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## FEATURES OF THE PSYCHOLOGICAL DEVELOPMENT OF THE CHILD DURING THE TRANSITION FROM THE OLDER PRESCHOOL AGE TO THE JUNIOR

**G.A. Aldzhanova**

*Doctor of Philosophy (PhD) in pedagogical sciences Department of Pedagogy and Psychology, Karakalpak State University named after Berdakh, Republic of Karakalpakstan*

### ANNOTATION

*The article summarizes the features of the psychological development of a child in the transition from older preschool age to younger. Modern forms and methods of work with students of this age are considered. An analysis of the classical approach to the issue under study is given.*

**KEY WORDS:** *age, development, educational psychologist, parents, children, students, game, action, socialization, norm.*

In September 2018, at the initiative of President Shavkat Mirziyoyev, a new department was created - the Ministry of Preschool Education of the Republic of Uzbekistan. Work with preschool institutions (DOE) was singled out as a separate area after a thorough analysis of education, studying a number of emerging problems that indicate that the sphere is lagging behind the requirements of the time. The new pre-school educational program is based on state requirements. Curricula on the social, personal, emotional, speech, mathematical, physical, psychological, physical and creative development of children have been introduced in kindergartens.

Modern trends in the development of preschool education are united by one important and significant criterion - its quality, which directly depends on the level of professional competence of teachers, educators and the pedagogical culture of parents. And although the preschool and the family are two links in the same chain, the kindergarten cannot replace the family, it complements it by performing its special functions. Their common task is the education and upbringing of the future generation, the creation of comfortable conditions for the full development of the individual.

The changes taking place today in the field of preschool education are aimed primarily at improving its

quality [1]. It, in turn, largely depends on the coherence of the actions of the family and the preschool organization. A positive result can only be achieved when considering the family and kindergarten within the framework of a single educational space, which implies interaction, cooperation between preschool teachers and parents throughout the child's preschool childhood. The most important sign of a single educational space and at the same time a condition for its creation are the definition and acceptance by the participants of the pedagogical process of common goals and objectives of educating preschoolers, which are formed in a single program for raising, educating and developing children.

Modern education programs for preschoolers in Uzbekistan [1] are based on the Family Code of the Republic of Uzbekistan [2], the achievements of psychology and pedagogy. However, parents who are social customers of educational services often do not have deep knowledge in this area. Therefore, the goal and objectives of public education should be the subject of a detailed discussion by teachers and parents, during which the teacher needs to convey to the family his vision of the result of raising a child and coordinate it with the pedagogical attitudes of the parents.

The next sign and condition for the creation of a single educational space should be the development and



adoption of uniform requirements for the child at home and in a preschool organization. This contributes not only to the creation of psychological comfort for the child, but also to strengthening the authority of parents and teachers. An equally important sign and condition for the creation of a single educational space is the development of a common approach to solving the problems of education, the identification, generalization and coordination of pedagogical methods and techniques based on the study of the educational experience of the family and the transfer of information to parents about the technologies of the educational process.

During the transitional period from senior preschool to junior school, the child has the first ideas and awareness of himself as a person, a member of society, an awareness of his individuality, the needs of experiences and the first mental processes. There is a change of priorities and contradictions in the understanding of the child. The main thing is the discrepancy between the usual, childish and carefree preschool lifestyle and the new, more responsible, first adult opportunities and responsibilities of children by the age of 7. At this time, there is a change in the social position from a child to an older one, which involves more responsibilities and duties. During this period, there are also physiological changes in the body of the child.

If we study the physiological characteristics of students, then we can distinguish that "in the period of 6-7 years, there is an intensive development and improvement of the musculoskeletal and cardiovascular systems of the body, the development of small muscles, the development and differentiation of various parts of the central nervous system. A characteristic feature of this age is also the development of cognitive and mental mental processes: attention, thinking, imagination, memory, speech. The process of forming attention during preschool childhood is dominated by involuntary attention, and by the end of preschool age, voluntary attention begins to develop. When the child begins to consciously direct and hold him on certain objects and objects.

By the end of preschool age, the development of arbitrary visual and auditory memory occurs. Memory begins to play a leading role in the organization of mental processes.

By the end of preschool age, visual-figurative thinking reaches a higher level of development, and logical thinking begins to develop. This forms the child's ability to highlight the essential properties and features of the objects of the world, the formation of the ability to compare, generalize and classify. By the beginning of school age, creative imagination is developing, this is facilitated by various games, unexpected associations, brightness and concreteness of the images and impressions presented [5].

The child begins to strive for a more adult life, filled with a new social status, duties and responsibilities, as well as opportunities to be more independent and freer, as far as possible, at this stage of personality development in choosing their actions and desires.

He becomes not interested in the old types of activities, the opportunities that he was endowed with at preschool age.

The first class for a former preschooler is a set of new duties, responsibilities and a new stage of socialization and interaction with adults. In the life of a child, social roles change and new ones appear. Now he is no longer a child from kindergarten, a child from school with a new social status.

A new, one of the main adults appears in the child's life - the teacher. He performs the role of a representative of society, a social person who is empowered to teach, give new knowledge and be a guide to a new adult life, so to speak, a guide to adulthood. The teacher also performed maternal functions, provided all the processes of the child's life.

There are also changes in the relationship of children with each other. If earlier it was a relationship built on play and friendship, then at school age it will be a relationship built on shared responsibility and study. Success in academic and extracurricular activities, grades are of paramount importance in the criteria and evaluation by peers of each other and determining the position of the child in the classroom.

When moving from kindergarten to school, the attitude towards the child on the part of adults also changes. He is endowed with greater independence than a pupil of the garden: he begins to allocate time, schedule and daily routine, and fulfill the main duties of his new school activity.



Analyzing the works of L.S. Vygotsky and L.I. Bozhovich on the issues of the child's psyche, it can be noted that, describing the nature of behavior and the causes of the emergence of a crisis in the transition period from senior preschool to primary school age, a child develops a readiness for learning.

L.S. Vygotsky singled out the crisis of 6-7 years. According to his research, the older preschooler is distinguished by mannerisms, capriciousness, pretentious, artificial behavior. The child manifests stubbornness, negativism. Exploring these character traits, L.S. Vygotsky explained them by the fact that children's spontaneity is being lost. In this period, meaningfulness also arises in one's own experiences" [4].

According to L.I. Bozhovich, "the crisis of 6-7 years is caused by the appearance of a neoplasm - the so-called internal position. Until the present age, the child practically did not think about his place in life. But at the age of 6-7 years, these questions become relevant for him. At this age, children have an awareness of their social "I". Children imitate adults, strive to assert their significance.

Also L.I. Bozhovich pointed out that "a child at the age of 6-7 years has a need for activities that ensure his social position. The internal position is in conflict with the social situation in which the child is at the moment. At the heart of the crisis of 6-7 years is a conflict that arises from the collision of new needs that have appeared in the process of development and the child's unchanged lifestyle and the attitude of the people around him. The relationships of the surrounding adults do not allow the child to satisfy the needs that he has. This leads to the emergence of frustration, deprivation of needs, which are generated by the mental neoplasms that have appeared by this time" [3].

The result of mental development, which all preschoolers come to in the transition from senior preschool to junior school age, is the psychological readiness of the child for schooling, communication with new adults and the establishment of his new social role in society.

The main mistake of parents who deprive a preschooler of childhood with peers, that is, deprive a child of kindergarten childhood, is to get a closed, insecure, not independent child who cannot socialize

properly and build high-quality relationships with peers and new adults in his life. It is in the kindergarten that the skills of independence, elementary basic knowledge are laid, sensory standards are instilled in the child, perceptual actions are formed, as well as the skills of communication and interaction with people, both of their age and older. It is a well-constructed stage of preschool childhood, which helps to avoid the difficulties of adaptation at school. It is also necessary to prepare not only the child, but also the parents for the transition from kindergarten to school. Provide them with knowledge about the process of competent and psychologically comfortable adaptation to the school environment and teaching

## LITERATURE

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