



METHODS OF DIAGNOSING THE READINESS OF CHILDREN TO RECEIVE EDUCATION AT SCHOOL IN THE EDUCATIONAL SYSTEM OF UZBEKISTAN

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Annotation. This article analyzes the methods of diagnosing the readiness of children to receive education at school in the educational system of Uzbekistan. Suggestions for system problems have been put forward.

Keywords: diagnosis, mental development, kern-irasek, “graphic dictation”, instruction, conversation, observation, skills, preparation, discomfort, approach.

Introduction

Diagnosis of the child's readiness to receive education at school this examination is very necessary. He is needed for the family in making adjustments (if necessary bulsa) to what aspects of the child, how to approach the successes and shortcomings of the six-year-old, for this purpose, he is also needed for educators, and, moreover, for teachers of the 1st grade. To educate a child, it is necessary to know him in every possible way. Unfortunately, the lack of improvement of the diagnostic system today, the abundance of various forms that do not justify themselves, makes it difficult for educational institutions as well as parents to prepare children for school. For example, in some schools, a quick reading skill (50-70 and even more words per minute) is being put forward as the main indicator that determines the child's readiness for school when taking children to the first grade. However, this skill is not included in the state program of preschool education. It is not bad if the child has learned to study quickly, but this should not be taken as a conditional requirement in attending school.

Several options of different methods are given in order to determine the degree of diagnosis, the development of the child and the level of preparation for being educated at school. However, this does not mean that it is necessary to use all of the mascara techniques when diagnosing each child. It is better to carry out the diagnosis of a child in a reliable conversation or play order, not based on obligation. So that the

child does not notice that he is being examined. It is better to conduct 2-3 of the conversation and recommended games so as not to confuse the child when answering the questions asked, not to quench his interest. The time for conducting a diagnosis once should not exceed 20-25 minutes. The main diagnostic methods that are mandatory for preschool organizations of all types, schools and allow parents to determine the readiness of the child for school as well as to deeply solve certain aspects in the development of the child include:

1. Diagnosis of the state of Health and physical development of the child.

2. Diagnosis of personal-psychological and mental development:

- diagnostic introductory interview;
- Diagnoses on the Kern-Irasek system;
- Diagnosis by Hungarian method (graphic dictation).

3. Diagnosis of the identification of skills and primitive ground of educational activities:

- questionnaire identifying children's perceptions of school (motivational preparation);
- questionnaire identifying mathematical concepts of children;
- questionnaire that determines whether children have developed ogzaki literacy and speech.

4. Additional forms of verification:

- visual memory;
- auditory memory;
- content memory;
- development of imagination and creative thinking;
- ogzaki-development of logical thinking;
- development of mooring in a certain place, territory;

- development of mathematical concepts;
- development of skills and abilities in imaging activities;
- to express his attitude to himself and his own imaging activities.

Discussion and result

Before admission to the school, all children are required to pass the examination of the Medical Commission, which consists of doctors of a narrow specialty in the structure of the children's Polyclinic from their place of residence. They give their conclusions about the health of the child and his preparation for school. An early spring examination of this examination allows the deficiencies identified in the child to be completed in dispensarization throughout the summer. The main types of movement, simple skills of hand muscles sports games, the development of the quality of movement can be checked during competitive, relay-style sports and action games.

Conducting a diagnosis according to the Kern-Irasek style. Examination of children consists of 4 tasks, the purpose of which is to identify a deficiency in the development of activities necessary for the school in them, including analytical and synthetic tasks of the cranial pelvis, motor skills. By the Kern-Irasek method, determining the degree of readiness of a child to receive education at school can be carried out separately or simultaneously with a group of 10-15 children. The fourth assignment is separated with each child in separate, specially designated rooms. The child (or 10-15 children in the group) is given a clean sheet of ordinary paper. From the top to the right corner of the paper is poured by writing the name, surname, age of the child covered by the study, as well as the date of the examination. Hard paper is placed under the work paper. The pen should be placed in front of the child in such a way that it is worth taking it with both the right and left hand.

Conducting a diagnosis consists of three tasks:

1. Adam official.
2. Consists of three words, a drawn short phrase (he ate soup).
3. The group of points drawn.

The face part of the sheet is separated to complete the first task. The first assignment is given the instruction: "draw here (where each is shown) as far as you

know a picture of one man (your uncle)". After that, it is forbidden to give insight (help), warn against the imperfection and error of the picture. Each question that falls from the child should be answered as follows. "Chiz as you know it". If the child is unable to start work, he should be encouraged: "see, how well you started", "keep drawing". Can I draw "aunt"? When asked, we all need to explain that we are drawing an uncle. If the child began to draw a female figure, it is necessary to wait for it to be brought to the end, and then ask him to draw a picture of a man next to him. When the child completes the drawing, the work paper is turned upside down. Its back is evenly divided in two by a transverse line (this can also be done in advance). Task 2 requires 10-15 cards (13-14 CM in size per 7-8cm) to complete. The phrase "he was hungry" is written on it in the manuscript (the size of the letters-1 cm, the initial-1, cm). The card with the phrase is placed in front of the child, the case is placed just above the paper. The second assignment is explained as follows: "Look, something is written here. You can't write yet. So try to draw this. Take a closer look at how it is written, and write it in the same way to the top of the sheet (indicate where it is)". If any of the children cannot accommodate a third word without taking a number identity account, it should be said that the third word can be written from below or from above. The oversized cards must also be prepared to complete the third assignment. They depict a group of points, the range of which is vertical and horizontal – 1 cm, the diameter of the points-2mm: the first card with the child completing task 2 is taken from it and replaced with a second (with points) card in such a way that the five-pointed angle depicted through the points must be facing down. The third assignment is instructed: "points are drawn here. Similarly to the bottom of the sheet (show where it is) try to draw yourself".

Consider, keep in mind. Over the course of a minute, a picture of 7-10 unrelated objects, such as a ball, a tree, a bus, a camel, an apple, a slave, a book, a bowl, a zontic, a butterfly, is displayed. Then they are turned upside down, the child is asked to tell what he sees. If the child says 5, 7 or 10 of what he sees in the order he wants for a minute, then this is the best result.

Keep in mind hearing. Tell the child the name of 7-10, unrelated things, with an interval of 2-3 seconds, and ask him to repeat what he remembers. The methodology will be the same as when you see and check your mindfulness.

Keep the content in mind. The child is told or read a story of a certain content (1-2 times). The child is then asked to tell him what is being said about him. If a child tells a story verbatim, it means that hearing in it has developed in mind, if he can

convey its content if he tells the story in his own words and at this point separates the main thing in the story, then it has developed in mind the content.

Diagnosis according to the Rorshach methodology will help in determining whether the child has developed imagination and creative thinking. The methodology was named after Dr. Rorshah, a Swiss scientist. The child is symmetrically referred to the paper with 10 cyox charejamas (drops). The child undergoing the examination should look at each stain and tell what they are reminding, what they are seeing, as if the clouds, speaking in the clear summer sky, are on the goho ship, like the rider that goho is flying. It is not recommended to limit the time when the child is looking. The interpretation, identification of the answers is quite complex and may have been fully carried out by specialist-psychologists. However, not only specialists, but also parents can see and know a lot in their child. Here are a few examples: if a 6-7- year-old boy himself did not meet a human-like figure at any time from the proposed ink charejama, it is impossible to conclude that on the basis of the Rorshach test, development in this child stopped, and his relationship with people around him was very-very severe? If a child of this age sees different structures in exactly the same spots, it means that he interprets, interprets colors in an interesting way, demonstrating in himself the development of a form of emotion, thinking of a wide fall. In his answers, the relationship between regularity and originality is in moderation. It is not true to conclude that the child is very intelligent, spiritually restrained, able to use his potential lightly and freely. if the child cannot see anything in the spots, it means that the point goes back to the fact that his thinking, mainly his imagination, is at a lower level.

Each parent wants their child to find a place in life. But not all parents know how to prepare a child for school, what to teach him. There are the following two ways to prepare a child for school: preparing a child for school in the family; preparing a child for school in a preschool organization. In addition, some difficulties are encountered in the adaptation of the child to school, these difficulties are dependence on medical, personal, socio-psychological, mental factors. They are eliminated in the process of educational activities. The active maturation process of the organism of a child 5-7 years old will continue. The child's weight on average goes to 200 gr per month, grow to 0 0.5 cm in height. The possibilities of the structure of the body (torso) change. By the age of 6, the child's movement aspects are well-formed enough: he can walk at different speeds, step, run flat, light and fast. He will have mastered complex movements such as running and jumping, hanging (twitching). His movements in musical training will be varied, rhythmic and flexible.

He begins to show better qualities such as agility, absurdity, agility, sniffing in games and exercises. But along with these, it will be necessary to further develop the main physical qualities of strengthening their nervous system, such as increased agility, endurance, speed, strength, dexterity. One of the physical qualities necessary for a child to achieve success not only in mastering educational programs, but also in any work is endurance. The next important job in preparing a child for school is to have him examined by a doctor in a hospital.

Information about the health and physical development of the child is necessary for school. The school doctor and educator use this information, taking into account the child's physical development, degree of conditioning and hearing, when conducting it correctly to the Parta as early as the first days of study, recommending appropriate physical education classes for him, as well as knowing the child's behavior, morals and finding specific treatment for each of them. The school doctor should know what diseases the child is suffering from, what kind of feed he is taking, and what to do to prevent diseases. Every year from January 1, the hospital's patronage nurse goes to the homes of children who are supposed to attend school that year, telling parents that they should take their children with them and show them to the precinct pediatrician. Parents need to go to the Polyclinic, not putting it on the paysal, seriously looking at the nurse's proposal.

In the Polyclinic, specialist doctors examine the child's Eye, Ear, Nose, Throat, treat his tooth. A child with a speech defect (who mispronounces certain letters, his speech is ambiguous, stuttering and haqozo) is sent to a doctor-speech therapist. As a result of such atrophic examinations, the doctor will give the parents ' hands a certificate that the child has already passed the examination of doctors in the hospital. At the request of the school doctor, the hospital sends the child's personal outpatient card to the school. This is what the preparatory work performed by the parents who give their children to the first class consists of.

We take the child's recovery from the implementation of the following tasks. Colds in children are mainly caused by the fact that the child's clothes and shoes do not fit into the temperature regime. So, by constantly comparing the temperature and clothing, the body of the little ones should not allow the temperature to rise or decrease. It is also important to create conditions for children to sleep and eat. For the health of children, music and olfactory therapy, which are considered the conditions in which he lives, the basic conditions necessary for the formation of the environment, are much more important. Hearing, vision, intestinal, liver folate of the

child, what kind of sexual development is in the test, and hokozo.

Only diagnostic information provides a clear individual approach to the child in the family. Regime-has always been and remains the basis of the complete physiological development of children. Walks-according to the scientific evidence of physiologists and psychologists, it is especially noted that a preschool child performs 6-13 thousand movements in one day, including the onset of a seizure disorder (dyskamfort) in children if less than 6 thousand. As the child goes to first grade, it is important that he is physically ready for school education. The fact that a child falls between physically strong, strong children in relation to himself can become the basis for the formation of various states in it. The medical, psychological and pedagogical observation book is kept separately for each educator of the preschool educational organization. It continuously records the results of the medical examination, psychological and pedagogical diagnosis conducted during the year with the same educator, as well as the indicators of the knowledge, skills and qualifications acquired by him on the basis of the state requirements of preschool education:

The main goals and objectives of education for preschool children are to develop children physically and mentally, to meet their psyche, personal abilities, aspirations and needs, to ensure that they reach adulthood faithful to national and universal values, Goya of independence, to prepare them for school education in accordance with the state requirements imposed on the education of preschool children. Achieving the fulfillment of the goals and objectives set before the process of development of preschool children is carried out on the basis of the state educational program "the first step". Every family should be sad to raise a harmonious generation. Therefore, the law "education is right" and the "National Program for training personnel" set out the system of the most necessary activities for training personnel, which is the main factor in ensuring the socio-economic development of mamalkat. Raising a healthy generation is a priority of the state and society. It is no secret that in the Republic, the involvement of children in preschool educational organizations is a low percentage. Such an imbalance negatively affects the level of their development from the day the children step on the threshold of school.

In recent years, special attention has been paid to improving the system of preschool education, overcoming the content, form, means and methods of Education. The state and society set the task of developing children of preschool age on a single demand basis. Based on the state requirements for the education of preschool children, support programs are provided for the purpose of providing

education to preschool children in an integral way. These base programs make it possible to develop even children who are not involved in preschool education organizations today and prepare for school on the basis of unified state requirements.

At the end of the educational process, the main goal was to bring up an independent thinking, free, educated, in a word, competent person. This was the first type of self – contained education system-it required a specific approach to preschool education. From the day the child is born, the state and society and the parent are tasked with raising him healthy, intelligent, good-natured. Mental activity in children is carried out first through treatment, and then through educational activities, games, giving knowledge. The child is always between items, events. They constantly get acquainted with something, learn something, Hold On, listen to something, in this way the child realizes the world. Tevarak-surrounding objects and objects affect the sensory organs of children, analyzers, and intuition is formed. Intuition helps to know certain properties in children. The development of mental skills and skills in a child, checking the subjects of the simplest methods of activity, distinguishing between important and non-important characters in them comparison with other subjects is one of the tasks of mental education in children of preschool age. These skills, qualifications are components of cognitive activity, helping to deeply acquire the knowledge that exists. Pedagogy, the science of psychology puts forward the idea that the effective solution of the tasks of mental education should first be the correct use of the child's capabilities, and on the second hand, there should be no overexertion that will cause the child's organism to get tired.

Only in the process of properly organized activity does full-blooded mental development occur. Therefore, the task of educators is to create the necessary conditions for educational influence with a specific goal, the mental activity in children is carried out through educational activities after initially through treatment. The role of mental education in the preparation of children for school education is great. It serves as a resource for the child to acquire knowledge, develop their mental activity, acquire mental skills and skills, successfully study in school, prepare for future labor activities. The main tasks of the mental education of children of preschool age are as follows:

1. Formation of a scientific worldview of the system of knowledge about nature and society in children. The child should have a clear idea of the surroundings, about their function, quality, properties, about what materials he used, about which he was prepared.

2. Medicine for knowledge development of mental processes: intuition, perception, memory, imagination, thinking, speech, etc. The development of speech about knowledge is a free task of mental education.

3. The development of interest in knowledge and mental abilities, a culture of mental work. The task of mental education is to develop the curiosity of children in such a way that they develop the meticulousness of the mind and generate interest in knowing it on the basis of these.

4. The development of mental skills and skills, that is, simple methods of activity, examination of objects, highlighting important and non-essential signs in them comparison with other objects is one of the tasks of mental education for preschool children.

After systematic educational activities on the introduction of plants and animals, children will have a certain idea of plants, young animals. Then it is possible to plan educational activities with foster children in order to develop mental skills, skills in children. These are: "you describe, I find". Didactic task-to answer the questions of adults by distinguishing the characteristic sign of the thing and saying the name. Game action-telling riddles to adults. Game rule-it is impossible to name what is being described. To answer the educator's questions clearly and correctly. Pickle-put vegetables and fruits on the table. The tutor's chair is placed so that the plants are not visible. The course of the game – choose one of the vegetables on the table for the Children Of The Educator. I ask you how it is. You answer. Just don't name it. From your answers, I will try to find it. Then, in order, the educator asks the question: "What is the form?, All sides round like a balloon?, Is there a pit?, What is the color?" and other. Children answer questions tula. After the children tell about the characteristic signs of the thing, the educator finds a riddle. In educational activities, in the game, in the corner of nature and in the work on the field, during excursions and walks, the educator shows the children the variety, beauty of the surrounding World, introduces them to the various features, qualities of the plant, forms an elementary understanding of the flora and fauna.

An attractive attitude of children allows you to more actively assimilate from the story of the educator. In educational activities, when solving the task set in didactic games, the child will learn to distinguish, compare certain features of objects and phenomena, divide them into groups according to common features, characters, classify them. Children learn to reason, draw conclusions, children develop attention, memory and voluntary cognition. In solving educational activities, the game task, the

child explains his behavior. This contributes to the growth of speech. During educational activities, didactic games, children of different preschool ages, through multiple repetitions, master the set of knowledge inherent in the educational and educational program of the preschool educational organization. When choosing games played with natural materials, the educator should not forget that the content of the game is suitable for changes in nature in the environment. For example: the game "buying seeds" should be held in the spring, and "harvesting" should be held in the summer or in the autumn. The educator himself can also marry educational activities, various variants of the game: an additional task to the game, educational activities, a new role, enriching children's knowledge of the surrounding nature, etc.

Conclusion

Some of the same didactic game is recommended in different variants, for children of different ages. Games are complicated by the fact that the number of plants, animals or other objects increases, various rules and game actions increase. For example: carrots, cucumbers, apples, etc. can be obtained to know by hand, and later fruits and vegetables can be introduced, which are similar in shape. Playing with leaves, flowers to children of preschool age is often associated with the desire to decorate a group room, a dining table, decorate a bouquet, leaves to adults, small children. When conducting such games, educational activities, children should be taught to be careful with plants, not to interrupt flowers in vain. If the child has focused on the shape of apples or other objects, it is necessary to offer him to roll the apple, stroking it like a ball, determining its silkiness. It is necessary to teach children to use the concepts of color, shape, size. In the world of a diverse natural phenomenon, the most understandable for direct observations of children are plants and pets. In the process of introducing preschool children to plants and animals, children are brought up with love for nature, their desire for animal care, for growing plants is brought up.

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