

PREPARING A PRESCHOOL CHILD FOR SCHOOL EDUCATION BASED ON PSYCHOLOGICAL APPROACHES

Nigora Shamsutdinovna Gaziyeva

Angren University. Senior Lecturer of the Department of Pedagogy and Psychology, Faculty of Pedagogy and Languages

Abstract

This article explores the psychological approaches to preparing preschool children for school education. It discusses the significance of early childhood development, the role of psychological readiness, and the application of modern methodologies in fostering cognitive, emotional, and social competencies in young learners. The article emphasizes the need for a balanced approach that aligns the developmental needs of children with the expectations of formal schooling, ensuring a smoother transition and a positive learning experience

Keywords: Preschool education, school readiness, psychological approaches, early childhood development, cognitive skills, emotional readiness.

MAKTABGACHA TA'LIM YOSHDAGI BOLANI MAKTAB TA'LIMIGA PSIXOLOGIK YONDASHUVLAR ASOSIDA TAYYORLASH

Nigora Shamsutdinovna Gaziyeva

Angren universiteti. Pedagogika va tillar fakulteti,
Pedagogika va psixologiya kafedrası katta o'qituvchisi

Annotatsiya:

Ushbu maqolada maktabgacha yoshdagi bolalarni maktab ta'limiga tayyorlashning psixologik yondashuvlari o'rganilgan. Unda ilk bolalikni rivojlantirishning ahamiyati, yosh o'quvchilarda kognitiv, emotsional va ijtimoiy kompetensiyalarni shakllantirishda psixologik tayyorgarlikning o'rni, zamonaviy metodikalarni qo'llash haqida so'z yuritiladi. Maqolada bolalarning rivojlanish ehtiyojlarini rasmiy ta'limdan kutish bilan muvofiqlashtiradigan, silliq o'tish va ijobiy ta'lim tajribasini ta'minlaydigan muvozanatli yondashuv zarurligi ta'kidlangan

Kalit so'zlar: maktabgacha ta'lim, maktabga tayyorlik, psixologik yondashuvlar, erta bolalik davri rivojlanishi, kognitiv ko'nikmalar, emotsional tayyorlik.



ПОДГОТОВКА ДОШКОЛЬНИКА К ШКОЛЬНОМУ ОБРАЗОВАНИЮ НА ОСНОВЕ ПСИХОЛОГИЧЕСКИХ ПОДХОДОВ

Нигора Шамсутдиновна Газиева

Ангренский университет. старший преподаватель

кафедры педагогики и психологии факультета педагогики и языков

Аннотация:

В данной статье рассматриваются психологические подходы к подготовке детей дошкольного возраста к школьному обучению. В ней обсуждается значение раннего детского развития, роль психологической готовности, применение современных методик в формировании познавательных, эмоциональных и социальных компетенций у учащихся младшего школьного возраста. В статье подчеркивается необходимость сбалансированного подхода, который соответствовал бы потребностям развития детей с ожиданиями формального обучения, обеспечивал бы более плавный переход и положительный опыт обучения

Ключевые слова: дошкольное образование, готовность к школе, психологические подходы, развитие раннего детства, познавательные навыки, эмоциональная готовность.

Introduction

The transition from preschool to formal schooling marks a critical phase in a child's development. This period is characterized by significant changes in the child's environment, learning expectations, and social dynamics. Successful adaptation to school requires not only cognitive skills but also emotional and social readiness. Psychological approaches to preparing preschool children for school have gained prominence as they offer a holistic perspective on child development. These approaches focus on understanding the developmental milestones of children, addressing their individual needs, and creating strategies that foster their overall readiness for school education

Early preparation plays a pivotal role in ensuring that children are equipped to meet the demands of formal education. Psychological readiness encompasses various dimensions, including cognitive, emotional, social, and physical preparedness. The integration of psychological theories and practices in preschool education provides educators and caregivers with tools to nurture these dimensions effectively. This article examines the key psychological approaches to preparing children for school and highlights their impact on child development.

Main Body

Psychological approaches to school readiness are grounded in the understanding of child development theories, particularly those proposed by pioneers such as Piaget, Vygotsky, and Erikson. Piaget's cognitive development theory emphasizes the importance of age-appropriate learning experiences, which help children develop logical thinking and problem-solving skills. Vygotsky's sociocultural theory highlights the role of social interaction and scaffolding in



cognitive development. Erikson's psychosocial theory underscores the significance of emotional security and self-confidence in early childhood

A central component of psychological readiness is the development of cognitive skills. These include basic numeracy and literacy, attention span, memory, and the ability to follow instructions. Structured play, guided learning activities, and interactive storytelling are effective methods to enhance these skills. For instance, games that involve pattern recognition, sequencing, and classification help children develop pre-mathematical skills, while phonics-based activities foster early literacy.

Equally important is emotional readiness, which involves the ability to manage feelings, cope with new situations, and build resilience. Preschoolers often experience anxiety about the unfamiliar routines and expectations of school. Psychological approaches, such as emotional regulation techniques, mindfulness practices, and positive reinforcement, help children build confidence and adaptability. Educators play a crucial role in creating a supportive environment where children feel valued and understood.

Social readiness is another critical aspect of school preparation. This includes the ability to interact with peers, share, take turns, and resolve conflicts. Psychological approaches encourage the development of these skills through group activities, role-playing, and collaborative tasks. Such activities not only enhance social competence but also prepare children for the collaborative nature of classroom learning.

The application of developmental psychology in preschool education also addresses the individual needs of children. Each child develops at their own pace, and psychological assessments can identify areas where additional support may be required. For instance, children with delayed language development can benefit from speech therapy and targeted interventions, while those with advanced skills may require more challenging activities to remain engaged.

Modern educational methodologies, such as play-based learning and experiential learning, are deeply rooted in psychological principles. Play-based learning, in particular, is an effective approach for preschoolers as it combines fun with educational outcomes. It fosters creativity, critical thinking, and problem-solving while also supporting emotional and social development. Experiential learning, which involves hands-on activities and real-world experiences, helps children connect theoretical knowledge with practical application.

Parental involvement is a crucial factor in the psychological preparation of preschool children for school. Research indicates that children whose parents actively participate in their early education tend to perform better academically and socially. Psychological approaches advocate for collaborative efforts between parents and educators to ensure consistency in the child's learning environment. Workshops, regular communication, and home-based activities are effective ways to engage parents in the preparatory process.

The role of preschool educators extends beyond teaching basic skills to fostering an environment that promotes holistic development. Educators must be trained in child psychology to recognize developmental milestones, understand behavioral patterns, and implement strategies that cater to diverse learning needs. Professional development programs



for educators are essential to ensure the effective application of psychological approaches in preschool settings.

Conclusion

Preparing preschool children for school education requires a comprehensive approach that integrates psychological principles with practical methodologies. Cognitive, emotional, and social readiness are interconnected dimensions that collectively influence a child's ability to adapt to formal schooling. Psychological approaches provide valuable insights into fostering these dimensions and creating a supportive learning environment.

The transition to school is a significant milestone in a child's life, and its success depends on collaborative efforts between educators, parents, and the broader educational community. By focusing on the holistic development of children and addressing their individual needs, psychological approaches ensure that preschoolers are well-prepared for the challenges and opportunities of school education. Continued research and innovation in this field will further enhance our understanding and practices, contributing to better outcomes for young learners.

References:

1. Yusupovna, R. N. (2024). Finlandiya Ta'lim Tizimining O 'Ziga Xos Xususiyatlari. *Miasto Przyszłości*, 54, 753-755.
2. Nikadambayeva, D. R. (2024). WORDWALL IS A DIGITAL TOOL THAT CAN BE USED IN ORGANIZING GAMIFICATION EDUCATION. *European International Journal of Pedagogics*, 4(02), 33-43.
3. Nikadambaeva, D. R. (2023). O 'zbekiston oliy ta'lim tizimining raqamli fundamenti-hemis axborot tizimi. *Markaziy Osiyoda media va kommunikatsiyalar xalqaro jurnali*, (1).
4. Nikadambaeva, K. B., & Nikadambaeva, D. R. (2023). METHODS OF INTEGRATING ENGLISH IN THE STUDY OF DEMOGRAPHY IN EDUCATION. In *РАЗВИТИЕ СОВРЕМЕННОЙ НАУКИ И ОБРАЗОВАНИЯ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ* (pp. 332-333).
5. Nikadambaeva, K. B., & Nikadambaeva, D. R. (2023). DIGITAL COMPETENCIES AND COMPUTER LITERACY IN EDUCATION. In *Фундаментальные и прикладные научные исследования: актуальные вопросы, достижения и инновации* (pp. 146-147).
6. Nikadambaeva, K. B., & Nikadambaeva, D. R. (2022). KEY CONCEPTS OF DIDACTICS IN THE EDUCATIONAL EFFICIENCY DEVELOPMENT PROCESS. In *EUROPEAN RESEARCH* (pp. 182-184).
7. Nikadambaeva, K. B., & Nikadambaeva, D. R. (2022). The method of "roundtable conversation" and its importance in students' independent education. In *Современная наука: актуальные вопросы, достижения и инновации* (pp. 107-109).
8. Nikadambaeva, K. B., & Nikadambaeva, D. R. (2022). IMPROVING THE HIGHER EDUCATION PROCESS WITH E-LEARNING RESOURCE. In *НАУЧНЫЙ ВЗГЛЯД НА СОВРЕМЕННЫЕ ПРОБЛЕМЫ ОБЩЕСТВА* (pp. 96-98).
9. Nikadambaeva, K. B., & Nikadambaeva, D. R. (2022). METHODOLOGY OF TEACHING DEMOGRAPHIC PROCESSES BASED ON "5 PLUS LEADER"



- TECHNOLOGY. In НАУКА, ИННОВАЦИИ, ОБРАЗОВАНИЕ: АКТУАЛЬНЫЕ ВОПРОСЫ XXI ВЕКА (pp. 157-159).
10. Nikadambaeva, D. R., & Nikadambaeva, K. B. (2021). HUMAN CAPITAL IN THE EFFICIENCY OF THE EDUCATION SYSTEM. In АКТУАЛЬНЫЕ ВОПРОСЫ ПЕДАГОГИКИ (pp. 9-11).
 11. Jamolidinova, A. N. (2023). Factors for Developing Professional Skills Students of Preschool Education.
 12. Наргиза, А. Ж. (2021). Мактабгача Таълим Ташкилотларида Нутқни Ривожлантиришга Доир Ишлар Тизими. ТА'ЛИМ VA RIVOJLANISH TANLILI ONLAYN ILMİY JURNALI, 1(6), 23-25.
 13. Abdusamatova, N. (2021). Factors of integrated approach to spiritual and moral education of preschool children. JournalNX, 278-280.
 14. Абдусаматова, Н. (2020). Мактабгача ёшдаги болаларни интеграциялашган машғулларда маънавий-ахлоқий тарбиялаш имкониятлари. Science and Education, 1(1), 425-429.
 15. Abdusamatova, N. J. (2020). Maktabgacha yoshdagi bolalarni maktab talimiga tayyorlashda multimedia texnologiyalaridan foydalanish. Студенческий вестник, (14-6), 59-60.
 16. Abdusamatova, N. (2021). Factors of integrated approach to spiritual and moral education of preschool children. JournalNX, 278-280.
 17. Абдусаматова, Н. Ж. (2018). Мактабгача ёшдаги болаларни маънавий-ахлоқий тарбиялашда интеграциялашган таълимдан фойдаланишнинг педагогик шарт-шароитлари. Современное образование (Узбекистан), (8), 66-72.
 18. Абдусаматова, Н. Ж. (2017). Вопрос воспитания и перспективы развития педагогической науки. Форум молодых ученых, (6 (10)), 9-11.
 19. Абдусаматова, Н. Ж. (2016). Дидактические основы духовно-нравственного воспитания детей дошкольного возраста на базе интегрированного обучения. NovaInfo. Ru, 4(44), 299-302.
 20. Mohichexra, B. (2022). Development of general competence in future history teachers based on the knowledge of historical ideals. Spectrum Journal of Innovation, Reforms and Development, 8, 127-130.
 21. Болтаева, М., & Ортиков, О. (2021). Fransiyada ikkinchi imperiya davrida sanoatning ko'tarilishi va moliyaviy rivojlanish. Общество и инновации, 2(10/S), 480-487.
 22. Болтаева, М., & Суюнов, А. (2022). Mustaqillik yillarida aholiga ijtimoiy-iqtisodiy xizmat korsatish strukturasi takomillashtirish. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 538-541.
 23. Болтаева, М. (2022). Kichik biznesga xorijiy investitsiyalarni jalb qilishdagi muammolar (jizax viloyati misolida). Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 541-542.
 24. Кузу, В. М. J., & Khaldibekova, F. T. (2022). The establishment of a multiparty system in Turkey and its role in the country's socio-political life.



25. Olim, O., & Mokhichkehra, B. (2022). Features of multiparty system in Uzbekistan and Turkey: comparative analysis. *Web of Scientist: International Scientific Research Journal*, 3(10), 1312-1321.
26. Болтаева, М., & Ортиков, О. (2021). Особенности научного наследия восточных мыслителей об отношении родителей к ребенку. *Общество и инновации*, 2(2/S), 470-474.
27. Boltayeva, M. J. Q., & Velieva, S. R. (2021). Tarix fanlarini oliy ta'lim muassasalarida nomutaxassis yo 'qitishlarni o 'qitishda zamonaviy pedagogik metodlardan foydalanish. *Science and Education*, 2(4), 453-457.
28. Rashid, X., & Mokhichekhra, B. (2022). The Actions of International Economic Organizations to Solve Global Issues. *Texas Journal of Multidisciplinary Studies*, 14, 109-118.
29. Murotmusaev, K. B., Dzhelyalov, M. Z., & Boltaeva, M. J. (2021). Psychological aspects of human health and the power of love. *The American Journal of Applied sciences*, 3(02), 73-77.
30. Ахмедов, Б. А. (2024). Модель трудоустройства молодого специалиста в современном обществе. Проблемы применения инновационных и цифровых технологий в системе образования, 1(1), 955-970.
31. Ахмедов, Б. А. (2023). Реформирование трудоустройства молодых специалистов в условиях нового этапа развития Республики Узбекистан. *Мировая наука – Проблемы и перспективы развития*, 1(1), 92-115.
32. Ахмедов, Б. А. (2023). Анализ эффективности формы профессиональной подготовки молодых специалистов в процессе трудоустройства. *Вестник НамГУ*, 1(4), 125-131.
33. Ахмедов, Б. А. (2023). Модель управления процессами распределения молодых специалистов в профессию. *БухГУ Образование и инновационные исследования*, 1(3), 339-350.
34. Ахмедов, Б. А. (2022). Развития индикаторов рынка труда молодежи в условиях трансформационных преобразований. *Вестник НамГУ*, 4(1), 77-85.
35. Ахмедов, Б. А. (2022). Профессиональный выбор и предпочтения молодых специалистов вузов Узбекистана. *Хорезмская академия Маъмуна*, 5(2), 209-218.
36. Akhmedov, B. A. (2022). Methodology of teaching informatics in under-developed schools of the Tashkent region. *FIZIKA MATEMATIKA va INFORMATIKA*, 1(6), 66-74.
37. Axmedov, B. A. (2023). Umumta'lim maktablarida informatika va axborot texnologiyalari fanini muammoli o'qitish metodlarining turlanishi. *Ta'lim fan va innovatsiya*, 6(1), 478-480.
38. Axmedov, B. A. (2023). Muammoli ta'limda Suqrotona yondashuv metodikasi. *Mugallim*, 6(3), 126-130.
39. Akhmedov, B. A. (2024). Dialogue Leading to a Problematic Situation and Its Place In School Education. *Journal of Pedagogical Inventions and Practices*, 28, 17-21.
40. Akhmedov, B. A. (2023). Socratic methods in education based on conflict dialogue. *Sciental Journal of Education Humanities and Social Sciences*, 1(3), 1-7.



41. Akhmedov, B. A. (2024). Reorganization of teaching manual in higher education in Tashkent region. *Uzbek Scholar Journal*, 24, 13-25.
42. Akhmedov, B. A. (2024). Methods Of Improving the Quality of Dissertation Works in The Exact Sciences of The Tashkent Region. *Pedagogical Cluster-Journal of Pedagogical Developments*, 2(1), 39-57.
43. Akhmedov, B. A. (2023). Socratic dialogue as a response to the challenge of the Epoch. *Sciental Journal of Education Humanities and Social Sciences*, 1(1), 1-9.
44. Akhmedov, B. A. (2023). Physics is a Science Forming Knowledge About Health. *Diversity Research: Journal of Analysis and Trends*, 1(3), 350-355.
45. Тангиров, И. Х., & Ахмедов, Б. А. (2021). Перспективы развития правового государства. *Политика и общество*, 7(18), 178-186.
46. Akhmedov, B. A., & Muxamedov, G. I. (2021). Klaster Mobile DGU 09834.
47. Akhmedov, B. A. (2023). Use of information technology in medicine, history, biology, literature, physical education. *Uzbek Scholar Journal*, 22, 17-29.
48. Inomjonov, N., Axmedov, B., & Xalmetova, M. (2023). Kasbiy faoliyatida axborot-kommunikativ kompetentlikni oshirish usullari. *Academic research in educational sciences*, 4(CSPU Conference 1), 580-586.
49. Akhmedov, B. A., & Khimmataliyev, D. O. (2023). The emergence-theoretical aspects of dialogue in education. *Sciental Journal of Education Humanities and Social Sciences*, 1(2), 1-7.
50. Akhmedov, B. A. (2023). Prospects and trends of digital twins in education. *Uzbek Scholar Journal*, 23, 6-15.
51. Akhmedov, B. A., Makhmudova, D. M., & Akhmedjonov, D. G. (2024). Using the Socrates method in improving the quality of education in pedagogical universities. *Sciental Journal of Education Humanities and Social Sciences*, 2(1), 16-24.

