

CHILDREN OF PRE-SCHOOL AGE DEVELOPMENT, EDUCATION AND MATURATION

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Annotatsiya

This article describes the development, education and maturation of preschool children, which is the main focus of continuous education, and further development of learning abilities, which are the main foundation of their future.

Keywords: personality, weight, growth, formation, social development, activity, attitude, amount, upbringing, ability, environment, attention, thinking.

Personality development is a physical, mental and social process, which includes all innate and acquired quantitative and qualitative changes.

Physical development is related to growth, increase in weight, strength, perfection of sense organs, ability to control movements correctly. In spiritual development, important changes occur in the formation of psychological qualities and characters, emotional-volitional, cognitive process. The child's social development is manifested in his behavior and attitude towards the environment when he starts to participate in social life.

The formation of the personality is carried out through the assimilation of the socio-historical experience created by the individual society, education. This occurs in various activities. The choice of the content that children should acquire and the guidance of its acquisition is carried out by adults in the process of education. The content, means, methods of upbringing and education, the process of child development are explained by their age. In particular, when working with young children, it is taken into account that they are not completely adapted to independent life.

In the next age groups, the independence and adaptability of the preschool child increases significantly. Accordingly, the tasks, content, and means of educational work will change. The level of development of children reaching the end of preschool age makes it possible to complicate the educational work conducted with them. The assimilation of socio-historical experience takes place in the process of active work. Activity is a characteristic of a child. Various types of activity are formed on the basis of activity in the educational process. The main ones are: relational activity, cognition, activity with objects, play, ordinary work and educational activities. Children of preschool age do not master the activities carried out through education and training at once, but they learn them gradually under the guidance of a teacher.

From the first year of a child's life, the simplest types of activities serve as the basis for the formation of personal abilities, characteristics, a certain attitude to the environment. For example, from the emotional, emotional-object relations of adults with children, initial social demands arise in the child, initial actions, imaginations, and impressions begin to form.

By mastering the methods of movement, the child develops activity. But the degree to which activity develops depends on heredity and the ability to imitate. In the first years of a child's life, his relationship with adults and his actions with objects are the main type of activity. By dealing with children, adults gradually introduce them to the world of objects. In this way, the child learns the specific aspects of activities with objects.

After 2.5 years of age, children achieve much higher performance in activities with objects, and the basis is created for their transition to games and visual activities. The initial forms of self-awareness are formed in the behavior, relationships, and activities organized by adults.

Children acquire knowledge about nature, social life, and people around them through educational activities. Also, their intellectual and practical knowledge expands.



If 3-4-year-old children pay attention to concrete facts about nature and people during the education process, the main attention in teaching 5-6-year-old children is focused on important connections and relationships, and the formation of simple

concepts in them. Through these, intelligible thinking is developed in children. For children of primary school age, reading becomes the main activity, and children begin to understand this activity as a socially important activity.

The child begins to understand himself as a schoolboy. Therefore, activity plays a leading role in raising a child and in his development. Therefore, it is necessary to organize the child's life in educational institutions and in the family so that he can engage in various activities. Of course, this is achieved by enriching the content of children's activities, developing the independence of acquiring new knowledge and skills.

The formation of a human personality is a consistent change and complication of the system of attitudes towards the surrounding world, nature, work, other people and oneself. This will happen throughout his life. Childhood and adolescence are especially important.

The development of a person as a person is carried out comprehensively and holistically in the unity of his physical and spiritual forces. The culture of worldview, faith, spiritual qualities, feelings (duty, conscience, responsibility, love) is created in specific historical social conditions and affects the formation of a person.

Psychology and pedagogy claim that human personality is formed and developed in activities and behavior. If a person participates in various types of social activities: educational, production activities, etc., this activity develops a person, but if the activity limits a person from one or another social relationship, it either prevents the development of the person or disrupts his development. The leading characteristics of a person develop as a result of external influence on a person and his inner world. The spirituality of a person is the result of the inner work of a person, in the process of which external influences are processed and assimilated.



Human development is a process of quantitative and qualitative changes, the disappearance of the old and the emergence of the new, and its source and driving forces are hidden in the conflicting interaction of both natural and social aspects of the individual.

A person physically develops and changes throughout his life. These developments and changes are characteristic of age. The science of preschool pedagogy reveals this conflicting interaction and uses them for the formation of personality. In particular, the conflict between the child's need to participate in people's life and the opportunities to realize his aspirations leads to the emergence and development of the game and the formation of forms of social behavior, social relations, etc. in children's game activities.

The formation of personality occurs in the process of education, human education occurs in creative work for the happiness of the people, in social life, in practical participation in solving socio-economic tasks.

Three factors influence the formation of personality: education, social environment, and genetic markers. Preschool pedagogy considers education as a leading factor, because it is a specially organized system of influencing the young generation to convey accumulated social experience. It is implemented in families, kindergartens, schools, and work groups, and is aimed at organizing life, activities, and behavior.

The social and natural environment has a great influence on the formation of personality. The social environment is of paramount importance in the development of a person: the level of development of production and the nature of social relations determine the nature of people's activities and outlook. It is an important factor in the formation of personality.

The natural environment (climate conditions, flora, fauna) also affects the formation of personality. Our society protects and increases natural resources, attracts people to the protection of animals, plants, water bodies, etc., creates ample opportunities for active communication with nature, which, in turn, benefits people in all aspects. secret shows.

Hereditary signs are among the objective factors of personality formation. Humans inherit the anatomical structure of the organism, the physiological movement, the type of metabolism, the type and resilience of the nervous system (which makes it susceptible to environmental influences), the intensity and speed of nervous reactions. The science of the laws of heredity—genetics—presupposes that humans possess hundreds of different talents—from perfect hearing, extraordinary visual memory, and super-fast reactions to rare mathematical and artistic talents.

The process of the formation of the child's personality is carried out through the assimilation of the socio-historical experience of humanity in the conditions of upbringing and education. This happens in various types of activities. As a result, the child enters the system of social relations of the society in which he lives.

A child's acquisition of social experience is a long and complex process. The difficulty lies in the fact that, on the one hand, the child has to master the human experience, which is complex in terms of content, volume and level of generalization, and on the other hand, he has not yet mastered the methods of mastering this experience.

In the process of upbringing and education, an adult chooses the content that is understandable to the child, guides his learning. The leading role of education in the development of a child's personality is determined by this. It takes into account the child's mental and physiological capabilities, their enthusiasm. In this regard, the educational process itself is not permanent. It changes: its content becomes richer and more complicated, its forms change, the ways of influencing the personality of a growing person become more and more diverse.

Changes in education are related to the child's "zones of closest development" (L.S. Vygotsky), which are distinguished by the emergence of psycho-physiological opportunities to acquire knowledge, skills, types of activities, etc. of a more complex content (for example, walking after crawling; mastering active speech after crawling; mastering knowledge at the level of concepts after having a large number of imaginations, object-based play, the emergence of labor activities, etc.). Education and training, based on the zone of proximal development, goes ahead of today's level of development and moves the child's development forward.

The development of human personality goes through several stages. Each subsequent stage is closely related to the previous one, the previously achieved stage is integrated into the structure of the higher stage. The development that takes place in early childhood is of permanent importance for a person. The connection of content, methods, forms of organization is a characteristic feature of education from the first stage to the end.

The decisive role of education in the development of a child's personality is especially clearly manifested in public institutions for blind and deaf children. The education system developed for such children ensures their preparation for marriage and work. However, upbringing should not accelerate the child's development, and should not artificially accelerate his mental development. Therefore, in the pedagogy of preschool education, the goal of comprehensive and harmonious development of the child's personality and enrichment of his development is established.

The leadership role of education in the development of the child's personality determines the leadership role of the pedagogue, his responsibility for the formation of each child's personality. Famous pedagogue A.S. Makarenko emphasized the role and responsibility of the pedagogue and wrote: "I am sure that educational influence can have a very powerful effect. If a person is brought up badly, I am sure that only the educators are to blame. If a child is good, he owes it to his childhood education."

The activity of the child helps to master the socio-historical experience, on the basis of which various types of activities such as cognition, visual play, the simplest work and study, as well as behavior are formed. A child mastering this or that activity, shows activity, and at the same time acquires knowledge, skills, and abilities related to this activity. On this basis, various abilities and personality traits are formed in him.

The active position of the child in the activity makes him not only an object of education, but also a subject of education. This determines the leadership role of activities in the upbringing and development of the child. During the age-related periods of children's development and education, different types of activities coexist and interact, but their roles are not the same: at each stage, a leading type of activity is distinguished, in which the child the main achievements in development are shown.

Each activity is characterized by a need, reasons, purpose of activity, subject, actions carried out with means, objects and, finally, a result. Scientific data shows that the child acquires them not immediately, but gradually and under the guidance of an adult. The variety and richness of the child's activities, the success in mastering them depends on the upbringing and educational conditions in the family and in the kindergarten.

From the early years of the child, the simplest types of activities are the basis for the formation of his personal abilities, characteristics and attitude to the surrounding things.

The simplest types of (emotional and emotional-object) interaction of a child with adults develop his need for impressions and form his imagination. Children become more active as they acquire new ways of movement.

However, the level of activity, its development will also depend on the genetic background and imitation. In the first years of life, guidance and research activities, which include dealing with adults and working with objects, are the main types of children's activities. When educators interact with children, they bring them into the world of objects. In this way, children acquire activities related to specific objects. In this case, treatment itself becomes a necessary need for the child.

Organizing activities related to objects is one of the tasks of raising one- and two-year-old children both in the family and in a preschool, because all cognitive processes, goals, and reasons for behavior develop in this activity. In this activity, under the guidance of educators, children acquire preliminary knowledge about the properties of objects and actions performed with them.

When the child turns two and a half years old, the activity and handling of objects rises to a much higher level of development, a basis is created for the transition to games and visual activities. The first forms of self-awareness are formed in children in communication and activities organized by adults. The child separates himself from the people around him and begins to realize his potential. At this stage of the development of independence, children tend to partially limit the guardianship of adults. The initial forms of self-awareness are the beginning of the formation of reasons for behavior.

If the activity and independence of children of the first age takes place directly under the participation and influence of an adult, at the age of 4-6, children join various

activities more and more independently, according to their own wishes, in which the role of consciousness increases and sometimes can have a creative nature.

According to scientific studies, social cognitive activity of a preschool child develops in play activities, which are the leading ones at the age of preschool education. During games under the guidance of teachers, children acquire knowledge about various movement methods, objects, their properties and signs. Children understand space and time relations, similarities and similarities, and acquire concepts. Action games help to develop movements, to find directions in space. In joint games, children understand and master relationships between people, the ability to coordinate actions, expand their imagination about the surrounding things.

Children of senior preschool age have a diverse content of game activities, and opportunities for all-round development expand. The game helps to develop the imagination, to deepen knowledge about the surrounding reality, people's work, and to form social characteristics of a person.

Regular work assignments train and develop the skills of subordinating one's activities to public interests, trying to bring social benefits, and enjoying the general results of work.

The simplest educational activities in the classes help to acquire knowledge about the surrounding nature, social life, and people, as well as to form intellectual and practical skills. If at the age of 3-4, children's attention is focused on concrete facts and events in nature, people's lives, then education of 5-6-year-old children is aimed at mastering important connections and relationships, generalizing connections and forming the simplest concepts. I.e., which leads to the development of thinking in children. Children use acquired knowledge and developed mental abilities in various games and work. All this affects the development of the child's personality, it forms interest in the new content of the activity.

Education and development of needs, feelings, goals in the preschool age reaches such a level that it allows the child to go to regular studies at school.

The child's new position in society makes it necessary to evaluate his behavior and the behavior of his peers from a different point of view. The child shows activity, creativity and strives to fulfill the increasingly complex demands of adults on his behavior and activities.

The type, content and structure, socio-historical character of each activity objectively affects the young generation. The results of people's productive activities, concentrated in the means of production, knowledge, art, ethics, etc., are transferred from the older generation to the younger ones through education and training during joint activities and communication. This is how the social nature of a person is formed.

The teacher achieves the expected results only when he awakens a strong need for activity in the student and helps him to form new behavioral qualities. It is necessary to organize his life in educational institutions and in the family in such a way that it is

rich in various types of activities, based on the principle of the spirit of leadership in raising and developing a child. They should be provided with guidance aimed at enriching content, mastering new skills, and developing independence.

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