



The Significance of Moral Qualities in Preparing Preschool Children for School

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Abstract: The article provides a theoretical substantiation of the pedagogical and psychological aspects of the moral and volitional preparation of preschool children for school, analyzes the views of scientists, teachers and psychologists. It also emphasizes the importance of nurturing such traits as independence, organization and discipline in the personal behavior of a preschooler.

Keywords: preschool institution, school, training, ethics, willpower, independence, organization, discipline.

Introduction. The pedagogical process in the preschool is aimed at the comprehensive education and development of preschool children, at their physical, mental, spiritual and aesthetic development. The implementation of these tasks is ensured in the pedagogical process through various types of children's activities - playing, household, labor, educational, everyday artistic activities, etc. They serve as a means of shaping the personality of a child of preschool age and at the same time are the content that children learn. Development and implementation of new mechanisms for a comprehensive assessment of the activities of preschool educational organizations, as well as the development and readiness of the child for general primary education in the "Concept for the development of the system of preschool education of the Republic of Uzbekistan until 2030", approved Decree of the President of the Republic of Uzbekistan no PK-4312 dated May 8, 2019 is aimed at achieving. Efforts are being made to modernize preschool education. In this regard, scientific and methodological foundations for teaching preschool children were developed, the system of preschool education was improved, working in a new content and direction at the level of world standards.

Modern schoolchildren need not only clear knowledge, but also the ability to think, understand adults and classmates, and cooperate with them. Therefore, when a child enters school, it is more important not just how much knowledge he has, but his readiness to acquire new knowledge, the ability to adapt to the environment, independently analyze and act in accordance with ongoing events.

The effectiveness of teaching children at school largely depends on the level of their preparation. Mental readiness for learning at school is an important completion of the upbringing and education of a child of preschool age in kindergarten and in the family. This is determined by a set of school requirements for the child. The peculiarity of these requirements stems from the new socio-psychological position of the student, new tasks and duties, for which he must be ready. Despite the fact that the problem of preparing preschoolers for school is comprehensively studied by teachers and psychologists, it is considered from different positions and is covered in different aspects.

Literature analysis and methods. Entering school is an important period in the life of a child, associated with a change in the usual way of life, relationships with others. For the first time in a child's life, educational activities of social importance occupy a central place. Unlike the free play activity that he is used to, now training will be mandatory and 4 serious relationships will be required

from the first grader. Being the leading type of educational activity, it reconstructs the daily life process of the child: the daily routine changes, the time for free games is reduced. The requirements for independence and organization of the child, his diligence and discipline will seriously increase. In relation to preschool age, the personal responsibility of the student for his behavior and the fulfillment of his duties increases significantly.

Accordingly, in modern psychological and pedagogical literature (A.V. Zaporozhets, L.A. Venger, G.M. Lyamina, G.G. Petrochenko, T.V. Taruntayeva, etc.), the concept of preparation is defined as the development of the child's personality. Psychologist J. Locke believes that the child's psyche is formed only during his life. He attaches great importance to education. The knowledge and ideas of adults are not given to them in finished form, they are the result of upbringing and are formed as a result of the intellectual and spiritual attitude of adults to the child. Locke comes to the conclusion that all human knowledge is gathered on the basis of emotional experience.

A child attending school must be prepared for a new way of life, a new system of interaction with people, active mental activity. He had to reach a certain level of physical development in order to take on new serious responsibilities. According to psychologists L.I. Bojovich, L.S. Slavina, N.G. Morozova, A.A. Lyublinskaya, L.A. Wenger, it is important to instill in preschool children an enthusiasm for learning, interest, a desire to learn and follow school rules, to form a positive attitude towards school, an interest in books, a stable academic interest among students and adapt to academic work, this is an important basis for the formation responsible attitude.

Results. In the content of the general readiness of the child to study at school, several interrelated aspects can be distinguished, the most important of which are spiritual, volitional, mental and physical preparation.

Ethical and volitional readiness to study at school allows the child, by the end of preschool childhood, to actively assimilate a new social point of view in the development of moral behavior, will, moral emotions and consciousness, to integrate their interactions with teachers and classmates on a moral basis, expressed in reaching a level that allows . The content of moral and volitional readiness for school is determined by the requirements for the personality and behavior of the child from the standpoint of the student. These requirements are from the first days of schooling to the student independently and with a sense of responsibility to fulfill their academic duties, be organized and disciplined, manage their own behavior and activities, communicate with the teacher and students, the rules of cultural behavior in communication, accurate and careful handling of school accessories. It is carried out in the process of continuous purposeful educational work with children of preschool age in kindergarten and in the family in advance preparation for the fulfillment of high requirements.

Moral-volitional readiness is manifested at a certain level of development of the personal behavior of a preschool child. In this regard, the child's ability to control his behavior is formed, which is formed at the preschool educational age: consciously follow the rules or requirements of the teacher, do not allow yourself to suddenly get nervous, show determination in achieving the goal, involve in the right work, but it is worth noting the ability to bring it to the end, and not distract from the goal, and so on. Independence, organization and discipline in the personal behavior of a child of senior preschool age are important in determining the moral and voluntary readiness for school.

A sign of the successful formation of independence in a child of senior preschool age is the ability to follow the rules of behavior without reminding and supporting the educator, to use the correct habitual ways of moving in new conditions, and to be ready for help. The organization and discipline of behavior, organically associated with independence, is the purposefulness of the child's behavior, the ability to consciously organize their activities in accordance with the rules adopted in kindergarten, the ability to achieve the result of activities and control it, coordinating one's behavior with the behavior of other children, expressed in a feeling personal responsibility for their actions. The presence of these features in the behavior of preschool children serves as evidence of the formation of moral and volitional readiness for school.

Another important component of moral and volitional readiness for school is the child's ability to organize interaction with adults and peers in accordance with the rules. Experiments show that adaptation to school conditions in earlier years in children with "community" qualities: goodwill, respect for friends, organizational skills, courtesy, caring, mutual assistance showed that it is directly dependent on how successfully the present is formed. The presence of such a set of qualities of collectivism in the child's behavior can be an indicator of his moral and volitional readiness for school and creates an inspiring positive attitude in communicating with peers in a new team.

Moral-volitional readiness for school, like a moral feeling, is expressed by a certain level of development of the child's psyche. The most indicative here is the understanding of the social significance of the moral behavior of children, the development of their ability to independently assess their behavior, the formation of elements of responsibility, honesty, humanity and citizenship. This is the basis for instilling in students a sense of personal responsibility for their educational work before their families and the whole country.

Debate. Moral-volitional readiness also includes a set of qualities that express the attitude of a preschool child to work. This is the desire to work, a sense of satisfaction from a job well done and orderly, respect for the work of others, the acquisition of the necessary labor skills. Self-service skills for a future student are the ability to dress neatly on their own, monitor the condition of their belongings, educational materials, the ability to eliminate some malfunctions in clothes and shoes without warning from outside (sewing buttons, washing dishes, cleaning shoes, etc.) has a special meaning. In the upbringing of a schoolchild, the skills of joint work acquired in kindergarten (work planning, division of tasks, coordination of their actions with peers, work performance) play an important role. It is the basis for the formation of respect for the work, study and work of peers, the desire to help and support them.

Conclusion. Thus, the moral-volitional readiness of the child to study at school manifests itself as a specific end of his moral-volitional development at preschool age. From the point of view of school education, the child's adaptation to school conditions in terms of the totality of the child's personality and behavior is the most important factor that forms the necessary ground for the responsible performance of one's duties, the formation of an ethical worldview, and the attitude towards teachers and students covers important features. Moral-volitional readiness is inextricably linked with the mental and physical readiness of the child to study at school.

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