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Shukhrat Khudoyberdiev
profboks2020@gmail.com

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TECHNOLOGIES OF PREPARING CHILD FOR SCHOOL: HISTORICAL AND CRITICAL REVIEW OF THE PROBLEM

Khudoyberdiev Shukhrat Mamayusupovich

Lecturer at the Department of Theory and

Methodology of physical education and sports

Termez State University, Uzbekistan

E-mail: profboks2020@gmail.com

Abstract: In this article, the author analyzes the positions of prominent figures in pedagogy on the need to prepare a child for school, as well as the technology of this process. The sayings of outstanding teachers about children, the development and expansion of their worldview about primary school are considered.

Key words: child preparation, primary education, first graders, teaching, pedagogical and psychological training, technology.

INTRODUCTION.

Actuality of research. The success of training at each educational stage is determined by the thoroughness of the preparation of basic skills, the implementation of continuity in the content, methods and techniques, forms of organizing the educational activities of educational subjects. Therefore, for modern preschool education and primary education, an urgent problem is the study of technologies for preparing a child for systematic schooling. The need for purposeful preparation of kids for future education was noticed at one time by Jan Amos Komensky, K.D. Ushinsky, T. Lubenets, S. F. Rusova, E. I. Tikheeva and other teachers. V. A. Sukhomlinsky described invaluable experience of practical work with preschoolers.

THE MAIN PART.

The purpose of the article is a comparable analysis of the content and technologies of training future first-graders in the pedagogical experience of outstanding figures in education. Presentation of the main research material. Back in the 17th century, the outstanding Czech teacher Jan Amos Komensky paid special attention to preparing children for school. He noticed the following:

1. "... Parents are obliged to send their children to school for education consciously and, first of all, they themselves must think about what they will do here, and open their eyes to the children so that they think about the same.

2. It is foolish for those parents who, without any preparation, take their children to schools, like calves to slaughter or cattle to a herd; then let the school teacher suffer with them, torment them as he wants. But even more unreasonable are those who made a monster out of a teacher, and from school - a torture chamber and still leads the children there, rashly chatting about school punishments, about the strictness of teachers, that children will no longer play and the like. In this case, the children develop not meekness, but even greater savagery, despair and slavish fear of teachers.

3. So, smart and godly parents, educators, and caregivers do this. When the time comes to send their children to school, they cheer them on, as if a fair or grape harvest is starting, saying that they will go to school with other children and will study and play with them. A father or mother may also promise the child nice clothes, a nice writing board, a little book, and something like that.

4. It is also good to teach the children what a wonderful thing it is to go to school and learn. And so that they familiarize themselves with these activities in advance to a certain extent, it does not hurt to give them chalk in their hands with which they could draw. It is impossible for this to remain without result: after all, in this way they will more easily get used to drawing, drawing, which will arouse love and interest in school.

5. In addition, parents will need to instill in their children love and trust in future teachers. This cannot be achieved in the only way. We must remember the teacher

with love, calling him paternal uncle, godfather, praising his learning and wisdom, his courtesy and kindness, indicating that he is an outstanding person, knows a lot, affectionate towards children and loves them ”[1].

This is how Jan Amos Comenius defined the leading characteristics of children's willingness to attend public schools:

- a) if attention is noticed, reflections on the proposed questions and a certain ability to make judgments (the presence of cognitive interest and intellectual readiness)
- b) if it turns out, in addition, some desire for higher education (emotional-volitional readiness) [2].

The teacher considered educational conversations with future schoolchildren to be an adequate form of preparing children for educational activities. French philosopher and educator Jean Jacques Rousseau, developing the doctrine of naturally appropriate upbringing, substantiated the need for upbringing children from an early age: "While the child still does not know anything, there is time to prepare everything that comes close to her." Regarding the regulation of norms of behavior, the philosopher wrote: "Allow with pleasure, refuse only reluctantly, but let all your refusals be immutable; let no annoyance make you doubt; let the uttered "no" be an indestructible wall, which the child, having exhausted his strength against it, does not try to overthrow. "

Outstanding Swiss educator-democrat Johann Heinrich Pestalozzi has developed specific tasks, content and methods of preparing children for school in a family setting. He emphasized the need for elementary education and upbringing, emphasizing: "... Just as I observed the beginning of learning in their extreme limits, I tried to determine the moment at which the child's education begins, and soon became convinced that the hour of birth of the child is the first hour of his learning...". The teacher emphasized the importance of language, observation of the environment and reasonable guidance from the parents in the process of family preparation of children for school: "... The child needs to be given significant real knowledge and knowledge in the field of language, before it is advisable to teach

him to read or even fold. At an early age, children need psychologically sound guidance for intelligent observation in all subjects ... Children should practice very well in observation and language before it becomes appropriate to translate them from living contemplation of the objects themselves to contemplation of dead images of objects - printed and handwritten words ". The German teacher G. Frobel developed a system of games and activities with preschool children, which contributed to the diversified development of preschoolers. He connected the significance of kindergarten with the goal of "giving children who have not yet reached school age, through proper care, guidance and engaging them in what they themselves can achieve in accordance with their nature."

The gadfly Decroli - a Belgian teacher, doctor, psychologist - advised educators to conduct classes in which most children are engaged in action: "... they can be a starting point for related exercises that give rise to numerous associations, ideas and prepare mental material for future syntheses ", which ensures intellectual readiness for school. In modern pedagogical science, such classes are called integrated.

Outstanding Russian teacher K.D. Ushinsky identified the main ways of development of preschool pedagogy, the content and methods of family, public preschool education. A special place in the development of the theory of play belongs to the development of children's speech: "... This unusual teacher - the native language - not only teaches a lot, but is also studied surprisingly easily, according to some unattainably facilitated method. Learning the native language, the child learns not only words, their combinations and modifications, but also a variety of concepts, views on things, a large number of thoughts, feelings, artistic images, logic and philosophy of life "[3].

The humanist teacher recommended starting systematic training when the child is ready for constant activity in one direction: "... I advise you to try to deal with the child already in the seventh year ... when he has the ability to concentrate on one subject, listen to what he is told, and to speak not in abrupt words, but in

full sentences, to draw a conclusion about the possibility of starting methodological training. When the child is not attentive enough, his speech is very abrupt and disordered, the pronunciation of words is poor, then it is better not to start methodical training, but prepare the child for it conversation, memorizing from the words of any song understandable to the child; prepare your hand for children's drawings, learn to count fingers, sticks, nuts "[4].

The teacher considered classes to be effective forms of preparing a child for school, in which he advised educators and parents of future schoolchildren to draw more, guess riddles, memorize small rhymed works, describe proposed drawings, and solve communicative situations [5].

The famous teacher methodologist T.G. Lubenets also paid considerable attention to the development of mental abilities and moral qualities of children. He wrote: "... A child is never so receptive as at the moment of learning the alphabet. At this time, the foundations are laid in the souls of children that for a long time, if not forever, determine the development of the child both in mental and moral aspects." That is, he advised earlier to start elementary education of children in order to stimulate personal development, emphasized the role of parents in the emotionally volitional readiness of children: "... When sending a child to school, the father and mother give the first advice - to obey the teacher, not to be naughty, to get along peacefully with comrades ".

The leading task of preparing to study at S.F. Rusova considered the upbringing of cognitive interests in children and the formation of skills to learn on their own: "The main task ... is to excite a child's desire for self-learning. Not to pump knowledge into children's heads like empty bottles, but to cause competition in children to find new spiritual treasures. .. The child's mind is a fire, in which we only put firewood, but it already burns with its own fire ... Knowing everything is an unattainable task, and that is not the greatest value of a person who knows a lot, but how can be broader, better realized their own abilities and talent. " In the work "In kindergarten" we find advice on the forms of organizing the educational

activities of preschoolers: "... It is necessary to build education so that it is always visual, so that it develops through child labor, children's products ... We aim not to give ready-made knowledge, although would be initial, but arouse spiritual forces, stir up curiosity, educate a feeling so that the eyes can see, the ears listen to everything, the pens know how to hold the circle of a pencil, and a circle of scissors, and a circle of clay, and a circle of paper. This is the soil on which the school will apparently be able to continue building its broad education [6].

Let us present several comments of the teacher V. A. Sukhomlinsky on the content and forms of preparing a child for school: "... The teacher begins classes with preschool children two years before they enter school (excursions to nature, games, collective work) ... The most important task of classes with preschoolers is to study how each child thinks, to teach him to think, to awaken in him curiosity, intellectual interests ... "[7]. So, an elementary school teacher must know well the cognitive capabilities of his future first graders, and so build the educational process so that each child satisfies his own educational and communication needs [8].

"... Among many important tasks, in the first place is to teach children to learn. One of the main concerns is to establish the right balance between the amount of theoretical knowledge that children acquire and practical skills and abilities." It is not so important to form special skills and knowledge, V. A. Sukhomlinsky is convinced, - first of all, you need to give children a tool for learning about the environment, and the skills of independent learning will become such a tool. "Try to ensure that knowledge is not the ultimate goal, but a means without which you cannot imagine a full-fledged intellectual, moral, emotional, aesthetic development. My children and I came to the autumn garden

... I tell the children about the golden autumn, about how all life in nature prepares for a long and cold winter. After making sure that the children are experiencing, experiencing the richness of the content and emotional coloring of words, I invite the kids to talk about what they see and feel. Before my eyes,

amazingly subtle and vivid thoughts about the surrounding nature are being born now. Children do not translate the meaning of my words, but express their own. Opinion is enriched, the child develops the ability to think, he experiences a sense of the joy of thinking, which cannot be compared with anything, the pleasure of learning. He feels like a thinker "[9].

CONCLUSION. Thus, at different times, teachers noted the need for purposeful work to prepare a child for school. Only the harmony of physical and psychological readiness can guarantee a first grader a quality start to schooling. Adequate forms of teaching and educational work with children were called cognitive conversations, subject and integrated lessons, independent observations, and the like. Modern specialists in preschool education [10] actively support the idea of developing integrated (complex) classes for older preschoolers, during which the mental capabilities of babies will develop, cognitive activity will be stimulated, the foundations of various activities and communication practices will be developed. This may become the subject of further scientific research.

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