



FORMS AND METHODS OF PREPARING PRESCHOOL CHILDREN FOR SCHOOL EDUCATION

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Abstract *The article explores the forms and methods of preparing preschool children for school education in the context of modern educational requirements. School readiness is viewed as a multifaceted process that includes intellectual, social, emotional, physical, and motivational components. The study analyzes effective pedagogical forms and methods used in preschool educational institutions to ensure continuity between preschool and primary education. Special attention is paid to play-based learning, didactic games, project activities, and integrated lessons as key tools for developing basic learning competencies. The role of educators and parents in supporting children's school readiness is also emphasized. The article concludes that systematic and purposeful preparation for school contributes to children's successful adaptation and academic achievement in primary education.*

Keywords: *preschool education, school readiness, preparation for school, teaching methods, child development.*

Аннотация *В статье рассматриваются формы и методы подготовки детей дошкольного возраста к школьному обучению в условиях современных образовательных требований. Готовность к школе рассматривается как многокомпонентный процесс, включающий интеллектуальный, социальный, эмоциональный, физический и мотивационный компоненты. В исследовании*

анализируются эффективные педагогические формы и методы, применяемые в дошкольных образовательных учреждениях, обеспечивающие преемственность между дошкольным и начальным образованием. Особое внимание уделяется игровому обучению, дидактическим играм, проектной деятельности и интегрированным занятиям как основным средствами формирования базовых учебных компетенций. Также подчёркивается роль педагогов и родителей в поддержке готовности детей к школьному обучению. В статье делается вывод о том, что систематическая и целенаправленная подготовка к школе способствует успешной адаптации детей и их учебным достижениям в начальной школе.

Ключевые слова: *дошкольное образование, готовность к школе, подготовка к школе, методы обучения, развитие ребёнка.*

In the modern educational system, preschool education is recognized as a crucial stage in a child's overall development. One of its main objectives is to prepare children for school education and ensure their successful adaptation to new learning conditions. The transition from preschool to primary school is a significant period in a child's life, requiring psychological, social, and cognitive readiness.

Preparation for school should not be limited to teaching reading, writing, and counting skills. Instead, it should focus on the holistic development of the child, including the formation of learning motivation, independence, communication skills, and emotional stability. Therefore, the selection of effective forms and methods of school preparation is a priority task for preschool educators.

School readiness is a complex pedagogical and psychological concept that reflects a child's preparedness to meet the requirements of school education. Researchers emphasize that readiness for school includes several interrelated components.

Figure 1. Structure of School Readiness (Scheme)

School Readiness →

- Intellectual readiness
- Social readiness
- Emotional readiness
- Physical readiness
- Motivational readiness

Each component plays an important role in ensuring a child's successful learning experience.

Intellectual readiness involves the development of thinking, memory, attention, basic mathematical concepts, and speech skills. Social readiness refers to the ability to communicate with peers and adults, cooperate in group activities, and follow rules. Emotional readiness includes emotional self-regulation and stress resistance. Physical readiness is related to health, endurance, and motor skills, while motivational readiness reflects a positive attitude toward learning and school.

Preschool educational institutions use various organizational forms to prepare children for school education. These forms ensure systematic and consistent development of school readiness.

The main forms include:

- organized educational activities;
- play-based activities;

- individual and group work;
- project-based activities;
- collaboration with parents.

Each form has its own educational value and contributes to the comprehensive development of children.

Table 1. Forms of School Preparation and Their Educational Value

Forms of preparation	Educational value
Organized lessons	Development of basic academic skills
Play-based activities	Formation of motivation and creativity
Individual work	Consideration of individual abilities
Group work	Development of communication skills
Project activities	Independence and problem-solving skills
Cooperation with parents	Continuity of educational influence

The effectiveness of school preparation largely depends on the choice of teaching methods. Modern preschool pedagogy prioritizes child-centered and activity-based methods.

Play-based learning

Play is the leading activity of preschool children and an effective method of preparation for school. Through play, children develop thinking, imagination, speech, and social skills. Didactic and role-

playing games help children master learning behaviors naturally and emotionally.

Didactic games and exercises

Didactic games are aimed at developing basic academic skills such as counting, comparing, classifying, and recognizing letters and sounds. These games form the foundation for reading, writing, and mathematics.

Project-based activities

Project activities involve children in research, creative tasks, and teamwork. Projects promote independence, curiosity, and the ability to plan and evaluate results.

Integrated lessons

Integrated lessons combine elements of language development, mathematics, art, and physical education. Such lessons ensure holistic learning and help children perceive knowledge as a unified system.

The educator plays a key role in preparing preschool children for school. The professional competence of the educator determines the effectiveness of educational forms and methods.

The educator's responsibilities include:

- creating a supportive learning environment;
- selecting appropriate methods and materials;
- observing children's development;
- providing individual support;
- fostering positive motivation for learning.

Educators act as facilitators who guide children's activities and encourage independence and initiative.

Successful preparation for school is impossible without close cooperation between preschool institutions and families. Parents play an

important role in supporting children's learning motivation and emotional well-being.

Forms of cooperation with parents include:

- consultations and workshops;
- joint activities and projects;
- informational meetings;
- individual recommendations.

Such cooperation ensures continuity between home and preschool education.

Systematic preparation for school education leads to positive educational outcomes, including:

- readiness for learning activities;
- successful adaptation to school life;
- development of communication skills;
- emotional stability;
- positive attitude toward school.

Prepared children demonstrate higher academic achievement and confidence in primary school.

Preparing preschool children for school education is a complex and purposeful process that requires the use of effective forms and methods. Play-based learning, didactic games, project activities, and integrated lessons contribute to the holistic development of children and ensure their readiness for school. The role of educators and parents is crucial in creating supportive conditions for school preparation. Properly organized preparation lays the foundation for children's successful learning and personal development.

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