

PRESCHOOLER'S READINESS FOR SCHOOL

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Abstract: This article is about the motivational readiness of a preschooler for learning.

Key words: Psychological readiness, motivational readiness, preschool age, psychology, motivation, learning.

In modern psychology, there is no single and definite definition of the term "readiness for school" or "school maturity"

Psychological readiness, in accordance with the different requirements of the school for the child's psyche, is divided into two global parts: intellectual and motivational readiness. These are two traditional directions in attempts to build a reliable organization for predicting initial school performance.

Motivational readiness. The current component of readiness includes the development of qualities in children, thanks to which they could communicate with other children, teachers. The child comes to school, a class where children are busy with a common cause, and he needs to have quite flexible ways of establishing mutual relationships with other people, the ability to enter into children's society, act together with others, the ability to give in and defend himself.

Thus, this component means the development of children's need for communication with others, the ability to obey the interests and customs of the children's group, developing abilities to cope with the significance of a schoolchild in school learning situations. The current component includes the development of the child's readiness to accept a new social position - the position of a schoolchild who has a range of rights and responsibilities. This motivational readiness is expressed in the child's attitude to school, to educational activities, teachers, and to himself.

Motivational readiness also includes a specific level of creating a motivational sphere.

In recent years, a tendency has emerged in preschool psychology to overcome the approach to studying motives as these formations that only accompany a certain job or stand outside of it. From the standpoint of modern views, a motive is considered one of the primary structural formations of the work itself.

Some authors emphasize the importance of the motivational component in the structure of readiness for learning. It is important that incentives, being the structural initial link in the work, reveal their influence at all stages and in all structural units of work. Thus, the choice of means

for achieving the results of work and the nature of actions depend on the nature of motives, and the operations of monitoring and evaluating the obtained result of work are associated with motives.

L. I. Bozhovich, N. F. Talyzina, A. B. Orlov distinguished external and internal readiness for school education. Where internal incentives are of a personally important nature, conditioned by the cognitive need of the subject, which is obtained from the mechanism of cognition and the realization of one's own personal potential. The predominance of internal motivation has a high cognitive activity of the child in the learning mechanism; the acquisition of knowledge is both the motive and the goal of the implementation of the functioning proposed by the adult.

The preschooler is directly involved in the learning process, and this gives him emotional satisfaction. External incentives are characterized by the fact that mastering the content of knowledge offered by adults acts as a method for achieving other goals. With external motivation, the preschooler, as a rule, is alienated from the learning process, shows passivity, and experiences the meaninglessness of what is happening. Motivational readiness is a component of psychological readiness for school, which implies that children have a desire not just to go to school, but to study, to do specific duties that are associated with a new status, with a new position in the system of social relations - the position of a schoolchild. Without such readiness, a child, even if he can read and write, will not be able to study normally, since the environment at school and the rules of behavior will become a burden to him. According to Bozhovich L.I., successful education at school is a new system of needs, which is associated with the child's desire to become a schoolchild" to do a new, socially significant activity forms the internal position of a schoolchild. The formation of an internal position is carried out in 2 stages:

At the first stage, a positive attitude towards school arises, but there is no focus on the substantive aspects of school work. The child highlights only the external formal side. Many children are primarily attracted by the external attributes of school life: a new environment, bright school bags, notebooks, pens, as well as the desire to get good grades. The child wants to go to school, but at the same time provide a preschool lifestyle.

At the second stage, there is a focus on social, although not strictly educational, foundations of work. A fully formed position of a schoolchild includes a combination of orientation to both social and strictly educational aspects of school life, although only a few children achieve this indicator by the age of 7.

A child who is attracted to school not by its external side, but by the opportunity to gain new knowledge, which means the development of cognitive interests, is considered motivationally ready for school education. A future schoolchild needs to voluntarily control his behavior, cognitive activity, which becomes possible due to the formation of a hierarchical system of motives.

Thus, the child must have developed educational motivation.

Motivational readiness also means a certain level of creation of the child's emotional sphere. By the beginning of school education, the child must have achieved relatively good emotional stability, against which the development and course of educational work is possible.

D.V. Soldatov, analyzing the research of domestic and foreign scientists, comes to the conclusion that such features of preschooler motivation can be found that will allow us to say that the development of mature educational motivation is in the “zone of proximal creation” of the child. He calls the set of features that are typical for motivational readiness for school education the “threshold” of motivational formation or the “mature internal position of the schoolchild”, which is necessary for school education. In connection with this, a child can be considered psychologically ready for school education if he/she exhibits psychological traits that lie in the range from the minimum to the maximum of school requirements.

Speaking about motivational readiness, L.I. Bozhovich notes that by the age of seven, a child develops an awareness of his/her personal social "I", a desire for a new position in the system of social relations that are accessible to him/her, and for new socially significant work - for the position of a student.

L.I. Bozhovich also emphasizes that by school age, the orientation of the child's personality changes in terms of its own content: the stability of the emerging motivational organization increases, which increases the role of dominant motives in the child's behavior and development.

According to L.I. Bozhovich, by the end of preschool age, a child first forms an "internal position" - a holistic attitude of the child to the surrounding reality and to himself/herself.

Play, as the leading work in preschool age, ceases to satisfy the child. Imaginary participation in the existence of adults becomes incomplete, and the preschooler develops a desire to take a new, more adult position in life and do the work associated with it. In the context of comprehensive school education, this is realized in the desire to become a schoolchild.

L. I. Bozhovich understands learning incentives as "what the child studies for ..., what motivates him to study", while she distinguishes two groups of learning incentives:

- 1) broad social incentives that are associated with the student's relationship to the social reality around him;
- 2) learning incentives determined by direct interest in work.

L. I. Bozhovich, V. M. Matyukhina present the structure of the child's educational and cognitive motivation in the form of two groups: motivation by content and motivation by process. Motivation by content implies the child's desire to learn new facts, the essence of phenomena, their origin, and motivation by process - the process of performing an action itself. The range of stimuli for a senior preschooler is quite wide: from an obvious reluctance to study or orientation toward external attributes to a conscious effort to take a new social position and interest in new activities.

L. I. Bozhovich identifies 2 groups of learning stimuli:

1. Broad social learning stimuli, or stimuli associated with the child's needs for communication with other people, for their assessment and approval, with the student's desire to take a specific place in the system of social relations available to him;

2. Incentives that are directly related to the content of educational work and the process of its implementation.

Analysis of the research by Bozhovich L.I. showed that both of these categories of incentives are necessary for the favorable implementation of educational work. In children who enter school, broad social incentives express the need to take a new position among others, which arises in senior preschool age, namely the position of a schoolchild and the desire to carry out serious, socially significant activities associated with this position.

The basis of motivation, which is associated with the content and process of learning, is the cognitive need. It is born from an earlier childhood need for external impressions and the need for activity, which exist in a child from the first days of life. The development of cognitive need is different in different children: in certain children it is expressed clearly and has a "theoretical" direction, in others the practical direction is more strongly expressed, in others it is generally very weak.

The problem of the levels of formation of motivation for learning is very thoroughly developed by A.K. Markova.

She identifies five primary levels of educational motivation:

The first level is a high level of school motivation, educational activity. Students definitely follow all the teacher's instructions, are conscientious and responsible, and are very worried if they get bad grades.

The second level is good school motivation. This level of motivation is the average norm.

The third level is a positive attitude towards school, but the school attracts these children with extracurricular activities. Such children feel good enough at school to communicate with friends and teachers.

They like to feel like students, to have a beautiful school bag, pens, a pencil case, and notebooks. These children have less developed cognitive stimuli, and the educational process does not attract them much. The fourth level is low school motivation. These children attend school reluctantly, preferring to skip classes. They often do other things and play games during lessons. They experience considerable difficulties in their educational activities. They are in serious adaptation to school.

The fifth level is a negative attitude towards school, school maladjustment. Such children experience considerable difficulties in learning: they cannot cope with educational activities, have problems communicating with classmates, in relationships with the teacher. School is often perceived by them as a hostile environment, being in it is unbearable for them. In other cases, students may show aggression, refuse to do assignments, follow certain norms and rules. Often, such schoolchildren have neuropsychiatric disorders.

Conclusion: Thus, motivational readiness for school includes a child's developed need for knowledge, skills, as well as the desire to improve them. The educational activity of first-graders is motivated not by one, but by a whole system of different incentives. Each of the listed incentives is present in the motivational structure of a schoolchild to one degree or another, each



of them has a certain impact on the development and nature of his academic work. Together with the awareness of the social significance of school learning, the ability to subordinate one's "want" to the word "must", the desire to work and bring things to completion, the desire for success and correct self-esteem, the incentives of academic work will begin to influence the characteristics of the student's learning.

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