



PSYCHOLOGICAL AND PEDAGOGICAL PREPARATION OF PRESCHOOL CHILDREN FOR SCHOOL AND ITS ROLE IN THE SUCCESSFUL ADAPTATION OF FIRST-GRADERS

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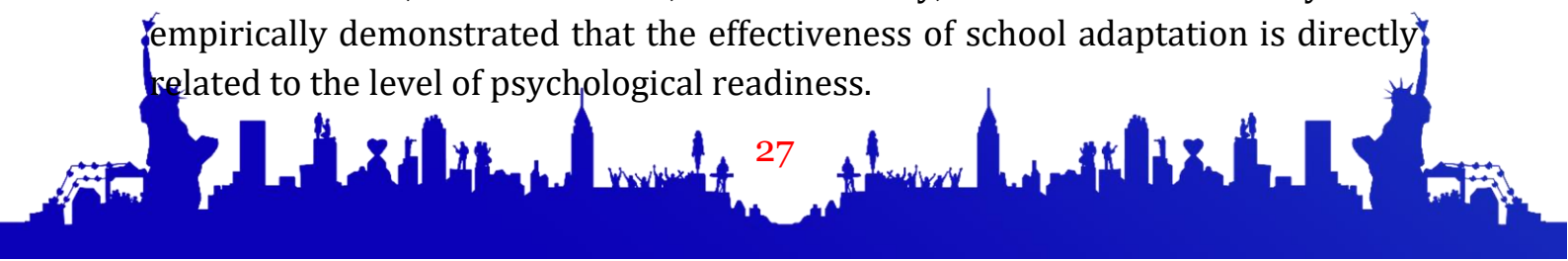
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Abstract/Introduction (Relevance). Modern socioeconomic integration, ongoing educational reforms, and globalization processes place new requirements on the continuity between primary education and preschool training. The transition from a preschool educational organization to a school environment requires children to adapt not only academically, but also psychologically, emotionally, volitionally, and socially. During this period, a fundamental turning point occurs in a child's life: play, as the leading activity, gives way to systematic and mandatory learning activities. Consequently, a new social role—the status of a "pupil"—emerges, bringing with it new duties and interpersonal relations.

As the renowned psychologist L.A. Venger stated: "Being ready for school does not mean knowing how to read, write, and count; it means being ready to learn all of these." However, in modern educational practice, many parents and educators primarily focus on early academic training (reading, writing, and arithmetic), often neglecting psychological readiness and the development of the child's emotional-volitional sphere. This oversight leads to significant psychological stress, psychosomatic tension, and maladaptation among first-graders. Therefore, providing scientifically grounded psychological and pedagogical preparation for children and ensuring a smooth adaptation process remains one of the most urgent issues in contemporary educational psychology.

Literature Review. The problem of preparing children for school and the characteristics of their adaptation have been extensively studied by prominent scholars in psychology, including L.I. Bozhovich, L.A. Venger, L.S. Vygotsky, Sh.A. Amonashvili, A.V. Zaporozhets, R.S. Bure, and D.B. Elkonin. Researchers such as M.M. Bezrukikh, E.E. Kravtsova, A.V. Petrovsky, and Ya.L. Kolominsky have empirically demonstrated that the effectiveness of school adaptation is directly related to the level of psychological readiness.





Research Aim: To theoretically and practically substantiate the structural components of psychological and pedagogical preparation of preschool children for school, and to reveal its role in the successful adaptation of first-graders.

Methodology and Methods. The research utilized personality-oriented and activity-based approaches. Diagnostic tools for assessing the mental development level of 6–7-year-old children (methods by L.A. Venger, S. Strebel, and J. Jirasek), questionnaires for parents and educators, and psychological consultation techniques were employed.

Results and Discussion. Psychological and pedagogical readiness is not merely a collection of knowledge and skills, but a complex set of psychological structures emerging in a child's cognitive and personal development. It is determined by the development level of three main components:

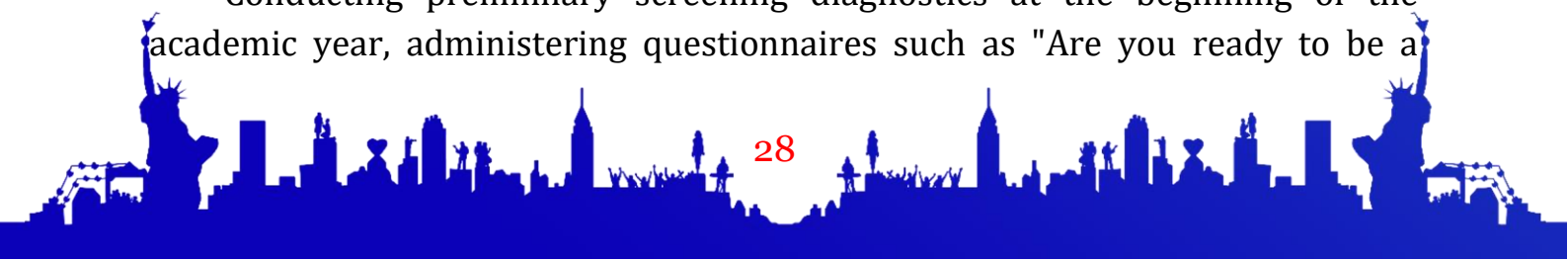
Personal (Motivational-Emotional) Readiness: The child's readiness to accept the social position of a "pupil." As described by L.I. Bozhovich, during the crisis of 6–7 years, an "internal position"—the awareness of one's social "Self"—is formed. A psychologically prepared child strives for school not for its external attributes (backpack, notebooks, pens), but for acquiring new knowledge (predominance of cognitive motivation). Additionally, this component includes the voluntariness of behavior and emotional self-regulation.

Intellectual Readiness: Evaluated by the development level of the child's cognitive sphere. It encompasses developed imagination (both symbolic and creative), visual-figurative and logical thinking, voluntary attention, semantic memory, and speech culture. The key indicator of intellectual readiness is the ability to identify a learning task and turn it into an independent activity goal.

Social-Psychological (Communicative) Readiness: The ability to establish positive relationships with peers and teachers. A child must integrate into the classroom collective, cooperate in joint learning activities, reach compromises, and follow group rules.

The process of school adaptation can last from 2–3 weeks to 6 months, depending on the child's individual characteristics. During this period, children experience significant physical and emotional stress. Studies demonstrate that systematic cooperation between the preschool educational organization and the family plays a decisive role. While the family lays the foundation for self-esteem and emotional stability, the educational institution systemizes these skills and teaches teamwork.

Conducting preliminary screening diagnostics at the beginning of the academic year, administering questionnaires such as "Are you ready to be a





parent of a first-grader?", and carrying out a comprehensive evaluation of "school maturity" at the end of the year serve to prevent adaptation crises effectively.

Conclusion. The psychological and pedagogical preparation of children for school is a multi-stage complex process that ensures a smooth and painless transition from play activity to learning activity. Equal attention to personal, intellectual, and social-psychological readiness, combined with continuous cooperation between families and educational institutions, serves as the primary guarantee of first-graders' successful adaptation to the school environment.

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