

## IMPROVING THE PROCESS OF PREPARATION OF STUDENTS FOR SCHOOL IN AN INNOVATIVE EDUCATIONAL ENVIRONMENT

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### ANNOTATION

The article discusses the essence of pedagogical innovation, its application in preparing children for school, as well as the specifics of physical, mental, spiritual and special preparation for school education.

**Keywords:** innovation, technology, preschool education, physical training, special training, mental activity, psychological processes.

### INTRODUCTION

Scientists distinguish the concept of periodicity of life in the analysis of the microstructure of the innovation process. This is because the concept is a measurable process in relation to innovation. Innovation is both a logic and a dynamic system that is legitimately developed over time and represents its interaction with the environment. The concept of "new" is central to pedagogical innovation. Pedagogy is characterized by private, conditional, local and subjective innovations.

The pedagogical literature defines the laws of the innovation process, with special emphasis on the law of periodic repetition and return of pedagogical innovation. Its essence is that in it the novelty is restored in new conditions. It is not limited to one or two cases. If so, it would not be recognized as legitimate. Pedagogical innovation researchers distinguish two types of innovation process. The first type of innovation is spontaneous, that is, the need for it is not taken into account in the innovation process, there is no conscious attitude to the system, methods and ways of all its conditions. The second type is carried out in a planned, conscious and scientifically based manner, and, as noted above, guarantees the possibility of repetition in certain environments and conditions.

The main sections of the program on the basics of innovative pedagogy are designed to explain the concepts of "innovation", "innovation", "innovative processes of education", "structure of innovative pedagogical activity", "innovation technology". At each stage of education, educators and researchers innovate the components of education as a result of their research. These innovations may seem simple at first glance, but the effect of an approach that seems more complex or more appealing is far greater than the forms. For example, in pre-school education, small innovations have been shown to be very effective in preparing students for the next stage of education. One is to build a conversation with the children based on a questionnaire.

Here is a questionnaire to find out what children think about school in an innovative education system. As a sign of personality, this questionnaire measures the degree to which a sense of responsibility is formed in the child, the extent to which the child understands the role of the school and the attitude towards school.

1. Do you take your favorite toy to school? When do you play it? (The question determines children's perceptions of the school system, school breaks.)
2. Why do some children do poorly in school? (The formation of a sense of responsibility in children, clarifies the level of willpower).
3. Why do children need to go to school? (The question determines the child's desire to learn.)
4. Would you be upset if your teacher gave you a "2"? Why? (the basis of the child's attitude to a negative assessment).
5. What grades do you try to get at school? What to do for this? (the child's knowledge of positive and negative evaluations).

The effectiveness of schooling depends largely on the level of preparation of children. Preparation for school is determined by the requirements of the preschool and the family for the child of preschool age. It's a teacher's specialty, a student's new social and psychological role, and he or she has to be prepared to do it. At the age of 6-7, children begin to be able to control themselves and their actions. Boys at this age develop independence, initiative, and a desire to listen to adults. During this period, it grows up to 120 cm in height and weighs 22-24 kg. At this age, the child becomes strong, curious and able to control his health. His cognitive power and thinking develop rapidly, and he begins to strive to know the material being.

Hygienic skills are formed in children. Going to school is an important part of a child's life, as it changes the way he or she interacts with others. For the first time in a child's life, socially important learning activities take center stage. Unlike his usual free play activities, education is now mandatory and requires 4 serious attitudes from a first grader. As a leading form of educational activity, it rebuilds the child's daily life: the agenda changes, the time for free play decreases. The demands on a child's independence and organization, his or her diligence and discipline increase significantly. Compared to preschool, the student's personal responsibility for his or her own behavior and responsibilities increases significantly.

According to leading experts, the concept of "school readiness" includes the following areas of preparation of a child for school: physical, personal (mental), mental, special training.

Physical fitness is defined as the development of a child's health, motor skills and quality, arm muscles and visual-motor compatibility. Personal readiness refers to the environment, adults, peers, flora, natural phenomena, personal culture. Mental preparation includes the development of the child's figurative and logical thinking, imagination, interest in knowledge, self-control, and mastery of basic activities such as observing, listening, remembering, and comparing learning activities.

Preparing children for school includes, firstly, educational work in preschool education, which provides a high level of general, comprehensive development of preschool children, and secondly, special preparation of children for the acquisition of subjects that should be mastered in primary school. 'implies that it is organized in such a way. Accordingly, in the modern psychological and pedagogical literature (A.V.Zaparojets, A.A.Venger, G.M.Lyamina, G.G.Petrogenko, J.V.Taruntayeva, etc.) the concept of preparation is defined as the development of the child's personality, and in two interrelated aspects: "General school attendance psychological training" and "Special training".

General preparation for school is an important result of continuous, purposeful educational work on the comprehensive education of preschool children.

General school readiness is the level of mental, spiritual, aesthetic and physical development of a child by the time he / she goes to school, which provides the necessary basis for the child to actively enter the new conditions of school education and conscious acquisition of educational material.

Particular attention is paid to the child's mental readiness for school. An important part of mental preparation for school is that the child entering school has a wealth of knowledge about the world around him. This knowledge base is a necessary basis on which a teacher can organize his work.

The quality of knowledge acquired by children is important in the mental preparation of a child for school. An indicator of the quality of knowledge is, first of all, that it is consciously acquired by children; clarity and stratification of imagination; completeness of the content and scope of simple concepts; ability to apply knowledge independently in solving educational and practical tasks; regularity, that is, the ability of preschoolers to reflect clear, important connections and relationships between things and events. An integral part of a child's mental preparation for school is that the child's cognitive activity is developed to a certain extent.

Here:

First, the growing voluntariness of the learning process: the ability to remember and repeat the material in a semantic way, the ability to plan things and events, to solve practical problems in accordance with the purpose, etc .;

Second, improving the quality of cognitive processes: accuracy of perception, completeness and stratification of perception, speed and accuracy of recall and repetition;

Third, the child's relationship with the world around him, the acquisition of knowledge and the desire to go to school are important.

The general level of thinking activity of the prospective student is important in shaping the mental readiness for school. Ability to comprehensively analyze things in the thinking activities of children in the regular, purposeful work of the preschool educational institution on the mental upbringing of children, the ability to use socially sensitive sensory standards in the study of the properties and qualities of science and events, basic communication in things and events, garden consistency, the ability to make simple generalizations based on the identification of signs, the ability to make comparisons based on similarities and the gradual separation of distinguishing features. Prospective students develop elementary independence of mental activity: the ability to independently plan and implement their own practical activities, the ability to set and solve simple cognitive tasks, and so on.

Demand-side mental training is not complete without the combination of other aspects. A child with poor physical fitness will have limited access to mental education. The same can be said of spiritual, special training. Therefore, it is necessary to find an integrated and innovative mechanism for preparing children for school education and update it in accordance with the opportunities and requirements of the time.

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