

Scientific and Methodological Foundations of Preparing Children for School

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Annotation: In scientific research conducted today, special attention is paid to preparing children for school innovations, and practice shows that the organization of preparing children for school based on new psychological methods and innovative approaches to technology is one of the important issues. In this regard, the search and implementation of innovations in the process of establishing continuity of education and preparation for school, large-scale research work in the field of forming an approach of psychological readiness for innovative activity of children for school remains an urgent problem. The problem of preparing for school has been widely studied, which has been studied from different approaches, positions, and directions.

Keywords: child, school preparation, intelligence, innovation, innovation consciousness, innovation thinking, innovation ideas, cretationism, deviant behavior, educational motives.

Introduction

In the world, a number of studies are being carried out on the preparation of children for school innovation. The idea of "experiential learning" (experiential learning) remains a priority on the way to perfectly prepare a child for education in every possible way, to eliminate the connection between education and practice. This process requires the preparation of rich, intellectually high children for school in every possible way. To do this, paying attention to the specific psychological aspects of preparing children for school, by developing this process, preparing them for school remains an urgent problem.

In scientific research carried out in the world, special attention is paid to the preparation of children for school innovation, and practice shows that the organization of the preparation of children for school on the basis of new psychological methods and new approaches to technologies is one of the important issues. In this regard, large-scale scientific research work in the directions of searching and introducing innovations in the process of establishing continuity of education and school preparation, forming an approach to keeping children psychologically prepared for innovative activities in school remains an urgent problem.

The most important task of the preschool education system is the comprehensive development of the child's personality and the preparation of children for school. Preparing children for school is not a new problem in itself, and today preschool institutions have all the conditions for solving pedagogical and educational problems.

However, the solution to the issue of preparing children for school is associated with the transition of primary school to a four-year period of study, which requires coordinated changes in the organization of succession in kindergarten and schoolwork.

Here the question naturally arises, what components are included in the complex of "preparation for school". This is primarily a motivational, personal preparation, including the "internal state" of students, strong intellectual preparation, as well as coordination with visual aids, and a sufficient level of physical fitness. An integral part is a comprehensive education, including mental, spiritual, aesthetic and labor.

Thus, a child entering school must have a certain level of development of cognitive interests, the desire and ability to communicate in society and change, as well as the desire to learn. In addition, he

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must be ready for cooperation, master the technique of self-regulation, and have a personal position. The combination of these psychological characteristics and qualities, according to scientists, contributes to the psychological preparation for school.

Literature review

In the works of a number of foreign scientists, many issues related to the problems of developing the psychological readiness of children for school education have been investigated. In particular, general aspects of the mental development of children of older preschool age (P.P. Blonsky, 1997; L.S. Vygotsky, 1983; V.V. Davydov, 1986; E. Erickson, 1993; J. Piaget, 1969; and others); content and structural aspects of the psychological preparation of children for schooling (M.R. Bityanova, 1998; A.L. Venger, 1988; N.I. Gutkina, 1996; I.V. Dubrovina, 1991, etc.), structural and practical bases of formation of psychological readiness of the senior preschool children to school education. (M. Donaldson, 1985; A. N. Leontiev, 1975; S. L. Novoselova, 1978; S. L. Rubinstein, 1989; etc.); humanistic foundations of the developmental education of the child (E. N. Volkova, 1992; N. F. Vinogradova, 2000; M. Montessori, 1997; K. Rogers, 1995; etc.) [1].

As the analysis of scientific literature shows us, despite many studies, many issues related to the problem of children's readiness for schooling remain without scientific research attention. Preparing children for school, firstly, educational work in kindergarten, which ensures a high level of general, comprehensive development of preschoolers, and secondly, special preparation of children for the assimilation of subjects that need to be mastered in elementary school, implies compliance with modern psychological and pedagogical literature (A.B. Zaporozhets, A.A. Venger, G.M. Lyamina, G.G. Petrogenko, Yu.V. Taruntaeva and others. The concept of preparation is defined as the development of a child's personality and is divided into two interrelated aspects: "General psychological preparation for school" and "Special training".

Therefore, the researcher N. Gutkina emphasizes the huge role in preparing children for school. The author pays special attention to the discipline, the non-compliance with which is a prerequisite for the difficulties encountered in school education. First graders preparing for school should have an educational motivation, consisting of educational and social reasons for learning. The purpose of education, according to the author, is the mental development of a preschooler, and therefore implies that in the broadest sense, there is a necessary and sufficient level of intelligence for learning [2]. From the point of view of A.L. Wenger, readiness for school is characterized not by a simple sum of intellectual, motivational, emotional and other achievements, but by the regulation of specific activities that should be considered as a holistic education in which the components can be conditionally separated. These include the child's response to the remark of adults and the performance of certain tasks, the development of mechanisms for analyzing a specific situation and developing a plan of action in emergencies, a mechanism for self-regulation, etc [3]. However, as already noted, there is no single and unequivocal opinion on the issue under consideration, despite the many existing specific approaches in the study of modern psychology when considering psychological preparation for school education.

Main part

Forms of teaching preschool children are not aimed at achieving results, but at the formation of knowledge, skills and abilities. This goal determines its main feature. If the child is interested in the process of drawing, and he tries to draw beautifully, such a process is either a game or a certain activity. However, when a child sets a specific goal in a drawing lesson, these actions take on a teaching look. For example, drawing better than the previous ones, drawing an image correctly, or drawing straight lines are also types of such actions.

While the mental development of the child occurs during the learning and passing on to the child the experience left by the previous generation, he acquires most of the knowledge and skills during communication with adults, following their requirements, advice and instructions. Playing, drawing, making objects and everyday communication in various fields of activity also expand the



knowledge and skills of the child. Education underlies the different styles of communication between adults and children.

However, it becomes systematic depending on the development of the child. The upbringing of children in social preschool education is carried out according to certain programs. In such cases, the use of game techniques and effective tasks plays an important role. At the same time, in the classroom, children are introduced to the usual requirements: to develop complete and high-quality knowledge and skills, listen to the mentor and follow his instructions correctly. Learning through the lesson is important for mastering the basic rules of learning activities. The basic rule of educational activity involves the formation of interest in learning and the acquisition of learning skills.

A variety of information about the environment arouses curiosity in the child. What an adult says and shows, or what a child sees with their own eyes, can arouse their interest in the news. Increased curiosity in preschoolers often manifests itself in a change in the number and type of questions they ask. If the questions of three-four-year-old children are aimed at obtaining new knowledge, clarifying incomprehensible things, then most of the questions of children approaching school age will be different. They are interested in the causes of different events, the connection between them: "Why is it raining?"; "Why water the plants?"; "Why does the doctor beat and hear the patient?"; "Where are the stars from?"; "Will he be able to stand it if you put a house on the tractor?"; "If all the water is poured into the sea, where will it disappear?" This is a short list of questions that a six year old can always ask. [4].

However, curiosity does not guarantee that the child is ready to read and learn systematically. Interest in a particular event in a child arises quickly and also quickly disappears, or passes into another interest. From the above list of questions, it is clear that the child is interested in events related to different areas of reality. According to the developed style, education requires a constant interest in specific types and aspects of events. Such phenomena constitute the content of such educational sciences as mathematics, native language, biology and others.

In some cases, a clear and sustained interest in preschoolers shows up early, and they lead children to achieve amazing learning outcomes. According to research, if children are given knowledge in a clear order, and not separately, separately, during the lessons, all children will develop the necessary interest in mathematics, language, animate and inanimate phenomena of nature. This knowledge should explain to children that reality is mainly associated with events that are characteristic of all areas. In mathematics, this is the dependence of the scale on the measured, parts on the whole, units on the plural. In the field of language, the structure of a word depends on its meaning; in the field of wildlife, the structural features of animals and plants depend on living conditions, and soon.

Having become acquainted with events based on such objective laws, children observe with great interest how they sometimes manifest themselves. Unfamiliar aspects of the environment open up in the eyes of children, and they understand that education is the path to great discoveries.

The desire to read and constantly acquire new knowledge arouses a steady and clear interest in children. The ability to read requires, first of all, an understanding of the learning task as a task performed with the aim of acquiring knowledge, to be able to distinguish these tasks from practice, from life situations. When a preschooler hears a mathematical problem, he is more interested in the situation described in the problem than in how to solve it. Therefore, he refuses to solve the problem: "If a mother eats four candies and gives two to her son, how many candies will they eat together?" Outraged by such an "unfair" portrayal, the boy asked, "Why give Vali so little candy? They should have been equal," he said. In other cases, the child uses the familiar operations of addition and subtraction to get a faster answer. In both cases, there seems to be no desire for knowledge. The child must understand that the situation described in the context of the problem is not important, because this is an image of a life situation, but simple material for teaching the correct solution of problems. The point of solving a problem is not to quickly find the answer, but to determine which arithmetic operation to use depending on the conditions, and be able to use this skill in the future.



Toddlers and preschoolers usually only accept learning assignments if the knowledge and skills they have acquired are immediately applied in a game, drawing, or other fun activity. Children approaching school age develop the ability to accept learning tasks in a specially organized learning environment without the need to associate them with the ability to immediately apply the learned materials. There is an opportunity to acquire knowledge so that they are "useful" in the future.

Observations show that didactic games (lottery, the ability to draw different figures from cubes with pictures, numbers, mosaics, checkers, puzzles, etc.) are more effective in teaching at preschool age than a simple homework method. Didactic games often help develop skills and thinking related to different tasks. In this sense, didactic games are one of the tools for preparing a large group of children for school. However, it should be noted that children's reading is not a direct result of didactic games. However, while didactic play predominates in primary and secondary school age, this difference is significantly reduced in older children. The ability of children to accept learning tasks is increasing this indicator. This means that children begin to pay attention to the ways of performing actions, and they begin to understand the content of educational tasks. They consciously try to master these methods. Preschoolers learn to make purposeful observations, describe objects, compare and group them, tell stories and pictures, link content, find arithmetic problems, find solutions, etc. It is important that the tasks are performed correctly and the requirements of adults are met. In such cases, children often ask adults to evaluate the correctness of a particular educational task. For example, school-age children in the process of learning to accurately describe distance communication repeatedly ask the teacher: "Excuse me, does what I draw look like this?" «Is it really necessary for the angle to coincide with the angle that should be on the other side of the triangle?"

At preschool age, the child expands the area of his free movement. This is very important for the development of thinking. Preschoolers also become interested in the intrinsic properties of things as they learn more from experience. So they have many questions: what is it? Why is this? Who did this? Where did it come from? Who does it? It also lays the foundation for the active and rapid development of children's thinking.

Children's issues should always be taken seriously. When a child cannot find an answer to his question, or if adults do not pay attention to his questions, his curiosity and inquisitiveness begin to fade. Children's questions are difficult to answer because they also ask questions about things and events that they don't fully understand yet. The teacher should be able to answer and explain the countless questions of children, taking into account their age characteristics.

Usually any thought process occurs when we have difficulty understanding something, and we are surprised and amazed at something. Very often, parents and educators scold children when they ask them too many questions, turning to them: "Don't talk too much" or "Where did you learn this?". As a rule, after such moralizing, the child no longer asks questions to adults, and it is likely that he misunderstands some complex things or a mythical, unscientific idea is formed.

For example, a seven-year-old child asks: "Where does the rain come from?", This child was told about this process in a simple and understandable language (as an example, even the appearance of water particles when hot steam is exposed to cold glass was shown). The child did not believe this, then he was asked to explain his version. The child explained as follows: "Rain lives in the sky, and his house is above the clouds. When the clouds open, it rains..." he explained. It takes a long time for a child to give up such a mythical notion and develop a correct scientific understanding.

There are several reasons why children ask very interesting questions:

- 1) children reflect things and events around them as they are, that is, in general, as in the picture;
- 2) are not able to deeply analyze and synthesize the connection and causality between things and events;
- 3) they do not have and do not contain scientific ideas about various natural and social phenomena;
- 4) Children have very little life experience.



Some children ask too many questions, while others ask very few questions. The fact that children ask a lot of questions is positive, which indicates their curiosity, activity and independence. Usually very passive and shy children do not ask questions. The teacher should ask such children questions during various classes and excursions, thereby activating them. Preschoolers can rely not only on what they perceive simultaneously in the process of thinking, but also on what they perceived before. For example, if a child is given a task or question that is already known, he or she will respond immediately, without difficulty, based on their imagination. For example, a six-year-old child is asked: "Does a nut sink in water or float?" when asked, he replied that he was "floating". The reason the child answered correctly was because, in his own experiment, he threw a nut into the water. This indicates that the simplest forms of inductive and deductive thinking are beginning to appear in children. [5].

Methodology:

One of the characteristic features of the thinking of kindergarten children is that their thinking remains figurative. They rely on concrete facts rather than abstract concepts in their reasoning. Consequently, they cannot solve simple problems posed in the abstract. However, in a large group of children, the ability to generalize begins to manifest itself, depending on the important features of certain things and events. For example, a child collects pictures of apples, apricots, pears, cherries, plums, grapes, pomegranates, quinces and figs and calls them fruits. Now they will be able to freely use the general concept of fruits in their speech. Children begin to learn to generalize, thus playing various picture lotteries. The teacher organizes such games and thereby helps children to perform common tasks (for example, animals, insects, flowers, birds, toys, etc.). The child begins to compare things and distinguish between similarities and differences. For example: "In comparing a square and a rectangle, the square and the rectangle have four sides, so they are similar. But the difference is that the four sides and four corners of a square are equal, while the opposite sides of a rectangle are equal. Children will have the opportunity to think and solve simple problems. A four-five-year-old child solves a problem with practical actions and talks about it through speech. For example: A 4-year-old child pulls forcefully on a flagpole attached to a pipe, but cannot remove it. The child then carefully inserts the wand into the tube from above and removes the flag. Problem solved. We can say that a small group of children solves the problem with practical actions and completes the work done with their performances. Children aged 5-6 think about the problem in advance and make a plan. This is done through inner speech. Children also solve the problem orally: for example: "7 birds are sitting on a tree. Two of them flew away, how many birds are left on the tree?" From the examples presented, it can be seen that the role of various educational activities in the development of the child's thinking is great. Classes teach the child to think independently, while developing the mind. The development of a child's thinking begins primarily with the formation of specific concepts.

Mastering elementary mathematical concepts through exercises develops children's ability to compare: it teaches them to draw conclusions and solve simple problems. Using cubes, circles, squares and stripes, let children compare and contrast objects, group groups of objects and divide them into groups into two equal parts, that is, teach them to divide by 2 and 4, and teach children to compare.

Already in the preparatory groups, the development of the child's thinking develops by developing the skill of counting up to ten in order, in the process of solving oral problems. Children become more observant on excursions and trips, they learn to compare, analyze and synthesize different things. For example, children on an excursion observe that the paws of a turtle digging the ground in one part of the garden look like an excavator located in another part of the garden. Such comparative considerations actively influence the development of children's thinking.

The most common problems for kindergarten children today are:

1. The level of mental development of the child does not correspond to the age norm, i.e. developmental difficulties: memory, poor attention, etc.
2. Preparation for school. The problem here is that the parent decided to send the child to school from the age of 6, and in connection with this, the child may do well in school, or may not do well.



3. Problems of interpersonal interaction on the negative development of the child's personality.
4. The inability of the child to plan, manage and evaluate their own actions. Conflict between parent and child.
5. Adaptation of the child to the children's institution.

If we want to solve the general problems listed above, then we need to study the personality of kindergarten age to perfection. Because the correction of the mental development of children of kindergarten age includes tasks for the development of intuition and cognitive abilities. Drawing, making various things from a plate, applications and design are widely used by all children. The development of cognitive motives in the correction of the thinking of preschool children, as well as the development of figurative thinking, play an important role in plot and role-playing games, games by the rules. The main goal of the ascertaining part of our study is to study the characteristics of the psychological readiness of children to study at the "School of the Future First Grader" (SFFG). The goal is specified in the following tasks:

1. To systematize the main modern methods of diagnosing the psychological readiness of children for learning.
2. To study the characteristics of the state of health of children at the time of admission to the SFFG, as well as the individual characteristics of the development of their psyche during the transition from senior preschool to primary school age.
3. Investigate the main characteristics of family groups (family composition, number of children in the family, etc.) of children participating in the experiment, especially the psychological and pedagogical conditions of the environment for the upbringing and development of preschool children.
4. Experimentally determine the criteria that determine the level of the development model of children's psychological readiness for learning at senior preschool age.

Currently, there are many methods that allow you to fix or quantify individual indicators of the psychophysiological and functional maturity of the child's body. It makes sense to consider those options for psychodiagnostics that exist in today's practice of school psychologists. All this diversity is as great as the programs for preparing children for schooling. As a result of our analysis, we can distinguish:

- a) superficial testing, which has the goal of selecting the most "promising" and talented children in the first grade;
- b) an in-depth psychodiagnostic examination in order to study the characteristics of the mental development of each child by the time they start school and develop an individual approach in preparing him for the school educational process, develop a program of work with the child together with parents and elementary school teachers.

It should be noted that there are practically no comprehensive criteria that allow assessing the individual characteristics of the functional development of children and predicting school difficulties.

Existing methods for diagnosing readiness for learning classify mainly external manifestations and individual symptoms without taking into account the individual development of the child, his health, functional state, etc. The authors almost do not identify underlying causes, and do not separate primary and secondary developmental deficiencies. The main attention is paid to those symptoms that dominate in assessing the degree of readiness or unreadiness of a particular child for learning. However, with the same symptoms, the underlying causes may be different. It is practically difficult to make even the nearest prediction of the success of training.

There are different types of predictive methods that highlight risk factors in a child's development. In our opinion, the most successful option should be considered an option that includes:



- analysis of early development and health status based on the results of a questionnaire and an individual conversation with parents;
- analysis of indicators of the arbitrariness of children's activities, the level of development of the child's volitional sphere, including self-control or self-regulation;
- Analysis of school-significant indicators of mental development (development of the motivational sphere of the child, the presence of a complex of cognitive actions, the development of the child's social actions, etc.).

L.S. Vygotsky did not consider diagnosing a child's development an end in itself: "a diagnostic study as a whole describes, as it were, a circle that begins with the establishment of symptoms to the process underlying them" [6]. Such a "diagnosis" should be the basis of the prognosis, i.e. the ability to predict the path and nature of child development, which is necessary for the teacher to build an effective learning system.

Developing the diagnosis of the mental development of children, D.B. Elkonin (1989) pointed out that a special diagnosis is needed, aimed not at selecting children, but at monitoring the course of their mental development in order to correct detected deviations. Taking this idea of the scientist as a basis, we built our own diagnostic, which includes several stages: input diagnostics, observation and collection of information about the child in the process of working in developmental classes, conversations with the child and parents, output diagnostics when children graduate from the «School of the future first grader».

Result. The diagnostic complex for studying the characteristics of the psychological readiness of children for learning, represented by a set of methods adapted to the purposes of our study, was carried out in two forms:

- a) in the form of individual lessons of a psychologist and primary school teachers with a child;
- b) In the form of group game lessons.

In addition, the method of observing various manifestations of the child's psyche, as well as the method of talking with parents and children, was actively used.

The ascertaining part of our study involved 58 children of preschool age, 53 parents of children, as well as medical staff of the school. The state of children's health at the time of the beginning of the experimental work was studied based on the results of the analysis of medical documents (child development maps) and on the basis of summarizing the materials obtained in conversations with the SFFG medical staff and parents.

Table № 1 Information about the health status of the children who participated in the experimental work (data are presented at the beginning of the "School of the Future First Grader")

Characteristics of children	Abs.	%
Children with disorders of nervous activity	20	34
Children with chronic diseases	5	8
Children who are often ill	21	36
Children who rarely get sick	7	12
Practically healthy children	5	10

Analyzing the data presented in table No. 1, the following can be noted. The state of physical health of children is at a rather low level: children who are often ill and chronically ill make up a total of 70%. The nature of the diseases is as follows: acute respiratory viral infections, lung diseases, and underweight, excess weight (disturbances in metabolic processes), psychosomatic diseases, etc. Children with disorders of nervous activity (8%) make up a special group. Among them: children with the consequences of birth injuries ("rapid birth", birth with surgical intervention, "slow birth"), children with disorders of nervous activity due to diseases in the first year of life, etc. Disorders of



nervous activity are expressed: increased excitability, especially in a situation characterized by novelty, complexity, in any arbitrary acts of behavior, low endurance (low performance). This reflects the situation that has developed in our society with the health of children today. This trend must be taken into account when developing the content of the school pedagogical process.

Table № 2 Features of the family environment.

Characteristics of the family environment		Abs.	%
Incomplete families	With mom	25	43
	With Dad		
complete families		33	57
Total families		58	100

Table № 3 Information about the number of children in the family.

Family characteristics	Abs.	%
Families with one child	36	62
Families with two or three children, including families with "late" children	22	38
	13	22
Total number of families	58	100

Information about the family situation of the children participating in the experiment is shown in Tables 2 and 3. As can be seen from the table, the percentage of children from incomplete families is very high - 43%. Children in these families mostly live with their mother and grandmother. Some sometimes meet with their father; most children (87%) do not have sisters and brothers. In total, families with one child make up 62%. The data of our observations, conversations with parents and children allows us to make a judgment that the nature of family relations is generally positive. Children speak well of their parents. Parents know children's needs, are interested in resolving pressing children's problems, and express a desire to help the teacher and psychologist in working with children. In addition, information was collected about our preschoolers attending preschool educational institutions before the start of classes at the ShBP. The results are presented in table 4.

Table № 4 Information about children attending preschool educational institutions before the start of classes at the "School of the Future First Grader".

Characteristics of children	Abs.	%
Children attending kindergarten	41	72
Children not attending kindergarten	17	28
Total number of children:	58	100

The data in the table indicate that 28% of children did not attend kindergarten before coming to the "School of the Future First Grader", this fact had to be taken into account by both the practical psychologist and teachers when conducting individual and group classes with children.

All the information we collected about children in the "School of the Future First Grader" formed the basis of the child development map, which was filled in by both the psychologist and primary school teachers in the process of working with children at the School of Babies. Information about the individual characteristics of the upbringing and development of the child before entering the school is necessary to develop the content of the educational process both in the period preceding systematic education and in the period of further education in primary school.

Let's move on to the analysis of the diagnostic tools used by us in the ascertaining part of the study.

A conversation with a child according to a questionnaire makes it possible to determine the level of formation of the "internal position of the student", the child's attitude to school, the level of general and speech development.

The meeting is held according to the following plan:



1. What is your name?
2. Please tell us about yourself,
3. Do you want to go to school?
4. Do you want to stay in kindergarten (at home) for another year?
5. What do you like to do in kindergarten and at home?
6. Do you have favorite books? Tell me about them.
7. What will you do at school?
8. What is homework?
9. Why do you want to go to school?
10. What will be new in your life when you start studying at school?

The positive attitude of the child to learning is the basis of his "internal position of the student." This is, first, the desire to acquire new knowledge, useful skills related to the development of the curriculum, follow the rules, accept the learning situation, etc.

Lack of desire to learn in the presence of cognitive and communicative potential allows you to take the child to school and start the learning process. Most often, during the first few months of his stay in an educational institution, an interest in learning will certainly manifest itself, although there are exceptions.

Practice has shown that in this method one should not be limited only to estimates of 0 and 1 points, because during the conversation, there were difficult questions, one of which the child could answer correctly, and others - incorrectly; also, the answers to the proposed questions could be partially correct and partially incorrect. For difficult questions that the child did not answer completely, and questions that allowed a partially correct answer, a score of 0.5 points was applied.

Correct and complete, deserving a score of 1 point was considered a sufficiently detailed, quite convincing answer, not in doubt from the point of view of correctness. If the answer was one-sided and incomplete, then it was estimated at 0.5 points. Taking into account the introduced intermediate assessment of 0.5 points, it can be considered that a child who, as a result of answers to all questions, scored at least 8 points, is completely ready for learning. A child who scored from 5 to 8 points is considered not quite ready for learning. Finally, a child who scored less than 5 points can be considered not ready for learning. The maximum number of points that a child can receive using this method is 10. It can be considered that the child is practically ready for learning if the correct answers are received for at least half of all questions asked.

It is necessary to determine the level of maturity of the child in school, that is, whether he is ready for learning or not. There are special methods for this, for example, the Kern-Jersek test for the first acquaintance with children, "House", "Graphic Dictation", the Thorens method and other methods.

For example, with regard to the Kern-Jersek test, this test consists of 3 tasks:

The first task is drawing a male figure from memory;

The second is the drawing of written letters;

The third is drawing a group of points [7].

Each task is scored on a 5-point scale, and the results of the task are added together to obtain an overall score. If a child scores 3-5 points in all tasks, this means that the development of such children is high, that is, they are ready for schooling. If during the task the child scores 6-7 points, this is considered the average level of readiness for schooling, and if 8-9 points are scored - the average level of readiness for schooling. With such children, the educator should conduct additional training. If during the study the child scored 10 or more points, the psychomotor field of such children is considered mentally retarded. However, according to Kern-Jersek, getting a good test result in children is a relatively



reliable basis for good learning in this school, and a bad result cannot serve as a reliable basis for concluding that school is unprepared for poor learning [8].

Conclusion and recommendations:

For the development of preschool education, it is necessary to implement:

- priority training of qualified educators and teachers;
- search and implementation of effective psychological and pedagogical methods of preschool education;
- organizational, psychological, pedagogical and methodological support of family education of children;
- development and production of modern teaching aids, equipment, toys and games;
- creation of conditions for the spiritual and moral education of preschool children on the basis of the rich cultural and historical heritage of the people and universal values;
- selection of programs in different versions for different types of preschool institutions, the possibility of providing qualified consulting services on all issues of preschool education;
- Development of a mechanism for supporting and developing a network of preschool educational and medical institutions.

Preparing for school involves a certain level of mental development, as well as the formation of the necessary characteristics of the personality of a preschooler. In this context, scholars make a distinction between a child's intellectual and personal preparation for school. Also, the child needs a certain level of development of the social motives of the personality and the moral characteristics of the personality of this age. According to many researchers and experts, psychological preparation for school is reflected in the formation of the basic mentality of children: motivational, spiritual, strong, intellectual, ensures the successful teaching of educational materials in general. The modernization of education is not a solution to the problem of the formation of knowledge, skills and abilities in the educational process. The spectrum of preparing a child for school should be much wider and innovative.

The formation of the following trends in this range and the positive processes built on them ensure that the child successfully overcomes not only pedagogical, but also psychological problems in elementary school:

- innovative approach of parents;
- systemic educational process for distance learning in the innovation system:

Of course, the DL psychologist should use social skills, directing his activities to a small person.

Parents' innovative approach is to:

- to acquaint parents with Internet materials in preparing a child for school;
- in-depth acquaintance and use of special literature;
- consultation of a psychologist;
- Creating a healthy lifestyle in the family, etc.

The systematic (permanent) educational process in distance learning in the innovation system implies the following pedagogical forms:

- consideration of the best and innovative scenarios for preparing children for school in preschool education and incentives;
- competition among employees of subsidiaries for the most useful and innovative technologies;
- frequent acquaintance with the opinion of parents;



- enrichment of the internal concept of parents, psychologists, teachers, administration on an innovative basis;
- Trainings with parents, etc.

Thus, early childhood education is a major part of lifelong learning. It ensures the formation of a healthy and developed personality of the child, stimulates the desire to learn, and prepares him for systematic learning. Therefore, the further strengthening of this system, the creation of comprehensive favorable conditions in preschool education, the wide involvement of preschoolers in it play an important role in shaping our children as harmoniously developed and mature personalities.

To study the psychological readiness of the child, it is necessary to determine its various aspects: motivational, intellectual and psychological readiness, the child's attitude to the teacher as an adult with special social functions, as well as the necessary forms of communication with peers.

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