



## METHODOLOGY OF FORMATION SOCIAL CONSCIOUSNESS IN PRESCHOOL CHILDREN

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### ABSTRACT

*The article emphasizes the importance of social and moral development of preschool children, presents the views and ideas of scientists on this problem. Mechanisms of realization of the Self-concept in the process of socialization of the preschool child's personality are considered, the role of teachers is emphasized.*

**KEY WORDS:** *methodology, social consciousness, preschool children, education system, competence, society development.*

### DISCUSSION

Consistent and constructive reform of the existing education system deeply affects the organizational, methodological, substantive and other aspects of the Russian education system. In the modern paradigm of education, the formation of key competencies of the younger generation comes first.

Preschool age is a sensitive period when the child is most susceptible to educational influence from parents, teachers of preschool educational institutions. It is noted that the educational impact on the child should be carried out in the framework of joint activities, co-creation and cooperation. The author emphasizes the relevance of creating a developing environment that includes cultural, historical values and value postulates that are determined at the present stage of society's development.

A child is not born evil or good, but has to acquire moral qualities. At the age of 3 to 7 years, the child intensively begins to form the first concepts and ideas about "what is good" and "what is bad". He has the first moral feelings-sympathy and sympathy for people around him, love for his mother and father, etc.

During preschool years, it lays the foundations of the deepest, most complex and important human feelings: honesty, truthfulness, a sense of duty, internationalism, love and respect for work. The first manifestations of these feelings are still very naive: the feeling of internationalism, for example, is first expressed in the form of sympathy for people of other nationalities. The formation of moral feelings most often begins with habit. The education of moral habits

can be started very early, when the child is not yet a year old and when he is not yet able to understand the explanations of adults. At this age, they just teach him to be kind. Moral habits acquired by a child are the basis of moral behavior.

The problem of developing children's social competence is an important social, psychological and pedagogical problem, the solution of which affects the pressing issues of society and education. In the context of socio-economic changes, the task of education is not just to give pupils a certain level of knowledge, skills and abilities in the main areas of development, but also to ensure the ability and readiness to live in a modern super-complex society, achieve socially significant goals, effectively interact and solve life problems.

The relevance of the study at the socio-pedagogical level is determined by the fact that the social strategy of the state, aimed at creating conditions for the sustainable development of our society on the basis of more effective use and improvement of human potential, involves the transition to competence-based education. The recommendations of the Council of Europe aimed at updating education and bringing it closer to the order of society directly concerned the development of a competence-based approach to assessing the quality of readiness for life and constructive practical activities of graduates of educational institutions.

The theoretical analysis of psychological and pedagogical literature has shown that currently an active development of a competency-based approach in education is underway, the choice of key competencies is justified, and the ways of



implementing this approach in practice are investigated. It is indicated that the basic for the formation of a personality that is in demand in modern society are social competencies. They contribute to the successful self-realization and self-education of the graduate of an educational institution for the rest of his life, as well as to the fullest realization of his potential for the benefit of society. But the complex of problems associated with the development of competence education, including the formation of social competence, is solved mainly for higher and general education. In preschool education, only one basic program for the development of preschool children uses the competence approach as the main one. In scientific works (G.A.Gogoberidze, T.V.Ermolova, Y.A.Lebedev, L.V.Rubachuk, P.M.Chumicheva et al.) questions of formation of social competence of preschool children are being developed, but not actively enough, which determines the relevance of the research at the scientific and theoretical level.

At the scientific and methodological level, the relevance is due to the fact that the development of children's social competence requires new approaches and forms of work that meet the requirements of humanization of education. Teachers of preschool educational institutions find it difficult to switch to humanistic principles of building relationships with children and organizing the educational process, which are the main factors in the formation of social competence of preschool children. Classes on social development continue to have the character of instructions, theoretical discussions, and, despite the fact that children receive certain knowledge about the norms of social behavior, their transfer to the level of practical skills does not occur due to the lack of conditions for constant practice, development of behavior models. There is insufficient understanding of the importance of a specialized subject-space environment in the formation of social skills in children, which, if properly organized, provides an opportunity to develop independence, responsibility, the ability to work independently, develop communication skills and other social skills. The potential of different age groups that provide an opportunity to live different roles, learn to empathize, help, and accept people as they are is not used in practice. It is necessary to introduce socially active forms of work with children, such as project activities, problem solving, playing social situations, but teachers either do not know these methods at all, or use them on the basis of old experience.

Thus, there are currently contradictions between:

- the growing need of society for positive socialization of children and the existing traditional approaches to the social development of children in

preschool institutions that do not allow to fully form the initial social competence of children;

- the need to develop the social competence of preschool children and the lack of development of theoretical aspects and adequate practical ways and means of developing the social competence of preschool children;

- the requirement of practice for scientific and methodological support of the process under study and the lack of methodological and substantive development of the solution to this problem.

Based on the analysis of psychological and pedagogical literature, the research problem was formulated, which is to find conditions for the formation of social competence of a preschool child in preschool educational institutions.

The role of self-awareness in revealing a wide range of individual characteristics of the child's personality determines the most important socio-psychological and social status of the section of formation of the child's self-consciousness as a special branch of psychological knowledge. The way to the formation of the spiritual and moral principle in a child is to assess the level of development of his self-consciousness, reflecting the peculiarities of individual development of his psyche, physiology and character. This circumstance allows psychologists, using various methods, to apply corrective psychological measures to influence the formation of certain traits of the child's character, contributing to the formation of moral and spiritual beliefs and mental properties in the child's self-consciousness. Solving the problem of practical use in the field of education and upbringing of specific forms and methods to identify the moral and spiritual level in the development of children's self-consciousness, using diagnostic and predictive projective techniques, is not only an urgent task, but has a scientific value and uniqueness in the ways of their application in various fields of knowledge. This topic in the preschool period is not sufficiently studied because it is considered sufficient to study only in the adolescent period, already formed self-consciousness.

In our work, we tried to influence the development of self-awareness. We found that children in dysfunctional families and children with psychological development difficulties have problems with the motivational component. Therefore, for the most adequate development of self-consciousness, it is necessary to deal with it strenuously. Even if working with components in such a short period of time gave a positive result, we can achieve good results in a long period of time working with each component. And if parents and caregivers are inspired by our work and support it, we can achieve a lot. We think this work should develop. But it is also necessary to study the other components of the



component "psychological properties and qualities", for full-fledged work on the development of self-consciousness.

Thus, different age groups undoubtedly affect the indicators of formation of initial competencies, but it is not sufficient. The effect of different ages is enhanced when:

- created conditions for free activity of children, independent choice of activity, realization of their potentials;

- teachers build the educational process so that the interaction of children of three ages takes place in a wide variety of activities, including in the learning process, when the most pronounced mentoring of elders, mutual training, and the development of adequate self-esteem.

In addition, an important factor that enhances the effect of different age groups is the possession of teachers working in such a group of sufficient professional competence of humanistic orientation.

The effectiveness of the second condition - the influence of the socio-cultural subject-spatial development environment on the formation of social competencies of preschoolers was also studied in all experimental groups.

Studying the state of the problem of social and moral education in the educational process, we found that children of older preschool age mainly formed an interest in moral categories due to a rationally organized life. However, the indicators of children's awareness of moral norms, emotional attitude to them, and the level of development of personality orientation, which is manifested in interaction with peers, are generally low. This is, of course, due to age characteristics, the level of development of consciousness, family education, the activities of the media, open and accessible to perception phenomena of real life and the impossibility of their moral assessment at this stage of age development. Another reason is pedagogical shortcomings and mistakes, insufficient competence of teachers in the organization and conduct of their own activities in terms of the development of social and moral consciousness and appropriate behavior of children. Every time instability and changes occurring in society, its problems and difficulties create obstacles in the effective solution of educational tasks, distract from the pressing problems of educating the younger generation.

Summarizing the above, it should be noted that preschool age is sensitive to the educational impact of parents, teachers of preschool educational organizations, as well as to the spontaneous perception of behavioral patterns of adults. Taking into account the provisions of the Self-concept, we note that the educational impact on the child should be realized through joint activities, co-creation and

interaction. In preschool educational organizations, it is necessary to create a developing environment that takes into account cultural and historical values and axiological postulates determined by the present stage of development of modern society.

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