

SOCIAL PSYCHOLOGICAL DEVELOPMENT OF PRE-SCHOOL CHILDREN AND ESTABLISHMENT IN SOCIAL RELATIONS

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Abstract

This article examines issues such as the social psychological development of preschool children as well as their access to social relationships. Social and personal development is the development of a positive attitude of the child to himself, to other people, to the surrounding world and to the communicative and social competence of the child. At the moment, the most important basis for the full-fledged social and personal development of the child is his positive self-awareness: his abilities, confidence, he is very well loved.

Key words: aesthetic, intellektual, preschool age, individual, communication skills, constructive material.

Creating conditions for school-age children to be processed for the development of the educational process in preschool education and introduction of modern methods of organization of the educational process and the provision of preschool education services requires. Improving the educational process should be carried out in the basis of children's development and their readiness for general primary education, as well as the assessment of their social, personal, emotional, physical and creative development.

All parents realized that their growing children were successful in communicating with their peers. After all, communication with children is formed in society and personality, character, behavior. Therefore, social adaptation for preschool children is very important. People need time to learn and "reveal" to any collective, and children learn to live in the church, which directly affects their development.

The social development of preschoolers will develop the child's social characteristics of the person who helps the child to live in society, as well as a comfortable life in society. In the process of social adaptation, children learn to live according to certain rules and take into account behavioral norms.

During the communications, the child has a social environment and provides nearby: parents, garden teachers and peers. Social potential is actively due to the active communication and exchange of information. Children who are socially irresponsible children often reject others experience and do not communicate with adults and peers. This can lead to antisocial movements in the future due to the fact that it does not acquire cultural skills and lose the necessary social qualities.

Social and personal development is to develop a child's positive attitude toward the communicative and social competence of the child. The most important foundation of the child's full social and personal development is that it is positive: confidence in his abilities, he is good, he is good.

At the age of age, attention is paid to the formation of a unique idea: The teacher encourages children to listen to their feelings, talk about their feelings and experiences. Organized joint work of teachers and children is aimed at finding the child for the role of his own peers, he is aimed at emphasizing him, to put himself in a different social relationship, where I am II act equally with others. This ensures the development of a new level of self-awareness, solves the problems of socio-moral development and upbringing of preschool children.

The child learns to understand that his acceptance of his adoption is dependent on the adoption of others. Self-knowledge, admiration, causes the need for a precious relationship with the people around them. The role of emotional experiences of emotional experiences is very important as a result of preoccupying and moral living choice. The teacher creates conditions in the formation of moral practices in a young preschooler child. The main qualities that determine the successful social and personal development of pre-school children:

- positive attitude of the child (self-value, self-awareness, self-confidence);

- positive attitudes toward other people (sufficient interpersonal relationships with businesses and peers built on mutual responsibility);
- directions of value; Communication skills (enough communication with adults and peers);
- Social skills (enough behaviors in different situations).

In addition, during the person's self-evaluation process, his value is associated with the public and the price of members, and their opinion is important for the reasons identified for man. As for the child concept, the age of the presence he is still poorly structured and very flexible.

From the age of 4, the child has the first points about what could happen. Cognitive activity of the child becomes unusual zealous and permanent, its main driving force is an interest. The child is already free to move freely and ask questions to ask questions and understand the answers obtained. Parents must not suppress the child's activities.

The use of the pronoun of the child is an increase in the feeling of understanding its originality. The meaning of a specific name in the concept of child. Even before the child started talking to speak, he already knows his name and reacts to him. This name is later used as a "picture" 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 its image on its own knowledge of itself, its abilities and opportunities. There are also emotional and cognitive elements under the influence of adults, so they will not only direct its attention to the good and evil leader, but will be a model to form ideas about themselves. In this regard, the nature of adult assessment is crucial in the process of forming the ideas of the preschool child on their abilities.

The assessment of minors will have the most negative impact on how children determine the results of their actions. These children lead to insecurity, conflicts, disagreements, and even refuse to work. An excess of adults will affect the behavior of the preschool child: it may compromise the child's ideas in the direction of exaggerating the results of his actions; Or on the contrary, it mobilizes his power, encourages the confidence in the child's optimism and good results.

The information on its abilities collected in individual experiences in a preschool age begins, becomes a constructive material to form an image in the experience of communicating with others. Therefore, the role of the clear appraisal effect of adults in the formation of objective ideas about the child itself is so great. The experience of communicating with adults is the main source of the assessment effect for the child, under which he forms a real world, himself, and other people. The dependence of the actions of the preschool age to the sensible influence of adults is a reverse proportionate to the age of adults: the age it is not critical of the adult thoughts, and their ideas about his abilities are just based on clear results of activity. As a larger pre-age, adults retain the same authority for the child, but the pre-school assessment assessment will lead to their personal experience, depending on the prism of these results and conclusions. In the process of forming the ideas of its abilities, the experience of communicating with peers is primarily to compare such a creatures, which serves as a basis for the basic skills of collective life. In addition, communication with peers is a means of mutual exchange of appraisal ideas, as a result of which the child will be able to see himself with his peers.

Conclusion: The conclusion involves the harmonious combination of knowledge about the knowledge of the Child itself, collecting his personal experience and communicating with other people. If this harmony is corrupted because of favorable conditions for the lack of individual experience or communion with the child to communicate, slowly, depending on higher or lower levels. Attitude towards the other, communication and social Skills are formed in the process of interaction with people around the child. Thus, the number of situations in the individual activity of the child is twice as many as it is with someone, and 2-3 children communicate mainly with adults. The child's connection will be in the form of any difficulty or the goal of the game (for example, they hold a toy and then hide it back). In three-year-olds, these appeals are also related to the requirements for assessing the results of their activities.

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