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PSYCHOLOGICAL FEATURES OF THE CHILDREN'S TRANSITION FROM KINDERGARTEN TO SCHOOL EDUCATION

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ABSTRACT

This article describes the psychological features of the child's transition from kindergarten to school. The transition to compulsory education, as opposed to free leisure activities. A child's playfulness, inability to be independent and very low level of emotional and social development prevents him or her from being ready for school. Such children cannot find their place among their peers and peers. Moral, volitional readiness for school A child's moral behavior at the end of childhood, moral behavior and a new social point of view in the development of consciousness. A child's playfulness, inability to be independent and very low level of emotional and social development prevents him or her from being ready for school. Such children cannot find their place among their peers and peers.

KEYWORDS: *Education, Speech, Psychology, Kindergarten, School, Education, Thinking, Play Activities.*

INTRODUCTION

The effectiveness of teaching children in school depends to a large extent on their level of preparation. Preparation for school education is an important outcome of education and upbringing of a child of preschool age in preschool institutions and in the family. The level of readiness of a child for school education is determined by a set of requirements for school. The

peculiarity arises from the new socio-psychological role of the student, the new tasks and responsibilities that he must be prepared to perform. Admission to school is an important period in the life of a child due to changes in the system of relationships with others. For the first time in a child's life, socially important learning activities take center stage. Unlike the usual free play activities, education is now mandatory and requires four serious attitudes from the first grader. As the leading type of educational activity, the child rebuilds his daily life.

Any educator can determine a child's readiness for school without using any tools. Some parents also know approximately how healthy, agile, independent, intelligent, ready to learn a kindergartener is. Kindergarten educators have sufficient pedagogical, technological knowledge and experience to correctly determine each child's readiness for school. They should be able to rely on the requirements of the education and training program in the kindergarten. If the child develops normally in the preschool period, if there were no strong influences on his physical and mental development, then the child reaches 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 the specialist draws a conclusion about the level of readiness for study. A child's playfulness, inability to be independent and very low level of emotional and social development prevents him or her from being ready for school. Such children cannot find their place among their peers and peers. They need help in their daily activities: they cannot understand and perform assigned tasks independently; the fine movements of their hands are not well developed. Vocabulary richness, limited expression, poor memory, inability to generalize, etc. These are caused not only by the poor social status of the child, but also by hereditary factors, serious and complex diseases, minor congenital injuries, neuroses conditions also cause. The child begins to understand education as a responsibility to the whole country, to the participation of people in working life. Once a child is a student, he or she takes on a qualitatively new place compared to preschool age.

A distinctive feature of the education system is that the school system is constantly improving. School education requires from a first-grader not any special knowledge and skills, but more complex forms of mental activity, a higher level of moral will, the ability to control their behavior, and greater confidence than in previous years. The task of the educational institution is to prepare the whole system of educational work from children to study in a school that more fully meets the requirements of school education.

Preparing children for school education is, firstly, an educational work in preschool institutions that provides a high level of overall development of children of preschool age, and secondly, education that children should learn from primary school. Accordingly, in the psychological and pedagogical literature, the concept of preparation is defined as the development of the child's personality, and in two interrelated aspects to school, study, general psychological preparation and vaspecial. Considered in preparation.

The general preparation for school is an important result of the educational work of the kindergarten in accordance with the long-term goal of comprehensive education of preschool children.

Preparation for school is at such a level that the child has reached the level of mental, spiritual, volitional, aesthetic and physical development by the time he or she goes to school, which creates a new environment for the child's schooling and learning materials. The concept of

general preparation successfully summarizes important qualitative indicators in the mental development of a child going to 1st grade in terms of school education. Psychological preparation for school education is based on the child's aspiration to learn, the desire to become a student, a sufficiently high level of cognitive activity and thinking operations, the acquisition of elements of the child's educational activity, the will and social development. The whole complex of the child's psychological preparation for school includes the introduction of the child to the classroom, the conscious active acquisition of educational material in school, the fulfillment of a wide range of school responsibilities.

A child's special learning for school is in addition to his or her general psychological learning for school. It is determined by the child's availability of specific knowledge, skills, and competencies required studying academic subjects such as mathematics and mother tongue.

Intensive work in preschools on the development of the simplest mathematical concepts in children, the development of speech and preparation for literacy provides the necessary level of special preparation of children for school.

A child attending school must be prepared for a new way of life, a new system of interaction with people, active mental activity. He must have achieved a certain level of physical development in order to fulfill new serious responsibilities. In the context of the child's general readiness for school there are interrelated aspects, the most important of which are spiritual, mental, physical preparation. Moral, volitional readiness for school A child's moral behavior at the end of childhood, moral behavior and a new social point of view in the development of consciousness. Is characterized by the ability to actively acquire perspective and to build a relationship with the teacher, classmates on a moral basis.

The content of school, moral and voluntary training is determined by the requirements for the personality and character of the child, depending on the position of the student. The preparation for the implementation of these high requirements is carried out in the process of continuous, goal-oriented educational work with preschool children in preschool institutions and in the family.

In this regard, the child's ability to control his own behavior, which develops during the preschool years, is a conscious observance of the rules or the requirements of the educator, not to give in to nervousness, to achieve the goal. Demonstration of the ability to do the desired work to the end, which attracts, but distracts from the goal, and deserves this attention. The basis for the development of voluntary behavior in the future student The interdependence of causes is related to the voluntary, conscious aspirations of older preschoolers to overcome their current passions in the pursuit of spiritual goals. Naturally, preschool education. At this age, the child's behavior is not characterized by a high degree of voluntariness, however, it is important to establish a voluntary behavioral mechanism during this period to ensure the transition to a new type of behavior in the school.

Features such as independence, organization and discipline in the personal behavior of the child in the preparatory group are also important in the decision-making of pre-school moral and volitional training.

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