



FORMING A CULTURE OF SOCIAL BEHAVIOR IN PRESCHOOL CHILDREN THROUGH IMAGINATIVE LITERATURE

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ABSTRACT

The main purpose of this article is to introduce the culture of social behavior of preschool children today through imaginative literature, to prevent a decline in children's interest in reading.

KEY WORDS: *preschool education, preschoolers, imaginative literature, social behavior, culture.*

Bringing up young people in a healthy and spiritually mature way has always been important. Because the future of society and the state depends on the education, upbringing and spirituality of young people. This desire underlies the following words of President Shavkat Mirziyoyev: "We will mobilize all the forces and capabilities of our state and society for the development of young people with independent thinking, high intellectual and spiritual potential, as well as for the development and happiness of their peers around the world".

The holy hadiths also promoted education, morality, friendship, the rights of relatives, parents and children, kindness, purity, justice, honesty, patriotism and diligence. The main goal of education is to form young people as full-fledged people, inculcated by national and religious values, which have been passed down from generation to generation.

In his speech at the XIV session of the Oliy Majlis of the Republic of Uzbekistan on the topic "Uzbekistan aspires to the XXI century", the first President IAKarimov said: We must always keep in mind that the future of our country depends on how our young generation is brought up, what spiritual qualities they have and how they grow up, how active our children are in life, what lofty goals they serve.

This guideline is related to the formation of a culture of behavior in preschool children

Culture is a certain level of development of society and humanity, which is reflected in various aspects of people's lives and activities, in the material and spiritual values they create.

Spirituality is not only an indicator of the material and spiritual level, but also determines the

specific areas of human activity or life. This can be seen in the culture of labor, the culture of art, the culture of life, the culture of spirituality, and so on.

But culture, in the narrow sense, applies only to the sphere of people's spiritual life.

Spiritual culture includes consciousness, knowledge, ethics, education, law, philosophy, ethics, science, art, and literature.

Many scholars, including dictionaries and reference books, distinguish the content and essence of each of them in the definition of culture and behavior. They are interpreted together. But when the essence of the concepts is analyzed, each of them has its own meaning.

For example, the researcher U.Makhamkov says: "moral culture is a process of spiritual and cultural development of a person".

However, moral culture is an integral part of cultural spiritual culture, which is a set of behavioral norms of people specific to each society. Behavior is a set of human nature and behavior, and the culture of behavior is the observance of the norms of etiquette, expressed in the life of a person in accordance with the requirements of society, in his dealings with people, in various activities. Behavioral culture is that in society, a person expresses his attitude to individuals and to himself in the actions and activities that are manifested in certain ideological, spiritual beliefs.

The degree to which a set of behaviors and activities observed in a person can meet the requirements of society and the rules of behavior is a sign of his civilization.

Culture is usually conditionally divided into internal and external culture. Inner culture is the



inner world of a person, the inner spiritual image. A person will be mentally and morally developed, broad-minded, able to consciously control his actions, free and able to maintain his dignity.

Foreign culture is a set of ethical norms, rules of etiquette, being polite to people, being a rock in social life. Everyone should develop this inner and outer culture in harmony. A person who is able to combine internal and external culture is considered to be truly civilized.

As for the formation of a culture of behavior in preschool children, it is defined in the program "Kindergarten education" for all age groups. The process of forming a culture of behavior in children of preschool age is manifested in conscious performance of tasks, proper organization of the agenda, games and various other activities, activation of children's activities, interest in learning, the proper establishment of relationships.

This process consists of formation of the most important hygienic skills and competencies in preschool children, development cultural skills and competencies in different types of activities and in different situations and relationships, fostering certain elements of moral consciousness and moral emotion, is formed by acquaintance with the environment.

Behavioral culture is not a direct adherence to the rules of etiquette, but is closely related to the spiritual and moral feelings, perceptions, and directly strengthens them. Because the psychological and physiological characteristics of preschool children create favorable conditions for the formation of a culture of behavior. Preschool children are characterized by high intelligence, speed of understanding and intelligence.

This trait is due to their flexibility of the nervous system, their ability to react actively to the events around them, their sensitivity to what they perceive, attention, imitation and imagination. But they have not yet fully formed the experience of life. Accordingly, it is important for educators, parents, and other adults to turn a child's need for treatment into a social need. This educational influence is pedagogically correct and is considered necessary in the formation of a culture of behavior in a child of preschool age.

But it is expedient that all this should be done under the following conditions;

- to create a healthy relationship between adults in a children's institution;
- to establish a proper relationship between educators and parents;
- to activate the sphere of influence between adults and children;
- to set a strict agenda in groups, classes;
- to provide groups with training materials;

•to instill in children a positive attitude towards the environment around them.

The structure of behavioral culture in preschool children can traditionally be divided into the following important components:

- Activity culture;
- Behavioral culture;
- Hygienic culture skills.

The culture of activity can be found in the activities of children in the classroom, in the process of play, in the performance of homework.

Creating activity culture includes child labor, keeping one's place tidy during play and activities, completing chores, keeping toys and other belongings in order, and more.

Preschoolers are getting used to managing their activities. Changes appear in his behavior. It is formed in their activities, such as play, work, preparation for training, participation in training with interest. Activity as a criterion of culture can be considered as the desire of preschool children to volunteer, interest in the work they do, to understand its essence, to act independently and actively, not to be indifferent to the results of their activities, cooperation with peers and others.

The culture of communication is the child's adherence to the rules and norms of relations with peers and adults, that is, courtesy, mutual respect, the development of language skills, the ability to behave in public, in everyday life rules are included. While these qualities are taught to a child from the earliest days of life, at the age of 5-6 the child's ability to control their emotions helps to form a respectful attitude towards those around them, to prevent the qualities of delicacy, selfishness, selfishness and behavioral culture. begins to find.

Of course, the purity of speech and the culture of speech play an important role in the formation of a culture of communication.

The culture of communication is reflected in the fact that the child listens carefully to the words of his or her friend, is sincere in speech, gentle, keeps calm when speaking, addresses as "You" and so on.

Although it is more convenient to form a culture of communication in the educational process of the educator, in the process of well-structured communication, preschool education is usually more effective in the independent activities of children of everyday age, in everyday life. But even in such cases, the educator, the parents should make sure that the child of preschool age does not deviate.

Preschool is an effective period for children to acquire cultural and hygienic skills. Observance of cleanliness, dress, head and body are considered not only to comply with the requirements of hygiene, but also to follow the rules of etiquette. It is important to understand that a child's ability to make a good



impression on others, even with his appearance, is an important requirement of the culture of behavior.

Educators and parents must ensure that the culture of dress, cleanliness and nutrition of preschool children becomes a necessity for a person at all times, for the rest of his or her life.

Of course, the formation of a culture of behavior in preschool children does not happen by itself in kindergarten. In doing so, we should, first of all, make effective use of national values that reflect the unique characteristics of the Uzbek people, based on the age of children, the environment in their families and the psychological and pedagogical requirements.

The ancient traditions of the peoples of Central Asia, including the Uzbek people, include love of work, devotion to the motherland, respect for people, love, hashar, mutual assistance, and more.

The highest stage of the development of advanced traditions is the restoration of the national identity of independent Uzbekistan, the tradition of respecting its traditions and customs.

Respect for parents, which is typical of the Uzbek people, to treat them well, to behave in public, diligence, honesty, truthfulness, thoughtfulness, sweetness are the great virtues of the Uzbek people, includes moral behavior. Therefore, it is the main duty of the society and everyone to study the sources of spiritual culture, which are our national values, to follow the ideas put forward in them, to pass them on to future generations as values.

The use of values in the development of behavioral culture in preschool children is unique. Because during this period, children's behavior and will are formed. For example, in the process of socially useful activities, they develop the skills and abilities to follow the rules of behavior by following the rules of their group, helping their peers, taking a serious approach to doing different things in games and activities. This, of course, is greatly influenced by the family and kindergarten environment and national values.

As skills improve, they become mental skills. For example, doing morning gymnastics at home, sorting out their toys and clothes, tidying up their room, being polite to adults and their peers, and developing skills through daily needs. At the same time, children must consciously understand their behavior, draw the right conclusions and lead to a positive outcome.

In children, the following harmful behaviors can occur due to improper adherence to the rules of etiquette: soaking the nails with teeth, not washing properly, not following the rules of nutrition, going crazy etc.

In short, our values are an important educational tool in the physical, mental and spiritual development of children, as a key factor in finding

their future lifestyle, life and place in society. But how to choose the right way to direct children's games? It is important and necessary to use effective methods and techniques, taking into account the age characteristics of children.

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