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THE SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF PSYCHOLOGICAL RESEARCH OF PROBLEMS PREPARATION CHILDREN IN SCHOOLS

Abstract: In this article has been investigated process of socio-psychological characteristics of psychological research of problems of preparation of children in schools as well.

Key words: education, problem, children, school, knowledge, political and economical reforms, education act, parents, thinking, protecting.

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Introduction

From the first steps of Independence, political and economic reforms were carried out in all spheres of society. Significant changes are taking place in the field of education, including in the field of preschool education. The Law on Education, the National Training Program, as well as the Regulation on Preschool Education in the Republic of Uzbekistan. State requirements for the education and upbringing of children of age”. The reform process covers the issues of education and upbringing of children, their content, forms and methods, as well as priority areas for the development of psychology and pedagogy [1]. Section 30 of the Education Act has enhanced the role and responsibility of parents in raising and raising children and protecting their legitimate rights and interests.

Today’s school requires not only accurate knowledge, but also the skills of thinking, understanding and cooperation with adults and classmates. Therefore, it is more important for the child to go to school, not only how much knowledge he has, but also how he or she is prepared for new knowledge, adaptation skills, independent analysis and action. [2, p.142].

Research methods.

It is important not only to teach the child what to do, but also to strengthen self-confidence, protect their own ideas and develop the ability to make decisions independently. In accordance with the Regulation on Pre-school Education in the Republic of Uzbekistan, pre-school education is carried out at home, through self-education of parents or in institutions of permanent pre-school education, special groups or centers created in kindergartens, schools, residential districts for children who do not participate in pre-school education. They work here 2-3 times a week. Parents are given the right to choose the form of preschool education.

The goals and objectives of the mental preparation of children are determined by the general goals and objectives of education. This is the real basis for ensuring consistency between kindergarten and school. It is important to establish the relationship between kindergarten and school in terms of educational, educational tasks, forms and methods of a child’s personality. Preschool education is a prerequisite for determining the psychological readiness of children aged 6-7 years to school education - the fact that the child is ready for school is a bridge for preschool and school life and activities.

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The need to ensure free transfer of school education to kindergarten and educational institutions.[3.p.16].

The transition of children to school education has always undergone dramatic changes in his life, ethics, interests and views. Therefore, it is necessary to prepare children for school education at home or at home and introduce them to knowledge, understanding, skills and abilities that are not so complex. This introduction will help you avoid adaptation difficulties.

According to leading experts, the concept of "school preparation" includes the following areas of preparation for school: physical, personal (mental), mental and special training. [4. p.168].

Physical education is associated with the health of the child, skills and quality of movement, development of the muscles of the hands and visual coordination. The main signs of "underdevelopment" are specific aspects of physical development. Examples include bone structure, low birth defects, height and weight, imbalance in the body, physiological disturbances in the cardiovascular system, rapid fatigue, and poor physical activity. Here's how to determine the age, weight, muscle of the head, chest and chest, as well as the main muscles and basic movements, to determine their suitability.

Personal (spiritual) training refers to the formation of a personal culture that arises in relation to the environment, adults, peers, oneself, plants, wildlife, natural phenomena and human creativity. [5] Most importantly, the general moral principle in the child's mind is reinforced by the recognition of social norms and universal values as to what is "good or bad".

The most important aspect of personal (mental) readiness is the formation of a "child's internal position" or "motivational learning", that is, the student's need to interact with adults and peers in order to complete the task, to help their peer. motivation to go to school for reasons. Personal development is often associated with family education. [6]

Shy, more children are in tightly controlled, child-friendly families, and eventually become adults, or only with the consent of the child. In praising and abusive families, they are often uncontrollable, overly active, unsure of how to deal with adults and peers, even if they do not have clear reasons for this, but try to command and lead them.

If a child is brought up in an isolated, uncontrolled, uncontrolled family, his or her behavior may include negative symptoms such as emotional weakness, depression, anxiety, militancy, or perseverance. starting to appear.

Intellectual learning can be seen as the figurative and logical thinking of the child, imagination, humanity, interest in knowledge, independence, the ability to control and control, as well as control, hear,

remember, generalize, harmonize, compare educational activities. knowledge of the basic types;

As an indicator of mental development: "hearing" when the child is well remembered, or "vision" when the child is well remembered, and "remembering the content" when the child hears and sees these types. It is useless to train your memory to see, remember, because it is given to everyone by nature. To improve your memory, you need to practice. [7]

The impact of learning on the child depends on how well-studied his language is and how fluent it is. This is due to the fact that all educational activities are based on factors such as the development of speech, independent thinking of a child without the help of adults, the development of speech, the ability to freely use one's achievements, storytelling, reasoning, expression of one's ideas and their clear expression. , This also includes the development of practical intelligence for the school education of the child, his ability to easily and freely repeat the pattern; It is also important to make an oral (graphic dictation) mission statement. Finally, special training includes teaching children's literacy and building on him or her an understanding of the school's ability to acquire sufficient teaching materials for elementary school. [6]

It should be noted that it is not important to teach the child how to read, how to read and how to write. The main thing is to expand the child's vocabulary, use it intelligently and actively, clearly hear sounds, pronounce them clearly, distinguish them from words, as well as simple literacy knowledge included in the program "Child of the Third Millennium"; it is to acquire a mathematical imagination. If a child develops well developed arm muscles, he or she will be able to read and write techniques for 2-3 months in the first grade. The main indicators of special training are understanding and freedom of activity, the development of creative imagination. These qualities appear in the child at the end of preschool age on the basis of literacy, mathematics, specific activities, that is, games, designing, drawing or acquiring skills.

A child with creative abilities will be able to independently understand the new educational material, engage in research activities and interact with teachers and peers. He is an energetic, active, initiative person who not only performs adult tasks, but also lays new responsibilities on himself and others.

It is important to remember that mental preparation for school is the organization of activities for the emotional life of a child. Regardless of where the process takes place, whether at home or in the garden, this unique period, which is the basis for the future development of the child, must be filled with bright, unforgettable events and activities that leave his or her interests and needs of early childhood. 1st grade teachers should also remember that when

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enrolling a preschool child, even if a 7-year-old child is in 1st grade, his or her family, kindergarten or full-time education. Although he has some skills, he still retains the characteristics of a preschool child. age over a period of time. He does not yet have the necessary qualifications and skills necessary for academic activity. He will continue to acquire these qualities throughout the learning process. [8]

As soon as a child enters school life, he or she continues to prepare for a systematic school education. Of course, this process should take into account the growing competence of the child, as mentioned above - physical, personal, mental and special training. For example, given the active mobility of the child, this must be done at school, during breaks and in extracurricular activities. To do this, it is necessary to create a developmental environment for primary school children in order to activate their age-related thinking, imagination, research and other important learning skills.

Game games should be widely used in primary school, especially in the first year of school, given that pre-school activities are the most basic and acceptable type of activity.

Preschool education should not be strictly observed in kindergarten and school, but only school education should be used. An example of the distribution of kindergarten and school relationships:

- a large group and kindergarten - 80% of the game, 20% - classes;
- in the first grade (in the first half of the year) - 60% of the game, 40% of the lessons;
- in the first grade (in the 2nd half) - 30% of the game, 70% of the lessons;

The main task of adult and preschool teachers and 1st grade students is to provide specific preschool forms and methods for organizing the life and activities of children in the first stage of education. It is important to remember that playing activities for a while should lead the children and not give up, but gradually they will replace other activities, such as training.

Various conditions, opportunities and tangible results in the psychological education of children in the family, kindergarten, specially organized groups or the Center for the mental preparation of children for school are available for all children involved in this work. and define general criteria for assessing school readiness for schoolchildren; The need for admission to grade 1 was excluded.

Methods of preparing the "mental readiness of the child for learning" (with the method of their application) are now available. International testing, Kern Yrasek was selected by the Hungarian classical tests and tests of preschool children and practitioners from Uzbekistan and Russia.

All methods are developed taking into account age-related features, opportunities and developmental features of preschool children and are fully included

in the Regional program of preschool education and preparation for preschool education complies with state requirements for preschool education.

When asked if a child should strive to go to school at the age of 6, the answer is:

- The age of study is determined in a way that is suitable for the child.

Strict adherence to test guidelines provides an unbiased assessment of a child's "school readiness".

The system of requirements for the early preparation of a child for school education is not only a list of specific knowledge, skills and abilities, but also the complex physical, personal and psychological development of the child, special education and training. Activities include skills development.

The introduction of state tests does not mean that the educational process should be strictly adhered to. On the contrary, they are right and creative in educational models and technologies that provide the same level of development for all children, regardless of where the child goes to school. This provides great opportunities for use with. In addition, these requirements are not strictly limited to accurate knowledge and skills, which allows the child to take into account the uneven development process and independence.

Intellectual schooling of children is compulsory for all educational institutions, regardless of their type or form of education (except for institutions in which children with physical or mental disabilities are brought up). The characteristics of preschool education are formed at preschool age, with constant changes, and at each age stage its content.

The establishment of relations between children, kindergartens and schools with the aim of developing a full-fledged personality of the child at different age levels, in the forms and methods of upbringing and mental education is a reflection of success.

Consistency is defined as a unique connection between different stages or stages of development, the essence of which is to preserve some or all elements of the whole or some aspects of its organization when converting into a system: Elements of a scene are always saved. Classical philosophers teach that success, rightfully, lies not only in abandoning the continuity of development, but also in consolidating its most important elements and moving them to a new stage of development.

Based on the foregoing, the consequences of consistency between kindergarten and school are, firstly, that education in kindergarten should be addressed to children in order to achieve the required level of their overall development, and secondly, preschool education of a teacher. The level of development achieved by children of a certain age can be considered as significant, two-way communication, which includes the development of intellectual knowledge, skills and abilities in children and their active use in the educational process.

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The school contributes to the important "promising" development of preschool children, while helping to develop qualitatively new features and qualities that meet the basic goals and objectives of primary education of the child.

Consistency creates the conditions for the implementation of a holistic, dynamic and promising system of training and education in the psychological and pedagogical process of kindergartens and schools. The establishment of cooperation between the kindergarten and the school will help to improve the conditions for the mental education of senior preschoolers and primary school students. Accordingly, the transition to a new school educational environment is accompanied by psychological difficulties for the child. This will provide natural access to new conditions for children, which will help students improve their teaching and learning skills from day one at school.

The continuity between kindergarten and school is complex. He identifies the key areas of mental education and the sequence of education and their components: the content of educational work, the sequence in the form and methods, as well as the sequence of psychological requirements and conditions for raising children.

The entire psychological and pedagogical process of kindergarten and school is aimed at the comprehensive development of the personality of the child, which is a prerequisite for the success of their education and training. Forms of behavior and interaction with adults and peers, preschoolers and children, as well as spiritual behavior, consciousness and emotions develop in students. And is the basis of the relationship.

School - Community, formed during the preschool year, provides the necessary conditions for the qualitative development of the features of the "community" and ensures the identity of the student with the public. From the first days of schoolchildren to school, work will continue to be based on the cohesion of students' spiritual perceptions and behavior and increase their personal responsibility for their activities and behavior. [8]

At school, students are given a high sense of humanity: a sense of patriotism and a sense of duty towards their homeland. These complex moral feelings are based on the love of preschoolers for parents, family, respect for adults, love for nature and so on.

The school will continue to educate children. Aesthetic visions of students, aesthetic awareness of reality. In music and singing lessons, children learn music genres and learn to sing, dance and march. In drawing lessons, children learn to distinguish between graphics, painting, scenery, applied art, still life, landscapes and portraits. In the classroom, students will become acquainted with the genres of literature.

Practical skills of various types of artistic activity of students are also improved and their intellectual abilities are developed. Kindergarten students will continue to study the beauty of moral relationships, the beauty of heroism, the development of mental abilities and the development of ethical behavior.

The school will continue to work hard to promote child labor, a positive attitude towards the workforce, and better work, skills and abilities. The coordination between the kindergarten and the school is aimed at complicating the content of the work and increasing its social usefulness, increasing the independence and self-organization of children and understanding the ethical relationships that children establish in their work. In the school educational process, the development of the child is consistent with all aspects of the development of the child.

The links between kindergarten and the school curriculum form the basis of consistency. A comparison of existing kindergarten and elementary school programs shows that there is a clear connection between them. First of all, this is a program of elementary philosophical and psychological approaches based on programs, unification of principles (the relationship of content to the goals and objectives of education, the scientific attitude to life, the educational and developing nature of education, etc.). Comparison of the 1st grade curriculum or preparatory classes in certain subjects (mother tongue, mathematics, etc.) with the relevant sections of the "Kindergarten curriculum" should take into account the relevant content shows that the approach has a tendency to achieve mutual understanding [9].

For example, teaching primary language in kindergarten and school is based on the idea of integrated development of children's speech. In kindergarten it is used for the development of vocabulary, correct pronunciation and speech, for the development of logical speech. This school addresses new challenges: writing and writing skills, as well as the study of morphology and syntactic elements. At the same time, work on vocabulary, logic and vocabulary logic, begun in kindergarten, will be continued [10].

In both kindergarten and primary school, the natural sciences rely on the unity of the organism and the environment. On this basis, the relationship of natural and technogenic phenomena, nature and human labor is considered.

The only theoretical approaches that form the basis of the continuity of kindergarten and school education are considered in the context of programs, taking into account the possibilities of preschool and school age and the psychological structure of children's knowledge.

The main content of parenting in the mental education of the child is a wide range of diverse ideas about the world and some basic concepts. The general

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system of ideas about various areas of reality provides the child with the necessary level of development and overall development. Without this, it is impossible to acquire the modern content of primary education.

At school, the content of students' knowledge goes to a new level. The process of further improvement and consolidation of knowledge in various fields of reality is active, and at the same time, students are asked to understand their theoretical knowledge.

The formation of scientific concepts of students is central to school education. The differentiation of children's knowledge of the world, which began in pre-school years, is clearly reflected in science, which is moving from the 1st grade to a focused study of the foundations of science. The same applies to the expansion, deepening, systematization of knowledge and the development of scientific concepts.

Kindergarten and the sequence of schools are also reflected in teaching methods and forms. The key to success in teaching methods is to ensure that children acquire the knowledge, skills and abilities necessary for the development of their mental and creative abilities both in school and in kindergarten. Many of the same teaching methods are used in kindergarten and elementary school.

Methods and teaching methods in kindergarten help children develop a broad intellectual and spiritual-moral development, thereby helping them prepare for more interactive forms of interaction with the teacher in new content. 10] This point of view on guiding the teacher in the activities of the kindergarten through the kindergarten and the school is the basis for the coordination of the methods of the kindergarten and the school.

Conclusion.

School lessons and kindergarten have a number of unique features, but they also have a common set of features that are unique to them as the main forms of learning. The specifics of the lesson and the content of the lesson are well organized, limited in time, the leading role of a psychologist, the use of scientifically based teaching methods and techniques, and so on. In lessons in kindergarten, children develop elements of learning activity, develop the ability to control their behavior and develop focused mental activity. All this prepares a preschooler for active participation in readiness for school education.

Thus, the success of the educational process in kindergarten and at school ensures the continuous development of the child's personality throughout preschool and preschool age.

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