

**STUDY OF PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF
PRESCHOOL EDUCATIONAL PREPARATION OF PRESCHOOL CHILDREN**

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Annotation: *The article provides a theoretical substantiation of the pedagogical and psychological aspects of the moral and volitional preparation of preschool children for school, analyzes the views of scientists, teachers and psychologists. It also emphasizes the importance of nurturing such traits as independence, organization and discipline in the personal behavior of a preschooler.*

Key words: *preschool institution, school, training, ethics, willpower, independence, organization, discipline.*

Introduction. The pedagogical process at Preschool education system (PES) is focused on the comprehensive upbringing and development of preschool children to address their physical, mental, spiritual and aesthetic development. The fulfillment of these tasks in the pedagogical process is ensured through a variety of children's activities - play, life, work, study, simple artistic activities, etc. They serve as a means of shaping the personality of the preschool child, as well as the content that children acquire.

The Concept of Development of the Preschool Education System of the Republic of Uzbekistan until 2030, approved by the Decree of the President of the Republic of Uzbekistan No. PK-4312 of May 8, 2019, provides for the development and introduction of new mechanisms for comprehensive assessment of preschool education intended to Efforts are being made to modernize pre-school education. In this regard, the scientific and methodological framework for the education of preschool children has been developed, and the system of preschool education, which operates in a new content and direction at the level of world standards, has been improved.

Today, a school child is required not only to have clear knowledge, but also to think, to understand and cooperate with adults and classmates. Therefore, when a child enters school, it is not so much how much knowledge he has, but his readiness to acquire new knowledge, the ability to adapt to the environment, to analyze and act independently of events.

The effectiveness of schooling in many ways depends on the level of preparation of children. Mental readiness for school is an important outcome of the education and upbringing of a child of preschool age in kindergarten and in the family. It is determined by the school's set of requirements for the child. The specificity of these requirements stems from the new socio-psychological role of the pupil, the new tasks and responsibilities that he must be prepared to perform. Although the problem of preparation of preschool children for school has been comprehensively studied by educators and psychologists, it has been approached from different positions, covered in different aspects.

Literature analysis and methods. Going to school is an important part of a child's life as it changes their way of life and their relationships with others. For the first time in a child's life, socially important learning activities take center stage. Unlike his usual free play activities, education is now compulsory and requires 4 serious attitudes from a first grader. As a leading type of educational activity, it rebuilds the child's daily life processes: the schedule changes, the time for free play decreases. Requirements for the child's independence and organization, his diligence and discipline will increase significantly. Compared to pre-school age, the pupil's personal responsibility for his / her behavior and fulfillment of responsibilities increases significantly.

Accordingly, in the modern psychological and pedagogical literature (A.V. Zaparojets, L.A. Wenger, G.M. Lyamina, G.G. Petrochenko, T.V. Taruntaeva, etc.) the concept of preparation is defined as the development of the child's personality.

According to psychologist J. Locke, a child's psyche is formed only during his life. He pays special attention to upbringing. The knowledge and ideas of adults are not ready to be given to them, they are the result of upbringing and are formed as a result of the intellectual and spiritual attitude of adults to the child. Locke concludes that all human knowledge is accumulated on the basis of emotional experience.

A child going to school must be prepared for a new way of life, a new system of interaction with people, active mental activity. It must have reached a certain level of physical development in order to fulfill his new responsibilities. Psychologists L.I. Bojovich, L.S. Slavina, N.G. Morozova, A.A. Lyublinskaya, L.A. According to the Hungarians, preschoolers need to develop a passion for learning, a desire to learn and follow school rules, a positive attitude towards school, an interest in books, a stable learning interest in pupils and a commitment to school learning are important parts of building a respectful relationship.

Results. There are several interrelated aspects to a child's overall readiness for school, the most important of which are spiritual, volitional, mental, and physical preparation.

Moral-volitional readiness for school appears on the development of moral behavior, will, moral feelings and consciousness in the development of the child to a level that allows him to actively acquire new social ideas and to maintain a moral relationship with teachers and classmates. The content of moral and voluntary training in school is determined by the requirements of the child's personality and behavior, depending on the position of the pupil. From the earliest days of school, these requirements require the pupil to: be self-disciplined and disciplined in the independent and responsible performance of academic duties, to manage their own behavior and activities, to be a teacher and to 'to follow the rules of cultural behavior in dealing with pupils, to treat school equipment in an orderly and careful manner. Preparation for these high standards is part of an ongoing, purposeful educational process with pre-school and pre-school age children in the family.

Moral readiness is reflected in a certain level of personal development of a child of preschool age. In this regard, the child's ability to control his behavior, which develops during the preschool years: conscious observance of the rules or requirements of the educator, not to be suddenly nervous, to show determination in achieving the goal, to attract the necessary work, but the ability to do it to the end as opposed to distracting from the goal, and so on, is noteworthy.

In determining the moral and volitional readiness for school, as well as features such as independence, organization and discipline in the personal behavior of a child of older preschool age are important.

Evidence of the successful formation of independence in a child of preschool age is the ability

of the educator to remember and follow the rules of behavior without help, to use the usual methods of movement in new conditions, to be ready to help. Organizational and disciplinary behavior, which is inextricably linked with independence, depends on the goal of the child's behavior, the ability to consciously organize their activities in accordance with the rules adopted in kindergarten, the ability to achieve and control the results of activities, coordinating their behavior with that of other children is reflected in their sense of personal responsibility for their own actions. The presence of these characteristics in the behavior of children of preschool age serves as a proof of the formation of moral and voluntary readiness for school.

Another important component of moral and voluntary preparation for school is the ability of the child to organize the interaction with adults and peers in accordance with the rules. Experience has shown that adaptation to school learning conditions in previous years is characterized by "community" qualities in children: kindness to friends, respect, organizational skills, courtesy, caring, mutual assistance. showed that it is directly related to how successfully the present is formed. The presence of such a set of social qualities in a child's behavior can be an indicator of his moral and volitional readiness for school and create a positive attitude in the new community in dealing with peers.

Moral-volitional readiness for school, as well as moral emotion is also characterized by a certain level of development of the child's consciousness. The most exemplary here is that children understand the social significance of moral behavior, develop their ability to independently evaluate their own behavior, and form elements of a sense of responsibility, honesty, humanity, and citizenship. These will help pupils to develop a sense of personal responsibility for their academic work to their loved ones and to the country as a whole.

Discussion. Moral-voluntary training also includes a set of qualities that characterize the attitude of a child of preschool age to work. It is the desire to work, a sense of satisfaction with the work done well and orderly, respect for the work of others, the acquisition of the necessary work skills. Self-service skills for the future student: the ability to dress independently, to monitor the condition of their belongings, school supplies, to eliminate some defects in clothing, footwear without external warning (button sewing, washing towels, cleaning shoes, etc.). The collaborative work skills (work planning, division of tasks, coordination of actions with peers, completion of work) that a student acquires in kindergarten play an important role in teaching. Preschool education is the basis for building respect for work, respect for academic work and the work of peers, and a desire to help and support them.

CONCLUSION. Thus, a child's moral and voluntary readiness for school is seen as a definite outcome of his or her moral development in the pre-school years. From the point of view of school education, the adaptation of the child's personality and behavior to the school environment according to his own set is the most necessary basis for the fulfillment of his responsibilities, the formation of an ethical attitude towards teachers and students. covers important qualities. Moral readiness is inextricably linked to a child's mental and physical readiness for school.

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