



ISSN: 3060-4613



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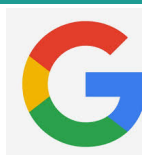
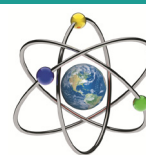


№11
2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 586 sahifa,
4-noyabr, 2025-yil.

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Pedagogika fanlari bo‘yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo‘yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

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jurnali

26.09.2023-yildan

O‘zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
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reyestr raqami tartibi bo‘yicha
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Litsenziya raqami: **№136361**

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THE IMPORTANCE OF PSYCHOLOGICAL PREPARATION OF PRESCHOOL CHILDREN FOR SCHOOL EDUCATION

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Abstract: This article analyzes the content, directions, and significance of the psychological preparation of preschool children for school education. The main components of psychological readiness – emotional, social, motivational, and intellectual development – are examined. The importance of effectively organizing the process of psychological preparation in preschool educational institutions is emphasized, as it ensures successful adaptation to the school environment, supports learning motivation, and promotes personal development. The necessity of close cooperation between parents and educators is also substantiated.

Key words: Preschool education, psychological preparation, emotional development, social adaptation, motivation, learning activity, child psychology, adaptation, school readiness, parent–teacher cooperation.

Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalarning maktab ta'limiga psixologik tayyorgarligi mazmuni, yo'nalishlari va ahamiyati tahlil qilinadi. Psixologik tayyorgarlikning asosiy tarkibiy qismlari – emotsional, ijtimoiy, motivatsion va intellektual rivojlanish – yoritiladi. Maktabgacha ta'lim muassasalarida psixologik tayyorlov jarayonini samarali tashkil etishning ahamiyati ta'kidlanadi, chunki bu bolaning maktab muhitiga muvaffaqiyatli moslashuvini, o'quv motivatsiyasining shakllanishini hamda shaxsiy rivojlanishini ta'minlaydi. Shuningdek, ota-onalar va pedagoglar o'rtasidagi hamkorlik zarurligi asoslab berilgan.

Kalit so'zlar: maktabgacha ta'lim, psixologik tayyorgarlik, emotsional rivojlanish, ijtimoiy moslashuv, motivatsiya, o'quv faoliyati, bolalar psixologiyasi, moslashuv, maktabga tayyorgarlik, ota-ona va o'qituvchi hamkorligi.

Аннотация: В статье анализируются содержание, направления и значение психологической подготовки детей дошкольного возраста к школьному обучению. Рассматриваются основные компоненты психологической готовности – эмоциональное, социальное, мотивационное и интеллектуальное развитие. Подчеркивается важность эффективной организации процесса психологической подготовки в дошкольных образовательных учреждениях, обеспечивающей успешную адаптацию ребенка к школьной среде, развитие учебной мотивации и личностного роста. Также обоснована необходимость тесного сотрудничества между родителями и педагогами.

Ключевые слова: дошкольное образование, психологическая подготовка, эмоциональное развитие, социальная адаптация, мотивация, учебная деятельность, детская психология, адаптация, готовность к школе, сотрудничество родителей и педагогов.

INTRODUCTION

In recent years, the Republic of Uzbekistan has prioritized the reform of the preschool education system, improving its quality, and ensuring thorough preparation of children for school education as a key direction of state policy.

The issue of psychological preparation of preschool-aged children for school education holds significant importance in the field of education and is currently at the center of scientific and practical research. It is crucial that children adapt to the new educational environment during the school entry process, meet the demands of the learning process, and properly develop their social and emotional abilities. This is achieved through the process of psychological readiness.

Psychological readiness ensures emotional stability, social skills, internal motivation, and cognitive development necessary for a successful start to school activities. Organizing this preparation systematically and effectively in preschool institutions creates the foundation for children's successful adaptation to school, formation of learning motivation, and personal development.



Moreover, the active involvement of parents and educators, as well as their mutual cooperation in the process of preparing children for school, is a key factor in enhancing the effectiveness of these efforts. Therefore, it is essential to identify and systematize scientific approaches regarding the content, methods, and outcomes of psychological preparation.

LITERATURE REVIEW

Scientific research on the psychological readiness of preschool-aged children for school education has been actively conducted since the second half of the 20th century. In particular, the theory of developmental education developed by V.V. Davydov and D.B. Elkonin emphasized that a child's readiness for school is directly linked to stages of their psychological development [2].

Russian psychologists such as A.A. Bodalev and L.I. Bozhovich connected school readiness with a child's personal and psychological preparedness, behavioral self-regulation, and intrinsic motivation for learning [3,4].

Among Uzbek scholars, G.M. Jalolova, N. Komilova, and M. Qodirova have proposed methodological approaches to organizing psychological readiness effectively in preschool institutions. In their studies, they have experimentally demonstrated the positive impact of techniques such as play-based activities, training exercises, and art therapy on child development [5].

During the research process, key methodological principles of scientific inquiry – such as logical consistency, historicity, coherence, and objectivity – were widely applied. These principles allowed for a deep, systematic, and accurate analysis of the process of children's psychological preparation.

Several scientific methods were employed to assess children's psychological readiness for school.

First, the observation method was used to study children's behavior and engagement during play and learning activities, as well as their emotional states and social interactions, thereby assessing their level of adaptation to the school environment. This method revealed the psychological characteristics of children in their natural activities.

Second, surveys and interviews were conducted with parents and educators to collect detailed information about the child's school readiness, family environment, and pedagogical approaches. This stage helped to identify the significance of cooperation between families and preschool institutions in forming psychological readiness.

Third, the experimental method was used for an in-depth examination of psychological readiness. Training sessions were conducted and children's readiness levels were observed before and after the intervention, analyzing changes in their emotional, social, and intellectual skills. This approach made it possible to evaluate the effectiveness of psychological preparation.

In addition, diagnostic tools such as the Lüscher Color Test and Raven's Progressive Matrices were employed to assess the emotional and intellectual condition of the child. These psychological tests objectively measured the child's internal psychological state and helped identify strengths and weaknesses in school adaptation.

Overall, the combination of these methods enabled a comprehensive and in-depth study of the complex process of preparing children psychologically for school and contributed to the development of scientific and practical approaches in this field.

RESEARCH METHODOLOGY

During the research, data were collected through observation, surveys, and interviews. The observation method was used to study children's behavior, emotional states, and social adaptation during play and learning activities. Surveys and interviews were conducted with parents and educators to identify their attitudes toward the process of school preparation. The obtained data were analyzed using comparative, generalization, and statistical methods, which allowed for an objective evaluation of the level of children's psychological readiness for school education.

ANALYSIS AND RESULTS

Based on the theoretical analysis and practical observations conducted during the study, it was revealed that psychological preparation of preschool-aged children for school is a decisive factor in their adaptation to the school environment, learning motivation, and personal development.

The main components of psychological readiness – emotional stability, social engagement, a positive attitude toward learning, and intellectual curiosity – were confirmed through empirical observation to be essential qualities for children entering school. The development of these traits in children largely depends on pedagogical approaches and the family environment. Results were significantly higher in groups where educators maintained consistent collaboration with parents.



Moreover, it was found that psychological readiness can be effectively developed in preschool institutions through training sessions, social games, and role-playing activities. These methods help children develop important skills such as expressing their opinions freely, solving problems, and engaging in group work.

Challenges identified during the discussion included:

- In some cases, educators lacked sufficient knowledge about psychological preparation;
- Parents showed indifference or had incorrect approaches toward the process;
- Curricular methods offered limited content regarding psychological readiness.

Key findings include:

1. A child's successful adaptation to school is closely linked to early psychological readiness.
2. Children with higher levels of psychological readiness exhibit lower levels of stress and anxiety and adapt more quickly to educational settings.
3. Psychological training and interactive methods enhance the effectiveness of preparation.
4. Active cooperation among parents, educators, and psychologists is a critical factor.

Main components of psychological readiness:

1. **Emotional and volitional readiness** – the child's ability to control emotions, express feelings, and develop inhibitory functions.
2. **Social readiness** – the ability to work in a group, communicate with peers, and understand and follow the teacher's instructions.
3. **Motivational readiness** – formation of a positive attitude and motivation toward learning.
4. **Cognitive (intellectual) readiness** – attention, memory, thinking, speech, and imagination at a level appropriate for school requirements.

Why is it important?

- Successful adaptation – psychologically prepared children experience less stress and adapt more easily to the social environment of school.
- Stable learning motivation – a strong and sustained internal interest in learning is formed early.
- Personal development – qualities such as independence, responsibility, and self-regulation develop early.
- Alignment with national education standards – children with high psychological readiness acquire educational programs more quickly and effectively.

CONCLUSION AND SUGGESTIONS

In conclusion, the psychological preparation of preschool-aged children for school education is one of the most essential and critical stages in the education system. This process must be supported not only by educators but also by parents, psychologists, and all segments of society. A psychologically prepared child is able to fully realize their potential and embodies the qualities necessary for successful learning at school.

The conducted analysis and discussions have shown that children's successful adaptation to school is directly dependent on their level of psychological readiness. However, in practice, several issues have been identified – such as insufficient knowledge and qualifications of educators in this area, parental indifference or improper approaches, and the lack of adequate attention to psychological readiness in educational and methodological materials.

Children with a high level of psychological readiness experience significantly fewer stress-related situations and are able to adapt to the learning process more quickly and successfully. The use of psychological training and interactive methods in this process substantially increases the effectiveness of preparation.

Most importantly, active and integrated collaboration between parents, teachers, and psychologists plays a decisive role in the comprehensive development of the child's personality. Therefore, responsible involvement of all participants in the school readiness process, their coordinated cooperation, and the application of modern methods are of vital importance.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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2025. №11

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.