

INNOVATIVE METHODOLOGICAL SYSTEM FOR PREPARING PRESCHOOL CHILDREN FOR SCHOOL EDUCATION THROUGH A PEDAGOGICAL TRAJECTORY

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Abstract: The article discusses ongoing reforms aimed at further improving and developing the preschool education system in Uzbekistan. It highlights the methodological system for preparing children for school education within the educational activities of preschool institutions and examines practical issues related to its implementation. The study emphasizes the creation of conditions for the comprehensive intellectual, moral, aesthetic, and physical development of preschool children, the introduction of innovative approaches, and the integration of advanced pedagogical and information-communication technologies. The methodological system addresses children’s developmental needs, age-specific psychological characteristics, and ensures holistic development through the application of various methods, while maintaining the quality and effectiveness of education.

Key Concepts: Preschool education system, institution, younger generation, intellectual development, cognitive skills, spiritual potential, school preparation, improvement.

Introduction

Extensive reforms are being implemented in Uzbekistan to monitor preschool education activities, enhance the professional skills of educators, consolidate children’s personal qualities, and expand coverage in preschool

institutions. The main objectives include creating conditions for the comprehensive intellectual, moral, aesthetic, and physical development of preschool children, integrating innovations into the preschool education system, and employing advanced pedagogical and information-communication technologies.

Meeting the developmental needs of children, nurturing their abilities and potential, and applying diverse pedagogical methods to ensure their holistic growth require the development of theoretical and methodological foundations. These foundations support a system that ensures the consistency between educational quality and effectiveness.

One of the main responsibilities of the educator is to organize the daily activities of children meaningfully and teach them to solve problem situations. As a result, each child develops the ability to navigate various life situations independently and effectively.

Methodological Directions for “School Preparation”

Pedagogical and psychological observations indicate that the preparation of preschool children for school is implemented in the following areas:

Physical Development: Characterized by children’s health, motor skills, coordination of hand and visual movements, and overall physical fitness.

Cognitive Activity: Children develop as individuals through engagement with their environment, adults, peers, plants, and animals, while acquiring social skills.

Intellectual Readiness: Reflected in the ability to think freely and logically, and to approach tasks independently and creatively.

Speech Development and Metacognitive Skills: The child’s academic performance in school largely depends on the development of speech and logical thinking. Metacognitive skills are fostered through storytelling, reflection,

verbal explanation, and imaginative activities. Drawing and completing educational tasks also contribute to intellectual development.

Family and Social Environment: The preparation of 6–7-year-old children for school is closely linked with family education. Children learn to analyze social events, understand the social roles of individuals, and respect others' labor. It is insufficient to teach only the physical attributes of objects; children should understand that products are created through human labor, involving various professionals, which demonstrates the social significance of work.

Holistic Preparation of 6–7-Year-Old Children

Children at this age begin to comprehend knowledge collectively and recognize the social importance of labor. Teaching distinctions among objects through collaborative family activities is essential. School attendance marks an important stage in a child's life, forming a foundation for future success. Play activities gradually transition into structured learning activities.

School preparation requires that children adapt to a more structured daily routine, reduced free activity time, and increased responsibilities associated with learning. Research indicates that school readiness is directly related to psychological development. Components of metacognitive skills serve as a bridge between preschool and primary education.

The holistic preparation of 6–7-year-old children includes:

Elementary mathematical concepts

Speech, reading, and writing skills

Socio-emotional and creative development competencies

Cognitive development is closely linked to knowledge acquisition. Children understand the world, analyze events, and express personal opinions. Sensory perception helps children grasp the unique characteristics of objects, while intellectual activities allow them to perform educational tasks, following instructions, and developing critical thinking skills.

A high level of speech development is a crucial means for intellectual readiness. Clear and fluent speech, vocabulary expansion, and independent thinking determine school readiness. The requirements for a future student ensure the effectiveness of school education.

Integration of Preschool and Primary Education

Comparison of current preschool and primary education programs reveals continuity in certain areas, such as language and mathematics. Optimizing the transition is reflected in educational methods and tools. Although preschool activities and school lessons have unique characteristics, both share general internal features such as structured content, organizational and temporal limits, teacher guidance, and scientific rigor.

Preschool activities develop initial elements of educational activity, self-regulation skills, and goal-oriented intellectual work, preparing children aged 6–7 to actively engage in new learning conditions. Continuity between preschool and primary education ensures the comprehensive development of the child.

Methodological Innovations in School Preparation

The study focused on improving methods for preparing children for school based on the State Standard for Preschool Education and the “First Step” curriculum. The following methodological approaches were implemented:

Learning Geometric Shapes and Numbers: Integrating curriculum requirements with first-grade natural science and mathematics. Activities included “Who is this?”, “What is this?”, and effective use of Abacus technology.

Learning Cause-and-Effect Relationships: Developing logical thinking through questions like “Why?” and “What happens next?” using serial and narrative picture sequences.

Sequential Task Execution: Implemented in “Science and Nature,” “Canat,” and “Role-Play and Dramatization” centers using “Speech and Physical

Activity,” “Architect,” and “Engineer” technologies to foster logical and creative thinking.

Reverse Learning Method: Ensured didactic support and encouraged children to complete tasks independently at home, fostering motivation for self-directed activity.

Play-Based School Preparation Programs: Implemented via “Smart Step” and “Erudit” programs emphasizing freedom, visual aids, and contextual relevance. The recommended methodological system aims to effectively structure children’s academic trajectory. It covers all developmental areas and provides a roadmap for school preparation. The learning path is flexible, adaptive, and problem-solving, ensuring academic and integrative exercises that promote interaction between the teacher and child.

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