

The Process of Preparation for School in Foreign Countries and in Uzbekistan and its Main Issues

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Annotation: The miraculous book of the Muslim world, the Qur'an, the Hadiths of Muhammad-alayhis-salom, the Avesta, and the perfect human education created by our scholars in their time, such as al-Beruni, al-Farabi, Abu Ali ibn Sina, and Alisher Navoi, their scientific-theoretical heritage of the issues of education has not lost its significance even today.

Keywords: Uzbekistan, Foreign, philosopher, philosophy.

The great thinker of the East, philosopher al-Farabi analyzes the issues of upbringing the younger generation and the psychological and physiological problems associated with them as a necessary part of philosophy, and were able to show that they were in favor of the study of man as a comprehensive whole and closely interrelated sections. According to him, "The human body, brain, and sense organs have existed since birth, but mental knowledge, psyche, spirit, mental and moral senses, character, religion, customs, knowledge, other external environment, other people, and so on, man acquires them through his activities, achieves them. His mind, his thoughts, will be perfect example of spiritual success. Man develops his knowledge, his intellect, and then reaches the science of the creation of beings".

Abu Ali Ibn Sina's views on education are reflected in many of his works. In particular, many narrations about the early start of educating a child and in accordance with the views of Ibn Sina have been passed down from generation to generation among our people, and even today the individual approach to teaching and upbringing, taking into account the child's abilities, mental abilities "It is necessary to teach based on the talents and abilities of each person, otherwise education and upbringing will not produce the expected results," he said. Ibn Sina's Tadbiri al-

Manozil describes the basic methods of upbringing and describes the idea that if a child can introduce family upbringing correctly and apply it appropriately, he will quickly achieve his happiness in life.

Over the past 15-20 years, foreign and domestic experts in this field, psychologists and pedagogical scientists have been expressing their views on "school readiness". The issue of preparing children for school is multifaceted, it is a process that covers all areas of a child's life, common tasks. In the past, the age of children enrolled in school was not specified, with some parents sending their children at the age of 5 and some at the age of 6-8, it also accepts their children into schools by age or by referral.

In ancient Greece, children's reading activities began at the age of 7, and children were educated in schools that taught them the basics of reading, arithmetic, music, and song. It was during this period that the great philosophers Plato and Aristotle were among the leaders, outlined ideas about "at what age"? and "what should children be taught"? According to Plato, children should be admitted to school at age 7. The main thing is that children under the age of 7 should be involved in various physical and mental exercises under the guidance of special coaches. Such exercises emphasize the need for special attention and study as the most effective means of educating children to prepare for school.

Aristotle was one of the first in the history of pedagogy to suggest that, based on his observations and the development of children, they were conditionally divided into the following ages:

- 1) Period up to 7 years;
- 2) Period from 7 to 14 years;
- 3) Period from 14 to 21 years.

According to the philosopher, the division of childhood into periods should be accompanied by its development. Therefore, and depending on the development of the child, the fact that the child participates in exercises on the subjects taught in school from the age of 5 shows that at the age of 7 he should go to school.

From the second half of the last century, the focus on scientific and theoretical research on the preparation of children for school education abroad has increased. They contain a wealth of theoretical and practical experience and valuable resources on children's schooling.

In the late 19th and early 20th centuries, a number of scientific theories and divisions emerged in Western European countries and the United States based on experiments related to the psychological properties of man. Despite various studies of people close to the human psyche, these theories have to some extent made a worthy contribution to the development of the science of psychology. The scientific research and experiments of E. Meyerman, S. Khall, K. Bukhler, E. Klaared, P. Yana, J. Piaje, A. Vallon, D. Bruner and a number of other scientists have a worthy place in science.

American researcher D.E. Evensti says that all researchers involved in the upbringing and education of preschool children, directly or indirectly, have conducted specific research on this issue and achieved relevant results.

Basically, these are indicators of the development of their own desires, which are part of the psychological preparation for school, relying on education in the first grade.

The analysis of psychological readiness for school should be carried out primarily to prevent unwanted mental development of the child. If the analysis is done directly before the children go to school, it is important to understand why child psychologists are doing this.

The purpose of a school readiness analysis may be to:

- reading to understand the peculiarities of children's psychological development in order to identify a special approach to them in the educational process;
- to determine the purpose of carrying out developmental work with children who are not ready for school education to prevent them from mastering and adapting in school;
- divide future first graders into classes according to their "separate developmental space," allowing each child to develop a program that is comfortable for him or her;
- delaying unprepared children for school for one year. This applies mainly to children aged six years and older.

Psychological research shows that learning at age seven should be done only after the child is ready for school. Conversely, the education of six-year-olds has a great impact on their mental development. For six-year-olds who are not ready for school, special psychological developmental issues need to be addressed before school programs.

Deferring children who are not ready for school for a year. This only applies to children under the age of six.

The issue of a child's readiness for school education is not new today, and scientific research on this issue has been conducted by foreign psychologists K. Irasek, L.I. Boyovich, S.L.Vygotsky, E.E.Kravtsova, N.G.Salmina and others. According to the program tasks, there are 3 main aspects of a child's readiness for school.

1. Intellectuality
2. Motivation
3. Sociality

At present, our country has an effective scientific and theoretical research on the psychological, motivational and intellectual issues of preparing children for school. In this regard, it should be noted that the research conducted by T. Koriniyaziy, S. Rajabov, PI Ivanov, M. Vohidov, MG Davletshin, Egoziev, B. Kadiov, G. Shoumarov, VM Karimova, R. Gaynutdinov, R.

Sunnatova, A. Jabbarov, K. Tleumbetova and others is based on modern methodological principles.

M. Zufarova effectively carried out the first research work on the problems of psychological preparation of children for school education in the country. The author draws appropriate conclusions based on the results of her research: "It is necessary to teach a child to read and write, to compose words from letters, but it is better to do it in the right way. And retraining is more dependent than initial training". Therefore, it is not necessary to teach children to read and write with special training. Instead, shaping a child's physical movements, drawing on them, and applying them is one of the targeted methods of preparing for writing.

Parents should pay attention to the following when preparing their children for school:

1. A child coming to school must know his or her name, his or her parents' name, and his or her age. He also needs to know where they work;
2. Expanding children's general understanding of school, fostering their love of books;
3. Focus on the child's correct pronunciation of sounds and words. Teach to distinguish sounds, to distinguish sounds by syllables, to read by syllables, to develop hearing and perception;
4. Develop the ability to be kind to adults and family members;
5. Introduce the child to such concepts as left-right, top-down, far and near, and teach them to follow the day's agenda;
6. If a parent knows how to teach children to read and write 4-5 letters, it is important to prepare the child for school. While this may seem daunting to parents, it becomes the foundation of effectiveness in day-to-day operations.

Parents care about their children's future. At this stage, if they follow the above requirements, of course, their dreams of the future will easily come true.

Only then will the child be ready for school. The rest of the process stays the same throughout the literacy process," he said.

Sh.A. Dostmuhammedova is the main subject of the author's research on the study of psychological features of pedagogical assessment in the educational process of six-year-old children. Sunnatova R.I. studied the diagnostics of mental development of 4-5 year old children and made relevant conclusions. In their study, F.S. Ismagilova and Z.T. Nishonova commented on the problem of creative abilities and described the size, forms and stages of mental abilities. Z. T. Nishonova's research is aimed at studying the properties of methods and ways of developing mental abilities in high school students. At the same time, a method of teaching students' thinking strategies was developed, and recommendations were developed to improve the methods of mental capacity of schoolchildren.

Currently, not only scientists and researchers, but also practical psychologists, teachers and educators have done much to prepare children for school and study their mental development. Including Sh. R. Barotov, M. A. Norbasheva, G. Tolaganova, H. Ruxieva, Sh. Usmanova, D. Mirzajonova and other researchers with their research contribute significantly to the preparation of children for school in the republic, the study and development of their intellectual development potential.

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