

THE ROLE OF FAMILY IN PREPARING A CHILD FOR SCHOOL EDUCATION

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Abstract

This article covers the psychological foundations of the preparation of preschool children for school education and the role of the family in this, analyzes the studies carried out in this regard.

Keywords: School education, intellectual, physical, moral, fine motorics, competence.

Introduction

Of particular importance is the good assimilation of school knowledge by preschool children in the future, the light transition of school adaptation, The Prevention of possible problems in the person of the child, the involvement of children in a preschool educational institution in the implementation of overcoming difficulties, their inclusion in education. In scientific observation and research, it is indicated that a person will receive seventy percent of all information that he receives during his lifetime at the age of five years. Indeed, during this period, a human child realizes the world, assimilates his native language, awakens his love for parents, family, neighborhood, Homeland, sets the stage for the knowledge he receives throughout his life. The main role in this is played primarily by the family, while the contribution of the preschool educational institution also plays an important role in this regard. Taking into account the interests and aspirations of children, he noted that giving them a thorough education and upbringing in every possible way in the preschool period, expanding their worldview, developing the ability to think independently, instilling national and universal values in their heart and mind, thereby maturing them in the spirit of love for the motherland, pure dreams is one of the most

important, After all, how our children study at school, how they mature with high goals largely depends on the upbringing they receive in a preschool institution. The attention given to improving the preschool education system in today's kuda is aimed at finding a harmonious generation. In this case, preschool institutions provide for the preparation of the child's personality, as well as their preparation for school education.

"The purpose of the state preschool educational institution in accordance with the regulation on the state preschool educational institution:

1. The comprehensive intellectual, moral, aesthetic and physical development of children.
2. Quality preparation of children for school education by providing education.
3. Coverage of children with preschool education.
4. In the process of implementing this goal, the tasks set before the state preschool educational institution are set:
 1. Protection of children's lives and strengthening their health.
 2. The formation in children of feelings of devotion to the high spirituality and humane traditions of our people.
 3. Preparing the child to receive primary education, developing his personality and other aspects.
 4. To carry out the correction of mild defects in the development of the child (speech, vision, hearing).
 5. Introduction of modern educational programs and technologies into the educational process.

The state educational program of the preschool educational institution is a normative and legal document developed in accordance with the state requirements for the development of children of the first and preschool age of the Republic of Uzbekistan, in which the goals and objectives of the preschool educational institution, the main ideas of educational activity are expressed, as well as the main competencies

A competency approach in teaching preschool children provides for the preparation of the growing child's personality for life, the preparation in it for the formation of methods of activity necessary for solving vital issues, associated with the assimilation of moral norms and values, communication with other people, the construction of the image of "I".

Initial important competencies require the holistic development of the child as a subject of activity and morality.

At this point, let's analyze the initial important competencies defined in the educational program.

Competence is a set of knowledge, skills, qualifications and values of a child. Initial competencies, regardless of the area of development, serve as the basis for the formation of the child's personality.

Curriculum 3.1. the section shows the General important competencies of a child of preschool age (6-7 years old). They are:

Communicative competence is the skill of being able to use communication tools in different situations.

Game competence-the child's creative use of experience, knowledge and skills in the process of play and its organization. Is the basis for educational activities.

Social competence is the skill of behavior in communication with adults and peers in life situations, observing the rules and norms of ethics.

Cognitive competence is the conscious perception of the surrounding world and the use of the acquired knowledge, skills, qualifications and values to solve educational and practical tasks.

At point 3.2, the competencies of the child's areas of development are indicated. In it, the competencies of the child are determined in the following areas of the development of the child:

- physical development and the formation of a healthy lifestyle;
- * socio-emotional development;
- * speech, communication, reading and writing skills;
- * development of the cognitive process;
- * creative development.

The program requires a 6-7-year-old child to have knowledge, skills after the completion of educational activities in the field of "physical development and the formation of a healthy lifestyle" on the competencies of the field of" physical development and the formation of a healthy lifestyle:

- shows physical activity in accordance with the norms of physical development associated with their capabilities and age;
- knows how to perform various mobility activities harmoniously and purposefully;
- uses fine motor skills in various life and training situations;

- controls its actions with the help of sensory and sensory organs;
- * applies personal hygiene skills;
- knows the basics of a healthy lifestyle and diet;
- adheres to the rules of the basics of safe vital activity.

According to the competencies of the sphere of "socio-emotional development" specified in the program, a child 6-7 years old after the end of educational activities must meet the requirements in a sheep:

- will have an idea of the role of his "I" and other people in the environment of vital activity;
- manages his own emotions and expresses them in accordance with the situation;
- differentiates and responds to other people's feelings accordingly;
- * communicates with adults and peers in accordance with the situation;
- finds constructive ways out of complex situations.

A 6-7 year old child after the end of educational activities on competencies in the field of "speech, communication, reading and writing skills":

- hears and understands speech;
- uses correct pronunciation, convenient grammatical forms and a variety of sentence constructions in his speech;
- * shows interest in learning a second language;
- indicates initial knowledge of second language acquisition;
- * shows interest in works of fiction;
- will have an idea of the vocabulary, syllable and phonetic structure of the word;
- * knows how to independently compose and speak different forms of meaning;
- * knows how to use the initial skills and tools of writing.

6-7-year-old child after the end of educational activities in the field of development of the cognitive process in the field of competencies" development of the cognitive process":

- * shows an active interest in acquiring knowledge;
- independently finds and uses information for educational and vital activities;
- understands simple connections between objects, events and manifestations and perceives them as a holistic whole;
- numbers, knows the calculation and uses them in life;
- * acts in accordance with space, form and time;
- * performs elementary mathisoblications;
- * monitors and researches environmental events and manifestations;

* shows a careful and caring attitude towards the environment.

6-7-year-old child after the end of educational activities on competencies in the field of "creative development":

* shows interest in art and culture;

- values national traditions and perceives them as part of everyday life;
- independently expresses a preference for a particular type of art;
- uses the acquired knowledge and skills to create and apply their own creative plans in various life situations;

understands the role of man as creator in changing the world(16. 6-9)

This program provides for an individual approach to the development of the child, respect for his personality, taking into account the needs and level of development of his interests, caring for emotional comfort, striving to create conditions for free creative self-expression. Therefore, in addition to planning, monitoring the development of a child is important in pedagogical activities. The educator systematically monitors the child's life in order to better understand the child and the reasons for his behavior, to see the development of the child, his inner world, to support him, to establish ways of development, to determine his needs and interests. On the basis of pedagogical observations, planning of educational activities is developed and improved. School readiness is understood as the formation of general competencies in a child and competencies of areas of development.

When preparing a child for school education, the development of his cognitive processes becomes important. When we reach the age of 6-7 years, we consider the characteristic features of the child's cognitive processes.

When a child enters the 6th year, his dictionary becomes rich and can easily explain to other people any circumstances, things, events and events that fall into the circle of his daily life and interests. While a normally grown child uses 500 or more at the age of 3, a 6-7-year-old child uses between 3,000 and 7,000 words-a 6-7-year-old child's dictionary is made up of nouns, verbs, pronouns, adjectives, numbers, and binders. When a 6-7-year-old child is explained some of the laws of speech, he begins to analyze it while playing, striving to learn the side of speech that is new to him. It is at this age that the child begins to speak, adhering to the mother tongue system. A child attending kindergarten will have the qualification to analyze with the understanding of his speech. He is able to sonically analyze a word, determine the order of sounds in a word. The child

pronounces the word easily, joyfully, separating the initial sound in the word by intonation. It can also distinguish second and subsequent standing sounds in a word in the same way.

When a 6-7-year-old child is specially trained to analyze the sound composition of a word, he himself begins to pronounce the word in order to determine the sound composition. This allows you to successfully master reading and writing. Mobodo cannot do the ham sound analysis of the Hatto simple words unless the child is specially trained for this. Because, being verbally treated does not make it a goal for the child to specifically develop the sound analysis of the word. That is why such children lag a little behind in development. The main function of speech is communication speech of a 6-7-year-old child tevarak-it will be understandable to those around him. What the child is talking about is able to fully describe that thing in sufficient moderation, as well as tell the story of the historical event he hears and what happened. In order for a 6-7-year-old child's speech to be a cultural speech, it is not enough just to correctly compose a sentence, to be clear, understandable of the idea being expressed, it is also important how the child can address other people, how he pronounces the information he is communicating. Human speech is very serendipitous. It embodies in itself the expressiveness that always reflects the emotional state. It is necessary to interest educators and educators not only in the fact that the child is able to compose a vocabulary wealth and contextual speech, but also in the pronunciation of the child.

Sensory development in a child 6-7 years old also occurs intensively. It is known that children who attend kindergarten can not only realize the color, shape, large and small of the objects, their location in space, but also distinguish them according to their color and shape, large and small.

If the child correctly says the color and shape of the object, if he can say that some quality he perceives belongs to this benchmark, then he can determine the similarity in the objects (the ball is round), one part is similar (the Apple is round, but not as round as the ball), and not similar (spherical and cubic). Usually, when the child fully learns in a different way by holding the object in socks or listening to his voice, he performs a corresponding work-action, noticing the involvement of what he perceives in the benchmark, the connection between them.

As you know, nature is endless, rich in various colors, shapes and sounds. Humanity slowly regulates them by placing them in a system of colors, (i.e.,

sensory) shapes and sounds, i.e. joining to the sensor's Etalons. Sensory étalones, on the other hand, allow a person to move and understand each other correctly, correctly aiming at the surrounding being. It is especially important that the child's sensory progress is in sufficient moderation to attend school. A normally progressive child understands well that when he enters the age of 6-7, the presence is reflected in the picture. Therefore, he tries to bring pictures closer to being, to be able to see what is depicted in them. A 6-7-year-old child, especially trained in fine art, is able to distinguish colors in the picture, understand perspective. Positive changes also occur in the development of thinking of a child 6-7 years old. The activity of cognition can be clearly seen in a child of this age. In general, the child's cognitive activity indicates the healthiness of his psyche. The child's Curiosity will always be directed to tevarak - knowledge of the surrounding world. While playing, the child tries to identify the connection and link between things and phenomena. He can tell, for example, what objects come out in the water, what objects do not sink, float on the surface of the water. In it, tevarak-many questions arise about the phenomena of life around him. In children aged 6-7 years, there are sometimes cases of logical reasoning.

Much more changes also occur in the development of attention of a 6-7-year-old child. Tevarak-the surrounding world charms the attention of the child. If the cognitive activity of the child is focused on the study of something, then the child will be able to concentrate his attention on the object that is carefully studied for a long time, until the end of his interest. If a 6-7-year-old is busy with a game that is important to him, he can play for 2-3 hours without Sira being distracted. If a child is supposed to concentrate on an activity that he does not like, uninteresting, then he will quickly get tired, distracted and feel unpleasant. Therefore, Ham adults should direct the child's attention to the object by giving oral guidance. A 6-7-year-old child can plan his career on his own. In doing so, he can talk about what he does, how he does, and in what consistency he wants to do this or that job. And planning is silent, the child's attention is organized.

That said, while 6-7-year – olds can control their behavior and behavior, involuntary attention prevails. It is difficult for children of this age to concentrate on an activity that usually consists of the same work-actions, which cannot attract a child. This feature of the child's attention, on the other hand, indicates the need to include in the activities carried out with them the element of play and frequent

alternation of the type of activity. Children 6-7 years old are able to concentrate on them, but in this they get tired very quickly.

Children aged 6-7 years develop memory intensively. Some event, phenomena perceived from childhood, remain in the memory of the child for a lifetime. A 6-7-year-old child can voluntarily remember events and events. If what should be remembered is relevant in the implementation of the conditional or the intention of the game that the child wants to achieve, then the child will easily remember the action in the appropriate sequence, in the order in which the words are given. A 6-7-year-old child is able to consciously use methods of memorization. He repeats only what needs to be remembered, and tries to understand and realize what is remembered in a given consistency. Even so, at this age it will be much more preferable to remember involuntarily. The voluntary occurrence of the child's attention in the process of activity indicates his interest in this case.

The imagination of a 6-7-year-old child will be much better developed. Judging by the observation data, a 6-7-year-old child will be able to create different events in his mind. The imagination of the child takes shape in the game and passes Ham to other types of activity. The boy's imaginary drawings are much more evident in the poems and fairy tales he created.

If the speech and imagination of a 6-7-year-old child are well developed, he will be able to invent and speak interesting content. Fantasy plays an important role in child life in relation to adults. In what the child imaginatively creates, khayoti makes more mistakes when he reflects realism. Therefore, fantasy is an important way for a child to know and master the world of tevarak, a way to deviate, beyond the framework of his narrow personal experience.

Psychologically, further growth of children who reach the age of seven and go to school is carried out in the process of educational work carried out at school and in the family.

So, the preschool age period is important in the development of the child, during which the requirements are imposed on the level of the child's psychic progress. It is advisable to carry out continuous, step-by - step education of the child. In this regard, the policy, decisions and decrees of the head of our state are aimed at creating a harmonious generation.

We set out to determine the level of preparation for school education of 40 6 - year-old children, who are being brought up in MTT No. 32 of the Khoshtepa District of the Fergana region and who are forming at home, in their family, in

order to study the psychological readiness of the child for school and the place of the family in it.

In this we used to collect tests that the child received before him the determination of hand motor skills, perception, imagination, logical thinking and their motivation.

The first assignment left an empty cell next to each form, in which the child must draw a similar shape.

The second stone is “patching carpets”, in which the logical and analytical thinking of the child is aimed at determining the course and effectiveness of the process.

The third task was “logical pairing”, in which we used the child's logical thinking, connection by comparing objects to be able to distinguish signs, determine the degree of development of the processes of analysis and synthesis of thinking.

The fourth task, called” grouping”, was used to determine the degree of stagnation of attention in a child, clarity of imagination, reserve of general knowledge, generalization of objects and phenomena, and the degree of development of logical thinking.

The fifth assignment is called” Making A Whole out of parts”. We used this methodology in order to determine the level of spatial perception of the child, mobilization of attention and the development of imagination.

Task 6 was a” conversation ” with the aim of studying the child's level of socio – psychological readiness for school, that is, the reserve of general information and clear images, the formation of educational motives and spiritual and moral qualities.

An indicator of the level of preparation for school education based on the results obtained by a child in preschool education is that 9 children are ready for school education.

- 8 children are eligible for schooling.
- 3 children are not ready to receive education at school.

These results give an indicator as follows.

- 45% of children are ready for school education,
- 40% can receive education,
- 15% are not ready for school interpretation.

They must go through the preparatory stage. The indicators for determining the level of preparation for school education of children raised at home are as follows.

➤ 4 children-ready to receive education at school.

➤ 9 children-can be educated in school.

➤ 7 children-not ready for education in school.

The percentage of these is as follows:

➤ 25% of children are ready for education

➤ 45% of children can receive education

➤ 35% of children are not ready to receive education at school.

Table 1. The score indicator on the results of the test to determine the readiness of children in preschool and home education for school education

No		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total
1	In kindergarten	45	91	155	87	55	44	479
	Arithmetic mean	2,2	4,5	7,7	4,3	2,7	2,2	24
2	At home	37	77	134	83	44	39	419
	Arithmetic mean	1,8	3,8	6,7	4,1	2,2	1,9	20,9

Table 2. School readiness indicator

	Ready to go to school	Can study at school	Not ready for school education
In kindergarten (number)	9	8	3
As a percentage	45%	40%	15%
Home (number)	4	9	7
As a percentage	25%	45%	35%

Based on our research, it has been established that there is a difference in the development of fine motor skills between children raised at home and those attending kindergarten. While home-raised children exhibit better visual coordination, their fine motor skills are underdeveloped compared to kindergarten children. This is because, in kindergarten, children regularly engage in physical education, artistic activities, and manual labor, which systematically develop their fine motor skills, resulting in higher performance in this area.

This difference is also evident in children's cognitive processes, such as logical thinking, comprehension of educational concepts, and attention span.

In home-raised children, the perception of clear images and the ability to reproduce actions through imitation are noticeable. Although they can distinguish

features through comparison, difficulties in logical and abstract thinking are apparent. Additionally, due to the lack of systematic, structured learning based on a specific curriculum, home-raised children have a limited knowledge base. As a result, their conceptual clarity, ability to generalize objects and phenomena, and verbalization skills are at a lower level.

However, home-raised children demonstrate well-developed imagination and creativity in their activities. They also show a strong desire to learn and achieve good results.

In contrast, kindergarten children have a deeper understanding of the purpose of learning, and their thinking is broader and more substantive. We attribute this to the special attention given to speech development in kindergarten activities.

Based on the research, the following conclusions were drawn:

1. Regularly working on fine motor skills with children enhances their readiness for school education, as there is a correlation between a child's cognitive development and the level of fine motor skill development.
2. Systematically introducing children to their surroundings through a structured program, developing elementary mathematical concepts, engaging in artistic activities, exploring nature, and providing physical education forms and expands their knowledge base, which is fundamental to their intellectual development. A child's intellectual development lays the foundation for school readiness.
3. A child's readiness for school education depends on their psychological preparation, which includes their desire, motivation, and interest in attending school.
4. The formation of learning motivation in a child is an integral part of their school readiness.

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