

## THE PROBLEM OF SELF-AWARENESS IN PRESCHOOL PREPARATION GROUPS THEORETICALLY STUDIED

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### Annotation:

The article presents the opinions of foreign scientists on the role and importance of self-awareness of preschool children, that is, the concept of self.

**Keywords:** I, concept, child, childhood, awareness, identity, future, consciousness, foreign, scientific research.

Formation of self-awareness in preschool children foreign psychologists L.I. Bojovich, A.L. Wenger, L.S. Vygotsky, A.V. Zaporozhets, V.V. Zenkovsky, M.I. Lisina, V.S. Mukhina, L.F. Obukhova, E.O. Smirnova, D.B. Elkonin, J. Baldwin and other scientists carried out scientific research. According to J. Baldwin, the development of children's self-awareness is related to social consciousness, which allows people to be perceived as living beings. The difference between "people and things" occurs at an early stage of development, when the child begins to learn about the diversity of the world. They distinguish three phases: projective, subjective, eective. In the projective phase, the child perceives people as living beings, which he perceives only from the outside. At the subjective stage, the child is partially aware of his inner world, at this stage the child begins to discover himself. At the ejective stage, the child begins to understand the meaning of the inner life that he only felt, the external world of someone's life begins to be perceived by him through the prism of inner perception. V.V. Based on the approaches of J. Baldwin, Zenkovsky empirically proved that there are three identical stages of the development of self-awareness in unity with the formation of social consciousness. Zenkowski describes the child's "self-awareness of the project" as "self-awareness of the project." The motivation of the specific features of the project is determined by the child's social environment, based on which attitudes are formed - a certain social attitude in different situations. The system of relations forms the basis for the specific characteristics of the project, which later becomes social self-awareness. Project self-awareness and subjective self-awareness form the two poles of social self-awareness. V.S. Mukhina believed that the basis of the child's self-awareness is the ability to determine the experience accumulated by humanity. According to him, in the self-concept of the child's personality, it is possible to

distinguish the "crystal of the person", which is represented by the right name and social recognition. The child first receives social recognition directly, and then through a distant social environment. The correct name is determined by the individuality of the body. The intensive development of intellectual and personal development of young children leads to the formation of the foundations of self-awareness. According to G.G. According to Filippova, the formation of the "I" image of a person occurs in a sequence: first, self-perception, ideas about the scheme of one's body, self-perception, self-esteem, separation of "I" as an internal subject. The development of the basics of self-awareness belongs to early childhood. The formation of self-awareness begins in early childhood. The child's discovery of "I" is made at the age of one. The child begins to recognize himself in the mirror or in a photograph. By the age of two or by the end of early childhood, the child can distinguish the result of his actions from the actions of others and clearly knows himself as the doer. It depends on the process of active movement, which depends on the internal state of the child. The child not only knows his name, "discovers himself" as a separate person, but also begins to voluntarily master his body. As a result, the child learns purposeful actions and movements, the coordination of the movements of all parts of the body is formed. The formation of primary ideas about the early childhood body schema is associated with a differential self-perception of the body. Then, typically, a two-year-old child can identify the localization of bodily sensations, which indicates the formation of a body schema. The formation of the first elements of the child's self-awareness is determined by individual interaction with adults. It should be noted that the study of young children is hindered by the lack of speech in children at an early age of life. At the same time, A.V. Shevchenko said that young children are able to "take pride in the achievement" and put on encouraging performances. This means that the child forms an "I" system that depends on the level of interaction with adults. Under the influence of adults, the child develops the subordination of motives that regulate behavior. Formation is carried out only when communicating with adults and performing other possible actions in the process of fulfilling the requirements of adults. The emergence of motivating ideas in a child is the beginning of voluntary behavior. They are related to the formation of stable ideas about objects, that is, the baby remembers them, but at the same time does not see them. From that moment, the child tries to "build" his behavior in accordance with his desires and ideas. At an early age, the main direction in the development of a child becomes his knowledge and discovery of "I". L.I. According to Bozovich, by the age of three, a child's sense of self-worth begins to form. At the same time, it is emotionally determined, situational and has no rational components. That is, the child does not have a differentiated opinion about himself: "I am good" or "I am bad". That is why three years are called "the beginning of the development of self-awareness." According to A.N. Leontiev, preschool childhood is a process of subordination of motives and formation of arbitrariness of behavior. This is

the leading direction in the development of self-awareness of the child's personality. L.S. According to Vygotsky, the self-awareness of a preschool child is closely related to the expansion of self-mastery and awareness. That is, the child is aware not only about physical qualities and actions, but also about the reflection of his mental processes. D.B. Elkonin believed that the preschool age is aimed at mastering social norms and attitudes. That is, the emergence of the subordination of motives is related to the behavior of adults who direct the child to certain actions and actions. The requirements of an adult serve as a model of behavior that forces a child to subordinate motives. At first, the pattern of behavior for the child has its own characteristics and is presented visually, then it has a generalized image and acts as a rule or norm. D.B. According to Elkonin, the main achievements of preschool children are the emergence of new motives that subdue the child's desires, form his moral standards and moral assessment, and teach the child to self-manage. Studies by A.L. Wenger made it possible to determine that the image of "I" in preschool age is closely related to the situations and actions that happen to the child. E.O. Smirnov, M.I. Lisina's self-awareness distinguishes the subjective beginning and the objective. The subjective beginning of self-awareness is the undifferentiated sense of self as a source of will, experience, and activity. It is the center of self-awareness. Under the objective principle, Lisina understands the thoughts about everything related to the pronoun "I". It is the periphery of consciousness. The subjective principle forms forms of attraction to others: empathy, cooperation. The objective principle forms self-esteem and self-image. At the same time, self-esteem is an attitude towards one's own qualities, and the image of "I" is the child's ideas about his own capabilities, abilities and place among other people. Preschool age is characterized by an increase in the subjective component of self-awareness, which becomes visible to other people. L.S. Vygotsky, by the age of seven, in connection with the development of self-awareness, the formation of the child's moral reasoning takes place. This can be explained by the division of self-awareness into "I am real" and "I am ideal". This is a process related to the assimilation of norms of social behavior. V.S. Mukhina proposes to study the child's self-consciousness through the structural relations of self-awareness. He defines self-concept as "value orientations that make up a system of personal meanings that define a person's individual existence." According to him, the structure of self-awareness is represented by body identification, proper name, self-esteem, self-assertion. The formation of the structural links of a person's self-awareness begins with the birth of a child, but they are fully formed only at the end of childhood.

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