

CHARACTERISTICS OF INDIVIDUAL APPROACH TO THE DEVELOPMENT OF SELF-ASSESSMENT ABILITY IN PRESCHOOL ADULT CHILDREN

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Abstract: *this article discusses the development of self-assessment skills in children, the specific features of pre-school adulthood in this process. In the education system, educators' attitudes toward the problems of preschool children are largely simple, situational. Preschool educators are often limited to assisting children in the form of very simple prompt assistance in their outward behavior and work. In the process, they pay almost no attention to their intellectual development. They hope to correct their behavior by punishing rebellious, undisciplined children and complaining to their parents about them.*

Keywords: *self-assessment, self-awareness, preschool adulthood, individual characteristics, personal qualities, developmental indicators, reflexive attitudes, ethical norms.*

ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ИНДИВИДУАЛЬНОГО ПОДХОДА В РАЗВИТИИ НАВЫКОВ САМООЦЕНКИ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

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Аннотация. *в данной статье рассматривается развитие навыков самооценки у детей, особенности дошкольного взросления в этом процессе. В системе образования отношение воспитателей к проблемам дошкольников во многом простое, ситуативное. Воспитатели дошкольных учреждений часто ограничиваются оказанием помощи детям в виде самой простой оперативной помощи в их внешнем поведении и работе. При этом они почти не уделяют внимания своему интеллектуальному развитию. Они надеются исправить свое поведение, наказывая бунтующих, недисциплинированных детей и жалуясь на них родителям.*

Ключевые слова: *самооценка, самосознание, дошкольная взрослость, индивидуальные особенности, личностные качества, показатели развития, рефлексивные установки, этические нормы.*

In recent years, the country has paid great attention to the education of harmoniously developed children, and the issue of schooling and upbringing of young children has risen to the level of sustainable development of the state. In particular, it is possible to focus on improving the methodological support of the school education system in the country, ensuring the system of preschool education and expanding cooperation and integration of the family. In particular, the Law of the Republic of Uzbekistan "On School Education" stipulates that "humane education of children with respect to work, labor, national, historical, cultural values, national values of their people with the help of humanity ...; It is necessary to provide the necessary conditions for the full development, upbringing and education of the child in the family. This, in turn, is based on an individual approach to school to support effective methods of self-assessment in early childhood, to ensure preschool education and family cooperation, to provide methodological tools, to modernize teaching aids, to provide teaching aids [1].

In psychology, individuality is the social characteristics of an individual that distinguish him or her from others, and represents the uniqueness and irreversibility of the psyche.

Didactics, pedagogical psychology, as well as in pedagogical practice the terms "individual approach", "individual education", "individualization of education", "differentiated education", "differentiated teaching" and others are widely used. These terms are often used as synonyms. True, they have in common. However, each has its own characteristics within its content.

An individual approach to learners is an important principle of didactics. Consistent implementation of this principle will increase the effectiveness of different forms, methods and techniques of teaching, create conditions for each student to fully demonstrate their potential in the pedagogical process. It allows them to develop their independence and activism in every way.

The issue of developing the ability to self-assess through an individual approach in preschool older children is one of the most pressing issues of didactics today. This issue can be addressed in different ways at different stages of education. Because children differ from each other with different indicators that are unique to them. Therefore, the process of self-assessment in them is different. The application of an individual approach to the development of self-assessment skills in preschool older children is carried out in the following order:

- education of each child with an individual approach;
- to choose ways of development taking into account their specific capabilities.

To do this, you must first solve the following pedagogical tasks:

didactic analysis of specific aspects of the concepts of self-assessment, self-awareness and individual approach to children;

identify opportunities for an individualized approach to developing self-assessment skills in preschool older children, and h.

Each child is unique and unrepeatable as an individual. He relies on those around him and on himself, relying on this uniqueness. The unity of the child's consciousness and activity is manifested in his actions and communication.

On the basis of an individual approach, the diversity and diversity of activities can be identified as important factors in the development of self-assessment skills in preschool older children. Highly gifted children perform similar activities. This, in turn, manifests itself as an opportunity to develop children's self-awareness and self-assessment skills.

In the education system, educators' attitudes toward the problems of preschool children are largely simple, situational. Preschool educators are often limited to assisting children in the form of very simple prompt assistance in their outward behavior and work. In the process, they pay almost no attention to their intellectual development. They hope to correct their behavior by punishing rebellious, undisciplined children and complaining to their parents about them.

Such activities of educators are one-sided and have a negative impact on children's self-esteem. Of course, the educator's support of the pupils, their tendencies to support them are positive, sincere, pedagogically based, it is to take care of the child's life, intellectual development, health, to develop in them communication skills, to focus on the environment, In this process, they often use the method of command, reprimand, intimidation. As a result, the child develops a negative self-esteem.

Such support manifests itself in the form of improper interference in the child's actions, obstruction of his work. As a result, the relationship between the educator and the foster child deteriorates. It is common for educators to artificially and violently suppress a child's emotions as a result of internal conflicts. In such a situation, the trainee cannot show originality, uniqueness for protection. He hides his "I" and easily adapts to the situation. For this reason, a child-centered pedagogical system should not be limited to external manifestations, but should have internal motives, needs and instructions. In this process, the role of the educator is to help the child find the means and ways to express their personal potential, their inner self. To do this, they need to be able to identify the problems that foster children are facing, without hurting the child's psyche with truths that seem obvious to them.

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