

SPECIFIC SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract: It is well known that today's children, no matter where they live, are constantly confronted with changes in the social, political, environmental, scientific, technical and industrial spheres, and these changes are ultimately necessary for society. Also leads to a change in the set of professions. The rapid changes taking place in the world today require children to constantly learn new things, to read throughout their lives.

Keywords: kindergarten children, parents, family period, sports, active speech, motor skills (general, fine motor skills), intermediate time between adults and children, polite, aggressive, physical, emotional, social, cognitive.

Today, young people are trying to build the foundation of vital skills to solve the problems of the XXI century. Such abilities include:

-acceptance and implementation of changes;

- critical thinking;

- selection;

- setting and solving problems;

- Demonstration of creativity, imagination and ingenuity; - people, society, country, environment about take care of Each child grows and develops individually, but still all children go through certain stages of development. In each of these stages, features common to children of the same age are observed.

Developmental research suggests that the first nine years of a child's life take place over a period of growth, a general and predictable stage. These stages are characterized by changes in each area of development: physical, emotional, social, and cognitive. Knowledge of the specifics of children's growth serves as a basis for educators to create an learning environment and plan appropriate activities. For successful application of developmental adaptation methods, educators need to progress to normal developments should have an idea about. At the same time, educators should keep in mind that although children go through the same stage of development, they do not go through this process at the same time. It is inevitable that children of the same age will have their own individual

differences. In ontogeny, the period from 3 to 7 years is the period of kindergarten age. Considering that there will be very rapid qualitative changes in the psychology of preschool children, the period from 3 to 3-4 years (3-4 years) is a small preschool period (4-5 years). age) 6-7 years and older preschool period can be divided into older kindergarten ages. In the process of development, the child interacts with the world of objects and events created by the human generation. The child actively assimilates and masters all the achievements of mankind. At the same time, it is necessary to master the world of objects, the actions performed by them, language, interpersonal relationships, the development of motives for action, the growth of abilities, the direct assistance of adults. Basically, from this period the child's independent activity begins to intensify. The upbringing of children of kindergarten age is a period of mastering their complex movements, the formation of elementary hygiene, cultural and labor skills, the development of speech, and the formation of the first buds of social moral and aesthetic taste. According to the famous Russian pedagogue Lesgaff, the period of a person's kindergarten age is such a stage in which patterns of character traits are formed in children and the foundations of moral character are formed. One of the most striking features of kindergarten-age children is their mobility and imitation. The basic law of the nature of the child can be expressed as follows: the child requires continuous activity, but it is activity not from the result, but from the uniformity and continuity of the activity. Through relationships with adults and peers, a child begins to understand people's morals, as well as positive and negative relationships. A kindergarten-age child can now control his or her body well. Its movement is coordinated. During this period, the child's speech begins to develop rapidly. He feels the need to reinforce what he knows in relation to the acquisition of news, to hear the tale he knows over and over again, and not to get bored of it, a characteristic of the children of this period. The needs and interests of kindergarten-age children are growing rapidly. This is primarily the need to reach out to a wide circle, the need to communicate, the need to play. Kindergarten children are more likely to be able to communicate with adults and peers who are close to them due to their limited mastery of speech and excessive mobility. They begin to strive for a broader relationship than a narrow one. They now try to play as a team with their neighbors' children. The need to know everything is growing. From the strong needs inherent in the nature of the child of kindergarten age another is that he sees everything as novelty and seeks to know it in every way. Interest plays an important role in the lives of kindergarten children and in

their mental development. Curiosity, like need, is one of the factors that motivate a child to do something. Therefore was also associated with the process of curiosity can be called a complex mental phenomenon. The importance of curiosity in the development of a child is that the child strives to know as deeply as possible what he is interested in and does not get bored of doing what he is interested in for a long time. This, in turn, helps to develop and strengthen important qualities such as the child's attention and will. Let us now consider each period separately.

General description of three-year-old children. Children between the ages of 3 and 4 can be aggressive, polite, and rude at the same time. They try to understand the being that surrounds them. It is difficult for them to separate their personal dreams from the real thing. They begin to understand that their actions lead to certain consequences, and learn to set behavioral limitations for themselves. In this group of children of the same age, the following situation is different from others: if for a while they show that they are submissive and obedient, after a minute they become demanding and capricious. Three-year-olds are rapidly developing speech skills, in which they move from language specific to children to normative descriptive language. They often speak aloud to themselves when solving a task or during a game. Children of this age have a large reserve of energy, but they are not able to use this energy for a long time. Typically, such children often move from one activity to another. They play individually and in groups. With the exception of family members, the foster child is the first adult to feel a strong sense of connection. **General description of four-year-old children.** Children between the ages of 4 and 5 often feel empowered and begin to solve any new problems. Unlike other younger children, children of this age play complex group games that require mutual understanding by all participants. They show empathy and can talk about themselves and other people's feelings. Children in this age group review the restrictions and change their behavior accordingly. They themselves lie easily, but when adults lie, they get very angry. Although the time it takes for 4-year-olds to concentrate is shorter than before, they have some experience in problem solving. **General description of five-year-old children.** Children between the ages of 5 and 6 are often cute and try to please adults. They are socialized enough and play with 3-4 peers at a time. Kids at this age prefer to have their playmates on the same page. They have a sense of humor and often come up with silly jokes and repeat them over and over again. They like to play, but they definitely want to win and often change the rules to their advantage throughout the game to gain the

upper hand. Children in this age group can concentrate for a long time. They have a relatively high level of thinking and problem-solving skills. The child may be ready to complete the task and try to complete it according to the set requirements. In five- to six-year-olds, speech is well developed: they love to speak, play with words, and express them clearly. They speak in much more complex sentences and correct speech errors on their own. When children in this age group are physically fit are very active, they exercise and are regular they become interested in sports. Their motor skills improve: they have less difficulty dressing, cutting various shapes out of paper, drawing and writing. The child begins to relate to his or her past, and he or she enjoys telling different stories from the time they were "still young." Children at the age of 5-6 years, respectively, still show frustration, still frustration. They were able to express their opinion verbatim and clearly, they liked the organizational system and continuity.

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