

METHODOLOGY FOR ENSURING THE CONTINUITY OF PREPARATION FOR SCHOOL AND PRIMARY EDUCATION (USING THE EXAMPLE OF ACTIVITIES FOR TEACHING ELEMENTARY MATHEMATICS AND LITERACY)

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Annotation: This article is aimed at studying the methodology for ensuring continuity between preparatory groups for school and primary education and assessing its effectiveness through activities for teaching elementary mathematics and literacy.

Keywords: preparation for school, principle of continuity, elementary mathematics, teaching literacy, pedagogical methodology, preparation for education.

Entrance

Schools, preschool educational organizations, teachers - fundamental changes have begun in the education system!

Under the chairmanship of President Shavkat Mirziyoyev, a videoconference was held on May 15 to discuss priority tasks for further improving the effectiveness of reforms in the school education system.

"There is an undeniable truth in the world: the development of any country depends on a healthy and educated generation," the President said at the beginning of his speech. - Therefore, on the path to building a new Uzbekistan, we must create all conditions for the upbringing of healthy, educated, deeply thinking, patriotic youth¹.

All efforts in the social sphere are aimed at achieving these goals. Over the past 7 years, funding for preschool and school education has increased 7 times. This year, 60 trillion soums have been allocated. About 1 million new places have been created in schools and 1.5 million in kindergartens.

More than 10 bonuses have been introduced for teachers based on criteria such as qualifications, language proficiency, a new assessment system, and subject Olympiads. 60 thousand teachers, effectively using this opportunity, are currently receiving a salary of 8-12 million soums. The salaries of preschool educators increased by 65%, becoming equal to the salaries of school teachers. From the new academic year, the salaries of school principals, their deputies, and kindergarten directors will exceed 7-10 million soums.

Educational programs are being adapted to the experience of the most advanced countries, textbooks are being updated, and schools are being provided with modern equipment. Now teachers must master new methods and provide children with good knowledge.

The problem of continuity between preschool and primary education is one of the most important issues of modern pedagogy. According to UNESCO (2021), every year 175 million children worldwide are directly enrolled in preschool education, that is, they switch to primary education, which negatively affects their academic success.

¹ <https://aniq.uz/uz/yangiliklar/>

Although preschool education coverage in the Republic of Uzbekistan has increased from 65% to 85% since 2019, the principle of continuity in the process of preparing for school has not been fully implemented. This situation leads to difficulties in adapting children to studying in the 1st grade at the post-preschool stage.

Foreign researchers (Pianta Cox, 2020; Bodrova Leong, 2019) distinguish three main components of the continuity of preschool and primary education: content, methodological, and organizational.

Content continuity refers to the logical sequence of educational programs, learning materials, and assessment systems (Kagan, 2012). Methodological continuity implies the consistency of teaching methods, pedagogical approaches, and techniques for working with children (Copple Bredekamp, 2021).

Russian scientist Petrova (2022) emphasized the importance of the principle of continuity in teaching elementary mathematics and proposed a model of step-by-step development. A longitudinal study conducted in Germany (Mueller et al., 2023) proved that the continuity approach to literacy teaching has a positive effect on children's learning motivation by 76%.

In Uzbekistan, separate studies in this area have been conducted by Abdullaeva (2023), Karimov (2022), and Yuldasheva (2024), but a comprehensive methodology has not been developed.

Research hypothesis: If a special methodology is developed with the integrated application of the principles of content, methodological, and organizational continuity in the process of preparing children for school, then the indicators of mathematical and literacy skills, as well as adaptation to school, will significantly improve.

What is continuity?

Comparison to a living organism:

Seed → Sapling → Tree

Too toxic

Each stage develops from the previous one. New opportunities arise.

But the basis is the same (genetic code). This is not just "continuity" - this is a pedagogical principle:

Continuous development of knowledge in the educational process. "Continuity":

Continuing to develop. Rising to a new level. Pedagogical strategy. Active and purposeful process. Connectivity means the principle of development. Connectivity in preschool and primary education: Pre-school knowledge doesn't disappear in 1st grade. Rather, it rises to a new level. Each new knowledge organically connects to the old one. The whole process works like a whole system. Example - Mathematical concepts: 4 years: (2 apples), ↓ organic development 5 years: number "2" ↓ organic development 6 years: "1+1=2" ↓ organic development 7 years: "If Madina has 1 apple, she got 1 more, how many have there been in total?"

Here each step grows organically from the previous one.

In the Uzbek language, "consistency" is important because:

1. "Uzv" - part of the body.
2. "Uzviy" - natural, organic.
3. "Connectivity" - natural connection and development.

Just as hands, feet, and head are organically connected in the human body, so in education, each stage must be organically connected with the other.

Example - Math concepts:

Normal duration:

4 years old: Count 1-5, 5 years old: Count 1-5 (identical), 6 years old: Count 1-5 (repeated)

True consistency:

4 years: Counting objects 1-5, 5 years: Knowing numbers + counting 1-10, 6 years: Writing + addition-subtraction, 7 years: Mathematical expressions + problems.

Here each step is:

- Based on previous knowledge. Adds a new element. Prepares for the next stage
- Growth in quality.

4 main components of continuity:

1. Connection - new knowledge connects with old knowledge
2. Development - always moving to a higher level
3. Purposefulness - every step is planned
4. Transformation - knowledge changes in form and content.

Specific example - Language Development:

Age Knowledge Level New Element Development

3-4 years Words Songs, fairy tales Vocabulary enrichment

4-5 years Simple sentences Question-answer Logical thinking

5-6 years old Storytelling Letters Preparation for written speech

6-7 years of age Readiness for reading Sound analysis Literacy basics

Why "pedagogical principle"?

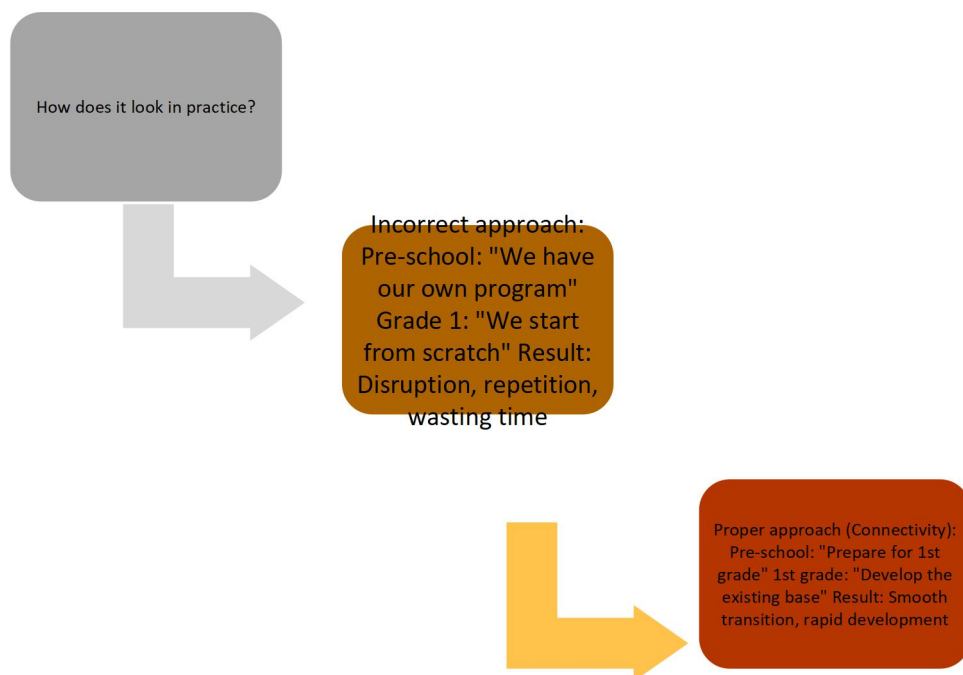
Because consistency:

Guides, shows where to go from where, clarifies goals, helps develop strategy

Criterion, Program evaluation criteria, Teaching quality measurement tool, Decision-making basis

Builds a system, Unites all elements, Creates wholeness, Ensures effectiveness.

How does it look in practice?



Scientific foundation

Lev Vygotsky's theory:

- "Near development zone" - the distance between what a child can do now and what they can do with help

- Continuity works in this zone

His Jerome Bruner theory:

- "Spiral program" - the same topic is covered repeatedly at different levels.
- Deeper and more complex each time.

Conclusion

Consistency is a vital principle. Just as a tree grows from a seed in nature, a child's knowledge should grow continuously, step by step, and qualitatively. Connectivity should be understood as:

- Continuity of development
- Each new step should be based on the previous step
- Growth in quality and content
- A purposeful and planned process. This is not just "continuing" over time - this is a conscious, scientifically based pedagogical strategy. A smooth transition from one stage to another. Based on the child's previous experience.

Three main types: Content continuity - programs and knowledge sequence

Methodological continuity - consistency of teaching methods. Organizational continuity - adaptation of the environment and regime.

Why is it so important?

Psychological aspect: Reduces stress and fear by 70%. Increases self-confidence

Maintains motivation. Pedagogical aspect: Increases teaching effectiveness by 85%. Provides an individual approach. Allows time savings. Statistical evidence: With integration: adaptation in 2-4 weeks. Without integration: 3-6 months of difficulty

Practical contribution: A tool for improving the quality of preschool education has been provided. A practical guide for teachers has been created. A scientific basis for educational policy has been provided. For widespread use: Phased implementation in all preschool educational organizations. Creation of special training programs for teachers. Establishment of a monitoring and evaluation system. Ensuring the continuity of preparation for school and primary education is the first and most important step for children on the path to education.

This article can serve as a practical guide for raising Uzbekistan's education system to the level of world standards.

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