

## CURRENT PROBLEMS OF PRE-SCHOOL PREPARATION OF SENIOR PRESCHOOL CHILDREN

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### ABSTRACT

The article is devoted to the study of current problems of preschool preparation of children of senior preschool age. The paper examines the concept of “pre-school education” and the child’s readiness for school.

**Keywords:** preschool education, problem, school, readiness, child.

### INTRODUCTION

Preschool education is a pedagogical innovation, that is, a change aimed at improving the development, education and training of older preschoolers. The idea of preschool education is considered as a way and means of psychological and intellectual preparation of children for school [3]. Pre-school education is a system of processes of interaction between people in society, ensuring, on the one hand, the development of the abilities of each individual, and on the other, his entry into this society (socialization). It is focused on maintaining the child’s natural curiosity, his desire to learn and achieve significant goals, gaining confidence in his capabilities and prospects, and willingness to work in a team [3]. The preschool education system is actively developing, but children are less and less ready to enter primary school. The process of children’s adaptation to school is delayed. It must be remembered that “readiness for school” is understood not as individual knowledge and skills, but as a specific set of them, in which all the basic elements must be present, although the level of their development may be different [5].

What are the problems of pre-school preparation? This is, first of all, motivational readiness, intellectual readiness, volitional readiness, as well as a sufficient level of development of hand-eye coordination.

Motivational and psychological readiness is the presence of a desire in children to learn. It is the most important outcome of the upbringing and training of a preschooler in the family and kindergarten. The child must have a desire to become a schoolchild and carry out serious activities. Most parents will answer almost immediately that their children want to go to school. However, this is not quite true. First of all, the desire to go to school and the desire to learn are significantly different from each other. It is important to tell children about what exactly it means to be a schoolchild, what duties he will perform there [1]. It is important that parents, who are the authority for their child in everything, do not allow negative conversations in the presence of the child about school, about school education, about how difficult it is for children to study now. A future first-grader must have such qualities as

perseverance, hard work, perseverance, attention, discipline, must be able to manage his behavior and strive to overcome difficulties.

Volitional readiness is required for the normal adaptation of children to school conditions. It's not so much about the children's ability to adapt to them, but about the ability to listen and delve into the content of what the adult is talking about. There is a large percentage of children who, for various reasons, do not receive preschool education. The preparation of children, often by their parents, comes down to forced teaching of reading and writing. As a result, children who can read and write more often begin to come to the first grade, but are lagging behind in general development: they cannot observe, compare, and social and communication skills have not been formed [2]. When a child enters school, a sharp change in social status occurs, and the demands placed on him by different adults increase. The daily routine changes, the physical and mental stress of yesterday's preschooler increases, and at the same time there are no opportunities for unloading in the school space. There is a misunderstanding and rejection by school teachers of playful and spontaneous forms of behavior, which are still predominant among children 6–7 years old [4].

The best preparation for school is to live the first years of life normally [5]. It is necessary to teach children to play! The game develops creative imagination, develops voluntary memory and attention, and creates conditions for the formation of new intellectual operations. One of the most important tasks in preparing children for school is the development of the child's "manual skill" necessary for writing. It is more necessary to let the child sculpt, assemble small mosaics, and color pictures. We often try to teach a child to read, write, and count in advance; we spend a lot of effort and energy on this. But at school it turns out that the child lacks the most important thing - the ability to concentrate on completing a task for at least 10-15 minutes. Do we, adults, realize that the posture of a person sitting at a table for a long time requires incredible effort from a child? [4]. Experienced teachers specially teach children these poses.

An equally important condition for a child's readiness for school is the ability to live in a team and take into account the interests of the people around him. The greatest difficulties are experienced by children who cannot express their thoughts coherently and clearly. It is also difficult for those children who for the first time have to comprehend the meaning of the words "must" and "impossible." School learning is a continuous process of communication.

Psychologists and teachers have noticed that children adapt to school faster and more easily if they know how to communicate [1]. It is necessary to carefully observe how the child plays with his peers, whether he knows how to obey the demands of his elders, whether he knows how to listen carefully, answer questions, and whether he always treats others kindly. The main goal of preschool education is the formation of readiness to accept a new social position - the "position of a schoolchild", who has a range of specific responsibilities and rights. This personal readiness is expressed in the child's attitude towards school, educational activities, adults, and himself [5]. The problem of preschool education can be successfully solved through close interaction between educators, parents, and teachers. It is necessary to develop the child's perseverance, hard work, the ability to complete a task, to develop his thinking abilities, observation, inquisitiveness, interest in learning about his surroundings, and to talk about the

books he has read [2]. Let the child reason out loud. Everyone benefits from this, especially children.

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