



THE PEDAGOGIC-PSYCHOLOGICAL PECULIARITIES OF THE SOCIO-SENSUAL DEVELOPMENT OF THE CHILDREN OF PRESCHOOL AGE GROUPS

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Article history:	Abstract:
Received: 2 th April 2021 Accepted: 17 th April 2021 Published: 30 th April 2021	The socio-emotional development of children of preschool age group is considered as one of the topical issues of modern pedagogical and pedagogical psychology. Socialization of preschool children is carried out through communication and consistent interactive activities. In this process, attributes such as accessibility, adaptability, emotionality and emotionality determine the content and level of children's communication. The article covers the problems related to this issue, the pedagogical and psychological research carried out in this regard and is now carried out in the context of social requirements, as well as recommendations on the role-playing and methods of their application, which are important in the further improvement of socio-emotional development of children of preschool age group.

Keywords: Socialization, emotional development, emotional experience, sujet-role games, dialoge, adequate relation

INTRODUCTION.

At present, in a situation where great attention is paid to the humanistic approach in modern pedagogy, along with the development of educational opportunities, the expansion of their socio-emotional opportunities is an urgent issue.

In carrying out this task, it is advisable to take into account the characteristics of the system of continuing education, especially from preschool children. After all, "preschool age is the main period of the formation of a child's personality in terms of physical, psychological and social" [1, 11].

According to the requirements of the state, the field of "Social and emotional development" is divided into the following subsectors:

- The concept of "I";
- emotions and their management;
- "socialization, communication with adults and peers" [2, 3].

It can be seen that the formation of the concept of "I" in the personality of children, as well as the characteristics of emotions, their understanding, management, understanding the feelings of others, the ability to react in accordance with their feelings.

MAIN PART.

Nowadays, children are often immersed in the world of television, computers, the Internet and mobile devices, and have relatively little contact with adults and their peers. This, of course, has a negative impact on their socio-emotional development. It is also true that children are less likely to be indifferent to the emotional state of others.

In this regard, the emotional development of children as a topical issue is reflected in the following factors:

- Strong social development conditions have an impact on preschool children and cause them to face serious emotional tests. This, in turn, can delay the development of children's emotional world;
- The current program and methodical materials on social and emotional development of children require further improvement in accordance with the current situation;
- In play activities at home and in preschool, children are often unable to accurately express their emotions such as joy, frustration, anger, fear, amazement, shame, guilt, as well as evaluate other children's emotions. This, in turn, causes children to be unable to properly communicate and interact with their peers and adults.

Also, the various loads and pressures accepted by children in the preschool organization and at home can affect the mental state of children and create disharmony in their emotional and mental development [3]. Therefore, it should be borne in mind that any changes in the development of the mechanisms of the mental structure of children can leave their mark on its further development.

The history of socio-emotional development of preschool children in psychology, in particular, the theory of emotions goes back to the rich intellectual heritage in this area and has been consistently studied in the works of Duchenne, Darwin, Spencer, Wundt, James, Kennon, McDougall, Freud, Woodworth, as well as modern researchers Jacobson, Pinnot, Maurer, Gelgorn, Bowlby, Simonov, Ekman, Holt, Siger, and many other scholars [4].

In addition, P.K.Anoxin, V.K.Vilunas, K.E.Izard, S.L.Rubinstein, G.H.Shingarov and others studied the nature of emotions, D.N.Ovsyanniko-Kulikovskiy, L.I.Petrazhitskiy, A.A.Potebnya, G.G.Shpet and others studied the phenomenology of social emotions, T.P.Gavrilova, R.N.Ibragimova, A.D.Kosheleva, E.I.Kulchitskaya and others studied the problem of the laws of the emergence of social emotions in ontogenesis, L.P.Strelkova, N.M.Trofimova, P.M.Jakobson and others studied the theoretical structure of the stages of development of social emotions and feelings, E.N.Bogdanov, O.S.Bogdanova, L.I.Bojovich, T.E.Konnikova, A.N.Leontev, V.S.Mukhina and others have studied the role of moral experiences in the general development of the individual, in the expression of his inner position, A.V.Zaporozhets and Ya.Z.Neverovich studied the laws of dynamic development of emotional control of actions.

It is noteworthy that the problem of socio-emotional development of preschool children, this mental process is an integral part of any activity, behavioral manifestations in the child and requires systematic development.

According to the state program "First Step", - a child aged 6-7 years after the completion of educational activities in the field of "Social and emotional development":

- 1) the child becomes aware of his or her "I" and the role of other people in the life environment;
- 2) the child controls his emotions and expresses them according to the situation;
- 3) the child distinguishes the feelings of others and responds to them accordingly" [5, 8].

As can be seen from the above, the issue of socio-emotional development of preschool children is considered one of the topical issues in the state program "First step" and in the above-mentioned "State requirements". This is explained by the fact that when children of preschool age begin to have relationships with those around them, they have their own unique relationship methods on the basis of the initial imagination about themselves.

Hence, socio-emotional development is necessary because the earlier a child begins to understand the situation of others, the faster he or she will find common ground with peers and adults, easily assimilated and accepted by the social environment or group.

In the process of socio-emotional development, the child develops a positive attitude, communicative and social competence towards himself, other people and the world around him.

It should be noted that the preschool period is manifested in the child as the first stage of the formation of independent thinking in the dynamics of social emotional development in relation to society. Therefore, - "It is emotions that control the processes of cognition, the nature of actions" [6, 260-262].

Communication activities play an important role in the process of socialization, and the quality of this process is closely related to emotionality. Communication with other people is expressed through specific expressive actions, facial expressions, changes in tone of voice when entering into a relationship. In this process, body posture, gestures, specificity of movements enrich the mimicry and play an important role in expressing the emotional state. Through the plot and role-playing lessons, all these qualities and characteristics are formed in children in a creative way, structurally, in their own way.

Plot and role-playing games in preschool organizations provide children with the opportunity to develop social skills of communication and find answers to some problematic situations in this area. Plot-role games are about introducing children to new situations through play conditions, experimenting with one or another of these behaviors and behaviors, and creating opportunities to solve important situations on a small scale. Initially, the educator plays a key role in the process of organizing these games, as well as engaging the children in the play environment. Later, children's actions are taken out of the educator's control and become the fruit of children's personal fantasy.

In preschool education, role-playing games are initially carried out in a simple form: building a house in the sand, setting up a shop in nature, driving a car, and so on. Later, with the addition of age to the children's age, the plot-role games become more complex according to the task and situation.

For example, in the plot game "Preschool Education Organization" ("Kindergarten"), educators are asked to play the role of children, and children are asked to play the role of preschool staff: headmistress, educator, cook, nurse. Of course, in these conditions, positions are distributed to all children. Children can be instructed to sew clothes according to their role (educator, cook, nurse) to make them feel like adults in these roles.

This role-playing game teaches children to treat adults with respect in a preschool organization. As an example, it is possible to play several conflicting situations: children (real cook and educator) want to play one puppet, none of them is willing to give it to another. How does 5 or 6 year old Lola react in this situation? Perhaps the children themselves will show the most acceptable method of upbringing. The decisions that children make at the end of the game are important, reflecting the dynamics of their level of socialization.

In the game "Please and have a good appetite" we turn a simple meal into a festive table. Part of the children become guests, others become owners of the House. Based on the results achieved by this game the skills of communication and dialogue, starting from the skills of rules of etiquette, how to receive the gifts, and seeing off the guests are formed. With the help of this game, skills are formed from communication and information, etiquette rules, how to receive a gift and how to observe guests.

Holiday napkins will be distributed to all guests, items will be placed in the appropriate place. Etiquette rules children learn with interest through play and around a crowded table. During the game, children are taught the rules of sitting around the table and holding spoons and forks. The basic rules are: not to start eating before an adult, not to try to turn a certain food around the whole table, not to bite large pieces, not to stand at the table unnecessarily before others, etc. are taught in a special and practical way [8].

Based on the above analytical considerations, it can be said that socio-emotional development is the assimilation of socio-cultural experience and its transmission to others. This experience is manifested as a unique feature in the child's personality, with the following four interrelated components:

- 1) Acquiring skills to communicate with others through cultural skills, communication process, role-playing games;
- 2) specific knowledge, the process of collaboration in play activities enhances intellectual capacity as emotional intelligence;
- 3) role behavior, the manifestation of behavior in different social relationship situations;
- 4) social qualities such as caring for others, cooperation, initiative, independent thinking, social adaptation are closely interrelated.

The four components of mastering the socio-cultural experience mentioned above are interrelated, and a change in one of them creates a change in the other three as well.

It should be noted that through role-playing and plot games, children have the opportunity to correct some of the emotional instability they encounter in the process of communication. The emotional instability that occurs when communicating with other children can manifest itself in two ways in behavior:

1. Bright negative emotional reactions: may be manifested by anxiety and aggression;
2. Stable negative attitude to communication: a calm reaction, observed in avoidance of communication.

In the first case, a positive change in his behavior can be achieved by carrying out individual corrective work with the child.

In the second case, it can be observed that the child has a strong introverted, focused on his inner world. In this situation, it is possible to reveal the qualities of initiative by engaging the child in more social relationships, assigning him a task that ensures consistent communication with the children, and listening to the result. Hence, socio-emotional development is the assimilation and transmission of socio-cultural experience to others.

The role of the family, especially the parents, is important in the socio-emotional development of children. The child learns to interact and communicate with adults, the first experience in this process leads to the development of the child's speech, the formation of listening and thinking skills. Adults, in turn, treat with respect to the interests, tastes of children, such qualities as the preservation of entertainment activities, nutrition, clothing. Adults also develop in children a positive attitude towards the people around them, instilling in them respect and tolerance regardless of their national and religious background, language, gender, age, personal and behavioral identity, appearance, physical disabilities.

Adults give children the opportunity to interact with others and help them understand that people need each other. To do this, it is necessary to encourage children to play together, to organize joint activities aimed at creating a common product.

For example while preparing the scenario of the event, when building together in a construction game Lego, together with comrades and adults, the child acquires the ability to create an artistic panno and in other activities set a common goal, learns to plan a joint work, subjugate and control his desires, coordinate his thoughts, ideas and actions.

At the same time, adults focus on developing in children a sense of responsibility for others, for the common cause, for the promise made, for the development of communicative competence in children. In this case, adults perform the following functions:

- ❖ adults help children understand and learn about other people's emotional experiences: joy, sorrow, fear, good and bad moods;
- ❖ adults teach children to express emotional feelings and experiences. To do this, adults discuss with children a variety of life situations, stories, tales, poems, pay attention to the situation in other people, emotions, work done, arousing positive emotions in children and watching pictures with special attention.

This means that parents, as the child's first teacher, must also help their children in this complex process. As a result, all of these activities lead to the development of the child's sense of self-esteem and dignity, their rights and freedoms - to have their own independent opinion, friends, toys, activities, choice of personal belongings, free use of their free time.

RESULTS.

Based on all the views and comments, we offer the following pedagogical and psychological recommendations:

- 1) To create conditions for children to have all the senses - to see, hear, touch, taste, feel the elements of the world around them;
- 2) Allocating more time to the child, because the influence of the family in bringing it into social life in early childhood is immeasurable;

- 3) It is necessary to strive for the child to feel the full range of affection and impressions towards him;
5. In order to perceive the emotions of others, the human figure, by looking at the plot pictures depicting the different emotional states of animals, tells them: "Do you think this boy is happy or sad?" How did you know he was cheerful? Oh, we smile too, because we are happy;
6. Ask the child to draw a picture of a girl or boy in a calm state, and then ask the child to draw in other emotional situations: happy, sad, surprised, angry, sad;
7. Creating a staging with children based on the fairy tales, poems, and stories you read is positive;
8. We ask the child to draw a picture of a girl or a boy in a calm state, and then the children in other emotional states: happy, sad, surprised, angry, sad;
9. Based on the songs which was listened and sung, the tale, poems and stories which were read, simultaneously its noteworthy to create plays for the dramatic acts have positive impact. Based on this the children and the students acquire the following qualifications:
 1. Children can easily enter any group;
 2. Children learn to understand the situation of those around them;
 3. They learn to communicate quickly with peers and adults;
 4. The image of "I" is formed in children;
 5. In children, socialization and moral position are strengthened.

CONCLUSION.

In short, in the process of organizing music lessons with the children of preschool age group, they master the use the acts and skills of managing their emotions, actions, establishing effective communication, entering into relationships with themselves, their relatives, friends, family and members of society. And this is an important sign of socio-emotional development of the children which are grouped in this median structure.

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