

THE ROLE OF KINDERGARTENS IN THE PREPARATION OF CHILDREN FOR SCHOOL AND METHODS OF PREPARATION

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ANNOTATION

Compulsory schooling places certain demands on the child. It is known that a child must reach a level of development that can meet the requirements of the educational institution, only then can the child be sent to school. In this process, the preparation of the pupil for school education is important, which is why the article explores the importance of preparing preschool children for school education.

Keywords: child, education, upbringing, personality, development, preschool education, compulsory education.

INTRODUCTION

Any educator can determine a child's readiness for school without using any tools. Some parents also know roughly how healthy, agile, independent, intelligent, and ready to learn a child is. PE educators must have sufficient pedagogical, technological knowledge and experience in correctly determining each child's readiness for school, while relying on the requirements of the education and upbringing program in PE. If the child develops normally in the preschool period, if there were no strong influences on his physical and mental development, then the child reaches the level of education at the age of seven.

But there are also some families and children who are not ready for school in kindergarten. Such children undergo a special examination under the supervision of a specialist and the specialist draws a conclusion about the level of readiness to study. A child's playfulness, inability to be independent, and very low level of emotional and social development prevent him from being ready for school will be. Such children cannot find their place among their peers and peers.

Because a child is enriched in school without parental care for a long time, the child should be able to control his or her behavior, to have the appropriate emotional and willpower for his or her age. If the student has a positive approach to reading, is willing and eager to learn, the initial difficulties in learning will be overcome more quickly and easily. Willpower is essential for a child to perform all school tasks consistently and successfully.

Adherence to the rules of knowledge and social life, the formation of positive aspects of character will greatly help the child to communicate with other children, to be friendly with classmates and to actively participate in the team. The general readiness of a child for school

means that he is fully developed. Development or weakness of one side (mental, emotional, volitional, or practical) may be one of the reasons for non-compliance.

At the same time, children must have special knowledge, skills and abilities to master the content of educational subjects (reading, writing, mathematics) in the first grade. For example, in mathematics, the teacher believes that the child can distinguish the color, shape, size, number of objects, and in the study of writing, the child relies on the correct use of writing and drawing tools, graphic exercises. Such knowledge, skills, and abilities constitute special preparation for school. General and special training do not contradict each other. In the study of school science, a child's special preparation comes from the general preparation, corresponds to it, relies on it.

Particular attention should be paid to giving a strong orientation to a particular aspect (mainly mental) in the development of the child's personality. Adults should always keep in mind that it is necessary to accelerate the child.

The preschool period is of great importance in the formation of the human personality. If the favorable conditions of this age are not used in the formation of the individual in all respects, development may stop or it will be extremely difficult to overcome the deviations.

A 7-year-old is a period in which a child quickly adapts to new conditions and successfully participates in the learning process. YA Kamensky considered the seventh year of a child's life to be the time to start school so as not to be spoiled by idleness. He considered that the child's 5-6 years of education in the mother's school (assuming the child's upbringing in the family) was sufficient and optimal.

A child who is ready for school is physically fit, can walk for a long time in any weather, has basic movement skills, can control his movements, adheres to cleanliness.

The development of a child's knowledge is determined by his understanding of events in society and nature, the ability to observe, the correct naming of events. The child must be able to express their ideas, think creatively and independently, be able to solve problems based on clear visual material. A 6-7 year old should be able to keep his hammock outside the family. Developed cultural skills help them build relationships with their peers.

The child must learn to dress independently, to eat, to keep things clean and tidy. The child must understand and respect the importance of adult labor. I have to take a positive approach to any work and do it carefully and on time.

It is necessary to form in the child an aesthetic perception, to arouse interest in works of art appropriate to his age, to develop the desire to decorate the surroundings aesthetically. The child should learn to feel the beauty of music, literary words, pictures, sing, draw, make, riddles, lapars, sayings, proverbs, tell and tell stories, read books.

Admission of a child who is not ready for school has a negative impact on the development of the child's personality in all respects. His physical and mental health are also at risk. They may experience neurotic symptoms: sleep disturbances, urinary incontinence, headaches, and headaches. Difficulties also begin to arise in upbringing: the child, no matter what, tries to focus on himself, begins to act badly. Such cases can be prevented if it is determined in time that the child is not ready.

Specialists in various fields can determine a child's readiness for school. The pediatrician examines the child and determines its somatic development, and if there is a certain physical, mental defect, sends him for a psycho-pedagogical examination. Children with certain disabilities are sent to a special school. Until September 1, children under the age of 7, who have not attended kindergarten, have pedagogical retardation, speech defects, physical developmental disabilities will be examined by special counselors, primary school teachers.

The district's psychological and pedagogical consultations comprehensively determine the child's readiness for school. They recommend preventive and correctional methods in overcoming the difficulties in education, provide advice in the field of education. In addition, district mahalla committees are actively involved. Neighborhood committees and other social organizations work with parents who have a negative impact on child rearing.

The district uses psychological tests to determine children's readiness for school in psycho-pedagogical counseling. The tests can be divided into 2 groups in terms of content:

1. Tests that determine the degree of formation of specific psychological aspects involved in the learning process.
2. Tests that check general readiness for school.

Counselors examine the child in front of the parents. Then, based on the results of the inspections, they recommend the following measures: postponement of enrollment in the 1st grade of secondary school for 1 year;

d) Sending a child to a special class in kindergarten or school;

e) Sending a child to a special school.

Based on the results of the consultations, the school departments of the neighborhood committees decide where the child is studying. If the child is 7 years old, but his health is not good, then according to the results of examinations, the study is postponed for 1 year. After 1 year, the child undergoes a special examination again and it is decided where to study.

If the people involved in the upbringing of the child pay special attention to it, create good conditions for its full development, help, the rest of the time will give a positive result.

no special programs have yet been developed for educators in working with children who have dropped out of school. Educators are working with these children on the education and upbringing program at the existing Preschool, only paying more attention to them.

Special classes will be opened for children who are unable to attend school. Children with normal intelligence, who are temporarily unable to learn in such a class, can be eliminated.

There are strict requirements for general and special preparation for school, so it is necessary to prepare the child for school on a regular basis. Preparation occurs automatically. Only a goal-oriented and long-term parenting process will ensure that the child is well prepared for school. There are different opinions among adults about when and how much to prepare a child. Many parents and caregivers believe that preparation should be intensified from the age of 3 until one year before the 1st grade. But others say you only need to prepare for the year before school. Some parents think that as soon as a child goes to kindergarten, preparation for school begins. Who should prepare a child for school life? Kindergarten educators understand that preparing a child for school should take place throughout the kindergarten period and implement it in accordance with the requirements of the program. But just before going to school, they pay special

attention to preparation: correcting pronunciation deficiencies, putting knowledge into a system, developing fine motor skills, and so on.

According to Y.A. Kamensky in the chapter on preparation for school in the book "Mother's School", the work that all people do requires a certain amount of preparation. Parents thus prepare their children for school. In addition to comprehensive preparation for school, Kamensky provides the following tasks for parents:

1. To make children happy when they go to school and play with their peers.
2. Explain to children the essence of school education, acquaint them with the types of school activities.
3. Forming respect and trust in children towards future teachers.

How parents are preparing their children for school right now. Many parents believe that one of the conditions for good schooling is the overall development of the individual. However, they believe that a child's mental development is paramount, so they try to develop knowledge, speech, thinking, and memory in the classroom. The next step is to develop the child's reading and writing skills, memorize, talk, and play logic together. Sometimes they work, play sports, sing or dance.

In short, the cooperation of parents with preschool educators in preparing a child for school has a positive effect.

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