

Formation and Development of Preschool Children

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Abstract - This article focuses on the issues of early childhood education in Uzbekistan and analyzes research in this area.

Keyword - Child, Preschool, Development, Development Of Preschool Child, Factors, Factors Affecting The Development Of Preschool Child, Age, Characteristics.

“**Person**” the concept of a human being, which represents a member of a psychologically advanced society, characterized by individual characteristics and behaviors, with a certain behavior and worldview. For an individual to be an individual, he or she must develop psychologically, feel like a person, and be different from others by their characteristics and qualities.

In the national model of training, the person is defined as the main subject and object of the system of training, the consumer of educational services and their executor.

The state policy in the field of professional training provides for intellectual and moral and moral education of the individual, its achievement as a fully developed personality. Fulfillment of this social requirement guarantees the right of every citizen to study, demonstrate their creative abilities, intellectual development and work in a particular profession.

In order for an individual to become an individual as a social entity, the conditions and upbringing of the social environment are necessary. As a result, the individual develops and becomes an individual.

Development is a complex process, expressing the essence of quantitative and qualitative changes that occur in the physiological and intellectual growth of an individual. In

essence, development involves the transition from simple to complex, from top to bottom, from the old to the new, the renewal, the emergence of the old, the disappearance of the old, the change of quantities into qualitative changes. The source of their development is the struggle between opposites.

The development of a child's personality is based on the philosophy that man is a social being. At the same time, man is a living, biological being. Consequently, the laws of nature development are also important in its development. Also, when a person is assessed as a whole, his or her development is influenced by biological and social laws that cannot be separated from each other. Because tragedies, illnesses and illnesses are influenced by the person's activities and lifestyle.

Man changes throughout his life. It is mature both socially and psychologically, and if the upbringing of the child is appropriate, he or she becomes a member of society and takes a worthy place in the complex social relations system. Because development is under the influence of parenting. In order to properly see and evaluate one's personality, it is necessary to observe it in various relationships. Therefore, in order to properly address the task of development of a person, it is necessary to know the factors and factors that influence his behavior.

It is important to know and take into account the patterns of growth and development so that parenting can effectively impact a child. Thus, there is a two-way link between development and upbringing.

In science, there is a long-standing debate about the relationship between biological and social factors in the development of an individual: whether the impact of social events on a person's development, or the natural factors play a leading role. Is the influence of parenting important? What is the relationship between them?

One of the leading scientific perspectives in science is that Aristotle, Plato and his representatives place a high priority on natural and biological factors. They propose that innate capabilities, destiny, and fortune determine the place of everyone in life.

In the 16th century, preformism influences the role of generation in the development of personality and ignores the role of social environment and education. Another stream of foreign psychology - biheviorism originated in the early twentieth century, with its representations, mental and intellectual abilities being passed down from generation to generation, and it is said to be inherited by man. The representative of this doctrine is the American scholar E. Thorndike. The flow of pragmatism and its representatives D. Duwi and A. Kombelar also justify human development from a biological point of view. They view development as merely a quantitative change. He considers the role of the offspring to be absolute and decisive in human fate. This means that a group of foreign scientists have linked development to a biological (genetic) factor.

The development of philosophical representatives against the biological flow is determined by the social factor. Representatives of this stream point out that the physical and mental development of the child depends on the environment in which he or she lives. Environment refers to all external influences in a person's environment. From this point of view, the upbringing of children can be adapted to the social conditions in which they live. They consider the role of social environment as a decisive factor. Thus, the development and development of a human being, its development as an individual, is equally important in terms of breeding (biological factor), social environment (living conditions), and the purposeful upbringing. In determining the impact of these factors, it relies on the teachings of advanced pedagogical scholars, psychologists and philosophers.

In philosophy, a person is viewed as a complex reality in the social life associated with society. They believe that the individual's spiritual wealth depends on his or her relationship.

Indeed, an individual develops and grows up under the influence of labor. Man creates conditions, and conditions create man. This, in turn, reflects human activity. After all, a person is a product of a certain social life. Society can realize or eliminate certain opportunities for personal development.

Social environment is also influenced by personality formation. The influence of the social environment on personality formation is based on education. First of all, the education, knowledge, information and skills related to work and technical activities, which were not provided by the educational environment, are acquired.

Secondly, birth defects are also eliminated and personality grows.

Third, education can eliminate the negative effects of the environment.

Fourth, education sets a goal for the future.

Therefore, training and development affect each other, such training is continuous and continuous.

Thus, it is possible to conclude that upbringing plays a key role in the development of a child's personality and is able to develop comprehensively under the influence of parenting, family, social environment.

In modern pedagogy, there are four approaches to personality formation:

1. Biological Approach - Man is a natural being whose whole behavior is the result of innate instinct and needs. Man is compelled to obey the demands of society and at the same time demonstrates his natural needs.

2. Social Approach - A human being is born as a biological being but only socialized during his or her lifetime through constant contact with others and influenced by social groups.

3. Psychological Approach - Psychological processes in the person (intuition, perception, thinking) are of a natural nature, the orientation of the person is his / her interests and abilities.

4. A holistic approach is that an individual has a holistic characteristic that influences his / her development not only in his / her activities but also in his / her lifestyle.

At the same time the results of social life - motivation, purpose, interest - play an important role in its development.

Anatomic, physiological (physical) and psychological features characteristic of a particular age are called age features. Educational and upbringing activities will be created with consideration of these age features. Then the influence of parenting on the child's development will be strong.

It is important to know and take into account the peculiarities of the child's development at different stages in the development of child-rearing and its successful teaching. Because the growth, development and mental development of the child's organism are different at different ages. Abu Ali Ibn Sina, Yan Amos Komensky, KDUshinsky and Abdulla Avloni also emphasized the need to raise a child.

It is very difficult to take into account the characteristics of a child. Because children of the same age can be mentally different.

M: The effects of the nervous system, such as vision and hearing, activity, rapid perception, poor thinking, nervousness or restlessness, sluggishness or modesty, sluggishness or inertia, sluggishness or diligence, sluggishness and poor performance The educator must know them.

In order to understand the child's individual characteristics, it is important to know the general types of temperament and the methodology used to study the child's characteristics. Temperament (Latin: temperamentum - the relation of parts to each other) is a set of individual psychological characteristics of a person.

Physical and mental development of preschool children is conditionally divided into the following periods:

- infancy (up to 1 year);
- childhood (1-2 years);
- first age group (2-3 years);
- Junior (3-4 years);
- middle age (4-5 years);
- adult (5-6 years);
- Pre-school preparation (6-7 years).

Features of development of infancy.

The period of human development begins from the womb. The baby undergoes a very rapid development and a

period of intensive development during the first nine months in the mother's womb. Even during this period the child is to some extent influenced by the external environment. Therefore, it is important to ensure that this effect is positive.

The baby weighs 3.5 kg at birth, 50cm in height, and weighs about 5kg in the first three months, 60cm in height, and about 7cm at 64 months and 64cm in height.

The development of a baby by the age of one year is largely influenced by the family environment and should be fed breast milk. Even if the child does not have speech during this period, he / she will have the ability to understand, understand, act, and recognize family members. That is why the speech and thinking of the child develops rapidly from infancy to the age of three. The child begins to pronounce the words at the age of one year. During this time, adults, especially family members, need to get proper care of the baby. They should not be indifferent to the saying "the child does not understand," and should be able to pronounce the objects in the environment correctly and open the way for proper speech development.

When raising a child within a family, it is important to have a close bond between parents and children. Parents should never abandon their child, which means that they are required to start this process at an early age. This is because the child learns, watches and learns from the first life experience in the family, and learns how to behave in different situations. What the child is taught should be reinforced by real, real-life examples, that is, what the child says and what he or she says is the key to effective parenting.

Developmental characteristics of the first age group (children 2-3 years).

This period has its own peculiarities. From one to two years of age, if the child's speech and ability to understand the words spoken by others develops rapidly, by the age of 2-3, imitation of the speech of others will begin;

Therefore, he needs to be taught poems and dances from this period. They have the ability to sing along to an adult, act in harmony with the music, and feel the tone.

As children of this age group come together, they begin to develop communication skills. Educational work should focus on developing these skills that are already beginning to develop in children, and by turning them into skills.

Developmental characteristics of small group (children 3-4 years).

When the child is 3 years old, his physical growth is slightly slower. During this period its weight reaches 14-15 kg and height 90-95 cm. The child is much more physically fit and the nervous system is developing. The musculoskeletal system is improving. 3-year-olds will have the ability to control their behavior for a short period of time. Their independence increases, and feelings and senses develop. The skills of playing as a team are formed. The opportunity to differentiate between game-based labor activities will be expanded. The first manifestations of the pictorial and construction activities are shown. Three-year-olds will be able to focus partially on their memory, strengthen their memory, and begin to understand their material existence and to imagine possibilities. Play activities play a leading role in this. This program aims to identify a system of educational activities that will open the way for expansion and development of this activity.

Features of development of the middle group (4-5 year olds). When the child reaches four years of age, he or she will have some physical growth that will grow to 105-108 cm in height and weigh 18-19 kg. During this time, the brain develops rapidly. Large hemisphere crustal activities are improving. Significant changes occur in the development of the basic movements of the child, their naturalness is enhanced, and children have the ability to make comparisons. Children of this age are fluent in their speech, their memory is more profound, and their level of independent thinking is somewhat advanced. It strives to carry out all actions and activities on its own. At this age, the child becomes very energetic, playful, and curious. He is eager to participate in any event. That is why it is important to provide them with proper nutrition, timely sleep, health care, mental health, and a cheerful mood. It is advisable to direct the content of the sessions with them.

Developmental characteristics of the adult group (children 5-6 years). During this period, the child grows to 7-8 cm during this period. His legs develop faster than his body, weighing 20-22 kg. Children may bend quickly because their spinal cord is not tight. Therefore, care must be taken to ensure proper bone growth. Their heart is four to five times larger than the baby's heart, but their muscles are not yet firmly fixed. By the age of six, the cerebral hemispheres develop, and by weight and appearance, they approach adults. That is why a child's nerves need to be treated very carefully. Make sure that his or her speech is clear and fluent. In the event of a defect in the child,

preventive measures should be taken. Particular attention should be paid to the development of vocabulary for children of this age. The words in their speeches must fully meet the child's needs for expression. During this period, children need to develop their mathematical thinking and computing skills. Early economic concepts are needed. It is desirable to pay special attention to the rapid development of the child's imagination.

Development characteristics of the school preparation group (children 6-7 years).

In the seventh year of the child's life, the scale of his actions increases and determines his or her body. Children between the ages of 6 and 7 begin to have self-control and control over their actions. Boys of this age develop independently, initiative and develop a desire to listen to adult ideas. During this time the child is 120 cm tall and weighs 22-24 kg. At this age, the child becomes hardened, curious, able to control his own health. His cognitive power and thinking develop rapidly, he begins to seek out the material existence. The hygienic skills of children are developing.

In the process of preparing a child for school, it is necessary to motivate him / her to study a new type of activity. In this context, it is important to teach the elements of elementary education in order to prepare children for the spiritual learning process.

Any six year old child can be admitted to school. To do this, he must be willing to learn physically, mentally and mentally. Diagnosis centers should be based on the determination of children's school readiness. At the same time, the school's logistics base should provide access to education for six-year-olds. When a teacher's level of pedagogical and psychological knowledge, ethics and personal qualities deserves to be taught and instructed by a six-year-old child, he or she has the right to teach six-year-olds. Therefore, children 6-7 years of age, schools that receive them, and educators should be diagnosed separately from the pedagogical and psychological point of view and then included in the educational process.

Thus, the development of a child of preschool age is a complex and complex process. The development of children of preschool age is based on the philosophy that man is a social being. Factors such as biological, hereditary, social (social environment) and upbringing play an important role in the full development of children of this age. In addition, the preschool age itself is divided into seven distinct, separate periods. Therefore, those responsible for the

education and upbringing of preschool children - educators and parents, guardians should be fully aware of the age characteristics of children.

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