

The Psychological Peculiarities of Preschool Children to Be Ready For School Education

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Abstract - In this article there were analyzed the kids' early childhood period and preschool children's psychological preparation aspects in a scientific-theoretical way. Besides, some information about kids' behavior shaping characters in a point of progressing for social-psychological sides were given.

Keywords - Prenatal Period, Cognitive, Social-Cultural, Impulsive, Psychodynamic Approach, Crisis, Communicative Competence, Social Competence, Cognitive Competence, "I" Conception.

Today's main role of the preschool education system is to bring up all young children in spirit of patriotism, modern education, practical experience as well as to push them accomplishing the idea of complete person and be in right positions of their lives in order to be worthy deliberate generation. The period of preschool education is the one of the important periods of molding personality. During this period, children's learning processes, intuition, perception, visual-imaginary thinking, imaginative memory and mentality develop rapidly. These processes make it possible for the child to act independently. When talking about a six-year-old child's psychological readiness in the learning process, he often mentions a psychological growth level that serves as a basis for a consistent multidimensional, coherent, consistent primary education on a specific plan. It is also desirable to take into consideration the factors such as the peculiarities of the child's living and activity, its fitness, readiness to train, and the acquisition of basic skills, apart from the level of mental development for the learning process. All of the above represent the objective aspects of the psychological readiness of the child to school education.

Indeed, the main objective of preschool teachers is to improve the quality of school education and training of children. Preschool age is considered the most favorable period for learning. The first president of Uzbekistan Islom

Karimov mentioned the following idea on his book of "High spirituality is invisible force".

"Many years of scientific observation and research indicate that 70% of all information that a person can take during his lifetime is under the age of five." [2, c. 53]

Therefore, solving the problem of preparing children to school education through non-traditional approaches is one of the scientific problems facing the theory and practice of preschool education.

As a result of the analysis of the situation in practice to prepare children for school education are directly related to the development of mental processes and psychological features.

Also, widespread implementation of effective technologies in preschool education will also be a key element in addressing the challenges.

As well as the level of mental development of the child in the learning process and the differences in the activity of living conditions, its fitness, readiness to train, basic skills and such factors should be taken into account.

The problem of children's readiness for school education was studied by psychologist Pavydov, Leontiev, Lompsher, Markova. Teachers and psychologist scientists M.G.Davletshin, B.R.Kadyrov, K.B.Kadyrov,

F.R.Kadyrova, Y.M.Asadov, G.T.Yadgarova studied the children's psychological readiness for school education, psychological problems and psycho-physiologic aspects of speech development.

As is known in Psychology, there are specific periods in which the child is formed as a person: The first period - the prenatal period develops individually during this period; the second period-round cognitive and speech development; the third period - personal development; the fourth period is socio-cultural development.

In the Prenatal period, physical development of the child changes in the body, its size and weight, as well as changes in the structure of the brain, the ability of sensory abilities and movements start developing.

A child with cognitive area, intuition, perception, attention, memory, imagination, thought, speech, emotion, and will develop carry out a variety of complex processes and skills begin to take elements of speech gradually began to appear in children start making sounds, words. Children start making sounds, words. If two-year-old child has vocabulary base from about 250 to about 400, the words of a three-year-old child varies from 1,000 to 1,200, and a 7-year-old child has 4,000 words. Thus, the child's speech during the kindergarten age is also significantly improved in terms of quantity and quality. In some cases, adults should not forget the child' would not be able to pay their speech perception. One of the most important conditions for correcting speech dysfunction is to speak fluently to a child with full and smooth pronunciation. [4, c. 45]

Stability, decisive character and unique personality qualities begin to evolve into the development of a person as a child of pre-school age. K. Kadirov, a psychologist, says that in terms of individual maturity, it is understood that the child's transition to a new social level is related to school life - teaching activity, teacher, and internal relationships. At this age begins to develop will-power qualities, the way in which his behavior and consciousness are managed in a conscious manner. In this regard, the system of hierarchical motives in the child's educational activities becomes relevant. To ensure effective schooling, emotional stability should be well-established in the child. Reduction of consciousness (impulsive) behavior, as well as a positive emotional relationship with school activities will be appeared. [5, c. 9]

The socio-cultural sphere is a process of socialization, and the child learns to act in accordance with society's needs and strives for them. For example, it is up to the public to

adhere to the culture of self-actualization, normally reflects their attitude and communication to adults and peers. Socio-cultural skills in children are shaped by observing and witnessing events and events around them. Children learn a lot of information through social impact and cultural skills. For instance, he learns the language and speech through various information, learns his speech skills, and starts to act independently.

Psychologist E. Erikson divides the social and psychological development of children into the following stages:

From birth to 1 year, children feel belief or mistrust. The children begin to understand the world and interest in it.

If their needs are met, they will be more attentive to the environment. The child begins to have general idea of the world around him, and he trusts him safely and appropriately. Stress and safety can emerge if the environment or the nature seems uninteresting to the child making and difficult for him to understand. As a result, children may think that "such negative emotions in life".

At the age of one to three years, a child is experiencing an autonomy, anxiety and suspicion. (Autonomy is Greek word meaning independence, which means to find any solution to each questions independently). The child begins to move independently, finds his own body and the ability to manage them. And also he will eat and dress independently, take a variety of new movements. If the child does something independently, he can feel self-confident and self-directed. If the child always fails, so he is criticized by adults, the feeling of hesitation begins to shame and feels disbelief in his own strength. The child's confidence to the environment is primarily depends on psycho-social development. Children will be confident that when their parents will fulfill their obligations to their family. In this case, social standards are the most important factor for children. Social standards and parental attitudes create universal values in children [3, c. 29].

Additionally, a competent approach to teaching children of pre-school age is essential for preparing a growing child as a person to real life and solving vital issues. Developing ethical principles and values, communicating with other people involves the preparation of ways of working out the concept of "I". Thus, the role of family, adults, educators and pedagogical staff in the psychological and pedagogical training of preschool children in school education and created socio-cultural environment in the educational institutions play a special role.

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