

## Study of the efficiencies of methods for determining "school maturity" in preschool children.

Научный руководитель – Бактыбаева Ляйля Киргизбаевна

*Ыбраим М.Е.<sup>1</sup>, Talip S.B.<sup>2</sup>*

1 - Казахский национальный университет имени аль-Фараби, Факультет биологии и биотехнологии, Алматы, Казахстан, *E-mail: madina.ibraim.99@gmail.com*; 2 - Казахский национальный университет имени аль-Фараби, Факультет биологии и биотехнологии, Алматы, Казахстан, *E-mail: talip.sandugash.chbd@gmail.com*

The initial period of training which causes a restructuring of the entire lifestyle and activities of the child is quite difficult for children. Observations of teachers and psychologists show that among first-graders there are children who are particularly difficult to adapt to new conditions, do not cope with the regime and program of school, and later they form groups of lagging and second-year students. In order to identify such children and timely predict further individual work with them, it is necessary to determine the level of school maturity when entering school. School maturity is a level of morphological and psycho-functional development that allows us to determine that the requirements of systematic training, various kinds of loads, and a new lifestyle will not be excessively burdensome for the child and cause health disorders. Determining the level of school maturity of a student when entering school, physical and physiological maturity, communicative skills, school motivation, cognitive abilities and emotional development are taken into account.[1,2]

Two groups of preschool age children in kindergarten No. 7 in Almaty were analyzed. One group of children was represented by children aged 5-6 years, 16 children. The second group of children was represented by children of 6-7 years of age, 12 children. Psychophysiological research methods have shown that children aged 6-7 years are much better oriented in time. They have better indicators on the Kern-Yorasik test, have a rich set of words and developed phonetics, have a high level of differentiated inhibition, developed coordination and differentiation of fingers, and a more developed torso with the ability to maintain a vertical body posture for a longer time.

### References

- 1) I.V. Sharovalenko. *Возрастная Психология (Психология развития и возрастная психология)*. Moskow, 2005
- 2) Маннанова Дамира Аминовна, *Готовность ребенка к школе. Понятие «школьная зрелость»*.2019