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INNOVATIVE PSYCHOLOGICAL APPROACHES TO PREPARING PRESCHOOL CHILDREN FOR SCHOOL EDUCATION

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Annotation: This article examines the innovative psychological approaches used in preparing preschool children for the transition to school education. The study emphasizes the role of emotional, cognitive, motivational, and social readiness as essential components of school preparedness. Modern innovations in developmental psychology, such as play-based learning, digital pedagogy, art therapy, and emotional intelligence development, are analyzed as key mechanisms to ensure the child's holistic adaptation to school life. The paper also discusses the integration of psychological diagnostics and correctional methods in early education practice.

Keywords: preschool education, psychological readiness, innovation, cognitive development, motivation, emotional intelligence, play therapy, adaptation.

Preparing preschool children for school education has always been one of the most important tasks of psychological and pedagogical science. In modern conditions, when the education system is undergoing rapid transformation and innovation, the issue of children's psychological readiness for school acquires a new meaning. Innovative psychological approaches make it possible to ensure not only the child's intellectual preparation, but also the development of emotional intelligence, motivation, social adaptability, and creativity, which together determine the success of the child's future learning process. The preschool period is considered a sensitive stage in which the foundations of personality, thinking, communication, and emotional regulation are formed. Therefore, the methods of preparing children for school must be built in such a way that they correspond to the individual psychological characteristics of each child. Traditional training methods that emphasize mechanical memorization and early academic learning are being replaced by innovative technologies aimed at developing the child's creative potential and inner motivation for learning.

Psychological readiness for school includes cognitive, emotional, motivational, social, and volitional components. Cognitive readiness means the development of attention, memory, perception, and thinking; emotional readiness is associated with the ability to manage one's feelings and adapt to new social conditions; motivational readiness reflects a positive attitude toward learning and curiosity; social readiness involves the ability to interact with peers and teachers; and volitional readiness refers to the capacity to complete tasks and control one's behavior. The innovative psychological approach implies the harmonious formation of all these components through integrative methods combining play, art, communication, and digital learning tools.

The theoretical foundation of these innovations lies in the works of L. S. Vygotsky, J. Piaget, and H. Gardner. According to Vygotsky's sociocultural theory, the child develops through interaction with adults and peers, which determines the importance of



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social communication in preschool education. Piaget's constructivist approach emphasizes the active role of the child in constructing knowledge through personal experience, experimentation, and exploration. Gardner's concept of multiple intelligences encourages educators to recognize the diversity of children's cognitive abilities, enabling the use of different teaching styles suited to linguistic, logical, spatial, interpersonal, or bodily-kinesthetic intelligence types. These ideas serve as the psychological basis for modern innovative programs that create favorable conditions for comprehensive child development.

Among the most effective innovative psychological mechanisms are play-based learning, art and music therapy, emotional intelligence development, and digital technologies. Play is a natural form of learning for a preschool child, allowing the integration of cognitive, emotional, and social functions. Through role-playing, construction activities, and simulation games, children learn to solve problems, cooperate, and express emotions safely. Art therapy and music therapy techniques help reduce anxiety and prepare the child emotionally for the school environment, while digital learning tools such as interactive educational games and storytelling applications enhance curiosity and cognitive flexibility. The inclusion of digital psychodiagnostic systems makes it possible to monitor developmental dynamics and detect emotional difficulties at an early stage, ensuring timely psychological support and correction.

The development of emotional intelligence has become one of the central tasks of innovative preschool psychology. A child who can recognize, express, and regulate emotions more easily adapts to the school environment and experiences fewer difficulties in communication and learning. Innovative programs include empathy games, storytelling, and cooperative projects that cultivate the ability to understand others and manage one's own emotional state. These methods, combined with cognitive and motivational exercises, form a psychologically stable and self-confident child ready for the demands of school education.

The success of innovative psychological preparation depends largely on collaboration between teachers, psychologists, and parents. The teacher provides a supportive and stimulating educational environment, the psychologist ensures individual psychological accompaniment, and the parents reinforce positive habits and behaviors at home. Such a triadic system guarantees continuity in the child's development and creates conditions for holistic adaptation to school. In this context, innovation is not limited to the use of new technologies; it represents a new philosophy of education focused on the child's personality, emotional comfort, and creative potential.

Research in various countries demonstrates that children who undergo psychologically oriented and innovative preschool programs adapt more successfully to school, show greater motivation, and achieve better learning outcomes. For example, in Finland, Japan, and Singapore, preschool curricula focus on emotional well-being and communication skills rather than on premature academic learning. These approaches confirm that the main goal of preschool education should be to form a psychologically mature personality rather than to provide formal academic knowledge.

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In conclusion, innovative psychological approaches to preparing preschool children for school education shift the emphasis from mechanical learning to personal development. They cultivate emotional intelligence, motivation, social adaptability, and creativity — qualities that determine not only academic success but also the ability to navigate modern life. The integration of play, art, digital technology, and psychological support forms a unified developmental environment in which every child can reveal his or her individuality and potential. The future of preschool education lies in combining scientific psychological knowledge with innovation, empathy, and creativity, ensuring that each child enters school not only intellectually prepared but also emotionally and socially mature.

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