

PSYCHOLOGICAL FEATURES OF THE FORMATION OF PERCEPTIONS OF THE WORLD OF PROFESSIONS IN CHILDREN OF PRESCHOOL AGE

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ABSTRACT

This article is devoted to the psychological features of the formation of ideas about the world of professions in the play activities of preschool children.

Keywords: Professional self-determination, developing systematic knowledge, personality development, preschool children, preschool educator.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Professional activity plays an important role in everyone's life. From the first steps of the child, parents think about his future, carefully monitor his child's interests and tendencies, and try to predict their professional destiny. The problem of shaping preschoolers' perceptions of the world of work and occupations is underdeveloped in pedagogy, although not all children seem to understand the enormous role of ideas about occupations and labor. The formation of ideas about the world of work and professions in kindergartens is sometimes done purposefully and systematically, because preschool children do not face problems in choosing a profession. But because professional self-determination is interrelated with personality development at any age, preschool age can be viewed as a foundation for future professional self-determination. Demonstrations of child occupations are limited by his poor life experience – the professions of mother and father, kindergarten teacher, pilot, policeman and salesman, but, as a rule, children know very little and very superficially about this or that familiar profession. At the same time, there are many types of labor in the modern world. Directing people to this ocean of occupation is the most important link in a child's social adaptation. Thus, the formation of ideas of preschool children about the world of work and professions is a necessary process that is relevant in the modern world.

Involving children in adult work is not only a means of developing systematic knowledge, but also an important means of introducing adults to the world and gaining experience in interacting with people by children. Attitudes towards the profession develop in the process of socialization of the individual, which also covers the preschool period. An adult's emotional response to work has a major impact on children. Children are given the opportunity to expand and improve their knowledge of professions, enrich their vocabulary. In a comfortable conversation with the children, I stimulated the development of children's thinking, the ability to build simple relationships and relationships, interest in the work of adults. Kindness, interest in children's problems, and speaking in communication allowed children to overcome isolation, shyness, and hesitation.

Targeted observations, out-of-group excursions, and introducing children to the challenges of adulthood helped to gather vivid emotional impressions. During the excursions to the kitchen of the kindergarten, the medical room, the post office, the shop, the pedestrian crossing, the children were active in conversation, aroused interest in professions. The cooks, the salesman, the traffic police inspector, when talking to the children, the children paid attention to their clothes, they thought that the salesman and the cook should not paint the clothes, and the inspector-drivers should see the inspector from a distance. The educational effectiveness of work acquaintance depends not only on what type of work is observed, but also on which direction the children's attention is directed. When children have the opportunity to be active, they will have clearer and more complete ideas about adult work and begin to imitate them.

To enhance the emotional impact on children, I read children's literature, encyclopedias. He came to the realization that any adult activity is the result of hard work for society - being healthy, working and resting, dressing nicely and comfortably. Have a beautiful hairstyle, be protected and safe. The work of adults deserves respect and appreciation, and the things and things they do should be protected. All the knowledge gained, the children reflected on the game. Children's games are emotionally saturated, with a detailed game scheme, with a long perspective. The children became independent in organizing games and initiative. Widely used in games, knowledge about people's professional activities, role interactions between children is meaningful.

All of this is very important for educating a preschool educator based on the value of adult work and helps bring children and adults closer together and increases the child understands of the adult world.

Thus, the formation of perceptions of preschool children about the world of professions is a necessary process, which is undoubtedly controlled by the teacher, taking into account the age and psychological characteristics of preschool children, using all the opportunities of the educational process in his work.

Forming the perception of preschool children about the world of work and professions is effective in the following cases: - Preschool children get acquainted with the world of work and professions through role play; - Uses a variety of methods and tools to shape the perception of preschool children about the world of professions

- A comfortable, convenient environment has been created for the development of the theme. Forming children's ideas about the world of professions in the context of play activities of preschool children. This task is solved by the following tasks: • analysis of psychological, pedagogical and methodological literature; • creating an environment for theme development; • Develop an interest in parenting and the most common occupations in the immediate area; • to teach children to reflect the characteristics of different professions in the role-playing game; • formation of a conscious attitude to work in children; • Develop respect for the results of the work of different professions.

In modern teaching practice, there is a clear contradiction between the need for a system of early formation of ideas about the world of professions among preschool children and its underdeveloped scientific and methodological basis of its design and means of implementation. This contradiction allows us to formulate a research problem: to search for the most effective conditions and means of introducing preschool children to adult professional activities and to develop a pedagogical system to create ideas about the world of professions among preschool

children, which organizes its youth development can be a special way of guiding a child's mental development in the process of learning.

A special place in the life of a preschool educator is played by play as a leading activity at this age. Gross sees the essence of the game in passing the task of preparing for the next serious activity; in the game, the child exercises, develops his abilities. On the one hand, the game itself is of special importance for the development of the child. On the other hand, play and play techniques are an integral form of education for preschool children.

The second form of organizing a child's experience is to "live" them in different situations. Living includes not only the experience of an objective analysis of reality, but also an attitude towards that reality. If in the first case the child uses symbolic means that lead him to determine the objectivity necessary to solve the tasks of the parties, in the second case, the child uses symbolic means that allow him to understand the situation, to show his attitude to it.

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