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FORMATION OF SOCIAL READINESS FOR SCHOOLING IN CHILDREN OF UPPER-KINDERGARTEN AGE

Abstract. The article examines the preparation of older preschool children for school from the perspective of their social readiness. It explains what social readiness is and why it is a key component of a child's overall preparedness for school life. The authors describe the main components of social readiness such as communication skills, motivation to learn, emotional self-regulation, volitional qualities and behavioral norms. The pedagogical conditions that contribute to the successful development of this readiness in children are identified.

Keywords: upper-kindergarten age, socialization, preschool education, social readiness.

Presentation of the main material. The issue of readiness of older preschool children for learning in the first grade of primary school is one of the most important topics in modern education and upbringing. The importance of social readiness is particularly significant, as it helps preschool children adapt more easily to a new environment and successfully assume the role of a student. Academic success largely depends on how well a child has developed social skills, including the ability to build friendships, communicate with peers and adults, follow school rules, and complete learning tasks [4].

According to V. Aleksandrova and V. Lytnov, school readiness is a whole complex of essential qualities. It includes good physical health and body development, intellectual abilities, the ability to manage one's emotions and behavior, as well as communication skills. In particular, social readiness reflects how well a child can adapt to school life, build relationships with teachers and classmates and follow established rules of behavior in a group [1].

Social readiness for school means that a child is able to communicate effectively, cooperate and get along with others. The child should be capable of being part of a group, carrying out joint assignments, following established rules of behavior and adapting to the new role of a student. To foster this readiness, it is important to engage children in various games and joint activities where they gain experience in communication and interaction [5].

The Basic Component of Preschool Education clearly states that one of the key outcomes of a child's stay in a preschool institution is the development of social competence. This means that a child can interact positively with others, demonstrate independence, show initiative, and take responsibility. These important qualities are formed through a well-organized educational environment in preschool settings [2].

Researchers identify the main components of children's readiness for school. The first is the communication component, which involves the ability to interact with peers and adults, express one's thoughts, listen attentively and follow the rules of effective communication. It is important that children can work together and support one another.

The second component is motivational. It reflects a child's positive attitude toward learning, a strong desire to attend school and readiness to assume the role of a student. This motivation develops when a child is interested in learning new things and understands the importance of education.

The third aspect concerns emotional state and self-regulation. It means that a child can control their actions, manage emotions and follow adult guidance. A key indicator is the ability to act purposefully and complete tasks.

Another important component is behavioral. It implies that a child behaves in accordance with accepted norms, follows rules and is capable of effective interaction with peers and adults in a group. This factor ensures smooth adaptation to the school environment [1].

Intrinsic motivation to learn is a crucial part of school readiness. It means that a child has a positive attitude toward lessons, shows interest in school life, and understands their new role as a student. According to A. Kurchatova and T. Vehera, this motivation reflects the child's desire to acquire knowledge, his curiosity and understanding the value of learning [3].

The development of social skills in children of upper-kindergarten age occurs through various types of activities, among which the game plays a leading role. It creates natural conditions for children to learn interaction, communication, cooperation and adherence to rules. During role-playing games children reproduce real-life situations and try on different social roles. They learn to find a common language, coordinate actions, resolve conflicts and follow accepted behavioral norms.

In the process of such a game, the ability to help each other, a sense of responsibility and teamwork skills are formed. These are key signs of a child's social readiness for school. In addition, the game process helps to develop self-control, teaches to consciously manage one's actions and subordinate them to a common goal [6].

The organization of the developmental environment in preschool institutions is crucial for preparing children for social life. The space should encourage interaction, communication and collaborative activities. If there are corners for games, places for group work and a variety of educational materials for group tasks, this helps children learn to cooperate and support each other.

Educators also organize various activities, including group games, collaborative tasks, and creative projects. These activities help children learn to negotiate, distribute roles and work as a team. This approach to arranging a children's space promotes the emergence of good relationships between children, develops their communication skills and helps them become responsible and independent. Together, these are key steps for a child to be truly prepared for school [2].

The ability to work with others is very important in preparing a child for life in society. Children learn to negotiate, distribute responsibilities, perform tasks together,

and follow the rules of communication. These skills are well developed during joint games and various group activities [5].

Interaction with adults is also significant. Through communication with educators children learn behavioral norms, develop listening skills and follow instructions. This experience fosters responsibility, independence and self-regulation [4].

Partnership between preschool educational institutions and parents is a key condition for successful social adaptation of children to schooling. Joint work of educators and parents contributes to the creation of a single environment for upbringing, which ensures the comprehensive development of the child and his/her high-quality readiness for school [6].

Conclusion. Therefore, social readiness for school is a vital component of a child's overall preparation. It includes communication skills, motivation to learn, emotional self-regulation, persistence, and appropriate behavior. This readiness is formed through play, interaction with peers and adults, a well-organized educational environment and close cooperation with parents. A well-developed level of social readiness enables children to adapt more easily to school life and successfully acquire new knowledge and skills.

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