
Preparation of preschool child psychology and modern methods used in it

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ABSTRACT

This article describes in detail the quality of preparation of preschool children for school, as well as information about child psychology and innovative psychological methods that develop their potential.

Keywords: childhood, mental capacity, speech development, the emergence of thinking and imagination, imagery, innovative methods, role-playing games, Presidential Decree, "First Step" program. creative development.

Proper upbringing of preschool children and their quality preparation for school is one of the most pressing issues today. Because kids are still like navnihol. The same results will be obtained in the future as the seedlings are cared for from a young age. Therefore, guiding them in the right direction is one of the important tasks of parents, as well as educators of preschool institutions.

- Speaking about the education system, which is crucial in our lives, Abdullah Avloni has to repeat the wise words of our ancestor: education is a matter of life and death for us, - said the President. . "Regardless of the field, we cannot achieve any change and a prosperous life without training modern specialists." The training of such personnel, the nation's healthy gene pool, begins with the pre-school education system.

It is not difficult to see the difference between the level of thinking of a child in

kindergarten and a child who did not go to kindergarten.

That is why we have started a big work on raising the issue of reviewing the pre-school education system to the level of public policy. If we do not do this carefully, it will be difficult to achieve quality changes in the entire education system, to ensure the continuity of education, - said the President of the Republic of Uzbekistan Shavkat Mirziyoyev.

Indeed, a child's success in school depends not only on his mental and physical preparation, but also on his personal and socio-psychological preparation. A child coming to school must be ready to take on a new social status - a student with different responsibilities and different requirements. Personal and socio-psychological training in school also includes the development of children's ability to interact with peers and teachers. Every child needs to be able to join the children's community, to work with them, to be able to take sides in other situations. These features allow the child to quickly adapt to new school conditions. The main difficulty in teaching 6-7 year olds is that they are often unable to listen to the teacher for long periods of time. They cannot concentrate on learning activities for long. This is due not only to the fact that children of this age do not develop voluntary attention, but also to the fact that the child is able to communicate with adults.

During this period, children begin a new personal life, first in the field of cognition, and

then in the field of emotional motivation. The creative process begins at a pre-school age. Creativity is mainly reflected in children's design games, technical and artistic creativity.

Younger students are children between the ages of 7-8 and 10-11, who are primary school students. During these years, the child's life and activities change significantly. Consequently, there will be significant changes in their psychology. A child's entry into school is a turning point in his or her life.

Because as soon as a child enters school, the main activity in his life becomes reading. Reading is a student's social duty. In fact, preschoolers are becoming more and more aware of the news in preschool. This is a source of knowledge of different content. As a result of mastering, the child's scope of knowledge expands, mental processes develop, and at the same time, the child's emotional and volitional characteristics begin to regenerate and develop. In particular, the learning process places new demands on a child's intuition, perception, thinking, imagination, speech, and attention.

A child develops different relationships with those around him, and different motives underlie these relationships. All of this organizes a child's individuality, transforming him or her into a person who differs from other children not only intellectually but also morally motivationally. Preschool children are characterized by major changes in their personal development, such as their personal qualities, successes and failures, and self-awareness.

At present, the Preschool Educational Institutions of the Republic of Uzbekistan pay special attention to the preparation of children for quality school education. The President of the

Republic of Uzbekistan Sh.M.Mirziyoyev states that "Modern pre-school education plays an important role in bringing up a healthy and harmoniously developed generation." Resolution of the President of the Republic of Uzbekistan dated September 30, 2017 No PP-3305 "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" and December 24, 2016 No PP-2707 Measures to further improve the system of preschool education in 2017-2021 According to the Resolution of the Cabinet of Ministers No. 929 of November 21, 2017, the implementation of the "First Step" program in the educational process, the role of methodological support and methodological assistance in the full development of the program was determined. Under the First Step program, special attention was paid to the role of the educator in the organization of work in all age groups and general groups.

In particular, the structural reform of the pre-school education system has been given the important task of ensuring full coverage of children in these institutions. It is gratifying, of course, that this is being done enough today.

Thus, based on the analysis of the psychological literature, the following are some of the characteristics of preschool children:

1. The child is interested in the activities of people, their attitudes and interactions with objects.
2. Children's role-plays also reflect the most strong-willed, passionate emotions of the events around them.
3. In role-playing games, children put their desires into practice, feeling that they live in the same conditions and on the same ground as adults.

According to the great psychologists A.Vallen, J.Piaget, L.S.Vigotsky, S.L.Rubinstein, A.N.Eontev, B.G.Ananev, D.B.Elkanin and others, the most necessary conditions for role-playing in childhood are formed.

In short, a variety of modern innovative methods, role-playing games are the most important activities of preschool children, as if they perform all the tasks and tasks of adults in such a game. Therefore, in the conditions created specifically for play activities, they try to reflect social events, family events, and interpersonal relationships in a generalized way. Children use a variety of toys to visualize the characteristics of adults' lifestyles, emotions, interactions and communication, and their attitudes toward themselves and others, and the environment.

However, it should be noted that such games, which cover the events, do not appear all at once, but as a result of a council of imaginary images. First of all, the psychology of preschool children plays an important role in this.

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