

Identification of Preschoolers' Mental Preparation for School

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Abstract--- This article covers how to determine the mental preparedness of a preschool child and how much the child will be ready to attend school at the age of both Ali and physically and mentally. It is also noted that the child of school age is not only a special specialist, but also parents are responsible for preparing their child for the first time in every possible way to go to school.

Keywords--- Education, Upbringing, Thinking, Speech, School, Movement, Development, Preschool Education, Educator, Educator, Environment, Mental Preparation, Attention, Special Group, Future, Qualification, Skill, Degree, Experience.

I. INTRODUCTION

In accordance with the Regulations on Preschool Education in the Republic of Uzbekistan, a child receives preschool education at home, through independent parental education or in permanent preschools, as well as in special groups or centers established in PSEs, schools, mahallas for children not involved in PSEs. Here they train preschoolers 2-3 times a week [7].

In creating a developmental environment in a preschool institution, it is important to take into account the age-specific characteristics and needs of children with specific characteristics [1]. Among them are children 6 years old, 6 and a half years old, 7 years old. So at what age should our children go to school? When will they be mentally, physically and mentally ready to go to school and who should prepare? These questions are one of the most important topics that will not go unnoticed by all experts.

II. THE MAIN FINDINGS AND RESULTS

Based on the above considerations, we can clarify the following situation [5].

Alibek went to school when he was about 6 years old (more precisely, his mother really wanted it). The child is healthy, thinking well. His father and mother firmly believed in their child: they thought that he would do well in school with students one year older than him.

But the first school year exhausted the child both mentally and physically. Disappointed with his schooling, Alibek began to show signs of irritability and nervousness. Another consideration. Some parents send their children to Russian-language classes, even if they do not know Russian, in order to get a good education. But they are not thinking about whether their children are ready for it. Moreover, even the most talented parents cannot speak Russian. In this case, the child spends all his energy not on learning, but on learning the language. As a result, the

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child may lag in mastering the sciences as a result of moving to larger classes [5,9]. The fact that the child is lagging behind in learning makes it possible for his mind to acquire other foreign knowledge. This is a clear example of one big mistake made for a child's future. Even if the child reads in his native language, he will learn other languages if he has the desire and ability. With this in mind, it is necessary to bring our children to a level of development that will meet the requirements of the educational institution in a timely manner, that is, only then it is advisable to enroll the child in school.

In preparing a child for school, the efforts of the parents are mainly focused on the skills and abilities that are directly related to the learning process. They emphasize that firstly the child needs to learn to draw attention together, secondly he needs to develop his memory, thinking and speech by supplementing his knowledge, and thirdly he needs to cultivate his interest in school. Some believe that the volitional qualities of children should be encouraged and strengthened, they strive for the child to be strong and diligent, and the formation of discipline, mobility in the child, that is, the formation of his whole behavior, the development of hand practice is also included.

Most parents think that it is not necessary to teach a child to read and write before going to the first grade, because later, when the child goes to school, he may lose interest in reading, may become careless in lessons. Another reason they don't teach a child to read and write is that they are afraid to teach school students the wrong thing without knowing it. They believe that reading and writing should be done only under the auspices of specially trained teachers and the types of school activities and their teaching [2]. This is not true; the child will definitely learn the initial skills and abilities from their mother.

Any educator can determine if a child is ready for school without using any tools. Some parents also know approximately how much a child is healthy, agile, independent, and ready to learn intelligently. Kindergarten educators working with children aged 5-6 have shown that many prefer physical and mental development in preparing a child for school.

Thus, in order to learn mentally, physically and mentally about school life, a child needs, first of all, good health, the body's ability to fight diseases, physical fitness and endurance. For systematic (orderly) education, the child's mental development, that is, more precisely, the general mental preparation for school is considered important. Age 7 is a period when a child quickly learns new situations and successfully participates in the learning process [2].

Comenius believed that the seventh year of a child's life was the time to start school so as not to be disturbed by idleness. He considered that 5-6 years of education of the child in the mother's school (in the family the child's upbringing is provided by the mother) was sufficient and optimal term [2]. The effectiveness of teaching children in school education depends in many ways on their level of preparation. Preparation for school education is an important outcome of education and upbringing given to a child of preschool age in preschool institutions and in the family. The level of readiness of a child for school education is determined by a set of requirements set by the school for the child. The peculiarity of these requirements stems from the new socio-psychological role of the student, the new task and the tasks he must be prepared to perform.

Admission to school is an important period in a child's life due to changes in the system of relationships with others. For the first time in a child's life, a central place is occupied by educational activities of social significance.

Unlike his usual free play activities, education is now mandatory and requires four serious attitudes from a first grader. Reconstructs the process of daily life of the child as a leading type of educational activity. Any educator can determine if a child is ready for school without using any tools. Some parents also know roughly how healthy, agile, independent, intelligent, and ready to learn a child is. Kindergarten educators must have sufficient pedagogical, technological knowledge and experience in correctly determining each child's readiness for school, while relying on the requirements of the education and upbringing program in the PSE. If the child develops normally in the preschool period, if there were no strong influences on his physical and mental development, then the child reaches the level of education at the age of seven. But there are some families and children who are not ready for school in kindergarten. Such children undergo a special examination under the supervision of a specialist and the specialist draws a conclusion about the level of readiness for reading. A child's playfulness, inability to be independent and very low level of emotional and social development prevents him or her from being ready for school. Such children cannot find their place among their peers and peers [4]. In addition to the age (7 years) criteria, the child's general state of health and basic anthropometric indicators determine his physical fitness. However, in some families and kindergartens there are also children who are not ready for school. They need help in their daily activities, are unable to understand and perform assigned tasks independently, and the fine motor skills of their hands are not well developed. Vocabulary richness, limited expression of ideas, weak memory, inability to generalize, and so on. These are caused not only by the poor social status of the child, but also by hereditary factors, serious and complex diseases, mild congenital injuries, conditions caused by neuroses.

Admission of a child who is not ready for school has a negative impact on the development of the child's personality in all respects. Inability to master reading leads to a negative attitude towards reading in the child. His physical and mental health is also at risk. They may have symptoms of neurosis: sleep disturbances, urinary incontinence, headaches, and so on. Difficulties also begin to arise in upbringing: the child, no matter what, wants to focus on him, begins to act badly. This condition has a negative impact on both the mental and physical development of the child [2].

The following diagnostic tools are used to determine the mental readiness of preschool children for school education:

1. A.Kem's school readiness tests.
2. A. Effeldt's "Reversive test" (the child's reading is checked).
3. The Guppigen test, which examines school readiness.

The main condition for determining the readiness of a 6-7-year-old child for school education is the need to ensure that the child's readiness for school serves as a bridge to pre-school and school life and activities, as well as the smooth transition to school education in the family or PSE should be taken into account.

The transition of a preschool child to school education always results in more significant changes in his or her life, morals, interests, and attitudes. Therefore, it is necessary to prepare the child for school education at home or at home, to acquaint him with the knowledge, understanding, skills and abilities that are not difficult.

The importance of mentally preparing children for school education is a leading type of educational activity. This is determined by the learning process that requires children to do serious mental work, mental ability, and cognitive activity. Mental preparation of a child for school is based on the following skills:

1. Preparation for speech, reading and literacy;
2. The process of cognition: the acquisition and understanding of knowledge about the environment.
3. Elementary mathematical knowledge and skills;
4. Visual activity;
5. Music.

In the development of speech in preschool children, work is carried out on the formation of the sound culture of speech, work on the dictionary, and the formation of the grammatical structure of speech, the formation of connected speech, creative storytelling, and introduction to fiction.

In the department of elementary mathematical knowledge and skills is carried out through numeracy, size, geometric figures, environmental targeting, time estimation, construction activities. Children are given a basic understanding of the value of money, price, plastic card, and terminal. Seasons, calendar, days of the week, types of hours are introduced.

In the visual activity, the detailed state of the human image is introduced to the works of art. This includes drawing of objects and events, decorative painting, work with plasticine (clay), application, construction, construction of building materials, creation of structures from paper, creation of constructions from natural materials, building materials, structural details, building materials and art; manual labor is taught.

In music lessons, children are taught to listen to music, musical-rhythmic movements, singing, playing musical instruments, various movement games [3,2].

Thus, mental preparation for schooling consists of interrelated components of children's mental and speech development. The unity of cognitive activity, cognitive interests, and ways of thinking of the child, perceived, structured perceptions of the environment and the general level of elementary perceptions, speech and elementary learning activities create mental readiness in children to acquire school learning material [3].

An important component of a child's mental readiness for school is that the child entering school has a wealth of knowledge about the environment and the world. This fund of knowledge is a necessary basis on which the teacher relies on the organization of his work. The quality of knowledge acquired by children is important in the mental preparation of a child for school. An indicator of the quality of knowledge is that it is primarily consciously acquired by children; clarity and stratification of imagination; completeness of the content and scope of simple concepts; ability to apply knowledge independently in solving educational and practical tasks; regularity, i.e., the ability of preschoolers to reflect clear, important connections and relationships between things and events.

Summarizing the above points, we can say that we recommend giving the child to school from the age of 7, without taking away his childhood. If a child is not "fed up" with games in preschool age, it is ineffective to teach him to "read", write and count, because play is one of the leading activities in a child's life.

III. CONCLUSION

To conclude, if your child is only 6 years old and you intend to send him to school, analyze it carefully. Forcing your 6-year-old, who is medically unhealthy and psychologically unprepared for school, into 1st grade with the idea that he or she will “get away with it” or “if he or she leaves a year earlier, it will be a waste of time” can also negatively affect his or her development.

Because if your child is admitted to 1st grade, you need to ensure that he or she is educated according to all the procedures. If he himself does not have the passion and preparation for it, he will be stressed both mentally and physically. This, in turn, is likely to have a negative impact on both his psyche and his health. Therefore, it is up to you, the parents, to make the right decision about your child's future and destiny.

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