



## Psychological Preparation of the Child for School

*Abdurashidova Aydinoy*

*1st stage master of primary education, Kokand State Pedagogical Institute*

**Abstract:** *The article analyzes the scientific basis of children's psychological development. The level of readiness of the child for school and the psychological factors influencing it were discussed.*

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A child's success in school depends in many ways on their level of preparation for school. The child must first be physically ready for school. The anatomical and physiological development of 6-year-old children is unique. At this age, the child's body develops rapidly. It weighs 150 to 200 pounds a month and grows to a height of 0.5 cm. 6-year-olds can run at different speeds, fast and light. They can also do jumping, skating, skiing and swimming. In music lessons, they perform a variety of rhythmic and plastic movements, and perform a variety of exercises accurately, quickly, easily, and agilely.

It is extremely important to strengthen the nervous system of children aged 6-7 years, to save them from chronic diseases, to pay special attention to their ability to see and hear, as well as to pay attention to the proper development of the spine. When working with children of this age, adults should always keep in mind that the body of children of this age is still growing. For example, teaching a child to write compulsively can cause some damage to the finger muscles because they are not yet fully developed, and the child's inability to write beautifully can automatically lead to a decrease in the child's self-confidence or interest in reading. Possible.

Motivational preparation. Kindergarten Young children generally feel the need to go to school, but this desire and need may be different. "They buy me nice uniforms, notebooks, pens and pens," "I have a lot of friends at school and I enjoy playing with them," "They don't sleep at school." Such motives are usually instilled in children by their parents. The external symbols of the school, of course, are of great interest to children, but it is not the main reason for successful schooling. can do. "I have to read to be like my father," "I love to write," "I'm learning to read," "I'm learning to solve difficult examples at school" - such motives are endless. settings can be an example of motivational preparation.

Mental preparation. Often, mental preparation refers to a child's knowledge of the world, living nature, people, and their work. This knowledge can be the basis of school education, but vocabulary and the ability to perform certain actions are not the main indicators of a child's mental readiness for school. The school curriculum requires children to be able to compare, analyze, generalize, and draw conclusions, as well as other well-developed cognitive processes. For example, a 6-7-year-old can understand and master not only some of the phenomena of nature, but also the interrelationships and interactions of the organism with nature. 6-7 year olds are the result of mental development,

with a highly developed visual figurative thinking in which the child is able to distinguish the basic properties of objects in the world around them and the connections between objects. It should be noted that visual-action and visual-figurative thinking play a key role in the mental development of not only children aged 6-7 years, but also students of small school age.

A child's success in school depends not only on his mental and physical fitness, but also on his personal, social and psychological readiness.

Students of small school age will be able to express the negative qualities of their peers in public and among strangers. This can lead to a child who is being criticized for morals and ethics refusing to join a group of peers or not wanting to go to school at all. That is why it is so important to teach a child the rules of morality that will not be criticized by his peers and teachers. A child's willingness to go to school helps him to follow a new agenda, to diligently acquire knowledge in the classroom, and to do homework. A child coming to school must be ready to take on a new social status - a student with different responsibilities and rights and different requirements.

This desire and effort can naturally be the basis for a child's success in school. It is important for the child to know that he or she is an adult, that he or she is not a kindergartener, but a student with certain responsibilities, and that he or she is engaged in serious activities. The fact that the child does not want to go to school is also a negative situation. Personal and socio-psychological preparation for school also includes the development of children's ability to interact with peers and teachers. Every child needs to be able to join a group of children, to work with them, to be able to support them in some situations and not to side them in others. These features allow the child to quickly adapt to new school conditions. The main difficulty in reading for 6-7 year olds is that often children at this age are not able to listen to the teacher for long periods of time and are not able to focus on learning activities for long periods of time. This is due not only to the fact that children of this age do not develop voluntary attention, but also to the fact that the child is able to communicate with adults. Because children with this feature are able to communicate freely and ask questions about their interests. As a result, they become more interested in reading and can hear what the teacher is saying for a long time. This means that a child's personal and socio-psychological preparation is also important for a child's ability to adapt quickly and successfully to school.

It is during this period that children begin to develop their inner personal lives, first in the areas of knowledge and then in the areas of emotional motivation. Development in this or that direction goes from figurative to symbolic. Imagery refers to children's ability to create, modify, and move freely, and symbolism refers to the ability to work with a system of symbols (mathematical, linguistic, logical, etc.). Preschool The creative process begins at a young age. Creativity is mainly reflected in children's design games, technical and artistic creativity. During this time, the buds begin to develop. In the preschool period, imagination, thinking, and speech are generalized. This suggests that inner speech is emerging as a factor in thinking in children of this age. The synthesis of cognitive processes is based on the fact that the child fully masters his native language. During this period, the process of speech formation begins to be completed. In the process of speech-based education, the child learns simple morals and rules. These rules and regulations govern a child's morals.

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