

THE ROLE OF MODERN DIAGNOSTIC TESTS IN DETERMINING SCHOOL READINESS

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Abstract

This article examines the motivation to learn and ways to increase academic interest among elementary school students. It provides an overview of the types of tests and methods used in the initial stages of the primary education system, beginning in elementary school and continuing into early adolescence.

Keywords

modern diagnostics, psychological process, modern types of tests, elementary school children, preschool preparation period.

Today, at all levels of the education system, and especially within the preschool education process, the issue of preparing children for school is recognized as one of the most significant scientific and pedagogical challenges. In the modern educational process, the development of a child's personality from an early age, along with fostering cognitive activity, independence, communication culture, social adaptation, and the formation of intrinsic motivation for learning, are considered the foundation for successful schooling. At the current stage of reforming the education system, analyzing the individual characteristics of a student is required to build a precise model of the teacher-student relationship, demanding a thorough approach. The study of these aforementioned problems is dependent on a number of circumstances. First and foremost, a need arises to update the status of students in education and transform them into active subjects of the educational process. Consequently, this issue is also linked to the other side of the problem, namely, the student's desire and need to become a subject of the educational process. Instilling this need in them – that is, motivating the student toward learning and cognitive work – remains one of the most important challenges of our time. The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his speeches, identifies education and upbringing as a key factor that determines the future of the nation, noting the following: "Educating our youth

based on the demands of the times means, above all, shaping them into free-thinking, conscious, honest, and patriotic individuals" (Sh. Mirziyoyev, Address to the Oliy Majlis of the Republic of Uzbekistan, 2022). Likewise, the "Development Strategy of New Uzbekistan for 2022-2026" also defines upbringing and education as an inseparable process.

Today's schoolchild is required to have not only concrete knowledge but also thinking skills, an understanding of adults and peers, and the ability to work collaboratively with them. Therefore, when a child is about to step into school, what is considered more important is not how much knowledge they possess, but rather their readiness to acquire new knowledge, their skill in adapting to their surroundings, and their ability to freely analyze and act upon events and phenomena. It is also considered important not only to teach a child a specific thing, but also to build their self-confidence and to form the skills to defend their own opinion and to independently arrive at a decision. The preschool education period is considered the most crucial stage for a child's personal and intellectual development. During this period, the child masters many psychological processes such as speech, thinking, cognitive processes, self-regulation, entering into relationships, and acquiring social roles. For this reason, diagnosing children's school readiness is considered important in determining their level of intellectual, emotional, and social maturity. In recent years, measures have been implemented in the Republic of Uzbekistan to reform the preschool education system, enhance the professional competence of educators, and improve diagnostic mechanisms. In an era of globalization, digital transformation, and the drastic change of cultural environments, a deep analysis of the quality, direction, and outcome of the upbringing provided to young people has become a significant issue for any education system. As the flow of information sharply increases and the influence of virtual space intensifies, the demands on students' personal qualities, social responsibility, and ability to make moral and ethical decisions are also increasing. Therefore, it is becoming necessary to discuss the educational process through systematic perspectives, specifically through diagnostic methods, in order to raise the younger generation as well-rounded, patriotic, and intellectually and spiritually mature individuals.

It was noted that it is necessary to implement modern pedagogical approaches to ensure the comprehensive development of students, fully unlock their personal potential, and increase their social activity. Such diagnostic methods allow for the scientific assessment of students' educational development level. These methods not only help to determine the current situation but also provide the opportunity to correctly direct educational work. This involves identifying the educational

development process of these very school students using diagnostic methods and analyzing the effectiveness and practical significance of these methods. For this reason, the issues of determining, evaluating, and improving the effectiveness of educational work being carried out in schools are becoming particularly important. The use of diagnostic methods in this process helps to more deeply determine students' level of personal, moral, and social development. Diagnostics is an important stage in monitoring, analyzing, processing, and correctly guiding the educational process. Diagnostic methods are a set of scientifically-based techniques that serve to measure the level of students' educational development. Through them, students' moral-ethical stance, social activeness, communication culture, level of responsibility, and other educational indicators are determined. These methods are carried out in collaboration with the class teacher, school psychologist, social pedagogue, and parents.

According to experts, the concept of "school readiness" includes the following aspects of preparing a child for school: physical readiness, personal (psychological) readiness, intellectual readiness, and special preparation.

1. Physical readiness is evidenced by the child's health, motor skills and qualities, and the development of hand muscles and visual-motor coordination.

2. Personal (psychological) readiness entails the formation of a personal culture that emerges from relationships with the surrounding environment, adults, peers, oneself, the world of plants and animals, natural phenomena, and human creativity. The most important aspect is the consolidation of general moral and ethical principles in a child's consciousness, their acceptance of social-ethical norms and universal human values, and their understanding of "what is good and what is bad."

3. Intellectual readiness includes the development of a child's figurative and logical thinking, imagination, humanity, curiosity for knowledge, independence, and the ability to self-observe and self-regulate. It also includes knowing the basic types of learning activities such as observation, listening, memorizing, generalizing, combining, and comparing. Special preparation involves teaching the child literacy and forming their understanding of the first-grade curriculum materials. It should be noted here that teaching a child to read, and moreover, to read and write quickly, is not that important. The main goal is to increase the child's vocabulary, enable them to use it consciously and actively, ensure they can hear sounds clearly, pronounce them distinctly, and distinguish them within words, and to achieve mastery of the basic literacy knowledge and mathematical concepts included in the "Child of the Third Millennium" program. When determining the school readiness of a 6-7-year-old child, those involved in the education and upbringing of

preschool-aged children must consider the need to ensure that the child's readiness for school serves as a connecting bridge for their way of life and activities during the preschool and school periods, and that they transition smoothly from the educational and upbringing conditions of the family or kindergarten to school education.

A preschool-aged child's transition to school education always brings about significant fundamental changes in their life, morals, interests, and relationships. Therefore, it is necessary to prepare a preschooler for school education, whether in kindergarten or at home, by introducing them to relatively simple knowledge, concepts, skills, and information. Such an introduction helps them to overcome the major difficulties of the adaptation period.

Conclusion: Before entering school, a child must be both physically and psychologically prepared for the most important period of their life, that is, to meet the various requirements set by the school—in other words, to receive an education. The issue of psychological readiness for education is considered from both objective and subjective viewpoints. A child must first be objectively psychologically ready for school education, meaning they must possess the necessary level of psychological development to begin their studies. When we speak of the sufficient readiness of a six-year-old child's psychological development for entering the educational process, we must evaluate this developmental level from the perspective of their ability to begin school. The primary goals and objectives of preschool education are to develop children physically and intellectually; to satisfy their spiritual needs, personal abilities, aspirations, and needs; to ensure they grow up remaining faithful to national and universal human values and the ideals of independence; and to prepare them for school education in accordance with state requirements for preschool education and upbringing. In other words, this constitutes a certain minimum level of psychological development, which is a necessary condition for beginning systematic, planned, and purposeful learning. Within this developmental level, studying the child's state and the development of their cognitive processes holds a significant place, especially activating perception, memory, and thinking, and it places demands on their level of formation. Therefore, it is considered essential to study cognitive processes such as perception, memory, and thinking to determine the overall maturity level of 6-7-year-old children. In this article, we have presented several exercises for identifying cognitive processes, methodologies for studying children's school readiness, and game-based methods. We believe that the effective use of these exercises and methodologies would help improve children's level of school readiness and contribute to their rapid adaptation to school.

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