

PEDAGOGICAL CONDITIONS THAT ACTIVATE THE PERSONALITY OF THE CHILD OF PRE-SCHOOL AGE

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Annotatsiya

Annotation. The psychological and pedagogical justification for the activation of the personality of a preschool child includes a number of conditions, the presence of which ensures the manifestation of the child's inner aspirations and desires as a natural free manifestation.

Keywords: preschool education, child-personality, activating pedagogical conditions, principles of self-expression, awareness, etc.

Introduction

One of the pedagogical conditions for the activation of self-expression is an attractive approach based on the principles of self-awareness. The realization of the internal "I" of the child of preschool age includes: 1) process, 2) content, 3) free means, expression of identity as an installation in song and speech activities. At the same time, the ability to express one's identity is manifested in modality: the real me (as I am), the ideal me (as I want to be), my reflection (as others see me), and manifests the self. complex classes in the form of modality "my actions", "my experiences", "my speech".

Taking into account the development of all emotional experiences of the child (auditory, visual, kinetic) is of particular importance in activating the manifestation of identity. The child's visual culture is the leading and defining function of the preschool age, because approximately eighty-seven percent of the information comes from the visual sensory system. The visual image in signs and symbols allows you to stimulate the process of self-expression. In a sign system based on visual series rather than verbal, its meaning and understanding is easier. For this, children are offered various symbolic actions.

In self-expression, the auditory system plays the role of an audio regulator between the external world and internal processes. The most important features of this system, in contrast to the visual system, are the absence of procedurality and objectivity. Auditory information requires special attention of children, and it is a process that is rarely performed by children. The unknown is always hidden in auditory information (hearing but not seeing), so information is initially associated with increased interest and attraction.

Kinesthetic information, of which children are not aware, underlies these unconscious processes. Children are born "kinesthetic", and then gradually they develop a visual system. All the sensations associated with movement function as unconscious impulses aimed at direction in space and time.

Self-expression occurs under the following conditions: the child must be ready to change what he is capable of; accept what you cannot change; it is necessary to learn to distinguish one from the other. "The child goes through three stages of self-expression: 1) the real and inner world are not separated (the way of self-expression is spontaneous-intuitive - the child follows the laws of nature, but does not know social laws); 2) the real world is much richer than the inner world (the way of self-expression is reliably regulated - the child obeys social laws and tries to follow the advice of others, adults control the child); 3) the inner world is much richer than the real world (the way of self-expression is arbitrarily creative - the child spontaneously expresses various experiences, experiences in concrete actions)". This is the approach we use to determine the level of self-expression when diagnosing children.

Interaction with oneself occurs at three levels: detection (emotional experience), recording (storage action), understanding (verbal communication, discussion of ongoing processes). In this case, self-expression can be of three types: emotional (emotional), intellectual (mental) and effective (somatic).

Pedagogical condition for activation of self-expression is, first of all, development of specific methods, techniques, skills and abilities:

- 1) hearing and visual assimilation of sounds in the environment, which includes the child's gradual understanding of means of expression: from noise and chaotic forms to "music" and "pictures" of life;
- 2) the child's ability to listen and hear, look and see, his ability to understand the surrounding, objective world, art;
- 3) methods of gathering energy and focusing your attention on internal and external processes and events;
- 4) the ability to "translate" verbal images into a symbolic system;
- 5) methods of transferring the expression of identity to new conditions.

The school of children's auditory development ideas and self-expression is the following pedagogical conditions for self-expression, based on the results of the theoretical understanding of the processes of self-expression and practical analysis carried out in a number of children's educational organizations (in the city of Karshi) children of preschool age can be distinguished:

- activation of the zone of proximal development (L. S. Vygotsky) in the process of personal identity manifestation;
- activation of the child's "peak of experience" (A. Maslow) in various activities (dance, song, speech);
- taking into account the leading emotional system (visual, auditory, kinesthetic) that determines the spontaneity of the child's activity;
- using the nature of inspiration, which becomes a synergistic "driving force" of self-expression;

- mastering all levels of creative self-expression by children: spontaneous-intuitive, regulated by confidence, arbitrary-creative (O. E. Dren);
- if a comfortable environment is created, taking into account the child's free choice of activity type and direction;
- Use of "I-concept" (R. Bern) as a method of introducing the child to the role development of movement, song, speech;
- use of pedagogical attitude (D. Uznadze) in expressiveness of actions, song, speech;
- choosing a dominant (A. A. Ukhtomsky) type of activity (speech, song or motor) depending on the topic and purpose of a complex lesson.

The organization of work on the development of self-expression is carried out taking into account the age characteristics of children. Therefore, the content of the activity includes elements of mystery, magic, miracle, assumptions, used thinking, riddles, fairy tales, and fantasy. Emotions such as surprise, doubt, insight, and wonder were identified and recorded. At the beginning, assumptions are made based on the creation of a situation, the clash of knowledge and ignorance, the ordinary and the extraordinary, the real and the fiction, in order to reveal the identity.

The next stage of the dramatic construction of the lesson is the development of the plot, where the process of self-expression becomes the main thing. In this, one's identity is manifested only in free activity. The development of the plot, the creation of a musical or verbal image born of some kind of chaos can be calm or riotous, but of course dynamism must be observed.

In the third stage comes the climax, characterized by the highest tension, discovery. A heuristic moment is a "shared knowledge", a flash of wonder. Unexpectedly, all the child's existing life and "reserve" experience is realized in the form of "highest experience".

At the final stage (solution), the result of self-expression is very important. This is fully expressed in certain activities for preschool children.

Organizational pedagogical conditions, which depend on the specific characteristics of the organization of children's activities by the pedagogue-educator, are also important. These include the following conditions.

1. Creating an atmosphere of cooperation and joint creativity in the group due to the preliminary recognition of the equality of the interlocutor and the originality of each of them in the manifestation of their creative identity; to extend the boundaries of such cooperation to the joint pursuit and implementation of a plan.
2. Organization of each lesson as an "emotional-imaginary scenario" based on "plan-action-event" capable of creating "three units" of the child, pedagogue-educator and integrated activity (children - pedagogue-educator - speech z);
3. Activation of empathy, stimulation of empathy, leads to reflection of the child's ideas about himself and his speech activity.

4. Mastering the "symbolic culture of images" (L.S. Vygotsky), which includes such components as the manifestation of the child's identity in the process of activity; the ability to role-play children in various activities.

5. The formation of the skills of self-expression is possible only if the pedagogue-educator masters the methods and methods of conveying the experience of self-expression to children. The essence of the formation of children's self-expression is that the child acquires the language of self-expression, which preserves the individual characteristics characteristic of the person and the age.

In this regard, the attractive approach becomes relevant in solving the specific tasks to be solved in the manifestation of identity:

- to develop the ability to enter into spiritual contact with the world of human feelings, emotions and life realities;
- activation of the "associative field", imaginative thinking as a method of creative mastery of existence;
- modeling the state of inspiration in the group, "plot games" with elements of creativity, "chaotic" situations;
- creating a spirit of creativity and interest in the group and an atmosphere of non-coercion;
- development of improvisation skills, which are the basis of fantasy;
- creating conditions for artistic generalization, contributing to the development of mental effects, mental images as a necessary condition for the holistic perception of image and reality;
- to encourage the culture of images based on the development of methods of self-expression and self-expression.

Thus, the listed pedagogical conditions help to activate the self-expression of preschool children in groups. At the same time, the effectiveness of the activation of children's self-expression takes into account the following fundamental principles: variability and stability of development; integrity; integrativeness (creating an integral image of a person); it can be done through self-development.

Thus, based on the experience of various researchers, the following sequence of introducing children to activities is suggested: action - sound-word. This allows children to go through the stages of mastering the integral ability to freely express their personality.

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