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Abstract: The article presents some psychological analyzes of the characteristics of the communicative development of preschool children and the characteristics of communicative development.

Key words: *Psychology, development of communication, interpersonal relationships, pedagogy, psychology, organics.*

Communication is a necessary condition for the formation of personality, its consciousness and self-awareness. Of course, communication is crucial for a child's development.

Communication with an elder for a small child serves as the only possible context in which he comprehends and “appropriates” what people have previously obtained. That is why communication is the most important factor in the overall mental development of children.

One of the ways communication influences children's development is by enriching the child's experience. An adult introduces children to books, takes them with him on trips, he opens up the world of music for them, lets children experience the sweetness of consolation, discover for the first time the joy of mutual understanding, incomparable satisfaction from empathy, from a sense of community, the coincidence of their opinions and assessments with the views of the wise. and a much more experienced older man.

In communication, adults often set children the task of mastering some new knowledge, a new skill. By insisting on solving a problem, adults ensure that the child copes with it. As an example, we can refer to speech proficiency. In communication, the task put forward by an adult is readily accepted by the child and in communication he draws energy to solve it.

The next way communication influences the development of children’s psyche is to reinforce the child’s efforts, support and correct them.

The most important way that communication influences the mental development of children is that a child, in contact with an adult, observes his activities and draws role models from them.

But children are undoubtedly also affected by interactions with their peers.

The main groups of motives for children’s communication with people around them.

Leading motives for communication:

educational;

business;

personal.

All three groups of motives coexist and are closely intertwined. But in different periods of childhood, their relative role changes: first one, then the other of them occupy the position of leader. We are not talking about individual characteristics of the relationship between different motives, but about age-related characteristics that are typical for the majority or many children of the corresponding age.

In the first six months of life, the leading motive is personal. At an early age - business. In the first half of preschool age it is a cognitive motive, in the second half it is again a personal motive.

All groups of motives are related to basic needs:

needs for impressions;

needs for activity;
needs for recognition and support.

Willard Hartup (Helen Bee, *Child Development*, 2004, pp. 481-482), one of the most insightful researchers in the field of social development, believes that every child needs experience in two rather different areas of relationships: vertical and horizontal communication. Vertical relationships involve attachment to someone who has greater social power or knowledge. Horizontal relationships, by contrast, are reciprocal and equal. Participants in communication, for example peers of the same age, have equal social power, and their behavior towards each other comes from the same repertoire.

Hartup points out that these two types of relationships serve different functions for the child; both are necessary for a child to develop effective social skills. Vertical relationships are necessary to provide the child with protection and security. In these relationships, the child creates basic, internal working models and learns fundamental social skills. But it is in horizontal relationships - in friendship and in a peer group - that the child develops social behavior and acquires those social skills that can only be acquired in relationships between equals: skills of cooperation, competition and intimacy.

The psychological significance of these peer relationships has been assessed by many researchers, showing that having friends is associated with a sense of well-being in both children and adults.

Thus, M. Swiss (D.Ya. Raigorodsky. *Parents and Children*, 2003, pp. 698-699) in his book "Raising a Child" notes that after three years the child's social circle expands significantly, and the family should not interfere with this. The child must know the laws that apply in a wider society than the family. He needs to communicate with other children, with other adults, and the necessary conditions must be created for this. In his development, each child, to a certain extent, reflects the values of his family, and therefore, to a greater or lesser extent, the values of the whole society. In a family for which the main thing is the accumulation of material wealth, the desire for profit, which strives to give the best, first of all, to its children without taking into account the interests of other children, and sometimes causing them some damage in this, where everyone acts on the principle that a person must take care, first of all, of himself - children grow up to be obvious or hidden egoists. And selfishness is a bad prerequisite for living among people and collaborating with them. An egoistic child does not understand that a person cannot live alone - that everyone needs others just as others need him.

And, although one cannot expect a preschool child to act unselfishly, the foundations of altruistic behavior are laid precisely at this age. It is the parents who, through their upbringing, must form in the process of ordinary situations the understanding that it is necessary to limit oneself in something, to be able to refuse something, to share something with others, to sometimes remain unnoticed, to be able to lose, to help someone take a more advantageous position. position, admiring someone without feelings of envy, etc.

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75	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 11 in November-2023 https://www.gejournal.net/index.php/IJSSIR
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