



## **CHARACTERISTICS OF DIAGNOSING CHILDREN'S READINESS TO STUDY AT SCHOOL**

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### **ABSTRACT**

In this article, pedagogical and psychological features of diagnosing preschool children's readiness to study at school are highlighted, as well as the issues of formation and development of children's motivation to study in the framework of effective use of practical research in a creative direction.

### **KEYWORDS**

motivation, age period, preparation for school, diagnosis, personality, socialization.

### **INTRODUCTION**

The high demands placed on the organization of education and upbringing require the search for new, more effective pedagogical approaches aimed at harmonizing teaching methods with the requirements of life. In this sense, the problem of preschool children's readiness to study at school is of particular importance. It is directly related to determining the goals and principles of organization of education and training in preschool educational organizations and family. Therefore, the pedagogical approach to the successful organization of education in preparing children for school determines the main educational goal.

Future life scenarios are defined in pre-school childhood, pedagogues have a direct influence on the formation of these scenarios by searching for answers to situations. Of course, this should be taken into account when working with children, especially in terms of achieving the goal in the process of socialization, besides, it is important to note that the reliability of the results of psychological-pedagogical diagnostics is very high in this direction, as scientific research experiences show. It is important to develop scientifically-based learning forecasts for a certain long-term, covering not only the beginning of education in the first grade, but also the primary school period. In addition, the results of research conducted by scientists show that the learning forecast and the child's It should be noted that there is a positive correlation between school success. All of the above leads to the very important conclusion that the intellectual success of children can be predicted at the level of admission to the first grade. At the same time, variants of the irregular, crossing form of children's intellectual development are not excluded, but the reliability of diagnostic results based on a theoretical approach, the selection of adequate methods and techniques lead to solving the problem of admitting children to the first grade of schools with a high level of complexity.

Diagnosis of preschool children is of great importance. It is especially important for a pedagogue to be able to competently perform all activities, to fully master the methods and techniques of research and research.

One of the most important outcomes of preschool children's development and a guarantee of successful schooling is the child's readiness to study at school.

At preschool age, there are big changes in all the mental development of a normally developing child. Cognitive activity increases excessively - perception, visual thinking develops, the beginnings of logical thinking appear, and the interest in perceiving the surrounding world increases greatly.

A preschool child's perception, logical thinking, attention, memory, that is, the degree to which his readiness for school is formed, depends on his successful learning.

When choosing a program for preparing preschool children for school, it is necessary to take into account the characteristics of the child and the impact of its implementation on the mental development of children.

As an example, consider a research question on connective speech:

A research question on connecting speech is carried out in a sequence consisting of three pictures connected by a logical plot. The child himself must establish a sequence of pictures and create a story based on them.

Task text: "You can make a very interesting story with these pictures if you arrange them correctly. You look at each picture carefully, then arrange them in the way you want and tell the story you want from them."

You can provide the following types of support during this task:

1. If the child does not start the work for a long time, clarifying the task: "Where is the picture that shows how it all began?", "Where is the picture that shows the continuation of the story?", "There is only one picture left, that is, which picture is drawn related to the end of the story , " "Look carefully again to make sure you place everything correctly, and now tell your story."

2. If the child cannot use the first type of help, constantly changes the pictures and claims that he still cannot succeed, you should go to the second type of help, place the pictures in the correct order and invite the child to make up a story .

Grade:

3 points — for a logically structured story with a correct speech structure project

2 points — For a logically correct story, but structured with some difficulties in the design of speech, difficulties in choosing the right word, repetition of the same words, incorrect choice of words, in sentences errors in joining words were shown.

1 point — for a story composed with the help of a pedagogue, consisting of placing pictures in the right sequence

0 points — for a task that was not completed even after the help provided

With the help of programs for preparing children for school, not only their knowledge is strengthened, expanded, assimilation of new knowledge, but also cognitive processes, which are the most important part of the child's mental development, are developed, they are the basis for the formation and development of the child's mental abilities.

It is necessary to diagnose the school readiness of children admitted to school. This allows the employees of preschool educational institutions to study the characteristics of cognitive development of children and associate them with the estimated age norm.

The level of preparation of children for school determines the development of the child's personality, the improvement of teaching effectiveness and the successful solution of the problems of convenient professional development. Therefore, readiness to study at school is considered as a complex characteristic that reveals the development levels of psychological qualities, which are the most important condition for the child's normal inclusion in a new social environment and the formation of educational activities.

Thus, the main focus is on the motivational development of the child, that is, on the development of cognitive interest and learning motivation. The task of adults is to first of all instill in the child a desire to learn new things, and only then to start working on the development of higher psychological functions.

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