

DEVELOPMENT AND PRESCHOOL CHILDREN PSYCHOLOGICAL DESCRIPTION OF ACTIVITY

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ABSTRACT:

The inclusion of the ideal of the 21st century in the education system depends on the qualitative renewal of all its components, including the preschool education system. It is a well-known fact that pre-school education, which covers the first seven years of a person's life, is unique in its importance. It is during these years that the child begins to develop his basic human abilities, laying the foundations for his personal development. A person's future, his behavior, his abilities, his worldview depend in many ways on what childhood was like and what education was like. All this emphasizes the irreplaceable importance of childhood, its special role in the formation of a harmoniously developed personality, and makes the problem of ensuring the quality of education from preschool age a priority of public education policy.

KEYWORDS: preschool education, upbringing, consciousness, psyche, stage of development.

INTRODUCTION:

Only when management, goals, content, tools and methods in the pre-school education system are focused on quality, that is, on improving quality and efficiency, will it be possible to achieve a level of education that provides the foundation for a "harmonious personality".

Since improving the quality and efficiency of the educational process in preschool education is a self-sustaining unit of

the integrated system of education quality management, it can be considered as an integral part of this process need to rib out.

Efficiency is the ability to achieve a goal in a short period of time at the lowest possible cost and at the lowest cost. Even if we apply it to the activity, then the convenience side is also taken into account. But in practice, the solution depends on certain conditions. Identifying the main trends in the development of the pre-school education system, taking into account the current situation in education and society, and determining their impact on the quality of education should be its initial stage.

MAIN PART:

Like any other scientific social theory, the theory of improving the quality and effectiveness of the educational process in preschool education is based on the general methodological approaches, rules and principles developed by various disciplines, primarily philosophy. The principles of objectivity, mutual understanding, and development are the methodological basis for managing the quality of the pedagogical process in preschool education (R.Akhliiddinov, NIBulinsky, U.Inoyatov, V P Panasyuk, Sh. Kurbanov, E. Seytkhalilov, M M Potashnik, H F Rashidov, N A Selezneva, A I Subetto, P I Tretyakov, T I Shamova and others).

The role of the social environment in the formation of the personality of the preschool child there are also significant changes in the mental development of the preschool age, which covers the period of physical development of the child from 3 to 7

years. During this period, the characteristics that define the child's personality are formed. From the point of view of the formation of the child as a person, the preschool period can be divided into three stages:

The first stage lasts from 3 to 4 years, and this stage is associated with the strengthening of the child's emotional self-control.

The second stage, between the ages of 4 and 5, is mainly about moral self-governance.

The third stage, which covers 6-7 years, is characterized by the development of entrepreneurship, self-awareness and personality traits in the child.

In terms of this periodicity, the first and second stages correspond to the age of small and medium kindergarten, and the third stage corresponds to the age of large kindergarten. Conditions necessary for the development of the child's personality.

As the child develops, he learns new mental qualities and behaviors in the family. The role of each member of the family, the relationship of family members to each other, the relationship of family members to the child is a clear example. The evolving individual's sense of being, his or her desire to have a place as a part of being, manifests itself in a variety of ways.

In this way, he becomes an individual, a small member of society. A preschooler is a person who is not fully formed and is able to develop later, but still the child develops a relatively stable inner world that can be the basis for calling a child a person for the first time.

The developmental conditions of preschool children are significantly different from the previous age. Adults' demands on a child's behavior increase significantly. It is a basic requirement of society to follow the rules of morality, which are obligatory for all. Increased opportunities to learn about the

environment take the child out of the narrow circle of relatives and begin to learn the form of relationships for the first time.

The child first learns the form of interaction in the main activities of adults, such as education and work. The child plays with his peers, learns to coordinate his actions with the actions of his peers, to take into account the interests and opinions of his peers in the process of activity.

There are changes and difficulties in the child's behavior during the preschool period. They require not only the child's perception, thinking, and memory, but also his or her own behavior. The development of moral values in interpersonal relationships is influenced by adults. This is the main influence of adults on the formation of the child's personality.

The development of a child's personality involves two things. One is that the child will gradually understand the environment and feel his place in it. As a result, the child's behavior changes, and under his influence, the child performs certain actions.

The other side requires the development of emotions and will. They ensure the impact of the above changes, the stability of the behavior, its independence from external conditions. As an example of etiquette for children, adults themselves first of all serve their actions and relationships. The behavior of people close to the child has a direct impact on him.

He tends to imitate them, to imitate their habits, to assimilate their thoughts about people, events, and things. But work with loved ones is not limited. Preschoolers learn about adult life in a variety of ways: watching their work, listening to stories, poems, and fairy tales. People who are loved, respected, and praised by others serve as role models for the child.

At the same time, the actions of her peers, who are well-received and popular in the children's group, can serve as a model for her. Finally, the actions of the characters depicted in fairy tales are also of great importance in the sample. Such characters have certain manners. The opinions of people who are not close to the child, but who are still able to get his attention, can have a great impact on his development of exemplary behavior.

Because the child is so attached to these people, their appreciation of adults, children, and fairy tale characters seems more convincing to him than anyone else. Young and middle-aged children are very interested in moral values. For example, when they hear a fairy tale or story, they fall into determining who is good and who is bad. In this sense, they cannot tolerate uncertainty and even try to evaluate inanimate objects from their point of view.

After listening to the story of a boy who got lost in the woods and was rescued by a lumberjack, the five-year-old said, "The uncle who found the child is good, and the forest is bad. He misled the boy."

A four-year-old boy, after hearing a series of stories about idiots, asks, "Are idiots good or bad?" - asked (Mukhina research).

Children, too, gradually begin to evaluate their own actions, based on the perception of the behavior of those around them.

Young and middle-aged children learn the rules of cultural and hygienic skills, the rules of discipline and handling toys. They try to obey the rules of adults. Her peers complain to the kindergarten teacher about her misconduct.

In most cases, such complaints are not petitions, but a specific request, a rule that everyone is obliged to follow.

At an early age, mastering the rules of interaction with other children is of paramount

importance. The obligation to take into account the views of a friend, his rights and wishes, often complicates the activities of children.

It is not easy for children to learn the rules of the relationship, they do not understand the specifics of the situation, and the children first formally accept these rules. They gain experience through the practice of changing, breaking, and restoring the rules of behavior.

After the birth of an adult's emotional attitude towards the child as a "good child" and the initial adaptation to his gender, the child forms a new social environment, that is, the desire to meet the requirements of adults and be recognized. Spirituality and conscience are positive aspects of striving for self-respect. In everyday life, conscience is defined by the word "necessary."

Through upbringing, the sense of perfection, which is the highest achievement of human spiritual culture, becomes the achievement of a certain person. The knowledge acquired by the child in the moral formation of the person; the moral behaviors acquired while interacting with the people around them, together with the emotional experiences of successes and failures in interactions with people.

During the preschool period, the level of consciousness changes, and as a result, children begin to follow the rules of morality.

Young and middle-aged children get used to following the rules, and sometimes even put too much love into the rules, and can't stand the slightest violation of the rules.

CONCLUSION:

As you approach school age, however, following the usual rule becomes a conscious act. During this time, children not only begin to follow the rules themselves, but also make sure that other children follow them.

The development of pride and shyness in young and middle-aged children is important in the development of morals and ethics.

The child is forced to coordinate his actions with the assessments and praise of adults. A child of this age feels proud not only for the support of adults, but also for his positive qualities (courage, honesty, willingness to share with others).

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