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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ГОТОВНОСТИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА К ОБУЧЕНИЮ В ШКОЛЕ

Аннотация: This article examines the psychological aspects of pre-school readiness for children at school

Ключевые слова: дошкольное образование, воспитание, психологические особенности, интересы

PSYCHOLOGICAL ASPECTS OF PRE-SCHOOL CHILDREN READINESS FOR TEACHING AT SCHOOL

Abstract: This article examines the psychological aspects of pre-school readiness for children at school

Key words: preschool education, upbringing, psychological characteristics, interests

Psychological readiness for learning at school is an important result of the upbringing and education of the child in kindergarten and in the family. One of the first conditions for successful education in elementary school is that the child has the appropriate motives: attitude to learning as an important matter, strong desire to study at school. When interviewing the children of the preparatory group, it turned out that almost all children want to study at school, although not all are justified in this desire. Some children as attractive moments of school life indicate the acquisition of knowledge. The other part of the children is attracted by the external attributes of school life: a briefcase, school supplies, calls, school changes, meeting with the teacher.

All these children have a positive persistent motivation to study at school, which will be the foundation for the formation of educational activities. The

child must take on a new socially significant position - the position of the student, which obliges him to take a different position in society compared to the preschool child, to adopt new rules of behavior.

In order for the child to adapt well at school, to study successfully, he must have a certain level of maturity of those functions that experts call "school-significant," cognitive functions. First of all, they provide the willingness and ability of the child to engage in educational activities, to work concentrated and purposefully under the guidance of a teacher. One of the main indicators of such readiness is the organization of activity or the ability to arbitrarily control oneself, i.e. strong-willed readiness for school. By the time a child enters school, the formation of the basic elements of volitional action takes place - the ability to set a goal, make a decision, outline an action plan, fulfill it, evaluate the result.

An important indicator of school readiness is intellectual readiness. For a long time, the intellectual development of the child was understood as the presence of certain skills and knowledge.

Today, intellectual readiness is understood as a sufficient level of development of higher mental functions: memory, attention, thinking, perception, speech. Social readiness assumes that the child has such qualities that will help him establish relationships with a new team of adults and peers. In the kindergarten, much attention is paid to the communication of children with each other, they learn to be friends, communicate, and put up. But at home, parents also need to pay attention to this issue: how the child lives in the conditions of family communication, what place he takes in the family, whether the parents welcome their child's communication with peers in the yard or isolate him from how they evaluate his behavior.

Thus, psychological readiness for school is a complex of interrelated areas of child development:

- strong-willed readiness;

- intellectual readiness;
- social readiness;
- motivational readiness.

In general, the motivation of any child living in school to learn is the most important issue at this age. It is necessary to observe and study the needs, abilities, interests, aspirations of the child. Referral of the child is also important.

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