

DETERMINING A CHILD'S READINESS FOR SCHOOL

JUMAYEVA MALIKA ALIEVNA

Teacher, Termez Branch of Tashkent State Pedagogical
University Named After Nizami

ABSTRACT:

Any educator can determine a child's readiness for school without using any tools. And for some as a baby gets older, he or she will outgrow this. Kindergarten educators need to have sufficient pedagogical, technological knowledge and experience to accurately determine each child's readiness for school, while relying on the requirements of the pre-school education and upbringing program.

If a child develops normally during the preschool period and has no strong influence on his or her physical and mental development, then the child will reach the level of education at the age of seven. But there are also some families and children who are not ready for school in kindergarten. Such children undergo a special examination under the supervision of a specialist and an expert opinion on the level of readiness for school.

KEYWORDS: development, education, parents, family environment, preschool education, pedagogical activity, principles of education.

INTRODUCTION:

A child's playfulness, inability to be independent, and low level of emotional and social development prevent him from being ready for school. Such children cannot find a place among their peers and peers. They need help in their daily activities: they cannot understand the tasks assigned to them and perform them independently, and the fine movements of their hands are not well developed.

Vocabulary is limited, expression is limited, memory is weak, and so on. It is caused not only by the poor social status of the child, but also by hereditary factors, serious and complex diseases, minor congenital injuries, conditions that cause neuroses. Admission of a child who is not ready for school has a negative impact on the development of the child's personality in all respects.

Lack of reading skills can negatively affect a child's ability to read. Her physical and mental health are also at risk. They may have symptoms of neurosis: sleep disturbances, urinary incontinence, headaches, etc. Difficulties also arise in upbringing: the child tries to draw attention to himself in any way, begins to do bad things.

This can be prevented if it is determined in time that the child is not ready. Specialists in various fields can determine a child's readiness for school. The pediatrician examines the child and determines his somatic development, and if there is a certain physical or mental defect, sends him for a psycho-pedagogical examination.

Children with certain disabilities are sent to special schools. Until September 1, children under the age of 7, who have not attended kindergarten, have pedagogical retardation, speech defects, and physical developmental disabilities will be examined by special counselors and primary school teachers. The district's psychological and pedagogical consultations comprehensively determine the child's readiness for school.

They recommend preventive and corrective methods in overcoming the difficulties of education, provide advice in the

field of education. District neighborhood committees are also actively involved. Neighborhood committees and other social organizations work with parents who have a negative impact on their children's upbringing.

The district uses psychological tests to determine children's readiness for school in psycho-pedagogical counseling. The tests can be divided into 2 groups in terms of content: 1. Tests that determine the level of formation of individual psychological aspects involved in the learning process.

Counselors will examine the child in front of the parents. Based on the results of the inspections, the following measures are recommended:

- a) enrollment in the 1st grade of secondary school;
- b) postponement for 1 year;
- (d) enrolling a child in a special class at a kindergarten or school;
- e) enrolling a child in a special school.

Based on the results of the consultations, the school departments of the neighborhood committees decide where the child will study. If the child is 7 years old but not in good health, the examination will be postponed for 1 year. After 1 year, the child will be re-examined and it will be decided where to study. If the people involved in the upbringing of the child pay special attention to it, create good conditions for its full development, help, the rest of the study period will have a positive effect.

There are no special programs for educators to work with children who have dropped out of school. Educators are working with such children on the existing pre-school education and upbringing program, only paying more attention to them. Special classes will be opened for children who are unable to learn in school. This class is for children with normal intelligence who are temporarily unable to learn.

Academic retardation can be overcome through individual training, special care, and a special course schedule. A special classroom for 12-15 students will be opened with the permission of the school principal. Transfer to a special class is based on the recommendation of the class teacher, the conclusion of the school doctor and psycho-pedagogical consultation.

The student stays in the special class temporarily until his / her academic retardation is eliminated. The class can last up to 2 years. Mentally and physically challenged, speech-impaired, difficult-to-raise, sick and disabled children are sent to special schools. These include special schools and auxiliary schools for mentally retarded children.

There are strict requirements for general and special preparation for school, so it is necessary to prepare the child for school on a regular basis. Preparation is automatic. Only a goal-oriented and long-term process of preparation will make a child better prepared for school. There are different opinions among adults about when and how much to prepare a child.

Many parents and educators believe that from the age of 3 onwards, one year before the first grade, preparation should be intensified. But others say you only need to prepare for the year before school. Some parents think that going to kindergarten will start preparing for school.

Who should prepare a child for school life? Kindergarten educators understand that preparing a child for school should take place throughout kindergarten, and they do so in accordance with the requirements of the program. But just before going to school, they pay special attention to preparation: correcting pronunciation defects, putting knowledge into one system, developing fine hand movements, and so on. However, the family is the first social environment in which a child lives after birth.

In the family, the child acquires his first social experience and skills, is brought up by the example of parents and adults, understands and appreciates family ties. That is why the family is crucial in preparing a child for school. important. Many parents believe that the kindergarten and the family need to work together to prepare the child for school.

Some parents put the responsibility of preparing the child for school in kindergarten, while others take full responsibility. As Kamensky writes in the chapter on preparation for school in his book "Mother's School", the work that all people do requires a certain amount of preparation. With that in mind, parents prepare their children for school. In addition to comprehensive school preparation, Kamensky has the following responsibilities for parents:

1. To make children happy when they go to school, study and play with their peers.
2. Explain the essence of school education to children, acquaint them with the types of school activities.
3. Develop children's respect and trust in future teachers.

How parents are preparing their children for school right now. Many parents believe that one of the conditions for good schooling is the overall development of the individual. However, they believe that a child's mental development is paramount, so they try to develop knowledge, speech, thinking and memory in the classroom.

The next priority is to develop the child's reading and writing skills, memorize, talk, and play logic games together. Sometimes they work, play sports, sing or dance. In short, the cooperation of parents with preschool educators in preparing a child for school has a positive effect.

The work of preschool educators with the family includes:

- Explain to parents that they are responsible to the state and society for the upbringing of their children;
- Informing parents of the knowledge and skills necessary for the upbringing of children (acquaintance with the age, anatomical, physiological and mental characteristics of children, the content, methods and conditions of their upbringing in the family);
- Family orientation in the upbringing of children, control over the proper upbringing of the child, study and popularization of the best examples of family upbringing.

Any positive results can be achieved if the best qualities acquired in kindergarten are continued in the family environment and the best qualities acquired in the family are demonstrated in kindergarten. Educators should not only see the positive aspects of family upbringing, but also support it, and on this basis, parents should focus on the unresolved issues in the upbringing of children.

The director is the person responsible for planning, organizing and directing the above work. An annual plan for working with parents is developed. This plan will be discussed at the pedagogical council. The plan includes general and group meetings, open days for parents, interviews and consultations, the organization of exhibitions and concerts in parent organizations, as well as the timing of these events and the persons responsible for it. The themes and content of the work with parents are reflected in the plan of the educator-methodologist and in the calendar plan of the educator. A lot of work with parents is done by the educator, because he sees the changes in the upbringing of the child more than anyone else and gets acquainted with the lives of children.

She advises parents on what to focus on when raising children, preparing them for school, keeping them healthy, organizing their meals and schedules, and more. The director,

the teaching staff and the parents should be actively involved in the development of cooperation between the kindergarten and the family.

Only then can the expected results in child rearing be achieved. The following special forms of work are used in working with parents: conversations, counseling, family visits, inviting some parents to kindergarten, the use of special souvenirs and portable folders.

The purpose of the child's home visit is to get acquainted with the family situation, the child's family behavior, interests, parents and family members, as well as to acquaint parents with effective methods of child rearing and to learn and promote the family's positive parenting experiences.

The caregiver should go to the child's home not as an inspector, but as a friend, as an assistant in the complex work of raising a child, and to treat family members with courtesy and kindness. Before going to each family, the educator should set a clear goal and determine in advance what topic to discuss.

Questions for parents should be carefully considered. The conversation should be structured in such a way that the educator and the parent understand each other well and a trusting relationship is established between them. Before going to a family, the educator should have a clear idea of the family (parental behavior, family relationships, the child's level of development).

In order to gain the respect and trust of parents, the educator first gives parents feedback on the positive qualities of the child and how to organize the life of the child at home, what can be read and told to him, the child's agenda, provides advice on the content and methods of educational work, such as participation in family work, upbringing in the spirit of respect for adults.

Of course, the educator's work with the family takes into account the child's age, abilities, and characteristics. Parents or other family members are invited to the preschool to ensure that the caregiver's advice and counsel to the parents is credible. radi, make sure children's learning and abilities.

The purpose and content of the visit to the family should be reflected in the plan and report of the educator, in the diary. The caregiver should visit each child's family at least 2 times a year. The content of the work with parents is varied, requiring some issues to be discussed together. For example:

- The role of the family in the upbringing of children, laws on the role of parents, the preparation of children for school;
- Annual work plan of preschool institutions;
- Issues related to the work of the parent community.

Forms of work include parent group and general meetings, consultations, conferences, and parent nights to discuss these issues as a group. Parents of all groups of children in kindergarten, parents of parallel groups and parents of children of one group may be invited to the parent meeting.

The general meeting will acquaint parents with the tasks of comprehensive development and upbringing of preschool children, this year's plans, the activities of the parents' committee, best practices in family upbringing. The principal or Methodist educator will speak at the meeting, the parents will speak, and the children will speak.

They help to identify successes and shortcomings in education, strengthen family and community ties, increase the responsibility of parents for the upbringing of their children, and arouse their interest in kindergarten.

The group's parent meeting discusses issues that are important to parents of children of this age. For example, if the topic of the general meeting is "The role of the family in the

moral education of children", in the middle group the topic is complicated by "Kindergarten and family work in educating children to work", "Education of respect for adults in children" and so on. it can. The parent talk can be accompanied by a movie or slide show on the topic. There should be more positive material when using examples of children's lives and activities, caution and politeness in speaking negative facts, and the names of critics should not be mentioned.

Critical feedback can be communicated to parents in a one-on-one interview after the meeting, and specific recommendations can be made to address child rearing errors and omissions. At the group meeting at the end of the year, parents will be told about the educational work done during the year and plans for the coming year.

At this meeting, active parents are also accountable and a new lineup of activists is elected. Parents' Corner and Exhibition. The parents' corner is organized to acquaint them with educational news and pedagogical issues. They include books, magazines, pictures, children's work, types of baby food, the child's home agenda, notes for parents, and announcements. The angle changes from time to time depending on the task at hand.

Exhibitions to promote pedagogical knowledge are often organized before parent conferences, meetings, and consultations. It includes laws and regulations on public education, diagrams showing the network of preschool education institutions and the growing number of children in them, educational processes with children, photos depicting children's lives, a book and toys, children's work.

Parents' Corner is a visual way of working with the family, and special attention should be paid to its tasteful decoration. Parents will also be shown parenting films, which will often trigger parental debate. Open

days for parents also play an important role in the work of preschool education institutions.

These days, parents are shown children's activities, work, play activities, walks, and how children behave in the community, and so on. The Parents' Committee is formed to assist the principal in accordance with the Charter of the Preschool.

He is elected to the general meeting of parents for a term of one year. 1-2 representatives from each age group of parents will be elected to this committee. The main task of the committee is to assist the principal in the economic and educational work of the preschool, to assist the committee members, parents' meetings and educators in the preparation, organization and other activities of the evenings.

CONCLUSION:

The Parents' Committee meets with the children's parents and works with them to prepare the children. Committee members meet every two months. The Parents' Committee has the right to hear reports and reports from the principal on work plans and the state of affairs on certain issues of interest to parents. Documents on the activities of the Parents' Committee are kept in the preschool.

As a result of the promotion of pedagogical knowledge, millions of people have consciously understood the principles of raising their children in preschool. Lectures on family upbringing in enterprises, farms, public places, neighborhoods, television and radio broadcasts are among the most widespread means of pedagogical advocacy.

Reading lectures on special pedagogy and psychology, anatomy and physiology, theory and practice of family upbringing, showing films and plays about parenting will have a positive effect for parents. These classes are conducted by highly qualified teachers, actors and psychologists in various fields. The following should be observed in pedagogical

advocacy: Pedagogical propaganda should be connected with life, with the practice of society building. Pedagogical advocacy is aimed at explaining to the general public the issues of comprehensive education of children and ways to implement them, as well as science-based methods. Advocacy work is carried out on the positive aspects of the family experience, mistakes in the upbringing of children in the family and ways to prevent and eliminate them. Given that parents are at different levels of preparation for pedagogical advocacy, the information materials prepared for them should be credible, visual, and emotional. Thus, the unity between family upbringing and social upbringing can only be established if the preschool and the parents work together on a regular basis.

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