



FEATURES OF FORMING CHILDREN'S INTELLECTUAL READINESS FOR LEARNING AT SCHOOL

Otajonov Jamshid Mashrabjonovich

Associate Professors Fergana State University Ferghana, Uzbekistan)

Ikromova Musharraf Azamjon kizi

Master of preschool education Fergana State University (Ferghana, Uzbekistan)

Abstract: the article studies the intellectual characteristics of preparing children of different sexes for school, examines gender differences in the cognitive sphere, emotional-volitional sphere, and motivational sphere.

Keywords: preschool education, preparation for school, gender differences in children, intellectual readiness, preschooler

At present, the problem of forming the intellectual readiness of children of different sexes to study at school has become one of the most urgent problems of education. Despite the work carried out in preschool educational organizations to form intellectual readiness and prepare children for school, the success of their adaptation to the first grade remains low. Not to mention the fact that you don't often come across in reality methods of preparing for school based on gender differences.

This problem necessitates the search and analysis of methods for appropriate work with children of different sexes, definitions of directions for educational and methodological work in a preschool organization to improve the professional competence of preschool specialists.

The intellectual readiness of children of different sexes for school is a holistic complex of interrelated qualities, which include features of mental development, motivation, the degree of development of analytical, cognitive activity, the level of development of discipline, the emotional sphere.

M.N. Tereshchenko noted that the formation of intellectual readiness of children can be successful only if the future first-grader has the qualities necessary for learning [3, p.112]. However, the development of these qualities is determined not only by age, but also by gender. It should be noted that the qualities that are important for successful learning depend on whether the child is a boy or a girl. In other words, the problems of forming children's intellectual readiness for school depend on gender.

M.N. Tereshchenko in the course of research revealed that girls of six to seven years old have more developed intellectual development, which is reflected in the ability to read and write better, literacy of the presentation of their speech, increased vocabulary and the rate of formation of conceptual thinking [4, c.4]. These developed intellectual qualities help girls to be better prepared for school, to instill discipline and systematic learning.

If we characterize thinking, then in boys it is more generalized and abstract, while girls think more concretely and in detail. Six-seven-year-old boys, when preparing for school, are focused on search activities, they approach solving situational problems in a non-standard way, put forward new ideas and test them.

Girls are more focused not on the solution process, but on the result, therefore they prefer template solutions and standard tasks.

If we characterize speech tasks, then girls have more correct, coherent and complex speech, girls know more poems, while boys answer in monosyllables and briefly.

The attention of boys is less stable and scattered when solving preparatory tasks; girls are more attentive, disciplined in learning, quickly gaining the optimal level of performance.

Features of the formation of intellectual readiness of preschool children for schooling are presented in tables 1-3.

It should be noted that in boys the left hemisphere, which is responsible for solving logical operations and verbal thinking, gets tired faster.

Boys ask questions more often and are focused on getting new information, it is important for them to hear a specific answer; girls form relationships through communication and prioritize reconnection.

Emotional and personal readiness for school provides the child with the adequacy of behavior in a social environment that is fundamentally new for him. With regard to the emotional sphere, it has been proven that girls are somewhat less anxious than boys. Boys' emotions are short-term, but extremely bright, hence the need to quickly relieve stress, switch to productive activities [2, c.6].

It should be noted that high anxiety causes fear of school in both boys and girls to the same extent. However, if increased anxiety in boys has practically no effect on their intellectual abilities, then increased anxiety in girls, as a rule, is accompanied by a slowdown in the rate of intellectual development.

An important component of the psychological readiness for learning at school is motivational readiness [4, p.5] Since the play activity that dominates in preschool childhood and the learning activity are fundamentally different, it is not surprising that many children do not have the proper motivational readiness at the time of entering school. In general, girls want to go to school and become students, not so much because they want to acquire new knowledge, but rather because it is approved by the family, people around them and provides new opportunities for social achievement.

Unlike girls, boys want to go to school and become students for a different reason: they are attracted by the new social status of almost an adult, the opportunity to become "big".

It can be concluded that the results of comparing the readiness of the intellectual readiness of children for school of different sexes convincingly indicate the best psychological and intellectual readiness for school of girls.

Based on the foregoing, we can conclude that it is necessary to create differentiated programs for the intellectual preparation of boys and girls for schooling, taking into account their psychological and emotional characteristics.

LITERATURE

1. Adkhamjanovna, K. M. ., Mirzakholmatovna, K. Z. ., Raxmonberdiyevna, T. S. ., & kizi, M. M. B. . (2022). Increasing Interest in the Lesson through Extracurricular Activities. *Spanish Journal of Innovation and Integrity*, 6, 256-261.
2. Alijon, A. ., Xoldorovich, S. Z. ., Abbosovna, G. M. ., & kizi, M. M. A. . (2022). Technology of Individualization of Learning. *Spanish Journal of Innovation and Integrity*, 6, 291-297.
3. Botirova, Z. A. (2019). THE THEORETICAL ANALYSIS OF THE APPICATION OF INFORMATION TECHNOLOGIES IN THE FIELD OF PRESCHOOL EDICATION. *Scientific Bulletin of Namangan State University*, 1(11), 266-269.
4. DD Z. Botirova (2022). Maktabgacha ta'lim tashkiloti tashkiliy boshqaruv faoliyati xususida. O'zbekistonda fanlararo innovatsiyalar va ilmiy tadqiqotlar. 5 (8), 484-488.

5. Farkhodovich, T. D. ., kizi, D. M. S. ., & kizi, A. U. Y. . (2022). Critical Thinking in Assessing Students. *Spanish Journal of Innovation and Integrity*, 6, 267-271.
6. Ilhom, S. (2022). EARLY STUDENTS IN MATHEMATICS FORMATION OF FUNDAMENTALS OF ECONOMIC KNOWLEDGE. Jamshid, O. (2022). On The Contributions of Jadids to Uzbek Pedagogy. *International Journal of Innovative Analyses and Emerging Technology*, 2(5), 7-10.
7. Jo‘rayev, V. T. (2019). The advantage of distance learning courses in the process of education. *Scientific Bulletin of Namangan State University*, 1(9), 220-224.
8. Jo‘rayev, V. T. (2020). The Role And Advantages Of Distance Courses In The Innovative Educational System. *The American Journal of Social Science and Education Innovations*, 2(10), 434-439.
9. Jurayev, V. T. (2020). PEDAGOGICAL SOFTWARE IN THE PREPARATION OF FUTURE TEACHERS OF INFORMATICS IN AN INNOVATIVE ENVIRONMENT. *Theoretical & Applied Science*, (4), 182-185.
10. kizi, O. N. K. ., kizi, B. M. U. ., kizi, S. Z. M. ., & kizi, K. G. T. . (2022). Education Creation Training Multimedia – Means. *Spanish Journal of Innovation and Integrity*, 6, 249-255.
11. Kochkorbaevna, K. B. ., Pulatovna, N. G. ., & Nurmahamatovna, O. Z. . (2022). It in Individual Learning. *Spanish Journal of Innovation and Integrity*, 6, 284-290.
12. Muhammadkadirovna, G. D. ., Abdulhamitovna, S. H. ., & Qizi, R. D. T. . (2022). The Role of Innovative Training Methods in Individualization Training. *Spanish Journal of Innovation and Integrity*, 6, 272-279.
13. Mukhtoralievna, Z. S. (2022). ANALYSIS OF SPEECH DEVELOPMENT IN BILINGUAL CHILDREN. *Modern Journal of Social Sciences and Humanities*, 4, 382-388.
14. Mukhtoralievna, Z. S. ., & Salimakhon, M. . (2022). Psycholinguistics and Neurolinguistics of Bilinguism. *Spanish Journal of Innovation and Integrity*, 6, 387-391.
15. Mukhtoralievna, Z. S. ., & Saminjanovna, M. S. . (2022). Formation of Future Primary School Teachers Skills to Use Project Activities. *Spanish Journal of Innovation and Integrity*, 6, 346-353.
16. Mukhtoralievna, Z. S. ., & Tavakkalovna, A. G. . (2022). History of Information Technologies in Education. *Spanish Journal of Innovation and Integrity*, 6, 359-363.
17. Mukhtoralievna, Z. S., & G‘aniyevna, M. M. (2022). Oral and Written Forms of Speech. *International Journal of Culture and Modernity*, 13, 39-43.
18. Mukhtoralievna, Z. S., & Madaminkhonqizi, S. M. (2022). Methods of Mnemonics in Pedagogical Work with Elementary School Students. *International Journal of Culture and Modernity*, 13, 44-52.
19. Muxtoraliyevna, Z. S. ., & qizi, M. M. M. . (2022). The Concept of a Poetic Text and its Features. *Spanish Journal of Innovation and Integrity*, 6, 418-423.
20. MX Z. Botirova (2022). Maktabgacha ta'lim muassasasini boshqarish "menejment" tushunchasi va uning xususiyatlari. O'zbekistonda fanlararo innovatsiyalar va ilmiy tadqiqotlar. 5 (8), 479-483.
21. Otajonov, J. (2018). DEVELOPMENT OF PEDAGOGICAL–PROFESSIONAL EXCELLENCE OF FUTURE PRIMARY SCHOOL TEACHERS. *Zbiór artykułów naukowych recenzowanych*, 194.
22. RD Z. Botirova (2022) Davlat va nodavlat maktabgacha ta'lim tashkilotlari faoliyati monitoringi xususida. O'zbekistonda fanlararo innovatsiyalar va ilmiy tadqiqotlar. 7 (8), 472-478.

23. SI Sobirjonovich (2022) Child Thinking and Problem Solving. *European Multidisciplinary Journal of Modern Science* 4, 111-115.
24. SI Sobirjonovich. (2022). Features of the Development of Social Intelligence in Preschool Children. *European Multidisciplinary Journal of Modern Science* 6, 83-87.
25. Sobirjonovich, S. I. (2022). Spiritual and Moral Education in a Preschool Educational Institution: Objectives, Principles, Content, Technologies. *International Journal of Discoveries and Innovations in Applied Sciences*, 2(4), 69-74.
26. Sobirjonovich, S. I. ., & qizi, F. D. M. . (2022). The Concept of Connected Speech and its Significance for the Development of Preschool Children. *Spanish Journal of Innovation and Integrity*, 5, 518-523.
27. Sobirjonovich, S. I. ., & qizi, O. S. M. . (2022). Heuristic Activity in the Educational Process of the Institutions of Preschool Education. *Spanish Journal of Innovation and Integrity*, 5, 529-534.
28. Sobirovna, U. O. . (2022). The Use of Mnemotechniques in Teaching Younger Schoolchildren. *Spanish Journal of Innovation and Integrity*, 6, 446-450.
29. Soliev, I. S. (2020). FACTORS OF FORMATION OF INFORMATION COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS. In *Наука и просвещение: актуальные вопросы, достижения и инновации* (pp. 218-220).
30. Uljaevna, U. F., Abdurahmonova, B. Z., & Mirzahamdugli, M. T. (2022). NECESSARY CONDITIONS FOR THE DEVELOPMENT OF CREATIVE THINKING IN FUTURE TEACHERS. *Modern Journal of Social Sciences and Humanities*, 4, 444-448.
31. Valijonovna, K. I. ., Rakhmatjonovich, T. D. ., Mukhtoralievna, Z. S. ., & kizi, S. G. G. . (2022). Informational Technology at Education. *Spanish Journal of Innovation and Integrity*, 6, 262-266.
32. Z. Botirova (2022). Maktabgacha ta'lim tizimi pedagogik jarayonida monitoring va uning ahamiyati. *NamDU Axborotnomasi* 5 (5), 712-717.
33. Zukhrakhon, B. (2021). About the analysis of the potential of teaching staff in monitoring preschool education. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(1), 1120-1126.
34. Ботирова, З. А. (2020). Повышение мотивации учащихся начальных классов. *Проблемы современной науки и образования*, (6-2 (151)), 62-64.
35. Ботирова, З. А., & Омонова, Ф. М. (2020). Мактабгача таълимда болалар соғлом турмуш тарзини шакллантириш усуллари. *Молодой ученый*, (50), 597-598.
36. Отажонов, Ж. М. (2016). ФАКТОРЫ ФОРМИРОВАНИЯ ГАРМОНИЧНО РАЗВИТОГО ПОКОЛЕНИЯ В УЗБЕКИСТАНЕ. *Актуальные научные исследования в современном мире*, (6-1), 66-68.
37. Уринова, Ф. У. & Отажонов, Ж. М. (2015). К проблеме ситуационно-позиционного обучения педагогов системы повышения квалификации. *Актуальные проблемы гуманитарных и естественных наук*, (4-2).
38. Уринова, Ф. У. & Эркинова, Ш. Ё. (2013). Значение инновационной индивидуальной работы в повышении эффективности самостоятельной учебной деятельности студентов. *Актуальные проблемы гуманитарных и естественных наук*, (12-2).