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**THE ROLE OF FAMILY IN THE DETECTION OF THE SCHOOL
READINESS OF KINDERGARTENS AS A WAY OF PREVENTION
OF LEARNING DISABILITIES**

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ABSTRACT

The present study addresses the role of the family in the detection of school readiness of preschool children and took place in February 2020 in a private diagnostic center. A questionnaire was constructed for the collection of data, which was given for completion to parents who came to the center with their children, in order to be given the first school readiness test, shortly before their enrollment in primary school. The impetus for dealing with this issue was given by the prevailing, in recent years, tendency of parents to seek the graduation of children in kindergarten, claiming deficits and weaknesses. Statistical analysis showed that parents who consider their children young to attend primary school believe that staying in kindergarten for another year ensures emotional balance and better social adjustment, which has a positive effect on their initiative and self-confidence. and generally completes their psycho-emotional development. This means that children in primary school will indulge in new cognitive subjects and more demanding mental tasks, free from difficulties and obstacles that have already been solved in kindergarten.

Keywords: School readiness, Learning Difficulties, Early Detection

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