

PEDAGOGICAL AND PSYCHOLOGICAL DEVELOPMENT AND SOCIAL RELATIONSHIPS OF PRESCHOOL CHILDREN

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Abstract: This article examines issues such as the social and psychological development of preschool children and their entry 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-perception: his abilities, his confidence, that he is loved very much.

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

Preschool aged the children intellectual , moral , aesthetic and physical in terms of every one-sided develop for conditions create preschool education in institutions education - upbringing process organization to do there is order again seeing exit and preschool education services to show modern methods current to reach demand Education process improvement children's development level and their general start drinking to education readiness , as well as their social , personal , emotional , verbal , physical and creative development assessment based on done increase necessary .

All parents grow going their children peers with communication in doing success won understood . After all, through communication with children, a character, a type of behavior is formed in society and in the individual. Therefore, social adaptation is very important for preschool children. Going to any collective, people need time to learn and "reveal" themselves, and children learn to live in a community, which directly affects their development.

The social development of preschool children involves the child's assimilation of the values, customs and culture of society, as well as the social characteristics of the individual that help him live comfortably in society. In the process of social adaptation, children learn to live according to certain rules and take into account 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 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-perception: confidence in his abilities, that he is good, that he is loved.

In the senior preschool age, great attention is paid to the formation of a unique holistic idea: the teacher encourages children to listen to their feelings, talk about their emotions 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, to emphasize his I, to set himself against others, to 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 himself, creates the need for a valuable attitude towards people around him. At preschool age, the role of the emotional experiences that the 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:

- The child's positive attitude towards himself (self-esteem, self-awareness, self-confidence);
- Positive attitude towards other people (adequate interpersonal relationships with adults and peers, built on cooperation, mutual responsibility);
- Value orientations; communication skills (adequate communication with adults and peers);
- Social skills (adequate behavior in various situations).

In addition, in the process of self-evaluation of an individual, his own assessment is connected with the public and with the assessment of members of the public, whose opinion is important for a person for certain reasons. As for the concept of a child, 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 becomes unusually energetic and constant, its main driving force is curiosity. 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 understanding. 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 become 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.

Juvenile evaluation of adults has the most negative impact on how children determine the results of their actions. This causes children to distrust, conflicts, disagreements, and even refusal to work. Overestimating 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, conversely, it mobilizes his strength, stimulating the child's optimism and confidence in achieving good results.

The information about the abilities of a preschool child, accumulated in individual experience, 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, towards himself and towards



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 older preschool age, adults retain the same authority for the child as for the younger one, but their assessments of the preschool child are based on the prism of these results and conclusions, pushing the child towards 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 that the child accumulates about himself through communication with other people. If this harmony is violated 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 when any difficulties arise or for the purpose of the game (for example, they grab a toy and then hide it behind their back). In three-year-old children, these appeals are also associated with the need to evaluate the results of their activities.

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