

**"THE ISSUE OF KIDS' PSYCHOLOGICAL PREPARATION FOR
FORMAL EDUCATION"**

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Abstract. *In the modern world, there is a trend of increasing demand preparing children for school from preschool age. There are many different ones opinions of scientists on determining school readiness indicators, taking into account the understanding of school readiness from in terms of psychological and pedagogical features. In this article, an an attempt is made to summarize existing theories of school understanding preparation, as well as an experimental study of the preparation of children Kindergarten training is provided.*

Keyword: *school, spirituality, aesthetics.*

The changing time and the updated space in the character system of the peoples of the world affect brain activity, quickness in effort, resourcefulness, and at the same time planning, thorough preparation, understanding, and solving problems on the basis of cooperation in every work. develops qualities. requires finding. Also, the role of individual subjects - people in the system of relations between the individual and the society, the individual and the state - is observed.

Pre-school education ensures the healthy, all-round development of the child, instills in him a desire to study, and prepares him for regular education. Preschool education is carried out in state and non-state preschool institutions and families until the child turns six or seven years old. Neighborhoods, public and charitable organizations, and international foundations are actively involved in the implementation of the goals and tasks of preschool education. Nowadays, the serious demands placed on children's levels of preparation for school require the

development of necessary theoretical and practical measures in this regard.

To develop preschool education, the following should be done:

- the priority of training qualified pedagogues and psychologists;
- search and implementation of effective psychological-pedagogical methods of preschool education;
- organizational, psychological, pedagogical and methodical provision of raising children in the family;
- creation and production of modern educational manuals, technical tools, toys and games;
- creating conditions for moral and ethical upbringing of preschool children based on the rich cultural and historical heritage of the nation and universal human values;
- selection of programs of various options for various types of preschool educational institutions, creation of an opportunity to provide qualified psychological counseling services on all issues of preschool education;
- developing a mechanism for supporting and developing the network of pre-school education and healthcare institutions.

General preparation for school is the level of mental, spiritual, aesthetic and physical development achieved by the child before going to school, which creates the necessary ground for the child to actively enter the new conditions of school education and consciously acquire knowledge. study material. General preparation is represented by a certain level of mental development that a child achieves during the transition to school education. Psychological preparation from the point of view of school education successfully summarizes the important qualitative indicators of the mental development of a child entering the 1st grade. Psychological preparation of the child for school education aspiration, desire to become a student, sufficient and high cognitive activity and thinking operations are manifested at a certain level of mental, physical and social development of the child.

All components of the child's psychological preparation for school include the inclusion of the child in the class team, the active learning of the educational material

at school, and the fulfillment of a wide range of obligations related to school. A child's special readiness for school is determined by the presence of special knowledge, skills and abilities necessary for learning academic subjects such as mathematics and mother tongue, in addition to the general psychological readiness to study at school. The intensive work carried out in the context of formation of the simplest mathematical concepts in children, development of speech, and preparation for acquiring literacy in MTM provides the necessary level of special preparation of children for studying at school. A child going to school should be prepared for a new way of life, a new system of interaction with people, active mental activity.

A child's psychological preparation changes his social status in society and small school is closely related to the uniqueness of children's educational activities. It should be noted that the specific psychological content at school is not considered constant, but it is constantly changing and enriching. Structural aspects of psychological preparation consist of intellectual (mental), mental and volitional preparation. In most cases, when talking about the level of mental development of a child, much attention is paid to the amount of intellectual knowledge determined by his vocabulary. Parents and even some teachers think that the more a child knows, the more advanced he will be. In fact, this is not the case, science and technology.

With the proliferation of mass media, today's children seem to be swimming in an ocean of information. This is the basis for a sharp increase in their vocabulary, but this does not mean that their thinking develops at such a speed. Mastering educational programs implemented at school requires sufficiently developed cognitive processes from the child, such as comparing things, analyzing, summarizing and drawing independent conclusions. Therefore, psychodiagnostic tools, tests, and questionnaires widely used by school psychologists in the process of admission of children to the first grade consist mainly of methods aimed at determining the level of development of the above-mentioned characteristic in a child. . The effectiveness of teaching children to school largely depends on their level of preparation. Preparation for school education is an important end of education and training provided to preschool children in preschool educational

institutions and in the family. The level of preparation of the child for school education is determined by school requirements. A characteristic feature of these requirements is the new socio-psychological position of the student, the new tasks and tasks that he must be ready to perform. originates. Entering school is an important period in a child's life, which is associated with changing the system of relationships with others, changing the usual way of life. For the first time in a child's life, educational activities of social significance occupy a central place. In contrast to the usual free play activities, education is now compulsory and four serious attitudes are required from the first grader.

As a leading type of educational activity, it recreates the daily life process of the child. Any pedagogue can determine whether a child is ready for school without using any tools. Some parents also know approximately how healthy, agile, independent, intelligent, ready to study the child is. Kindergarten teachers must have sufficient pedagogical, technological knowledge and experience in correctly determining the readiness of each child for school, in which they must rely on the requirements of the educational and educational program in preschool institutions. If the child has developed normally in preschool age, his physical and mental development is not strongly affected, then the child reaches the level of education at the age of seven. But some families and kindergartens have children who are not ready for school. Such children undergo a special examination under the supervision of a specialist, and the specialist makes a conclusion about the level of readiness for study. The child's playfulness, inability to be independent, very low emotional and social development prevent him from being ready for school. Such children cannot find their place among their friends and peers. They need help in their daily activities: they cannot understand the assigned tasks and perform them independently, small movements of their hands are fine not developed.

In conclusion, parents should keep in mind the unique features of each child's mental development and the fact that these features are manifested in their acquisition of one or another type of activity. Only then, when some children have just mastered the first words, their peers can already speak with certain phrases.

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