

Қаржылық талдау негізінде басқару шешімдерін мұқият талданылуы кәсіпорын қызметінің әрбір саласында басқару шешімдерін қабылдауға емес, тиімді қаржы көрсеткіштерінің қалыптасуына ықпал етеді. Сондықтан қаржылық жағдайды талдау бірқатар қаржылық көрсеткіштердің жүйесін талдауға негізделеді.

Компанияның қаржылық талдау келесілерді қамтиды: талдау объектілерінің қызметінің өндірістік-шаруашылық, қаржылық-экономикалық параметрлері бойынша ақпараттарды жүйелі талдау; объектіні басқару тиімділігіне, экономикалық қауіпсіздігіне ықпал ететін тәуекелдердің алдын алу үшін ұсыныстар даярлау мақсатымен барлық болуы мүмкін өзгерістерді бағалау; қаржылық үдерістер мен олардың даму жағдайлары жөнінде маңызды ақпараттарды дайындау; талдау үдерісінде алынған нәтижелер бойынша компанияның қаржылық жағдайлары зерттеліп, бағалаулар беру; компанияны талдау нәтижесінде оның қызметінің тиімділігін жетілдіру іс-шаралары туралы ұсыныстар мен қорытындылар жасау.

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PSYCHOLOGICAL IMPORTANCE OF EDUCATION AT AN EARLY AGE

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These skills help us think, solve problems, communicate, express our emotions, and build relationships. Early childhood development is also considered the foundation for good health, productive learning and well-being, and the formation of future human capital.

Preschool age is qualitatively a turning point in the physical, psychophysiological and personality development of the child. At the same time, new qualitative changes occur in the child under the influence of speech, communication with adults and peers, and participation in various activities. All this allows the child to adapt to social conditions and life needs.

The preschool period manifests itself as the initial stage of the formation of the child as a subject of activity. The foundation of purposefulness is laid. At the end of kindergarten, under the influence of adult evaluation and supervision, children begin to feel defective in their actions and activities. In this context, the objects of imitation are becoming clear. In the preschool years, opportunities for the formation of both general and special abilities appear and begin to manifest themselves.

At the age of three or six, children's games evolve from object-manipulative and symbolic character to plot-role regular games. All these play an important role in the child's life and become an important tool in meeting his needs as well as communicating with adults, understanding life, imitating others, and thus preparing for future life. Play activities lead to fundamental changes in the mental development of the child. In the conditions of the game and with its help, favorable conditions are created for the development of attention, perception, especially observation, memory, thinking and imagination of children. In addition, the use of didactic games plays a key role in the development of speech in children, eliminating speech defects.

Significant progress has been made in early childhood education over the past few years. One of the most important of these developments is the first half of life. In addition, it is now accepted that the development of thinking and learning skills in children begins long before school age. However, school-based education programs are also seen as a key factor in the development of children's thinking and early learning skills.

Early childhood is characterized by the beginning of learning, the formation of forms, signs, certain features of learning, the optimal development of speech, communication, actions, mental manifestations. When a child interacts with objects, events and people in life, he perceives and imitates them, thus, changes and derivations take place in their external and internal, i.e. mental and physical worlds. This results in learning. The mechanism of learning is basically the same in all living things. In the process of a child's learning, mental operations such as volition, consciousness, generalization, and abstraction are gradually involved. At the same time, the child consciously and purposefully reflects objects and events based on social experience, which results in the acquisition of knowledge.

The topic of psychological preparation for school training has recently become more relevant in Azerbaijan. One of the main reasons for this is that when there are too many students in the classroom, there may be a lack of material and technical resources to ensure the quality of teaching, which in turn can negatively affect the student's learning motivation.

In order to prevent this problem, schools determine the level of readiness of children before involving them in education. There are two main approaches to testing this readiness: pedagogical and psychological readiness testing. Either or both of these approaches are used in schools. It is very important to distinguish them.

First of all, we must distinguish psychological preparation for school from pedagogical preparation. To do this, we need to know that when we say pedagogical preparation for training, we mean the level of formation of knowledge, skills and habits (autobiographical knowledge, ideas about nature, behavioral habits, communication, appearance, hygiene, respect for adults) in children. However, experience shows that the reliability of these indicators is very weak. For example, a child who seems calm to the teacher at the first meeting may misbehave during training. Or, conversely, a child who looks naughty can achieve high academic achievement in training. The purpose of a pedagogical readiness test is to determine a child's readiness for school.

Psychological preparation for training is the formation of the child in accordance with psychological innovations and new conditions of social development. In the absence of this, school maladaptation, refusal to go to school, somatic symptoms (abdominal pain, headache, etc.) manifest themselves. Examination of psychological readiness is to prevent the listed problems, to support children in the formation of psychological innovations. Psychologically unprepared children are at risk. It should then be accompanied by a psychologist, or parents should be given appropriate advice to develop the necessary psychological qualities. The purpose of psychological training is corrective work, not children's choice of school.

Starting from the fact that the institution, which is the cornerstone of society, is the family, the most significant contribution of parents to social life will be to raise a valuable and conscious child. The family structure, which is considered to be the first step for individuals to elevate themselves as part of society, is now keeping pace. Of course, evolving technology, science, art, politics, and popular culture profoundly affect a person's life after marriage. The education system is improving day by day, and innovations made with the outstanding contribution of science create conditions for people to live better lives.

Educational channels applied for children's development; mental development, talent management, numerous ways of thinking, learning through games, and other applications have further developed and continue to do so. Early education is an actual issue for parents and scholars today. The influence of social factors after the family is one of the highlights of this step.

A quality early education program helps children reach their developmental potential and acquire the knowledge and skills to succeed in school. Therefore, quality early education is of great benefit to society. More children will continue their education, fewer children will drop out of school, and less special education will be needed.

It will be straightforward for a self-aware, creative and independent child to control his life. Games, quick-thinking minds with strategic thinking skills and talent management are also supported to increase the tendency to take responsibility. Children who express themselves more efficiently are able to move confidently and firmly in the life of learning.

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