

METHODS OF DIAGNOSIS IN PREPARATION OF CHILDREN FOR SCHOOL EDUCATION

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Annotation. *This article analyzes the place and role of diagnostic methods in preparing children for preschool education.*

Keywords: *preschool education, method, methodology, diagnosis, school age, preschool age.*

Each participant in the educational process perceives the identification of the readiness of first-graders for schooling as an objective necessity. After all, the teacher needs reliable information about the level of readiness of children for learning in order to be able to work effectively from the very beginning. And the school administration will use this information to evaluate the performance of teachers and help make informed decisions related to ensuring the quality of education. And here it is very important that the level of readiness of first-graders for learning be diagnosed according to the same positions, according to which their intermediate and final educational result will be determined in the future.

The State education standard for Primary General Education regulates three groups of results. It follows from them that, first of all, teachers and parents should have clear ideas about the level of subject and meta-subject readiness children came to school with and what personal qualities they differ in.

The materials developed by specialists in addition to the State education standards allow us to outline general approaches to the content of pedagogical diagnostics, which each teacher will need to conduct in September.

Diagnosis of readiness to study school subjects (subject diagnostics)

The subject readiness of children to study courses in mathematics, literacy (the list can be supplemented with other subjects) is based on indicators of the expected preparation of first-graders, identified on the basis of an analysis of exemplary subject programs (see p. 8).

Of course, a child's partial or even complete lack of certain subject knowledge and skills cannot be grounds for refusing to admit a child to school or any other discriminatory decisions. The results of subject diagnostics give the teacher, first of all, an idea of the general level of readiness of the whole class and each child individually to study one or another section of the course, and also indicate the need for individual corrective work with a particular child and set directions for this work.

Diagnostics of metasubject readiness

Under the meta-subject readiness of children of senior preschool age, which, in fact, remain first-graders at the beginning of the school year, we understand the prerequisites for the formation of universal educational activities.

While recognizing the significance of such diagnostics at the stage of a child's transition from preschool childhood to school life, it is necessary to take into account the complexity of selecting and compiling assignments that are adequate to the tasks of this diagnostic and take into account the age characteristics of children.

Diagnostics of personal readiness

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The personal qualities of a child at the stage of transition from preschool childhood to school life are defined in the "Federal State Requirements for the Structure of the Basic General Educational Program of Preschool Education". In this document, they are presented in the form of a list of integrative qualities of an older preschooler. According to him, the child must:

- be physically developed, possess basic cultural and hygienic skills. The child should have formed the basic physical qualities, the need for physical activity. He must independently perform age-appropriate hygiene procedures, follow the elementary rules of a healthy lifestyle;

Subject diagnostics

Mathematics

№	Chapter	Expected level of readiness of children for learning
1	Arithmeti c. Numbers and Calculations: Counting	establish and simulate a numerical correspondence within 5–10, selecting the number of objects specified by the teacher orally.
2		count the number of objects using natural numbers within 10, counting in units and calling numbers from 1 to 10.
3		describe the position of an object in a sequence using ordinal numbers within 5 and beyond.
4		evaluate by eye and compare groups of objects.
5		count both forward and backward from 1 to 5–10.
6	Arithmeti c. Numbers and Calculations: Numbers	recognize some numbers (from 1 to 10) in the immediate environment.
7		Write down the number you get when you count things.
8		simulate numerical relationships within 10 when performing actions with objects and/or cards with numbers.
9	Arithmeti c. Quantitie s	identify, describe and compare real objects according to their characteristics: <ul style="list-style-type: none"> • dimensions, • weight and capacity, - • temperature.
10		establish temporal relationships first, then, before, after, earlier, later, during (sleep, lunch, classes) orally or in the form of a drawing.
11	Geometry . Geometric Shapes: Bodies and Shapes	compare different geometric shapes, comparing them with real objects.
12		without naming the geometric shape itself (cubes, parallelepipeds, polyhedra, balls, cylinders), group them according to a number of features (size, volume and shape).

13	Geometry Spatial Relations	establish and model spatial relationships above, below, to the side, to the right, to the left, next to, in front of, behind/behind, between, etc. orally when describing the position of an object relative to a given one or in the form of practical actions.
14		describe the directions of movement up/down, top down, bottom up, left/right, right/left, and follow the instructions of the teacher and/or a simple diagram.
15	Data processing. Statistics	group and sort real objects and explain which groups of objects and on what basis were identified.
16		read a simple pictogram and, answering questions, compare the data presented on it.
17	Data processing. Probabilit y	participate in discussions about what might happen; can never happen; will definitely happen.

Literacy education

№	Chapter	Expected level of readiness of children for learning
1	Language . Speech	be able to describe their needs, feelings and thoughts.
2		to experience and demonstrate curiosity and interest: - to printed text, signs, words, symbols; - to books, stories, diagrams, poems, songs; - - to visual products.
3		distinguish speech sounds from other sounds (musical, natural, noise, etc.).
4		distinguish sounds at the beginning and end of words, recognize the first and last sounds in familiar words.
5		try to speak clearly in order to be understood, experiment with the pronunciation of words.
6		recognize symbols, numbers, letters and words
7		write letters and give them meaning.
8		"read" familiar printed signs (for example, road signs, labels, signs, etc.).
9		demonstrate partial knowledge of the letters of the alphabet.
10		demonstrate an understanding of the direction of writing (from left to right) and make attempts to form letters clearly and in accordance with accepted rules for writing them.
11		recognize written words from a basic list of common words, proper names, and other familiar names.
12		experiment with labeling words.
13		demonstrate sufficient vocabulary and experience of speech activity in order to adequately respond to greetings,

		requests, questions, simple instructions and explanations.
14		use in oral speech simple common and non-common sentences with the correct word order, build sentences, observing grammatical norms.
15		talk about their own stories, writings, paintings and models.
16		listen carefully to continue the retelling and describe the events that happened.
17		keep up the conversation.
18		retell the text using the support.
19		ask questions and give correct answers.
20		follow simple instructions.

Meta-subject diagnostics

Universal learning activities (ULA)	Manifestations of the prerequisites for the formation of UUD	Value for learning
<i>General cognitive</i>	Overcoming egocentrism. Decentration in thinking and interpersonal interaction.	cognitive motivation. Self-determination of the child. Willingness to solve intellectual and personal tasks (problems) appropriate for age, with the help of acquired knowledge and methods of action.
<i>Regulatory</i>	Arbitrariness of behavior is action according to a pattern and a rule.	Focus on mastering the standards of generalized methods of action.
<i>Communicative</i>	Communication as communication, cooperation, a way of interaction.	Readiness for educational cooperation with the teacher and peers.

- Be curious and active. The child is interested in the new, unknown in the surrounding world (the world of objects and things, the world of relationships and his own inner world). He asks questions to an adult and likes to experiment. Able to act independently (in everyday life, in various types of children's activities), and in difficult situations to seek help from an adult. Takes a lively, interested part in the educational process;

- be emotionally responsive. The child responds to the emotions of loved ones and friends. Empathizes with the characters of fairy tales, stories, stories. Emotionally reacts to works of fine art, musical and artistic works, the natural world;

own the means of communication and ways of interacting with adults and peers. The child adequately uses verbal and non-verbal means of communication, owns dialogical speech and constructive ways of interacting with other children and adults (negotiates, exchanges objects, distributes actions in cooperation). Able, depending on the situation, to change the style of communication with an adult or a peer;

- be able to manage their behavior, plan their actions on the basis of primary value ideas, observe elementary generally accepted norms. The child's behavior is mainly determined not by momentary desires and needs, but by the requirements of adults and primary value ideas about "what is good and what is bad." He is able to plan his actions aimed at achieving a specific goal. Complies with the rules of conduct on the street (traffic rules) and in public places (transport, shop, clinic, theater, etc.);

- to be able to solve intellectual and personal tasks (problems), adequate to age. The child can apply independently acquired knowledge and methods of action to solve new tasks (problems) set both by adults and by himself. Depending on the situation, the child can transform the ways of solving problems (problems). He is able to offer his own idea and translate it into a drawing, building, story, etc.;

- Possess the necessary skills and abilities. The child must have the skills necessary to carry out various types of children's activities.

It is obvious that in this list of integrative qualities, along with personal qualities (curious, active, emotionally responsive, observing elementary generally accepted norms and rules of behavior, etc.), there are also indicators of the subject and meta-subject readiness of an older preschooler to study at school.

In conclusion, it should be noted that we have outlined only general approaches to the target orientation and content of pedagogical diagnostics necessary in the context of the introduction of the State education standard. The next stage of work is filling them with specific tasks, choosing the forms and methods of diagnosing. It is unlikely that it will be fair to shift this work to the educator, the teacher, the administration of schools and kindergartens.

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