

SPIRITUAL AND ETHICAL AND SOCIALIZATION OF PUPILS OF PRESCHOOL EDUCATIONAL INSTITUTIONS PSYCHOLOGICAL-VOLITIONAL ASPECTS

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ABSTRACT:

Preschool education, which is one of the first and main stages in the formation of personality, plays an important role in the physical development of children, as well as in their mental development as a person. Emphasizing the importance of the preschool age in the socialization of children, psychologist RS Nemov divides this period into three stages [R.S.N., 193]. That is: 1) stage of emotional self-management (3-4 years); 2) stage of moral self-government (4-5 years); 3) the stage of formation of personal-practical qualities (5-6 years).

Indeed, observing the activities of preschoolers at the age of 3-4 years makes an emotional assessment of the events that take place around them. For example, if something happens to them that they don't like, they protest, get upset, and even cry. On the contrary, they rejoice when what happens to them is pleasant, they "report" it to their peers, parents, other family members, or caregivers, and they laugh out loud. By the age of 3, children develop active speech and begin to speak fluently. Speech growth lays the groundwork for mental development. By interacting with those around them, they gain a better, deeper understanding of the environment, nature, and those around them. This, in turn, helps to develop the psyche of children of preschool age. During this period, their mobility, perception of material existence, and speech develop rapidly.

Their perception is real object perception, they think about the objects they

perceive, the things they are familiar with. The child's perception in this period is expressed, first of all, in his attitude to objects. In the preschool age, speech develops in proportion to the development of children's consciousness. Between the ages of 3 and 6, children learn almost all of the words that are constantly used in daily life and the simple grammatical techniques of the language.

In preschool, children's active communication with others - peers and adults - contributes to the growth of their speech. As a result, at this age, they are able to tell in detail about events they have performed, witnessed, or heard from others. Relationships with others have a positive effect on the formation of their personality. As a result of this influence, they make spiritual and moral judgments about social realities.

INTRODUCTION:

The attitude of those around them, especially their loved ones, is important in the development of the emotional qualities of the pupils and their formation as a person. To children, "You will be good!", "I love you!", "I believe my son (or daughter) will not do bad things!" or "My daughter (or son) only hears gratitude from those around her!" In addition to expressing the love of others, it also cultivates in them the ability to evaluate themselves appropriately (such as "I am a good boy!", "I am a decent girl!", "My father (mother) loves me!"). Words like the above are the biggest compliments for preschoolers. "You're a bad boy!", "You don't listen to what is said!", "You do the work of a fool!" and the greatest rebuke is to

prevent the development of the feelings of self-awareness that are formed in them. As a result, the child's spirit fades, self-doubt arises. In children brought up in this spirit, negative qualities such as alienation from others, lack of self-confidence, inability to adequately assess their capabilities are formed and strengthened.

The fact that the behavior of preschool children is based on emotional experiences, emotional sensitivity is reflected in their activities, mobility, reaction to the events around them. Most children at this age "express their successes or failures by demonstrating appropriate emotional reactions in their activities. Most children this age simply emphasize the result achieved; some accept successes and failures through positive and negative emotions. In this age group, self-esteem is especially noticeable after success in activities. The child not only rejoices in the achievements, but also shows a unique sense of pride by demonstrating his success figuratively and expressively. However, even such a simple self-assessment is rarely seen at this age.

It is only after the children reach the age of 3.5 that a mass reaction to successes and failures, reflecting self-esteem, can be observed. One psychological study found that three-year-olds have simple perceptions of personal abilities. ... Four-year-olds will be able to more accurately assess their capabilities" [Nemov, 197].

The formation of a sense of self-worth in preschool children allows them to approach their behavior from an ethical point of view. Now they group the actions done by themselves or others into groups, positively or negatively. They try to evaluate social actors, including their actions as "bad" or "good", "possible" or "impossible", "right" or "wrong". As a result of the inclusion of national values in the content of education in family and preschool education institutions, the concepts of "good" and "sin" are also used as criteria for assessing children's

behavior and attitudes towards the activities of others. Saying, "It is a reward to do so" or "it is a sin not to do so" often evaluates the actions of their peers.

"In preschool, children tend to evaluate themselves and others on the basis of their own behavior, on the basis of certain ethical norms. They form some moral perceptions, as well as the ability to moral self-government [Nemov, 193].

Play plays a key role in the activities of preschool children. They develop emotionally, morally and physically through games. Games ensure the development of qualities such as creative imagination, intelligence, ingenuity and intelligence in preschool children. At the same time, games are a source of emotional experiences and spiritual and moral views in children. While playing the game, they feel refreshed and simply enjoy success.

Games organized in the bosom of nature not only help children to develop practical motor skills and spiritual and moral values, but also prepare the ground for the formation of aesthetic taste in them.

Games that require a creative approach develop children's skills such as drawing, design of various objects, as well as making various objects from plasticine or clay, which create favorable conditions for their emotional, mental and physical development.

The fact that children's games are played by many creates and strengthens their need to strive for the team and be with the team. During the games, the desire to be with the team increases, the interests of the team are aligned with personal interests, a sense of camaraderie and camaraderie is established, which in turn has a positive effect on the formation of behavior of preschool children. Therefore, it is necessary to pay special attention to the organization of games in preschool organizations, families and the microenvironment that help the child to

develop mentally, voluntarily and emotionally. The combination of games with education or, conversely, the effective use of game elements in the educational process has a positive effect on the further enrichment of ularongi. A child's sense of self-awareness emerges when he or she is two years old. At this time, children can say their names, recognize their reflection in the mirror or photo. In preschool, they describe themselves according to their appearance, but still refrain from illuminating their "inner world". At the preschool age, "the formation of the child's character continues. Its formation occurs on the basis of observation of the characteristic behavior of adults. In the same years, important personal qualities such as initiative, will, independence begin to be decided. ... Not only during games, but also in other forms of activity: in study, work and behavior, the ability to correctly assess oneself, one's achievements, failures and personal qualities is formed" [Nemov, 202].

As a result of the study of the activities of families and preschool institutions and the organization of pedagogical observation, it was found that some pupils also have negative qualities.

In psychological and pedagogical teachings, the manifestation of negative habits in children's behavior is recognized as a consequence of mistakes in their upbringing, unhealthy family relationships, conflicts in the microenvironment and violence by social actors (parents, family members, strangers and even educators). Col., 24).

Based on the results of the study of the spiritual-moral and psychological-volitional aspects of the socialization of children in preschool education, the following conclusions can be drawn:

1. Preschool education is a favorable period for the development of the initial spiritual-moral and psychological-volitional qualities in children.

2. At this age, the active interaction of students with social subjects allows them to actively form emotional, mental and physical qualities, as well as develop in them the skills of speech and self-esteem.

3. Life experiences that are important in a person's socialization are acquired by preschool children on the basis of imitating the activities of adults, learning from peers, reacting to social events and happenings in play, work and education.

4. While the sincere, loving attitude of adults towards children helps to cultivate in them such qualities as self-awareness, self-esteem and self-respect, self-esteem, on the contrary, rudeness, bullying and bullying children in preschool it leads to the formation in children of such qualities as low self-esteem, inability to properly assess their capabilities, distrust of others and alienation from them. Such negatives, on the other hand, indicate a pedagogical misconduct in their socialization, and their elimination requires great effort and labor.

5. Games have a great influence on the socialization of preschool children, who participate in them, follow the rules of the game, experience mental refreshment, enjoy achievements, feel the aesthetic influences by observing the activities of peers; team-based games help children develop feelings of friendship and camaraderie; as a result, children are disciplined on the basis of combining personal interests with community interests, supporting peers, and obeying the rules of the game.

Thus, in the socialization of children in preschool education, the influence of the environment, in particular, social actors, the types of activities that are characteristic of children of this age group - communication, play, work and education are important. Their effective use is one of the important socio-

pedagogical tasks facing preschool education institutions and families.

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