

Improving the Socio-Psychological Preparation of Children for School

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ABSTRACT

The article focuses on pre-school students in innovative pedagogical and psychological activities to prepare children for school and through this activity they are given theoretical and practical concepts of socio-psychological development of children in pre-school education groups.

KEYWORDS: Social training, Socio-psychological training, innovative activity, psychological readiness for school, teamwork, creativity, development of communication

There is a piece of flesh in the body, and if it is clean, the whole organ is healthy. It is the heart. People's actions depend on the intentions of their hearts! (NABIY (r.s.a))



The great scholar of the East, the philosopher Al-Farabi, interprets the issues of upbringing of the younger generation and the psychological and physiological problems associated with them as an important part of philosophy, as well as the comprehensive and interconnected parts of man was able to show that he was in favor of the study. According to him: "The human body, the brain, the senses are present at birth, but mental knowledge, spirituality, spirit, intellectual and moral qualities, character, religion, customs, education, other external environment, in the process of communication with other people, etc., a person through his activities occupies them, achieves them. His mind is the perfect product of spiritual growth. Man develops his knowledge, his intellect, and eventually reaches the knowledge of the beginning of existence".

Socio-psychological preparation for school is a set of mental qualities that a child needs to start school successfully.

One of the main requirements of a school for a child's personality is **psychological preparation**. The psychological readiness of a child is inextricably linked with changes in his social status in society and the specificity of children's educational activities in the early school years.

Psychological readiness for school is the child's objective and subjective suitability for school requirements. The child is first psychologically prepared for school. His psyche is sufficiently developed to acquire knowledge. A child differs from children of other ages in ontogenesis by the sharpness, clarity, purity of his perception, his curiosity, the brightness of his imagination, the strength of his memory, the clarity of his thinking. At this age, attention is relatively long-term and conditionally stable. Features of the child's attention in role-playing and plot games, drawing and construction lessons, making toys from clay and plasticine, to comprehend and understand the speech of others, to solve mathematical problems, it is evident in listening and composing the story. Until now, the child has mastered this or that information under the direct guidance of an adult, but now he voluntarily tries to gather the necessary information, to set a clear goal and task. Today, the growing awareness of social life of preschool children and the complexity of the content of social relations require the preparation of the younger generation for social life, their socialization. The First Step program, developed in accordance with the state requirements for the development of preschool children, pays special attention to the formation of communication with adults and peers in the field of socio-emotional development. Naturally, the study of the child's personality, his development, taking a special responsibility is the first duty and responsibility of every parent, educator. In order to successfully perform this task, a parent, educator must first of all have theoretical and practical pedagogical and psychological knowledge and experience. Preparing preschoolers for the proper organization of social relationships will allow them to work effectively in a very complex process in the future. Kindergarten is a very difficult and responsible time for a child's mental development. The period from 3 to 7 years old is the kindergarten age period. Basically, it is from this period that the child's independent activity begins to grow. In kindergarten, a child has two powerful forces needed to be independent.

First of all, it has a certain degree of subordination.

Second, he has a speech that allows him to interact more freely with the adults around him and his peers. That is why the behaviors, interests and needs of preschool children are different from those of preschool children.

Socio-psychological preparation This component involves developing the qualities needed to communicate with other children and with the teacher. When a child works collaboratively in a student community, he or she should be able to interact freely with his or her classmates, act together, be supportive, or have self-defense skills. This

component teaches children the desire to interact with others, to obey the interests and habits of the group of children. At the same time, the concept of preparation for school education includes the formation of important conditions and foundations of educational activities.

Social readiness is the process by which a child acquires the traditions and cultural riches of the society in which he or she lives. Through play and exercise, they learn to live in a collaborative environment with adults and peers, to take into account their interests, and the rules and norms of society. By interacting with others, children gradually develop an understanding of their own thoughts and feelings. The development of communication, the formation of friendly, sincere relations with peers - are important factors in the social development of the child.

If the education of preschool children is mainly focused on the regulation of their food hygiene and the development of sensory organs, the education of preschool children is aimed at improving their complex movements, developing basic hygiene, cultural and labor skills, developing their speech, and forming the first buds of social morality and aesthetic taste. This means that, starting from the preschool age, the individual characteristics of the child begin to emerge, which will find content throughout his or her entire personal life. That is why the development of a person in all respects, and especially mentally, depends on the education he received during kindergarten. N. K. Krupskaya wrote about this: "Impressions from childhood are very important". According to Lestgaf, a well-known Russian educator, the period of a person's other age is a period in which the character traits of the future are determined and the foundations of moral character are formed. Lestgaf's view of the importance of kindergarten in the development of man is fully consistent with the opinion of the great Russian pedagogue A. S. Makarenko. Speaking about the need to bring up children from an early age, A. S. Makarenko said that the most important foundations of upbringing are formed during the period of a child up to 5 years. It was said that the work done during

this period accounted for 90% of the whole educational process.

Indeed, the period of kindergarten is so meaningful and active that it will be reflected in the future development of the child. But that doesn't mean that a child's age in kindergarten determines what kind of person he or she will become. That is why the formation of a child's personality is not limited to kindergarten. In general, man is by nature a creature that is nurtured for almost his entire life. But the development of personal qualities in each person is reflected in the education he received at each age.

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