

**REPUBLIC OF AZERBAIJAN**

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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**PEDAGOGICAL BASIS OF READINESS OF CHILDREN  
FOR SCHOOL EDUCATION IN PRE-SCHOOL  
EDUCATION INSTITUTIONS**

Speciality: 5804.01-General pedagogy, history of  
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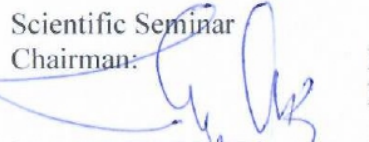
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## GENERAL CHARACTERISTICS OF RESEARCH

**Relevance and the degree of study of the topic.** In the era of globalization, in the current conditions where we are moving towards the integration into the education and training system of the world, important changes are taking place at all levels of our dynamically developing education, reforms are being implemented and very important, great tasks are being performed. These great works are the result of the changes in the political, social and cultural life of the Republic of Azerbaijan, which progressed with great confidence during the years of independence, and the important requirements of the new constitution. Today, in order to manage the society, there is a need to educate our country with even higher training, broad and detailed thinking and independent acting persons. The smallest citizens of our country should be healthier, smarter and more knowledgeable, more prepared. The management of the independent Republic of Azerbaijan and the development of the nation will fall on the current young generation in the coming years. From this point of view, an advanced education and training system should be created in preschool education and educational institutions.

National leader Heydar Aliyev said that, *children are our future. The future of our country, nation, and state depends on how we will educate and raise our future. The more systematic and planned education of our future generation starts from educational institutions up to school.* As it can be seen, the genius leader paid great attention and care to the training and upbringing of preschool children and highly appreciated the preparation of this period.

In the State Strategy for the Development of Education in the Republic of Azerbaijan - Presidential Decree of October 24, 2013, a new page was opened in the development, improvement, and modernization of our education for the modern era. For the implementation of this strategy, the state has also defined a long-term action plan and specific tasks have been set before the education workers in this field. The mentioned state document

shows the prospects for the future development of preschool education and education: The state education strategy states:

*"Today, in modern times, basic skills are acquired from the first years of childhood. Therefore, it is very important to develop children's minds from an early age. For this reason, the development of preschool education occupies an important and important place in the state policy".*

*The State Strategy for the Development of Education in the Republic of Azerbaijan - the decree of the President of the country of October 24, 2013* opened wide perspectives for the development of our education, including the development of pre-school education, the renewal and modernization of this first stage of education and the creation of favorable opportunities and conditions in the preparatory groups for school were specifically indicated.

This important government document states, that *it is important to develop children's minds from an early age because basic skills begin and are acquired in the early years of childhood.*<sup>1</sup>

As you can see, preschool education is an important area of state policy. The basic knowledge and skills of the future generation are laid at this level of education. In this regard, updating and improving the content of education at all levels of pre-school education, especially in preparatory school groups, and preparing new curricula is a priority for educators, pedagogues, and researchers.

Let us also note that it should not be considered a coincidence that the Law of the Republic of Azerbaijan on Education sets serious and important requirements and tasks for pre-school education, and it says that, *pre-school education is the first stage of our education, in full accordance with the interests of the family and society. It ensures the intellectual, physical, aesthetic and mental development of children from an early age, the acquisition of simple work habits, the discovery of talents and abilities, the protection of health, aesthetic education, and the formation of a sensitive attitude*

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<sup>1</sup> Decree of the President of the Republic of Azerbaijan Mr. Ilham Aliyev "State strategy for the development of education in the Republic of Azerbaijan" dated October 24, 2013. "Khalg" newspaper, October 25, 2013.

*towards nature and people... Preparation for school is necessary for five-year-old children.*<sup>2</sup>

The basic knowledge and skills of the young generation growing up in front of us are laid at the pre-school level, at this stage of education. When the issue is approached from this point of view, all stages and levels of pre-school education should be improved. This issue has been set before us as a main task for educators, educators, and researchers.

It is not accidental that in today's Law of the Republic of Azerbaijan on Education, very serious and important tasks have been set for preschool education. The Law on Education of the Republic of Azerbaijan states that, *pre-school education is the first level of education, and in accordance with the interests of the family and society, the intellectual, physical and mental development of children from an early age, as well as the acquisition of simple work habits, revealing their talents and abilities, potential opportunities, health should ensure its protection, aesthetic education, the formation of a sensitive attitude towards nature and people.*<sup>3</sup>

Pre-school educational institutions, being the initial stage of a large educational system, successfully fulfill the task of education, training and education of children. The ultimate goal of these educational institutions is to prepare the young generation - growing children for general education school training. The Law on Education of the Republic of Azerbaijan also states that *school preparation training is necessary for five-year-old children.*

The reason for considering this in the law is that the success of the child's education later depends on his initial education and upbringing.

The main goal of school preparation is to organize the stage of preparation for school at the appropriate level according to the possibilities and requirements, interest and inclination of 5-year-olds. The main task of the preparatory stage for school is to achieve the development of 5-year-olds' desire to read and write correctly,

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<sup>2</sup> Law of the Republic of Azerbaijan on Education. Baku: Law literature, - 2009, p.

<sup>3</sup> Law of the Republic of Azerbaijan on Education. Baku: Law literature, - 2009.

the ability to calculate, their correct attitude to school, and the strengthening of such skills.

In this regard, it is important to create the necessary favorable conditions for the mental, physiological and psychological development of today's 5-year-old preschool children in order to bring preschool education to the level of today's modern requirements. The request made in the special order dated 2007 is very important. The specified decree specifically states that, *the Preschool Education and Education Renewal Program in the Republic of Azerbaijan (2007-2010 years) should be approved and that the school preparation of 5-year-olds should be organized in accordance with the necessary pedagogical requirements.*<sup>45</sup>

In modern preschool educational institutions, the future great founders, scientists, engineers, doctors, teachers, creative people, defenders of the motherland and great personalities of our country grow up.

Our great leader Heydar Aliyev said: *“Children are our future. The future of our country, nation, and state depends on how we will educate and raise our future”*. The more systematic and planned education of our future generation starts from our preschool educational institutions.

The first systematic, planned, pedagogical work of children, which is perfectly established on the basis of education, begins in our preschool educational institutions. Here, competent teachers and tutors treat children with great care and love, raising them as great citizens of the future. In our country, pre-school education mainly integrates 3-6-year-old children in their environment and implements an excellent upbringing and education system based on pedagogical and psychological foundations.

School preparation groups operating in our preschool educational institutions are of particular importance in raising the level of general education. Because the quality of education in a general education school in many ways depends on the good

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<sup>4</sup> Newspaper “Azerbaijan teacher”. 13.IV.2007.

mastery of basic knowledge and skills by children, their health, raising their intellectual level, and their moral, cultural, and psychological preparation.

It should be noted that the rules for the organization of preparatory school groups were prepared and put into practice on January 8, 2010. The rules specified there are established in the Education Law of the Republic of Azerbaijan. It states that preparation for school education should be necessary for 5-year-old children. This issue is also indicated in the Education Strategy.

On June 16, 2017, the Law on Preschool Education was approved, and the issue of preparing 5-year-old children for school education was specifically mentioned in that Law.

The main task of the educational work conducted in the preparatory groups of pre-school educational institutions is to ensure comprehensive physical and psychological development of children and to raise children's scientific outlook, intellectual level, spiritual and moral culture.

The instillation of these qualities in the young generation, who are growing up perfectly in the pre-school educational institutions today, will be reflected in the general education school tomorrow, and later in their active position in the society, their development as a worthy citizen and a great personality. It means that the future fate of the country depends on today's small citizens.

**In this regard, we consider the research work we have selected and worked on to be relevant.**

Preschool education is the basis of the education system in the Republic of Azerbaijan, as in all states. In our country, great attention is paid to the issues of education and upbringing of children in pre-school educational institutions. As a result of this, a whole network of pre-school educational institutions was created in this environment, millions of people spent their childhood here, graduated from here, and the foundations of the tender feelings of serving and loving the Motherland and the people were laid here. In these educational institutions, in different historical periods, specialists developed programs taking into account national traditions, children's age and individual characteristics, methodical

materials and booklets were distributed, a system of didactic games was developed and applied to practice, providing them with a comprehensive and complete opportunity.

**The object of the research** is school preparation groups in pre-school educational institutions.

**The subject of the study** is to research the effective possibilities and ways of preparation for school training of preschool groups of preschool educational institutions.

**The purpose of the research** is to study the content, forms and methods, optimal opportunities and ways of preparation for school training in school preparatory groups.

**Tasks of the study:**

1. Study of program requirements and important guiding documents related to the problem;
2. To study the current situation in the preparatory groups of preschool educational institutions;
3. To analyze the scientific-pedagogical and methodical literature related to the problem;
4. To study the optimal ways and possibilities of preparation for school training in the preparatory groups of preschool educational institutions;
5. To monitor the training process in the preparatory groups of preschool educational institutions;
6. To make generalizations and make suggestions about the preparation of children for school training in the preparatory groups of preschool educational institutions.

**Hypothesis of the research:** If the physical, psychological, intellectual levels of children, as well as the geographical environment, local conditions are taken into account in the school preparation groups of preschool educational institutions, if game elements are included in the exercises, if new pedagogical technologies are used, then we will consider the quality of work in the school preparation groups to be satisfactory, and the children in the general education school we can say that he is ready for education.



**Research methods;** Methods such as observation, interview, experiment, questionnaire were used in the research process.

**Scientific novelty of the research:** The content, possibilities and ways of the work carried out in the preparatory groups of preschool educational institutions were studied and summarized.

**Practical significance of the research:** The research materials can be used by students and teachers as a valuable resource in lectures and seminars, and by researchers in writing books, textbooks and teaching aids related to preschool education.

**Provisions submitted to the defense:**

- Successful start of school education depends on the effective organization of preparation for school training in preschool institutions

- The influence of the microenvironment should be taken into account in the successful organization of work in the preparatory groups of preschool educational institutions.

- Continuing school education in the preparatory groups of preschool educational institutions depends on the physical, psychological and intellectual development of children.

**As for the level of research development,** we must say that the problem of children's readiness for school education has been in the attention of prominent educators, psychologists and methodologists throughout history.

It should be noted that, it is more connected with the name of professor Y.Sh.Karimov, who conducted the most serious researches in this field. In the 1970s, he conducted valuable research that explored in detail various aspects of preparing 5-year-old children for school education.

Later, under the leadership of professor Y.Sh.Karimov and professor Nuraddin Kazimov, professor Vidadi Khalilov, professor Mirjafar Hasanov, Ziyad Osmanov, Hanifa Jafarli, Huseyn Alakbarov, Baloglan Guliyev, A.Rahimov, S.Mammadov, O.Abbasov and other prominent scientists in this field of research. they conducted important researches, conducted interesting and serious research works.

Dissertations have also been written on the basis of the Ph.D. program related to various fields of our research. Aysha Mammadova, a research pedagogue scientist, conducted extensive research on the problem of teaching and preparing five-year-olds in kindergartens and wrote and defended a dissertation. The author based his research only on five-year-olds and wrote a useful monograph about it. A. Mammadova says that the success of 5-year-old children at school depends on how and at what level they are prepared for school education in kindergarten. In this regard, children's preparation for school should be organized according to the necessary pedagogical requirements.

In another dissertation, the problem we are investigating is psychologically investigated. The author of this dissertation is Rafiga Mammadova, whose topic is called *Psychological aspects of children's preparation for school education*.

We consider both studies very useful for the pedagogical and psychological organization of work in preschool groups in kindergartens. In our research, we have applied to the experiences of these dissertations and research studies as much as possible, and when appropriate, to the obtained results and necessary materials of those studies.

The topic we are studying has not escaped the attention of psychological scientists.

So prof. A.A.Gadirov, prof. R.Aliyev, prof. A.A. Alizadeh, prof. H.A.Alizadeh, M.Hamzayev, L.Baghirova, P.Mammadova conducted extensive and detailed research in this field and wrote valuable and meaningful works.

The child's psychological readiness for school is the most important factor that ensures the transition from the game, which has been the main type of activity and satisfies his needs, to a new type of activity and the perception of that type of activity as the main activity that will satisfy his needs.

Psychologist professor Ramiz Aliyev studied the main motives of children's psychological preparation for school and the issues of personality formation, and these research works were also addressed as appropriate.

**As a result of research**, it was determined that children with high psychological readiness for school training achieve successful results even in the early stages of training.

Limunat Baghirova notes in her valuable research that, *the psychological preparation of 5-year-old children leads to their successful results in school education, and we value, evaluate and accept these ideas.*

The problem of preparing children for school education attracted the attention of methodologists, physiologists, doctors, and speech therapists, who published valuable works in this field. The problem we are studying has undoubtedly been successfully studied in foreign countries. This problem has been further investigated and researched by Russian scientists. From this point of view, we turned to the researches of Russian scientists who are closer to us and benefited from them.

In his dissertation, he analyzed the works of famous Russian psychologists and pedagogues on the subject.

**Apobation of research.** Abroad related to our research work 10 articles, 4 international scientific conference theses, and one article were published. Scientific supervisor for dissertation work prof. Lazifa Gasimova is gave a positive opinion, and additional positive opinions were received.

Regarding the structure of the completed dissertation, we can say that the introduction to the dissertation consists of 3 chapters, 10 sub-chapters, conclusion and bibliography.

Dissertation consists of 120 pages, 24 797 words, 240 488 characters.

## **THE MAIN CONTENT OF DISSERTATION**

In introduction part of the dissertation, the relevance of the topic is justified, the degree of development, object, subject, purpose, tasks, hypothesis, methodological bases, scientific innovation, theoretical and practical importance, reliability and approval of the research are explained.

**Chapter I of the dissertation is entitled "Scientific-theoretical and pedagogical foundations of children's attitude towards school education at the stage of preparation for school in pre-school educational institutions".** This chapter consists of 4 paragraphs. In the paragraph 1.1. called **"Pedagogical problems of children's preparation for school education in the early stages of the organization and development of preschool education in Azerbaijan"**, an overview of the organization and development of preschool education in Azerbaijan is given and it is shown that for the first time in 1907, the first child education was organized by Alisa Ivanovna Radchenko in Bayil settlement of Baku in Azerbaijan. enterprise was organized. This kindergarten, called *"School of Mischief"*, was the first. In 1910, the second kindergarten was founded by Sumarikova Zinaida Alekseeva. It was created in Bayil settlement. The third kindergarten was established in 1914 by Baranova. It was created in Bayil, a working-class district of Baku. Preparatory groups for school training in older age groups were also created and operated in these kindergartens. At that time, the main purpose of the work carried out in these groups was to gather more children around them, to unite homeless, unsupervised and street children.

It should be noted, that science-pedagogical training and education work was carried out in the kindergarten opened under the Girls' school founded by Haji Zeynalabdin Tagiyev, and systematic and consistent methodical work was carried out in the preparatory groups for school. Only children of rich and noble families were admitted to this kindergarten. These wealthy, noble families also consistently provided assistance to this kindergarten.

The great poet, pedagogue, teacher Abdulla Shaig Talibzadeh worked hard despite the difficult living conditions and managed to create a kindergarten near the Realny school in Baku in the spring of 1916, where preparatory classes for 6-7-year-olds were held on the basis of a special program.

Another kindergarten in Baku, which was created and operated on a bigger scale, *was opened in the fall of 1916, and its first*

*director was L. Kalantarova.*

In these first kindergartens created in Baku, due to the lack of sufficient methodical literature, the personnel were not armed with enough pre-school pedagogy, the issues of preparing children for school were implemented based on experience, not on scientific-pedagogical theory and methodical bases.

On May 27, 1920, Nariman Narimanov addressed a letter to the People's Commissariat of Education. In the letter, kindergartens were to be organized in the Muslim neighborhoods of Baku within a week, and for this purpose, all teachers of the city were to be mobilized, and they were required to provide all kinds of help and assistance to the kindergartens. In 1920, the department of pre-school education in Azerbaijan prepared methodical guidelines for kindergartens and pedagogical principles for activities and sent them to kindergartens. According to this principle, it was envisaged to create age-appropriate groups in kindergartens and to select age-appropriate work forms. In this manual, a special program was also prepared for the preparation of 6-7-year-old children for school education. One of the main principles of that manual was the conduct of educational work in each nation's own language, and protection of customs and traditions. Short-term pedagogical courses were started in Baku starting from June 15, 1920, in order to provide preschool institutions with professional tutors. In these courses, the exercises were conducted in Azerbaijani and Russian languages. Along with this, Frebel courses providing relatively high education were also organized in Baku.

On January 11, 1921, the Institute of Pre-School Education was opened in Baku by the instruction and special order of Nariman Narimanov. This was a very important event. Qualified pre-school education workers and specialists have already been trained. The network of pre-school educational institutions expanded, modern pedagogical personnel, specialists began to perform more advanced activities in kindergartens. Of course, thanks to such qualified pedagogical personnel, preschool education, preschool pedagogy began to develop as a science. Work with pre-school groups in kindergartens became the main field of activity of

the enterprise. It is true that, although systematic and planned works were not carried out in this area, serious attention and control began to be paid to this area.

As a result of the measures taken, the number of pre-school educational institutions began to increase rapidly, and educational and educational work by age groups in the institutions began to operate on a more systematic and pedagogical basis. Starting from the 1930s, preschool pedagogy began to form as a science, valuable books and scientific articles were written, and national programs for kindergartens were created. In the dissertation, more detailed information is given about the works done in different periods in this direction.

**1.2. paragraph of chapter is called "Pedagogical bases of children's preparation for school education in preschool educational institutions"**. In this paragraph, the pedagogical principles of preparation for school training in school preparation groups in preschool educational institutions, the pedagogical bases of training exercises conducted in groups, methodical features are studied and analyzed, valuable generalizations are made and general pedagogical conclusions are drawn.

The dissertation shows that the psychology and psychophysiology of 5-year-olds should be carefully studied in preparatory school groups, and their specific characteristics, abilities and talents should be revealed. In order to monitor the general development of children in the institution, special observation diaries should be prepared and these should be recorded in the portfolio. Talented children should be exposed. The individual psychological characteristics of each child should be studied in detail. According to the specified rules, the number of lessons per week in the preparatory groups of preschool educational institutions should be 12 lessons. Those lessons are as follows: 1. Literacy training and speech development. 2. Development of logic and mathematical thinking. 3. Acquaintance with the surrounding world. 4. Descriptive activity. 5. Development of artistic thinking. 6. Music 7. Physical education. Let's note that methodical books have been written by our pedagogic scientists for the correct scientific-

pedagogical organization of the exercises. The names of those books are as follows: 1. Organizational ways of the training process for school preparation. 2. Development of artistic thinking in children. 3. Organization of music lessons in kindergarten. 4. Organization of physical culture exercises in kindergarten.

These methodical books are extremely useful and important methodical books for teachers and educators who conduct training in pre-school groups in kindergartens.

The duration of each lesson held in school preparatory groups should be 25-30 minutes. During the teaching of subjects, there are 10-minute breaks between classes. If some exercises require mental tension, it is recommended to do 10-11 minutes of gymnastics. The dissertation provides detailed information about the methodology of conducting these exercises, the use of technological materials, etc.

**1.3. paragraph of this chapter "Succession between preschools and schools in preparing children for school education"** is a very interesting and valuable paragraph. Here, in order to improve the quality of teaching and upbringing in school preparatory groups, the existence of close pedagogical relations between the institution and the school, between the educator and the teacher is mentioned as a necessary requirement, and it is shown as an important factor in improving the quality.

In dissertation, based on experiences, it is noted that various forms of communication between tutors and teachers are used, which can include the following: 1. Mutual participation in the classes of the school preparatory group in the general education school and in the exercises in kindergartens. 2. Participation of teachers and educators in children's activities on holidays and mornings and discussing them together. 3. Kindergarten educators consistently observe their own development at school and appreciate their success. 4. Participation of teachers in exhibitions of children's creative works in preschool educational institutions. 5. Organization of conversations and meetings of teachers with children about interesting professions, conducting interesting conversations. In the dissertation, detailed information about the organization of such relations and other forms and methods about their pedagogical basis

was given, examples were shown and general conclusions were drawn.

1.4. paragraph of chapter is "**Joint activities of the preschool institution and the family in the preparation of children for school education**". The family should think about the child's future, raise him as a member of society, try to reflect all the requirements of the demand in education. Mutual respect in the family is the main component of taking care of the work of raising children. Because the most important function of the family is to educate children. The influence of the family on the child is multifaceted. That is why it is very difficult to replace it with another form. Family upbringing has an emotional basis, such as a parent's love for a child and the child's love for their parents in return, which has a strong impact on the child's psyche. The family gradually accustoms the child under its influence from an early age to life, expands the circle of acquaintances, and increases his experience.

A child has the most beautiful human relationships - care, respect, kindness, diligence, discipline, cleanliness and tidiness, diligence, etc. he learns from the family for the first time. He assimilates all this visually in the example of his parents' daily life. Industrious education in a child should be connected with the creation of a sense of respect for the work of parents and others.

Family members should try to maintain their mutual relationship at a high moral level and build this relationship on a healthy foundation.

A parent is directly responsible for the upbringing of his child. The more seriously parents are engaged in the education of their children, the more their children will successfully start school and grow up as worthy citizens of our republic.

The work system of the preschool educational institution and the family should be based on a clear goal. Previous successes and causes of failures in this field should be studied, analyzed and a clear plan for future work should be prepared. Here, children's preparation for school education should have a special place.

When planning the work with the family with the preschool educational institution, it specifically defines the tasks facing the



family, determines the work system for the children included in each group, according to the age characteristics of the children.

Events held in groups with parents should be coordinated with all kindergarten events. If we can say that an all-kindergarten event will be held on the joint work of the educational institution and the family in the physical education of children before school, then the family regime of the child, its role in the physical health of children, the importance of following the regime in the evenings and on days off should be especially taken into account in the events held in groups with parents. They should keep in touch with the family regularly, and keep the children's lives under constant control until they go to school.

In the dissertation, valuable information was given about several forms of communication between the family and preschool educational institutions - collective, individual, and group forms.

Observations show that as a result of close contact between children and their parents, difficulties in raising children can be solved both easily and successfully. As a result of this kind of contact, the kindergarten carefully studies the family and household conditions of children, the successes and shortcomings of children in individual families, and provides regular and close assistance to parents in order to acquire pedagogical knowledge. That is why every educator should study not only the children themselves, but also their families, and regularly communicate with families who need pedagogical help. All these relationships create conditions for the correct definition of the relationship between the tutor and the parents, easily solve the difficulties encountered in the upbringing of the child. As a conclusion of such ideas, it is shown that the family is as responsible as teachers and tutors for preparing children for school, and they should always be in the pedagogical process with them.

Chapter II of the dissertation called "**The main directions of school preparation of children in school preparation groups**" consists of 4 paragraphs.

In the paragraph 2.1. called "**Physical training of children in school preparatory groups**", it is justified that the physical health

of children is of primary importance in the preparation of children for school training. The main directions of physical training in the organization of preparation for school should be as follows: *1. Strength and maturity of all members of the child's body for the health of children. 2. Harmonious development of children's motor activity, especially the motor skills of children. 3. Development of children's physical abilities 4. Development of children's mental abilities.*

Physical training of 5-6-year-old children in physical education classes in general education and pre-school educational institutions is carried out mainly in 4 directions: 1. Educating children with knowledge about physical health. 2. Developing children's muscles in the field of physical education and sports. 3. Preparation of children for physical education and sports. 4. To push children physically to culture. During the physical education of children, along with the development of their body muscles, it is necessary to create and shape high spiritual wealth and moral purity in children. Such qualities include the following: 1. To follow the rules of cultural behavior; 2. To bring up kindness in children; 3. Forming sincerity and caring towards people, human qualities in children; 4. To educate respect for the national customs and traditions of the Azerbaijani people. All this shows that a person should be healthy both physically and mentally. That is, as the sages say, a healthy body has a healthy soul, and a healthy soul has a healthy body.

Physical education of children is mainly applied in collective or group form. Physical education classes form the following moral qualities in children:

1. Collectivism.
2. We know.
3. Friendship and companionship.
4. Cooperation
5. Compassion and care
6. humanity.
7. Modesty.
8. Caring

Sports activities and physical education have a good and powerful effect on the external beauty and aesthetic views of children. At this time, children's height and stature develop well, general aesthetic views and aesthetic feelings, aesthetic views are formed in children.

In the paragraph 2.2. of chapter, called "**Moral, spiritual, cultural development and social preparation of children during their preparation for school education**", it is indicated that the moral, spiritual and cultural preparation of children during their preparation for school - we can also call it social preparation - is of particular importance. The foundation of spiritual and moral qualities is laid in this period. The work on moral education of children in preparatory school groups can be organized in the following directions: 1. It is necessary to create moral and cultural feelings and emotions in ushalgar in preparatory school groups. This includes - honesty, sense of honor and dignity, sense of honor and duty, sense of trust and responsibility, patriotism and quality of citizenship. 2. It is necessary to create an active moral position in school preparatory groups. 3. Moral qualities should be formed in school preparatory groups. In the dissertation, the content and methods of implementation of each direction are given.

In the 2.3. paragraph, called "**Issues of psychological preparation of children during preparation for school education**", the problem of psychological preparation of children in school preparation groups is analyzed and studied. It is shown that if children are not psychologically ready for school, the rest of the preparatory work does not matter. Of course, psychological preparation of children, i.e. imagination, thinking, attention, memory, awareness and activity of children is of special importance during the period of children's preparation for school education. During the psychological training of children, their voluntary attention should be developed. In order to stabilize voluntary attention, children are not involved in interesting activities. While preparing them for school training, such training should be interesting. Training should be fun and include a game element in the training process. Children's discretionary attention should be continuously developed. For this, interesting exercises, studies and assignments should be used. Children's memory also develops rapidly during school preparation. Their memory is firm. Memory capacity is also high. In this way, they can learn the language quickly.

Along with the form, the content should be interesting and attractive for the strength and sharpness of the memory. In this case, children's memory and memory will be strong and the learned material will be remembered for a long time.

**The paragraph 2.4. "Mental development and intellectual preparation of children during school training"** shows that the development of children's mental development and intellectual preparation is an important pedagogical problem. So, even if the children have psychological, physical, spiritual and moral preparation, if there is no mental and intellectual development, we cannot consider school readiness as complete. Mental development has several tasks: 1. To develop children's mental and cognitive abilities. 2. To see, discover and develop children's potential. 3. To develop children's intellectual abilities.

**Chapter III of the dissertation is entitled "Possibilities and ways of preparing for school education in the process of exercises in school preparation groups"**. This chapter consists of 3 paragraphs.

**In the paragraph 3.1. called "Didactic basics of children's preparation for school in training sessions in school preparatory groups"** it is shown that the main form of training in the institution is training. It is in the exercises that children develop a positive attitude towards training and motivation. In the training, the educator provides planned and consistent knowledge, forms various skills, develops the ability to observe, analyze, reconcile, and reach simple conclusions. Therefore, it is very important that the knowledge in such exercises creates joy in children, awakens the desire to be busy and enter school. In the lesson, it is necessary to create a positive emotional state in the child. In such conditions, the child understands the proposed content better, willingly follows the teacher's instruction, actively participates in the observation, answers with confidence, is less excited. It also ensures the formation of certain moral and voluntary qualities in children.

"Preparation for school" groups consisting of 5-6-year-olds are created in pre-school educational institutions, in which the following exercises are organized and conducted according to didactic

principles. The number of exercises here is 12.

They are as follows: 1. Fiction, Azerbaijani language - 1 lesson per week 2. Speech development and children's speech development - 1 lesson per week 3. Introducing children to the world around them. The purpose of this subject is to nurture children's interest in nature and social events - 1 lesson per week. 4. Azerbaijani (in Russian groups) language - 2 lessons per week. 5. Development of simple ideas from mathematics - per week - 1 lesson 6. Cutting and gluing and fine art per week - 1 lesson. 7. Work on various materials and installation, clay work every weekend - 1 lesson 8. Aesthetic music - 2 lessons. 9. Sports physical culture – 2 exercises. The duration of each lesson is 25-30 minutes. There is a 10-15 minutes break after each exercise. If there is mental tension, sports and gymnastics exercises are also performed. In the dissertation, the teaching methodology, didactic-pedagogical bases of each subject are studied.

**In the paragraph 3.2. called "Organization of the interactive learning process according to the curriculum in the preparatory school groups",** as the name suggests, the issues of teaching exercises with interactive methods, the application of new pedagogical technologies are analyzed and scientific comments are made. In this paragraph, the advantages of interactive methods in training sessions are explained in detail.

Active learning technology teaching in preschool groups is characterized by the following: Actively engaging students in thinking and thinking, pushing them to research; Active dialogue, cooperation and caring attitude of educators and teachers with children; The use of didactic, role-playing games, tools that create interest for children in the teaching process in preparatory groups for school; Preparing for school Socially equal and psychologically comfortable conditions are created in the classroom for the business activities of young schoolchildren. The classroom teacher is not a treasure of knowledge, but the search and attraction of knowledge, playing the role of a leader of research. Ensuring the activity and awareness of each student in school preparation groups. The following are the characteristic aspects of the lessons conducted with

active learning technologies in the preparatory groups for school:

Evaluation of the personality itself and its companions; Independent thinking, free speech; To develop the ability to analyze one's own experience and knowledge; Being able to cooperate (being able to work with others, sharing work to achieve a common goal); Listening to others, respecting different opinions and being tolerant. To prove and explain his ideas with arguments; Development of creative thinking; Forming joint problem solving and decision-making.

According to the requirements of the Preschool Curriculum, at the end of the education, children should achieve the following knowledge, skills and habits: Children perform health-enhancing actions quickly and flexibly; Children are provided with quality nutrition and they strictly follow the rules of sanitation and hygiene; Children perform and coordinate physical movements, behaviors, large and small sensory motor movements; Ensures and prevents the safety of himself and others everywhere, at all times; Children are able to listen to speech, analyze what is being said, know how to speak coherently and logically, know how to use cultural speech etiquettes; Children perform simple thinking operations, are able to do simple mathematical calculations, count, behave thoughtfully; Children are able to count things, objects, know how to describe happenings, can put forward certain ideas and considerations, assumptions; Children have certain knowledge about the motherland. Knows the friends and enemies of the homeland and can make simple presentations about it; He knows the symbols and attributes of our state, he knows and sings our anthem by heart, he knows our flag and coat of arms, and he knows and describes their meanings well; Children are able to communicate with everyone, they are sociable and sincere; Children everywhere, are respectful to everyone, show sincerity and patience, tolerance with everyone; Children have acquired certain labor skills and habits, they demonstrate simple labor skills and abilities; Children have simple artistic creativity, they can recite artistic pieces and demonstrate their creative abilities.

### **3.3. "Principles of organizing the training process in school**

**preparation groups"** - as the name implies, must follow the methodical principles.

Improving the quality of the educational process in preparatory school groups depends in many ways on the application of the general principles of education. Teachers and tutors must follow accepted teaching principles. Principle is a Latin word that *means main, guide, idea, beginning, which reflects the main essence of the learning process*. Preschool groups are organized and carried out both in general schools and in pre-school educational institutions.

Classes in preparatory groups for school are organized and held by experienced class teachers in general education schools, and by experienced tutors in pre-school educational institutions.

General pedagogical principles, established principles of training and principles derived from curriculum requirements should be strictly followed in the organization of the exercises.

Curriculum requirements require that training be personalized. This means that the organized training process should be based on the principle of personal orientation. That is, the knowledge, skills and habits given to children should be directed to the development of their personality.

It should be directed to the education of personality and the development of its moral qualities.

The principle of individualization and differentiation is one of the important principles in the training process. This important principle requires taking into account the individual-psychological qualities of children's nature, interests, tendencies and needs, as well as the levels of children's physiological and mental abilities, as well as their psychological qualities, and training children based on such qualities.

The principle of visualization is especially important for young children. A lesson created visually will be remembered for a long time.

The principle of cooperation has entered our pedagogical science in recent times. This principle requires that the exercises should be structured in the form of dialogue, be carried out in the form of conversation, question-and-answer.

The principle of effectiveness requires that training be effective. It should be the result of the given knowledge. Each lesson should give children new knowledge.

The principle of scientificity occupies an important place in the principles of education. The knowledge given to children should be based on scientific principles. The latest achievements of science should be communicated to children. Knowledge, information, and facts given to children should be based on scientific facts.

The principle of reinforcement is one of the important principles of training. The knowledge given to children should be strengthened.

As the name of the principle of systematicity and consistency suggests, exercises should be done in a systematic manner.

The principle of awareness and activity requires that the exercises be organized in conditions of children's activity and with high awareness. The main sign of the conscious passing of the torch is the delivery of the said ideas with facts and examples. Children should clearly understand the given knowledge.

The principle of connecting training with life and practical work is closer to children's nature. Teachers and educators should justify the knowledge they give to children with life facts, and give examples from their own life experiences. The knowledge taught to children should be reinforced through practical experiences.

The principle of relevance is considered one of the main principles of training. That is, the training process should be appropriate to the age, strength, and level of understanding of the children. Difficult words and phrases, complex sentences are alien to children's nature.

The principle of optimal organization of the training process is also important for school preparatory groups. Optimality is closely related to efficiency. That is, the exercises are structured efficiently and optimally.

All these principles are closely related to each other and must be implemented in a comprehensive manner in the training process.

The exercises held in the preparatory groups for school should be organized in accordance with the stated principles and the



required pedagogical rules should be followed.

In the dissertation, training sessions in school preparation groups were accompanied, experiments were conducted and experiments were conducted in several schools of Ganja city. Experiments conducted in the dissertation, observed observations were widely analyzed, comparisons and generalizations were made.

**The paragraph 3.4. called "Characteristics of organization of methodical work in preparatory groups in general education school"** shows that the successful organization of primary education depends on the successful training of young schoolchildren.

It should be noted that primary education is the basis of primary education and the most complex and difficult field. This is where the source of future educational success or failure begins. Correct behavior, gaining an active position in life, morals, spiritual culture, patriotism, diligence and other qualities are formed, formed and developed from here. Children admitted to the first grade are children of very different levels, different outlooks, different health, talents and abilities, social experience, psychological and intellectual preparation.

First of all, the elementary school teacher should study this diversity in depth, build his work according to it, make the correct diagnosis for each child and finally record this information consistently in the portfolio. All of these will be the primary primary determinants of success for a primary school teacher.

There are also some problems with admission to school readiness groups. This problem manifests itself during admission to the first class. Thus, the admission of children to the first grade is carried out with various preparations. So, some children come from families without special pedagogical and psychological preparation, some come from pre-school education, and some come from school preparation groups organized in general education schools.

Since the social and intellectual preparation of families in our country is different and not all families are able to prepare their children for school at the appropriate level, difficulties will have already arisen here. In this area, education and pedagogical propaganda should be carried out among parents so that parents can

prepare their children for school training in a pedagogical and psychological way.

*According to the decree No. 271 dated July 11, 2016 by the Cabinet of Ministers of the Republic of Azerbaijan on the issues of organization of children's preparation for school education, starting from the 2016-2017 academic year, school preparation education for 5-year-old children has been started at state expense in general education schools.<sup>6</sup>*

Experienced primary school teachers and Methodist teachers were involved in this work to conduct training in these groups and organize educational activities. Currently, the following exercises are held in preparatory groups in general schools, and there are complete, meaningful and elegantly designed training materials, various methodical books, and programs for each exercise: 1) Descriptive activity; 2) Development of artistic thinking; 3) Acquaintance with the surrounding world; 4) Development of logical and mathematical thinking; 5) Preparation for literacy training and speech development; 6) Badat education and sports. 7) Music.

Classes are held 4 times a week and the number of weekly hours is 12 hours, each class is 30 minutes long and 10-minute breaks are given between classes. In exercises that require tension, children do sports for 3-4 minutes. Children's educational activities are carried out orally, and attendance is recorded in a special class journal.

Teacher uses different types of appreciation for the children's learning activities, stimulates them, and motivates them to more positive activities. The teachers who conduct training in the school preparation groups are assigned to IV grade teachers who have passed high test exams and scored high marks in diagnostic exams, who will later work with those children in I grade. they will be busy. Teachers working in these groups are involved in various preparatory seminars and courses.

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<sup>6</sup> Decree by the Cabinet of Ministers of the Republic of Azerbaijan on the issues of organization of children's preparation for school education. 11 July, 2016 / Newspaper "Khalg", 11 July, 2016.

The number of children involved in these groups is 10-20 children in villages and towns, and 15-30 children in city schools is considered pedagogically acceptable.

The educational activity of children in these areas in preparatory school groups is aimed at their comprehensive intellectual preparation. The exercises of preparatory groups in general schools begin on October 1 and end on May 31. In the dissertation, the problems of school preparation are grouped and scientific comments are given about each of them.

## **CONCLUSIONS AND SUGGESTIONS**

The "Results" of the dissertation were derived from the general content of the research, the results of the conducted research and experimental work.

1. From experience and researches, it became known that school preparation groups organized in general schools and pre-school educational institutions are very important and important for improving the quality of education in general education schools.

2. We consider it important that children who do not go to educational institutions or school preparation before school should be involved in at least short-term - 2-week preparatory groups.

3. Regarding the problem, it was determined that if the training of children not involved in preschool education is carried out in short-term groups in preschool educational institutions, taking into account the educational results intended for the end of preschool education, succession between the primary education level of the school will be expected.

4. Since training is conducted on the basis of a single program in pre-school educational institutions, there is no difference in content between the school and the pre-school institution, succession is not violated.

5. In connection with the preparation of five-year-olds for school, teachers and tutors should be well versed in the methodology and technology of active and interactive methods. Because the

exercises held here should be carried out with active and interactive training methods.

6. After getting acquainted with the level of preparation of children going to the first grade, it became clear that children who do not go to kindergartens have a difficult time adapting to school life, and their level of knowledge and outlook are lower than those who go to school.

7. Organization of preparation for school in pre-school educational institutions can give more efficient results both in terms of methodical equipment and personnel.

8. Weakness and lack of methodical supply in school preparation groups organized in schools reduces the efficiency of work.

9. Mainly mixed groups operate in the regions of the republic. During this assembly, mainly large groups operate, there are no school preparatory groups. Therefore, children of the middle group can also be engaged in the program of the school preparation group from time to time if the level of the group is high.

10. Sometimes the low level of education of children from families in incomplete institutions has an effect on the subsequent years of education. This has a negative impact on their educational achievements and education at the next stage of education.

11. In some cases, it is not considered pedagogically correct for parents to interfere with school preparatory classes or the teacher's pedagogical activity, and it also has a negative impact on the child's education and upbringing.

12. Children who come to school without sufficient preparation lag behind their peers, and this is reflected in the future years of schooling.

### **The following suggestions are made from the research:**

It is important to create an adequate system of preparation for school education for preschool children with reference to the development characteristics of the child's body and psyche. For this

reason, it is necessary to create short-term training groups for more children to be involved in preschool education, for children entering school to adapt more easily to future learning activities and the school environment, and for children to spend their time more efficiently. In the organization of school preparation groups, it is appropriate to expand activities in the direction of involvement in short-term school preparation groups in kindergartens. In order to increase the level of preparation of school preparation groups for school training, it is appropriate to increase the number of school preparation groups in preschool institutions. In order to ensure a high level of preparation for school training in school preparatory groups, it is important to select educators with the necessary level of professionalism. Special attention should be paid to the psychological, physical and communicative development of children in short-term groups organized in schools. In order to ensure the efficiency of the work carried out during preparation for school life in pre-school groups, the preparation of didactic materials, methodical aids and other technological materials in accordance with modern pedagogical requirements and the teaching equipment of preschool institutions and secondary schools are not included. This may include: projectors, computers, video cameras, video reels, discs, cassettes, smart boards, tape recorders, etc. it is considered appropriate to be equipped with technical means. Succession between kindergarten and school should be expected in order to improve the quality of preparation for school training in school preparation groups. It is necessary to equip school preparation groups in under-equipped preschools. It is important for local executive bodies and municipalities to closely participate in the organization of this work in order to improve the preparation of school preparation groups for school training. There is a need to prepare methodical materials based on the curriculum of pre-school education in connection with the school preparation of pre-school groups. Educating parents about the school readiness of 5-6-year-olds is considered important from the point of view of solving the problem. Taking into account that the places for children in pre-school institutions are limited in relation to the total number of five-

year-olds, the involvement of five-year-olds in 1.5-2-hour classes in 2 shifts, in the absence of appropriate conditions in kindergartens , it is theoretically and practically useful for preparatory exercises to be carried out by preschool education specialists in schools.

The literature list of the dissertation was drawn up based on the required rules and more recent literature have been used.

**Main content of the dissertation, also the basic ideas put forward in the research, the results obtained are reflected in the following published works of author:**

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