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FORMATION OF COMMUNICATION SKILLS IN PRESCHOOL CHILDREN

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ABSTRACT

The scientific article substantiates the role of communication in the formation of the personality of a preschooler, methods of its implementation, emotional closeness in the process of communication, the influence of the family environment and the environment of the preschool organization in the process of communication. As well as the formation of communication skills in preschool children. In the world it is becoming increasingly important to pay special attention to the issues of socio-psychological development of the child due to the fact that as a result of neglect of such socio-psychological aspects of the personality. The research method is a means of determining the socio-psychological characteristics of a preschooler as a subject of communication.

In preschool age, it is of great importance to support a child's learning to communicate with playful and folk forms of oral creativity, communicative etiquette, as well as the inclusion of elements of informal communication in educational activities, the use of didactic, creative, role-playing games, focusing on the fact that the role of the organizer of communication in they are performed by children, not by the teacher. The importance of play for the harmonious formation of a child's personality is invaluable. Play is a child's way of self-expression and self-improvement.

KEYWORDS

Child development, preschool age, personality, communication, formation, play, folk art, communication skills, etiquette.

INTRODUCTION

In the world it is becoming increasingly important to pay special attention to the socio-psychological development of the child due to the fact that as a result of neglecting such socio-psychological aspects of the individual as upbringing, development, communication from childhood, society is subsequently influenced by conditions such as aggressiveness in behavior, selfishness, isolation, as a subject of communication.

The world organization for the protection of the rights and interests of children UNICEF “...emphasizes that the future of any country directly depends on the well-being of children and the opportunities for their development” [1], and that one of the pressing problems remains the formation of freedom of thought, independent thinking and communicative skills in children. activity by effectively establishing the early development of preschool children, paying attention to specific creative approaches to its implementation, and improving the organization of this process.

In scientific research in the field of preschool education conducted around the world, special attention is paid to scientific research on noticing changes in the emotional state of children, choosing methods of communication depending on the situation, stabilizing communication and interpersonal relationships in the formation of their behavior and psyche. First of all, based on the identification of psychological problems through the developmental and inhibitory (inhibiting)

influence of the social environment, necessary to approach each person from childhood as the highest value, the socio-emotional formation of his communication, the establishment of positive communication skills with adults and peers, which are directly related to the child’s communication, these include issues such as improving the communication skills necessary for the activities of parents, teachers of preschool educational organizations, and specialist psychologists.

In recent years, the republic has identified strategic objectives aimed at further improving the preschool education system, strengthening the material and technical base, expanding the network of preschool educational organizations, and creating the necessary regulatory framework. The following important tasks were identified: “Development of socio-psychological skills as the basis for a child’s successful self-expression in the future, conducting scientific research in the field of early development of preschool children”[2].

As a result, based on the study of the socio-ethnopsychological characteristics of the development of a child’s personality in the process of communication, opportunities have been created for finding new theoretical solutions aimed at deepening scientific research on the formation of personality traits in a preschool child, creating conditions for the development of his intellectual, moral, aesthetic, physical and communicative culture, taking into

account advanced foreign experience, improving the quality of preschool education.

In the scientific works of domestic scientists of our country Sh.D. Bekova, M.G. Davletshin, Sh. Dushmanedova, V.M. Karimova, L. Nazirova, Z.A. Rasulova, M.Sh. Rasulova, R.I. Sunnatova, B.M. Umarova, U.B. Shamsieva, G.B. Shoumarova, E.G. Gazieva explore the problems of the formation of communication in preschool age, the role of communication in the formation of personality, the social environment, family and family relationships, issues of socialization of the individual, socio-psychological factors in the formation of individual behavior, the influence of interpersonal relationships and the role of communication abilities.

In the research of scientists from the Commonwealth of Independent States K.A. Abul Khanov-Slavskaya, B.G. Ananyev, A.G. Asmolov, A.A. Bodalev, L.I. Bozhovich, L.S. Vygotsky, M.V. Gamezo, M.I. Lisina, V.V. Davydov, V.S. Gerasimova, T.A. Dumitrashka, A.D. Kosheleva, V.S. Mukhina, R.Zh. Mukhamedrakhimov, A.V. Petrovsky, A.I. Cetinina, D.B. Elkonina, L.M. Orlova explore the period of mental development of preschool age as an important stage in the child's self-awareness, the emergence of needs and motives, and the formation of the concept of "I".

Foreign scientists W.Dammon, L.Harvey, Z.Freyd, G.Krayg, K.A.Kerns, M.H.Mallers, A.Maslow, A.Piz,

J.Piajet, I.Thompson studied the problems that the success of a child's relationships with peers is considered one of the most important conditions for the development of personality in preschool age and directly the psychological structures of the individual: emotions, motives, self-awareness, the formation of personal activity and initiative.

RESEARCH METHODS

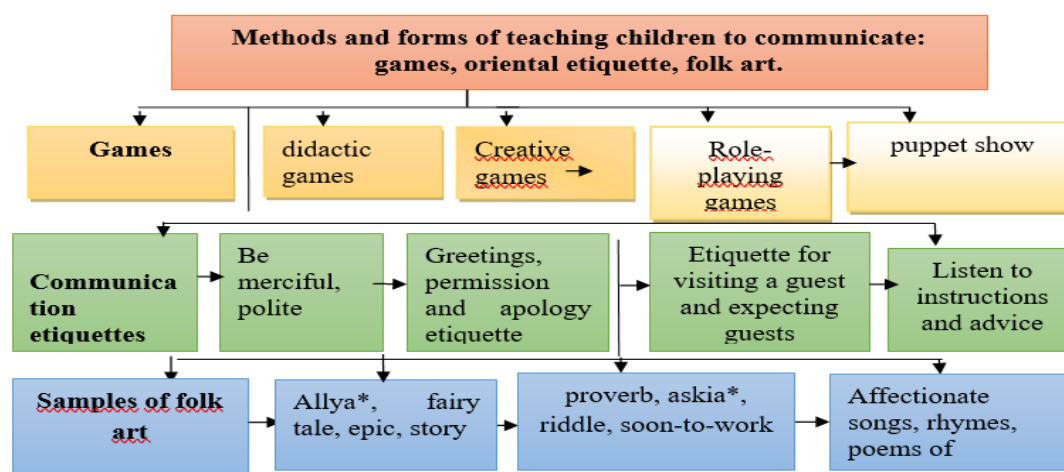
The research method is a means of determining the socio-psychological characteristics of a preschooler as a subject of communication.

The largest representatives of psychological science in Uzbekistan E.G. Gaziev, studying the ethnopsychology and upbringing of children of the Uzbek people, notes that their pace of communication and other features differ to some extent from those of different peoples, V.M. Karimova, that the features inherent in parents, allow their children to develop the same qualities as theirs, B.R. Kadyrov examines the problems and solutions of families and gifted children, the creation by parents of conditions so that the internal capabilities of children are formed under the influence of the family environment, in the scientific works of T. M. Adizova managed to identify the communicative personality traits of adolescent children in Uzbek families based on a study of their relationships in the family. The studies of M. Salaeva, K. Kh. Rakhimova examine the peculiarities of the formation of spiritual

ideas in preschool children, and the study of A. Kadyrova studied parents and their attitude towards their children. Z.P. Klycheva studied the dynamics of age, gender and ethnopsychological characteristics of primary schoolchildren in connection with communicative qualities.

However, the decisive socio-psychological components of communication in the formation of the personality of a preschool child are considered pressing issues that require special research.

Result. Our scientific article examines the role of communication in the formation of a preschooler's personality, methods of its implementation, emotional closeness in the process of communication, the influence of the family environment and the environment of a preschool organization in the process of communication. In addition, the forms and methods of teaching preschool children to communicate through games, etiquette and oral folk art are systematized.



*alla – traditional lullaby; Askiya-Uzb. instructive humor.

Our studies also highlight the psychological aspects of the personality development of preschool children, the psychological features of the formation of the process of communication and speech in preschool children, the role of interpersonal relationships in the family in the development of speech and personal qualities of preschoolers, ways of teaching preschoolers

communication skills and the formation of communication etiquette and culture communication among children in the family and in preschool organizations.

Aspects of the discussion. In preschool age, it is of great importance to support a child's learning to

communicate with playful and folk forms of oral creativity, communicative etiquette, as well as the inclusion of elements of informal communication in educational activities, the use of didactic, creative, role-playing games, focusing on the fact that the role of the organizer of communication in they are performed by children, not by the teacher. The importance of play for the harmonious formation of a child's personality is invaluable. With the help of play, the child learns to set certain goals and strives to achieve them. Play develops voluntary mental processes in a child (memory, attention, etc.). Emotional encouragement in the game becomes an additional incentive for the child. During the game, the development of logical speech, communication, fine motor skills, as well as figurative and abstract thinking is facilitated. Play is a child's way of self-expression and self-improvement.

CONCLUSIONS

Based on the results of studying the psychological characteristics of the influence of the communication process on the development of a preschooler's personality, the following conclusions were made:

1. An important task of parents and teachers is the use of various forms of communication - games, folk oral arts for the formation of personal qualities of preschool children.

2. An approach to education based on Eastern morals in the family and in preschool educational organizations ensures that children acquire positive communication manners.

3. During the first eight years of a child's life, based on the formation of individual characteristics and mental development, parents and educators, when forming positive personal qualities in children of this age, should use communication identification (differentiation of the perceptions and feelings of others), empathy (communication in accordance with the situation with adults and peers), expanding the level of goodwill, sincerity and creativity (finding constructive ways out of difficult situations, searching for practical solutions), in particular, attention should be paid to the development of active communication, initiative, creative skills and abilities.

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