



Social Status Of Development In Primary Education Ensuring Emotional Well-Being As A Condition For Creating A Social Situation For Children's Development

Mahmudova Nodira Alisherovna

Teacher Of The Department Of Primary Education, Namangan State University, Uzbekistan

Journal Website:

<http://usajournalshub.com/index.php/tajssei>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

ABSTRACT

Development is the process of forming an organism or its individual parts and organs. This article focuses on the qualities that development is inherent in an individual from birth and that can develop under the influence of education and upbringing.

KEYWORDS

Environment, perception, interpretation, technological perspective, physical and mental harmful factors, socio-communicative development, development of social skills, development of social competence, integrative cognitive routes

INTRODUCTION

Why do we often talk today about the social status of early childhood development? Why are issues related to the social state of child development so much on the minds of well-known theorists and interested practitioners?

The problem of a child's personal development has been studied by well-known Russian scientists, such as L.I. Bozovich, L.S. Vygotskiy, A.V. Zaporozhets,

V.T. Kudryavtsev, D.I. Feldshteyn, D.B. Elkonin et al.

The concept of the “social state of development” was first introduced by LS Vygotsky, who argued that the main features of the developmental period, including central mental neoplasms and age-related changes in the psyche as a whole, as well as the child's social environment. his connection with the environment, which leaves a mark

on his personal development. The development of a child, whom the scientist believes in every stage, is characterized by his social status. Over time, this field of research has been filled with new scientific knowledge.

According to Veraxi AN, the “social state of development” can be described as a system of demands placed on a child by the “adult world” and the rights that this “world” gives him. but also has the opportunity to take a step in its development ... ”

According to Asmolov A.G., without the concept of “social state of development,” there is no idea of leadership activity. According to the scientist, the social state of development literally serves as a source of personal development of the child, different types of activities specific to a particular childhood affect the social situation in the development of the child's personality, the child in one way or another. allows him to fulfill the social role he has assumed.

One of the most important modern documents of the system, which focuses on the social status of child development in primary school, is the state education standard of primary education, which corresponds to the specifics of primary school. shows the importance of the conditions necessary to create a social situation for the development of children (paragraph 3.2.5.): "Ensuring the emotional well-being of children, supporting individuality and initiative, interaction in various fields setting the rules of the relationship situations, building a changing developmental education, the relationship with the parents (legal guardians) on the upbringing of the child. "

Let us now turn our attention to the components of the concept of the “social state of development”.

Socio - social, related to the lives and relationships of people in a society.

A situation is a set of circumstances, circumstances that give rise to a particular relationship, situation, or circumstance.

MATERIALS AND METHODS

Development is the process of forming an organism or its individual parts and organs. In contrast to growth, a process that is primarily related to quantitative events, development focuses on qualities that are inherent in an individual from birth and that can develop under the influence of education and upbringing.

Thus, the social state of development is a system of social relations associated with human life in society, a set of conditions, a set of conditions, mainly associated with quantitative events (changes) aimed at the formation of personality traits. It is nothing more than a process. and evolving under the influence of education and upbringing or the social environment.

Clearly, the conditions of the modern social or, more precisely, the socio-cultural environment and its characteristics can have a significant impact on the social situation in the development of the child at an early age and, through it, on his or her personal development. The state of the modern socio-cultural environment can be characterized by the following features:

1. The cultural instability of the world around us, the multilingualism of cultures, the diversity, and sometimes the contradictions of the patterns of behavior and attitudes toward the world around them presented by different cultures;
2. A large number of aggressive sources of information (television, Internet), characterized by the complexity of perception and interpretation of information received for the child;
3. Technological complexity of the environment, violation of the well-established traditional scheme of

transfer of knowledge and experience from adults to children, the unrealistic transition from authoritarian pedagogy to the construction of various forms of interaction between adults and children, the right of adults to make mistakes "can not recognize.

4. The limited mechanisms of environmental aggression and the adaptability of the human body to rapidly changing conditions, the presence of many physical and mental harmful factors that adversely affect the health of children.

RESULT AND DISCUSSION

What areas and forms of work used in the process of primary education can prevent the influence of negative information from the outside and contribute to the creation of a favorable social environment for the development of the child?

1. Implementation of the field of education "Socio-communicative development" in integration with other areas of education.

“Social and communicative development is the assimilation of norms and values accepted in society, including moral and ethical values; developing the child's relationships and interactions with adults and peers; to form the independence, expediency and self-government of their actions; development of social and emotional intelligence, response to emotional relationships, empathy, readiness to work with peers, the formation of respect and feelings for their families and the community of children and adults in the Organization; formation of positive attitudes to different types of work and creativity; to form the basis of safe behavior in everyday life, in society, in nature ”.

2. Development of social skills: the ability to communicate with peers, the ability to cope with conflict, the ability to work with emotions (emotional regulation skills), the

ability to alternate aggression, the ability to cope with stress, the ability to positively socialize.

3. Development of social competence.

It is well known that a person's social authority is the ability to interact with other people, to achieve their goals in the process of supporting them. Good relationships in any situation. To do this, you need to teach children the following:

choose from the streams of information what is needed to solve a particular learning problem;

how to find missing information, including how to formulate a question correctly and find the right address;

developing work skills that can be shared with peers;

developing a culture of preferring ethical methods to achieve goals from possible options.

4. Development and implementation of integrated cognitive routes. In the process of mastering cognitive routes, practice-oriented activities are conducted for children: excursions to historical sites, visits to and organization of exhibitions, meetings with artists, works of writers, poets, active participation in projects, culture of the region , in regional competitions dedicated to the traditions. or the village where the child lives.

Integrated cognitive routes allow you to solve cognitive tasks, allow you to perform social tasks

focused tasks of education: contribute to the creation of a favorable social environment for the development of the child, his positive socialization in society, fostering in children a sense of belonging to the closest social environment, pride in their husbands, the dignity of the developing citizen.

In formulating his position on the social status of development, Vygotsky took into account the child's selected attitude to the surrounding reality and introduced the concept of experience, emphasizing the subjective nature of the child's interaction with the social environment. The child not only experiences the effects of the environment, but also experiences social reality through relationships with the environment. Only in this case does the environment become a source of development and determine the direction in which mental functions and abilities are formed. The study of a child's ability to experience a social situation allows one to understand the content of a particular child's course of mental development and the variability of ontogeny. Depending on emotional relationships, different children's experiences of the same events, environmental factors, and social relationships play different roles in children's mental development and can determine specific trajectories of development.

Experience is a unit that is provided in an irreducible form, on the one hand, the environment - experience always refers to something that is outside of man - on the other hand, that is how I experience it, that is. e. all features of the individual and all features of the environment are reflected in Experiment 1.

According to Vygotsky, experience is "a prism that determines the role and influence of the environment, for example, in the development of a child's character, in the psychological development of a child, and so on." The theme is that the child's personality becomes a measure of interaction with the environment, ie. experiencing the environment determines the subjective and extra-procedural nature of causal and informational relationships with the world. Vygotsky described the child's experience as "the child's ability to relate to an event."

Vygotsky describes a child's experience as "a child's understanding, comprehension, of how emotionally connected an event is".

The social state of development conditioned by a child's emotions is relative in nature and changes with age. Vygotsky first characterizes social reality by including the child's attitude toward the environment and the environment's opposition to the child. This conflict is a source of development, but at each age stage the conflict is associated with different components of the environment and different mental functions of the child. Conflict is resolved in a crisis situation, where new mental formations are formed in the field of consciousness and personality of the child, which determines the entry into a new social state of development.

The main contradiction that determines development in childhood is the maximum dependence of the child on adults and the lack of specific means of influence on adults. A newborn who does not have innate forms of behavior is maximally social, but his interaction with the world is always mediated by another person. The "we" social state that determines development in infancy is characterized by the formation of the most intimate relationships and emotional and personal connections between the child and the adult.

CONCLUSION

The main contradiction in the social state of development in early childhood is that the child is object-oriented and unable to assimilate its meaning independently (acting with it). The child tends to perform individual action, but the adult possesses a pattern of action, and the pattern itself has a collective, socially defined meaning and style of action. The development of verbal communication and object-related activities create the conditions to separate the child first from the object and then from the adults standing "behind the object". In objective actions, the

child discovers his own actions and himself as a subject of actions capable of independent action.

REFERENCES

1. Asmolov A.G. Cultural-historical psychology and the construction of worlds. M., 1987.
2. Bozhovich L.I. Personality and its formation in childhood ... M., 1968.
3. Korotaeva E.V., Andryunina A.S. Scientific and methodological support of regional-oriented programs for primary school children, West Siberian Pedagogical Bulletin, № 2/2014.
4. Kodjaspirova GM, Kodzhaspirov A.Yu. Pedagogical dictionary. M.: Akademiya, 2003. - 176 p.