



DEVELOPMENT OF THE PERSONALITY OF A CHILD OF PRIMARY AND PRESCHOOL AGE

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Abstract

This article examines the developmental characteristics of personality in early childhood and preschool age. It analyzes the formation of psychological processes during this period and highlights the influence of social environment, family, and education on personality development. Special attention is given to the role of play activities, speech development, and pedagogical approaches in shaping a well-rounded personality. The article also discusses modern innovative methods used in preschool education.

Keywords: Personality, development, preschool education, child psychology, social.

Introduction

Nowadays, the comprehensive development of a child's personality is one of the priority tasks in the preschool education system. Early and preschool age is the most important stage in a person's life, it is during this period that the main characteristics, behavior, intellectual and social abilities of a person are formed. The child's development as a person, along with his biological factors, is directly dependent on the social environment, upbringing and educational process. The early childhood period (0–3 years) is one of the most important and responsible stages in human life. During this period, the child's physical, mental and social development occurs very rapidly. As scientific research, including the work of Lev Vygotsky and Jean Piaget, emphasizes, it is at this stage that the main



foundation of the personality is formed. During this period, the child perceives the environment mainly through feeling and movement, that is, sensorimotor activity prevails. Sensory development is of particular importance at an early age, and the child's senses of sight, hearing, taste and smell are actively improving. He learns to distinguish objects around him, to understand their shape, color and properties. This process creates a solid foundation for further intellectual development. At the same time, motor activity also develops rapidly, and the child first learns to crawl, and then to walk independently. By the age of 2–3, he can perform complex movements such as running and jumping. The development of fine motor skills is directly related to the development of speech and thinking. Speech development is one of the most important indicators of early childhood psychology. At first, the child communicates through sounds and syllables, then begins to say simple words, and by the age of 2–3, the ability to build simple sentences is formed. According to Lev Vygotsky, speech is not only a means of communication, but also a key factor in the development of thinking. Therefore, it is important to constantly communicate with the child and stimulate his speech. Emotional development also plays an important role in the early years. The child's emotional state is very changeable, and he shows various emotions such as joy, fear, anger. In particular, emotional attachment to the mother and close adults serves as the basis for the child's mental stability. According to John Bowlb's theory, a trusting relationship between a child and a caregiver has a strong influence on his later social relationships. The thinking process develops in close connection with practical actions in the early years. Jean Piaget called this stage the sensorimotor period and emphasized that the child thinks through movement. By experimenting and trying, the child begins to understand the connection between objects, tries to understand the cause and effect relationship. Also, social relationships begin to form in the early years. The child observes and imitates the behavior of adults, thereby gaining social experience. As Albert Bandura noted, children learn more through observation and imitation. Play is an important tool in this process. Through play, the child understands the environment, expresses his needs and feelings, and forms social skills. The psychological development of early childhood is a multifaceted and integral process, encompassing sensory, motor, speech, emotional, and social factors. The educational and developmental



environment created at this stage is crucial for the child's future development as a person.

The main factors of personality development in preschool age

The preschool age period (3–7 years) is one of the most important stages in the formation of a child's personality. During this period, the child develops rapidly not only physically, but also intellectually, emotionally and socially. The factors influencing personality development are multifaceted and appear in an interconnected manner. Scientific research, including the work of Lev Vygotsky and Urie Bronfenbrenner, has substantiated the decisive importance of the social environment and upbringing in the development of a child. One of the most important factors is the family environment. The family is considered the first social school for a child, where the child learns moral norms, values and rules of behavior. Parental relationships, love, and upbringing style directly affect the child's self-awareness and the formation of a sense of confidence. Children who grow up in a positive family environment have high levels of independence, social activity and self-confidence. At the same time, preschool education also plays an important role in the development of the individual. In kindergarten, the child acquires social skills such as living in a team, communicating with peers, and cooperating. The professional skills of the teacher, his attitude towards the child, and the educational methods used are of great importance in the formation of the child's personality. Modern pedagogical approaches involve developing the child taking into account his individual characteristics. The development of speech and thinking in preschool age is also one of the main factors. During this period, the child's vocabulary increases sharply, he strives to think independently, ask questions, and express his opinion. As Jean Piaget noted, at this stage, the child's thinking has a clear-figurative nature, and he perceives the environment through direct experience. Speech serves as the main tool for the child's entry into social relations. Play is one of the leading factors in the development of a preschool child. Especially through role-playing games, the child learns various social roles, imitates the life of adults and forms his own behavior. In the process of play, the child develops creativity, independence and decision-making skills. The social environment is also important in the development of the child's personality. Communication with peers, relationships in a team form skills such



as cooperation, competition and finding one's place in the child. According to Albert Bandura's theory, children learn social behavior by observing and imitating the behavior of others. The modern information environment is also becoming one of the factors influencing the development of the child. Television, the Internet and digital technologies can affect the child's worldview, thinking and even behavior. Therefore, the correct and normative use of this factor is important. In preschool age, the development of the child's personality is formed by the interaction of factors such as the family, educational institution, social environment, play activities and individual characteristics. The combination of these factors ensures the child's development as a well-rounded individual.

The importance of play in the development of personality

Play occupies a leading place in the life of preschool children and is one of the important factors in the development of personality. Play is not only a means of spending time for a child, but also a form of understanding the environment, gaining social experience and revealing internal capabilities. In scientific research, including the works of Lev Vygotsky and Daniil Elkonin, play is considered the main mechanism of a child's psychological development. In the process of play, the child recreates real-life reality in his own way and performs various social roles. In particular, role-playing games are of great importance in the formation of a child's personality, through which the child imitates the life of adults, learns how to act in different situations. This accelerates the process of his socialization and helps him find his place in the team. Play also plays an important role in the development of a child's thinking. As Jean Piaget noted, at preschool age, children's thinking becomes more figurative and practical, and it is through play that they begin to understand the environment more deeply. In the process of play, the child learns to solve problems, understand cause-and-effect relationships, and make independent decisions. Play also has a great impact on the child's speech development. During the game, children communicate with each other, exchange ideas, and learn new words. In this process, speech becomes more active, vocabulary increases, and communication skills are formed. As a result, the child learns to express his thoughts freely. Play is also important from the point of view of emotional development. During the game, the child freely expresses his emotions, experiences states such as joy, surprise, and anger, and



learns to manage them. This helps ensure the child's mental stability. At the same time, play evokes positive emotions in a child and has a positive effect on his mental health. Play is also an important tool in developing a child's creativity. In play, a child comes up with new ideas, fantasizes, and expresses his inner world. In this process, his imagination expands, the ability to think independently is formed, and the basis for innovative approaches is created. Also, through play, moral qualities are formed in a child. Elements of social behavior such as following the rules, waiting in line, and counting on others are naturally mastered during the game. According to Albert Bandura's theory, children learn by observing and imitating the behavior of others, and play serves as an important tool in this process. Play is one of the main factors ensuring the comprehensive development of a preschool child's personality. It forms the child's intellectual, emotional, social, and creative abilities and serves his maturation as a well-rounded individual. Therefore, the effective use of play in the educational process is an important pedagogical task.

The role of family and upbringing

Family and upbringing are one of the most important and decisive factors in the formation of a child's personality. From the first years of a child's life, the family appears as his first social environment. It is in the family that the child learns love, trust, moral standards and rules of behavior. In this regard, the family is the main institution that forms the spiritual and psychological foundation of the child's personality. Scientific research, including the work of John Bowlby and Urie Bronfenbrenner, has emphasized that the development of a child is closely related to the family environment and close emotional relationships. In particular, the trusting bond (attachment) between a child and parents has a strong influence on the child's subsequent social relationships. The process of upbringing in the family plays an important role in the formation of the child's personal qualities. The upbringing methods used by parents - strictness, democracy or neglect - have different effects on the child's behavior and emotional state. For example, upbringing based on love and support develops self-confidence, independence and social activity in a child. At the same time, the family is also the main source of forming a child's moral worldview. The child observes the behavior of adults and, by imitating them, learns behavioral models. Therefore, the personal



example of parents is of great importance in the upbringing process. The emotional development of a child also plays an important role in the family environment. Love, attention and support provide psychological stability in a child, reduce fear and tension. On the contrary, a neglectful or aggressive environment can negatively affect the child's mental development. According to Lev Vygotsky's theory, child development is inextricably linked with the social environment, and it is the family that is the first source of social experience. Also, the culture of communication formed in the family directly affects the child's success in subsequent educational institutions. In conclusion, family and upbringing play a key role in the comprehensive development of a child's personality. A positive family environment, the right educational approach, and parental example create a solid foundation for a child to become a well-rounded individual.

Pedagogical influence and innovative approaches

Pedagogical influence and innovative approaches are one of the most important factors in the comprehensive development of the child's personality in the preschool education system. In the current modern educational process, the role of the teacher is not only a provider of knowledge, but also a specialist who reveals the child's personal potential, develops it and guides it. Therefore, pedagogical influence must be systematic, targeted and consistent with the individual characteristics of the child. The psychological, emotional and social development of the child is taken into account in the process of pedagogical influence. According to Lev Vygotsky's theory, child development occurs in the process of interaction with the social environment and adults. From this point of view, the teacher creates a "zone of proximal development" for the child, gradually expanding his capabilities. This develops the child's independent thinking, problem-solving and creative approach. Innovative approaches involve organizing the educational process on the basis of modern technologies and new methods. Interactive methods, game technologies, multimedia tools and the STEAM approach are widely used in preschool education. These methods increase the child's activity, increase his interest and make the educational process interesting and effective. In Maria Montessori's pedagogical system, special attention is paid to the child's free activity and the ability to make independent



choices. According to her approach, the child is not a receiver of ready-made knowledge, but a person who discovers knowledge through experience. Therefore, the educational environment should be free and developing, appropriate to the needs of the child. Game technologies play an important role in innovative pedagogical activities. Through play, the child naturally acquires knowledge, understands social roles and develops the ability to understand the environment. At the same time, the correct use of digital technologies also has a positive effect on the child's cognitive development. Another important aspect of pedagogical influence is an individual approach. Each child differs in his psychophysiological characteristics, interests and abilities. Therefore, the teacher must take into account the individual pace of development of each child in the educational process. This increases the effectiveness of education and helps the child to fully realize his potential. Also, in modern pedagogy, cooperative learning is important. In this, the child participates as an active subject, develops the skills of working in a group, exchanging ideas and cooperating. According to Albert Bandura's theory, children learn more through observation, imitation and social interaction, therefore it is important that the pedagogical environment encourages social activity. Pedagogical influence and innovative approaches are the main means of comprehensive development of the child's personality in preschool education. Modern pedagogical technologies, an individual approach and a creative environment serve to develop the child's intellectual, social and emotional potential.

The process of personal development is complex and multifactorial, and in some cases can be accompanied by various problems and difficulties. Problems in personal development in preschool children are often manifested in such manifestations as speech delay, emotional instability, socialization difficulties, and slow development of cognitive processes. These conditions can affect the child's further educational process and the formation of a person. Scientific research, including Lev Vygotsky, has emphasized that the social environment and communication with adults are of decisive importance in the development of a child. If a child is deprived of sufficient communication, stimulation, and a developing environment, his speech and thinking development may slow down. Also, according to the theory of Urie Bronfenbrenner, child development depends on the interaction of several systems (family, kindergarten, society), and a



negative situation in any system affects personal development. One of the main problems encountered in preschool children is a delay in speech development. This condition can limit the child's ability to communicate, express opinions, and engage in social relationships. In such a situation, speech therapy, an individual approach, and cooperation with parents are important. Emotional problems also have a negative impact on the development of the child's personality. The child may experience fear, aggression, irritability, or inability to control himself. Such conditions often result from improper upbringing, family conflicts, or lack of attention. Therefore, it is important to provide emotional support and create a psychologically stable environment when working with the child. Socialization problems are also common in preschool age. Some children have difficulty communicating with peers or do not feel comfortable in a team. According to Albert Bandura's theory, children learn social behavior through observation and imitation, so a positive role model and properly organized play activities are effective in eliminating these problems. An integrated approach is important in eliminating problems in personality development. First, it is necessary to strengthen cooperation between the family and the educational institution. Second, the educational process should be organized taking into account the individual characteristics of each child. Third, the development of the child can be supported through systematic work with psychologists and speech therapists. In addition, the use of developmental games, interactive methods and creative activities is an effective tool for restoring and developing the child's cognitive and social abilities. One of the important aspects is patience, understanding and constant encouragement towards the child. Problems in personal development are a natural phenomenon, which can be identified in a timely manner and eliminated through the right pedagogical and psychological approaches.

CONCLUSION

In this process, the cooperation of the family, teachers and specialists is of decisive importance in the formation of a child as a well-rounded personality. The development of a child's personality in early and preschool age is a complex and multifaceted process, which is influenced by biological and social factors. The role of the family, educational institution and society in this process is invaluable.



Effective pedagogical approaches and the creation of a positive environment ensure the development of a child as a well-rounded individual.

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