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Annotation: in early childhood, development proceeds in a unique way with self-awareness. Awareness of the motives of his activities. Kureishi to emotional communication is the main type of communication at this age.

Keywords: Social being, early childhood, motive, emotional, general, speech, self-awareness.

The development of a person, his formation as a person, is associated with the decision of his own understanding, that is, the realization of himself as a physical spiritual and social being. With self-awareness, development proceeds in a unique way in each child. However, in all children, usually by the end of the first year of life, signs of confirmation of the emergence of self-consciousness are observed: the child begins to distinguish himself, his body from the space that surrounds him. The further development of self-awareness will be associated with the child's awareness of the motives of his own desires and, in general, activity. The awareness of the motives of his activity gives the child himself- it helps to move to the next stage of self-realization, that is, to distinguish it from its own character. At first, the child does not realize himself as a subject of activity. Children of Early Childhood say about themselves "Daniel is jumping", "Joy is about to sleep". The 3rd year of life is considered an autonomous stage in the development of self-awareness. Because during this period, the child gradually begins to distinguish from him the action that he had previously attached to the subject. This host suddenly does not come true on its own. The reason for its implementation is that the child performs the previous object movement in New conditions and it is to move it to other objects. The sentences "I'm playing", "I'm eating", "I'm dressing", as well as "myself" can be found frequently in the speech of a 3-year-old child. The transition from expressing oneself with a 3 person pronoun to using the pronoun "I" is one of the most important achievements of early childhood. Some psychologists, (L.I.Bojović) even the "i" system, which appears towards the end of early childhood, and the extensibility of acting independently that it causes, the extirpation of the manifestation of the realization of one's "I", is considered the most central, New structure that occurs during this period. Among the structures that follow this structure, the occurrence of self-assessment is of paramount importance in the development of the child as a person.

In the early stages of personality formation, that is, in the Genesis (surface treatment) of self-indulgence at the end of early childhood and the beginning of kindergarten age, the child's communication with adults becomes decisive. Because the child does not have adequate knowledge of his capabilities, he accepts the happiness that adults give him. In other words, the child delights himself through adults through their opinion of the child. Special studies show (B.G.Nachaev et al.) these elements are initially manifested not in the happiness of personal qualities, moral qualities, but in the happiness of subject and external characteristics. A much more noticeable change in the development of the personality of a child of kindergarten age is expressed in the transition from the bakholization of the external characteristics of another person to the bakholization of personal characteristics. Development of speech of children of early age. The life of a child has been integrated into the life and work of an adult. But at the same time, without looking at it, the child does not have any of the specific human means of influencing them. This determines the main hereditary (genetic) task at this stage of development, that is, the task of forming methods and means of communicating with adults in toddlers. Communication without emotional means is the main type of activity at this age. Isolating a child, a lack of emotional connection with an adult can lead to its insufficient development, starting from the first months of a child's life.

In infancy, the child's communication with adults in particular develops intensively. Initial affection is formed, social expectations are formed (the child expects from adults actions corresponding

to certain life situations) the first manifestations of partnership between the child and adults begin to form. The child learns to control the actions of an adult, even if nothing has yet come out of his hands. This situation occurs regardless of the fact that speech does not yet exist in it. Only voice relations and gestures are at his disposal. Early words are characterized by emotional expressiveness, situational suitability, and communicative orientation. Such speech is called autonomous or situational speech, it is understandable only to loved ones who are familiar with the environment around the child. The initial understanding of the word may have harmonized with the acceptance of a particular situation. Early words do not have a generalizing property of being able to interpret certain things (for example, a clock is understood only as a clock hanging on a wall) a word takes place from the general appearance of a child's behavior, and a gesture together with hand movements, expressive means leads to the expression of a one-word idea. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

The child's self-awareness at this age can be called a crisis with the attitude of adults towards him. Attitude towards oneself is the basis for the normal development of an individual. And the negative attitude towards oneself is the result of the fact that- the child also had emotional-positive communication with him at an early age. Communication with the child should be built on the basis of cooperation with him. Constantly forcing something of an adult is not a desire to actively research and know in a child, but a sluggishness, just a desire to adapt to the environment. The importance of speech and language. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals. It is difficult to increase the importance of language development in all manifestations of a child's life. As a key to vital capacity, convincing evidence can be made of the fundamental role of communication and language. In the early years of formal education and school life, language skills based on influential verbal and nonverbal communication were the ground for learning and development. The growth of language and other important abilities included literacy and calculus in preparation for reading. In addition, now the difficulty of communication and language development is evidence of a lifelong impact. Language skills are the best predictor of successful education: in the first two years of elementary school, the development of the language predicts the child's characteristic. In the opposite case, difficulties in learning a language are associated with educational failure: the greatest difficulties when children with speech and in language problems take the first step to school are associated with their basket production. Children who have not developed a good language will have a greater chance of an unsuccessful education in 5 people compared to 7 years old.

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