

SOCIO-PERSONAL AND MENTAL DEVELOPMENT OF A PRESCHOOLER

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Annotatsion: *Health is physical, emotional, mental and social well-being, not just the absence of disease. This article talks about the child's neuropsychic condition, social and personal development, and health indicators. It is thought that the personal development of a preschool child should be considered as a result of the influence of internal and external factors.*

Key words: *neuropsychic condition, social and personal development, health indicators, mental health, forms of behavior, ontogenesis, internal position.*

Health is physical, emotional, mental and social well-being, not just the absence of disease. The neuropsychic state of the child, social and personal development is one of the indicators of health in general. The problem of social and communicative development of preschool children is increasingly being discussed by teachers, psychologists, sociologists and is one of the most urgent problems of the modern world. The personal development of a preschooler must be considered as the result of the influence of many factors, both internal and external. External factors include a system of norms, rules and requirements of society and the immediate environment of the child. And the internal factor is a process that proceeds in accordance with internal prerequisites: the age and functional capabilities of the child, due to which the selection, acceptance and appropriation of value content is carried out.

At present, the tasks of the social and personal development of children are solved by preschool pedagogy through awareness of the relationship between mental characteristics and upbringing and education.

In the modern world, the standard of living has changed, its pace. As a result, the level of aggression increased. Parents are constantly busy. Children suffer from this. Constant haste, lack of constant attention gives rise to anger in children, unwillingness to communicate, emotional outbursts, whims, tantrums. Each person goes through the path of development in his own way. He sees, hears, perceives this world in his own way, but at each stage of personality development, it is influenced by close people and people from the immediate environment. And the mental health of a person depends on how satisfied the needs for communication at each age stage are.

The foundations of personality development originate and develop most intensively in early and preschool age. The experience of the first relationships with other people is the foundation for the further development of the child. This first experience largely determines the characteristics of a person's self-consciousness, his attitude to the world, his behavior and well-being among people.

At preschool age, the child begins to realize that he has an individual name. With normal relations in the family, he loves his name, as he constantly hears a gentle appeal to

himself. He loves all the domestic variations of his childhood name, he already knows what he will be called when he becomes an adult. Thanks to the name and the pronoun "I", the child learns to distinguish himself as a person. The name takes on a special personal meaning. The name allows the child to get the opportunity to present himself as isolated from others, an exceptional person. At preschool age, the child comprehends the value of the name through the assertion of his dignity. Name and dignity begin to unite in the self-consciousness of the child, on the one hand, through fairy tales, folklore, and on the other hand, through real relationships with other people.

Gradually entering the objective world and the world of people, the child tries to master these worlds through the assimilation of the names of each object and words that reveal the functions of these objects, as well as the world of human roles and identifications. It is during this period of the sensitive development of speech and, consequently, the assimilation of the meanings and meanings that construct the social factors of development, that the child begins to relate himself with interest to the world around him. Awareness of oneself as a separate subject, as a unique "I" occurs through bodily feelings, the "image" of the body, the visual image of one's reflection in the mirror, through the experience of one's will, one's ability to single out oneself as a source of one's will, emotions and imagination.

In the process of his mental development, the child masters the forms of behavior characteristic of a person among other people. This movement of ontogenesis is connected with the development of an internal position that distinguishes the child from others and at the same time bears in itself age-related and universal internal features. It is the holistic mental development of the child that contains the potential of universal and individual properties.

The inner position of the child manifests itself in a very peculiar form. These are either emotionally colored images, or situational orientation to learned standards, or will expressed in perseverance, or any other particular mental achievements that suddenly appear in the form of dominance over general achievements in the process of holistic mental development. These situational dominances, having arisen and declared themselves, quickly disappear. However, it is they that color the development of the child with the unique charm of childish immediacy and originality of personality.

Meanwhile, the child actively appropriates from his environment those values that determine the development of his self-consciousness. Let us turn to the consideration of the development of those links of self-consciousness that first receive intensive development at preschool age or first declare themselves.

The first link in the structure of self-consciousness, as mentioned above, is a crystal of personality, including a proper name, identified with the bodily and spiritual individuality.

Among the indicators of the social and personal development of preschoolers, researchers note adequate ways of communicating with close adults, social competence, or social maturity, in the unity of its motivational and behavioral components, orientation in the surrounding objective world, in ideas about oneself, about the events of one's own life and about one's own activities, as well as the phenomena of social life.

Modern educators and psychologists have conducted research on "how birth order affects the development of children." It turned out that the birth order affects the personal development of the child as follows:

The older child is characterized by: responsibility, conscientiousness. He takes on part of the parental functions, taking care of the younger ones. Often becomes a leader. The birth of a younger child leads to the deprivation of an exclusive position. If the eldest is not yet 6 years old, then often the child gets stressed that someone has taken his place. This reaction will be stronger if the children are of the same sex.

The younger child is characterized by carelessness, optimism, readiness to accept patronage. For family members, he may forever remain small. In relations with people, he manipulates, conflicts. His parents are less demanding of his achievements. This, of course, will affect the development of personality. An only child inherits the characteristics of its parent of the same gender.

Only children often have a lifelong attachment to their parents. Usually these children achieve success in school, but in life they are helpless. There are two types of only children: early maturing and "mama's boy." Person-centered interaction helps to avoid false, unreasonable rewards or excessive demands that can lead to persistent negative consequences.

The main thing that educators (and parents) should strive for is to create a friendly atmosphere of cooperation. When accustoming children to independence, it is necessary to take into account the individual characteristics of each: do not rush the slow, do not offer unbearable actions for the baby, do not do for him what he can do himself, call the child only by name.

Social experience is acquired by the child in communication and depends on the variety of social relations that are provided to him by his immediate environment. A developing environment without an active position of an adult, aimed at broadcasting cultural forms of relationships in human society, does not carry social experience. Assimilation by a child of the universal human experience accumulated by previous generations occurs only in joint activities and communication with other people. This is how a child acquires speech, new knowledge and skills; his own beliefs, spiritual values and needs are formed, his character is laid.

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