

## **THE ADVANTAGES OF RAISING A CHILD'S PERSONALITY IN A COLLECTIVE**

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**Annotation:** The article reflects information on how pre-school children in the future will be formed as individuals, become mature people and enter into collective relations when they gain their place in life, as well as on the peculiarities of the psyche of pre-school children.

**Keywords:** attitude, collective relations, collective, education, personality, preschool children.

### **Introduction**

Personal and collective problems in shaping a child's personality have always been a focus and very complex, of particular importance and significance in different historical periods. The priority in solving this problem is to focus on one side or the other: teaching systems opposed them to each other or sought to harmonize human-community relations.

The personal qualities of the child are primarily seen in educational institutions, where he or she gradually finds upbringing if he or she finds maintenance in a family environment. In pre-school educational institutions, the behaviour of the child, access to the collective, his solidarity and ethical views are manifested in the process of the activity. In the context of collective education, every child will have to enter the peer community, find their place in it and recognize others. For this purpose, the child must have special qualities with the help of which the child will be able to establish different relations with peers. Such qualities, which characterize the child positively, include organization, discipline, interest, but this does not mean that the child has joined the circle of his peers. To do this, you will need other personal qualities that will help you communicate with children and develop relationships. If the individual behaviour of a preschooler can be determined only by the specific features that are inherent in it, then social behaviour is characterized by special qualities that allow the child to freely enter the community of peers and move in this environment of childhood.

A child's entry into collective relations takes place in the system of interpersonal relations with comrades. People who enter into a collective relationship around a child: his parents, siblings and comrades-in-arms are other members. A preschooler in the future must be formed as a person, become a mature person and find his place in life, how he enters into a collective relationship, what a psychological climate reigns in preschool institutions, how his relationship with his comrades. Therefore, from the early days of human culture, special attention has been paid to interpersonal relations, in particular between parents, children and children. The fact that this topic has a long past, we can see with examples of oral art of almost all nationalities. The first roots of collective relations can be seen in family relationships, parents and children, as well as in blood and kinship relationships. In ancient times, issues such as kinship and neighbourhood occupied an important place not only in religious but also in other social relations. The essence of this is to educate human behaviour in collective relations. Anyone who breaks off a relationship with relatives has no children in front of their neighbours, will certainly be punished. This can be explained by the following hadith "... help when you ask for help if there is an insect or other soft in the next house".

The great orientalist Abu Rayhan Beruni also noted that close kinship should be established in the content of collective relations. About this question the scientist writes as follows: "the person is obliged to live in the society together with the relatives, the purpose of which is the support of each other, and also the performance of all necessary actions for the maintenance of itself and others". [1, p. 10].

Another eastern thinker distinguished by his remarkable views on issues of collective relations is Abu Ali ibn Synod. Ibn Sina 's pedagogical and psychological views are based on a social basis, he can support the application of universal human principles in the upbringing of a child and scientifically prove the importance of raising a child is a collective. The thinker lists the following positive aspects of collective education:

- During the conversation children tell each other what they heard from adults;
- When children come together, they begin to respect each other, to be friends, to help each other in mastering educational materials, to study good habits of each other. [3, p. 174]

As is known, the feature of children's psyche in pre-school age is that their interaction with close people, along with physical and mental development, changes abilities and tendencies, the emotional attitude of people to social life and natural phenomena, increases their knowledge about environmental reality, develops speech. [2].

Analysis of the results of numerous studies shows that community interactions contribute to the formation of the child's personality and the development of mental processes in the child. In the relationship of the child in the collective, there is more influence on the child of parents, teachers-teachers in the institution. Because preparing a child for a collective relationship, the content of his socialization is a complex and long process. Conducting researches in this regard, Dennis learned that twin girls develop in the conditions of strict social isolation (isolation) within the first year of life and in the smallest practice. The researcher and his wife enter the childcare-only room 12 times, they never laughed, bullied the children, encouraged their behaviour, even gave resentment or played with them. In the room where the children lived, there was only the necessary technique, from the open window they could see only one piece of sky and one-third of the tree. There were no toys, paintings and decorations in the room. In the middle of the beds, nurses cover a bard that prevents them from seeing each other. Yet their development was at the finish line. However, when every new phenomenon occurring in children is sluggish, there are three conditions - slowing movements, inability to sit without support and not behave on their feet. However, the researcher proceeded to exercise in an attempt to address this negative change. After that children have developed well, from which we can see that a person under the influence of collective relations prepares for real life, enters into positive relations with others, gains such human qualities as sympathy, solidarity, humanity. Also, when a child can enter into a collective relationship, he or she has thoughts about all his or her behaviour, attitude to the environment, to the family, that in the future he or she will build his or her family, will see children. If in collective relations the child has such qualities as respect for the family, parents, elderly people, mutual assistance, he or she, having seen the family in the future, seeks to raise his or her children in the same way.

In this regard, it is important to attach importance to the following pedagogical conditions in community education of the child's personality in pre-school institutions.

**Pedagogical conditions for raising children in preschool institutions in collective relations**

<ul style="list-style-type: none"> <li>– Systematic establishment of interaction between pre-school educational institutions and the family;</li> <li>– Harmonization of various organizational forms of social education: individual, group, collective, enrichment of the close life purpose of the child;</li> <li>– Involving children in various forms of effective leisure activities in the family and pre-school institutions;</li> <li>– Organization of joint social activities of children.</li> </ul>	
<b>Pedagogical conditions for preparing children for collective relations in pre-school institutions</b>	
Involving children in joint activities; Creating an opportunity for children to help and care for each other in team formation;	Analyzing tales, stories, narratives and other texts that serve to collect content in collective relationships
<b>Result</b>	<b>Criteria</b>
Access to team relationships is achieved by acquiring skills and content skills.	– The child is able to overcome difficulties together and collectively solve individual problems
The self-confidence of children, possibility to analyze the situation in pre-school institutions	– Ability to work in a team;
Possibility of forming communicative abilities in collective relations.	– Responsible treatment of work and creativity;

Therefore, we must remember that the upbringing of a child in a collective opens the door to his future life.

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