of the preschool child's psyche. Due to instability, difficulties in adapting to new conditions and relationships, a 6-year-old child needs direct emotional connections (emotional relationships), which cannot be met in a formal school environment. Psychologists and teachers cite many positive and negative aspects of schooling from the age of 6. The most serious objections to going to school at this age were put forward by D. B. Elkonin. He writes that the transition to the next, higher stage of children's development reveals internal contradictions. If these contradictions are perfect before maturity - imposed subjectively without taking into account objective factors - then the formation of the child's personality will suffer significantly. Shortening preschool age by one year may disrupt the current degenerative developmental process and not be beneficial. D. B. Elkonin believes that instead of organizing schooling from the age of 6, it is more appropriate to expand kindergarten preparatory groups, because it is more convenient to prepare children for school, because children in kindergarten are better, they are more complete, diverse. lead a different lifestyle and look happier and healthier. Under the guidance of D. B. Elkonin, an interesting psychological phenomenon was identified. It is known that children of preschool age develop the ability to obey established rules of behavior faster than in kindergarten in a regulated communication environment. But at the same time, not the satisfaction of following these rules, but the feeling of fear of breaking them prevails. Children become restless, confused, anxious, and the level of emotional comfort decreases. However, at the same time, this communication style does not cause the same effect (anxiety, confusion, anxiety) in 7-year-old first graders. Regarding the initial stage of adaptation to the life of a new school, it is worth noting that all preschool children have difficulty adjusting. They are not only physical, but also psychological difficulties. In some, lethargy, tearfulness, sleep and appetite disturbances are observed, in others, overexcitement is strong, angry and angry. The reason for all of them is fatigue from excessive workloads at school. Also, fatigue leads to behavioral disturbances

and whims. Mukhina, who conducted research in the past centuries, observed the development of her son, and in October, noting the lively and touching reaction, she said that her son: "I want to play and walk!" I studied for a long time, and now I want to be lazy. "he wrote down his words. In relatively favorable study conditions, psychological tension usually begins to decrease after 1.5–2 months.

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