



## Methods of adapting preschool children to school education

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### ABSTRACT

This article examines the cooperation between the preschool education system and the school, as well as the methods and important areas of preparation of preschool children for school education. The tasks of preschool education and new aspects of teaching methods are discussed.

### Keywords:

Preschool, family, school, physical, mental, social, special training.

Pre-school education is a comprehensive, purposeful process of education and upbringing that ensures the physical and mental development of the child, taking into account his individual and age characteristics, and lays the foundation for him to go to school, the next stage of continuing education. In accordance with the Regulations on Preschool Education in the Republic of Uzbekistan, a child receives pre-school education at home, through independent education of parents or in permanent preschool educational institutions, as well as in MTTs for children not involved in MTT, special groups or centers established in schools, neighborhoods. Here they train 2-3 times a week. Parents have the right to choose the form of preschool education.

Preschool education, regardless of its form and method, should perform the following tasks:

- strengthening the physical and mental health of children;
- Involve children in national, universal, ancient and cultural values;
- Development of the child's intellectual potential;

- formation of high moral and spiritual qualities on the basis of national traditions and customs;

- to prepare children for school in a systematic and targeted manner, to develop their individual characteristics and abilities.

All of the above testifies to the fact that the system of preschool education in the Republic of Uzbekistan must ensure the full development of the child in accordance with the requirements of the state and society, taking into account the individual characteristics. The peculiarity of preschool age is that it is during this period that general development is ensured, resulting in the foundation for the acquisition of any social knowledge, skills, abilities and various activities in the future. Due to the fact that the educational process is child-centered, the education of preschool children should be based on the principles of collaborative pedagogy, consisting of a system of methods and techniques of education based on creative and humane principles of personal development.

There are currently three ways to prepare a child for school:

In a preschool educational institution (preschool educational institution);

In other educational institutions (non-governmental educational institutions, preparatory classes for schools, creative centers, studios);

In the family circle.

According to many researchers, in kindergarten, the child is in an optimal environment for his or her mental and intellectual development: it is a properly organized agenda and many interactions with peers and adults (teachers) and specially organized lessons in preparatory groups. According to experts, the formation of the child's physical fitness can be well established in other sports institutions, where the child should go to various sports sections and clubs. However, not all parents have the opportunity to take their child to such classes. At the same time, more than half of experts believe that the family also has the opportunity to shape the child's physical fitness for school. However, up to 40% of respondents believe that high-quality physical education is questionable or impossible in the context of a family form of preparing a child for school.

The child's development and readiness for school are as follows:

1. Physical training (physiological level of development of the child's content);
2. Psychological preparation (emotional, mental, level of volitional development of the child's personality);
3. Social preparation (the level of social development of the child in terms of content).

There are three areas to consider when determining a teacher's readiness for a person-centered approach in preschool education: personality, activity, and reflexiveness.

Physical fitness is defined as the development of a child's health, motor skills and quality, arm muscles, and visual-motor coordination. Personal readiness refers to the formation of a personal culture, attitude to the environment, adults, peers, flora, natural phenomena. Mental preparation involves the child's ability to think figuratively and logically, to be interested in knowledge, to be independent, to be self-controlled, and to know basic types of learning

activities, such as observing, listening, remembering, and comparing. The influence of the environment should be taken into account in the social preparation of preschool children. The internal and external environment affects both the individual and the activity. While the relationship between teachers and children creates an external environment, the family creates an internal environment. Preparing for school also accelerates children's socialization. Socialization facilitates the child's process of adapting to a new environment. Preschool education prepares children pedagogically and psychologically for school education. Due to the fact that the main task of preschool education is to prepare children for school education, the work of teachers becomes more complex in accordance with the age of the pupils. It is a misconception to place the bulk of school preparation in preparation groups. After all, from the day the pupils come to the organization, especially in the age of a small group, the light age-appropriate types of light activities for children in a small group are the first steps in their gradual preparation for school education. One of the 3 main tasks for educators is the physical preparation of children for school. This preparation is carried out by means of indicators corresponding to the age of the pupils.

The child's mental readiness for school. An important part of mental preparation for school is that the child entering school has a wealth of knowledge about the world around him. This fund of knowledge is a necessary basis on which the teacher relies on the organization of his work. The quality of knowledge acquired by children is important in the mental preparation of a child for school. The main tasks of mental education of preschool children are:

1. To form in children a scientific view of the system of knowledge about nature and society. The child should have a clear idea of the environment, its function, quality, properties, materials used and manufactured.
2. Development of mental processes related to cognition: intuition, perception, memory, imagination, thinking, speech, etc. The

development of speech about knowledge is a free task of mental education.

3. Development of interest in knowledge and mental abilities, culture of mental labor. The task of mental education is to develop children's curiosity so that they can develop the curiosity of the mind and learn to learn on that basis. 4. One of the tasks of mental education of preschool children is the development of mental skills and abilities, that is, simple methods of activity, examination of subjects, distinguishing between important and unimportant features in them and comparing them with other subjects.

Preschool is a good time to form and develop fundamental skills. The leading activity of a preschooler is play. The development of basic mental processes - memory, attention, thinking, imagination - is also actively developed in preschool. During the transition from kindergarten to school, there is a reconstruction in the body and psychology of the child. The process of passing through play is associated with the emergence of some difficulties in the child's perception of the learning process on his own. Conclusion

In conclusion, the continuity of kindergarten and school work in preparing children for school education means the creation of a special integrated learning environment between these links in a single system of continuing education. The main goal of educational institutions in creating such a unified educational environment is to substantially develop a unified approach to education and upbringing.

The organization of work on the continuity of the kindergarten with the school should be carried out in three main areas:

Working with children:

excursions to school;  
a visit to the school museum;  
acquaintance and interaction of preschool children with teachers and primary school students;  
participation in joint educational activities, game programs;  
paintings and craft exhibitions;  
meetings and conversations with former pupils of the kindergarten;

joint holidays and sports competitions of preschool and first-graders;  
participation in theatrical events;  
participation of preschool children in adaptation courses organized at the school.

Work with teachers:

joint pedagogical councils (DOE and school);  
seminars, master classes;  
roundtable discussions with preschool teachers and schoolteachers;  
diagnostics to determine children's readiness for school;  
interactions between health professionals, preschoolers, and child psychologists;  
open classes on preschool education and exhibitions of open lessons at school;  
pedagogical and psychological observations.

Work with parents:

meetings of parents and teachers with preschool teachers and schoolteachers;  
roundtables, discussions, pedagogical "living rooms";  
consultation with teachers of preschool education and preschool education; parent meetings with future teachers;  
open days;  
questioning, checking parents;  
training for parents - game trainings and master classes  
visual communication tools;  
parent meetings.

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