



PSYCHOLOGICAL FEATURES OF PREPARING THE YOUNG GENERATION FOR SCHOOL IN ADDITIONAL EDUCATION

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Abstract

This article discusses the psychological characteristics of preparing the younger generation for school in the context of additional education, as well as the pedagogical ideas of scientists on this topic, and the organization of education for preschool children.

Keywords: additional education, mental development, social need, communication, practical skills, educational service, behavior, intellectual, association, intuition, aggressiveness, interpretation, psychological characteristics.

INTRODUCTION

The development of an individual's intellectual potential based on the requirements of the times and bringing it to a new level is recognized worldwide as one of the main factors of socio-economic development. The development of creative thinking, having a solid foundation of knowledge, has been recognized as a national task in the international education concept established by international organizations and most countries of the world by 2030. In our country, in recent years, reforming the preschool education system has been raised to the level of state policy. A vivid example of this is the organizational and legal measures taken to establish an effective preschool education system aimed at ensuring the formation of a healthy and comprehensively developed generation. In particular, the Resolution of the President of the Republic of Uzbekistan No. PQ-3261 dated September 9, 2017 “On



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measures to radically improve the preschool education system” sets out tasks for the harmonious development of preschool children and the organization of high-quality preschool education. Also, important tasks in the field of preschool education in the era of globalization can be interpreted as follows:

- introduction of education at the level of developed countries;
- strengthening cooperation between educational institutions and consumers of educational services; – further strengthening competition between consumers and educational institutions;
- identifying effective ways to prepare children for school;
- involving the public in child education.

As a logical continuation of the above tasks, the “Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030”, approved by the Resolution of the President of the Republic of Uzbekistan No. PQ-4312 dated May 8, 2019, provides for the development and introduction of new mechanisms for a comprehensive assessment of the activities of preschool educational institutions, as well as the development of the child and his readiness for general primary education. is being taken into account. Practical work is being carried out on the path of modernization of preschool education. Thus, scientific and methodological foundations for the education of preschool children have been developed, and the preschool education system, operating in a new content and direction at the level of world standards, has been improved. However, there is no clear, systematic process for preparing children for school.

The topic "Psychological characteristics of the preparation of the younger generation for school in additional education" was chosen as the research direction due to the fact that the issue of improving the effectiveness of the psychological characteristics of the preparation of the younger generation for school in additional education has not been specifically studied on a republican scale.

It consists of developing scientific methodological recommendations based on the identification of effective technologies, modern requirements, criteria and factors determining its quality and effectiveness for preparing preschool children for school. The comprehensive preparation of children for school requires pedagogical knowledge and skills from educators. For this reason, it is appropriate for educators



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to use the pedagogical ideas of Eastern and Western scholars in the educational process, because the theories they developed provide detailed information about the development of preschool children. Having studied and analyzed sources on the mental development of preschool children, we became convinced that the pedagogical and psychological theories developed throughout history have not lost their relevance to this day.

Indeed, in antiquity, great philosophers advanced scientific views on the psyche and development of the child. The famous philosopher Heraclitus expressed the idea that the child's soul is initially "moist and dry", gradually turning into "fire". Under the influence of education, the child learns to think, reason, and the ability to think emerges in him. Heraclitus first expressed his opinion about the development of the heart in a child, he linked development with thinking, comparing and equating mental development with intellectual development. According to the theory of mental development, the formation of a child's personality occurs as a result of the development of emotional and volitional qualities, as well as intelligence. In the process of preschool education, along with providing children with intellectual education, it is necessary to prepare them for school education from a volitional and emotional point of view. Children are stepping stones to school education, and their personal qualities, self-awareness, and self-management skills are also being formed. The development of the child's personality and the formation of moral and social behavior in him were founded by the Greek scientist Protagoras. According to him, in society there is a concept of good and evil, virtue and ignorance. Therefore, it is necessary to influence the child's personality, conduct communication in a moral context, and form skills and abilities to overcome life's difficulties. The purpose of such influence, in his opinion, is not only to improve moral standards in a person, but also to help him adapt to the social conditions in which he lives.

The main goal and driving force of the reforms being implemented in the republic are the creation of conditions and effective mechanisms for the harmonious development and prosperity of man in all aspects, the realization of personal interests, and the transformation of outdated thinking and social behavior patterns. Building a comprehensive system of personnel training based on the rich intellectual



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heritage and universal human potential of the people, as well as on the achievements of modern culture, economics, science and technology, is an important condition for the development of Uzbekistan. The National Personnel Training Program is designed to implement the national model of personnel training, create socio-political, psychological-pedagogical and other conditions for the conscious choice and subsequent thorough mastery of the educational and professional program, which is fully developed and adapted to life in society, in accordance with the provisions of the Law of the Republic of Uzbekistan "On Education", It is aimed at educating citizens who feel their responsibility to society, the state and the family.

Preschool education ensures the healthy, all-round development of the child, instills in him a desire to study, and prepares him for regular education. Neighborhoods, community and charitable organizations, and international foundations actively participate in realizing the goals and objectives of preschool education. To develop preschool education, it is necessary to implement the following:

- Preparation of qualified educators and teachers in the priority area;
- Search and introduction of effective psychological and pedagogical methods of preschool education;
- Ensuring the organizational, psychological, pedagogical and methodological aspects of raising children in the family;
- Development and use of modern educational and methodological materials, technical means, toys and games;
- Creating conditions for the moral and ethical education of preschool children based on the rich cultural and historical heritage of the people and universal values;
- Creating the possibility of selecting programs in various options for various types of preschool educational institutions, providing qualified consulting services on all issues of preschool education;

The Regulation on Preschool Education in the Republic of Uzbekistan places special emphasis on preschool education, considering it the initial type of the continuous education system, and is organized on the basis of the requirements of the Law of the Republic of Uzbekistan "On Education" and the "National Program for Personnel Training". Preschool education is carried out in the family until the child reaches the



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age of 6-7, as well as in state and non-state non-governmental preschool educational institutions. The main tasks of preschool education are defined as follows:

- To educate children intellectually, spiritually and morally on the basis of the rich national, cultural and historical heritage of the people and universal values;
- To form national pride and patriotic qualities in children;
- To form the need for knowledge and the desire to study in preschool children, and to prepare them for the educational process in a regular manner;
- To develop children's thinking, to form the skills of independent and free expression of their thoughts.

Preschool and kindergarten groups of children of the same age, as well as children of different ages, may be admitted to preschool educational institutions. The number of children in groups is determined as follows:

- From 1 to 2 years old - 10.
- From 2 to 3 years old - 15.
- From 3 to 6-7 years old - 20.
- In groups of different ages - 15.

Preschool educational institutions are organized taking into account the demographic, socio-economic and other characteristics of the territories. The organization and closure of preschool educational institutions are carried out in accordance with the Law. Preschool educational institutions are divided into the following types depending on their areas of activity:

- Nursery school, children's preschool, children's preschool, children's preschool (both as an independent institution and as a branch);
- Kindergarten school;
- Preschool educational institution that develops students in one or more priority areas (in terms of language learning, artistic aesthetics, sports and other areas);
- Specialized preschool educational institution, which prioritizes the elimination of deficiencies in the physical and mental development of students;
- Health-improving children's MTC, where sanitary-hygienic, preventive and health-improving measures and procedures are implemented as a priority;
- Mixed preschool educational institution;



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The type of preschool educational institution is chosen by parents. The procedure for admitting children to preschool educational institutions, transferring them from one institution to another, and expelling them from the institution is determined in accordance with the procedure established by the Ministry of Public Education in state institutions, and in non-state preschool educational institutions, by the Charter of the institution. The organization of special preschool educational institutions or groups for children with intellectual and physical developmental disabilities is also specified in the Regulation on preschool educational institutions. As in any other field, in the pre-school education system, only persons with knowledge relevant to pre-school educational institutions, professional training, and high moral qualities have the right to engage in pedagogical activity. The state bodies responsible for managing education are responsible for training, retraining and improving the qualifications of pedagogical personnel, and maintaining the quality of their profession at a competitive level. The educational and pedagogical tasks of preschool educational institutions are determined by the Ministry of Public Education in accordance with state requirements for preschool educational institutions. It provides conditions for the introduction of advanced pedagogical and information technologies, new curricula, methodological manuals, and didactic materials recommended by specialists. The relationship between teaching staff is built on the basis of cooperation, democracy, respect, and acknowledging the value of the individual. The main goals and objectives set out in the Concept of Preschool Education of the Republic of Uzbekistan will be determined by the implementation of the content of new curricula written for preschool educational institutions. Based on the psychological and ethnopsychological characteristics of the child's development in a preschool educational institution, it is necessary to prioritize moral, aesthetic, musical, artistic, and physical education in the education system, and not to make grammar such a compulsory subject. In this way, tasks and methods are determined and developed based on the goal.

After gaining independence, our state has carried out fundamental reforms in all spheres. In particular, fundamental reforms have been implemented in the field of education. The Law "On Education", the National Program for Personnel Training and other laws in the field of education are clear evidence of this. The goal of these



is to educate a mature, well-rounded person who is necessary for our state and to create opportunities for them to find their place in society. Of course, it is argued that it is appropriate to start these good deeds from the family, which is the first link in education, and from pre-school educational institutions. Therefore, it is necessary for us to pay attention to the preschool education system first and foremost, and to enrich it with highly qualified specialists. Our ultimate goal is to educate our children in all aspects, to be well-educated, well-mannered, and morally upright.

In conclusion, we can conclude that the content of education for preschool children should consist of the following:

1. To guide the child in the process of development to enter into a relationship with the world of objects and phenomena in his environment.
2. It is precisely at this period that children form labor and cultural skills, develop speech and communication, and form the first buds of social morality and aesthetic feelings.
3. Considering the great role of interest in the mental development of children, encourage them to engage in some activity, although interest is a kind of need.
4. Ensuring that children perform practical actions through play activities and forming skills.
5. Effectively organizing musical education, which is one of the types of artistic and creative activity in the mental development of children aged 3-7.

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