

Important Issues of The Preparatory Period of Preschool Age in The Adaptation of Children with Special Needs to School Education

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Abstract: This article highlights the importance of the preparatory period of preschool age in the adaptation of children with special educational needs to school education. In particular, the issues of forming graphomotor skills, developing fine motor skills, and strengthening visual-spatial perception in children with speech impairments are scientifically analyzed. The article considers the psychological and physiological factors of preparation for the writing process, the stages of developing graphomotor activity, and specific aspects of children's cognitive development. It also provides practical exercises, games, and methodological recommendations that can be used in the preschool education process. The results of the study show that the development of fine motor skills, visual memory, and spatial imagination in preschool age are important factors in the successful adaptation of children to school education.

Keywords: Inclusive education, children with special educational needs, preschool education, graphomotor skills, fine motor skills, speech impairment, visual-spatial perception, preparation for writing, cognitive development, speech therapy and correctional work.

Introduction: All branches of education are being consistently developed in our country. New educational institutions are being built and modernly equipped, creating all the conditions for young people to learn. Curriculums are being updated, and the most advanced practices are being introduced. In particular, improving the inclusive education system is one of the important directions of state policy, and a number of positive changes are being implemented in this area. The Resolution of the President of the Republic of Uzbekistan No. PQ-4860 "On measures to further improve the system of education and upbringing for children with special educational needs" became the legal basis for the efforts planned in this regard. It is noteworthy that the "New Development Strategy of Uzbekistan for 2022-2026" also includes the improvement of the inclusive education and employment system, ensuring the involvement and

active participation of persons with disabilities in the socio-economic life of society; priority tasks have been set, such as ensuring open and high-quality education for young people, ensuring excellent education for young people at all stages of education, and creating conditions for the development of inclusive education in the regions. A number of systematic works are being carried out to support young people with disabilities, increase their social activity, interest in work, and involve them in science, technology, art, and sports.

However, this is a continuous process. The issue of preparing preschool children to master writing is part of the problem of preparing them for school. It should be noted that today the task of teaching preschool children to write does not have a clear solution. Children with speech disorders are characterized by insufficiently developed general motor skills. This can also be seen in fine motor skills. Therefore, it is important to develop

the necessary mechanisms for preparing for the writing process in preschool age, to develop fine motor skills and coordination of finger movements, that is, to develop graphomotor skills, to accumulate the child's movement and practical experience, to create conditions for the development of manual skills.

Due to the specific features of cognitive development in preschool children with speech impairments, the formation of graphomotor skills is a complex process. This is due to the low level of development of fine motor skills, poor coordination of movements, lack of spatial and temporal orientation and self-control. The process of forming graphomotor skills is physiologically and psychologically complex. Coordinated activity during writing involves the cerebral hemispheres, the organs of hearing, vision, and many muscles of the body.

Graphomotor skills include:

1. Small muscles of the fingers
2. Visual analysis and synthesis
3. Drawing
4. Graphic symbology

Graphic motor skills are an important component of the process of preparing a child for writing. These skills include not only the accuracy and coordination of hand movements, but also the development of the child's perception, memory, thinking and spatial imagination. The formation of graphomotor skills, especially in preschool children with speech disorders, is a complex and gradual process, which is developed through special exercises, games and practical activities.

First of all, the activity of the small muscles of the fingers occupies a special place in the structure of graphomotor skills. The sufficient development of the child's finger muscles is an important factor in mastering the writing process. Therefore, exercises aimed at increasing the strength of the fingers, developing the speed and accuracy of their movements should be organized regularly. This includes various finger games, finger gymnastics, buttoning and unbuttoning, assembling mosaics, working with plasticine or clay, as well as various constructive games. Such activities not only strengthen the hand muscles, but also help the child develop coordination of movements, concentration and patience. Another important component of graphomotor skills is associated with the processes of

visual analysis and synthesis. These processes are closely related to the child's correct perception of the environment, the ability to identify similarities and differences between objects, and correct orientation in space. Therefore, it is important to form in children such skills as distinguishing between the right and left parts of the body, determining directions in space, and understanding the location of objects. For example, spatial imagination can be developed by giving the child tasks such as "raise your right hand" and "find the object on the left" in the form of a game. In addition, exercises such as comparing the location of objects, choosing the desired direction, or completing the image also serve to develop the processes of visual analysis and synthesis.

Drawing activities are also of particular importance in the formation of graphomotor skills. Drawing frees the child's hand movements, develops accuracy and coordination of movements, and at the same time enriches his imagination and creativity. In this process, it is advisable to give children tasks such as drawing along the contour, shading, and creating simple sketches of geometric shapes. Children can also be given tasks to observe objects in nature or their individual details and record them on paper. Activities such as coloring incomplete drawings, filling in missing details, or creating a new image based on a given picture develop visual thinking in children. In addition, tasks to draw various shapes and figures from memory help strengthen visual memory.

Another structural direction of graphomotor skills is related to graphic symbology. This direction is aimed at developing children's skills in representing objects through signs, creating patterns and symbols, and creating images using various graphic elements. Through graphic symbology, children gradually begin to master elements close to written symbols. Exercises such as drawing patterns, repeating various signs, and representing objects through simple symbols increase the child's thinking, imagination, and readiness for writing.

The process of developing graphomotor skills requires an integrated approach. In this case, it is important that each lesson is organized taking into account the child's age characteristics, individual capabilities, and level of development. The systematic organization of lessons in this direction in the process of preschool education not

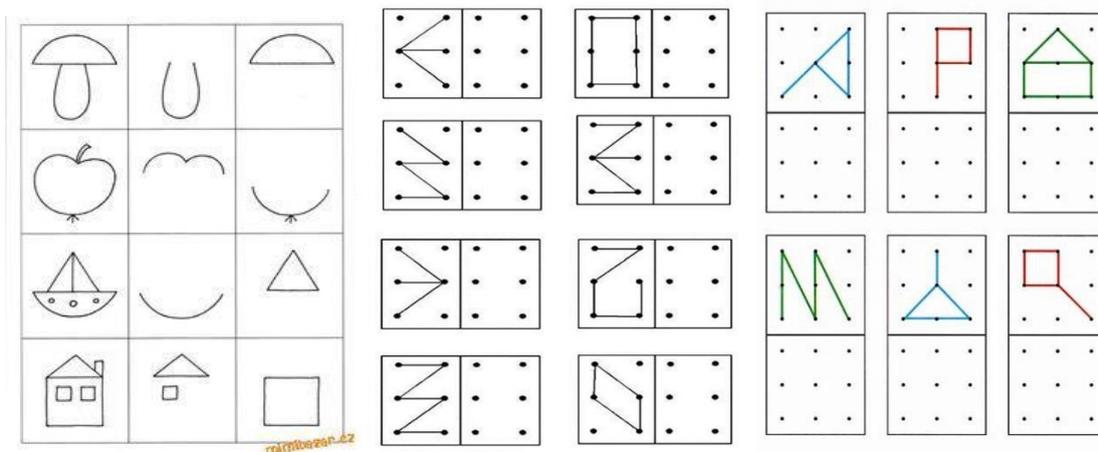
only strengthens children's readiness for writing, but also has a positive effect on their general cognitive and psychomotor development.

G.A. Voloskova, M.Yu. Gorbachevskaya, O.V. Eletskaia, M.G. Khrakovskaya in their research come to the conclusion that the most important condition for the formation of graphomotor skills is the preservation of spatial perception and images.

- a) visual-spatial;
- b) spatial representations, sensations of one's own body in space;
- c) spatial images of "left" and "right".

Finger games, finger gymnastics, exercises for fingers for the development of fine motor skills (pressing and unbuttoning buttons, tying shoes, playing with mosaics, etc.)

For the formation and development of the sequential organization of movements; clenching and unclenching fists, exercise: finger - fist movements, exercise: "hare"



Based on the above considerations, we give the following recommendations in conjunction with the development of graphomotor skills in children:

- formation of self-service skills in preschool children with speech impairments;
- strengthening the child's necessary household skills through games with dolls;

Give the child the opportunity to get acquainted with sand, mud, water, snow; (build sand towers and castles, build snow towns, etc.)

CONCLUSION

The successful adaptation of children with special educational needs to school education largely depends

- "finger", etc.

For the development and formation of visual memory; look at the toys, remember, answer by remembering what toys you saw, look at the picture, remember the objects. What elements are missing? Methods such as are recommended.

It is recommended to master graphic skills in three stages;

the first - to teach drawing figures consisting of straight lines, carefully shading them with vertical and horizontal lines;

the second - to write oblique lines, shading figures with oblique lines;

the third - to draw circles, semicircles, ovals, loops.

We give examples of graphic exercises that contribute to the development of fine motor skills and coordination of hand movements, visual perception and attention:

on the proper organization of the preparatory process in preschool age. Especially important in children with speech impairments is the formation of graphomotor skills, the development of fine motor skills, and the strengthening of visual-spatial perception and memory. Because writing is a complex psychophysiological process, in which brain activity, visual and auditory analyzers, and coordinated movements of hand muscles are involved.

Organizing various graphic exercises, finger games, constructive activities, and creative activities during preschool education enriches children's motor activity, develops their independence and self-service skills. At the same time, working with natural materials such as sand, clay, and water, organizing the learning process

through play expands children's practical experience and imagination.

Thus, the systematic development of graphomotor skills in the preschool preparatory process, effective organization of speech therapy and correctional work, and taking into account the individual characteristics of children ensure their successful adaptation to the next stage of education. This serves to increase the effectiveness of inclusive education and the active integration of children in need of special assistance into society.

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