

PSYCHOLOGICAL ASPECTS OF DEFINING A CHILD'S READINESS FOR LEARNING

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ABSTRACT

This article highlights the psychological aspects of preparing a child for elementary education, the formation of the child's cognitive motivations, the interest, the essence of the preparatory tests for the learning process, the problem of psychological preparation of the child for school education, actions.

Keywords: Curiosity, preparation for the learning process, psychological training, motivation, learning, behavior, test, parenting.

INTRODUCTION

One of the most important issues that determines the present and tomorrow's life in our country is the training of highly qualified professionals with high spirituality, independent thinking in public and political life.

In this case, the teacher learns by looking at each student individually, by asking him appropriate and appropriate questions (in the context of the topic or its complementary, non-exhaustive content), taking into account his / her interests and listening to the student's answers. At the next level, that is what the learner's activities are based on targeting. It is only by examining the nature of the internal and external motivation of each student's learning activity that one can properly evaluate the learner's performance. It helps the child to develop learning motivations.

MATERIAL AND METHODS

In fact, interest covers a wide range of concepts.

Therefore, there is an urgent need to examine the emerging or emerging interest of learning in several components and types. A. K. Markova notes that interest can be divided into such types as: Planner, Effective, Meaningful, Effective, Cognitive Transformation.

Interest (lat. Interesum - to be important) is an individual's personality that is active and stable, to know, to know something. Interest varies depending on content, size, depth and stability. Passion is one of the key factors in the success of any activity.

This path is based on persuasion, influence, explanation, information, and modeling techniques. In this process, the community, the social environment and the ideas, traditions, conditions, and the environment in which the learner lives and operates play an important role. When a student's parents, neighborhoods, peers and other community members understand the meaning of knowledge and education as a vital necessity, his / her focus on education becomes stronger. In this way, a positive attitude towards the role and place of education in society and the social life of the student is formed and begins to be taken seriously, in other words, his or her strong interests.

RESULTS AND DISCUSSION

The problem of psychological preparation of a child for school education may vary depending on the course of action and the working conditions.

Particularly favorable conditions occur during the April-May inspections in kindergartens. As a result, the child's mental development card will be filled out and handed over to the school psychologist for keeping with the medical card.

Examination time (April - May) is equally important in kindergarten - regardless of school. The point is that by this time, the prospective first-grade 6-year-old will be 5 years and 6 months. In particular, it is not possible to conduct the recommended screening program earlier.

It is advisable to have a prospective freshman in kindergarten. This is because the child is in the environment in which he or she is adapted. Thus, the excitement of the so-called "exam" in school admissions is minimized.

The kindergarten can be administered during one admission, and if the child is too slow and tired too soon, it can be done during two admissions. Even in school, it is advisable to divide the examination into two parts so that children do not get tired.

Almost all investigations are carried out, both first and second. Except for the method "House" and "Intelligence", or "Determine the dominance of game motives". Parents do not participate in this process so as not to distract the child. Parents' involvement is encouraged when performing other tasks, such as choosing a child for school, especially for a gymnasium or a lyceum. Parents may not object to their child's failure to meet or enroll in school unless he or she sees that their child has been given complex tasks or asked simple questions. Later on, the testers will use the "Booth" and "Event Mode" techniques.

The second round of screening for children in a sophisticated curriculum will be conducted with a small subcommittee. Parents are their children

They sit next to him at a certain distance to see, hear, and not interrupt. The psychologist works with the child. Upon completion of the investigation, the selection committee will announce the decision to all parents of this age based on the results of the interview. If the examination is not intended to select children for admission, but to learn about their mental development, there is no need for the commission to participate in the second phase of the examination.

During the interview, it is important to establish a friendly relationship with the child. All tasks should be taken by the child as a play. The play environment helps the children stay calm and relaxed. If the child is anxious and afraid to respond, the experimenter should provide emotional support. He must always tell him that he is doing everything right and well. When all tasks have been completed, parents will be advised on how to better prepare their child for school during their remaining time, if necessary.

The results of an investigation to determine the psychological preparation for school should be recorded on the child's mental development card. The card for school psychological preparation is detailed in the book *School Psychological Service*. The first page contains general information about the child, name, date and date of birth, family information, and class. Then is the table "Information about child labor packages".

This schedule will be completed during the school year.

The table has the following headings:

1. Date.
2. Causes of investigations or other types of work.
3. The purpose and result of the event.
4. Subsequent matters.

Then there are the sections with clear results of work with the child:

1. Information about the peculiarities of development education - early education.
2. Health information.
3. Information about diagnostic (diagnostic) works (methods, results).
4. Information about psychocorrection and developmental work.
5. Information about the work carried out in collaboration with the teacher (a written copy of the interview with the teacher, their description of the child, the psychologist's recommendations, the analysis of the results of joint decisions, decisions and recommendations).
6. Information about working with parents (interviews with parents, recommendations of psychologist, results and analysis of implementation of joint decisions).
7. A copy of the psychologist's conclusions about the child to third parties.
8. Expert opinions from non-child psychologist questions.
9. Additional information.

It is desirable to encrypt the card so that psychological information is not disclosed. In this case the first sheet with general information is stored separately. Like other pages of a psychological card, it also contains a key and cipher, which is stored in a psychologist. Administration and educators may use the information provided on the card only in consultation with the psychologist. In connection with the transfer of the student to another educational institution, the card may be issued to the psychologist of that institution.

CONCLUSIONS

The purpose of the child's psychological screening for admission is to identify the children who need special development work. In this context, the psychological card should fill in all the columns that reflect the child's development and determine the development plan to be developed. If a psychologist identifies a child who is more advanced than his or her peers, the same requirements apply when filling out the card. It should be emphasized that the individual student needs an individual approach so that the secondary school curriculum does not adversely affect the pace of its development.

We reiterate that the meaning of school readiness is not to identify those who are not ready for education, but to provide a particular attitude to the student in education.

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