



**FORMATION OF THE COMPETENCE OF A PRESCHOOL CHILD IN  
THE PROCESS OF PREPARATION FOR SCHOOL EDUCATION**

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**Annotation.** The concept of pre-school education (education of children of senior preschool age) in the comprehensive program "Kindergarten" is based on the main provisions of the Educational System "School". It is aimed at the development and improvement of the content of education for children of senior preschool age and also at the implementation in the educational process of the methodological principles set forth in the "On Education".

**Key word.** Concept, kindergarten, school, about education, preschool education, parents.

The concept reflects the need of society and the state for high-quality preschool education, which, as indicated in the "Priority Directions for the Development of the Educational System", can be "recommended to citizens as an effective way to equalize the starting opportunities for children going to the first grade of primary school."

"School" is a modern personality-oriented educational system that implements the ideas of developmental education continuously and successively from the preschool stage to the end of the secondary school.

Our main goal is not ZUNs, but the cultivation of a functionally literate personality, that is, we do not "shape" a child according to a model set by someone, like a potter "shapes" a clay pot on a potter's wheel, but we cultivate creative abilities in everyone, readiness for self-realization.

**What is preschool education?**

Pre-school education, like education in general, is a system of processes of interaction between people in society, which ensures, on the one hand, the development of the abilities of each individual, and on the other hand, his entry



into this society (socialization). A feature of our concept of pre-school education is that it simultaneously solves two problems:

- 1) prepare children for learning as a new type of activity for them (motivational readiness, cognitive "speech development, etc.);
- 2) prepare children for studying at school (i.e., for working in a team, communicating with adults and peers, etc.).

The result of pre-school education should be the readiness of the child for further development - social, personal, cognitive (cognitive), etc., the appearance of a primary holistic picture of the world, i.e. meaningful and systematized primary knowledge about the world. This knowledge is not the goal of preschool education; the picture of the world is (in the broadest sense) an orienting basis for adequate human activity in the world.

Creation of an adaptive educational environment for children with disabilities and developmental problems, which should be aimed at early diagnosis and correction, consistent socialization and integration of these children into a mass school.

It is unacceptable to build classes with older preschoolers according to the type of school lessons (sitting at desks throughout the lesson, the predominance of purely mechanical (training) exercises, etc.).

Recently, there has been a clear tendency to coach preschoolers on educational material, which is often accompanied by voluminous homework that is mandatory for children and parents. In our opinion, homework of parents with children is possible, but within reasonable limits and only in the following cases:

- a) for the purpose of equalization (if the child missed classes, etc.);
- b) for the purpose of differentiation (for example, tasks for a child with pronounced abilities, interests).

Parents, and often teachers, want to educate the child, but this is not true. Emphasis must be placed correctly. Orientation is important! contact, attention, School is more than just learning! School is life!

1. The most important task is the desire to go to school, unfortunately these figures are the lowest in St. have early learning experience.

Our primary task is not to get a result, but to teach a child to get a result.

It is not necessary to talk all the time about how to raise a child, but to learn how to interact, develop a unity of requirements, i.e. "to blow in one tune"

Activity, attentiveness, curiosity, perseverance, mind, restlessness, lethargy, conflict, inattention, ease, impatience, resentment, passivity, timidity



- Raising the desire to become a schoolboy
- Ability for self-assessment and self-control
- Development of arbitrary behavior

As mentioned above, the results of scientific studies show a disturbing trend in the decrease in the number of children who are looking forward to entering the first grade with joy. The number of children who do not show a desire to move from kindergarten to school is increasing. This is, as a rule, the result of an incorrect approach to education and training during preschool childhood. Excessive "overorganization" of the pedagogical process, overload with classes lead to a decrease in motivation for schooling, turn preschoolers away from school. Often the child receives negative information about the school, so the near future is perceived by him with anxiety. Such statements of children are not uncommon: I don't want to go to school because

- There they put deuces
- They always swear when you miss at least one lesson
- There are difficult lessons, it takes a long time to study
- You have to sit in class all the time, it's hard

It is obvious that such answers are given by children who have a negative experience of early education or who watch their older sisters and brothers study. Often, parents, and sometimes even educators, use the image of the school as an intimidation, making sharp remarks: "For such behavior at school, they will immediately write you down as hooligans!", "You can't connect two words! How will you go to school?", "Again you don't know anything! How will you study at school?", "Here you go to school, they will show you there!" Parents, realizing that not everything at school will work out for the child the first time, prepare him for failures in advance: "Come on, try, it will be even more difficult at school", "This is still a small task. There will be more questions at school." Such parting words do not set children up for the prospect of schooling and, moreover, cause fear and fear of the near future. Trying to be overly objective in evaluating the success of their children, adults do not skimp on critical remarks and, in the end, they achieve that the child refuses to do activities at all, does not make any attempts to overcome difficulties, reacting to the situation with tears and "leaving" activities.

Sometimes the reverse is observed. Adults, telling children about the school, try to create an emotionally attractive image of the school: "It will be interesting to study at school", "We will be an excellent student", "New friends will appear at



school”, “Teachers love smart kids like you” . Adults believe that by doing so they instill in the child an interested attitude towards learning activities, which will contribute to school success. In reality, a child tuned in to a joyful, exciting activity, having experienced even minor negative emotions (resentment, jealousy, envy, annoyance), can lose interest in learning for a long time.

### **The interaction of the educator with the family in the process of educating older preschoolers of interest in school.**

In modern preschool pedagogy, the practice of preschool education, the interaction of teachers and parents is one of the most urgent and acute problems. Numerous studies prove the importance of cooperation between teachers and parents of preschoolers at the present stage of development of society.

An analysis of the practice of preschool educational institutions shows that many problems in their educational activities are associated with insufficient awareness of parents and the lack of constant feedback from the family. This makes it difficult for teachers and parents to understand each other, and can lead to mutual dissatisfaction and even conflicts. All this negatively affects the process of education and upbringing of the child, reduces the effectiveness of the kindergarten.

Often, many parents who decide to send their child to school are not ready for the role of being a parent of a schoolchild. Moms and dads experience uncertainty, anxiety for the school future of the child, his success, they do not see the possibility of combining children's games and classes with education in a modern school with its complex programs and high requirements for students. Often, parents of first-graders (especially mothers) themselves react very emotionally to children's difficulties and failures in the learning process, and are not able to provide psychological support to their children.

Our study showed that parents of first-graders are characterized, as a rule, by two polar pedagogical positions. Some parents demand from the child the manifestation of maximum independence, responsibility and discipline at the very beginning of school life, for the manifestation of which the beginning student is not yet ready.

But the majority of interested, loving parents take a position of excessive guardianship and control, preventing the child from showing his abilities and interests, the first sprouts of independence. Such parents tend to perceive the successes and failures of the child as their own. Many of them are characterized by manifestations of impatience in the process of helping the child,



disappointment from his mistakes and failures, misunderstanding of the child's difficulties associated with changing his social position - accepting the role of a schoolchild.

At the same time, a fairly large number of parents of first-graders cannot understand why their children lose interest in learning, although they intensively prepared the child for school. Their logic of reasoning is as follows: if you teach a child in advance what he will meet at school, he will study successfully. It is difficult for such parents to understand that the ability of children to read and write does not guarantee successful schooling, it is much more important to teach a son or daughter to listen carefully and correctly complete tasks, communicate with a teacher and classmates, and most importantly, strive to study at school.

The success of the adaptation and education of the child in school will largely depend on the right choice of school. Materials that acquaint parents with the school's requirements for first graders, familiarize themselves with the conditions and content of teaching children in the first grade, and describe specific schools will help parents make an informed choice of a school for their child.

It is necessary to inform the parents about the rules, the time frame for preparing the documents for the placement of the child in the school, and what documents are required for this. This is done so that the grown child and parents leave the kindergarten with an idea of what awaits them in the near future, be ready for this future and warmly recall the bygone preschool years.

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