

POSITIVE TRENDS AND DEVELOPMENT PROSPECTS PERSONALITIES OF THE CHILD IN THE TEAM

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ABSTRACT

The real process of educating the individual in the team is possible under certain conditions that is associated with the characteristics of both the team and the individual, in particular, the impact of the collective on the person from the perspective of the factor of education, which makes adjustments to the formation of individuality. The problem of the influence of the individuality of an older child on the nature of relationships with peers was considered in the context of the contradictions between the collective and the individual: by leveling the personality in the collective or by its dominance; or the child's positive development was considered beyond parenting; him in the team. The findings of this study are based on the fact that personality development occurs in collective relationships, because it is collective relationships that create the atmosphere of the realization of the individual qualities of each child, and contribute to the awareness of their individuality as social values. Depending on how successfully the development of individuality in collective relationships takes place, their character also changes. The pedagogical process of the development of moral qualities in collective relationships includes the following stages: the development of observation, namely, the ability to observe the state of a peer and his experiences, the development of empathy, empathy, mutual assistance in relationships and activities. The development of observation occurs in the process of specially organized pedagogical situations aimed at attracting the attention of the child to various manifestations in behavior, and the development of empathy, empathy, mutual assistance occurs in the process of their active manifestation in activity.

Keywords: Upbringing, personality, collective, child, teachers, societies, preschooler.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The practice of upbringing confirms that where teachers in educational work with children are guided by the formation of a collectivist orientation without sufficient consideration of the interests of children, their inclinations, and needs, they do not solve their tasks. Where conditions are created for the development of the special features of the pupils, but do not realize their joint creative ideas in a socially moral sphere, an atmosphere may arise that is characteristic of the development of such qualities as egoism, callousness, indifference to other people's grief. In such an environment, there is hardly a feeling of compassion, empathy, the need to help in something.

As a member of society and the collective, the child is forced to accept the rules and norms of relationships inherent in the collective in which he lives. He cannot ignore them for the reason that he wants to be accepted in the team, to take a satisfactory position in him, to participate in joint activities, enriching her.

Thus, the collective opens up great opportunities for individuals to accumulate a diverse social experience of collective relationships in positions of both subordination and organization,

leadership [1,2]. As a result, such valuable qualities develop as initiative, independence, social justice, and the desire to protect the weak and defenseless.

Only in the collective the most important personality traits are formed: self-esteem, self-esteem, satisfaction and dissatisfaction with oneself.

The impact of the collective on a person can be characterized in different ways. So, in particular, it can be of an unconscious character, i.e. the individual himself does not realize what changes have appeared in his behavior, personality traits. But this effect can be well recognized by them. Such awareness can be carried out in two directions.

Firstly, a person himself notices what changes have occurred in him as a result of interaction with the team and he positively evaluates them. Perhaps even rejoices in some of them. For example, he learned to overcome shyness and shyness, became more sociable than before, etc. In this case, the impact of the collective acts as the motivating forces of self-education of the individual.

Secondly, a person must have a hostile attitude towards a team, where they offend, underestimate or deliberately give biased information about a future community where there is a lot of time to be.

In other words, collective influences will encounter internal counter-actions that can appear in an open, and more often in a latent form. In this case, the issues of upbringing in a team become much more complicated than when an individual is ready internally to perceive the corresponding influences with an open heart.

When the question arises of educating a person in a team, it is important to decide what it will consist of, since the concept of "education" is a broad concept. In this case, we are talking about the influence of the collective on various aspects of the personality. The educational nature of the group, in this case the team, can be expressed in the following indicators:

1. Change in the external features of behavior. The emergence of new skills, habits and forms of appeal to people. Certain shifts are possible in the culture of behavior, communication, activity, resulting from the development of inclinations for the better.

2. Changes in the internal content of the personality. In particular, they may relate to the emergence of new attitudes in relation to work, to people, to all living things as valuable. A significant fact is the moral qualities of the individual: kindness, compassion and compassion for another, the ability and desire to help, especially if the propensities for activity distinguish the child among peers.

All these qualities will be of much greater value if they are realized by a person with joy and of satisfaction.

In these areas of changes in the inner world of a person, the educator, teacher, can look for known signs of more or less noticeable changes in a particular person.

At the same time, it should be borne in mind that the appearance of new features and properties in a person can be combined in one way or another with those features and settings that were inherent to him before. This is especially important when the former traits were negative. It is they who often break through in actions, actions in ordinary or conflict situations. The degree

of frequency or rarity of them in life becomes an indicator of that new, those changes that have occurred to the person as a result of the impact of the team.

A person's stay in a team that is dear to him, where his inclinations and interests are realized, can be marked by a number of positive changes:

1) the emergence of new forms of communication with peers and other people. For example, the appearance of cordiality in communication, positive feelings, emotions, joyful experiences that were not previously inherent: the ability to rejoice, sympathize, empathize with;

2) overcoming in this regard the prevailing attitudes in the past, attitudes towards people who are not characterized by moral principles adopted in this team, in particular, conflict, ill-will, greed, aggressiveness;

3) the emergence of a new range of interests, inclinations, requests, thanks to which the ground is created for the emergence of new types of cultural needs, which to some extent change the orientation of personality in a positive, socially significant way. For example, the ability to observe other people, noting the need for their own participation in them, assistance, desire to be friends, help.

The complete absence of the selected parameters as indicators of personality change under the influence of the reference team indicates that attempts to educate this member of the team failed. This is an approximate, in our opinion, list of possible changes that can occur with a person in a team with whom he is associated with diverse and significant connections. These changes determine the prospects for personality development, new relationships with people.

Prospects for the development of the personality of the pupil should be aimed at developing and strengthening his positive personality traits and overcoming shortcomings. In the children's team, this is possible/

In our opinion, subject to certain pedagogical conditions, among which the most important are the following:

1. An organic combination of a differentiated approach to each child as an original person with the formation of a friendly children's team.

Moral qualities that is important for a child's personality, such as: empathy, kindness, spiritual generosity, cannot be revealed outside of collective conditions, since manifesting them in relation only to close people, for example, parents, is unpromising for the personality itself, which lives in a society among people and expects understanding, care, respect for themselves from them. And in order for these qualities to be revealed, they must be developed for each child in a collective activity, taking into account his inclinations, revealing the identity of the person.

2. Identification of individual personality characteristics and determination of an individual approach to each child. In science, characteristic manifestations are known for children of the same age, the so-called typical features of physical and mental development, defined as age-related. But along with age, there are individual characteristics that color the personality of each child in a circle of peers in a special way.

3. The study of individual characteristics should be based on positive manifestations in the personality traits of the child. This requirement must necessarily be associated with love, respect and reasonable demand for it. The skill of the teacher will be to unobtrusively raise the hidden virtues of each pupil, to arouse the interest of peers in them. It is impossible to deny the fact that children are often found in the group, causing a more negative than positive attitude. These are, as a rule, noisy, restless guys who have no pronounced inclination toward activity, who find it difficult to concentrate on a serious lesson, be responsible for their bad deeds, show

sympathy and mutual assistance to their peers, etc. In order to individually approach the child, it is necessary to be able to understand the complex manifestations of his behavior, individual actions. In any case, it is necessary to believe in the best spiritual forces of a growing personality and rely on them in the choice of pedagogical means of influence. A comprehensive analysis of the actions of the child will allow you to come closest to the unique nature of each pupil in his own way, because with the seeming mediocrity of the person, you can always spiritualize, revive the implicit inclinations, interests of the child, which can become useful both for himself and for others.

4. Reliance on individuality cannot be carried without the connection of the kindergarten with the family. Numerous practical examples confirm the fact that children often behave diametrically opposite at home and in kindergarten, and only close contacts with parents will help to overcome the contradictions that arise.

So, we examined a number of conditions; which, in our opinion, reveal the prospects for the development of the personality of a preschooler and the possibility of choosing the right approach to him in the process of education.

The collective, therefore, acts as an arena of self-affirmation of personality. The personality asserts itself and determines itself in the immediate environment, and the nature of self-affirmation is determined, on the one hand, by the characteristics of the group of children itself, and on the other, by the characteristics of the child's personality, in which the moral qualities determined by the manifestation must be formed individual characteristics, such as a tendency to work in a peer team.

So, considering the collective in a dialectical relationship with personality, we believe that, being contradictory, both phenomena simultaneously appear in close unity, necessary for the development of moral relations in human society. Given the specificity of each individuality, reflecting the totality of its inherent properties and qualities, it is their spiritual and moral unity that embodies the meaning of genuine collectivity. Different people, with different inclinations and abilities, relying on moral; socially significant values, gradually individualize them, make them personally significant. The effectiveness of this can be seen in joint activities, people understanding each other, enriching individual experience.

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