



Analysis Of The Formation Factors Of The Child's Personality

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Annotation: The article examines the importance of communication as the main factor in the development of a child's personality. Theoretical and psychological aspects of the development of self-awareness and motivation in the formation of a child's personality are scientifically based. It is mentioned about the guidelines for the formation of personal aspects and personal qualities of the development of emotions and feelings in a child.

Key words: Communication, personality, self-development and understanding, self-improvement, personal qualities, emotion, emotion, motivation.

Proponents of the theory of "imprinting" also emphasize that the first experience is of primary importance in the formation of attitudes towards others. According to the "Imprinting" hypothesis, children in early childhood record the features of the person with whom they are constantly communicating - appearance, voice, clothes and smell.

Experimental studies led by M.I. Lisina show that during the first seven years of human needs, several forms of communication between children and adults appear one after the other and replace each other. In cognitive communication, the child discusses things and events in the world with adults. In this case, the child can tell about something, ask questions or ask adults to tell something. According to M.I. Lisina, these things occupy a central place in the social needs of the child. The family is the most important part of the environment surrounding the child, and its influence on the formation of the child's personality is enormous.

The child's independence is relative, and he needs the care and support of adults in many ways. Psychiatrists say that raising a child under strict control is one of the factors that cause neurosis and psychosthenia in him. The "democratic" form of family influence on children is characterized by the following: the child is allowed a lot of things, there is a lot of contact with the child, he is treated with trust and respect. Parents often try not to impose unnecessary



prohibitions, instead, they try to explain the rules of the family to children and focus on answering children's questions and their interests as much as possible. It was found that there are certain differences in the personal characteristics of children raised in "authoritarian" and "democratic" families. Children of "democratic" families tend to be creative, take initiative, strive for leadership, reject conformism (subordination to group opinion) and feel more emotions in their social relations.

It is known from sociometric experiments that if the environment in the family is built on a democratic basis, the relationship between the parents and the child is built on a democratic basis, then the child will have a high position among his peers, on the contrary, children raised in an unhealthy family will have a much lower position. The psychological climate in the family, that is, the nature of communication with children, treating them with love and attention, plays a very important role in the formation of the image of human morality. Kindergarten-age children's relationships with family members differ between boys and girls. For example, boys are more close to family members of the opposite sex than to girls, unlike their fathers and grandfathers. Communication with other children is important in the child's mental development. The most severe punishment for a 4-5-year-old child is to deprive him of communication with his peers. It is impossible to evaluate and study the individual development of a child from the time he falls into a group of children without taking into account his relations with the members of the "children's society".

Ya.L. Kolomensky considers the group of children of kindergarten age to be the first step, the bud of the social unity of people. Children strive for a group of their peers. Therefore, the interactions of children of kindergarten age should be positive. Research conducted in families with many children shows that the development of a child's personality is strongly influenced by brothers and sisters. Brothers and sisters are part of the microenvironment closest to the child and occupy a central place in it.

So, children of kindergarten age form complex and diverse relationships with other children, and these relationships to a certain extent determine the formation of their personality. The influence of adults on the personality of a child of kindergarten age is also carried out during the child's other activities: drawing, making various things, preparing applications, performing educational tasks. During these activities, children are determined to create something that



will be positively evaluated by adults and peers, social orientation is formed, cognitive motives, volitional and other personal characteristics are formed.

Mental development of a person, his formation as a person is related to self-awareness, i.e. self-awareness as a physical, spiritual and physical being. Initially, the child does not understand himself as a subject of activity. "Daniyor is jumping", "he is happy to sleep", - children of early childhood say about him. At the initial stages of personality formation, i.e., at the end of early childhood and at the beginning of kindergarten, in the genesis (emergence) of self-evaluation, the child's communication with adults is of decisive importance. A very noticeable change in the development of a child's personality at kindergarten age is expressed in the transition from evaluating the external characteristics of another person to evaluating personal characteristics.

Self-evaluation in kindergarten age has an emotional character. The child's assessment of others will also have 31 such characteristics. If the child trusts any of the adults who beat him, he will give positive feedback to that person. It was found that the position of the child in the group affects his self-esteem. The self-esteem of a kindergarten-age child also reflects the developing feelings of group and shame. The development of self-awareness is inextricably linked with the formation of the child's cognitive and motivational spheres. In the kindergarten period, motives specific to this period appear in the motivational field. Among them, there are motives related to the child's interest in the world of adults and the desire to be like them.

Special studies (L.Z.Neverovich, etc.) show that the motives of a social nature are much greater in kindergarten, and can have a greater motivating force than motives such as mistakes, interest in the external, procedural aspects of personal interests and activities. However, motives that are social in nature and content do not arise spontaneously, but are formed under the nurturing influence of adults. Due to the interdependence of the motives in the hierarchy of motives, the child can give up a product that seems interesting to him at the moment in order to perform an important, but rather boring task. Already at the kindergarten age, some children show creativity in their behavior, and in some children, tendencies towards destruction and consumerism are freely displayed. Educators and parents should quickly notice such tendencies. This is because it gives an opportunity to make corrections in time of negative characteristics, to form socially framed needs and motives, and to create conditions for self-expression for every child. A child experiences various emotions and feelings in



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the process of his activities, knowledge of the world around him and himself, relationships with adults and peers. The ontogenesis of emotions and feelings has its own specific laws.

Such emotions also exist in animals. However, the simplest emotions in a child should be distinguished from the simplest emotions in animals. Because the form of manifestation of 32 emotions has a social character in a person. For a child from the age of 2, the reactions of children expressing joy, happiness, positive emotions in general are considered to be the most informative (giving a lot of information). Undoubtedly, positive emotions have a positive effect on the mental and physical development of a preschool child.

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