

PREPARE CHILDREN IN SCHOOLS PEDAGOGICAL AND PSYCHOLOGICAL ISSUES

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Annotation: This article covers the pedagogical and psychological issues of preparing children for school education.

Key words: understanding a bit, managing a little bit, organic need, differentiation, intellectual need.

As the child reaches the kindergarten, he or she will undergo significant changes in his or her mental development. Since this time the independent activity of the child is beginning to intensify. The kindergarten has two forces that are necessary for the child to be able to work independently. First, it has a well-adapted movement apparatus, and secondly, a speech that can freely communicate with older people and little peers. That is why the behaviors, behaviors, interests and needs of children of this age are very different from those of kindergarten children. This, in turn, requires that children of kindergarten and pre-kindergarten also have adequate training. During childhood, all of the child's mental processes develop rapidly, causing significant changes in his or her relationship with the outside world. On the one hand, when a child reaches the kindergarten age, he is freed from the constant care of adults, moving away from them, and on the other hand, adult relationships become complex and multifaceted. The fact is that a small kindergarten boy slowly turns into an active member of a kindergarten group in a family, from an object that requires constant care and attention. Hence, from this time on, a person who is able to get rid of the need and help others in a certain way, with their responsibilities, tasks, interests and needs, becomes a community member.

The various needs and interests that arise in the mental development of preschool children are the motivations and motivations of children for one or another activity. It is well known that first-year children often have organic needs (such as eating, thirsting, sleeping) Children of kindergarten age are also beginning to develop their social and intellectual needs in addition to organic needs. For example: kindergarten children are very curious, even when they do not speak well. They do not rest until they are frightened, holding everything with their hands. Such curiosity of preschool children indicates that they have intellectual needs. Social intellectual and moral needs are clearly evident in kindergarten children. If a kindergarten child can only play with a toy for a long time, a kindergarten child (especially middle and senior group children) will not be able to tolerate it alone. They need to interact with older people and their peers. They are unable to meet their needs in a narrow family

environment, and begin to seek wider relationships. As a result, social relationships and activities of children of this age are constantly expanding. One of the strongest needs of kindergartens is the need to know everything. As the child's career grows, his or her needs for learning about the medium grow. This is due to the fact that the child has little experience of life. Everything seems to be new to the child, and the child is eager to learn. That is why they ask a lot of questions. The kindergarten environment plays an important role in the mental development of preschool children. Kindergarten, discipline and different types of training create conditions for harmonious development of high social, intellectual, moral and hygienic needs in children. From a psychology point of view, habits are of little value in nature. In other words, as a result of the repetition of various habits in daily life, our bodies become absorbed and become desperate. That is why parenting positive and useful needs in children means developing positive and useful habits in them. Strong positive habits (needs) developed during the preschool age will be maintained throughout one's life. There is a great deal of interest in the mental development of preschool children. Excitement, like need, is one of the factors that motivate a child to do something. Interesting, we mean, a special desire to get a deeper understanding of what is happening and what is happening. This means that interest is a complex quality of everyone involved in the cognitive process. Kindergarten children are not interested in everything. They are more interested in certain things and less interested in other things. But kindergarten-age children are often not as solid or strong as anything else in adults, and they often fall from one thing to another. In addition, the interests of kindergarten children are very scattered and superficial. They are only interested in those things and events, not the essence or results of these things and events. For this reason, children of kindergarten are usually unstable and have direct interests. The kindergarten needs to do a variety of activities, excursions, interviews and bookstores to promote sustainable children's interests.

Co-education, co-sleeping and eating together in the kindergarten will give them a sense of collectivism. Many are beginning to manifest the qualities of their collective lives, such as marrying a match or coordinating their actions in a task, sharing roles, and helping each other. However, it is important to remember that during the preschool age, a children's team is just beginning to form. In the process of strengthening the collective of children, their recent interpersonal relationships in the collective, such as interdependence and mutual support, play a major role and contribute to the mental development of children.

The versatility and richness of kindergarten life helps to expand and deepen children's learning activities. This changes the nature of such processes as basic cognition - cognition, imagination, memory and thinking. In preschool children, these processes are manifested in their play or activity. For example, younger children perceive it when they are engaged in something, remember what they have been doing before, and analyze and synthesize it. In kindergarten children, these basic cognitive processes are differentiated. A kindergarten child can perceive, visualize, remember, remember, and simply think about something or event, not only in the process of doing something or doing something, but in doing so. Therefore, these basic mental processes, especially thinking and speaking, develop rapidly during the kindergarten. Children begin to master the system of elementary concepts about

things and events in their relationships with adults."What?", "What to do", "What is needed" for children of preschool age. Many questions like these indicate that they are starting to think about the causes and events of the event. The feelings of kindergarten children are very strong. In addition, the feelings of kindergarten children become deeper and stronger. From the age of kindergarten children begin to develop the most common types of moral, intellectual and aesthetic feelings. From childhood, children develop both willpower and willpower. They begin to have the ability to consciously subjugate all their actions to a common purpose.

With the development of certain mental processes in kindergarten children, their personal and personal qualities begin to take shape. It is during this period that the basis of the child's correct and rational attitude to things and events in the external environment, as well as to himself, is formed. In addition, during the kindergarten age, the child's abilities develop rapidly and new needs and interests are formed. As a result of such development of the child's personality, the child begins to show the qualities of his character. What character traits a child develops in kindergarten are reflected in the child's school-age development and even in adulthood. Therefore, it is necessary to pay special attention to the formation of positive personal qualities in the child at another age. From an early age, children begin to intensively change the norms and rules of behavior. They are very interested in the evaluations given by adults to this or that behavior of theirs. So they are always trying to figure out what is good and what is bad, what is right and what is wrong. In such work, children should always be helped, their actions should be supported. But it is important to keep in mind that ethical norms and rules must be practiced in practice in their relationships with adults and their peers. Only then can it absorb moral norms and rules.

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