

PERIOD OF KINDERGARTEN AGE - THE BEGINNING STEPS OF EDUCATION, THE FORMATION OF SOCIALLY NECESSARY CHARACTERIZATIONS IN A PERSON

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Annotation: In this article, the peculiarity of the human period of kindergarten age lies in the fact that during this period, children form patterns of character traits and form the foundations of a moral character. The leading activity in them is the game. The rapid development of intuition, cognition, attention, memory, imagination, thinking, speech, imagination, emotions and will of kindergarten children is highlighted.

Key words: ontogeny, mental development, psychological characteristics, cognitive processes, ethical ideas, aesthetic feeling.

The period of kindergarten age is the beginning steps of education, the formation of socially necessary characterizations in a person. In ontogenesis, the period from 3 to 7 years is the age period of the kindergarten. Taking into account that there are very rapid qualitative changes in the psychology of preschool children, it is possible to divide the preschool age (3-4 years) into 3 periods (4-5 years), the junior kindergarten age (6-7 years), the senior preschool age (6-7 years) and the senior preschool age into large kindergarten age. The child in the process of development begins a relationship with the world of subjects and phenomena created by the generation of personality.

The child actively mastered and mastered all the achievements that humanity has achieved. Bunda should take over the world of subjects, actions that are carried out with the help of them, tilni, relations between people, the development of activity motivations, the growth of abilities, carried out with the direct help of older people. Basically, from this period, the independent activity of the child begins to intensify. The upbringing of children of kindergarten age is a period of mastering their complex movements, formation of elementary hygiene, cultural and labor skills, development of speech, formation of the first buds of social morality and aesthetic tastes. According to the famous Russian pedagogue Lesgaft, the period of a person's kindergarten age is such a stage that during this period, samples of character traits are formed in children, the basis of moral character are formed. One of the striking features of children of kindergarten age is their mobility and imitation.

The Basic Law of the child's nature can be expressed as follows: the child requires continuous activity, but he is tired not of the result of the activity, but of the uniformity and creepiness of the activity. Through the relationship with adults and peers, the child begins to recognize the norms of morality, understanding of people, as well as positive and negative relationships. A child of kindergarten age can now manage his Gav well. Its movement is in a coordinated state. During this period, the child's speech begins to develop intensively. He feels the need to strengthen what he knows in relation to mastering the news. To hear a fairy tale that he knows himself over and over again, and not to get bored of it, is a feature inherent in children of this period.

The needs and interests of children of kindergarten age are intensively increasing. This is primarily due to the need to go out into a wide range, to be in a relationship, the presence of playing needs. Children of kindergarten age are born with the need to be in a relationship with older people and peers, who for some time fully mastered speech and are close to them, because of their extracurricular mobility. They begin to strive for a wider range of relationships than a narrow one. They now try to team up with the children of kuni-kushny as well. The need to know everything.

Another of the strong needs inherent in the nature of a child of kindergarten age is that he sees everything as a novelty and tries to get to know it in every possible way. The role of interest in the life of children of kindergarten age and their psychological growth is great. Curiosity is just like a need, it is one of the factors that motivates a child to some activity. Therefore, one can say a complex psychic phenomenon, which is associated with the process of knowing interest. The importance of interest in the child's perfection is that the child seeks to know what he is interested in as deeply as possible, and for a long time does not get bored of dealing with what he is interested in. This in turn helps the child to grow and strengthen such important characteristics as attention and willpower.

In children of kindergarten age, the development of intuition, idleness, attention, memory, imagination, thought, speech, fantasy, emotion and willpower is accelerated. The child can not distinguish colors well from each other. It is necessary to give him toys that will help him to know the difference in colors, to give colorful clothes, colorful rings, cuttings and the like. In the perception of different things by children of kindergarten age, they can not but analyze deeply, even if they are based on their autumn vivid signs (color and shape).

Children of kindergarten age with the help of adults suratlarni will have the ability to perceive analytically. Children suratlarni when they perceive, adults should be taught to analyze them with different questions. Bunda, mostly children's attention:

1. To correctly perceive the content (plot) of the photo;
2. To correctly perceive the location of each described thing in the general view of the picture;
3. It is necessary to focus on the correct perception of the relationship between what is described.

In fact, it is a constant companion of any of our activities. Therefore, the importance of attention in a person's life is incomparable. The attention of children of kindergarten age is largely involuntary. The game is of great importance for the growth of voluntary attention in children of kindergarten age. During the game, children gather their attention together and advance certain goals with their own initiative. The memory of the child at this age goes to perfection based on new activities and the new requirements that the child puts before him. Children of kindergarten age take in their subconscious memories of what is important for them, which leave strong impressions in them and interest them.

The thinking of children of the kindergarten age and its development has its own characteristics. Contemplation begins to develop very quickly in the period of the child's kindergarten age. This is because, firstly, there is a relative increase in the life experience of children of kindergarten age, and secondly, during this period, children's speech is well developed, and the third is that children of kindergarten age are able to act freely, independently.

The birth of questions about each sphere in children of kindergarten age is a sign that they are thinking. If the child does not find the answer to his question, or the adults do not attach importance to his question, the curiosity in it begins to ask. As a rule, any process of reflection occurs due to disgust of something, bewilderment and, as a result, the birth of various questions. Many parents and some educators say that if children ask more questions, "do not be too mahmadona", "where did you weave such a saying?", they will give an impression. As a result, the child begins to grow up and try to understand as much as he knows. And some tortinchok children do not ask any questions at all. Such children should also be asked questions by adults themselves in different classes and walks, and thus faollashtir them. Any contemplation, as a rule, begins to compare, analyze and synthesize anything. Therefore, we call this comparison, analysis and synthesis a process of reflection. Travel helps to activate and develop the process of thinking in children.

Children compare different things with each other on trips to nature, trying to analyze and synthesize. If the vocabulary of a 2-year-old child is approximately 250 to 400 words, the vocabulary

of a 3-year-old child reaches 1000 to 1200 words, and the vocabulary of a 7-year-old child reaches 4000. This means that during the kindergarten age, the child's speech is significantly improved both in quantity and in quality. The growth of speech in children of kindergarten age also depends in many ways on the cultural level of the family. While adults are engaged in the cultivation of children's speech, Children of kindergarten age should not forget that in some cases they can not fully perceive their speech qualities. In addition, the ability to distinguish complex speech sounds from each other in children is also not fully improved. One of the most important conditions for correcting the tongue twig is to speak fluently, having full and correct pronunciation with the child.

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