

Scientific and practical prerequisites for the formation of educational activities of preschool children in multilevel education

¹Askhat Abdykadyrov

Abstract: *The article considers the problems of continuity and continuity of preschool education, scientific and practical prerequisites, in the transition to multilevel education. Analyzed new methods and techniques that provide continuous communication when moving to a new level of education. Identified problems and errors at all stages of multilevel education. Achieving a holistic system of transition between the levels of education, the formation of an educational path, the definition of the principles of lifelong education, in interconnection, the learning environment, on the way to quality education.*

The main idea is to determine effective methods in organizing an educational subject-spatial environment that meets modern requirements, taking into account current problems and gaps in the education of a future student, the search for pedagogically appropriate systems and technologies that ensure the progressive development of the child, his readiness for transition to school - assuming the role active subject of their own educational activities.

The need to rethink and rethink pedagogical educational processes and systems, the formation of scientific and practical prerequisites, adaptation in the process of educational activity, in the transition to multilevel education.

The goal is to contribute to the formation of educational activities, high-quality preparation for school, to instill the skills of independence and creativity in solving complex problems. Provide motivation for learning, systematize and optimize learning activities, develop analytical activities. The dynamics of the results of the educational activities of preschoolers in multilevel education, when moving to the next level, shows the inadequacy of the formation of the necessary prerequisites for educational activities.

The trend of continuity in multilevel education is relevant. It is important to achieve a high level of development of the child, which makes it possible to easily adapt to a new situation, master knowledge, norms of rules of behavior, predicts a high degree of school success. I study the effectiveness of the applied innovative methods on the social and personal development of the child, on the formation of skills for successful learning in elementary school, and the readiness of the pupil to school. I am experimenting with the role of elements of local folklore in musical studies, in the formation of a person's national identity in interacting with approved methods.

¹ PhD Student at the Department of Psychology and Pedagogy, Karasayev Humanitarian University in Bishkek, Kyrgyzstan

Preschool institutions work in conjunction with innovative projects that provide conditions for preparing for school, the prerequisites for educational activities are formed. Preschool education does not provide basic knowledge; children acquire knowledge in different fields of knowledge, interacting with activity in action, as a subject. The child achieves results, forming the prerequisites for educational activities that allow you to master school knowledge. Joint activities in various aspects, the integration of activities, non-traditional forms of training, provides high-quality assimilation of knowledge and skills, a successful result.

Thus, the primary tasks of preschool education include the development of: emotional-volitional and cognitive spheres, mental functions, communication skills, and the ability to act according to the rules.

The implementation of these tasks allows us to ensure the mental and physical development of children at the level that is necessary for their inclusion in educational activities. Thus, the goal of preparing children for school is not so much mastering specific knowledge as creating prerequisites for schooling.

The reasons for the continuity between preschool and school education are: development of the child's potential capabilities, ensuring a gradual transition from immediacy to arbitrariness, taking into account the "zone of proximal development", creating conditions for the child to be included in social forms of communication.

Keywords: *multilevel education, educational environment, continuity, adaptation, educational activity, successful result.*

I. Introduction

Currently, education is being reformed in Kazakhstan, changes are reflected in all branches of education, new technologies and methods are being introduced. Updating the content of educational material, require teachers to mobility in the selection of acceptable methods and technologies for organizing a successful educational process.

Reforms in the system of preschool music education have revived the realities of a competent approach, oriented to an adequate attitude, corresponding to the criteria that make up the level of human capital, cultural values of music education. A factor in the development of the level of education, achievements in music and art, the manifestation of interest in innovations in the field of music education contributed to the transformation of preschool music education.

The theoretical background of the problem of continuity at different levels of education, determine the relevance of the topic.

The purpose of the study is a theoretical and experimental study of scientific and practical conditions for the formation of educational activities of preschool children, multilevel education, in the aspect of continuity.

The relevance of scientific and practical prerequisites in the formation of educational activities of preschool children, multilevel education, is studied in the context of lifelong education. The actualization of lifelong education is determined by the specification of professional training of specialists, taking into account

the concept of lifelong music education, taking into account the interests of a growing society in the process of globalization and integration.

Scientific research related to preschool education is becoming relevant for the formation of the prerequisites for educational and pedagogical activity in multilevel education, reflecting the integrity in the content and structure of music education, and new models for the development of musical culture.

The relevance of these problems necessitates the acceleration of action in ensuring equal opportunities for all young children, taking into account global trends.

II. METHODOLOGY

In the Decree of the Government of the Republic of Kazakhstan dated July 24, 2018 No. 460: On approval of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016 - 2019, special importance is given to preschool education and training. Over the past five years, pre-school education has become one of the priority areas of modernization of the education system. The content of pre-school education has been updated. The State Compulsory Standard (hereinafter - the CRP) for pre-school education and training has been introduced, a standard curriculum for pre-school education and training has been developed. [1]

Testing of programs focused on the creative and cognitive development of the child was carried out on the basis of 77 kindergartens and 30 pilot schools of the country. Thus, a significant step forward has been made in the development of the country's preschool education.

The introduction of the innovative 4K model in kindergarten, forms a successful child's learning, the skills of operational adaptation to changes in the world: critical thinking, the ability to solve problems, building collaboration in teamwork, communication work, the ability to navigate the flow of information, make rational decisions, draw conclusions, maintain mental clarity. The student's valuable values include unique creative and critical thinking, included in the information space of society. The use of information obtained through new technologies to obtain knowledge is a condition of the present. [2]

Joint studies of the educational object are carried out, the pupils determine the tasks, taking into account goals and actions, forecasts, the final result, the results are monitored and corrected. Throughout the entire research work, a collaborative environment is being created for a teacher-pupil, a pupil-pupil, and children reveal their creativity in an intelligent, intellectual, educational environment. Research takes place in stages: presenting a hypothesis, obtaining information, and independently solving a problem. In the course of work with couples and teamwork, joint projects on the object under study are presented.

At this stage of project development, the child from the student becomes an independent active knowledge educator. A teacher, the organizer of the educational environment. With developed critical thinking, the pupil is adapted to change, capable of complex problem solving. When testing a hypothesis, considering the object under study along all sides, the child goes beyond the usual tasks, strives to make innovative, creative decisions, become confident that one can independently expand the horizons of knowledge, generalize

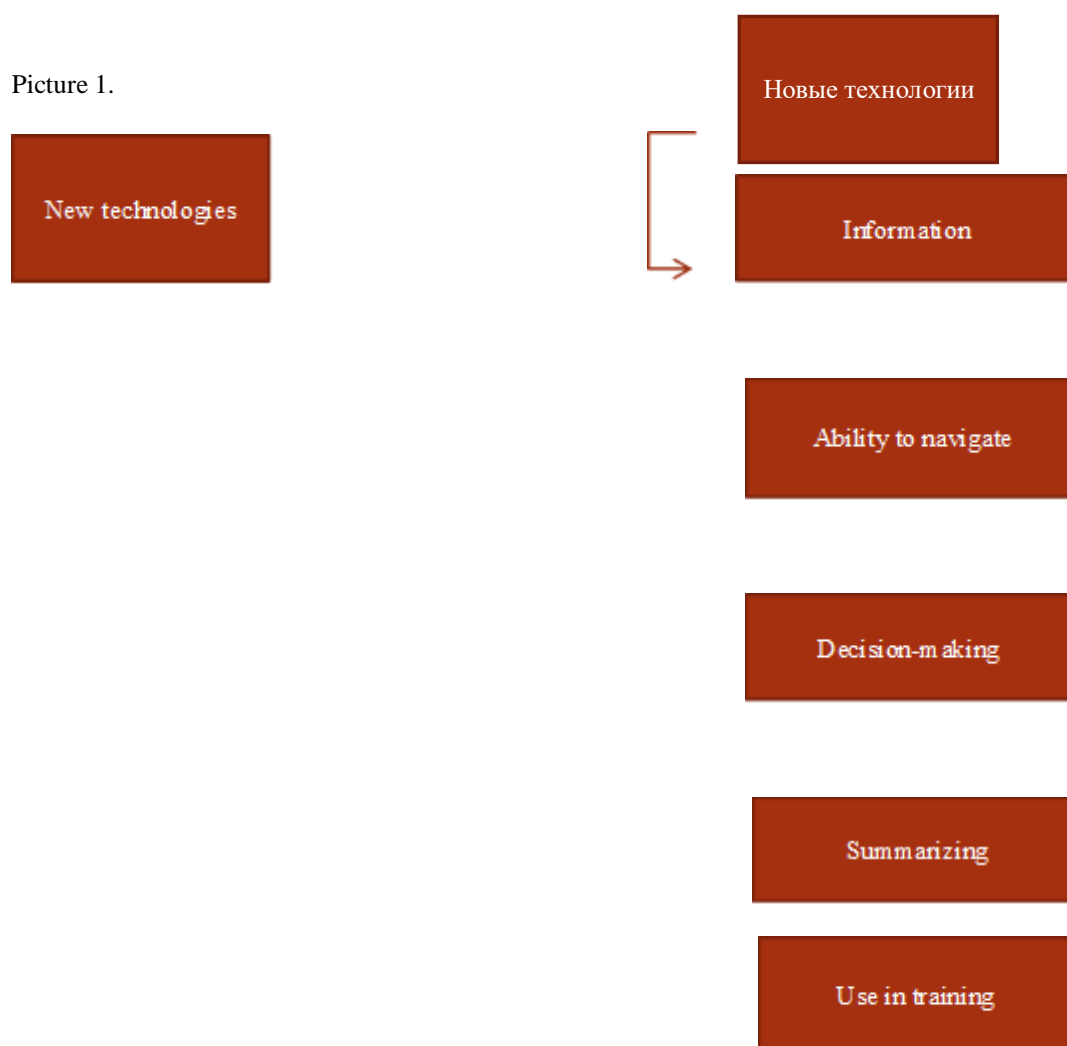
cognitive, research, implementation criteria, achieve rational use means of communication in a changing society. The use of the 4K model in music lessons, forms communicative competencies among pupils, develops skills of conservation and rational

Table 1: stages of research activities of preschoolers

Stage	Activity
Research	The sample of research structure in the middle kindergarten group: “How did our grandmothers sing a lullaby?”
Formulation of problem	To find out the type of singing: a game song or a cry
Aim setting	To propose the different problem solutions: to listen and to see the ways of singing a lullaby
Hypothesis setting	To comprehend the creation of lullaby and to observe the construction song process
Hypothesis verification	Each pupil tries to compose a lullaby and construct the song scheme
Result analysis	In the result, it is seen that the song has changed the original form and has got the other meaning but the melody has reminded the same
Conclusions formulation	The lullaby is created to cradle the baby. It means that the meaning of change does not influence the way the lullaby melody sounds

On (Fig. 1). Ways of forming skills of operational adaptation to changes during the study according to the design method 4K.

Picture 1.



On (Fig2) a collaborative environment created in the process of joint creative relations

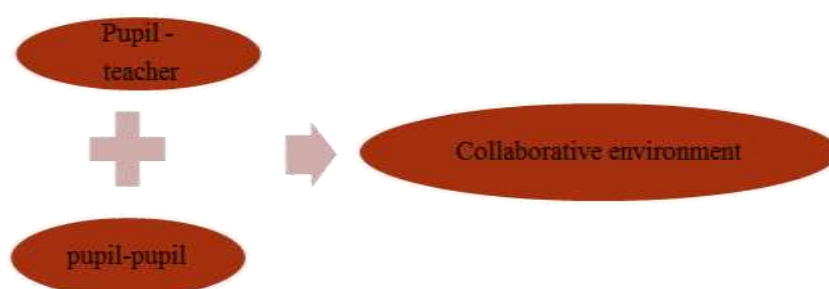


Figure 2

The design and research method is used in the methodology of teaching music to preschoolers, and occupies an important place in the development of the child, in the expansion and enrichment of the living space of pupils. Observing the results of the project method, starting with the sources of its beginning, you can make sure that any of them personally taken gives the expected results in any type of activity. In the use of the design and research method, only having a clear plan, structure, schemes, motivation for actions, you can achieve

results, reach the ultimate goal. When drawing up a plan of action for a particular project method, attention must be paid to the individual characteristics of the age group of pupils — to represent each other, surrounding society. [3]

In the project method, theory converges with practice, together with practical tasks, mental tasks are compared, the content of the project is structured, and the sequence of actions is determined. The project method provides action in a certain sequence to achieve the task, directs to a comprehensive examination of the problem, providing project participants with independent ways to acquire new knowledge.

Each completed project is new knowledge gained as a result of painstaking research. An independent detailed analysis of the posed design problem, the transition from elementary to holistic is carried out. [4]

In the course of execution, participants are in search of information of a particular task, are looking for various sources in all areas of knowledge. Pupils independently navigate in the musical space, develop project thinking, enrich creative knowledge in various fields.

The knowledge of the musical environment at preschool age is associated with the surrounding society, certain elements of ethnic consciousness are formed. During the project method, each child is involved in creative activities, working on the task, using their experience and knowledge from different fields.

The use of elements of ethnic culture in the design method creates favorable conditions for the development of pupils, creates a musical space in the field of folk art, and stimulates independent study of folk traditions and spiritual culture. [5]

Folklore is the art that is necessary for the formation of independent creative activity, in the implementation of practical skills, from different fields of education, using local dialectic material that is close to understanding, understanding national color, the nature of the melody of Kazakh songs, kyu, zhyr, tolgau, terme.

To concentrate the attention of children, the semantic interpretation of the musical texture, the individual musical and intonation factors of local folk melodies, the location of the frets, the rhythm of the downward movement of local significance of the Kazakh song in folk harmonization, the local musical and intonation factors of calm, unhurried, gentle singing, where the lower tones are which creates a drawing of folk music. The performance of a folk song induces in children the spirit of the past, a true knowledge of the history

of the people, all the colors of the play of sound. [6]



For the ultimate goal of the project, students receive the result of their activities, and are encouraged by the fact that they can achieve something on their own, namely by applying their knowledge and creative abilities and talent. They realize that knowledge is applicable, it is necessary for something in life, and not aimlessly acquired, that this need is dictated by time.

With all this in mind, the project method carries out many tasks: it develops creative activity, professional orientation, connects theory with practice, knowledge with real life, socially orientates the pupil, includes him in various production and economic processes, and contributes to their implementation.

In the process of project implementation, the pupil is aware of his abilities, finds application in one or another field of creativity. This is the advantage of the design method.

Thus, there is an inter-subject integration of knowledge, there is a feedback of theory and practice, independent training in skills, self-education in the process of project activity. At the end of the project, participants receive the results of their research, contemplate the fruits of their labor.

Each completed project - new knowledge and experience. In the process of project work, children meaningfully come to one or another discovery, life experience, which they consciously gained by participating in the project. The acquired experience and knowledge with each project is expanded, replenished, used for further use in real life. Education should not be separate from life, should not be limited from the surrounding society. On the contrary, striving to be beneficial, has found application in life. The application of the project method arouses interest in cognition, collective work, research, independence and social affairs.

In one age group, it is possible to set several tasks at the same time, or to work in an individual direction. The design and research method is no stranger to musical formations of a preschool institution. Children are happy to make music: together they make a project or several projects for various musical works,

fairy tales, holidays, they work enthusiastically. During classes, you can offer several projects, dividing the children in the group into several small groups, each group works on its own project, having studied and coped with the tasks, changing projects.

During the joint study of problems, children develop project thinking, they are consistently looking for ways to solve problems in order to achieve a result. To select the tasks of the project, joint work of adults and children is needed. During the execution of tasks, children are under the guidance of a teacher, at the right time, the teacher directs and coordinates the activities of the pupils. Basically, children should achieve all the goals in the assignment on their own, expressing their initiative in choosing methods and ways to achieve it. And the teacher plays the role of the project coordinator. It provides pupils with the necessary material to participate in the project.

Musical education requires creative skills, various research techniques.

To organize the design and research method in music classes, it is important to own certain types of creative activity. In this case, the pupils use their music skills in solving design problems.

At the stage of submitting the hypothesis: obtaining information that the cradle belongs to the folklore genre, collects information from the Internet, independently masters this problem, develops critical thinking. In the course of working with couples, teamwork, projects were presented. [7]

On (Fig 3). stages of research activities in music lessons according to the project method with pupils of 4-5 years old on the basis of the kindergarten of the communal state treasury enterprise No. 22 “Ulynsha”: “auyl of musical instruments”. Stages of research activities according to the project method with pupils of 4-5 years old: “musical instrument auyl”: the children are given the task of opening a musical chest, having divided into subgroups, they study Kazakh musical instruments, place them in a musical auyl. With the correct placement of instruments in the corresponding yurt opens a musical chest. Children find out how each instrument sounds, listen, observe the performance of melodies, formulate their conclusions, analyze.

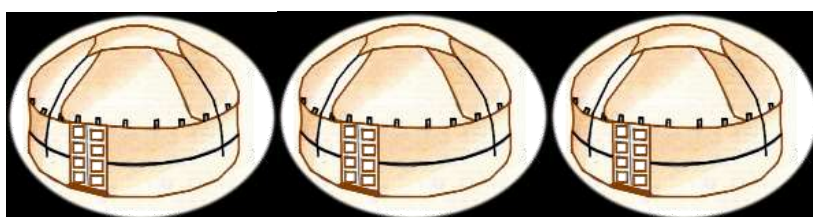


Figure 3 Shock Wind String

Application of the project method in music classes, directs children to research activities, develops cognitive and creative skills. In our fast-moving century, these qualities help children navigate in the search for information, the development of independent creative thinking and the use of knowledge gained in the process of project activity. The use of the design and research method in musical education makes it possible to develop and form cognitive and creative abilities in children, rallies the team, establishes a connection with the surrounding society.

Scientific and practical prerequisites that influence the formation of educational activities of preschool children, multilevel education, require improving the system, updating the functioning of cultural potential in

the field of music education, along with coexisting national musical fields, in accordance with the strategic direction of the state.

A review of the literature on the problems of preschool music education, in methods of teaching music for preschoolers.

Studying preschool education, M. Zhumabaev noted that it should not occur, following only one chosen path, which is convenient for the teacher, and aiming at becoming the same as the teacher, and raising a worthy modern citizen. There is no need to strive to teach a child to be like himself, to go not on the prepared path, but to learn to live his own mind, to learn how to achieve knowledge in a different way, to be able to obtain useful experiences for self-determination in the world of knowledge from difficulties and mistakes, and apply their life situations. He believed that music skills should be started from an early age. When a child is still in the cradle, you must give him the opportunity to listen to the sounds of various musical instruments. Of all the sounds, the lullaby has a great influence on the auditory perception of the child. M. Zhumabaev himself composed a lullaby for a child. Raise a child so that he knows how to solve life's barriers not by force, but by the way of the mind. Able to reach the heights of knowledge, develop, find their place in life. [8]

The upbringing method of Masaru Ibuka is aimed at early development. He believes that a gifted child is the fruit of the continuous work of parents that occurs in a properly organized environment. The introduction of the baby to musical culture according to the Ibuka system begins from the moment of birth. In his opinion, it is too late to bring up in three years. Cognitive abilities are formed up to three years. From his point of view, the main goal of early development is to awaken huge potential opportunities in a child so that he begins to enjoy life, the world around him, and the knowledge gained gives a positive attitude.

Methods Masaru Ibuka provide for the upbringing of each child as an individual, has a personal approach to each pupil, the development of existing abilities, but not to force the child to succeed, but to overcome difficulties on the way to knowledge knowledge at will [9]

Maria Montessori (1870–1952) was Italy's first female scientist who was not only a doctor, but also a teacher. She set herself the goal of free education, adhering to the humanistic views of upbringing, which became known throughout the world, by the peculiarity of using methods using her own knowledge and experience of children obtained in the process of upbringing and education. In the process of upbringing, she assigned the main place to the presentation of the child's free choice of the educational learning environment. The child chooses the educational area from which the educational environment is created. XIX-XX centuries along with M. Montessori, E. Kay, G. Charrelman adhered to the ideas of free education, teachers provided the children with the opportunity to educate themselves and self-study, in a relaxed atmosphere. The interests of the child, his independence, learning ability, and creative development were highlighted [10]

In the methodological recommendations of Fedorov S.V., an additional education teacher, the development of musicality in the process of teaching folk dance, the distinction of instruments, voices, their combination when creating music are investigated. The means of developing musicality in choreographic classes consists of listening to music, and expressing what I heard. Select sounds from one or several

instruments by sound: loud, quieter, more often, less often. Define the role of each instrument in the orchestra, highlight the main instrument of performance and the setting rhythm for the arrangement. [eleven]

In the methodical book of T. Rokityanskaya: "Parenting with sound. Musical lessons from 3 to 9 years. GEF DO" musicality in a child can be developed naturally and naturally, playing music on instruments. The main idea of the program: "Every child is a musician!", The main principle: "the child is the main one." Children independently create a melody, sing, dance, conduct, play music. During joint classes, sociability, critical thinking develop, a favorable creative collaborative environment is created. The author draws attention to figurative musical instrument, vaccinated simplest improvisation skills. [12]

In the works of L.S. Vygotsky, the theory of educational activities of younger preschoolers occurs through the assimilation of knowledge, where the leading role is played by mental development. VV Davydov, defining educational activity, puts forward cognition as a figuratively analyzing objects, from abstract to concrete thinking of their internal basis. [thirteen]

The assimilation of knowledge determines the types of activity in which knowledge is an element. The foundations of theoretical consciousness and thinking develops in the process of educational activity, increases the personal creative level. The educational activity is multifunctional in nature, and ensures the continuity of educational activities, leads to the integrity of the educational process, regulates the learning activities, develop psychological abilities, analyze the activity of personal development. [14]

At all levels of education at all stages of continuity, to master the learning activity, certain prerequisites are formed to move on to another activity.

The prerequisites for educational activities, to wear the necessary qualities, for educational activities: personal, regulatory, cognitive. In the personal aspect, the cognitive motive, the adoption of moral standards, responsibilities that occur in the process of educational activity, satisfies cognitive needs, stimulates the social motive.

Regulatory aspect - an appropriate attitude to the main educational tasks, to regulatory actions, the acquisition of a self-regulatory goal, respectively, of educational activity. In the aspect of regulatory tasks, a sequence of regulatory actions, planning, and goals are necessary. In preschool education, the child's activity forms the arbitrary development of the regulatory actions of behavior: differentiated perception, the ability to comprehend the pronounced cognitive activity of educational activity. [fifteen]

Analyzing the literature on the methodology of musical preschool education, we come to the conclusion that the works of the authors in this field reflect various means of attaining knowledge in multi-level knowledge, and continuity at the stage from preschool education to primary education. The authors examined the early musical development of children in the context of multi-level learning, in the transition to primary education. Conclusion: there are continuity problems in preschool music education, in the methodology of teaching music for preschoolers. A scientific and practical approach to existing problems has revealed that the prerequisites for the formation of learning activities of preschool children, multilevel education are studied in the context of the continuity of music education, reflected in research papers, the experiences of scientists,

teachers, psychologists, ensuring continuity of education levels, taking into account the basic educational paradigms, theoretical and methodological prerequisites that determine the activities of the teacher.

In the modernization of preschool education, studies of the harmonious development of schoolchildren are considered from all positions, pedagogy and psychology, of different age periods: senior preschool and primary school, the formation of learning activities, skills, the formation of psychophysiological prerequisites for educational activities, readiness for learning for school.

The formation of the prerequisites for educational activity, is associated with the social and personal development of the child, creates favorable psychology and pedagogical conditions in the formation of the subject of educational activity, the adaptation of learning at school. The contradictions in the aspect of the continuity of preschool and primary education, puts forward new requirements: high-quality preparation for school, the need for systematic training, the continuity of different educational structures. In modern education, the need for quality education comes from the formation of the prerequisites for educational activity, adaptation to primary school education. [sixteen]

On (Fig4). prerequisites for educational activities of preschool children, in preschool education are reflected.

Figure 4.



Figure 4

The theoretical and methodological basis of the study consists of: theoretical principles and provisions of Russian psychology and pedagogy on the unity of consciousness and activity.

To experimentally verify the effectiveness of the developed program for the formation of the prerequisites for the educational activities of children in musical education and to study the dynamics of the development of these prerequisites in primary school age.

The experimental base of the study. The study was conducted on the basis of preschool educational institutions of kindergartens No. 22, 26, 7, 13, 10, a sanatorium in Satpayev, Karaganda region, the Republic of Kazakhstan. In total, the study involved 125 preschool children of the middle group (62 children in the control

group and 63 children in the experimental group), 10 teachers of the middle group of kindergarten. The tasks set in the study were solved in three stages, covering the period from 2016 to 2019.

At the starting stage (2016-2017), work was carried out with scientific and pedagogical literature, problems of the educational process of a preschool institution, an analysis of the object under study were identified.

At the intermediate stage (2017-2019) of the experiment, there was preparation of the level of readiness for the control – experimenting educational activities of kindergartens, conducting a formative experiment to master the components of educational activities.

At the final stage (2019-2020) of the experimental study - the preschool children of the experimental and control groups of the kindergarten determined the assessment of the formation of the main components of educational activity, the degree of readiness for learning in primary school, questionnaires were conducted for middle-aged teachers participating in the experiment.

The novelty of the experience. The scientific novelty of the study is to study in practice the effectiveness of the influence of folklore genres on introducing preschoolers to Kazakh folk culture.

The scientific novelty of the study is dedicated to ensuring the scientific and practical prerequisites for the educational activities of preschoolers, in the context of a real social factor, taking into account the territorial and national causal factors of the conditions of the kindergarten, the continuity of the educational activities of pupils of the middle group, taking into account the available subjective assessments within the kindergarten, the internal transition to the following stages of multilevel education, in facilitating the integration of inter-subject processes, mastering learning activities together with the tasks set, providing a comfortable environment for the creation of psychological and pedagogical tasks, the interaction of external and internal impacts on the level of educational activity, reflecting the continuity of multilevel education, creating a new model that defines the criteria for educational activity of pupils of the middle group.

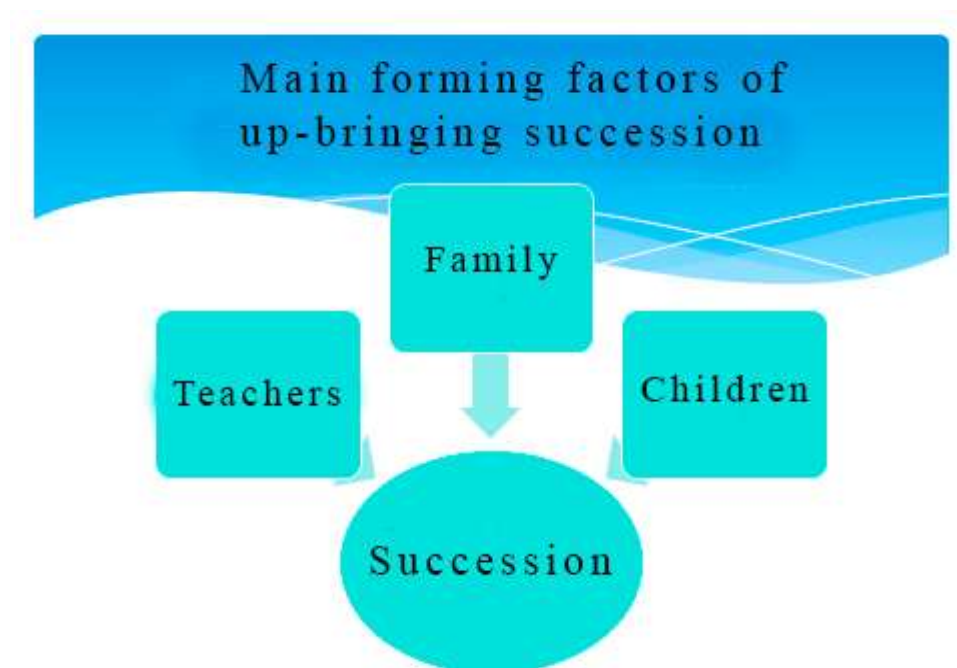
The formation of the educational activities of preschoolers is aimed at obtaining a full-fledged comprehensive education, which is aimed at developing personal qualities, socialization, preserving and strengthening health and activity at all stages of continuous multilevel education.

In preschool education, the transition to multilevel education ensures the creation of an educational space, defines the scientific and practical prerequisites for the formation of a continuous system of innovative methods in the process of education.

Continuity and continuity at different levels of education is realized in interconnection with the development of society and a preschooler. In preschool education, new methods and methods are used that provide a continuous link between preschool and primary education.

Preschool education is a pivot in the transition to primary education. Currently, pre-school organizations are using new technologies for matching age-related features, educational activities, and the

impact of the child's surrounding social trajectory. [17]



To achieve a positive change, it is necessary to optimize the process of forming the prerequisites for educational activities. The formation of the prerequisites for educational activity should be carried out in stages, which gives efficiency in the implementation of training. Previously implemented experimental programs provide an opportunity to analyze some of the possibilities and problems in the continuity of education, to study theoretical and practical problems, methodological foundations.

Each kindergarten freely chooses the educational activities of the pupil. The ultimate educational goal of preschool education is to prepare for elementary school. And this transition should be carried out inextricably, in stages. At this stage, continuity is the main principle of continuing education.

In preschool education, the basis of educational activity is - the game. [eighteen]

The child in the process of playing activity, learns imperceptibly for himself, goes to educational activities. At this stage, the "game - study" is a single system of training for preschoolers. It is comparable, as between "practice - theory", there is no theory without practice, just as there is no knowledge without play.

If there is no activity, there can be no result or experience. A child unconsciously, playing, acting, comes to some kind of decision or result, in the course of playing activity, receives new knowledge in learning.

In the transition to primary education, this relationship breaks down. Instead of play activity comes theory and practice. This is where a contradiction arises between preschool and primary education, which is one of the problems of multilevel education. Some preschoolers, when moving to primary education, encounter this.

An individual approach to each child, liberates, causes creative understanding. Creating a comfortable environment in the learning environment leads to the expected results in the educational process.

Primary school is based on the received pre-school education. But, the current requirements for first-graders do not correspond to the accumulated knowledge that was obtained in preschool education. [nineteen]

We will not list the list of requirements for future students. There is still no relationship between preschool and primary school education. These two entities exist as separate types of education.

Each of them operates in one direction, have the same goals and objectives. But, ultimately, there is no continuity in the transition from one stage to the next. Existing and applicable in pre-school education programs do not adequately cover the whole range of tasks set by general education. Kindergarten teachers are not adequately equipped with methodological literature, and there are no textbooks for children of different ages.

This leads to the fact that there is no integrity of the system within preschool education, which leads to ambiguities in the education and training of children in primary school. Changes and restructuring in the field of education have not yet taken their positions, have not chosen methods that correspond to age categories and standards, which negatively affects the formation of educational activities, the quality of knowledge.

Teachers of primary school, in turn, should familiarize themselves with the age characteristics of preschool education, the content of the material, methods of training and education. In practice, such a relationship does not exist, and the problems remain unresolved.

The continuity between preschool and primary school education is narrowed only by the transfer of pupils to school, with accumulated knowledge that does not meet modern requirements for entering primary school. [twenty]

Pre-school education does not consider the child's adaptation to the particular conditions of the school, to the school staff. The child is given superficial information about the school, the school curriculum.

In turn, primary school teachers are not fully acquainted with the kindergarten education and training program. The requirements at school are significantly different from pre-school education. Preschool children at the transition to school, hard to join the school team, poorly adapted to changes in learning.

In the learning process, the concept of "theory - practice" dominates. For new knowledge to a preschooler, knowledge of theory is not enough, it is initially important to know the truth in action, from personal experience. Theoretical knowledge is perceived superficially, not too clearly, as memorization. As a result, it is difficult for a child to apply this or that knowledge, it is appropriate. They simply accumulate, but are not applied in business.

Only after having tried each action in their own experience, does the child understand the importance of the offered knowledge, and is trained on the example of his life, consciously. And therefore, introducing game activity into the learning process, the teacher instills in children independence in the choice of learning new knowledge and knowledge.

It is impossible to break the system of education that is familiar to preschoolers, in the transition to primary education. Inclusion in school life should occur gradually, in accordance with the degree of difficulty of the requirement for learning. Game and game activities close to the preschooler should be present in the classroom.

The exclusion of these actions gives rise to a negative attitude towards school, loss of interest, and poor health. Systematic classes, with overwhelming difficult tasks, make the situation even more difficult, cause harm to health, the desire to learn disappears, irreversible gaps occur in behavior.

Based on this, in the preparation of preschoolers for learning and transition to primary school, it is necessary to create a holistic system, between many levels of education.

It is interconnected to correlate the requirements of different levels into one, including the special psychologist's requirements - pedagogical requirements that are close to an adapted idea of school life. [21]

Teachers of different levels of education should systematize the accumulated knowledge of future students, compile educational material according to the individual abilities of children.

Consider the teaching methods in the first years of training, in the educational activity include a game, game activity.

Create a favorable atmosphere close to the kindergarten environment for adaptation to school activities.

N.M. Aksarina, R.V. Tonkova-Yampolskaya, E. Schmidt-Colmer, V. Manova-Tomova and others studied the difficulties of adaptation and their causes when moving to different levels of preschool education. In the adaptation period, a child experiences a change in behavior. Creating the conditions for successful adaptation lead to the education of a full-fledged, self-sufficient personality. The conditions for successful adaptation are: a favorable educational environment, properly organized play activities, work with parents, and the interaction of the educational process.

Thus, the creation of general principles in the educational activity of multilevel education of preschool children plays an important role in shaping the future successful schoolchild. Continuity leads to interconnected activities of educators and teachers, leads to the effectiveness of schooling.

Such a relationship should also be established between kindergarten pupils and schoolchildren. The choice of effective forms and methods of work for joint activities has a positive effect on the psychological and emotional sphere, broadens the horizons, and arouses interest in public life.

L.A. Wenger argued that the formation of a personal motive is a success in elementary school. One of the main conditions of the system of continuous pre-school and primary education is the implementation of continuity of different levels, the improvement of educational technology, taking into account the development trend. [22]

Elkonin DB believed that the successful learning activity contributes to the conscious mastery of the child's mode of action. Elements of learning activity are skills that form universal learning activities. There are opposite skills of educational activity: work with ready-made instructions, independent work in solving practical and cognitive problems.

Studying the psychological and pedagogical research of recent years, we come to the conclusion that preparation for educational activity is formed with the skills of applying educational actions.

III. Results

As a result of joint work, the necessary conditions for continuity in multilevel education are formed. Scientific and practical research works created by scientists in the field of pedagogy do not find further applications. For, they do not fully reflect the reality that is realized in preschool and school education. [23]

Diagnostics is a means of checking the results of methods, the level of preparation for educational activity, academic performance, mastery of the components that contribute to the formation of personality. Testing the quality of knowledge of the learning activities of preschoolers reveals a phased transition, multi-level education, providing basic knowledge of one or another stage of preschool education: the transition from reproductive to productive problem solving, the learning process is not like memorization, but meaningful learning; systemic structuring of mental learning processes; emphasis on differentiated and individual training programs; motivation for the process of learning all regulatory factors; orientation on the development of personal competencies of the child in the learning process.

In the educational process of a preschool educational institution, refresher courses, scientific and practical conferences, master classes, dissertation research, methods of application in the training of teachers are discussed and used. [24]

It is necessary to accurately reflect this or that line between the continuity of multilevel education, to oblige to keep an accounting - diagnostic system, when entering school, after kindergarten, at the end of each quarter in school. Reflect these results when children move to a different level of knowledge inclusively. Without knowledge, it is impossible to see the end result of the educational activities of our children.

Indeed, the aimless knowledge gained does not bring any benefit to humanity and society. And this does not require scientific evidence. Currently, the problem of creating a holistic system of educational space remains relevant, not solved. But new programs are being introduced that form personal growth and expand activities. Introducing the principles of continuity, it is impossible to act unambiguously, discarding the personality aspect of the child.

IV. The discussion of the results

Testing and implementation of the research results took place in kindergartens No. 22, 7, 26, 10. The results of the formation of educational activities on the musical education of preschool children in multilevel education were tested. Without preparation, it is impossible to ensure continuity of knowledge for the preschooler. An unprepared preschooler cannot freely master knowledge and skills, use them to solve learning problems.

Experimentation as a new approach in the education of preschool children, which forms the skills of educational activity, as a result, the child successfully adapts to the school team. The main goal of the experiments is the development of the child, quality training, the awakening of the desire for learning, introduce new forms of work, determine the main directions in continuity when moving to a new level of education.

The study of the problems of the formation of the prerequisites for the educational activities of preschool children, in the aspect of the continuity of preschool and primary education, showed the absence of a relationship between theory and practice, and requires the development of a question.

An analysis of the literature shows that the problem of continuity of preschool and primary education does not reflect psychophysiological factors for preparing preschool children for primary school, does not take into account age-related changes at the stage of multilevel education.

Based on the results obtained and the analysis of pedagogical and psychological literature, new approaches to educational activity, the features of the continuity of education, are identified:

a new model for the formation of the prerequisites for the educational activities of preschoolers was developed, based on a systematic approach, focused on a personality-activity subject;

the organization of effective prerequisites for educational activities was formed, in the conditions of integration of game and educational activities: providing subjective activity;

the components of educational activity were identified: the solution of educational problems, the ability to control and evaluate actions, cooperation in a collaborative environment;

we have developed a program for creating the prerequisites for the readiness to master educational activities in the aspect of continuity of multilevel educations and have been experimentally tested in preschool educational institutions, as a result, the level of readiness for the prerequisites for educational activities of learning, and the ability to apply knowledge in actions have increased.

Training indicators of the quality of the results carried out in the control and experimental groups have a low and medium level of readiness for mastering learning activities.

Characteristics of the quality levels of readiness for mastering the components of educational activity are made by entering indicators in the observation sheet: the level of skills and abilities is set under each descriptor of the educational field, indicators of the level of development of skills are determined on the basis of monitoring and evaluating educational activities, mastery of solving educational problems.

After the experiment, the experimental participants in the experimental group, in comparison with the control group, improved the quality of educational activity. The control slice in the experimental group showed the degree of increase in indicators for preparing for schooling, the methods tested in the study significantly contribute to the formation of educational activities.

A comparison of the results showed that the children in the experimental group had higher educational performance than children in the control group. In this regard, the methods used in the experiment on the formation of preschool children by educational activities, in the process of preparing for elementary school, have been successfully tested and recommended for use in practice.

5. In determining the level of preparation of preschool children in the transition to primary school education, to more accurately achieve the levels of educational activity, practical assistance to music workers, primary school teachers is provided by the results of experimental conclusions, which are confirmed by experience, the components of educational activity, their development paths are described .

Based on the results of the study, it was proved that significant changes in the level of psychological and physiological readiness and adaptation to mastering learning activities and learning at school in preschool children during transition to multi-level formations are proved. Assessment of quality levels by educational activities in musical education were obtained from monitoring results: monitoring children; Conversations analysis of products of children's activities; diagnostics. An indicator assessment system has been introduced in domestic preschool education. Indicators are shown in the form of descriptors. For example, "3-4.T.3.", The first digits are the age of the child, the letter "T" means the educational field - "Creativity". The next figure is the expected result. Levels according to GPRON are defined by the Standard: III level - "high"; II level - "average"; I level - "low". In the Observation Sheet, the level of skills under each descriptor of the educational field is set, which are summarized and entered in the column "Total number". The resulting amount is divided by the number of descriptors and is entered in the column "Average level". The indicator of the level of development of skills is determined on the basis of the obtained average level and is entered in the column "Level of development of skills". B - the number of children with a low level (I level); In - the number of children with an average level (II level); G - the number of children with a high level (III level). To determine the percentage of children in%, the number of children, for example, with a low level should be divided by the number of all children in the group (class) and multiplied by 100 or $B : A * 100$

The observations showed the relationship between the preparation of mastering learning activities and the adaptation to learning at school between mastery mastering learning activities and adapting to learning at school between mastering learning activities and the ability to apply the knowledge gained in actions among preschoolers. The ways of readiness by the educational activity of successful learning in the 1st grade, the development of psychological and physiological readiness and adaptations are determined, the dynamics of continuity in multi-level formations during the transition from kindergarten to school is traced.

At a certain stage, work was done on the problem under study. The psychological and physiological characteristics and readiness to master the educational activity, skills in applying accepted tasks in actions, the ability to generalize methods for solving problems, to control and evaluate the actions of educational activities are studied. The study does not provide comprehensive answers to the problem under consideration, it requires further solutions: the formation of key competencies in continuity in multi-level formations of kindergarten and elementary school; the study of psychological and physiological readiness to master learning activities in preschool children, the problems of adaptation to school in younger students; creation of conditions for psychological and physiological adaptation, readiness for educational activities in elementary school, development of active interaction with adults, during educational games in music classes.

At the stages of research on the musical development of the child, the role of teaching music for preschoolers, when moving to primary education, it was revealed that the child is the main object of study, it is able to change, many factors contribute to this, the subject of research was the formation of musicality in preschoolers at an early stage learning.

A study of the study of the authors' literature on the musical education of preschoolers showed: you need to start learning music from an early age, each child is an individual, a person, free to choose the path to achieving knowledge.

And the experimentation showed: the introduction of elements of folklore of the Kazakh people in music classes, effectively affects the consciousness of the child, contributes to the successful solution of the research problem.

Thus, a child prepared for school is ready for successful learning activities. Pedagogical science, faced with a choice, on whom to entrust such an important task, how to prepare a child for school, or rather someone to entrust, teachers of preschool or primary school education? Who will take responsibility for preparing the future student? The answer is not easy. Modern education puts forward short pre-school courses. This is a way out of the situation. But in these courses children are taught only the elementary skills of educational activity. And in such a short time it is impossible to instill in a child all the necessary skills for successful mastery of knowledge. In this situation, the help of psychologists and teachers is needed. The educational activities of preschoolers should be comprehensively studied from the point of view of science. The scientific approach should precede the formation of the prerequisites for the educational activities of preschoolers. Only having mastered all the skills of one stage, the child is free to move to a new stage of education.

REFERENCES

1. The state program of development of education and science of the Republic of Kazakhstan for 2016 – 2019.
2. <https://mel.fm/blog/yekaterina-danilova/3492-chto-takoye-obucheniye-4k-zachem-ono-vashemu-rebenku-i-gde-uchitsya-po-takoy-sisteme>
3. Works 2009 E. A. Penkovsky PROJECT METHOD IN Russian AND FOREIGN PEDAGOGICAL THEORY AND PRACTICE the Article is received in abrycre2009 G.
4. Meglena M. In the Design methods of teaching 2012.
5. THEORY AND PRACTICE of SOCIAL DEVELOPMENT (2011, No. 1) Ignatov, I. B, Sushkova L. N. DESIGN TECHNOLOGY AS A TEACHING METHOD: A HISTORICAL-PEDAGOGICAL ANALYSIS
6. Balabekov E. O. of the Kazakh musical folklore: features, basic functions, educational opportunities and problems of improving /E. O. Balabekov. Shymkent, 2000.
7. Auezov M. L. Sobolev the Epic and folklore of Kazakh people // M. Auezov, collected works: In 5 t. — T 5. Literary-critical and publicistic articles, 1936-1961 years. — M., 1975.
8. M. Isabaev. Pedagogy. – Almaty: Rauan. 1992.
9. https://mama.neolove.ru/early_childhood_education/method_masaru_ibuka/metodika_masaru_ibuka.html
10. <https://o-krohe.ru/razvivayushchie-metodiki/mariya-montessori/>
11. http://lencdt.ru/images/doc/Fedorova2019_razvitie_muzykalnosti.pdf

12. Rokityansky, T. A. Education sound. Music lessons from 3 to 9 years / T. A. Rokitansky. - M: National education, 2015.
13. <https://cyberpedia.su/17x1a4e5.html>
14. Continuity in the work of the kindergarten and school. / Under the editorship of V. I. Adasko and F. A. Sokhin, M.: Education.
15. Vladimirova T. V., Tokarev A. A. the Continuity of sustainable development at the levels of preschool and primary education. Teaching skills: materials of the IV mezhdunar. scientific. Conf. (Moscow, February 2014). — M.: Buki-Vedi, 2014
16. Problems of multi-level training in the system of pedagogical education. Aspects and trends of pedagogical science: materials II Intern. scientific. Conf. (Saint-Petersburg, July 2017)
17. Uruntaeva, G. A. the Psychology of preschool age: studies. for students of institutions higher. professional education / G. A. Uruntaeva. – 3rd ed. erased. – M.: Academy, 2014.
18. Aseeva R. G. the development of the system of psycho-pedagogical support of children of primary school age. Electronic journal "Psychological science and education" //www.psyedu.ru / ISSN: 2074-5885 -2009, №2.
19. Scheme of individual examination of children of primary school age. For school psihologov. Authors: A. L. Venger, G. A. Zuckerman. Ed. by P. G. Ninova. – Tomsk: Peleng 1993
20. Lobacheva, O., & Dzhevaga, N. (2017). Rare earth elements recovery on the example of europium (III) from lean technogenic raw materials. Journal of Ecological Engineering, 18 (6), pp. 122-126.
21. Vostroknutov N. In.School maladaptation: basic concepts, ways and means of comprehensive support for a child with developmental problems and behavior
<http://www.otrok.ru/medbookyiistpsy/vostr.htm>
22. Veraksa, N.E. Foreign psychologists on the development of a preschool child: a manual for teachers of preschool institutions / N.E. Veraksa, A.N. Veraksa. Moscow 2006
23. Lobacheva, O. L., Berlinskii, I. V., & Dzhevaga, N. V. (2017). Thermodynamics of complexation in an aqueous solution of Tb(III) nitrate at 298 K. Russian Journal of Physical Chemistry A, 91 (1), pp. 67-69.
24. Nadirov, R.K., Syzdykova, L.I., Zhussupova, A.K. Electrochemical recovery of gold from concentrate by using sulfur-graphite electrode as the leaching agent source, 2018, Journal of Chemical Technology and Metallurgy, 53(3), pp. 556-563
25. Stepanova, M.I. "School maturity" as an important prerequisite for educational activity / Stepanova MI, Lashneva IP, Sazanyuk Z.I. // Kindergarten: theory and practice. - 2014. - No. 6 (42).
26. Conceptual ideas of the approximate basic general education program of preschool education "World of Discoveries" (from birth to seven years) 2011