

## **Problems of Psychological Preparation of Children for School**

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### **Abstract**

In this article, the conflicts that arise during adolescence, the factors of their occurrence, the interests, needs, views, etc. between the parties in interpersonal relations. Problems such as the origin of conflicts and the emergence of conflicts based on these conflicts, as well as social empowerment and social empowerment are highlighted.

**Keywords:** Collaboration, efficiency of meetings, current topics for parents, parent committee, issues of education, results of meetings, processes of working with parents.

Six-year-olds occupy a special place in the period of preschool childhood. This is due to the problem of teaching children from the age of six. All psychologists working with six-year-olds come to the same conclusion: A six-year-old first-grader, in terms of the level of his mental development, remains a preschool child. But this is not the first year in our country that many children enter school and become involved in educational activities from the age of six. Children of six years of age, due to their specific characteristics in personal, intellectual, anatomical and physiological development, cannot fully develop under the conditions of a rigid, formalized school system. This is the oral speech of the child, the development of which is a necessary condition for the successful assimilation of written speech (reading). A future student should have a sufficient vocabulary, be able to correctly and logically express thoughts, memorize and read poetry, and also retell short texts. The degree of richness and grammatical correctness of the child's oral speech depends on his understanding of what he read. In other words, each child must have a sufficient level of development of coherent oral speech and thinking by the beginning of classes in the first grade of the school.

Engaging in educational activities requires special conditions: "preschool" mode, game teaching methods. The issue of a child's enrollment in school from the age of six must be decided individually. If any component lags behind in development, then this affects other aspects of the psyche.

Psychological readiness for school is a complex education that presupposes a fairly high level of development of the motivational, intellectual sphere, and the sphere of volition.

Usually there are two aspects of psychological readiness:

- personal (motivational)
- intellectual

There are, of course, other answers: "We compose stories from pictures", "We develop fine motor skills", "We read books", "We come up with riddles", "We talk about the world around us". But these are the answers of those mothers who are teachers themselves, or who already have older children.

In order to speed up and facilitate the process of mastering the necessary skills by the child, it is necessary to combine three equally important and mutually related components in your work on preparing the child - communication with the child, playing with him and his education. In order for a child to simultaneously enjoy such games and successfully master the skills necessary for his development, neither a special room nor absolute silence is needed. All this can be done with the same, if not greater, success in a free and completely relaxed environment. Extremely necessary for the development of the child are various children's games, drawing, modeling and other types of children's creativity.

To teach 6-year-old children the skills of oral speech, as a necessary condition for the development of reading (writing) skills, I offer some educational games and guidelines:

Games that develop the child's oral speech:

Vocabulary replenishment game "One-many" (name objects in the singular and plural, in the genitive case of the plural)

The development of the grammatical structure of speech

"Greedy" (call each item yours: mine, mine, mine, mine)

"Count" (count items one by one, two by five)

"Hide and Seek" (alternately close objects and say what is not)

"Rulers" (walking fingers along the words-rulers, make a sentence)

"Make up a story" (make a story according to the scheme or supporting questions)

"" (coherently tell what is wrong)

Nonsense Answer orally, correctly building the statement

Recommendations for parents on the development of oral speech of the child:

- \* Pay attention to how coherent, logical and grammatically correct the child expresses his thoughts.

- \* Help the child describe objects, events. At the same time, the boundaries of the child's knowledge expand and his speech is enriched.

- \* When learning poems and songs, the child should not create the appearance of "as if singing", not understanding the meaning of words and pronouncing inarticulate syllables. It is necessary to help him, especially in songs, to correctly understand and pronounce every word. Therefore, sing along with him.

- \* Teach your child to find and invent rhymes.

- \* Use yourself more often and encourage the use of sayings, proverbs and common expressions by children.

- \* Teach your child to invent and make riddles.

- \* Learn to come up with funny stories.

The most significant changes in the system of interaction between the family and the preschool institution occurred in the 1990s. This is due to the education reform, which could not but affect the system of preschool education, which led to the acceptance of the positive role of the family in the process of raising children and the need to interact with it.

Currently, the system of preschool education is being restructured, now the center of this system is the humanization and de-ideologization of the pedagogical process, the goal of which is now not raising the child as a member of society, but the free development of the individual.

In connection with the foregoing, I would like to pay attention to modern methods and forms of interaction between the family and the preschool educational institution in the preparation of children for school.

The interaction of the preschool institution and the family at the stage of preparing children for school is one of the most important areas of work in the preschool educational institution.

Most parents have a misconception that a child's readiness for schooling is made up of a number of skills, such as: reading, counting, writing. But the main task of the educator is to convey to the parents that interest in the school can be successfully formed even in the absence of these skills. Such skills characterize the transition from preschool to primary school age. Parents are not always familiar with such components of the child's readiness for educational activities, therefore, the teacher of the preparatory group for school needs to inform parents about such age-related features.

Kindergarten teachers are encouraged to carry out a number of activities, which, as a rule, include consultations for parents, drawer folders, parent-teacher meetings. The topics of these parent meetings and consultations are quite diverse, but they necessarily include information about working with parents in the process of preparing children for school, which in turn can provide them with pedagogical and psychological assistance.

Relationships with comrades are also restructured and acquire a cooperative-competitive character. A motive appears to be no worse than others. Competitiveness in school will be a motive for high performance.

Personal maturity is manifested in the mechanisms of the hierarchy of motives, in the consolidation of the leading motive to do the right thing, to earn the approval of adults. In this case, the child will study successfully even with average abilities.

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