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Preparing Children for School From Psychological and Pedagogical Perspectives

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Abstract: This article explores the relevance, main tasks, and issues related to preparing preschool children aged 5-7 for school, providing important information, conclusions, and recommendations.

Keywords: School readiness, personal readiness, physical readiness, mental readiness, psychological readiness, special readiness, figurative thinking.

Preparing children for school in preschool educational institutions is one of today's pressing tasks. For this reason especially this period is characterized by a decline in play activities and an increase in academic pursuits in children's lives. The transition of a preschool-aged child towards school education always leads to serious changes in their life, morals, interests, and relationships. Based on the findings, the task of preparing 5-7-year-olds for school education was shown as one of the most essential as well as complex task.

While preparing children for school, the educational and upbringing processes organized in preschool institutions, advanced foreign experiences during activities, and professionals' expertise are crucial. Scientific research indicates that during the stages of child development, it seems impossible to prepare them for school through intensive activities without considering their physical, mental, and spiritual abilities.

To prepare children for school, there must be a continuous connection with the educational curriculum. Children's readiness for school encompasses not only their intellectual development but also their psychological and social development. Therefore, it is important define the pedagogical foundations for preparing children for school, determine the goals and tasks of education, apply pedagogical principles and methods, and enhance children's interest in learning.

Preparing children for school is considered as an important, social and pedagogical task in every country, society, and family. The readiness of each child for school serves as a foundation for their future and social life. In this process, the role of parents, educators, and society is significant because understanding the child's psychology, activities, and attitudes towards events, as well as providing appropriate education is crucial. This process is aimed at equipping children for education, adapting them to general education schools, and preparing them for future life.

The state requirements for the education and upbringing of preschool-aged children involve nurturing them in a healthy, developed, and school-ready manner. The issue of comprehensively educating preschool children has historical significance, with important contributions from Eastern thinkers like Abu Nasr Farabi, Abu Ali ibn Sina, and A. Navoi in educational literature. The psychological aspects of preparing children for school have been studied by psychologists such as M. Davletshen, B. Karimova, Z. Nishonova, N. Safayev, and E. Goziyev. Establishing portfolios for children in mandatory preparatory groups for 6-7-year-olds in preschool institutions helps prepare them for school education and ensures that the emerging generation possesses knowledgeable and competent skills. Numerous scientific research,

pedagogical, methodological, and programmatic efforts have been made in our country to address these tasks.

The issue of psychological readiness for school is not new and has been reflected in scientific literature. The high demands of modern life for organizing education and upbringing compel us to seek new, more effective psychological and pedagogical approaches that align teaching methods with life demands. In this regard, the issue of preschool children's readiness for school education holds particular significance.

For a long time, it has been believed that a child's readiness for school is measured by their level of intellectual development. L.S. Vygotsky was one of the first to form the idea that school readiness is not merely a quantitative reserve of knowledge but rather the level of development of cognitive processes.

Accordingly, in psychological-pedagogical literature, the concept of readiness is defined as the development of the child's personality and is viewed through two interconnected aspects: readiness for school, general psychological readiness, and special readiness. General readiness for school is manifested as a significant outcome of continuous educational and developmental work aimed at the all-around education of preschool children in kindergartens.

School readiness comes at a time when a child has achieved a certain level of intellectual, moral, willful, aesthetic, and physical development, enabling them to adapt to the new conditions of school education and educational materials. The concept of general readiness successfully consolidates important qualitative indicators in the psychological development of a child transitioning to the first grade from the perspective of school education.

Psychological readiness for school includes a child's desire to learn, their aspiration to be a student, and their sufficiently high level of cognitive activity and thinking operations, which encompass the foundational preparation necessary for engaging in educational activities. The entirety of a child's psychological readiness for school involves their integration into a classroom community, conscious engagement with school material, and the fulfillment of a wide range of school-related responsibilities.

The specific readiness of a child for school is an addition to their general psychological readiness for education. It is determined by the presence of necessary specialized knowledge, skills, and competencies required for learning subjects such as mathematics and native language.

In conclusion, it is worth emphasizing that preparing children for school is a very complex and multifaceted process. In this process, pedagogical principles, methods, and psychological approaches play a crucial role in ensuring the intellectual, emotional, and social development of children. During the preparation period for school, attention must be paid to the abilities, interests, and needs of the children. The principles of activity, individuality, socialization, and all-around development are fundamental factors in the educational process. Properly organized education based on correct pedagogical foundations helps effectively and reliably prepare children for school.

In summary, we must state that preparing children aged 6-7 for school education enables them to better assimilate future school programs, as well as provides opportunities for their aspirations and abilities to be realized. The preparation of children for school plays a special role in the cognitive development of young children and the formation of human personality as a whole, serving the purpose of educating a conscious generation in our society.

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