

LITERACY TRAINING IN PREPARING CHILDREN FOR SCHOOL EDUCATION – AS A SOCIAL AND PEDAGOGICAL NECESSITY

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Abstract. The article discusses the social and pedagogical foundations of teaching children to read and write in preschool educational organizations, the importance of acquiring reading and writing skills in preparing children for school education.

Keywords: preparation for school education; area of development; special training; general training; literacy training; reading literacy; reading skills; writing skills.

Ensuring the realization of the child's right to education, maintaining and strengthening the physical, mental and spiritual maturity of the child, as well as ensuring the adaptation of the child in society and readiness to continue education in general educational institutions are the main tasks of preschool education organizations [3].]

These goals are based on the task of ensuring the child's adaptation to society and readiness for primary education. In the post-independence period, much attention was paid to the education of pre-school children and their preparation for schooling. However, it was noted that the level of preparation of preschoolers for primary education does not meet the standards as a result of the fact that the quality and efficiency of work in this regard do not meet the requirements of the time, and the existing shortcomings and problems on the ground are not eliminated in time. This negative situation necessitated the elimination of factors hindering the learning of students at the next stages of education.

It would not be an exaggeration to say that since 2017, under the leadership of President Sh.M. Mirziyoyev, the main direction of state social policy on preschool education has begun a period of fundamental changes in this area. The head of state consistently analyzed the problems and shortcomings in the field of preschool education, including the fact that the number of state preschool educational organizations has decreased by more than 47 percent, the material and technical base of existing educational organizations does not meet modern requirements, and the staff working in preschool educational organizations , has a secondary specialized education. It is emphasized that training in study groups is not enough, at the level of modern requirements, especially the low coverage of children.

At the meeting held on August 16, 2017 under the leadership of President Sh.M. Mirziyoyev, the issues of strengthening the national gene pool in our country, educating the younger generation with mature personnel were deeply analyzed, and the education system was identified in many areas of development. In particular, the tasks associated with a radical structural reform of the system of preschool education, an increase in the coverage of children by preschool educational organizations are shown.

Comprehensive development of the preschool education system in accordance with the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 “On measures to radically improve the management of the preschool education system”[1] and Resolution PQ-3305 “On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan”, all aspects are defined raising children healthy and healthy, improving the quality of school education.

In order to eliminate the above shortcomings and problems, further improve the system of preschool education, ensure equal access of children to high-quality preschool education, develop the non-state sector of preschool education services, the “Concept for the Development of the System of Preschool Education of the Republic of Uzbekistan until 2030” was adopted [2].

The concept has become the basis for setting goals, objectives, priorities, medium-term and long-term stages of the development of preschool education in our country, as well as the development of programs and comprehensive measures aimed at developing the sphere of preschool education.

As a result, consistent measures were developed and implemented in the field of preschool education in our republic in 2017-2022. In particular, a legal framework has been created to prepare children for schooling, and measures have been developed and are being successfully implemented to develop a system of compulsory preparation of children for primary education.

Preparing children for school, preschool education in an educational organization that provides a high level of general, comprehensive development of school-age children; secondly, it provides for the organization of special training for the study of subjects that children must master in the primary grades of school.

In the pedagogical and psychological literature (A.V. Zaporozhets, L.A. Venger, G.M. Lyamina, R.R. Petrochenko, T.V. Taruntayeva, etc.), the concept of training is defined as the development of the child’s personality and in two interrelated aspects: it is seen as "general, psychological preparation" and "special preparation" for entering school.

General preparation for schooling is manifested as a continuous, purposeful educational activity of the organization of preschool education.

General preparation for school is the level of mental, spiritual, volitional, aesthetic and physical development achieved by the child in the process of studying at school, which creates the necessary basis for the child to enter the new conditions of schooling and actively assimilate educational material. General preparation is expressed in a certain level of mental development, which the child reaches by the time of the transition to schooling.

Psychological preparation for schooling includes the child's desire to learn, a sufficiently high level of cognitive activity and mental strategies in an effort to be a student, mastering the elements of the child's educational activity, a certain level of volitional and social development. All components of the child's psychological preparation for school include introducing the child to the class group, conscious, active assimilation of educational material for school, and fulfilling a wide range of school duties.

Special preparation of the child for school is an addition to the general, psychological readiness for schooling. It is determined in accordance with the special knowledge, skills and abilities of the child to study such subjects as mathematics, mother tongue, natural history. Intensive work in preschool educational organizations on the formation of the simplest mathematical concepts, the development of speech and preparation for literacy provides the necessary basis for the special preparation of children for schooling.

Until now, only special training, that is, teaching the child to read and write and shaping his ideas about the adequate assimilation of the 1st grade curriculum, meant that reading to the child, fast reading and writing over it were not so important. 6].

Eastern and Western scientists and scientists expressed their views on the upbringing of children. In 1934, an improved educational program was published, in which much attention was paid to the organization of the multifaceted life of children in kindergarten and its content. The Holy Quran and Hadith also mention the process of education. Knowledge is great wisdom, knowledge is faith, faith. Therefore, the basis of religion is also knowledge. It can be said that proverbs such as seek knowledge from the cradle to the grave are based on life experience. Imam al-Bukhari, Abu Mansur al-Moturudi, Burkhaniddin Marginani, Imam at-Tirmizi, Kaffol ash-Shashi, al-Zamakhshari, Abu Bakr al-Khwarizmi, Yusuf are world famous scholars in the development of the Islamic religion, Sharia and fiqh issues. Education was conducted in the madrassas, where hamadani, a purely religious education system, was carried out. Al-Farabi, Ibn Sina, al-Beruni, Abu Abdullah al-Khorazmi, Yusuf Khos Hajib, Ismail Dzhuzhani, Ahmed Yassawi, Al-Farabi and others scientifically developed the foundations of education within the framework of spiritual and moral views. Farabi was the first to define education. Education is carried out by word and study. Education is practice, work is carried out by experience, that is, in this way. Whoever speaks the wisdom of knowledge, let him begin from his youth and not spare the world of wealth from people of knowledge. Beruni's ideas about the methods of acquiring scientific knowledge in adulthood are also relevant for the modern era. In transferring knowledge to students, he:

- do not tire the student;
- not to teach the same or the same subject in education;
- integrity, consistency;
- attention to presenting new topics in an interesting, mostly visual form

says what to give. Beruni's thoughts on the formation of a perfect person are important not only for their time, but also for the development of modern education. Ibn Sina points out the need for group education of children in school and emphasizes the need to comply with the following in education.

- Do not order a book immediately when teaching a child;
- To give knowledge, moving from easy to hard in education;
- Exercises should be suitable for children;
- taking into account the inclinations, interest and abilities of children for learning;

Emphasizes that training should be combined with exercise. Ibn Sina says that parents should be primarily involved in the upbringing of children.

During the period of Amir Timur and the Timurids, education was considered one of the important factors in the development of the state and power. Worthy of attention is the contribution to the development of knowledge of Amir Timur, Ulugbek, Abdurrahman Jami, Alisher Navoi, Jalaluddin Davani, Sakkoki, Lutfi, Sharafuddin Ali Yazdi, Mirkhand, Khondamir, Zahiruddin Muhammad Babir. Therefore, this period of cultural and educational development is the second stage of educational development. The sects of Sufism and their rules of tolerance and loving attitude towards people are defined as important factors in the improvement of a person and the process of education in the system of sects. The ideas of education and upbringing were praised within the Nakshbandiyya, Kubravia, Yassaviya, Mavlaviya, Cheshtiya and Suhravardiya sects. The place of such people as Makhdumi Azam, Muhammad Shaibani Khan, Abulgazi Khan, Turdi Ferghani, Sufi Olloyar, Makhtumkuli, Makhmur, Gulkhani, Munis Khorazmi, Ogakhi, Kamil Khorazmi, Ahmed Donish in the development of tolerance and peacefulness is determined by the system of humanistic ideas in their views. Views of tolerance, developed in the educational direction, determine the content of the fourth stage in the structure of the Islamic culture of Central Asia. In the cultural life of Turkestan, the development of philanthropic ideas is moving forward in close connection with education. Mukimi, Furkat, Zavki, Behbudi, Munavvarkori Abdurashidkhanov, Abdulla Avloni, Rezauddin ibn Fakhruddin, Avaz Otari, Fitrat, Sadridin Ainy, Kh.Kh. The views on education put forward in the works of Niyazi, Abdullah Kadiri and others occupied a firm place in the system of the most advanced ideas of their time. This period is the fifth stage in the scientific and theoretical development of education. The cultural school of ancient Greece and early pedagogical ideas according to Western scholars, especially in ancient Greece and Greece, the cultural school and early pedagogical ideas developed very early compared to other countries. In Greece, children were brought up at home until they reached the age of 7. According to Plato, children from 3 to 6 years old were appointed by the state under the guidance of educators, they were engaged in various games on playgrounds. In Athens, a physically and spiritually mature person was considered the most beautiful and perfect person there. Plato considered games a means of education up to schools and attached great importance to them, and also said that the materials to be told to children should be carefully selected.

In the 80-90s of the 20th century and at the beginning of the 21st century, it was considered expedient to teach children to read and write in the first 2-3 months of grade 1, and after 15-20 years, i.e. , in the current period it became necessary to change these requirements.

Because the 21st century went down in history as a period in which the development of mankind is explained by globalization, the rapid development of science and technology, the close connection of the media and communication with life, and, finally, under the influence of these factors, humanity is moving to a new stage of development. As a result of such progress and great developments, changes

have occurred in human ontogeny, and new qualitative indicators of the process of acceleration in the development of children have begun to be observed.

The acceleration process observed in the physical and mental development of the world's population, especially young people, leads to the fact that they, to a certain extent, manifest their knowledge needs, interests and abilities earlier.

In particular, as a result of the acceleration of the development of preschool children, the natural and arbitrary opportunities for acquiring reading and writing skills from the age of 5 created the need for a new approach in content and form to the requirements of their preparation. for school education as an actual problem.

In recent years, the requirements for the special preparation of children for schooling have become more complicated. In order to determine the requirements for the content and quality of preschool education, the “State Standard for Preschool Education and Training” was approved [4].

In the “State requirements for the development of children of primary and preschool age”, approved in the state standard, one of the main tasks is to determine the requirements for the content and quality of development, education and upbringing of preschool children. . State requirements are divided into five areas of development of children from birth to 7 years and requirements (expected development indicators) for the special preparation of children for schooling in the field of “Speech, communication, reading and writing skills” are defined. .

In the Speech, Communication, Reading and Writing Skills field, "Reading Skills" is identified as a subfield, and the core requirement of this field is defined as "Child's Interest in Books and Reading".

In the "First Step" state curriculum (improved second edition), it is noted that literacy training begins with the large group[5], and in the sample curriculum of preschool educational organizations listed in the program, the approximate amount of "Literacy training" activity is distributed as follows:

№	In A year			During the recovery period		
	IN A WEEK	IN A MONTH	DURING THE YEAR	IN A WEEK	IN A MONTH	During recovery
	BIG (5 - 6 YEARS OLD CHILREN) GROUP					
1.	1	4	36	1	4	12
	School preparation (ages 6 to 7) group					
2.	2	8	72	1	4	12

Work on the competent education of preschoolers is based on the theoretical principles developed by D. B. Elkonin. Forms and methods of teaching preschool literacy were developed by L. E. Yurova based on the methodology of D. B. Elkonin.

In a special study aimed at studying the possibilities and characteristics of acquiring literacy by children and determining the optimal age for this, N. S. Vorontsova found that children 5-6 years old have a selective type of reception in

literacy, and from the age of 6 old, they turn attention to reading. Based on this, N. S. Vorontsova noted that 5 years is the most optimal period for learning sound analysis, and 6 years is the most optimal (best and convenient) period for learning to read.

Literacy education in preschool educational organizations is a type of activity aimed at developing elementary reading and writing skills in children.

Reading literacy is the ability of a person to understand written texts and analyze them, use their content to achieve their goals, develop their knowledge and skills, and actively participate in public life.

The main task of teaching preschoolers to read and write is to introduce children to sounds and letters, to form correct, expressive reading skills, teaching them the correct pronunciation. Also important in teaching literacy is the enrichment of children's vocabulary, the development of coherent speech, the formation of a knowledge system, the development of hearing and perception. Because the success of a child's education in primary school largely depends on his knowledge of his native language and on how developed his speech is.

In conclusion, the acquisition of reading skills by a child before entering the 1st grade should be recognized as achievements in the field of "early development". If the child has such skills and abilities, he will have the opportunity to independently read and study the materials of various educational subjects. On the contrary, insufficient mastery of reading skills by a child can lead to a lag in development and an inability to actively master new elements of educational activity.

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