

## PEDAGOGICAL AND PSYCHOLOGICAL PROBLEMS OF PRESCHOOL CHILDREN

Mamatmusaeva Muhayyo Azamovna  
Fergana State University  
Teacher of The Department "Preschool Education"  
Fergana, UZBEKISTAN

### ABSTRACT

This article outlines the pedagogical and psychological aspects of early childhood communication. Researchers' views on the formation of communication in preschool children are presented. Practical research has also shown how communicative, interactive and perceptual forms of communication develop in children.

**Keywords:** Preschool age, communication, psychological traits, personality, types of communication, ontogenetic development.

### INTRODUCTION

Communication is an extremely complex and capacious concept. Often it is interpreted as the interaction of two or more people in order to establish and maintain interpersonal relationships, achieve a common result of joint activity. From the point of view of the domestic activity approach, communication is a complex, multifaceted process of establishing and developing contacts between people, generated by the needs for joint activities and including the exchange of information, the development of a unified interaction strategy, the perception and understanding of another person.

In the psychological and pedagogical literature, there are different interpretations of pedagogical communication. Here are some of them. For example, A.N. Leont'ev defines pedagogical communication as "professional communication between the teacher and students in and out of the lesson (in the process of training and education), which has certain pedagogical functions and is aimed (if it is full and optimal) to create a favorable psychological climate, as well as other kind of psychological optimization educational activities and the relationship between the teacher and the student within the student community." I.A. Winter pays attention to the fact that pedagogical communication "as a form of educational cooperation is a condition for optimizing learning and developing the personality of students themselves." [1, 24]

The quality of pedagogical communication is determined, first of all, by the fact that it implements a specific teaching function, which includes an educational one. After all, the starting position for organizing the optimal educational process is the upbringing and developmental nature of training. The learning function can be correlated with the translational function of communication, according to A.A. Brudny, but only in general terms. The educational function of pedagogical communication is the leading one, but it is not self-sufficient, it is a natural part of the multilateral interaction of the teacher - students, students among themselves. [2, 57]

Pedagogical communication reflects the specific nature of the interaction of people described by the "man - man" scheme.

Recall that among the main characteristics of this group of professions the following stand out:  
of people."

1. The ability to lead, teach, educate, "carry out useful actions to serve the various needs of people."
2. The ability to listen and listen.
3. A broad outlook.
4. Speech (communicative) culture.
5. "The mental orientation of the mind, observation of the manifestations of the feelings, mind and character of a person, his behavior, the ability and ability to mentally imagine, simulate precisely his inner world, and not ascribe to him his own or another, familiar from experience."
6. "A design approach to a person based on the belief that a person can always get better."
7. The ability to empathize.
8. Observation and others.

In social psychology, it is customary to distinguish three main aspects of communication (Andreeva G.M., 1996):

- mutual perception and understanding by people of each other (perceptual aspect of communication);
- exchange of information (communicative aspect);
- implementation of joint activities (interactive aspect). [3, 82]

Each of these components in the pedagogical process and pedagogical communication acquires its own characteristics.

The perceptual component of pedagogical communication is mediated by the uniqueness of the roles of the participants in the dialogue. In the pedagogical process, the student's personality is formed, which goes through a series of successive stages preceding the formation of a mature consciousness and worldview. In the early stages of this process, the teacher has a number of initial advantages, as he is the bearer of a formed personality, and also has established ideas about the goals and mechanisms of forming the personality of pupils. The personality traits of the teacher, his individual psychological and professional qualities are an important condition that determines the nature of the dialogue. The necessary professional qualities of a teacher include his ability to celebrate and adequately assess the individual characteristics of children, their interests, inclinations, and moods. Only the pedagogical process that is built taking into account these features can be effective.

## METHODOLOGY

The boundary between early and preschool childhood according to D. B. Elkonin is the destruction, the revision of the old system of social relations, the crisis of the separation of one's self. The child is trying to establish new, deeper relationships with adults. If a new relationship does not work out, his initiative is not encouraged, independence is constantly limited, the child actually has crisis phenomena that manifest themselves in relations with adults, but not with peers: negativity, obstinacy, obstinacy, self-will, protest rebellion, despotism (or jealousy) depreciation. Depreciation - in the eyes of a child everything that was expensive, familiar, and interesting before is depreciated. [4, 56]

According to G.N. Grishina in preschool age, the interests of the child move from the world of objects to the world around him. For the first time, a child psychologically goes beyond the boundaries of the family, beyond the environment of loved ones. The activities and relationships of adults, other children and especially peers become the basis for the formation of communication skills that leave an imprint on the social behavior of the child in the future.

In the third year of life, the ability to verbal communication actively develops, and during this period a special type of interaction between children dominates, which can be described as mutual imitation.

Kulikova N.A., Vinogradova N.F. the main condition for the development of the game consider participation in the game an adult. They write: "In order to teach children to develop the content of the game, the teacher plays with life situations, involving them in active participation." The authors list a number of, in their opinion, effective methods of organizing the game:

- 1) screenings;
- 2) dramatization using table, puppet theaters;
- 3) subject-didactic games. [5, 72]

N. A. Korotkova, N. Ya. Mikhailenko offer to consider the management of the game as a process of gradual transfer to preschoolers of the increasingly complicated ways of building a game. The transfer of methods is carried out in a joint game between an adult and children.

The authors distinguish the following ways of building the game:

- a sequence of objective-game actions with which children imitate real objective action using appropriate objects, toys;
- role-based behavior, with the help of which the child imitates actions characteristic of the character, using speech, objects;
- the plot, by which the child builds individual elements of the plot into a holistic event.

Here it can be noted that researchers disagree about the priority of certain aspects of development to ascertain school maturity. Some psychologists focus on the cognitive sphere and level of training, while others consider the behavior of the child as a whole to be more important.

Towards the end of preschool childhood, a wide variety of motifs are discovered: game motifs; motives related to children's interest in the adult world; motives for establishing and maintaining positive relationships with adults and other children; cognitive, competitive, social, moral motives; motives of pride and self-affirmation.

Motives acquire the character of generalized intentions, they begin to become aware. There is an opportunity to fulfill a promise.

- According to V. Davydov, the most important stage in the formation of communication skills is the stage of formation of the imagination, widely studied by L.S. Vygotsky and his students. V.V. Davydov argued that this mental neoplasm of preschool childhood forms a key vector of the child's mental development. He writes: "Imagination constitutes the psychological basis of creativity that makes the subject capable of creating new things in various fields of activity." Then the scientist notes: "Adults very early include the child in the imaginary context of children's amusements, begin to stimulate the child's actions depicting: "Show me, like a bird flies, soldiers walk, etc. " The actions of "make-believe", "as if" are considered as the initial form of imagination in a two-three year old child." [6, 61]

The emerging arbitrariness of behavior, the ability to intelligently orientate oneself to another person's position, based on imagination, becomes the basis of many specific skills. Immediate, impulsive behavior develops into mediated by certain internal norms and rules.

- The next stage in the development of communication skills, according to G.M. Kojaspirova, comes with the development of the needs of the child in interaction with peers. This need is deepened by the desire for empathy and mutual understanding, the desire for common views. Behaviorally, this need manifests itself, in particular, in the phenomenon of a large number of children's complaints against each other. During this period, children's complaints about each other perform a specific function. They are associated with an active

process of assimilation of domestic rules and rules of relationships. A complaint is an indirect request to confirm or reject that which he singled out for himself, as a rule, his obligation, this is a form of acquaintance with the rules of conduct.

- Another important stage in the formation of communication skills is associated with the emergence of a complex contradiction - between imitation of adults and the desire for independence.

The classical psychological situation at the end of early childhood is the phenomenon of "I myself". Outwardly, this is expressed in the opposition "I want" a child and an "impossible" adult. The child seeks to act independently, to behave "as an adult." However, the modern world is too complex, and direct, direct participation of the child in most types of labor, given the real level of development, is impossible. And here, a leading type of activity of a senior preschool age comes to the aid of an adult - a game in all its diversity. [7, 45]

In the game, the child assumes the role of another (child or adult) and models his actions, loses this imaginary situation. The game is an emotionally intense activity, it captures the child as a whole. Experimenting during the game, gives food to children's imagination, develops creativity, which is the highest component in the structure of the personality, represents one of the most meaningful forms of mental activity of the child, which scientists consider as a universal ability that ensures the successful implementation of various activities. From the standpoint of the activity approach, it is precisely with the game activity at this stage of mental development that the appearance of the most important mental neoplasms is associated, other types of activity develop in the game.

The game as a model contains the "cultural code" of children's development. This is a form of activity in conditional situations, aimed at the reconstruction and assimilation of social experience, fixed in socially fixed ways of carrying out objective actions, in objects of science and culture. In the game, as a special kind of social practice, the norms of human life and activity are reproduced, the submission of which ensures the knowledge and assimilation of objective and social reality, as well as the intellectual, emotional and moral development of the individual.

The child's curiosity, joy, disgust, or fear evokes an emotional response among peers in accordance with their individual thresholds for these emotions. This constant counter expression of emotions increases the likelihood of the formation of mutual emotional attachment, which will affect the development of social relations. The formation of a sense of affection and mutual trust between people is an extremely important function of emotions that forms in preschool childhood.

It was during this period that the formation of initial moral ideas took place. In the process of communication, the main thing is not to memorize the rules, but to master the culture of relationships. It reveals such values as sensitivity, responsiveness, kindness, empathy and understanding. All these values are inextricably linked with the culture of behavior, i.e. with such actions and forms of communication that are based on morality, aesthetic taste, as well as compliance with certain rules and regulations. In the process of communication, the child's memory is enriched, his mental processes are activated, because constantly there is a need to perform operations of analysis and synthesis, comparison and classification, generalization. Communication stimulates the development of speech, having a positive impact on the emotional sphere of the child, on the development of creative abilities, on the formation of labor skills and strengthening health by increasing motor activity.

Based on numerous theoretical studies of the problem of developing communication skills in preschool children, it can be concluded that new forms of communication in preschool childhood are dialogical in the development of a number of cognitive processes. It is with the development of speech, imagination, memory, thinking, due to relationships with adults that unfolding abilities for non-cognitive-cognitive communication.

A.A. Rean under pedagogical communication means "professional communication between the teacher and the student in the process of communication and upbringing, which has certain functions and is aimed at creating a favorable psychological climate, as well as another kind of psychological optimization of educational activities and the relationship between the teacher and the student." S.S. Stepanov writes that "pedagogical communication is a specific interpersonal interaction between the teacher and the pupil, mediating the assimilation of knowledge and the formation of personality in the educational process." According to K.K. Platonov, pedagogical communication can be described as "the interaction of subjects in which there is an exchange of rational information, activities, experience, knowledge, skills and abilities, as well as the results of activities". [8, 284]

A child of preschool age requires special individualized methods of exposure and forms of communication. In work with children of early and preschool age, love and sensitivity are especially necessary, as educators compensate children for the absence of a mother during their stay in preschool. The organization of all types of children's activities, their management, the creation and improvement of the children's team and the development of individual children's creativity are constantly in the focus of attention of the educator. The teacher must ensure that the life of children in kindergarten is meaningful, contributing to the development of diverse interests of children. For the development of children's interests, the teacher uses games, classes, regimen moments of life in a preschool educational institution, and directs the activities of children. [9, 65]

The success of the educational process largely depends on the emotional contact of the teacher with the children. It is important that from the first days the children feel a disposition towards him, confidence that at any moment they will find support from the teacher and will be understood. A good teacher takes care not only of the conditions of the child's stay at the Kindergarten, but also of the emotional comfort of his parents. Thus, the teacher needs to find emotional contact not only with the children, but also with their parents, and his voice, his suggestiveness, and richness of intonation play a leading role in finding psychological contact with children and adults.

## CONCLUSION

Today, educators, psychologists, parents increasingly note that many preschoolers experience serious difficulties in communicating with others, especially with peers. Children do not know how to turn to another person on their own initiative, cannot maintain and develop established contact, do not gain experience of cooperation, do not know how to coordinate their actions with partners, adequately express their sympathy and empathy with them, therefore they often conflict with them or become isolated in loneliness. But you can learn this.

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