

**SOCIAL PSYCHOLOGICAL DEVELOPMENT OF PRESCHOOL CHILDREN AND
INITIATION INTO SOCIAL RELATIONSHIPS**

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Annotation: This article considers issues such as the social psychological development of preschool children and their introduction into social relationships. Social and personal development is the development of a child's positive attitude towards himself, other people, the world around him, and the communicative and social competence of children. At present, the most important basis for the full social and personal development of a child is his positive self-awareness: his abilities, confidence, he is very well loved.

Keywords: aesthetic, intellectual, preschool age, individual, communication skills, constructive material.

Creating conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children requires a review of the existing procedure for organizing the educational process in preschool educational institutions and the introduction of modern methods of providing preschool educational services. Improving the educational process should be carried out on the basis of assessing the level of development of children and their readiness for general primary education, as well as their social, personal, emotional, speech, physical and creative development.

All parents understand that their growing children are successful in communicating with their peers. After all, it is through communication with children that a character, a type of behavior in society and in the individual is formed. Therefore, social adaptation is very important for preschool children. In order to join any collective, people need time to learn and "reveal" themselves, and children learn to live in society, which directly affects their development.

The social development of preschool children is the assimilation of the child's values, traditions and culture of society, as well as the social characteristics of the individual that help him live a comfortable life in society. In the process of social adaptation, children learn to live according to certain rules and take into account the norms of behavior.

In the process of communication, the child acquires a social environment, which is provided by his immediate environment: parents, kindergarten teachers and peers. Social competence is realized due to the child's active communication and exchange of information. Children who are socially irresponsible often reject the experiences of others and do not communicate with adults, peers. This can lead to antisocial behavior in the future due to the lack of acquisition of cultural skills and the loss of the necessary social qualities.

Social and personal development is the development of a positive attitude of the child towards himself, other people, the world around him, and the communicative and social competence of children. At present, the most important basis for the full-fledged social and personal development of a child is his positive self-awareness: confidence in his abilities, that he is good, that he is loved.

In the senior preschool age, much attention is paid to the formation of a holistic idea of himself: the teacher encourages children to listen to their feelings, talk about their feelings and experiences. The organized joint activities of the teacher and children are aimed at helping the child find his place in the society of his peers, emphasize his I, set himself against others, take an active position

in various social relationships, where I act on an equal footing with others. This ensures the development of a new level of self-awareness in the child, solves the problems of socio-moral development and upbringing of preschool children.

The child learns to understand that his acceptance by others depends on his acceptance by others. Self-knowledge, an adequate attitude towards oneself, create the need for a valuable attitude towards people around them. At preschool age, the role of the emotional experiences that a child receives as a result of living in a moral situation and making moral choices is very important. The teacher creates conditions for the formation of the experience of moral activity in an older preschooler. The main qualities that determine the successful social and personal development of a preschooler are:

- A positive attitude of the child towards himself (the formation of self-esteem, self-awareness, self-confidence);
- A positive attitude towards other people (adequate interpersonal relationships with adults and peers, built on the basis of cooperation, mutual responsibility);
- Value orientations; communication skills (adequate communication with adults and peers);
- Social skills (the ability to deal with various situations adequate behavior in the child).

In addition, in the process of self-assessment of the individual, his own assessment is associated with the public and with the assessment of members of the public, whose opinion is important for the person for certain reasons. As for the child's concept, at preschool age it is still poorly formed and very flexible.

From the age of 4, the child has the first ideas about what can be. The child's cognitive activity remains unusually active and persistent, its main driving force is interest. The child can already move freely and is fluent enough to ask questions and understand the answers received. Parents must not suppress the child's cognitive activity.

The child's use of the pronoun "I" is an indicator of the growth of his sense of identity. The meaning of a specific name in the child's concept. Even before the child begins to speak, he already knows his name and reacts to it. Later, this name is included in the "Image" and is used as a means of self-realization.

The most important task of the child's individual experience is to provide the cognitive part of his self-image with real knowledge about himself, his abilities and possibilities. The evaluative influence of adults on the child contains both emotional and cognitive elements, therefore they direct his attention not only to the good and bad aspects of his own behavior, but also serve as a model for the formation of ideas about himself. In this regard, the nature of the evaluative influence of adults is of decisive importance in the process of forming a preschool child's ideas about his own abilities. The most negative effect on how children determine the results of their actions is the assessment of adults. This causes children to develop distrust, conflicts, disagreements and even refusal to work. Excessive assessment of adults has a double effect on the behavior of a preschool child: it can distort the child's ideas in the direction of exaggerating the results of his actions; or vice versa, it mobilizes his strength, stimulates the child's optimism and confidence in achieving good results.

Information about his abilities, accumulated in individual experience in a preschool child, when confirmed in the experience of communicating with others, becomes constructive material for the

formation of the Image. Therefore, the role of the specific evaluative influence of adults in the formation of the child's objective ideas about himself is so great. The experience of communicating with adults is the main source of evaluative influence for the child, under the influence of which he forms an attitude towards the real world, himself and other people. The dependence of the behavior of a preschool child on the affective influence of adults is inversely proportional to the age of the child: the younger the child, the less critically he perceives the opinions of adults, and his ideas about his abilities are based solely on the specific results of activity. In the older preschool age, adults retain the same authority for the child as for the toddler, but their assessment of the preschool child is based on the prism of these results and conclusions, leading the child to his personal experience. In the process of forming a child's ideas about his abilities, the experience of communicating with peers is primarily a context for comparison with "beings like himself" and serves as the basis for acquiring the basic skills of collective life. In addition, communication with peers is simultaneously a means of mutual exchange of evaluative thoughts, as a result of which the child has the opportunity to see himself through the eyes of his peers.

Conclusion: In conclusion, it can be said that the formation of a child's clear ideas about himself implies a harmonious combination of his personal experience and the knowledge and knowledge about himself that the child accumulates through communication with other people. If this harmony is disturbed due to the lack of individual experience or favorable conditions for the child's communication with others, then his ideas about himself gradually begin to deteriorate to a higher or lower level. Attitudes towards others, communication and social skills are formed in the process of interaction with people around the child. Thus, the number of situations in the child's individual activity is approximately twice as large as his relationships with someone else, 2-3-year-old children communicate mainly with adults. This communication of the child takes the form of an appeal to an adult in case of any difficulties or with a game purpose (for example, they grab a toy and then hide it behind their back). In three-year-old children, these appeals, also related to the requirement to evaluate the results of their activities.

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