

THE STUDY OF THE FORMATION OF THE PERSONALITY OF PRESCHOOL-AGED CHILDREN

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Annotation: *This article examines the theoretical foundations and pedagogical approaches to the formation of personality in preschool-aged children. It analyzes psychological, social, and emotional factors influencing a child's development, with a particular focus on the role of the family, educators, and environment. The study emphasizes the importance of early childhood education in shaping well-rounded, socially adapted individuals. Based on both classical and modern perspectives, the research highlights strategies that foster creativity, independence, emotional intelligence, and communication skills in young children.*

Keywords: *Preschool children, personality development, socialization, early childhood education, family upbringing, emotional intelligence, pedagogy, personal growth.*

The preschool period is considered one of the most critical stages in a child's development, as it lays the foundation for personality formation, social behavior, and lifelong learning habits. During these early years, children begin to develop their sense of identity, emotional understanding, interpersonal skills, and the ability to interact with the surrounding world. Therefore, the effective guidance of this process is essential not only for individual well-being but also for the social and cultural advancement of society.

Numerous psychologists, educators, and philosophers—both in classical and modern contexts—have emphasized the significant influence of early childhood experiences on personality development. Among them, the works of great thinkers such as Abu Ali Ibn Sina (Avicenna), Yusuf Khos Khojib, and Kaykovus continue to be relevant, highlighting the role of family, love, discipline, and moral education in shaping a child's character. These ideas align with contemporary pedagogical views that stress the importance of a child-centered, holistic, and nurturing educational environment.

In today's educational landscape, preschool institutions play a vital role in supporting families in raising emotionally resilient, socially competent, and cognitively prepared children. However, the process of shaping the personality of preschoolers is complex and multifaceted, influenced by various biological, psychological, and socio-cultural factors. This article seeks to explore the theoretical underpinnings of personality development in

preschool-aged children and presents insights into effective practices that support socialization, self-awareness, and the internalization of moral values.

By studying the foundational theories and combining them with practical pedagogical approaches, this work contributes to a deeper understanding of how to nurture a well-rounded and ethically grounded individual from an early age.

In recent years, along with the emergence of many new fields in Uzbekistan, there has been a growing need for research aimed at providing psychological support to the population and fostering the development of preschool-aged children. On one hand, such services play a crucial role in the holistic development of young children, while on the other, they reflect the extent of parental attention and involvement in supporting the emotional and psychological growth of their children.

President Shavkat Mirziyoyev emphasized in one of his speeches: *“The preschool education system, which serves as the foundation of our children's upbringing, plays an immeasurably significant role in the life of our society. Attention to this sector lays a solid foundation for the future development of the country.”* [7; p.2].

In recent years, significant steps have been taken to improve the preschool education system in our country — enhancing its material and technical base, expanding preschool institutions, equipping them with qualified pedagogical staff, and developing children's intellectual, moral, aesthetic, physical, and communicative competencies, all while incorporating advanced international practices. The enhancement of the quality of preschool education and the improvement of pedagogical training systems have been prioritized at the policy level. In this context, conducting scientific research on the early development of social-emotional skills and exploring effective methods to foster preschool children's self-expression and communication has become a vital task [3; p.1].

Key to a child's psychological development are such elements as self-awareness, self-esteem, and interpersonal relationships. These foundational elements shape the emotional, intellectual, and social growth of the individual during the early stages of ontogenesis. Family relationships, especially those between parent and child, and the nature of interpersonal communication, play a critical role in this process. From this perspective, the values of traditional Eastern education — which deeply influence the human heart and mind with concepts of respect, kindness, and mutual understanding — are essential in shaping children's communicative competencies based on the principle of *“respect for elders, care for the younger.”*

Accordingly, studying the socio-psychological factors that influence the formation of communication skills in preschoolers, and developing practical recommendations to ensure the expression of communication culture, are necessary under the modern conditions of social transformation and digitalization. In this sense, cultivating

communicative abilities in young children is essential to preparing them for a socially active, culturally aware, and intellectually sound future. It is therefore crucial to research the effective methods, psychological-pedagogical tools, and ethno-cultural values that contribute to shaping communication skills in early childhood.

Children's psychological development and personality formation depend on both objective and subjective factors, such as family dynamics, parental influence, the professional competence and psychological-pedagogical knowledge of preschool educators, and the quality of interactions within the community. Contemporary psychology considers the preschool years as a critical period during which the child develops self-awareness and begins to form a personal identity — often referred to as the development of the *“self-concept”* (according to B.G. Ananyev, L.S. Vygotsky, M.I. Lisina, V.S. Mukhina, C. Rogers, Z. Freud, K. Horney, E. Erikson, and others).

Despite numerous studies in this field, it has been observed that the communicative-social components of child development — especially in shaping a child's personality during the preschool years — have not been thoroughly investigated. Research indicates that up to 70% of all information absorbed by a person throughout their life is acquired before the age of five. Among this early-acquired knowledge, information that helps shape the child's personal identity and readiness for social interaction plays a particularly pivotal role. Thus, it is critical to explore the sources and effectiveness of such developmental information — particularly for young parents and family specialists.

The concept of “personality” applies to individuals who are psychologically developed, possess unique traits and behaviors, and are distinguished by specific conduct and worldview. For a person to become a “personality,” they must undergo psychological growth, perceive themselves as whole individuals, and differentiate themselves from others based on their own qualities. Becoming a socially developed personality requires an appropriate social environment and proper upbringing. Under such influences, a child not only develops into a fully functional human being but also into a socially competent individual.

Thus, the formation of communicative skills in preschool children is not only a developmental necessity but also a pedagogical-psychological priority in the context of modern educational reforms. This underscores the importance of conducting deeper theoretical and practical studies on this issue, particularly focusing on the socio-psychological factors influencing child development, and establishing effective models of early childhood education that promote social integration and psychological well-being.

Development is a complex process that reflects the quantitative and qualitative changes manifested in a person's physiological and intellectual growth. The essence of development lies in transitioning from simple to complex, from lower to higher, from old

qualities to new states, renewal, the emergence of the new, the disappearance of the old, and the transformation of quantitative changes into qualitative ones. The source of development is the struggle between contradictions.

The development of a child's personality is based on the philosophical doctrine that a human is a social being. At the same time, a human is also a living biological being. Therefore, the laws of natural development are also of significant importance in human development. Since the individual is considered a whole being, biological and social laws jointly influence development and cannot be separated from each other. This is because a person's activity and lifestyle are affected not only by their age, knowledge, and life experience but also by other tragic situations and diseases.

A human changes throughout their life. They reach maturity both socially and psychologically. If the upbringing provided to the child is purposeful, they will mature as a member of society and occupy a worthy place within the complex system of social relations. This is because development occurs under the influence of education. To correctly understand and evaluate a person's virtues, it is necessary to observe them in various relational contexts. Therefore, to correctly solve the task of developing the personality, it is essential to understand both the factors influencing behavior and the characteristics of the personality.

For education to have an effective impact on the child, it is appropriate to know and take into account the laws of growth and development. Thus, there is a two-way relationship between development and education. In science, discussions about the relationship between biological and social factors in the development of a person as a personality have been ongoing for a long time: Do social phenomena have a stronger influence on a person's development, or do natural factors play the leading role? Perhaps the influence of upbringing is more significant? What is the relationship between these?

In philosophy, the perspective emphasizing biological factors has occupied leading positions, with proponents like Aristotle and Plato placing great emphasis on natural-biological factors. They put forward the idea that innate abilities, fate, and destiny determine one's place in life. In the philosophy of the 16th century, representatives of the preformism school highly valued heredity in personality development and denied the role of social environment and upbringing. Representatives of preformism, such as D. Dewell and A. Combe, also grounded personality development from a biological perspective. They considered development to consist solely of quantitative changes. By absolutizing the role of heredity, they believed it had a decisive role in human destiny. Therefore, a group of foreign scientists links development to biological (genetic) factors.

Another current in foreign psychology is behaviorism, which emerged at the beginning of the 20th century. Its representatives claim that consciousness and intellectual abilities

are inherited and naturally given to humans. One representative of this school of thought is the American scientist E. Thorndike.

In contrast to the biological current, representatives of the philosophical school emphasize development through social factors. They claim that the physical and psychological development of a child's personality depends on the environment in which they live. Human development is a highly complex process. It occurs under the influence of both external and internal forces. External factors include the natural and social environment surrounding the individual, as well as targeted activities aimed at shaping certain traits in children. Internal factors include biological and hereditary influences [20; p.69].

Therefore, for a person to develop and progress as a personality, and to reach maturity as an individual, heredity (biological factor), the social environment (conditions in which the child lives), and goal-oriented upbringing all play equally significant roles. To determine the impact of these factors, the teachings of advanced pedagogical scientists, psychologists, and philosophers are relied upon. In philosophy, personality is viewed as a complex phenomenon connected with society and social life. These thinkers believe that an individual's spiritual wealth depends on their relationships. Indeed, personality develops and matures through labor activity. Man shapes his environment, and the environment shapes man. This, in turn, reflects human activity.

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