

## CHARACTERISTICS OF THE PROCESS OF SELF-CONCEPTION AND THE FORMATION OF THE "I" CONCEPT IN PRESCHOOL CHILDREN

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### Abstract:

This article is written about the process of self-awareness and the features of the formation of the concept of "I" in preschool children.

**Keywords:** child, personality, formation, preschool age, self-awareness, socialization, communication, socio-psychological, components, behavior, activity, education.

Communication in intellectual, communicative, and emotional development of children from preschool age in scientific researches carried out in the world methods special attention is paid to scientific researches related[1] to selection, determination of the influence of interpersonal relations in the formation of behavior, determination and stabilization of the referent position in the peer group. In this regard, human personality is higher than childhood value as approach, there is a need to pay attention to the issues of determining the developmental impact of the social environment necessary for establishing positive communication skills with adults and peers that are directly important for him by forming his communication in a socio - emotional way[2].

The problem of self-awareness and the formation of self-concept in the formation of the personality of preschool children has been studied by many researchers of the[3] CIS countries. In particular, BGA anyev, while talking about the genetic and structural relations of the individual, emphasized that the beginning of the individual is a very long and multi-stage process of early socialization of the individual, and that it takes place the fastest at the preschool age. LSVygotsky wrote about the changes in the structural composition of the child's mind during ontogeny development and the ability to follow the rules of ethics, an important psychological characteristic of the child's personality at preschool age[4].

Emphasizing that preschool age revolves around an adult, his tasks and functions, as well as around his center, AN Leontiev, who wrote about the formation of internal ethical rules of a child's personality, DBElkonin, called preschool age "the first, considered as the period of "practical formation", LIBojovich, considering the formation of the personality in ontogenesis, wrote about the emergence of the process of realizing his social[7] Self in the child by the end of preschool age, and from self-knowledge mentioned the need to study the mechanisms of transition to self-awareness[5] He showed the sequence of emergence of the following innovations as follows: I emotional-rational system; then - the primary self-evaluation and the

desire to conform to the requirements of adults (here there is no rational component at all). D. Feldstein emphasized the active socialization of an individual, which is manifested at a certain level of identity for each stage of ontogenesis [6] According to him, self-awareness, knowing oneself receiving is a necessary condition for the emergence of individuality, because individualization implies distinguishing the social essence of an individual who realizes his "I". VAPetrovsky noted that the full development of a person takes place internally - in the interindividual space of the person as well as externally - in the intraindividual space with other people, in which the periodicity of this process is determined by the exchange of stages of formation as a subject and finding one's reflection in another [8]. According to the hypothesis put forward by [10] VAPetrovsky and MVLomov and tried to prove, the movement of self-awareness is expressed by means of relations established between the elements of the individual's self-awareness. The formation of a human personality is characterized by the system of relations related to his life in society [9]. ABOorlov showed that the motivating force for the emergence of an adult personality is the child's desire to maintain acceptance by the surrounding adults, that is, in essence, this internal personal process is based on interpersonal relationships [11].

BCMukhina noted that the child's self-awareness develops within a historically and socially based structure that includes: 1) the name and pronoun "I" (representing the psychophysical image); 2) claims for recognition; 3) gender identity; 4) psychological time; 5) being in society. With the emergence of identity, Ye.T. According to Sokolova, feeling the world acquires a new dimension-the inclination that presents the subject "the world in the presence of the "I", a "full-fledged connection of existence" is established between the world and the "I" [13]. TVGuskova, NNAvdeyeva and others, while researching personality innovations during the transition from preschool to school age, describe the symptom complex of pride for one's achievements with behavioral correlates [12]. Ye. O. Smirnova and others express the development of the child's self-awareness in the way of attitude towards himself and others [14]. And finally, in the last experimental work on this topic, VAPetrovsky and OVProzumentik, within the framework of the study of the formation of sexual self-awareness, in preschool children, the perception of opposing and opposing stereotypes of the two sexes through self-awareness considered as an achievement [15]. ADKosheleva and OV Lobza, while analyzing the role of adults in the formation of the emotional worldview of a preschool child, from emotional-personal and physical unhealthiness of the child's self-awareness, the formation of low self-esteem, to infantilization in response to the frustration of the child's need for support. wrote about the incorrect reflection of the meaning of growing up" [16].

AISilvestru, who studied the cognitive component of the self-image in children of preschool age, determined the psychological conditions for the formation of self-awareness in children

and identified the main causes of undesirable deviations in its development, correctly building the foundations of the formation of the child's personality in the future they gave the conclusion that it will be especially relevant for [17]. The results of the research of AISilvestru and Ye.O.Smirnova allow us to talk about the fact that the self-concept of a preschool child consists mainly of behavioral descriptions, in both cases, the child's self-concept is often associated with their overestimation it is noted that - children of preschool age try to compare themselves with their peers, but often as a result of such a comparison, the child's desire to prove that he is better than his peers is manifested. Ye.O. Smirnova, considering the development of self-concept in preschool children in relation to the concept of other people, preschool children distinguish between internal and external factors of their own behavior and that of their partners. made a conclusion about being able to understand the inner life of a person [18].

However, children of preschool age have a general positive self-esteem, which is supported by feelings of care and love from their parents. Its existence justifies preschool children's overestimation of their abilities, suggesting that such self-esteem is very useful for children's development, because it encourages children to set themselves difficult tasks and solve them. encourages the use of power [19]. Ye.V. Kucherova also emphasizes the initial genetic character of general self-esteem and its positive role in child development [20]

A unique model for the development of self-esteem of a preschool child was proposed by VMSlutsky [21]. He distinguishes the following components of the I-system: "physical-I" - attitude to the body, acceptance of the body; "cognitive-I" - how a person sees and imagines himself; "social self" - how he thinks he looks in the eyes of others; self-evaluation - evaluation of self-fulfillment (realization) according to some indicators. His data is confirmed by the research of GI Moreva, who studied how the self-evaluation of a preschooler affects his moral behavior [22]

NINepomnyashaya studied the characteristics of the development of a child of 6-7 years as a person, identified different directions of personality orientation in children of this age and connected them with other descriptions of the person, in particular, the formation of an idea about another person and an ideal, a referent person.[23] Thus, the changes occurring in children's attitude towards themselves at the age of 6-7 have been reflected by many authors. In particular, they studied various aspects of parents' relations, interactions and upbringing style on the development of affective and cognitive elements of the child's self-awareness, in particular, the attitude towards himself [24].

Based on this, we set ourselves the task of a comprehensive study of the level of formation of the self-concept of a preschool child and the formation of his self-awareness. we tried to look at it from the point of view of his interactions with older people who are of interest to us. For this purpose, we used[25] **VGSHur's "Stairs" method**. It is known that the VGSHur



methodology represents a conversation with a child using a certain rating scale, in which the child tries to place himself on the presented scales and compares with the place where others might put him. Detailed information on the methodology is provided in Appendix 3.

T.McPartland 's "Who are you?" "**Let's get to know each other!**", "**Who are you?**" modified by us. using **the methodology , we followed the following criteria:**

1. First of all, it is necessary to establish communication with the child, to establish sincere contact in order to moderate his mood[26].

2. "Come, let's get acquainted" with the child. Talk to him with the appeal "Tell me about yourself".

Questions - "Who are you?", "How are you?" (To clarify, questions such as "Tell me about yourself!", "What do you think about yourself?" are often asked). In addition, "If you met a stranger, how would you talk about yourself?"[28], "What would you like them to know about you?" and so on. Or "Imagine that there is a good boy (girl) who has heard about you, he wants to get to know you and make friends, he wants to know the most important things about you, what would you tell him ? " we took the child to a semi-standardized question. With the help of this methodology, it is possible to determine the child's social psychological image and life orientations. In this way no more than 10 questions can be asked[29]. In this:

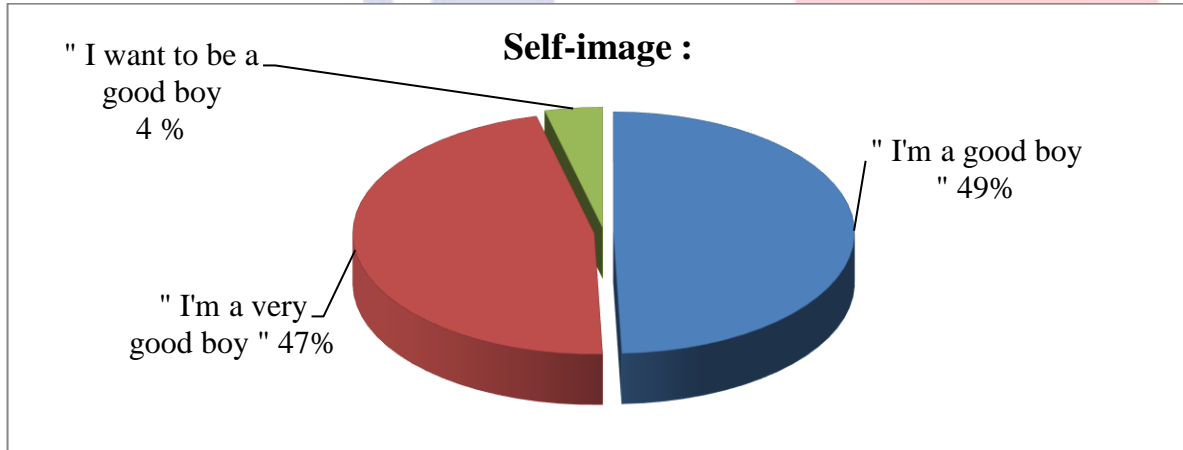
1. Every answer and self-description of the child is recorded.

2. Presenting the child's answers again to himself, ie, "Yeah, so you're... right?" certain clarifications are made to the answers given by the child[30].

3. Quantitative evaluation of questions is carried out by assigning 1 point to each specific answer and calculating the total[31]. The questions asked to the child and the answers given to them are conditionally divided into the following three blocks and they form the "I-concept" system: - general identification answers; - responses to physical identification (perceptions of physical appearance); - responses related to social identification, for example, his perceptions of his rights and duties[32]. Destructive manifestations of family relations directly affect the behavior and level of communication of a child growing up in this family. Empirical study and analysis of this problem is our research objective. In the study of child-parent relations, we conducted A.Ya. Varga and VVStolin 's " Parental Attitude Test-Questionnaire". serves to determine the characteristics. In this case, parental attitude means the feelings that parents feel towards the child, the behavioral stereotypes they show in communication with the child, the characteristics of perceiving and understanding the child's personality and behavior[33].

In our research, we used the "Stairs" method of VGSHur in order to study the process of self-awareness in the formation of personality traits in preschool children. The data obtained from the research of the child's self-awareness using this methodology show that the majority of children of preschool age (49%) think that they are "a very good child", 47% of children

consider themselves to be "very good ones", and only 4% of children included in the line " I want to be a good boy, but they say I'm a bad boy", which is a high self-esteem in children of this age, which indicates that self-evaluation is not adequate[34].



**Figure 3.2. Self-perceptions of preschool children.**

Data analysis shows that all children of this age have developed high self-esteem, and the considered individual forms of self-esteem show that the process of its formation is actually complex, and the child's own "I" It shows that there is a certain relationship between the assessment of parents and their real self-assessment[36]. However, there is a category of children who choose an image from the past as an attractive image for themselves. The desire to return to the past is related to the fact that as children grow older, they become increasingly aware of the responsibilities associated with adult life[35].

A negative assessment of the future adult image, a desire to return to carefree childhood and always remain in the role of a favorite child are characteristic of some children of this age, and the reason for this can be explained by an inadequate assessment of the child's mind and the expected old age. In addition, in the system of social imagination of a preschooler, there are concepts and ideas related to school activities, which in a certain sense are influenced by parents and depend on interpersonal relationships in the family[37]. "Me+" school age in the "I" concept, "Me-" old age or infancy" system, the imagination and self-esteem of the child, the feelings of striving to learn new and interesting things in the world related to the image of a school student are embodied. will be[38] However, it should be noted here that in most of the cases where children draw an imaginary picture of school life, children's imagination may change in a negative direction due to the difficulties that arise[39]. Many 5-6-year-old children express their desire to grow up faster, because for them the system of various relationships with an adult is important, and this is explained primarily by the fact that the world of adults has a great value for the small world of the child[40].

In our conversations with preschool children, the tendency to identify oneself with one's

parents as a representative of one or another gender in self-esteem was also highlighted. For example, in the answers of girls[41], there are such responses as: "I want to be like my mother because she dresses beautifully" or "I want to be like my father because he is kind and strong." There are also perceptions related to the dependence of the child on the parents and the fact that they are a passive object in front of them[42]. For example, a girl child's greater closeness to her mother and the manifestation of femininity qualities that strengthen her relationship with her mother, although at different levels, are clearly reflected in many of their answers. We are pleased that children of this age do not even imagine the relationship between femininity and masculinity. Including, "Is it better to have a girl or a boy?" to the question, most girls and boys gave a similar answer: "It is better to be a girl, she is beautiful, and a boy should protect her", "A girl is smart and beautiful[43] "A child should know everything, and a boy should be able to do everything." But a girl named KJ, who imagined only strong and positive qualities in the image of a boy, in response to this, went against her mother's opinion and proposed model of behavior and wanted to change her gender several times: "Son I want to become a child. It's good to be a boy, you can play with cars and play scary games[44]. This, in turn, indicates that the mother's status in the family and the mother's place in the couple's relationship are not adequate[45].

Although preschool boys abandon the values of the female environment in search of an object for identification, they cannot identify themselves with the father's high status in the family hierarchy, for whom the most common model is individuals of their own sex, in which the choice of an object for identification is based on the characteristics of moral and sexual identity: "I like Anwar - he is strong and never fights." In both boys and girls, the unattractive image is usually identified with a peer of the same sex, who has behavior that is not approved by adults: "I don't want to look like[46] Camila - she comes after me he hits me, and I hit him back," "I won't be fair, he brags, and I don't want that." Regarding the factors that led to the rejection of a specific situation, the girl's answer was as follows: "I don't want to be like my father, he always hits and beats us." So, this child's father's dictates in his family and mother's refuge is the reason for such imagination[47]. When asked about preferred traits, both boys and girls indicated mostly moral traits rather than sex-specific traits, while at the same time, a trait that should be characteristic of the object of their interest. - the manners of behavior are the same: "I will be beautiful, intelligent, compassionate[49]" for girls, "I will be brave, give gifts" for boys such concepts have been formed. Of course, expectations about sex roles and the formation of stereotypes about the role of the opposite sex in life, for example, when describing a boy who can be attracted to him[48].

In the main part of the research, in order to clarify the information about the child's self-awareness, "**Who am I?**", "**Who are you ?**" We conducted an interview based on the



<https://conferencea.org>

questionnaire and analyzed the children's answers[50]. The content of the questions was structured as follows:

1. Who are you?
2. How are you?
3. Let's get acquainted?
4. Tell me about yourself?
5. Do you like your name?
6. Who gave you your name?
7. Do you know your relatives?
8. How would you describe yourself to a stranger?
9. What would you like them to know about you?
10. How do you think children of your age should behave in front of adults?

**"Who am I?", "Who are you ?"** when analyzing children's answers to the question, for example, **"Who are you ?"** 90% of the children said their name when asked. This situation is an important factor in social psychology that indicates the status of a person, if the name is said first, the image of "I" is being formed correctly[51]. The second important aspect of the matter is that children like their name. 100% of the children who participated in the experiment with us "Do you like your name?" Although not very open, they responded positively to the question, some of them even said that they knew the meaning of his name. "Why did they give you that name?" to the question, a little more than half of the children firmly admitted that their father and mother gave them this name: "Because both my mother and my father liked this name.[53]" A small part of the children - 30%, also recorded the last name, first name, first name, because in psychology, such a situation is not typical for children of the age we are studying[52].

"Do you know your relatives?" to the question, most of the children who took part in the experiment gave the names of their close friends who often visit their homes and know the child well, with whom they communicate directly[55]. "If you were to meet a stranger, how would you talk about yourself?" of children who participated in the experiment 60% answered " I will tell you my name and how old I am." The remaining 40% of the participating children did not answer or said " I don't want to say anything ".

Children in the experimental group were asked "What would you like them to know about you?" When asked the question, 95% of them answered " I would like them to speak well " or " I would like them to praise me ". Our last Q&A "How do you think children your age should behave in front of adults?" to this question, almost the majority of the children who participated in the experiment, i.e. 90% , answered "You should say hello, you shouldn't make a fuss".

We ask some children, "What will they call you when you grow up?" Do they say Dilshad

brother or Dilshad domla? "When we made clarifications in the tribe, they admitted that it was better to use only their full name than the terms[54] "Aka" and "Domla". So, we have learned that no matter how close a child is with his parents, he likes their petting and calling. In fact, the fact that parents regularly refer to the child in the same way significantly reduces the scope of his self-awareness and acceptance of himself as an independent person.

Thus, it can be said that the period of accepting one's own name ends at the age of 5-6, and as a result of the development of the individual, the adoption of a personal name occurs. The adopted name forms the basis of the "I-concept" and around it many personal characteristics and qualities associated with the name are formed.

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