

THE PSYCHOLOGICAL ROLE OF PREPARING PRESCHOOL-AGE CHILDREN FOR SCHOOL EDUCATION

<https://doi.org/10.5281/zenodo.20603824>

Bazarbayeva Aynura Raximnazarovna

1st year of Master's degree

Nukus state pedagogical institute named after Ajiniyaz

(Republic of Karakalpakstan, Nukus)

Abstract

This article analyzes the challenges that preschool children face during their adaptation to an educational institution, as well as the work of a child psychologist in preventing these challenges.

Keywords

psychologist, adaptation process, psychological difficulties, challenges, working with parents.

As we know, a person's motor skills are formed throughout their life. This process is especially noticeable during the period when preschool children actively master simple and then more complex motor activities. The absence of essential motor skills in a child during this period can lead to various injuries (falls, dislocations, bruises, etc.). This situation is natural for preschool children, but in its essence, it is considered a very unpleasant phenomenon. In this regard, it is advisable to pay special attention to the development of coordination abilities and to provide a scientifically-grounded and clearly organized description of this process. The implementation of this task largely depends on a well-structured system of pedagogical observation that relies on objective criteria for assessing children's coordination abilities. The absence of such assessment criteria in the physical education system for preschool children highlights a problem in this area, and finding a solution to this problem is a pressing issue.

Today's schoolchildren are required not only to have precise knowledge but also the ability to think, to understand adults and classmates, and to coexist with them. Therefore, when a child starts school, what is more important is not the amount of knowledge they possess, but rather their readiness to acquire new knowledge, their ability to adapt to their surroundings and environment, and their capacity to independently analyze and act on events and phenomena. In recent

years, special attention has been paid to shaping the preschool education system and to renewing the content, forms, tools, and methods of education and upbringing. The state and society set the task of developing preschool-aged children based on a unified standard. Accordingly, based on the "State Requirements for the Education and Upbringing of Preschool-Aged Children," methodological work is being carried out to provide integrated education and upbringing for preschool children. It is important not only to teach a child something specific but also to increase their self-confidence, to defend their own ideas, and to form the skill of coming to a decision independently. In accordance with the Law "On Preschool Education in the Republic of Uzbekistan," a child receives preschool education at home, through education and upbringing freely provided by parents, or in kindergartens, schools, and mahallas through special groups or centers organized for children who attend continuously operating preschool institutions. Here, they have sessions 2-3 times a week. Parents are given the right to choose the form of preschool education. The transition of preschool-aged children to school education always brings about a number of rather profound changes in their lives, behavior, interests, and relationships. Therefore, it is necessary to prepare a preschooler for school education, whether in kindergarten or at home, by introducing them to relatively simple knowledge, concepts, skills, and experiences. Such an introduction helps to overcome the major difficulties of the adaptation period.

A child's adaptation to a preschool educational institution is a complex process that can be associated with many emotional and psychological difficulties. The adaptation process involves not only social interaction with peers, but also the need to change daily routines and schedules, and to master new rules of conduct and relationships. In this context, the role of a psychologist is not just important; it becomes crucial in making this transition as easy and comfortable as possible for both the child and their parents. This is because the fundamental voluntary actions associated with volitional processes begin to emerge in children at this age, starting from their time in kindergarten. However, impulsive actions are predominant in younger kindergarten-aged children. Many actions of a 3-year-old child are not based on their thoughts, but rather on their emotional state. For this reason, children at this age cannot force themselves to do any particular task. Psychological support during the adaptation process ensures the child is supported at all levels of interaction—with teachers, peers, and parents—thereby facilitating the child's successful integration into the new social environment.

Changes in the usual environment, separation from parents, and entering a new social setting create a number of anxieties for the child. The main problems that children face during the adaptation stage are as follows:

- Anxiety and fear when faced with new, unknown things;
 - Decreased self-confidence, leading to difficulties in communicating with children and adults;
 - A feeling of loneliness and difficulties in perceiving oneself as part of the group;
 - Conflicts with other children, which manifest as aggression or withdrawal.
- The psychologist must help the child manage these experiences by reducing levels of stress and anxiety.

A psychologist's techniques and methods for working with children: The psychologist uses various methods aimed at maintaining the child's emotional balance and developing their social skills:

- Play therapy is the primary method of working with children because, in play, a child can easily express their emotional states, feelings, and fears. It helps children articulate things they cannot express with words and assists in their internal development as they accept new realities.
- Articulation gymnastics and relaxation exercises help to relieve physical tension and anxiety, creating conditions for greater emotional freedom.
- Psychodiagnostics involves the use of various tests, questionnaires, and methodologies that make it possible to identify a child's emotional problems, such as their level of anxiety, tendency towards social isolation, and other related issues.
- Joint activities with children, where the psychologist teaches them group communication and cooperation skills, help to reduce stress levels and improve the overall atmosphere within the group.

Conclusion: The role of a psychologist in a child's adaptation to a preschool educational institution is a multifaceted and important job, which includes helping children overcome difficulties, supporting parents, and collaborating with teachers. Psychological support not only helps to normalize the child's emotional state but also creates favorable conditions for their further development. The effectiveness of a psychologist's work in this process depends on a multifaceted approach that includes diagnostics, correction, prevention, and counseling. This allows the adaptation process to be as easy and trouble-free as possible for all participants in the daily life of the educational institution. In this article, we have presented several exercises for identifying these cognitive processes, methods for studying children's school readiness, and game-based techniques. We believe that the effective use of

these exercises and methods would help to increase children's level of school readiness and contribute to their rapid adaptation to school.

REFERENCES:

1. Rasulova M., Abdullaeva K., Abduraxmanova Z. Bolalarni maktabga tayarlash dasturi va tayarligini aniqlash mezonlari. T. WzPFİTİ. 2002.
2. Klicheva Z., Xamidova A. Jas ayırmashılıq ha'm pedagogikalıq psixologiya. N. 2003.
3. Q.D.Tleumbetova Balalar psixologiyası hám psixodiagnostikası. T: Metodist nashriyoti. 2023
4. Е.М.Дружкова Психология детской адаптации.М.: Академический проект. 2005