



STAGES AND PECULIARITIES OF THE FORMATION OF THE CHILD'S PERSONALITY IN PRESCHOOL AGE

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Article history:	Abstract:
Received: 4 th April 2021 Accepted: 24 th April 2021 Published: 8 th May 2021	In training pre-school children for school, communication is very critical. The article analyzes the stages and characteristics of the development of the person of the child in pre-school age, taking into account the roles of atmosphere, contact and connections.
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Our nation emphasizes on the improvement of the pre-school education system. A variety of decisions to ensure the formation of a stable and thoroughly educated generation have been adopted over the past decade.

The standard of readiness for educational training by children in the application of President Uzbekistan's Decree of 29 December 2016 No PP-2707 "An initiative to further develop the pre-school educational system in 2017-2021" Drastic reform, introduction of modern education programmes, provision of professional pedagogical staff, development of For 2017-2021, an Action Plan has been created to further change the educational environment. The task of pre-school education is therefore to educate children with a rich national, cultural and historical heritage, and spiritual and moral values: in order to shape children's national and patriarchal sentiments, to educate pre-school kids; prepare the children to take part in their education, develop their thinking and build up their abilities to be self-suffice. Of course, these tasks must be carried out, first of all, taking into account the specifics of the child's personality, the period of formation as a person, without which the desired effect can not be achieved.

It is known that the formation of personality in preschool children can be divided into three stages: the first stage is 3-4 years old and is associated with the strengthening of emotional self-management skills; the second stage is 4-5 years old. the third stage is characterized by the formation of personal entrepreneurship and entrepreneurial character.

Emotional self-control is an important part of a child's personality. Expresses inner experiences, expresses joy and sadness. Depending on the situation, he even hides his anger and cries, which is a sign of his willpower.

Adults interested in their education as well as their peers will be the basis of spiritual knowledge. It is mainly in conversation, observation and imitation that ethical experiences are developed, but also in louanges and criticism of adults, particularly mothers. In fact, the child often wants to get input. These assessments and compliments have a vital role to play in the efforts of a child in order to succeed in his or her personality and disposition and his or her potential life and career choices.

During pre-school years, new motivations for contact arise in children during the time connected with the training of the individual mentioned. It's personal and commercial motivations. The reasons for personal contact relate to internal interests of the child and company motives relate to the execution of this or that mission. These reasons include the steady development of experience, expertise and abilities. The innate interest of children that starts in early children replaces these motivations. At this period, too, reasons for self-expression are clear. This motive is mainly reflected in the fact that children are not afraid to take the lead in role-playing games, to lead others, to enter the competition, to try to win in any case.

For pre-school children, adult evaluations are also relevant. First and foremost, children should understand the laws of morality, their obligations, compliance with the agenda, animal care practices and the like. Children of this era have difficulty learning these rules and role-playing games will help them handle them. At the end of school, most kids would have learned some spiritual and personal behaviors as well as the way people treat them. It is the quality that people are respectful and kind. The explanations for their behaviour, older children are also able to understand.

Between the ages of 3 and 3.5, they express their attitudes toward their successes and failures, and this attitude is largely based on their self-assessments. And 4-year-olds can really assess their potential. However, children aged 4 to 5 are not yet able to understand and evaluate their personal characteristics, nor are they able to draw any definite conclusions about themselves. Self-awareness develops from an early age, with the child first trying to figure out what he or she is like and what the future holds. It's like, "What was I like when I was a kid?", "How (or who) am

"I going to be when I grow up?" appears in questions such as "As they think about the future, they try to have the qualities that are valued in the future, such as politeness, courage, strength, intelligence, and so on."

The growth of the character of the infant begins at the age of small and medium children. It is focused largely on adult character impressions by children. During these years, key personal characteristics such as willpower, independence and initiative, essential to the identity of an infant, begin to emerge [3; 88]. A kid starts at a young age to learn to connect and engage in a variety of activities with those around him. This helps him in future contacts and in establishing regular company and personal relationships. In the formation of the personality of children of this age, their opinions about their parents and the values they give them are extremely important. Therefore, parents should be careful in their interactions and communication, and at the same time be careful.

Communications is the mechanism of the exchange, by which relationships are created, realized and manifested, of knowledge between two or more persons. The importance of contact in the personality development of the child is huge. Any personal relationships are established during the communication process. What the infant acquires is mostly dependent on the essence of his relationships with others. The behaviour of a child towards adults may be credible or false, friendly or negative, etc. So what is the response of children to adults? What is the foundation for this connection? These problems have not yet been examined in depth. They are approached in various ways.

In experimental trials conducted under M.I. Lisina, various ways of contact between the children and adults were found to occur sequentially during the first seven years of a child's life [1; 137]. The principal modes of contact include: direct emotional communication, communication in a corporation (business), communication not related to and cognitive (cognitive communication), communication with individuals on particular matters (personal communication).

There's a direct emotional bond at the beginning. The child's desire for attention and compassion is at the core of this type of contact. In the communication [2; 103], the kid then takes the initiative. He doesn't only have to be kind for a while, but he still has to deal with adults. During company contact, this needs are fulfilled. When a kid has a business arrangement, it will ask adults for advice and invite them to do something else.

The infant talks with adults about objects and activities worldwide in cognitive conversation. In this situation, the kid will say, ask questions, tell something to adults. It is intended to receive necessary input from adults and to allow adults to speak about themselves through personal contact with adults in order to define their emotional status. The need for emotional help for a child is dependent on its attitude towards the world around it and its need to fit adult attitudes and values. According to M.I. Lisina, these are the central factors in the social needs of the child [1; 299].

Finally, the development of the entire infant from the early stages of life is normal and social. Parents and educators must be mindful of these causes and steps, be aware of their individual characteristics and then organize instructional practices. For adults interested in educating children, the processes of contact and relationships with children should be anticipated, model the school for children, and national attitude behavioral behaviors that shape a child's personality should be defined, particularly the spirituality in communication.

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